San Jose State University

Multiple Subject Credential Program
Elementary Education

Program Assessment Documents

Prepared for the California Commission on Teacher Credentialing

Submitted by Dr. Andrea Whittaker, Chair
July 2010

Please note that this report includes both the original Program Assessment Documents submitted in March 2008 followed by the Department's response to the CCTC feedback. Click on the title below to access the Table of Contents for specific section of interest:

I. March 2008 Program Assessment Document (PAD).................................................................page 2

II. July 2010 Response to CCTC Feedback from March 2008 PAD........................................page 392
# Table of Contents

Category A Program Design, Governance, and Qualities
- Program **Standard 1**: Program Design 4
- Program **Standard 2**: Collaboration in Governing the Program 15
- Program **Standard 3**: Relationships Between Theory and Practice 20
- Program **Standard 4**: Pedagogical Thought and Reflective Practice 26
- Program **Standard 5**: Equity, Diversity and Access to the Core Curriculum 29

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 33
- Program **Standard 7**: Preparation to Teach Reading-Language Arts 35
- Program **Standard 8**: Pedagogical Preparation for Subject-Specific Content Instruction 40
- Program **Standard 9**: Using Technology in the Classroom 46

Category C Preparation to Teach All Students in California Schools
- Program **Standard 10**: Preparation for Learning to Create a Supportive, Healthy Environment for Students Learning 48
- Program **Standard 11**: Preparation to Use Educational Ideas and Research 51
- Program **Standard 12**: Professional Perspectives Toward Student Learning and The Teaching Profession 54
- Program **Standard 13**: Preparation to Teach English Learners 59
- Program **Standard 14**: Preparation to Teach Special Populations in the General Education Classroom 64

Category D Supervised Fieldwork in the Program
- Program **Standard 15**: Learning to Teach Through Supervised Fieldwork 67
- Program **Standard 16**: Selection of Fieldwork Sites and Qualifications of Field Supervisors 72
- Program **Standard 17**: Candidate Qualifications for Teaching Responsibilities in the Fieldwork Sequence 76
- Program **Standard 18**: Pedagogical Assignments and Formative Assessments During the Program 78
- Program **Standard 19-21** 85
Appendix

Forms

EDEL 143A Enrollment Form
EDEL 143B Enrollment Form
EDEL 143A/B Field Guide
ELEM Advisement Program Handbook
Program Planning Form
Signature Assessment Matrix
TPE Course Matrix

Syllabi

EDEL 102
EDEL 103
EDEL 108A
EDEL 108B
EDEL 108C
EDEL 108D
EDEL 143A
EDEL 143B
EDSE 192
EDTE 162
EDTE 190

Faculty Curricula Vitae

Chang, Ji-Mei
Felton, Mark
Foster, Halcyon
Hanna, William
Marachi, Roxana
Rabin, Colette
Schierling, Judith
Smith, Grinell
Swanson, Patricia
Whitenack, David
Wood, Deborah
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.

OVERVIEW

Vision/Mission/Values of the College of Education

The faculty of the College of Education at San Jose State University agree that excellence and equity matter -- that each is necessary, and neither is sufficient in the absence of the other.

The mission of the College 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 forms of diversity. 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.
Department of Elementary Education Vision and Principles

The Department of Elementary Education faculty developed a vision and a set of principles that support and make particular the College vision and mission. These principles help to define the types and qualities of learning opportunities necessary for teachers to fully educate the diverse students in California.

A. Vision: We believe that all children have the right to an excellent education. Our vision is to prepare teachers who hold high expectations for all students and create educational opportunities to support high achievement within diverse school contexts. Our teacher candidates prepare children to develop their potential as learners and as participants in a democratic society.

B. Preamble--Teaching for Equity and Excellence: Teacher candidates must develop the lenses to identify inequities within their school communities that prevent students from attaining an excellent education. They must learn to uncover such inequities and articulate them in ways that build constituencies and contribute to constructive solutions for improving education for children. Teacher candidates have the responsibility to develop their capacity to reflect on their own attitudes, beliefs, and assumptions, and to identify those that impede or enhance their ability to recognize the potential of all children as capable learners.

Candidates will:
• reflect on their attitudes, beliefs, and assumptions about children and their communities and identify those that impede or enhance teaching for excellence
• demonstrate an understanding of the relationship between language and culture
• understand the socio-cultural nature of schooling
• learn how to teach to the learner’s needs and strengths so that all students develop their potential as learners

C. Guiding Principles:
   1. Teaching as a Political Act

To provide an excellent education for all children within a democratic society, teacher candidates must recognize that a teacher's responsibility extends beyond the classroom to the community at large. This broader view of the teacher's role is particularly important within the unique context of the Silicon Valley, where economic and educational disparities are exacerbated. Our candidates must be prepared to effectively communicate the rationale for their educational philosophy and for their curricular and pedagogical choices to parents and other members of the school community. Moreover, the ability to participate in public discourse on educational issues is essential for building constituencies for educational change and for participating in a democratic society. SJSU candidates need to be adept in making explicit the social injustices that exist for many under-served students and lead change efforts to remedy those injustices. Fundamental to the task of preparing candidates as agents of change is honing their ability to think critically and to communicate clearly.

Candidates will:
• view themselves as active participants within a democratic society
• articulate their educational philosophy within a broader socio-political, and cultural
• understand the historical-political nature of schooling and its effect on curricular and pedagogical choices made within schools, including the creating of institutionalized inequities
• communicate the instructional decisions made to parents from a theoretically informed knowledge-base in language parents and community members can understand

2. **Teaching for Understanding Subject Matter**
Teacher candidates must be able to create curriculum and learning opportunities that foster a strong academic, civic, and arts education. Teacher candidates must be able to identify and exercise the talents and unique gifts of students, then use those gifts to build success in school at an early age. Candidates must have the ability to connect themselves and the subject matter to their students by: 1) leveraging the knowledge and language that children bring to the classroom, 2) understanding the nature of the discipline being taught and the important ideas within that discipline, 3) developing the pedagogical knowledge to teach the discipline to students in meaningful ways, and 4) developing the capacity to help students make conceptual connections throughout the entire curriculum by making appropriate curricular choices and teaching strategies. They must be able to integrate principles of social justice and democratic principles throughout the curriculum.
Candidates will:
• examine curricular and pedagogical choices from multiple perspectives
• differentiate instruction to address varied learning needs of students
• use student work to inform instruction
• use pedagogical strategies that provide access and motivation to learn the curriculum
• design instruction that uses students' prior knowledge and background
• make theoretically informed curricular and pedagogical decisions
• know how to use community resources to enhance instruction

3. **Teaching as an Ethic of Constant Learning (Inquiry)**
Candidates must view learning as a continuous, collegial, dynamic process. Candidates must have the beliefs, attitudes, and dispositions that enable them to develop a reflective inquiry orientation to their practice with the goal of teaching children in deep, powerful ways. It is important that candidates enter their classrooms with the confidence that comes from having and exercising the knowledge, skills, and dispositions that enable them to make decisions based on sound theory that is guided by a moral imperative and an ethic of life-long learning.
Candidates will:
• use action research to improve instruction
• model life-long learning for students

4. **Building Resilient Teachers**
Teaching, in its most authentic moments, is delineated by its complexities, uncertainties, and ambiguities. We believe that SJSU Multiple Subject teacher candidates must develop the habits of mind that enable them to: embrace the complexities of teaching, make good judgments within the uncertainties of teaching, and allow for ambiguities rather than simplistic representations of
knowledge. SJSU teacher candidates must be resilient in the face of challenges and maintain a sense of perspective as they engage in teaching as a moral act. Candidates will:
• know how to participate in a professional dialogue
• know how to access professional development resources
• view teaching as life-long learning

**Program Elements for Standard 1: Program Design**

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.

**Signature Assignment Chart**
**Admission Program Handbook**
**Student Teaching Field Guide**

The design of the Multiple Subject Program (MSP) deliberately combines experience, study, and reflection. However, several external variables unique to the Silicon Valley have influenced the variety of program options we offer. These variables have provided faculty opportunities to rethink our Program structures, sequence, and procedures to more effectively match the experience, background, and learning needs of the candidates we serve. Through a carefully structured advisement process the candidate is matched to the appropriate program option. In previous years, teacher preparation programs have generally been implemented as a “one-size fits all” model. The traditional model implies that credential candidates enter a teacher preparation program with the same or at least similar learning needs—a notion which, when applied to students in classrooms is incongruent with reality. Because we are so intent on preparing high quality candidates who understand how to provide an excellent and equitable education for diverse student populations, we are committed to ensuring that our program design, at all levels, reflects those same considerations inherent in an excellent and equitable education for our adult learners.

One variable that effects the structure of our program is the statistic that more than 50% of our candidates are “re-entry” students, that is, they bring experience from other professions such as the high tech industry, science, marketing, business, law, in addition to those that have worked in schools as classroom assistants and tutors.

A second variable affecting the Multiple Subject Program at SJSU is the high cost of living in the Silicon Valley. When individuals choose to enter the teaching profession, the high cost of living forces candidates to be fully employed while they are enrolled in credential classes. The increasing number of individuals choosing to make a transition to teaching and still needing to work fulltime, has required us to offer the majority of courses late afternoon or evenings, with only a handful remaining during the day.

A third variable affecting the design of the Multiple Subject Program is the number of teachers needed for classrooms as the retirements of “baby boomers” are looming. This need for teachers has been particularly urgent in hard-to-staff schools in diverse, low-socioeconomic
school districts. While these variables have been out of our control, we have used them as opportunities to reconsider the traditional rationale of a “one-size-fits-all” model for teacher preparation and to find ways to establish new partnerships in the underserved school districts. With our changing teacher candidate population, our program design draws on the knowledge base of teacher education and includes adult learning theory—both complementary of the other.

Several features of adult learning theory are pertinent to our program design. One primary feature is that adults learn best when they are given choices, and when the choices are matched to their background and experiences (Knowles, 1998; Brookfield, 1986; and Mezirow, 1991).

Our Multiple Subject Program design includes multiple entry points for candidates to more effectively match the background, experience, and economic constraints of the candidate to the program option (See Fig. A at end of Standard 1). This matching process begins through group advisement sessions, followed by one-on-one advisement with our Director of Program Admissions, and lastly, through advisement by the program option coordinator to further clarify the appropriateness of the program candidate to the program option.

A second feature of adult learning theory is the role of the adult learner’s prior experience in creating biases which 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 of reflective learning. He writes, “Reflective learning involves assessment or reassessment of assumptions [and biases]. Reflective learning becomes ‘transformative’ for adults whenever assumptions or premises are found to be distorting, inauthentic, or otherwise invalid.” He adds the “goal of reflective learning becomes one of either confirmation or transformation of ways of interpreting experience.” 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 those “liminal” spaces of renegotiating meaning and reinterpreting prior experiences through the lens of new knowledge. Liminal, “uncertain,” transitional states of mind give dialogue a powerful new role in the reinterpretation of learning.

The concept of “reflective learning” is integrated into the Multiple Subject Program at a variety of levels. For example, inherent in the cohort program options is a built-in network of peers for the length of their program through which candidates can create collegial relationships. To provide opportunities for candidates in non-cohort options, faculty deliberately create study groups, on-line discussion groups, group presentations, small group discussions (to name just a few) to engage candidates in activities that create the contexts for reflective learning.

A third feature of adult learning theory that informs the Multiple Subject Program is the role of current experiences in shaping adult learning (Knowles 1973, 1998). That is, adults seem to learn best when the learning is connected to real life experiences—when new information is presented in real-life contexts. The Multiple Subject Program is designed so that throughout the program, candidates apply their coursework learning to real classroom contexts in all of the program options. The primary difference between the options is in the level of intensity in the field experience. For example, candidates can: gradually build their experience in a classroom using the basic model of student teaching or; they can gradually enter their field experience via a 20%
internship or; candidates can select a fulltime two year intern model where the candidate is immersed in real-life learning from the beginning. A brief description of the program options is listed below.

The program options are those listed below.

The School-University Partnership (SUP) is a two-year, full-time intern model that operates in collaboration with 17 district partners. Site-based faculty associates are assigned to each intern and meet monthly with university supervisors for professional development. Interns begin in the summer and are placed in classrooms with cooperating teachers during this time, while taking two courses (classroom management and educational psychology) in preparation for the fulltime internship in the fall.

The Teacher Education Collaborative (TE) is a one year, 20% intern cohort option with a long-standing collaboration in 3 school districts. Candidates work in a classroom 3-4 days a week with a cooperating teaching (i.e., faculty associate) while they are enrolled in coursework. They are the paid classroom teacher for one day a week with substitute teacher pay. This frees the faculty associate to mentor new teachers in other classrooms. They are supported by district faculty associates and university supervisors.

**Middle Level Emphasis Program**
The Middle Level Emphasis Program (MLE) was developed to bridge the gap between elementary and secondary teaching. The program prepares students to teach grades 5-8 in a middle school or elementary setting with a multiple subject credential and one or more additional authorizations for teaching single subjects (introductory authorization or full single subject credential). In a flexible program design, (summer to summer, three semester or a two year model) candidates in the MLE cohort take middle level-oriented sections of some multiple subject coursework emphasize meeting the needs of the young adolescent. Candidates are advised on how to augment the multiple subjects credential with additional subject matter course work (or exam) so they are fully qualified to teach middle grades under No Child Left Behind legislation.

The Flexible Multiple Subject Program is a non-cohort model that allows for the greatest flexibility for students in terms of scheduling courses to match the unique learning needs and time constraints of individual candidates. Candidates in this option are closely advised and provided with a program plan to ensure that candidates take a sequence of coursework that reflect sound principles of teacher development while simultaneously addressing the individual needs of the candidate.

The Spanish BCLAD Emphasis enables candidates to earn a Spanish BCLAD credential for teaching in settings where Spanish and English are the languages of instruction. The Spanish BCLAD program requires that candidates pass a Spanish language and culture exam at the entry and exit level and take three of the credential courses in Spanish. The remaining credential courses are in English and can be taken through several of the program option structures.
The Critical Research Academy (Academy for Research on Language, Culture, and Society) is a program option in which students can earn their multiple subject teaching credential while making substantive progress toward a masters degree. Candidates in this program examine the complex issues related to schools, and specifically give particular attention to schools in diverse, low-socio economic settings. The theoretical lens used to examine these issues is critical hermeneutics. To be considered for this option, students must be able to qualify for admission to a masters program, upon entry to the credential program.

The primary difference among the program options is in the length of time to complete the programs (i.e., intensity of field experience).

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 Multiple Subject curriculum includes the following courses:

- Psychological Foundations of Education (EDEL 102) 3 units
- Sociomulticultural Foundations of Education (EDEL 103) 3 units
- Meeting the Needs of Second Language Learners (EDTE 162) 3 units
- Reading/Language Arts Methods (EDEL 108A) 6 units
- Science Methods (EDEL 108B) 3 units
- Social Studies Methods (EDEL 108C) 3 units
- Mathematics Methods (EDEL 108D) 3 units
- Health Education (EDTE 190) 3 units
- Mainstreaming Students with Special Needs (EDSE 192) 3 units

The pre-requisites for admission to the Program were identified to ensure that we meet both the CCTC conditions and the need our candidates have to draw upon experience when studying theory in relation to practice. We use the following CCTC requirements for clear admission to the Multiple Subject Program. They include a recognized Bachelor’s degree with an acceptable GPA, study of the Constitution, passing scores on CBEST, knowledge of subject matter, and at least 50 hours of preprofessional field experience in a public school classroom. In addition, candidates must submit an acceptable writing sample, have an oral interview, pass a test that verifies basic computer skills, submit three letters of reference, provide evidence of subject matter knowledge through an exam or approved coursework, and be observant of dispositions and attitudes that are important to working with children.

Beginning at the undergraduate level, candidates completing an approved subject matter preparation program participate in a field experience specific to the particular subject matter program. All candidates, including those who take nontraditional routes to establish subject matter competence, must complete 50 hours of classroom experience prior to being admitted.

In addition, Health Education (EDTE 190) and Mainstreaming the Exceptional Individual (EDSE 192) are recommended as prerequisite courses to ensure that candidates have had opportunities to: think about school related issues; gain a fundamental understanding of the educational process and an appreciation for the diverse, complex issues in schools; and for the diversity of
the students. In general, the purpose of the two prerequisite courses is to introduce students to the wide range of social, emotional, and physical issues within the context of California schools. The addition of prerequisite courses is one of the changes the MSP has made to more effectively address the new standards.

As described in ‘Standard 1: Program Design,’ the theoretical rationale for the Multiple Subject Program is grounded in the knowledge base of teacher preparation and adult learning theory. The knowledge base of these two areas complement each other in that they emphasize the importance of the context of learning and a long term vision of learning to teach. That is, learning to teach happens over time, is developmental in nature, and is contextually grounded. To this end, following appropriate advisement, candidates participate in the program option that best matches their background and experience—ranging from gradual induction to emersion—so that by the end of the preliminary credential program, candidates will be excellent beginning teachers.

The College theme of Equity and Excellence is threaded throughout the Program by the idea that theory and practice are reciprocal and interactive, each serving the other—in the same way that excellence and equity are insufficient without the other. This belief is manifested throughout the Multiple Subject Program but begins at the advisement stage, when the course sequence is provided for students. All students take Foundations classes along with a least one or two methods class. For example, students are advised to take Psychological Foundations of Education (EDEL 102). Meeting the Needs of Second Language Learners (EDTE 162) Reading/Language Arts EDEL (108A), and Mathematics Methods (EDEL 108D). In addition, they take the Orientation to Student Teaching (EDEL 143A) so that while students are learning the theory and methods in their coursework, they have opportunities to see how theories and practices play out in the classroom and are able to practice on a part-time basis (2-3 mornings a week), what they are learning in their coursework.

During the second semester, candidates enroll in Social Studies Methods (EDEL 108C), Science Methods (EDEL 108B) and fulltime student teaching (EDEL 143B). Accompanying 143B is Critical Perspectives on Schooling (EDTE 260) or Learning Environments (EDTE 246). In addition, reorganization of the EDEL 143A/B seminars to address requirements of the Teaching Performance Assessment has included increased attention to assessment practices and reflective analysis of teaching (justifiable pedagogy).

The above course load is based on a fulltime student’s schedule. Variations of course loads occur based on the candidate’s financial and time constraints. For those students who apply to the program without their prerequisite coursework, their time in the program may be extended to 3 semesters and/or summers.

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.

The coursework and fieldwork are sequenced so that students have opportunities to practice what they learn in their coursework and to simultaneously learn about the complex social, political, and cultural environment in which the process of education occurs in California. In the design
of the program, students are placed at their teaching sites at the beginning of each semester. During the part-time student teaching experience, candidates are placed in either a primary or intermediate grade. For their fulltime student teaching during the following semester, they teach in a different grade level from their part-time student teaching. This provides opportunities for candidates to experience beginning literacy activities in the primary grades as well as content area reading in the intermediate or middle grades. Additionally, these two levels of experience give candidates a more balanced, holistic perspective of the students and how foundational the notion of developmentally appropriate curriculum is for successful student learning.

For example, the beginning student teaching experience (EDEL 143A) includes a part-time field assignment at a school site. This course enables candidates to teach 2-3 days a week and participate in a substantive weekly seminar. The purpose of this seminar is to assist candidates in processing their initial semester in schools in a cycle of assessing, planning and reflecting. During fulltime student teaching candidates spend all day for 15 weeks in a classroom under the supervision of a cooperating teacher and university supervisor. Over the 15-week experience, students gradually gain more responsibility for the children’s learning as the candidates' confidence and efficacy increase. The field activities are structured to build teacher capacity throughout the semester. (See Timeline of Assignments and Assessments in Student Teacher Handbook pages 25 and 95.)

The first semester of student teaching is accompanied or preceded by the reading and math methods courses, and two foundations courses—meeting the needs of second language learners and the educational psychology course. Specific coursework includes: Educational Psychology (EDEL 102), Socio-multicultural Foundations of Education, (EDEL 103), and Meeting the Needs of Second Language Learners (EDEL 162). Pedagogical content courses (methods) include Reading and Language Arts (EDEL 108A), Science Methods (EDEL 108B), History/Social Science Methods (EDEL 108C), and Mathematics Methods (EDEL 108D).

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.

In all courses, the appropriate state and national content standards are used as requirements for each course. For example, the Mathematics Methods course (EDEL 108D) requires candidates to use the Mathematics Framework for California Public Schools as well as the National Council for Teachers of Mathematics content standards—both are foundational to the course content. In addition, a faculty constructed math website is available for students including a large variety of additional state and national resources. (See Elementary Department website for link to math website.) In the science methods course (EDEL 108B), the National Standards for Science Education are required as well as the Science Framework/Standards for California Public Schools. In the EDEL 162, the English Language Development Standards are used as a resource and then applied in the Science Methods class (EDEL108B) as students design their science lessons incorporating specific ELD instructional strategies. Additional evidence can be found by reviewing syllabi bibliographies, topics of discussion and assignments.

1(e) Coursework and field experiences utilize a variety of strategies for professional
Students are first introduced to the Teaching Performance Expectations (TPEs) in the Advisement Guide. This simple introduction provides an advanced organizer and reference point as they are addressed in coursework.

Each course has identified the TPEs for which it has major or minor responsibility (see TPE chart at end of Standard 1). Teacher candidates have multiple opportunities to practice the TPEs as an integral part of the program as evidenced from the TPE summary chart.

Coursework and field experiences provide multiple opportunities to practice the TPEs. Early in the program, TPEs are introduced and practiced as both individual activities and as part of cooperative activities. For example, each course has a “signature assignment” that is designed to assess the candidate’s performance in that TPE (see “Signature Assignment” chart at the end of Standard 1). As can be observed from the Signature Assignment chart, candidates have opportunities to practice TPEs multiple times throughout the program and to develop their performance throughout the program.

1(f) 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’s multiple subjects credential program has designated a series of pedagogical assignments that serve as formative and transition point assessments throughout the program which build candidates’ understandings of more and more complex aspects of teaching and learning. These “Signature Assignments” (SAs) are well aligned with the TPEs and reflect the major components of the PACT Teaching Event, which serves as one aspect of our summative assessment system. The Signature Assignments were developed by faculty to address the TPEs, PACT Teaching Event components and other valued program outcomes. As noted in the Signature Assignments Matrix, focus areas for these SAs include four aligned with the PACT Teaching Event: 1) Planning a progression of lessons to support deep understanding of big ideas, 2) Academic language development beyond vocabulary, 3) Assessment: analysis of student work to inform instruction, 4) Defensible pedagogy (theory/practice connections); AND two additional highly valued program outcomes: 5) Positive Learning Environments, 6) Knowledge of children, families and communities. The format of the SAs include investigations, case studies, design and analysis of lesson/unit plans, and analyses of videotaped teaching. Theory/practice connections and opportunities to provide a theory-based and justifiable pedagogical rationale are explicitly embedded in all signature assignments across all courses in the program.

---

1 Note that currently, the PACT Teaching Event is required of all candidates for program completion but will NOT be officially scored or reported for credential decisions until adequate funding for scoring is provided by the legislature or CSU Chancellor’s office. All candidates receive feedback from their University supervisor on three or more PACT rubrics and a random sample (10-15% of candidates) is fully scored by department faculty each year for program evaluation purposes.
Several Signature Assignments are used as “transition point” assessments leading into various phases of the credential program. For example, the SA for EDTE 162 (Meeting the Needs of Second Language Learners) is used as a transition point assessment prior to enrollment in the first student teaching placement (EDEL 143A); and successful completion of the “Coaching Cycle” SA in EDEL 143A is required (along with other assessments) prior to enrollment in the full-time student teaching placement (EDEL 143B).

Because the SAs are embedded in coursework throughout the program, candidates have many opportunities to practice and receive feedback on elements of the TPEs and components of the PACT Teaching Event and to learn what will be necessary to teach all students well. Faculty provide feedback on SAs using SJSU designed or modified versions of PACT Teaching Event rubrics (see samples for the 143A Coaching Cycle in the Field Guide pages 69-73) and candidates have opportunities to revise based on this feedback if their performance is deemed unsatisfactory. Selected SAs are included in candidates’ portfolios as part of their summative assessment at the end of the program.

1(g) 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. All candidates are admitted to the MSP based on specific criteria. (See List of Admissions Criteria in Admissions Handbook for the Multiple Subject Program.) They are formatively and summatively assessed throughout the program, during coursework and student teaching. During coursework, the "Signature Assignments" listed for each class serve as the assessment for the TPEs (See “Signature Assignments” chart at the end of Standard 1). Both the TPE chart and the Signature Assignment chart ensure that candidates have multiple opportunities to practice the knowledge and skills embedded in the TPEs. These signature assignments embedded in the coursework are assessed using rubrics designed by faculty of the course or adapted from those offered in the PACT Teaching Event. (See examples of rubrics in course syllabi binders).

For successful completion of student teaching, candidates must complete a comprehensive Portfolio to provide evidence that they have successfully met and/or exceeded all of the requirements to become successful teachers. The required artifacts in the portfolio are listed and described in the Student Teacher Handbook. (Also see examples of student portfolios in the Data Collection Room.) During the first semester of student teaching, the university supervisors, cooperating teacher, and site administrator work together to ensure that the teacher candidate is becoming progressively more and more competent. Specifically, at this level, they assess candidates’ readiness to move into a full-time, more intensive teaching experience. The California Standards for the Teaching Profession (CSTP) are used as the assessment criteria (and thereby the TPEs) with the accompanying rubric. (See example in Student Teaching Experience Guide.)

During the first semester, though all standards are introduced, candidates focus on Standard 2 in the CSTP (i.e., Creating and Maintaining Effective Environments) and Standard 4 (Planning Instruction and Designing Learning Experiences for All Students). A complete coaching cycle is required for Standard 4 including a videotape analysis. A "coaching cycle" is a multi-step process that involves: a) planning instruction (including a pre-conference with cooperating
teacher/university supervisor), b) implementing instruction, c) assessing student learning using student work as evidence, and d) analyzing/reflecting on one's teaching to identify changes and improvements for future teaching.

At the end of the placement, candidates, cooperating teachers, and supervisors complete the EDEL 143A evaluation form (see Student Teacher Experience Field Guide for evaluation forms page 81-83). At the exit interview, the candidate and supervisor examine the student teaching portfolio, and discuss the evaluation of the candidate in terms of the quality of the candidate’s teaching at the initial stages. They also discuss and record areas of strength for the candidate and areas for growth during the next semester of student teaching. Midway through the placement, the cooperating teacher, supervisor, and student teacher, complete and discuss a Professional Attributes assessment (See Field Guide page 77). This assessment addresses attitudes and dispositions of a professional. This assessment tool is revisited during the exit interview. Also at the end of EDEL 143A, either at the last seminar or during the exit interviews, candidates share their portfolio with their supervisor, and when possible, with their peers during a portfolio share-out. (See Timeline of Assignments and Assessments in Student Teacher Handbook for additional assignments included in the student teaching portfolio for EDEL 143A.)

During the fulltime semester of student teaching (EDEL 143B) candidates complete the PACT Teaching Event and compile their portfolio of signature assignments (see Standards 15-18 for a full explanation of PACT implementation).

**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.

**OVERVIEW**

Fundamental to our College mission is that stakeholders be fully involved in the collegial community. To this end, collaboration with our district partners is an essential part of how the Multiple Subject Program operates within the community. We have a variety of partnerships that profoundly impact how we prepare teachers for our community. We have also established a variety of processes and structures that enable our partners to make important contributions to our on-going dialogues toward program improvement. These processes have included activities such as inviting district partners to Department meetings that were specifically intended for our district partners to participate and provide input and inviting district partner to "training/scoring" sessions of the PACT student work. In addition each of the program options has community advisory boards that convene regularly as well as a Department at-large advisory board.

We also have a variety of specialized partnerships with districts in our service area. Three of them are listed below.
For example, our School-University Partnership (SUP) is a two-year internship program that is a partnership with 17 school districts. The advisory board is composed of Directors of Human Resources from each district, and works with the Director of the Internship Programs to establish policies and procedures, and program development. They meet on a regular basis. The "faculty associates" (interns' district support providers), meet monthly for professional development and to collaborate with the university supervisors regarding the progress of the interns. (See SUP binder in the College Data Collection Room.)

The Teacher Education Partnership (TE). This 20% internship model is a unique partnership that works intensively in three school districts. During the year, students are serve as the substitute teacher one day a week while taking coursework and work the remainder of the week with a cooperating teacher (faculty associate). This partnership uses a combination of district and university faculty for supervision of interns. The faculty associates of the interns meet once a month for professional development and to discuss the progress of the interns with the university supervisors. The advisory board includes representatives from each participating school district and faculty.

Middle Level Emphasis Program
The Middle Level Emphasis Program (MLE) was developed to bridge the gap between elementary and secondary teaching. The program prepares students to teach grades 5-8 in a middle school or elementary setting with a multiple subject credential and one or more additional authorizations for teaching single subjects (introductory authorization or full single subject credential). In a flexible program design, (summer to summer, three semester or a two year model) candidates in the MLE cohort take middle level-oriented sections of some multiple subject coursework emphasize meeting the needs of the young adolescent. Candidates are advised on how to augment the multiple subjects credential with additional subject matter course work (or exam) so they are fully qualified to teach middle grades under No Child Left Behind legislation. This program meets with the cooperating teachers once a month for professional development and to speak to the needs of the program.

The Critical Research Academy (Academy for Research on Language, Culture, and Society) is a program option in which students can earn their multiple subject teaching credential while making substantive progress toward a masters degree. Candidates in this program examine the complex issues related to schools, and specifically give particular attention to schools in diverse, low-socio economic settings. The theoretical lens used to examine these issues is critical hermeneutics. To be considered for this option, students must be able to qualify for admission to a masters program, upon entry to the credential program. This program meets with its advisory board of cooperating teachers, former graduates, and principals three times a year.

The flexible program also meets with its advisory board, composed of graduates, cooperating teachers, and district BTSA advisors, and district administrators periodically in the year. In addition, cooperating teachers and BTSA supervisors are invited to the training and scoring sessions of credential candidates performance assessment (PACT).

**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.

SJSU is fortunate to have a variety of district partnerships designed to contribute to the professional preparation program. These partnerships have been uniquely developed with the needs of the school districts in mind and have helped to establish long-standing relationships with area districts. For example, of our four program options each were designed to work intensively to better meet the needs of our district partners while providing institutional support structures to support the partnership. Each program option has established its own advisory board and meets regularly with district support providers. A representative from each program option advisory board serves on the general at-large advisory board.

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.

Through the program option advisory boards and through the at-large advisory board, the multiple subject program has established structures for ideas to be exchanged and issues to be addressed. These advisory boards have become a forum for all parties concerned to come together to monitor and improve program curriculum, policies, and decisions. The minutes of the advisory boards illustrate how members are solicited for advice and recommendations made. In addition, each program option advisory board works closely with the participating faculty to address issues related to each program option and for exchanging information. For example, the multiple subject intern program meets with the interns’ support providers to discuss coaching and supervision issues. The 20% intern program meets twice each month with the faculty associates (support providers) to discuss relevant issues related to support of the candidates.

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.

The SJSU Multiple Subject Program has worked closely with school districts to establish student teaching placement agreements with over 25 school districts in our service area. Participating schools have an opportunity to suggest ideas, offer suggestions about curriculum, provide feedback, and select the cooperating teachers through the frequent contact between the university supervisors, the director of field placement, and the district liaisons and principals. The supervisors and field placement director and district/liaison and/or principal arrange and monitor student teaching and organize systematic communication between the University, cooperating teachers, supervisors and credential candidates.

Faculty teaching in the various program options meet to discuss issues related to teaching with each other. In addition, coordinators from each option meet several times during the year to share strategies, curricular ideas, sort out student issues, and discuss policies and procedures that cut across all of the program options.
In addition, in the Intern Programs, partners participate in the interview committees for candidates. In all of the Program options, partners recommend field sites and cooperating teachers, and co-evaluate the student teachers in the field. (Further discussion of this area is found in Standards 15-18 in the Field Placement Standards.)

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. 

Representatives from the multiple subject program and the subject matter preparation programs meet on a monthly basis as the All University Teacher Education Committee (AUTEC). Representatives from each of the six subject matter preparation programs, a representative from the multiple subject program, the Associate Dean of Undergraduate Student Affairs, and the Dean of the College of Education serve on this standing committee. AUTEC has established an on-going dialogue with the departments that participate in the subject matter programs. AUTEC also serves as the advisory board for the subject matter programs as they restructure their coursework to meet the new 2042 Standards and to ensure alignment of their courses with the new standards for the Multiple Subject Program. In addition, a sub-committee for each subject matter program has been established to restructure the subject matter programs for each of the 6 undergraduate subject matter preparation programs. Faculty members from the multiple subject program serve on each of these committees according to their discipline expertise to ensure a clear and effective articulation process with each of the six programs.

Additionally, there is an on-going dialogue with the regional community colleges to more effectively serve the transfer students. These meetings occur twice a semester and are attended by representatives from each of the 8 regional community colleges, the Director of Field Placement, and the Dean from the College of Education. A primary purpose of these meetings is to more effectively serve transfer students by clearly communicating and articulating changes in the preparation of teachers in both the undergraduate subject matter preparation programs and in the Multiple Subject Program. In addition, through a grant obtained through the CSU, a conference (Teach for Tomorrow) is held each year for regional community college students who are interested in becoming a teacher. This conference supports a keynote, and provides workshops around issues related to teaching and learning.

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.

The Multiple Subject Program has a highly regarded internship program that takes three different forms: the fulltime two-year intern program, the 20% internship program. The university coordinators offer support for candidates and work with districts to determine needs, assist with the interview process, and provide support for candidates in the field. The programs work as a
collaborative model and have been highly successful with impacted districts to reduce the number of teachers working under an emergency credential. The university coordinators of these programs handle district specific issues such as how placements are made for their program options, relationships with the union (if applicable), specific needs of the district, and counsel candidates for whom it is mutually decided that a delay in an internship is needed or placement in another more gradual introduction is necessary in a different program option.

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 multiple collaborative partnerships and their advisory boards exist to discuss all aspects of the multiple subject program and to establish a clearer pathway for a continuum of professional development beginning with the undergraduate subject matter preparation programs through preservice to the induction period.

SJSU is a partner with the New Teacher Project BTSA Project and the Silicon Valley BTSA program (a satellite of the New Teacher Project) which serves many of our key district partners. The Director of Field Placement serves on the advisory boards of each program to ensure a smooth transition between the preliminary credential and the induction program. In addition, the SJSU program option coordinators, in which the Elementary Education Department has established our more intense and long-term partnerships, work closely with the BTSA providers to coordinate class schedules and assignments in order to leverage the work of the both the University and the BTSA provider and to collaborate and inform our infusion of the PACT to assist our candidates to make a smooth transition into a BTSA Program.

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.

Each of the participants, University and K-8, share in the costs by contributing both fiscal and human resources. The University provides physical space for classes, materials for training, stipends to the district cooperating teachers, and funds to sponsor special Advisory Board meetings. The K-8 participants provide space for some classes, access to district curriculum materials, materials for candidates who are placed in their schools, and in some cases, release time for teachers and administrators to participate in training.

In summary, The advisory board consists of district personnel from our cadre of district partners, principals, and classroom teachers, typically graduates from our program and/or those who have served as cooperating teachers for our student teachers. The advisory board meets at least twice a year to provide input to the program. For example, when a program change or concern such as the restructuring of coursework or placement of coursework within the program needs to be addressed, we take it to the advisory board. In some programs, the candidates are jointly interviewed with placements of candidates in their school districts. Feedback on candidate competencies is also solicited as well as information regarding their retention, and leadership
roles within the districts. In several options, classroom teachers are hired as part-time university supervisors. We also have ongoing consultation with the induction process in various district partners to ensure a coherent learning and assessment continuum from preservice to induction.

In addition, in several of our district partners, their resource specialists are used as adjunct faculty to teach methods courses in the area of their expertise. We also use retired teachers and principals from our district partners to act as university supervisors.

Our communication with districts is continually on-going. Regular communication with local school districts, principals, and district administrators in public schools is essential to a quality credential program. Even though many of the courses require field related experiences, because of the interdependent nature of a quality field placement experience and a quality relationship between the university and districts must be cultivated. In addition to our advisory board, our Director of Field Placement also organizes systematic communication with district partners through monthly meetings with supervisors and through her direct contact with principals and district personnel. For example, she develops, arranges and monitors student teaching, organizes cooperating teacher training meetings and supervisors’ trainings, reviews cooperating teacher feedback, both formal and informal regarding the effectiveness of our graduates. We have collaborative relationships with approximately 25 districts within Santa Clara County.

We also regularly communicate with the undergraduate subject-matter programs through the university sponsored committee called the All University Teacher Education Committee (AUTEC). Representation on this committee includes individuals from all aspects of our campus that play a role in undergraduate subject matter preparation programs and credential program teacher education, as well as the Associate Dean of Undergraduate Studies. It also includes representation from our school district partners. This committee meets once a month and discusses program changes or concerns related to teacher preparation.

In addition, we have a consortium of 10 community colleges with whom we meet on a regular basis in order to create a smooth pathway for those students who know they want to transition to teaching.

The costs of the multiple subject credential program, although primarily under the auspices of the CSU system, have also been shared by our district partners. For example, many of the partner schools have provided space for on-site classrooms. They also have provided materials to be shared in courses as well as release time for their teachers who are serving as mentors or cooperating teachers for the purpose of meeting with supervisors and/or other student teachers.

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.
OVERVIEW

Traditional thinking about relationships between theory and practice is captured well by the title of a professional journal, *Theory into Practice*. It is only by looking at the cover of the journal that one can see the more complex understanding about the relationships that is held by the publisher (College of Education, The Ohio State University) and its editors. The cover shows arrows around “into” – arrows directed toward both theory and practice. In other words, the visual representation of the title sends a different message from the strict reading of the words. In the picture (see below), theory moves to practice and practice moves to theory. That picture, not the strict reading of the three-word title, represents the point of view of our Multiple Subject Credential Program.

![Theory into Practice](image)

Many educators only hear or read the words – theory into practice. They don’t see the graphic representation. With the words alone comes the thought, the belief, that theory is transformed into practice. The translation may be straightforward or complex, but almost always there is an assumption that the translation is from theory to practice.

At the beginning of the work on a science of education, John Dewey spoke of theory and practice as reciprocal, interactive, spiraling, each serving the other. In *The Sources of Science of Education* (Dewey, 1929) he wrote:

> Educational *practices* provide the data, the subject-matter, which form the *problems* of inquiry . . . . These educational practices are also . . . the final *test* of value of the conclusion of all researches. To suppose that scientific findings decide the value of educational undertakings is to reverse the real case. Actual activities in *educating* test the worth of the scientific results (p. 33).

Dewey’s view has long been the road less traveled. But since the early 1970s, at least, it has become increasingly clear that theory into practice (i.e., interpreted from theory to practice) is extremely problematic. “Implementation” or “adoption” can be achieved but at considerable cost, including, sometimes, missing the most important ideas that “street-level policymakers” (teachers) bring to the work (McLaughlin, 1987). In other words, instead of implementation, “local response may provide what reformers need, not what they want” (McLaughlin, 1987). Empirical research has demonstrated—in psychology, curriculum, and policy—that efforts to translate theory “into” practice almost inevitably come up short (McLaughlin, 1990; Snyder,
Bolin, Zumwalt, 1992). We believe that at this point in the evolution of both theory and practice, the better part of wisdom is to treat each as necessary for informing the other.

Just as excellence and equity represents a singular phrase for our Multiple Subject Credential Program--neither sufficient in its own right and each dependent on the other for meaning--so too does theory into practice.

To clarify--we are not saying that theory and practice are one and the same. Indeed, they are quite different. As Dewey and so many others have written: theories are abstract and general, practice is concrete and particular. But we believe that our best work, whether in the classroom (at any level) or in so many other arenas (for example, the Vietnam Memorial in Washington DC), inevitably represents both the general and the particular, the abstract and the specific.

Following Dewey, we value theory for its practical utility – changing how we think and what we think about, offering alternative actions we can imagine and consider, providing an instrument for observing and interpreting what goes on before us. We value theory because it helps us deepen and widen our range of understanding, and it helps us be more flexible in our responses to the concrete phenomena of practice (Dewey, 1929, pp. 19-21). We value theory because it renders practice more intelligent and frees us from “tradition, imitative reproduction, [and] response to various external pressures wherein the strongest force wins out” (Dewey, 1929, pp 14-15). We value practice because it is both the source of scientific problems and the test of the conclusions of research.

**Program Elements for Standard 3: Relationships Between Theory and Practice**

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.

Our efforts to respect the mutuality of theory and practice are found in every aspect of our program and our department work. For example, in our program we have no “theory-only” classes and no “practice-only” classes. We have no professors who work only with theory or only with practice. The design of each class and of the set of courses in our program explicitly work with the idea of theory and practice dependent on each other for excellence and equity.

Decisions we make while interviewing potential faculty and deciding to offer one candidate or another a position in our department always take into account the candidate’s inclination toward working simultaneously in classes with theory and practice and theory reciprocal relations. Discussions we have about our program repeatedly and explicitly call attention to the interweaving of theory and practice. Decisions we make about program change are informed by both theory and practice, and are guided by our desire to demonstrate consistently the integration of the two.

Because our faculty live this idea, it is implicit in our teaching. But that would not be good enough for us or our teacher candidates. Reciprocal relations between theory and practice are explicit, too. The very idea of reciprocal relations shapes our class sessions, our assignments, and the criteria by which we evaluate our students. This is true not just for some parts of our
program; it is true for all of our program.

To enhance the opportunities for consistency in all of the courses and multiple sections of the same course, there is a course custodian for each credential class who is responsible for ensuring that readings are current and up-to-date and that some consistency in content exists across the multiple sections of the courses. In addition, we have had numerous faculty meetings that create the space and time for cross-disciplinary discussions among faculty. (See Elementary Education Department Meetings binder for agendas for faculty department meetings and retreats.) The readings are foundational in the theoretical examination of the work of that particular field. The readings relate to professional practices in schools through their application in written and observational assignments.

The concurrent field placement during the EDEL 143A (beginning student teaching) gives students the opportunity to try out particular theories and receive feedback on the use of a theory, for the selection of a particular teaching strategy or as the lens in understanding students in the classroom. The fulltime student teaching experience enables the concurrent methods classes of science and social studies to become more relevant by providing students with more time to try out the best practices from their courses.

(See Educational Psychology-EDEL 102, syllabus for Lesson Analysis and Scaffolding Plan assignments. Also see syllabus for Multicultural Education-EDEL103 where students make presentations and discuss curricula using Gloria Ladsen-Billing’s work entitled, The Dreamkeepers.) In addition, see the syllabus for Meeting the Needs of Second Language Learners, EDTE 162. In this course the theories are applied in the instructional planning as noted in the “Unit Plan Development.”

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.

Our foundations courses are guided by long-standing conversation about excellence and equity that have both theoretical and practical counterparts. So, for example, our students learn about research-based theories of human learning and development in the educational psychology course (EDEL 102). Readings representing key schools of thought in human development and learning (e.g., cognitive theory, metacognition, socio-cultural theory, cultural contexts for learning) are incorporated into written assignments in concrete ways. Candidates are asked to develop lessons that implement the principles of education psychology. Candidates also critique lessons for their implementation of the principles of education psychology.

In all of the courses, candidates are asked to continuously reflect on how the reciprocal relationship between theory and practice impacts school policies, practices and students. Other structured assignments that support candidates reflection process include case studies, quick writes, presentations, discussions, journal writes, and critical response papers which serve only as a sampling of the variety of personal and interactive activities used in courses.

(See Multicultural Education-EDEL103 syllabus in the assignment where students use the AAUWEF Report to develop an understanding of how to recognize and minimize bias in the
classroom.

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.

Our curriculum and instruction courses (EDEL 108 A, B, C, and D) emphasize models of teaching and best practices—working back and forth between theory and practice. So, for example, in coursework and fieldwork students have opportunities to see, try and study, direct instruction (Good, Grouws, and Ebmeier, 1983), problem-based teaching (Lampert, 2001), and the roles of representation in school mathematics (Cuoco and Curcio, 2001), for instance. They see and try and study complex instruction (E. Cohen, 1986) or interdisciplinary curriculum (Paul, 1993). Of course models of teaching take different forms in relation to different subject areas and different Framework guidance.

Our assessment system for traditional field-based courses, for example, is guided by the theory of teaching practice and teacher development embedded in the Teaching Performance Expectations (TPEs). We ask candidates and faculty to work with the standards and the TPEs throughout the program from the start of the program to the end, in manageable pieces, always aiming to promote interactive relations between theory and practice. Of course candidates are not simply repeating the same things in each class; the aim is to help them see key themes in theory and practice in different ways, depending on the focus for each course. 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.

Repeatedly we call on our students to make defensible decisions based on knowledge of content, the students, and the context for the work. Our students study exemplary lessons and units prepared by teachers locally and nationally, and in multiple places throughout our program. Students design and implement their own lessons through coursework such as the methods classes (EDEL 108A, B, C, D). Each of these courses stresses lesson planning and addresses the types of informed decisions involved in designing and teaching curriculum to students. For example, in Reading/Language Arts (EDEL 108A) candidates are taught to make data-based decisions that rely on evidence such as student work, running records, miscue analysis, etc.

Certain themes come up again and again, as one might expect with a focus on excellence and equity. Opportunity to learn, for example curriculum differentiation (Oakes, Gamoran, and Page, 1992), takes different forms as students work broadly or narrowly in different courses. Models of teaching that engage all students are taught in coursework so that candidates can learn ways of teaching that respect the wide range of differences that students bring to California schools.

Repeatedly throughout the program our students are called on to observe and describe student learning and school practices, each time with a different focus, and, we hope with a more sophisticated, informed response. Observations lead to examinations of theory, and observation
are guided by theory.

An example of how the course content is developed within courses can be seen in the EDTE 162, Meeting the Needs of Second Language Learners course. The content in this course, as in most, is reflected in the course objectives, assignments, and readings (see Bibliography). Candidates learn different teaching methodologies in the foundations and methods courses and they apply them most often during their field experience in both semesters of student teaching. See course binders for additional evidence of content addressed.

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).

Within each course, university faculty model a variety of teaching strategies and models of instruction that apply to the discipline and circumstances created. Part of the learning that occurs for teacher candidates occurs when professors make explicit the connection between the teaching strategies modeled and the rationale and theory for why that teaching strategy was used. It is during these discussions between professors and teacher candidates that the reciprocal relationship between theory and practice is made concrete. Professors use a wide variety of interactive and engaging teaching strategies and activities. A partial list includes:

- direct instruction
- cooperative learning
- inquiry
- debates
- journal writing,
- “into-through-and beyond”
- questioning
- videotape analysis
- peer lessons
- role playing
- email/ list-serve/backboard discussions
- case studies, and many others.

For a complete list of the kinds of strategies and activities faculty model see the results of a faculty survey that was completed by faculty at the College level.

University supervisors/faculty observe candidates during student teaching, providing them with numerous opportunities to supervise ‘when and how’ candidates apply the models and strategies within a school context. Candidates are expected to learn which models work best for different students and to achieve particular learning goals. Supervisors coach candidates during the reflection process to ensure that students will increase in confidence and efficacy in their capacity to most effectively match learning goals with students learning needs with the most effective teaching strategies.

(Please see syllabi list for additional evidence of when students learn different methodologies. Specifically, see Methods courses.)
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

4(a) 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 Multiple Subject Program fosters candidates’ development of pedagogical thought and reflective practice from the beginning of the program through to the beginning of their induction period. The goal of reflective process is to prepare educators for what Sharon Feiman-Nemser (1983) calls “becoming a learning teacher.” We introduce our students to multiple sources of legitimate influence on their work, and to the conflicts and controversies that sometimes arise from the multiple influences. These influences include district, state, and national policies, California state curriculum frameworks, as well as local district considerations and the guidance offered by respected national organizations (e.g., National Science Teachers Association, National Council of Mathematics, National Reading Association, etc.).

Throughout the Multiple Subjects Program, candidates are consistently asked to apply the pedagogical models they are learning in their coursework and to demonstrate the ability to reflect on the effectiveness of teaching practices, assess materials, plan presentations, and design activities for daily instruction. For example, in the social studies methods course (EDEL 108C) students are asked to write a critique of a social studies textbook, professional journals, and/or content resource. Also, during the field placement experience (EDEL 143A/B) students are asked to participate in a parent/teacher conference and write a reflection of the experience. In the science methods class students are asked to videotape a science lesson and analyze it, viewing it three times, each time with a different focus in mind, and reflect on the effectiveness of the teaching and leaning displayed in their video.
4(b) 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 all courses students are expected to read professional literature about issues pertaining to course objectives. Students have the opportunity to explore a variety of literature related to contemporary issues in schools. In the science methods classes (EDEL 108B) students are asked to develop their science content background using content literature from a variety of resources (See 108B syllabus.)

In the Educational Psychology class (EDEL 102) students are asked to integrate the theoretical material from the course and identify the principles of educational psychology used in the lesson plans they create.

One example of where students are required to learn about legislation can be seen in the EDTE 162, Meeting the Needs of Second Language Learners course. In this course they learn about legislation such as Proposition 227, assessments such as CELDT as well as API information at the state level. They also learn about the No Child Left Behind legislation at the federal level. Students are required to incorporate the California Curriculum Standards and the English Language Development (ELD) Standards into their instructional planning. (See “Unit Plan” directions in EDTE 162 syllabus.) Candidates learn to employ ELD and SDAIE instructional strategies for English learners. They learn to integrate teaching/learning strategies for English learners and English-only students through cooperative and collaborative learning in small group instruction. In the Field Experience, candidates are provided opportunities to reflect, analyze, and discuss their pedagogical practice in their methods and student teaching through coaching, cycles, video self-assessment, and journals.

4(c) 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.

As teacher candidates engage in activities that teach students to practice the reflective process in their university coursework, they are also involved in their part-time semester of student teaching (EDEL 143A). During the second semester of the program they are involved in their fulltime semester of student teaching. Both are under the supervision of a university supervisor and cooperating teacher or district faculty associate. This team of professionals enables the notion of reflection as an embedded part of the student teaching process, so necessary to the candidates’ disposition and commitment to lifelong learning. Karen Zumwalt (1989) describes the important role of reflection in the development of beginning teachers in her chapter entitled "Beginning Professional Teachers: The Need for a Curricular Vision of Teaching.” She writes,

"If prospective teachers do not understand that questions of "what" and "why" are as central to teaching as the understandably pressing questions of "how," not only is the range and quality of their decision making drastically limited, but teaching can easily drift into a meaningless activity, for students as well as for teachers” (p. 174).
As illustrated in the cumulative student teaching portfolio process, there is an expectation of on-going reflection as a necessary process for "becoming a learning teacher" and to develop as a professional educator.

(See Student Teaching Syllabus under Topics to be Covered and Instructional Activities as examples of where students reflect on their practice.)

4(d) 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.

Within each subject matter methods course, students are introduced to the California State Curriculum Frameworks as well as the national curriculum standards where they are available. The English Language Development Standards are introduced in the Teaching Second Language Learners course (EDTE 162) and continue to be used in methods courses such as science methods (EDEL 108B) and social studies methods (EDEL 108C).

In addition, students in the Educational Psychology class (EDEL 102) are asked to apply psychology principles to identify and examine sources of inequity in the classroom. (See EDEL 102 syllabus). In all classes, as students design lessons and units, they must use the frameworks, content standards and other professional information related to students with whom they are working in the classroom. As mentioned above, students are also given opportunities to enhance their content background. For example, in the science methods class (EDEL 108B) students are asked to enhance their content background in a variety of ways, such as attending professional meetings and on-campus science/math institute workshops, and by reading content resources suggested in class. The math methods class has a website of math content resources that students can use to enhance their background (See EDEL 108B and EDEL 108D syllabi).

(In addition, coursework that specifically addresses California’s socio-economic and cultural issues occurs in Multicultural Foundations- EDEL 103. For example, students read the AAUWESF Report to develop an understanding of how to recognize and minimize bias in the classroom. Students also investigate school and neighborhoods through interviews with students, parents, within a school community. See EDEL 103 syllabus.

4(e) 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.

Our ultimate goal is that our students exit our program on their way to "becoming a learning teacher" (Feiman-Nemser, 1983). We want our students to think expansively rather than narrowly, to think open-mindedly rather than narrow-mindedly. To this end, all of our courses and activities within those courses create contexts that prepare candidates for “reflection-in-action” (Schon, 1987). That is, they will know when their existing schemas are no longer
appropriate, and, as “learning teachers,” will know how to change their schema when appropriate to understand and teach the children in their classroom more effectively.

Additional examples to those mentioned above are provided in the course syllabi listed above and throughout the document.

(Specifically, see the Field Experience Guide for examples of assignments where students have the opportunity to make pedagogical decisions based on multiple sources, etc. For example, the “Coaching Cycle” and “Target Students” assignments provide the opportunities mentioned above.)

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

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 to 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\(^2\), 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.

**EDEL 103 C.Rabin**  
**EDEL 162 D.Whitenack**  
**EDEL 108A J.Schierling**

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

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.

As described in our response to Standard 1, equity is an important theme throughout our program--and, as stated in our College mission, excellence is tightly coupled with equity, knowing that neither is sufficient without the other. We believe that a democracy requires that all students have access to a high quality education, based on fairness and respect for all forms of diversity. One example of our commitment to equity is the program specific TPE that explicitly addresses equity. Our expectation for teacher candidates is that they will develop what Villegas and Lucas (2002) call a "sociocultural consciousness." We expect them to be aware that schools, as typically organized, reproduce the social inequities in society. To this end, issues pertaining
to equity are addressed in every course, through the lens of each discipline being taught. For example, in EDTE 162: Meeting the Needs of Second Language Learners, students are expected to "understand and effectively use materials, methods and strategies for English language development that are responsive to students' assessed levels of English proficiency." In addition, this class addresses the nature of language, how language is acquired, and the relationship between language and literacy. Students begin to connect theory to practice in an assignment in which they are to describe an activity or lesson they have used in their own classrooms, and analyze its “language demands” as well as its effectiveness with second language learners in terms of their participation, comprehension and academic language development. Candidates are to provide strategies based in literature on second language learning and incorporate instructional practice for second language learners.

Another example of how teacher candidates learn how to address issues of equity and to provide access to the core curriculum is in the mathematics methods course (EDEL 108D). This course places specific emphasis on the use of materials, methods and instructional strategies that build second language learners' knowledge of mathematics, while simultaneously fostering the development of both oral and written academic language skills. This course also addresses the social environment in the teaching of mathematics by teaching the principles of Complex Instruction (Cohen, 1986) as a way to address the social inequities that are played out in a classroom.

One of the major course goals of the reading/language arts methods class is to explore the literacy development of native and nonnative speakers of English, and classroom practices that enhance this development. In this class teacher candidates have several assignments in which they are asked to teach students from diverse backgrounds, focusing on minority, non-native English speaking and low-income students, to ensure equitable education/learning experiences. (Additional examples can be found in the syllabi attachments. Specifically, see the syllabus for Meeting the Needs of Second Language Learners-EDTE 162.)

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. The historical and cultural traditions of major cultural and ethnic groups in California are embedded in the goals and activities of the Foundations of Multicultural Education course (EDEL 103). In this course students examine institutionalized bias and inequity, privilege and entitlement, and roles of racism and poverty in perpetuating the achievement gap between children of color and poverty and their white, middle-class peers. Also in this course candidates address what teachers, schools, and communities can do to draw on the strengths and contributions of all students and their communities to better support student learning and achievement. Teacher candidates also participate in several assignments requiring investigation into the economic, historical and cultural contributions of various demographic groups within the communities surrounding their field placement schools and determine how such histories and contributions as well as cultural perspectives can be leveraged in curriculum, instruction and/or school policy. For details of these activities see the sample EDEL 103 syllabus.
The EDTE 162 class also addresses the demographics, history, politics, policy, and law of issues related to equity and access. (See topic in Reading and Assignments Calendar.) In addition, the social and cultural dimensions of meeting the needs of L2 learners are explicitly addressed. (See topic in the EDEL 162 syllabus.)

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.

Throughout the program, teacher candidates are expected not only to recognize institutionalized bias as it occurs in schools, curriculum, and society at large, but also to recognize the personal biases and assumptions that may interfere with the teaching/learning process in their own classrooms. Assignments such as writing an autobiography as required in the multicultural foundations class (EDEL 103), and readings such as "Education, Inequality, and the Meritocracy" (Bowles and Gintis) or the article "White Privilege" (Peggy McIntosh) provide a backdrop against which teacher candidates can begin to recognize the many forms of institutionalized racism and take measures to minimize it in their own classrooms. Autobiographical writings are useful in helping future teachers clarify and examine their perceptions (Cochran-Smith, 1995; Fernandez-Balboa, 1999). The Sociomulticultural Foundations of Education course also offers strategies for creating classrooms embracing equity and social justice (See EDEL 103 syllabus). In addition, in Multicultural Education-EDEL 103, students regularly make presentations on and discuss curricula (e.g., Gloria Ladsen-Billings, The Dreamkeepers) and read the AAUWEF Report to develop an understanding of how to recognize and minimize bias in the classroom. As previously described, EDTE 162 (Meeting the Needs of Second Language Learners) and various methods courses also address both instructional strategies and curriculum design to address the various needs of English Learners and other diverse students.

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.

The Sociomulticultural Foundations of Education Class becomes a pivotal course in which teacher candidates are asked to examine their beliefs, attitudes, and assumptions in a systematic way. One example of how this class specifically asks teacher candidates to examine their beliefs and attitudes regarding gender is in the list of readings candidates are asked to read and discuss. A sampling of articles on gender include "The development of Gender Roles: An Overview," "Why Report on Girls?," and "Race, Class and Gender: Prospects for an All-Inclusive Sisterhood." The science methods (EDEL 108B) course also asks students to examine the gender biases in science and ways to address it in the curriculum. In Social Studies methods EDEL 108C), principles of Complex Instruction are presented to teach candidates how to construct the social environment so that all students can achieve and “feel smart.”

5(e) The Program provides ongoing opportunities for each candidate to systematically examine his/her stated 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.
Through coursework and field experiences, the Multiple Subject Program provides candidates with multiple opportunities to examine their beliefs, attitudes, and expectations about diverse students, families, schools and communities. For example, in several courses (EDEL 103, EDTE 162, EDEL 143A, EDTE 190) students have opportunities to examine their attitudes about ethnically and socioeconomically diverse communities through interviews, community investigations, and analysis of student work samples.

Candidates discuss the use of specialized assessments for English Learners (EDTE 162 and EDEL 108A) and how to interpret data. In EDEL 102 (Educational Psychology) candidates examine materials and create lessons that focus on historically underserved populations.

In all of the coursework, candidates are expected to know how to work with parents and families in valid and respectful ways. In EDTE 162 candidates are asked to do a Personal History assignment whereby they are asked to systematically start examining their own beliefs as they relate to students and families different from themselves. In addition, during student teaching, students participate in a Student Study Team (SST) for students with special needs. This experience gives candidates first-hand insight into the issues related around families who have children with special needs.

(See course syllabi for EDTE 162- Meeting the Needs of Second Language Learners and EDEL 103-Multicultural Foundations.)

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.

The methods courses (Reading/Language Arts: EDEL108A, Science: EDEL 108B, Social Studies: EDEL 108C, Mathematics: EDEL 108D) as well as two of the foundations courses (Educational Psychology: EDEL 102 and Meeting the Needs of Second Language Learners: EDTE 162) all require assignments that involve creating lessons and or units that addresses issues of equity and diversity and specifically include strategies that provide access to the core curriculum for diverse student populations. Throughout the program candidates have opportunities to work with SDAIE, scaffolding, differentiated instruction, inquiry, and other strategies that ensure all students will have the opportunity to learn. Coursework such as in Reading/Language Arts requires candidates to assess students reading needs through strategic assessments for diagnosing reluctant readers. Mainstreaming of the Exceptional Individual (EDSE 192) requires candidates to learn about the various forms of assessment used to create an Individualized Education Program (IEP) for students with special needs as well as the laws involved in ensuring the appropriate learning environments for children with special needs. Candidates also learn about resources available for assessing students with special needs, including those assessments used for diagnosing second language learners needs.

Meeting the Needs of Second Language Learners (EDTE 162) and Reading/Language Arts methods (EDEL 108A) both incorporate assignments and activities to help candidates recognize students' specific learning needs and how to place students in appropriate contexts for learning. Candidates then use strategies that provide students' access to the core curriculum in ways that
will make them successful learners. For example, in the course, Meeting Second Language Learners, candidates are asked to examine a lesson they have created and taught prior to this class. They are to analyze the language demands embedded in that lesson in light of the literature on second language learners and diversity and for strategies that were used to make the lesson comprehensible for all students and to support academic language development. Candidates then need to redesign the lesson in light of their new learning, teach it, and then re-analyze it for its accessible and success in engaging second language learners.

In Reading/Language Arts candidates are asked to assess children at different ages and levels (e.g., through observations, running records, miscue analysis, analytic scoring of writing, etc.), interpret the assessment data, and then use the assessment data to plan instruction for students, select appropriate learning activities/materials, and contextualize instruction. This assignment provides candidates the opportunity to recognize students' specific learning needs as they relate to reading/language arts.

Additionally, within various courses, teacher candidates have opportunities to engage in extracurricular activities that provide them with additional resources for teaching. For example, in the science methods class students are asked to engage in a professional development opportunity by attending one of the areas many science resources (e.g., NASA Ames Resource Center, Lawrence Hall of Science, The Exploratorium, San Jose Tech Center, etc.). Students are then asked to write a reflection of their experience and include how they would use that particular science resource with their own classroom. In the Science and Math Methods courses students also are given the opportunity to attend the Math/Science Institute meetings that are held periodically during the year at various school sites.

**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 demonstration 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**

**TPE Course Matrix**
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.

Throughout the program, each of the TPEs is practiced numerous times during the coursework and fieldwork components. The TPE Course Matrix illustrates which courses have major or minor responsibility for addressing particular TPEs. The coverage of individual TPEs in more than one course enables candidates to build competency by the end of the program. The TPE Matrix also includes two additional TPEs to those that were adopted by the CCTC. An additional TPE directly addressing technology was added. In addition, the Elementary faculty added a TPE more explicitly addressing issues of equity and diversity—particularly in light of the College theme of Equity and Excellence.

The student teacher evaluation is based on the TPEs. (See Student Teaching Field Experience Guide.)

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.

In courses where the responsibility of addressing particular TPEs is considered major, there is a signature assignment to assess that TPE (Signature Assignment Chart). This table describes the signature assignments that assess the major TPEs for each class. It also describes the nature of the signature assignment that enables students to practice the skills and competencies inherent in the TPEs addressed in a particular course.

For example, the embedded signature assignment that enables students to address principles of content-specific and developmentally appropriate pedagogy can be seen in the syllabus for the Reading/Language Arts class (EDEL 108A). Candidates practice a variety of assessment tools with struggling readers, and design a series of standards-based lessons that address the needs of the readers in the candidates’ classrooms.

During the field experience, students are expected to design standards-based lessons in all of the content areas they have practiced during their methods courses to provide practice for their work in the PACT. These processes are also practiced during student teaching through the “coaching cycles” that include planning, implementing, and reflecting on the candidates teaching through the examination of student work which includes the integration of formative and summative assessments. The examination of student work gives students opportunities to learn the integral connection between assessment/student learning, and teaching which is inherent in the PACT. A more detailed description of the “coaching cycle” can be seen in the Student Teaching Field Experience Guide.
6(c) 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.

The program is designed so that teacher candidates experience assessment as an integral part of the teaching/learning process. This means that formative and summative tasks are embedded in the coursework. (See TPE Assessment Chart and Signature Assignment Chart for overview. Greater detail can be seen in the various assignment descriptions in the syllabi course binders.) It is expected that students will demonstrate increasing levels of competency as the progress through the Program. For example, candidates have multiple opportunities to write lessons, examine student work, write case studies for exploring how to address students with special needs, and how to integrate the learning needs of second language learners both in methods courses and foundations courses.

You will see specific examples in the course syllabi of additional assignments that embed the various tasks of PACT. For example, the “Coaching Cycle” in the field assessment embeds the planning, instruction, assessment, and reflection in the PACT the “teaching event.” Another example of an embedded assignment is the “Target Student” assignment in student teaching. (See description in Student Teaching Field Guide.)

In addition, faculty model the skills inherent in the TPEs that candidates are expected to develop. This modeling provides additional opportunities for students to practice the TPEs to a successful level of competence. The signature assignments also include rubrics that allow for clarity in candidates’ understanding of what it means to succeed in the assignments. The rubrics can be seen in the various syllabi in the course binders.

Assessment, in general, is modeled and used by faculty on a variety of levels. Assessment is not only integrated through the inclusion of TPEs into coursework, but it is also used to inform faculty on their effectiveness of their instruction, to inform faculty on the effectiveness of the Multiple Subject Program from the perspective of our candidates, and to evaluate the preparation of our candidates when they are admitted to the Multiple Subject Program. The Multiple Subject Program is committed to developing a program assessment system that informs our candidates' understanding of teaching and learning AND informs program quality and coherence.

Program Standard 7: Preparation to Teach Reading-Language Arts

Standard 7-A: Multiple Subject Reading, Writing, and Related Language Instruction in English

EDEL 108A   J. Schierling
EDTE 162   D. Whitenack

The professional preparation program provides substantive, research-based instruction that effectively prepares each candidate for a Multiple Subject (MS) Teaching Credential to deliver a comprehensive program of systematic instruction in reading, writing and related language arts aligned with the state adopted English Language Arts Academic Content Standards for Students and the Reading/Language Arts Framework. The program provides candidates with systematic and explicit instruction in teaching basic reading skills, including comprehension strategies, for all students, including students with varied reading
levels and language backgrounds. The Multiple Subject preparation program includes a significant practical experience component in reading, writing, and language arts that is connected to the content of coursework and that takes place throughout the program during each candidate's field experience(s), internship(s), and/or student teaching assignment(s). The preparation program provides each candidate for a Multiple Subject Teaching Credential with experience in a classroom where beginning reading is taught. The program places all candidates in field experience sites and student teaching assignments with teachers whose instructional approaches and methods in reading are consistent with a comprehensive, systematic program, and who collaborate with institutional supervisors and instructors.

**Program Elements for Standard 7-A: Multiple Subject Reading, Writing, and Related Language Instruction in English**

**7A(a)** Each candidate participates in intensive instruction in reading and language arts methods that is grounded in methodologically sound research and includes exposure to instructional programs adopted by the State Board of Education for use in California public schools. This instruction enables her/him to provide a comprehensive, systematic program of instruction to students. The reading and language arts instruction for students includes systematic, explicit and meaningfully-applied instruction in reading, writing, and related language skills, as well as strategies for English language learners and speakers of English, all of which is aligned with the state-adopted academic content standards for students in English Language Arts and the Reading/Language Arts Framework.

In the Reading/Language Arts course (EDEL 108A), candidates receive an in-depth introduction to theory, research, and practice. These experiences are built on in the beginning and advanced student teaching practicum (EDEL 143A/B). The Multiple Subject Teacher Preparation Program offers an integrated, systematic, explicit, and balanced approach on preparing candidates to teach Reading/Language Arts. The approach used is from a theoretical, practical, and experiential perspective. For example, the first six sessions of the 108A course cover topics that explicitly introduce the many facets of balanced literacy. (See 108A syllabus in course binders.) Necessary competencies for teaching ELL are integrated in all courses in the Multiple Subject Credential Program, but are a key emphasis in the EDEL 108A course. As evidenced from the list of student readings, several of them focus on addressing the learning needs of EL students (e.g., *Literature Circles in Multicultural Classroom, Reading and Writing in More Than One Language: Lessons for Teachers, Working with Second Language Learners: Answers to Teachers' Top Ten Questions, Literacy con Carino, Myths and Realities: Best Practices for Language Minority Students*). These readers also include articles addressing the literacy needs and learning of second language learners. Moreover, the expertise of the faculty in the area of literacy and English Learners is evidence from their publications and presentations.

In EDEL 108A all students are introduced to the academic content standards for reading/language at the state and national levels. Candidates use the standards to develop lessons, evaluate instructional materials, plan units, etc. **Examples that can be seen in the course syllabus/outline include:** case study, shared reading assignment, writing conference, and working on a mini-lesson assignment.

**7A(b)** For each candidate, the study of reading and language arts methods includes strong preparation for teaching comprehension skills; a strong literature component; strategies that promote and guide pupil independent reading; and instructional approaches that incorporate listening, speaking, reading and writing for speakers of English and English learners.
The EDEL 108A course offers strong preparation in comprehension skills, phonemic awareness, onsets, and rimes, language cueing systems, structural analysis, sight words, using context to predict meaning, etc. The depth and breadth of the strategies used to teach literacy is evident from the topics in the course syllabus. As can be seen from the class schedule and assignment guidelines (e.g., read-aloud, shared reading, literature study circles, pair reading, writing mini-lessons, writing conferences, and reading assessment/teaching), students have systematic and multiple opportunities to practice the skills and strategies that they learn about in class with K-8 students. An emphasis is placed on working with, and analyzing and reflecting upon the language and literacy development of English language learners. (See readings, course syllabus, course schedule, and assignments.) In all of the above mentioned assignments, teacher candidates are asked to reflect upon the appropriateness of particular learning and teaching strategies for English language learners and modifications that may need to be made for these students.

Examples of key instructional events that can be viewed from the course syllabus/outline include: literature study circles, paired reading, and writers’ workshop.

7A(c) Each candidate's instruction and field experience include (but are not limited to) the following components:

(i) Instruction and experience with a range of textual, functional and recreational instructional materials, as well as a variety of literary and expository texts, including materials that reflect cultural diversity, in teacher-supported and in independent reading contexts.

Several in-class activities revolve around multicultural literature for children and young adults. For example, students are introduced to and use multicultural literature for children and young adults (multiple genres with an emphasis on books written and illustrated by authors from underrepresented groups). In order to better appreciate and understand this literature, they engage in in-class literature study circles, pair reading, and independent reading using this literature. They also use these books in their own classrooms. They are also encouraged to borrow books from professors that may not be easily located (which are almost always those books that reflect cultural diversity--e.g., books written by native Americans).

Examples include: annotated bibliography, book talks, writers’ workshop, mini-lesson, and on-going assessment informing instruction which is at the heart of the Reading/Language Arts methods class.

(ii) Instruction and experience in developing student background knowledge and vocabulary, and in the use of reading comprehension strategies such as analysis of text structure, summarizing, questioning, and making inferences.

The EDEL 108A course emphasizes the importance of schema/vocabulary development and reading comprehension strategies at all levels, particularly in the intermediate grades. They are introduced to comprehension assessment and teaching strategies that they then integrate into their K-8 classroom teaching assignments and experiences (e.g., using miscue analysis with a retelling, and a think-aloud procedure for assessing students’ understanding and designing appropriate instruction).

(iii) Instruction and experience in promoting the use of oral language in a variety of formal and informal settings.
Many of the best instructional practices for all students, most particularly English language learners, depend on oral communication. These include collaborative group work, writing conferences, pair reading, and literature study circles. In addition, candidates are introduced to instructional strategies that highlight more formal opportunities for oral language development (e.g., choral reading, readers theater, literary show-and-tell, and book talks).

(iv) Instruction and experience in writing instruction, including writing strategies, writing applications, and written and oral English language conventions.

In the EDEL 108A course candidates are introduced to writers’ workshop. This involves the following: 1) an introduction to writing research and theory, 2) features of writers’ workshops in grades K-8, 3) the role of teachers and students in writers’ workshops, 4) strategies for establishing and maintaining a writers’ workshop, 5) assessing writing development and processes, 6) selecting appropriate instructional strategies grounded in student needs, and 7) how to use writing conferences and mini-lessons to teach writing. Candidates are required to implement some aspect of writers’ workshop in order to gain first-hand experience (e.g., writing conferences and/or mini-lessons). As many candidates have negative attitudes and dispositions towards writing due to their own negative school-based experiences with writing, they engage in an in-class writers’ workshop that has proven to be extremely successful in changing candidates’ attitudes to writing and beliefs about how writing should be taught and how they do, in fact, teach it.

7A(d) For each candidate, the study of reading and language arts methods includes instruction and experience in teaching organized, systematic, explicit skills that promote fluent reading and writing, including phonemic awareness; direct, systematic, explicit phonics; and decoding skills, including spelling patterns, sound/symbol codes (orthography), and extensive practice in reading and writing.

Candidates study the role of phonemic awareness and phonics in both reading and writing development and instruction. They learn strategies for assessing students’ phonemic awareness, phonics knowledge, word attack skills, and spelling development. They also learn how to use these assessment data to explicitly teach students requisite skills and strategies. Several assignments throughout the year provide students with opportunities to put into practice these reading and writing skills (e.g., the assessment/teaching assignment, shared reading assignment, and the writing conference/min-lesson assignment). Because of the major emphasis on literacy in California schools, a detailed TPE chart and accompanying signature assignments used for assessing the TPEs have been included at the end of Standard 7. An example cited in the syllabus is the case study.

7A(e) For each candidate, the study of reading and language arts includes knowledge of the roles of home and community literacy practices, instructional uses of ongoing diagnostic strategies that guide teaching and assessment, early intervention techniques in a classroom setting, and guided practice of these techniques.

Throughout the EDEL 108A course students are challenged to consider the invaluable role of the home and community in developing language and literacy. This invariably involves becoming familiar with previously unfamiliar cultures and literacy practices. Candidates read articles and books that explore these issues (e.g., Literature Circles in Multicultural Classroom, Reading and Writing in More Than One Language: Lessons for Teachers, Working with Second Language
Learners: Answers to Teachers' Top Ten Questions, Literacy con Carino, Myths and Realities: Best Practices for Language Minority Students. The course places considerable emphasis on the importance of continuous assessment influencing instruction (e.g., running records, Yopp’s Test of Phonemic Awareness, concepts about print, miscue analysis, and Bear’s Test of Spelling Development). Candidates learn how to assess students and differentiate instruction accordingly.

Examples include: class discussion (see course outline), articles read, (see Reading/Language Arts binder for samples of instructional materials used and course syllabus.

7A(f) 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 children learn to read, including English language learners, students with reading difficulties, and students who are proficient readers.

Candidates are introduced to the phonological/morphological structure of the English language in EDTE 162: Meeting the Needs of Second Language Learners. This knowledge is further developed in the EDEL 108A class. In the Reading/Language Arts class they explore a range of research relating to how children learn to read, both native and non-native speakers of English. Research, theory, and practice address all readers, from those who are proficient to those who are struggling readers.

Examples include: readings, class activities, and discussions. (See course binder and syllabus for details.)

7A(g) As a specific application of Common Standard 2, the institution provides adequate resources to staff reading and language arts courses, including sufficient numbers of positions for instructional faculty and field supervisors. In order to deliver appropriate instruction and support to candidates, the program 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 reading and language arts instruction.

University and College grants are available to faculty to fund materials and other resources to support their research and teaching. Reading/Language Arts faculty have made good use of these resources (e.g., purchasing literature study circle sets, science trade books for use in the EDEL108A class and for use by the candidates in their own classes. Faculty meetings and retreats are often devoted to content-based conversations. Instructors of the EDEL108A frequently invite school district personnel and subject-matter project personnel to speak in their courses. Moreover, faculty that have specific expertise in the area of Reading/Language Arts are hired to teach the Reading/Language Arts (EDEL 108A) course.

7A(h) As a specific application of Common Standard 7, field experiences, student teaching assignments, and internships are designed to establish cohesive connections among the Reading Instruction Competence Assessment (RICA) content specifications, reading methods 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.

EDEL 108A courses are aligned carefully with RICA content specifications. This involves course content, course assignments, in-class activities, and practical experiences in K-8
classrooms. (See syllabi in course binder in data collection room.)

7A(i) The field experience site placement(s) and/or supervised teaching assignment(s) of each candidate include(s) extended experience in a linguistically and/or culturally diverse classroom where beginning reading is taught.

For the student teaching assignments, candidates are placed in classrooms where they have opportunities to work with students from linguistically and culturally diverse backgrounds. All candidates are provided with a solid background in beginning reading, and have practice in teaching beginning reading. We emphasize that some older learners are beginning readers and must receive appropriate reading instruction.

7A(j) 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. The program 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.

The Department of Elementary Education at SJSU collaborates very closely with its partner school districts in selecting appropriate student teaching placements for its candidates. Some years ago, we moved to a model of placing several students in one school in order to further develop strong collaborative relationship, among the candidates, supervisors, district personnel. Although the intern programs in our department (fulltime and 20% interns) are not always able to follow this grouping model, there is very close contact between university supervisors and district personnel. For example, in the 20% intern program, the university supervisors are also the EDEL 143A seminar instructors and meet with the cooperating teachers (faculty associates) in a bi-weekly; this model is also evident in the non-intern programs, although meetings with cooperating do not occur quite as frequently, but always occur one-on-one. University faculty which includes EDEL 143A supervisors regularly discuss the types of K-8 literacy experiences that are considered best practice in order to ensure that candidates do implement effective practice. University supervisors assess candidate’s capacity to teach reading/language arts in the K-8 classroom. The university supervisor and cooperating teacher both provide written assessments of each candidate’s ability to teach Reading/Language Arts in diverse classrooms. In addition, the candidates complete a self-assessment reflection. All of these documents are in the student teaching portfolio.

Program Standard 8: Pedagogical Preparation for Subject-Specific Content Instruction

EDEL 108D P. Swanson
EDEL 108B G. Smith
EDEL 108C B. Hanna

Program Standard 8-A: Pedagogical Preparation for Subject-Specific Content Instruction by Multiple Subject (MS) Candidates
In subjects other than Reading-Language Arts, the professional teacher preparation program provides introductory coursework and supervised practice that begin to prepare each candidate for a Multiple Subject (MS) Teaching Credential to plan and deliver content-specific instruction consistent with state-adopted academic content standards for students and curriculum frameworks in the following major subject areas: mathematics, science, history-social science, the visual and performing arts, physical education, and health. In the program, MS candidates apply Teaching Performance Expectations (TPEs) to the teaching of each major subject area, and they learn and use specific pedagogical knowledge and skills that comprise the subject-specific TPEs for Multiple Subject Candidates. In each major subject area, MS candidates demonstrate basic ability to plan and implement instruction that fosters student achievement of state-adopted academic content standards for students, using appropriate instructional strategies and materials. In the program, candidates begin to interrelate ideas and information within and across the major subject areas.

**Program Elements for Standard 8-A: Pedagogical Preparation for Subject-Specific Content Instruction by Multiple-Subject (MS) Candidates**

8A(a) **Mathematics.** During interrelated activities in program coursework and fieldwork, MS candidates learn about the interrelated components of a balanced program of mathematics instruction: computational and procedural skills; conceptual understanding of the logic and structure 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 academic content standards for students in mathematics (K – 8), (2) enable K – 8 students to apply learned skills to novel and increasingly complex problems, (3) model and teach students to solve problems using multiple strategies, (4) anticipate, recognize and clarify mathematical misunderstandings that are common among K – 8 students, (5) design appropriate assignments to develop student understanding, including appropriate problems and practice, and (6) interrelate ideas and information within and across mathematics and other subject areas.

The seminar in Mathematics Methods and Curriculum (EDEL 108D) focuses on the content of elementary school mathematics, instructional strategies for work with that content, and assessment strategies for recording and evaluating student learning and for examining teaching and school mathematics programs.

Two texts serve as background for class activities and assignments: *Mathematics Framework for California Public Schools*, and John Van de Walle's *Elementary & Middle School Mathematics*. All students read the Framework. As will be explained in more detail in the following paragraphs, various class activities and assignments relate directly to the opening chapters in the Framework, the chapters listing and explaining the content standards, and the chapters on assessment and on evaluation of instructional materials. All candidates read selected chapters in the Van de Walle text; as a class the candidates are responsible for sharing information from this text about content and instruction within and across each of the strands of mathematics content in an elementary school program.

Every candidate is held accountable at the end of the semester for understanding a balanced mathematics program. The three facets of a balanced program--development of procedural and computation skill, conceptual understanding, and problem solving ability--play a part in almost every class session. Candidates learn to identify procedural and conceptual skills in each math strand and across the elementary school grades, they learn to recognize different aspects of conceptual understanding, and they learn to locate and create problems that support opportunity to learn to the state expectations.

Although particular activities and assignments vary somewhat from semester to semester, certain
elements are part of all of our candidates’ experiences. Candidates learn to locate exemplary math lessons for grade-appropriate content expectations, and to analyze what makes those lessons exemplary. Candidates try their hand at teaching lessons designed to support learning to the standards, and then engage the class in a discussion of planning for and carrying out the lessons. They examine instructional materials in relation to grade appropriate content expectations and in relation to instructional strategies supporting opportunity to learn to different standards.

Candidates work with the course website (http://sweeneyhall.sjsu.edu/elem/math_resources/index.html) to locate lessons, learn about assessment strategies and sample questions, and learn about the professional organizations to which they can turn for ideas, support, and continuing professional development. Our teacher candidates work with instructional materials and common resources available through their professor and at the SJSU Clark library.

Candidates are assigned to watch and document math work as it takes place in classrooms and homes, learning how to collect and use descriptive records. Our candidates learn about standardized testing -- including both the common theoretical concepts associated with testing and, also, examples of released items from state and national examinations of mathematical knowledge and skill. And, in the course of studying content, instructional strategies, and assessment, we call attention to and our candidates become familiar with misconceptions that are common for students in elementary school. Of course it isn't enough to recognize common misconceptions; as these misconceptions arise in student records of math work in classrooms and communities, we talk about ways of working with students and presenting content to help move past those misconceptions.

(See EDEL 108D-Mathematics Methods course syllabus for specific examples of assignments found in the course syllabus.

8A(b) Science. During interrelated activities in program coursework and fieldwork, MS candidates learn to (1) relate the state-adopted academic content standards for students in Science (K -8) 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 (K-8); (3) plan and organize effective laboratory and field activities in which K-8 students learn to ask important questions and acquire increasingly complex investigation skills; and (4) to interrelate ideas and information within and across science and other subject areas.

This standard is addressed through a specific course, EDEL 108B: Science Methods. This is an inquiry-based course that introduces candidates to the goals of science in the K-8 grades, the state and national content standards, and state-adopted instructional curriculum materials. Candidates design science lessons based on the nature of the objectives, science concepts and learning goals/objectives, developmental levels of students, and use a variety of teaching strategies including technology. Students learn to plan laboratory investigations and include them in their lessons to teach the science concepts. For example, to provide an overview and review of laboratory skills and the use of equipment common to K-8 grades, students engage in a variety of interactive laboratory stations that address laboratory skills used to study physical, earth, and life science. These stations are set up and housed in the science resource center. (See
EDEL 108B syllabus and class schedule.) Laboratory investigations are commonly used in all science methods classes. Hands-on investigations not only build candidates’ understanding of science concepts (as opposed to simply reading about them) but also model best practice for teaching effective science to children. Classroom management issues related to planning, organizing, and implementing inquiry-based science and the integration of effective uses of technology are also addressed. In addition, the science methods class addresses the curricular connections to other disciplines (e.g., literacy, social studies, math, etc.). The Science Methods syllabi (EDEL 108B addresses the use of a variety of strategies for engaging all students in the science curriculum.

(See EDEL 108B-Science Methods course for specific examples of assignments found in the course syllabus.

8A(c) History-Social Science. During interrelated activities in program coursework and fieldwork, MS candidates learn to (1) teach state-adopted academic content standards for students in history while helping students to learn and use basic analysis skills in history and social science; (2) enrich the study of history by drawing on social science concepts, case studies and cross-cultural activities; (3) incorporate basic critical thinking skills and study skills into content-based instruction; and (4) utilize active forms of social studies learning, including simulations, debates, research activities and cooperative projects. MS candidates begin to interrelate ideas and information within and across history/social science and other subject areas.

This element is addressed through the Social Studies Methods course (EDEL 108C). This course focuses on the goals and purposes of social studies in the K-8 grades, using the California Standards for History-Social Science, and state adopted instructional material. Candidates design lessons based on the nature of the objective, principles of learning, developmental stages of students, using a variety of instructional approaches including technology. For example, in one of the assignments for the History/Social Science Methods course, candidates are asked to evaluate instructional materials used in teaching social studies in public school classrooms. Topics in the course include: historical and social science analysis skills, major themes in the History/Social Science Framework, family history project, effective assessment in history/social science, as well as others found in the EDEL 108C syllabus.

The significant change to the EDEL 108C course, beginning with the Spring, 2003 semester, is the change from a 2-unit class to a 3-unit class. One key rationale for adding an extra unit was to provide the necessary time required for a greater emphasis on teaching science to English Learners and students with special needs. The syllabi address the use of a variety of strategies for teaching English learners to engage students in the science curriculum and for English language development.

Examples from the syllabus include the unit outline that students create using the History-Social Science Framework for a specific grade level.

8A(d) Visual and Performing Arts. During interrelated activities in program coursework and fieldwork, MS candidates learn specific teaching strategies that are effective in achieving the goals of artistic perception; creative expression; understanding the cultural and historical origins of the arts; pursuing meaning in the arts; and making informed judgments about the arts. In the program, candidates learn to teach how various art forms relate to each other, other subject areas, and to careers.
Candidates enter the Multiple Subject Program with the expectation that they have addressed this standard in two ways. In their undergraduate program they are required to take course/s in the visual and performing arts. In addition, the visual and performing arts is a content area domain that students must pass on the CSET (subject matter competency exam) before they are accepted into the Program.

The standard for Visual and Performing Arts is integrated into the course curriculum through various activities and strategies that the candidates are expected to complete both their coursework and field experience. During coursework, candidates are expected to engage in assignments that will make them aware of the visual and performing arts and also to use the visual and performing arts to enhance learning in other disciplines. For example, in the Reading/Language Arts (EDEL 108A) course, students learn how to implement “readers theater” in their classrooms. In the Social Studies Methods (EDEL 108C), candidates learn how to teach about historical periods and events such as the Middle Ages and the Crusades through the artwork of the period. Role playing is also used to study historical characters and events. Also in social studies, students learn the relationship of readers theater to living history.

In Science Methods (EDEL 108B) candidates learn how to use visual literacy strategies by using the compilation of thousands of catalogued on-line art images from the art history department. These images serve as prompts to engage candidates in applying the science process thinking skills (e.g., inference, observation, interpretation, etc.) and to develop candidates questioning strategies. In the Mathematics Methods course (EDEL 108D), teacher candidates learn about geometric concepts as a strand in the Math Framework that deals with application of geometric concepts in the visual arts. Patterning is another important math concept that is fundamental to the arts. In the Social Studies Methods class, candidates also

In addition, during candidates’ field placement assignment they are expected to participate in school based visual and performing arts programs in schools that adhere to state standards. Candidates are also expected to use the visual and performing arts as a way to provide access to the core curriculum for all students.

In addition, candidates in the Social Studies Methods learn how to integrate both art and music into the social studies curriculum. (See Course Objectives and Course Schedule for where and when music and art are included in EDEL 108C in syllabus.

8A(e) Physical Education. During interrelated activities in program coursework and fieldwork, MS candidates learn content-specific teaching strategies that are effective in achieving the goals of the development of a variety of motor skills and abilities in students; student recognition of the importance of a healthy lifestyle; student knowledge of human movement; student knowledge of the rules and strategies of games and sports; and student self-confidence and self-worth in relation to physical education and recreation.

Candidates are expected to come into the Multiple Subject Program with this knowledge because they are required to take course/s that address physical education in their undergraduate programs. In addition, physical education and human development is a content area domain that students must pass on the CSET (subject matter competency exam) before they are accepted into the Program.

The standard for Physical Education is integrated into the course curriculum through various
activities and strategies. Candidates are expected to learn about these strategies and to implement them where appropriate in their field placements. In addition, students are expected to participate in a state approved physical education program that adheres to the state framework.

Students are also expected to incorporate specific teaching strategies that include development of motor skills and abilities in students. In the initial semester of student teaching seminar (EDEL 143A), teacher candidates are taught how to include specific instructional experiences such as games and physical activities that require application of motor learning and development, and perceptual motor skills. Specifically, these skills are also addressed to show the connection of students’ cognitive development to their motor and perceptual development. For example, during the EDEL 143A seminar topic entitled, “Designing an Inclusion Curriculum: Another View of the Learner,” students learn about sensory motor integration and activities to aid in exploration and enhancement of motor development and perceptual motor skills. This session includes readings from *Enriching Perception and Cognition: Techniques for Teachers* by Ray Barsch and *Sensory Motor Programs: An Introduction* by Marsha Allen, as well as sample lesson plans that model how these ideas are applied to teaching. To date, the specific presentation and readings on perceptual motor skills has been piloted in two cohorts. The new restructured seminar for the program at large will allow all candidates to learn these approaches. In addition, the restructured seminar format will enable the Elementary Education Department to use faculty from the Physical Education department as guest speakers to more effectively and systematically address this standard.

The Health Education (EDTE 190) course has numerous topics throughout the semester that address students’ recognition of a healthy lifestyle. For example one of the course objectives states that candidates will understand and evaluate instructional practices that are effective in achieving the learning objectives of the acceptance of personal responsibility for lifelong health, and respect for and promotion of the health of others. They will also understand the process of growth and development and become informed about the use of health-related information, products, and services for health content areas. In addition, candidates will learn to use the resources that are available to promote student health and safety.

8A(f) Health. During interrelated activities in program coursework and fieldwork, MS candidates learn content-specific teaching strategies that are effective in achieving the goals 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.

The standard for Health is addressed in a 3-unit Health Education course (EDTE 190). The Health Education course can now be taken prior to formal admission into the program and provides a foundation for candidates’ understanding of the holistic view of the child. This course uses state-adopted materials and curriculum and uses a variety of teaching strategies (e.g., role-playing, journaling, group work) to teach candidates to model personal responsibility for lifelong health. One of the class instructors is the Director of the largest state funded health project in California. At the Center where she directs the project, teachers from around California are brought together to write state adopted health curriculum and materials. Our candidates benefit from the leadership of our faculty member in this area by having the most current research and material available for their use in EDTE 190 class. The Health Education (EDTE 190) syllabus describes multiple opportunities for candidates to learn how to promote personal responsibility
for lifelong health to their students. One example activity includes the requirement of candidates personally engaging in an eating and exercising activity and then discussing how their personal experience can be related to their classroom.

**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.

- **EDEL 102** M. Felton
- **EDEL 108B** G. Smith
- **EDEL 108 D** P. Swanson
- **EDEL 143A/B** Course Syllabi

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

In 2001, the SJSU College of Education received approval on its response to the new CTC Technology Standards. A summary of this response is described below.

Candidates will encounter a three-pronged approach to address the computer technology requirements at the Level I (Preliminary Credential) phase. 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” courses have been restructured to integrate technology (See syllabi).

- demonstrate proficiency in teaching with technology during candidates’ field experience and in their professional practice (See Technology Standards in Documents Room).

Although the SB 2042 Standards requires our program to continue to work on effective integration of technology in coursework, the equally compelling reason for continuing this effort is to ensure our candidates leave the multiple subjects program with the capacity to close the digital divide that still exists in many of our low socio-economic and minority student populations.
Toward that end, many of our professors have been involved in professional development opportunities on campus--that have continued to grow as our access to technology has been enhanced on campus. Since our final approval, many of our Elementary Education faculty have been involved in the professional development opportunities provided by the College and University.

For example, the university-wide Institute for Teaching and Learning provides numerous workshops throughout the year to enhance faculty skills in the area of technology. Also, the College has provided brown bag professional development seminars on a monthly basis which have been well attended by Elementary Education faculty. Syllabi reflect an increase in more authentic integration in the use of technology in coursework. In addition, the supervision faculty have designed and piloted a technology assessment tool to evaluate the level of technology integration in the by our candidates which is now used by our candidates.

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.

In courses throughout the program candidates have multiple opportunities to learn ways to select technological resources in support of student learning. For example, faculty in two of the required courses, EDEL 108B (Science Methods) and EDEL 102 teach in specialized incubator classroom on campus. In this room, faculty take full advantage to the wide array of technology tools available to them and engage in assignments that require students make wise choices for their specific assignments. (See EDEL 108B & EDEL 102 syllabi).

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

The opportunities for analyzing research findings and best practices on the use of technology are exemplified in the EDEL 108D (Math Methods) syllabus. Here students use technology to enhance instruction and learn at appropriate developmental levels to substitute "hands-on" manipulatives for computer-based instruction, for example.

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.

The technology exam is used to assess the basic Level I skills for preservice candidates. (See Instructional Technology website for technology test information - http://www.sjsu.edu.depts/it/compch/testabt.html) This test is then used as a diagnostic tool to assess students' level of understanding on the basic technology skills and their uses in education. if candidates do not pass the test, they are required to register for a class in the Instructional Technology Department to support their learning in this area.

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

Courses such as those listed above, for example, seamlessly integrate the use of technology for communication purposes via Blackboard, email, streaming conversations, and management and information analysis purposes such as Excel spreadsheets, charts, graphs, etc.
9(e) Each candidate interacts with others using e-mail and is familiar with a variety of computer-based collaborative.

As mentioned in the above response, courses such as those listed above, for example, seamlessly integrate the use of technology for communication purposes via Blackboard, streaming conversation, chat rooms, etc. These and other examples are viewed in the syllabi above.

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.)

Students understanding of these issues is diagnosed and assessed in the Technology Test. Their scores are used to offer an additional class to teach these concepts. In addition, from the above sample syllabi, through their assignments, candidates will have additional opportunities to practice and design instruction around current uses of technology tools, e.g., incubator classroom experience in EDEL 102 and EDEL 108B

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

In each of the courses students use technological tools (e.g., web resources, to design effective

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.

Beginning students teachers are taken to the campus library to have opportunities to engage with the latest research tools. Our College representative offers specialized sessions for educators that are specific to candidates’ interests and areas of focus (e.g., Google Scholar, District data information for demographics and achievement, etc.,)

9(i) Each candidate demonstrates knowledge of copyright issues and of privacy, security, safety issues and Acceptable Use Policies.

Students understanding of these issues is diagnosed and assessed in the Technology Test. Their scores are used to offer an additional class to teach these concepts.

---

**Category C**

**Preparation to Teach All Students in California Schools**

**Program Standard 10:** Preparation for Learning to Create a Supportive, Healthy Environment for Students 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.

**OVERVIEW**

EDEL 102  M. Felton  
EDEL 103  C. Rabin  
EDEL 190  D. Wood  
EDSE 192  J. Chang

The content of this standard is addressed primarily in EDTE 190 Health Education for the Classroom Teacher, taught by health education specialists. This course, which traditionally has been used to meet the Clear credential requirement, was recently revised to address the SB 2042 standards. Addressing this standard is also supported by experiences in the Educational Psychology course and the Sociomulticultural Foundations course. The Mainstreaming the Exceptional Individual course (EDSE 192) also supports this standard.

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

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 students 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 this element. For example, candidates are expected to ‘describe that 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,’ ‘describe the eight components of the coordinated school health system and how they work together to foster student health and safety, emphasizing the roles, opportunities, and responsibilities of teachers in the system,’ ‘recognize the signs and symptoms of common acute, chronic and communicable diseases of children and adolescents and/or behavioral and environmental health and safety problems and identify when, how, and where to make referrals to school and community health resources,’ and ‘describe school-based prevention strategies and strategies to support students and their families who may be at risk of health problems.’

Multiple assignments require students 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 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 the Sociomulticultural Foundations course (EDEL 103) 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 ‘describe the research-supported connections between student health and academic achievement.’ Topics of discussion include ‘examination of 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 ‘review of 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 discuss, candidates address instructional content, strategies, and resources for nutrition education and for promoting a nutritionally health 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 of 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 issues).

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 ‘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 situations,’ ‘describe the eight components of the coordinated school health system and how they can work together to foster student health and safety,’ and ‘identify 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 environment for all students.

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, which 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.

**EDEL 102  M. Felton**  
**EDEL 103  C. Rabin**  
**EDTE 162  D. Whitenack**

**OVERVIEW**
In order to create effective learning environments, teachers must understand not only content and pedagogy, but also students. Student learning and development represent critical dimensions of planning, assessment, management, and communication in the classroom. Therefore, we have developed social and psychological foundations courses that are dedicated to helping credential candidates to better understand K-8 students and their experiences in school. In our foundations courses, credential candidates learn the basic concepts, skills, and perspectives that they will use to design instruction, create caring and equitable environments, and reflect on their practice.

Consistent with our philosophy that theory and practice must inform one another, candidates must demonstrate their understanding of learning and development in the context of the classroom. Candidates use educational ideas and research to examine case studies, design learning activities, critique instructional materials, and interpret student data. The knowledge and skills developed in our foundations coursework is reinforced throughout our methods classes and fieldwork experiences.

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

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.

Credential candidates learn theories of social, emotional and cognitive development in EDEL 102, theories of linguistic development in EDEL 162 and theories of physical development in EDTE 190.

In EDEL 102, candidates focus on adapting instruction to fit the cognitive developmental needs of learners. They learn how to select instructional strategies and design learning experiences based on research in cognitive development. They also learn about how classroom experiences influence a student’s self-concept and motivation to learn. Ideas and research in social and emotional development are used to inform discussions about students’ classroom interactions, peer relationships and motivation. Candidates must use their understanding of developmental theories in the context of authentic professional activities like designing lessons, examining student cases, and preparing for parent conferences.

For example, see the “Lesson Analysis” and “Scaffolding Plan” assignments in the Educational Psychology, EDEL 102 course syllabus. Under the class topics in the EDEL 102 syllabus the Motivation I and II included in the class topics address the classroom experiences that influence a students’ self concept and motivation to learn.

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 and cognition are primarily addressed in EDEL 102. In this course, candidates learn to design instruction that fosters knowledge and skill acquisition, problem solving, memory, strategy-use, and metacognition in K-8 students. This facet of the course emphasizes understanding how instructional practices impact student learning. Candidates are encouraged to use theories of learning to develop and refine the methods and strategies they use to teach. Through course activities and assignments, candidates develop learning objectives, design instruction, evaluate teaching materials, and assess student work. In their field experiences, candidates will be expected to use the ideas and research from EDEL 102 to frame their inquiry and reflect on their practice.

<table>
<thead>
<tr>
<th>Course</th>
<th>Class activities</th>
<th>Major assignments</th>
<th>Major theorists</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEL 103</td>
<td>Candidates critique and discuss journal articles/books, write autobiography, conduct student observation/interviews, work in small discussion groups, explore and document finds of “community plunge”</td>
<td>Candidates submit: Autobiography, Student Observation/Interview, Written reflection on Community Plunge activity.</td>
<td>Candidates read and/or discuss Takaki, Delpit, Bowles and Gintis, McIntosh, Oakes, Mura, Lee, Ogbu, Trueba, Noguera, Banks</td>
</tr>
<tr>
<td>EDTE 162</td>
<td>Candidates conduct interviews, design, implement/analyze lessons, write written reflections, examine books and materials for ELL support</td>
<td>Candidates submit reflection on lesson/activity and implementation process, including aspects of lesson that might present challenges to second language learners. Include discussion of strategies used to support ELL, and selective self-assessment.</td>
<td>Candidates read and/or discuss Igoa, Lemberger, Olsen, Wong-Fillmore, Krashen, Lessow-Hurley</td>
</tr>
</tbody>
</table>
Examples of how students apply these concepts can be observed in the Course syllabus for EDEL 102 in the “Lesson Analysis and the “Metacognitive Interview.”

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.

In EDEL 103 (Sociomulticultural Foundations of Education) and EDTE 162 (Meeting the Needs of Second Language Learners) candidates study major concepts and principals to develop a beginning teacher’s commitment to equitable outcomes and high achievement for all students. For example, the EDEL 103 course objectives and description state that candidates will critically analyze the historical roots of racism and learn to recognize institutional conditions and instances of inequities and injustices particularly related to race, class, language, and gender. An additional objective in EDEL 103 states that candidates will develop their abilities to reflect on contemporary theories of multicultural education, equity, and schooling and to use inquiry to address how these issues can be developed in their own practice. Additionally, candidates learn strategies that engage all students in learning toward high standards. This class also helps candidates develop a more personal and positive working relationship with students and their families by personalizing candidates’ own understanding of the range of backgrounds and needs of students. Examples of readings and assignments that support these understandings are listed in the table above.

Also see the syllabi in the course list for each of the above courses.

EDTE 162 also supports this standard by assisting candidates to learn and understand the importance of students’ family and cultural backgrounds and experience in the teaching/learning process. Candidates are expected to explain how sociocultural factors and sociolinguistic differences between home and school may affect a student’s experience of school and instruction. In addition, candidates learn the nature and history of language restrictionism in the United States and learn relevant state and federal laws pertaining to the education of English learners. Assignments and readings that support these learning goals are listed in the chart above.

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.

EDEL 102  M. Felton
EDEL 103  C. Rabin
EDEL 190  D. Wood
EDSE 192  J. Chang

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

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.

In various courses, candidates study multiple perspectives on teaching and learning. They are asked to examine their assumptions about personal attitudes toward the work of teaching and students. The Sociocultural Foundations course (EDEL 103) is designed to address personal and institutional barriers that impede and enhance expectations for high standards of achievement for diverse, low-socioeconomic, multilingual students. Class discussions and readings ask students to explore the ethical responsibilities inherent in teaching. Readings such as Other People’s Children: Cultural Conflict in the Classroom and Jonathan Kozol’s book, Savage Inequalities, compel candidates to become aware of the ethical nature of teaching.

To support the College and Department mission, a specific TPE has been developed around issues related to equity and excellence in order to make explicit the Multiple Subject Program’s commitment to addressing these issues across the program.

The development of candidates’ understanding around the equivalent issues of equity and excellence--neither one being sufficient by itself in relation to issues of social justice in schools--begins in the two prerequisite courses, Health Education (EDTE 190) and Mainstreaming Students the Exceptional Individual (EDSE 192). These two courses begin to develop candidates’ perspective for viewing students more holistically while also preparing them for the realities of the diverse student populations they will encounter (e.g., students with special language and learning needs, and physical and emotional needs.)

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.

The EDEL 102 (Educational Psychology) includes an explicit set of course “Equity Objectives” in addition to the general course objectives. These include:

• use of psychological principles to identify and examine sources of inequity in the classroom
• use of psychological principles to reflect on the experience of students in our classrooms
• candidate designed learning activities that engage and support all learners
• development of lessons that use students’ family and cultural backgrounds and prior experience as the foundation of learning
• development of lessons that integrate instructional strategies to support English language learners in content learning.

Typical examples of how assignments support these objectives include the expectation that candidates will examine a variety of lessons and critique them for their implementation and appropriateness for students’ backgrounds and characteristics.

The historical context of student achievement and student failure are explored and deconstructed in the EDLE 103 (Sociomulticultural Foundations of Education) course. This course includes embedded objectives that examine institutionalized bias, and inequity, privilege and entitlement and the roles of racism and poverty in perpetuating the achievement gap between children of color and poverty and their white, middle-class peers. Readings that support this objective include “Cultural Deprivation as an Educational Ideology,” Anyon’s article on “Social Class and School Knowledge,” and Ogbu’s “Variability in Minority School Performance.”

Please see syllabi for EDEL 102 and EDEL 103 for samples of additional evidence of this standard.

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 all credential courses candidates are expected to demonstrate their ability to monitor and assess student learning. They are expected to use multiple kinds of assessment to inform instruction and to differentiate the instruction in order to engage English learners, low-status students, low-achieving students, and students traditionally underserved.

For example, in the EDEL 108A (Reading/Language Arts) candidates must be able to assess children’s reading at different ages and levels through observations, running records, miscue analysis, and analytic scoring of writing. Candidates must also be able to interpret assessment data, be able to recognize the skills and strategies that a student relies on, and determine appropriate skills and strategies students should be taught to provide students access to the curriculum. In addition, students must be able to use assessment data to plan instruction and know when to plan instruction for an entire class, a small group, or the individual student. They must also select appropriate foci for instruction, select appropriate learning activities and material, and contextualize instruction. In the Mathematics Methods (EDEL 108D) course, candidates are assigned to watch and document math work as it takes place in classrooms and homes and learn how to collect data using descriptive records. Candidates learn about standardized testing—including both the common theoretical concepts associated with testing, and also examples of released items from state and national examinations of mathematical knowledge and skills. In addition, candidates learn about strategies that enable students to move past the mathematical misconceptions they bring to the classroom.
In EDEL 143A/B (Student Teaching) candidates design, plan, and implement multiple lessons. They analyze their teaching by collecting student work to use as evidence of the effectiveness of their teaching and student learning. The analysis of student work is then used to inform the next steps of the instruction. Students must focus their analysis on three target students—one of these target students must be an English language learner. The examination of student work is part of the “coaching cycle” required during student teaching. The reflection of this process becomes an entry in their student teaching portfolio.

Please see the syllabus for the Reading/Language Arts course (EDEL 102) and the Student Teaching Field Experience binder for additional information in this element.

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 foundations and methods courses candidates learn how to access and use students’ prior knowledge, experiences to plan instruction. For example, the Educational Psychology course (EDEL 102) teaches candidates to develop lessons that use students’ family and cultural backgrounds and students’ prior experiences as the foundation of learning. One of the assignments in is to analyze lesson plans analyze a lesson they think has failed and that might benefit from the application of Piagetian/Constructivist principles of teaching and learning--both approaches that acknowledge what the learner brings as being integral to the learning activity. The Reading/Language Arts class also teaches students to use specific strategies (e.g., running records, miscue analysis) to assess students’ strengths and to inform decisions around planning for instruction that best suits the students’ needs. During student teacher seminar, candidates engage in case studies that enable teacher candidates to consider students more in depth.

In Science Methods (EDEL 108B) Social Studies Methods (EDEL 108C) Mathematics Methods (EDEL 108D) and in EDEL 162 (Meeting the Needs of Second Language Learners, candidates have multiple opportunities to practice designing instruction that builds on students prior knowledge before assuming fulltime responsibility for instruction that builds on students’ achievements. The experience that candidates have with lesson design informed by students’ prior knowledge in the above mentioned classes also provides multiple opportunities for practicing the TPEs.

See the syllabi for EDEL 108B, EDEL 108C, and EDEL 162 where examples of types of assignments which include candidates’ lessons are displayed.

12(e) 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.

The two recommended prerequisite courses (Health Education: EDTE 190 and Mainstreaming the Exceptional Individual: EDSE 192) provide substantive learning opportunities for candidates to acquire knowledge about the professional responsibilities of teachers related to the personal, social, and emotional development of children.
For example, in the Mainstreaming course candidates explore the laws, service delivery systems, instructional methods and assessment processes to support inclusion of students with disabilities in regular education environments. Candidates begin to explore the teacher’s unique role in students’ academic achievement by writing a paper that describes the results of interviewing a general education teacher, a special education teacher, a school administrator, and a parent of a student with special needs about their perception of the issues related to inclusion of students with disabilities in mainstream classrooms. Candidates include in their write-up how the interviewees’ perceptions compare with the professional literature and their own beliefs.

In the Health Education course, candidates are introduced to health subject matter and skills necessary for teachers to meet their legal and professional responsibilities to protect and promote students’ health and safety. Objectives that support learning opportunities toward this end include the expectation that candidates will 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. Candidates also learn techniques for crisis prevention and conflict resolution, and resources that are available to promote students’ health and safety.

In addition, in the Educational Psychology course (EDEL 102) candidates learn about the social and emotional development of children by addressing topics of motivation and student background in their relationship to academic achievement.

The Sociomulticultural course (EDEL 103) asks candidates to examine issues of diversity and the community and the role teachers can play in using the family and community resources to advance student achievement. Topics in this course also include discussions of how personal and institutional biases and assumptions can impede student achievement if not explicitly addressed and examined.

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 collaborate and work in a collegial and professional manner encompasses dispositions that are important to the development of an effective teacher. Candidates are given multiple opportunities to practice professional collaborations in their coursework as they design lesson and engage in group presentations. They also collaborate with their cooperating teachers and supervisors as documented in the “coaching cycle” responses during the planning, implementation, and reflecting stages of their coaching cycle. (See “coaching cycle” documents in the Student Teaching Field Experience Handbook.)

In addition, student teachers are expected to participate in the grade-level planning meetings and in faculty meetings that occur at their assigned schools.

In Educational Psychology (EDEL 102), Sociomulticultural Foundations (EDEL 103), and in Meeting the Needs of Second Language Learners (EDTE 162), candidates and the professor model the use of technology to communicate/consult/collaborate outside of class as a means for enhancing instruction, planning, and learning.
The cohort model for program options ensures that students will have opportunities throughout the credential program for group discussions and networking, and to work cooperatively to design, plan, and implement instruction. In addition, supervisors try to group student teachers at the same school to provide the opportunities for student teachers to support each other at their schools. It is not uncommon to have student teachers team-teach a lesson or unit they have planned together.

Collegial collaboration is an important value of our faculty. It is constantly modeled and incorporated in coursework to enhance instruction and to give candidates multiple opportunities to practice professional communication skills and the give and take inherent in any effective group collaboration. The hope is that by the end of the candidates’ program, they will see that collaboration is the natural way to be a professional educator as they experience the various ways in which the whole is greater than the sum of its parts.

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

In the professional teacher preparation program all candidates have multiple systematic opportunities to acquire the knowledge, skills and abilities to deliver comprehensive instruction to English learners. Candidates learn about state and federal legal requirements for the placement and instruction of English learners. Candidates demonstrate knowledge and application of pedagogical theories, principles and practices for English Language Development leading to comprehensive literacy in English, and for the development of academic language, comprehension and knowledge in the subjects of the core curriculum. Candidates learn how to implement an instructional program that facilitates English language acquisition and development, including receptive and productive language skills, and that logically progresses to the grade level reading/language arts program for English speakers. Candidates acquire and demonstrate the ability to utilize assessment information to diagnose students’ language abilities, and to develop lessons that promote students’ access to and achievement in the state-adopted academic content standards. Candidates learn how cognitive, pedagogical and individual factors affect student’s language acquisition.

**EDTE 162  D. Whitenack**
**EDEL 108A  J. Schierling**
**EDEL 108D  P. Swanson**

**OVERVIEW**

Second language learners currently constitute approximately 25% of all students enrolled in California’s public schools, K-12. Therefore, the responsibility of preparing candidates to develop the knowledge, skills, and competences necessary to meet the needs of second language learners is embedded in all coursework. In addition, a specialized course that is directly addresses these skills are also included. The SJSU Multiple Subject Credential Program’s response to Standard 13 has been summarized in a grid entitled, “Summary Sheet of Elements Addressed in Coursework.” The purpose of this grid is to show which competencies in Standard 13 are addressed in the Multiple Subject credential courses.

NOTE: Our response to Standard 13 was approved by the CCTC in August 2002. Therefore, this standard will include a more condensed version of what was originally submitted to the Commission.
Program Elements for Standard 13: Preparation to Teach English Learners

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.

The EDTE 162 (Meeting the Needs of Second Language Learners) course addresses the nature of language, how language is acquired, and the relationship between language and literacy development. Candidates will also develop an understanding of first language development and second language development acquisition theories. Candidates will become familiar with best practices instruction for second language learners, and develop strategies to make the curriculum accessible to those students. An example of an assignment that supports student learning of these topics includes the interview of a teacher who has worked with English Language Learners (ELL) for more than three years. Candidates are required to write a reflection of the interview, recording what challenges and strategies s/he uses to address those challenges. Candidates are also asked to amplify their reflection with information from the professional literature.

The Reading/Language Arts course (EDEL 108A) also supports candidates’ learning for this standard. Foundational to this class is the exploration of literacy development of native and nonnative speakers of English, and classroom practices that enhance this development. Literacy development of ELL students is explored from a theoretical, practical, and experiential perspective.

The Student Teaching Field Experience (EDEL 143A/B) course description explicitly states that in the field experience students will have opportunity to become familiar with school-based organizational structures designed to meet the needs of English learners. A supporting activity for this seminar topic is included in “Instructional Activities.” In this activity, school district personnel are invited to present an overview of state and federal laws pertaining to the education of English learners and discuss the impact on student placement and instruction. They are also asked to describe programs in the district that support English learners for areas of the school curriculum. Candidates are then asked to submit a response paper summarizing the presentation and draw on specific school and classroom experiences. An example activity that also addresses this element asks candidates to observe and assess 3 target students: one student who is native English speaking and 2 students who are at differing levels of English learning. Preservice candidates are asked to analyze student work from the language arts curriculum for evidence of content knowledge in the core curriculum. They are to submit their analysis with their coaching cycle. Additional examples will be highlighted in the EDEL 143A/B syllabus.

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.

The following list of courses addresses element (b) of Standard 13.

EDTE 162: Meeting the Needs of Second Language Learners

EDEL 108A: Reading/Language Arts in Culturally Diverse Classrooms

EDEL 108D: Curriculum--Seminar in Mathematics Methods makes explicit “specific instructional strategies or learning activities that are responsive to student’s assessed levels of English proficiency . . . .” For example, in the ‘course objectives’ the professor has included language that states, “specific emphasis will be placed on materials, methods, and instructional strategies that provide second language learners with access to grade appropriate mathematics content while fostering the development of both oral and written English language skills.” She has also included an activity/lecture that addresses “Access for English Language Learners: Sheltering Instruction, SDIAE, and Issues of English Language Acquisition.” Additional examples are highlighted and italicized in the EDEL 108D syllabus.

EDEL 143A/B: Student Teaching Field Experience

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.

Element (c) is addressed in the following courses:

EDTE 162: Meeting the Needs of Second Language Learners

EDEL 143A: Orientation to Student Teaching

EDEL 143B: Student Teaching Practicum

EDEL 143A/B: Student Teaching Field Experience addresses element 13(c) in the following ways. One of the course objectives states that students will “examine state and federal laws pertaining to the education of English learners, specifically how they impact student placement and instructional programs.” A corresponding activity that provides students the opportunity to demonstrate their understanding of state and federal legislation and the impact on instruction and placement of English learners is described in the “Instructional Activities” section. During a guest session by school district personnel, an overview of state and federal laws pertaining to the education of English learners and their impact on student placement and instructional programs will be presented during the field seminar. Credential candidates will then write a response summarizing the presentation and showing application of their understanding by including examples from their specific schools and classroom 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.

Element (d) is addressed in the following courses:

EDEL 108A: Curriculum--Reading/Language Arts

EDTE 162: Meeting the Needs of Second Language Learners

EDEL 108D: Seminar in Mathematics Methods includes examples of how this course addresses language development issues as they relate to mathematics. For example, the professor includes in her course schedule lectures/activities that explicitly address issues of linguistic diversity, issues of access, and language development. In addition, an activity is scheduled that includes an analysis of “access to learning for English language learners,” focusing on primary language use and second language acquisition. Additional examples are highlighted in the EDEL 108D syllabus.

The Student Teaching Field Experience course (EDEL 143A/B) addresses element (d) in course objective #16. A sample assignment is included at the back of the EDEL 143A/B syllabus. The assignment is entitled, “Lesson Plan: Focus on English Learners,” followed by a guided written reflection that addresses the implementation of the aforementioned lesson plan. Additional examples are highlighted in the course syllabus.

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.

The following courses and examples of topics, discussions, and assignments serve to support candidates’ learning in Element (e):

EDTE 162: Meeting the needs of Second Language Learners
EDEL 108A: Curriculum--Seminar in Reading/Language Arts Methods

EDEL 108C: Curriculum--Seminar in Social Studies Methods

EDEL 108D: Curriculum--Seminar in Mathematics Methods should not have been included under this element.

EDEL 143A/B: Student Teaching Field Experience. Examples of how EDEL 143A/B addresses element (e) are included in the course objectives. The corresponding assignments are described in the “Instructional Activities” section. One assignment asks student teachers to “maintain records of classroom seating charts indicating first and second languages with written journal reflection on how classroom arrangements accommodate opportunities for English learners.”
Another assignment asks students to “interview a school specialist or paraprofessional involved in supporting English learners.”

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.

The following topics, assignments and discussions provide candidates with multiple opportunities to make grade appropriate curriculum comprehensible for English Learners:

For example, objectives in the EDEL 102 syllabus explicitly address issues related to English learners. An additional text that more explicitly addresses strategies for teaching English learners is used. One of the major assignments requires preservice candidates to identify the instructional strategies included to support second language learners in their lesson plan. (Please see EDEL 102 syllabus for more specificity in the assignments and readings.)

EDTE 162: Meeting the Needs of Second Language Learners

EDEL 108A: Curriculum--Reading/Language Arts

EDEL 108C: Curriculum--Social Studies

EDEL 108D: Curriculum--Mathematics Methods Seminar syllabus may not meet the criteria for this element. However, use of strategies such as Complex Instruction and cooperative learning are fundamental strategies addressed and utilized consistently throughout this class. Students are also required to use these strategies in their lesson plans.

EDEL 143A/B: Student Teaching Field Placement addresses this strategy in several ways. An example of this is included in a course objective where students are required to “plan, implement, and evaluate at least three lessons using teaching models, strategies, and content appropriate to the classroom student populations.” A sample worksheet is included in the syllabus that guides student teachers in reflecting on the implementation of these lessons. In addition, student teachers are required to include a lesson plan and reflection from each of the disciplines (i.e., reading/language arts, math, science, and social studies). Since all of our students are required to student teach in linguistically diverse schools, all candidates will have “multiple systematic opportunities” to design instruction that is grade appropriate and comprehensible to English learners while under the supervision of a university supervisor.

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.
Element (g) is addressed in the following courses:

EDTE 162: Meeting the Needs of Second Language Learners

EDEL 108A: Curriculum--Reading/Language Arts
EDEL 143A/B: Student Teaching Field Experience addresses this standard in a course objective. The corresponding assignments that enable students to demonstrate their understanding of this objective is included in the “Instructional Activities” section. Students are asked to write a one-page report summary on the purpose, content, and uses of the CELDT. In addition, as part of an official “coaching cycle,” student teachers are asked to indicate the appropriate ELD standards addressed in one of their lessons for the coaching cycle process. (See description of “coaching cycle” in the Student Teaching Field Experience Handbook.)

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

A primary goal in the EDEL 103: Sociocultural Foundations of Education is to assist candidates to develop more close and positive relationships with students and their families by personalizing teachers’ own understanding of the range of needs and backgrounds of students. An assignment that supports this objective is the “Community Plunge” where students go out in teams to explore the families and community resources in the neighborhoods where they teach. A written reflection of their experience is then submitted. The EDEL 102 also expects that students will develop lessons that use students’ family and cultural backgrounds and prior experience as the foundation of learning.

Program Standard 14: Preparation to Teach Special Populations in the General Education Classroom

In the professional teacher preparation program, each candidate develops the basic knowledge, skills and strategies for teaching special populations including students with disabilities, students on behavior plans, and gifted and talented students in the general education classroom. Each candidate learns about the role of the general education teacher in the special education process. Each candidate demonstrates basic skill in the use of differentiated instructional strategies that, to the degree possible, ensure that all students have access to the core curriculum. Each candidate demonstrates the ability to create a positive, inclusive climate of instruction for all special populations in the general classroom.

EDSE 192 J. Chang
EDTE 162 D. Whitenack

OVERVIEW

The primary course for addressing this standard is EDSE 192: Mainstreaming the Exceptional Individual, taught by specialists in special education.

The knowledge base for this course combines an emphasis on laws, policies, and procedures affecting students with special needs and the research base of effective practices to enhance
inclusion and mainstreaming. Research-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 of this course. New and promising trends in technology are also addressed.

**Program Elements for Standard 14: Preparation to Teach Special Populations in the General Education Classroom**

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, 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, their non-disabled peers, and students from culturally and linguistically diverse backgrounds.

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.

After readings and topic discussions addressing candidates are introduced to and become familiar with special education laws and policies. They are expected to explain define and explain the admission, review, and dismissal processes of special education, as well as individual protections of special education legislation as they pertain to parents, teachers, and students. In addition, candidates learn about Individualized Education Programs (IEPs) and assessing student needs. Candidates are expected to formulate and illustrate them in consultation with appropriate support personnel and parents of individuals with exceptional needs.

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 how to assess student needs and evaluate student learning through readings and topic discussions. Through study of laws and policies candidates learn the parameters for referring students to special programs, such as the mild/moderate disabilities, deaf education, gifted and talented programs (GATE). In addition, in EDTE 162: Meeting the Needs of Second Language Learners, candidates learn about assessing language needs through the use of appropriate assessment tools (e.g., CELDT). An identified competency in the EDSE 192 course is the expectation that candidates will be able to analyze non-discriminatory assessment, including sensitivity to cultural and linguistic factors.

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

An identified competency in the EDSE 192 is the expectation that students will be able to identify and apply assessments that will result in appropriate modification of instructional
materials and strategies. This competency is addressed through topics such as “Adaptations and Accommodations,” “Planning and Modifying Instruction,” and “Assisted Technology.” Candidates practice this competency through two types of assignments. One assignment requires students to select a real-life or hypothetical student. Candidates are asked to write a paper which includes a) how to socially integrate this student into the candidate’s classroom, b) how to adapt materials and instruction to enhance the student’s success, and c) who to ask for help. Candidates are to support this paper with articles they have read.

A second assignment requires that candidates design a lesson that includes “universal design” features. For this lesson they are to describe five ways in which technology will enhance the effectiveness of mainstreaming/inclusion in their classroom.

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.

An identified competency in EDSE 192 includes the identification and application of assessment information toward the modification of the core curriculum and materials for selected students, particularly in the areas of reading, language arts, and math. The assignment the two assignments mentioned above (i.e., the design of a lesson plan and the use of assisted technology assignment) give students practice applying the learning in this standard. In addition, multiple topics for discussion that support candidates’ learning for this standard include “Strategies for Independent Learning,” “Planning and Modifying Instruction,” and “Adaptations and Accommodations.”

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.” To do so, they 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 be able 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 the opportunity to apply their knowledge of the issues related to social integration of students with special needs.

Please see the EDSE 192 course syllabus and Calendar of Assignments for additional specific examples of disabilities addressed, assistive technologies covered, etc., and assignments where candidates implement principles and strategies.

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.

EDEL143A Course Syllabus
EDEL143B Course Syllabus
EDEL143A/B Field Guide

OVERVIEW

San José State University’s Multiple Subject credential program is committed to providing candidates with sustained opportunities to make connections between theory and practice through supervised fieldwork. Each candidate is supported in at least two semester long field placements in contexts that serve diverse K-8 pupils. While engaged in student teaching part-time (at least two to three mornings/week in EDEL 143A) and full-time (in EDEL 143B) candidates take one or more foundations or methods courses and apply what they are learning about planning, curriculum, instructional strategies, assessment and knowledge of students, communities and families. This response to Category D (Standards 15 through 18) describes in detail when and how candidates engage in supervised fieldwork, how they are supported to develop knowledge, skills and dispositions related to the TPEs and how their progress and performance are systematically assessed. Throughout this description we refer extensively to the program Field Experience Guide and its contents. A pdf file of this document is linked here and page numbers are referenced throughout.

The Multiple Subject Credential Program at San Jose State University includes two semesters of supervised field experiences. This field experience is divided into EDEL 143A: Orientation to Student Teaching, and EDEL 143B: Student Teaching. Candidates typically enroll in EDEL 143A concurrently with one or more of the EDEL 108 methods courses. This provides a setting to support the candidate in examining and integrating subject matter content and instructional strategies as learned in methods coursework. Upon enrolling in EDEL 143A the candidate purchases the Field Experience Guide. The Field Guide covers expectations and responsibilities in both 143A and 143B. Cooperating teachers are given a condensed version of the Field Experience Guide. After a well documented satisfactory assessment of their performance in EDEL 143A candidates transition to EDEL 143B.

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

Elements Applicable to all Student Teaching 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.

EDEL 143A: Orientation to Student Teaching

Before assuming daily teaching responsibilities as a full-time student teacher, each candidate must successfully complete EDEL 143A: Orientation to Student Teaching. The objectives of this course include the examination of instructional planning, classroom, school and district organization and resources, classroom management, roles of various levels of government in education, and teachers’ legal rights and responsibilities (see Goals for Student Teaching in the Field Guide pages 13-15). This is a pivotal course and serves several functions including provisions for:

- Classroom experiences for the candidate, both as an observer and as a participant in a class in which a substantial proportion of the students are English learners and are receiving instruction designed to support English language proficiency and acquisition of content knowledge.
- Feedback to the candidate on their beginning teaching performance related to the TPEs from both district and university supervisors.
- Opportunities for University supervisors to evaluate the candidates’ readiness to assume daily full-time student teaching responsibilities during the following semester in EDEL 143B: Student Teaching.

As part of the EDEL 143A weekly seminar, candidates observe and participate in lessons in a variety of settings, typical of those they will encounter as part-time student teachers, and later in 143B as full-time student teachers. These lessons provide candidates with the opportunity to observe instructional strategies and models of superior teaching.

The candidate is required to be in the classroom at least two-three mornings a week and one morning or afternoon in a seminar. During the classroom hours the candidate begins with observations, some guided by assignments (Field Experience Guide, pages 25, 28-29). Through planning with the cooperating teacher, the candidate is initially given responsibility for individual students and small groups. Through a planned series of successful experiences, the candidate takes on a progression of classroom responsibilities and whole class instruction. This is structured by the university supervisors through the use of regular collaborative logs (pg. 55) between the candidate and the cooperating teacher and a series of assignments that encourage thoughtful analysis of classroom and school experience. Concepts learned in foundational coursework are reinforced in particular how academic language is supported through instruction. Strategies and approaches that are part of the methods courses are observed and applied by candidates with appropriate support and feedback from supervisors and cooperating teachers.

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.
Each 143A candidate is observed at the field site a minimum of three times by the University supervisor and about six times during 143B. Cooperating teachers provide feedback to the candidates and make suggestions for improvement. There is a planned series of assignments based on the Teacher Performance Expectations. These assignments culminate in a Professional Portfolio at the end of EDEL 143B. Assignments are outlined in the Field Experience Guide. Major assignments include: a scaffolded reflection on learning environments (pg.43-51), a school/community analysis (pg. 41-42), and a one lesson coaching cycle that mirrors the PIAR model of the PACT Teaching Event and includes analysis of videotaped teaching as well as assessment of student work to inform future planning (pg. 59-73). See a more complete description of this assignment in the response to Standard 17.

Formal evaluation of each candidate’s readiness to assume daily teaching is made by the cooperating teacher and University supervisor, and through the candidate’s self-assessment. As evidenced in the Field Experience Guide, midway through the EDEL 143A experience both the cooperating teacher and candidate fill out and discuss the Professional Attribute Form (pg. 77-79) which is used to assess the professional dispositions of the candidate. Toward the end of EDEL 143A, the candidate, cooperating teacher, and university supervisor complete the 143A Formative Assessment form (pg 81-83). The Professional Attribute and Formative Assessment serve to measure and provide feedback on general teaching proficiencies and dispositions. The Formative Assessment is designed to particularly address performance based on the TPEs as noted on the form. Copies of all assessments are placed in candidate’s file to be reviewed by Field Experience Director and carried forward by the EDEL 143B supervisor (often the as EDEL 143A).

Final determination of each candidate’s readiness for full-time student teaching is made by the cooperating teacher, University supervisor, candidate, and in some cases, site administrator. An end of semester conference is held by the University supervisor, the cooperating teaching, and the candidate for a final review of the items collected at that point for the Professional Portfolio. This provides a basis for recommendation for individual advancement and professional focus particularly in regard to the TPEs.

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.

EDEL 143B: Student Teaching (see syllabus and the Field Guide pages 91-132)

Upon successful completion of 143A, a candidate who has successfully completed all program coursework requirements may enroll in 143B: Student Teaching. This field placement requires that candidates teach, observe cooperating teachers, and reflect on their teaching experiences. Through daily, full-time, field experiences candidates assume increasing responsibility for
classroom activities throughout the semester that culminates in at least two weeks of solo teaching. Typically, the University supervisor observes at the field site at least six times throughout the 15-week placement.

In placing the candidate in the EDEL 143B field experience, consideration is given to the grade level and nature of the 143A experience. Each candidate is to observe and participate in two grade levels (K-2, 3-5, 6-8) and to have a significant experience in at least one hard-to-staff and/or under-performing school (Title One or setting wherein a significant portion of students is eligible for free and reduced lunch) during the 143A/B experience. This is monitored by the University supervisor and the Field Experience Director.

Candidates’ successful field experience in EDEL 143B is supported with a timeline of assignments and assessments for candidates (Field Guide pg. 95-98) and a clear description of supervisor and cooperating teacher responsibilities (pg. 99-100). Further, the process for evaluation and potential remediation is clearly defined in the Field Guide (pg. 101-107).

Candidates continue with collaborative logs as experienced in EDEL 143A and add to their professional portfolio with entries as noted in the Field Guide timeline. As in EDEL 143A, the collaborative log process supports regular communication between the candidate and the cooperating teacher related to the Teacher Performance Expectations.

**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.

Together the candidate, cooperating teacher and the University supervisor plan the daily and weekly responsibilities of the candidate such that they culminate in a two-week period wherein the candidate takes over all responsibilities of the classroom teacher.

Formal evaluation includes reviewing the Formative Assessment (Field Guide pg. 125-127) aligned with the TPEs midway through the semester. The formative assessment completed in EDEL 143A is reviewed and updated by the candidate, current cooperating teacher and University supervisor. The frequent visits of the university supervisor enable informal ongoing assessment of the candidate’s progress and remediation through an improvement plan is formalized if candidates are having difficulty with any TPEs. The Formative Assessment form is used again summatively at the end of EDEL 143B. In addition, it is in this field placement context that candidates complete the PACT Teaching Event as a summative assessment of their performance in the program (see response to Standard 18 for a more complete description of this assessment process). The candidate and University supervisor meet at the end of the semester to
review all assessments, and for the candidate to present the Professional Portfolio. The Professional Portfolio now includes all Portfolio Entries including Signature Assignments from across program courses and field-based assignments from EDEL 143A and EDEL 143B. Successful completion of EDEL 143B is determined by the cooperating teacher, University supervisor, and candidate, according to criteria made explicit in EDEL 143A/B Course Syllabus and Field Experience Guide.

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.

Candidates observe and/or participate in two or more grade level spans within the program or prior to as part of their 50 hours of pre-professional experience. Pre-professional experience hours are documented and submitted for approval during the department admissions process. At least two field placements in the EDEL 143A and EDEL 143B progression allow students to experience both varied grade levels as well as school contexts, communities and student demographics. All candidates have at least one field experience in schools with high numbers of English Language Learners and/or those eligible for free or reduced cost lunch.

15(f) Pertinent to single subject only and therefore not addressed.

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.

Prior to becoming teacher of record, the intern has a supervised field placement in summer schools in partnership school districts for five or six weeks. The internship coordinator in collaboration with the school district representatives places the intern with a selected, experienced cooperating teacher who teaches in the K-4th grades, where the emphasis is on reading/language arts and mathematics in a diverse setting.

The intern participates in a summer school on Mondays through Thursdays, and on Fridays attends a field experience seminar taught by the university supervisor. During the summer school experience, in preparing to become the teacher of record, the intern’s daily responsibilities include: planned observation assignments, opportunities to teach small groups and the whole class, and consultations/feedback from the cooperating teacher and university supervisor.
Concurrently, while completing the credential coursework in the internship program and being the teacher of record, the intern is assigned a university supervisor and on-site faculty associate/support provider who work closely with the intern. The university supervisor works with the intern, teaches the weekly field experience seminar, and meets monthly with a cohort of faculty associates to ensure support for the intern and alignment of university and school expectations while they are enrolled in concurrent credential coursework over two years.

**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.

**EDEL143A/B Field Guide**
**EDEL143A/B Course Syllabi**

**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.

Selection of school sites and cooperating teachers for Multiple Subject Credential placements is based on references by district and site administrators, site and classroom visits by faculty, and previous experience with cooperating teachers and schools. School district personnel and site administrators are asked to recommend fully credentialed cooperating teachers who can work effectively with student teachers, serve as role models of excellent teaching practices in settings with English language learners, and have a minimum of three years of prior successful teaching experience. Nominations are reviewed with special attention to teaching experience, credential certification, educational background, and current teaching assignment in diverse settings.

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.

Each EDEL 143A/B University supervisor is assigned a specific geographic area. The majority of the supervisors are former administrators and classroom teachers from the local districts; as such, they have strong contacts with district(s) in their geographic area. They are able to work
closely with district and school administrators in school site and cooperating teacher selection process. When candidates enroll in EDEL 143A, they select the geographic area of preference, and are assigned to a supervisor who focuses on the district(s) and schools in that region. The supervisor reviews the candidate’s prior experience and grade level preferences. The supervisor then works closely with the appropriate district or site administrator in making the field placement. The geographic areas served were particularly selected for population of English language learners and having low performing school and/or hard-to-staff schools (as Title One designated or serving a significant proportion of students eligible for free or reduced cost lunch). They were also selected because of the number of experienced teachers whose districts have provided them with additional training in meeting the needs of English learners. The selection process ensures appropriate sites and excellent cooperating teachers. Cooperating teachers are nominated by district/site administrators, and selected by University supervisors, based on the following criteria:

1. Effectiveness of observed teaching and learning.
2. Effective implementation of state-adopted academic core curriculum.
3. Effective implementation of state-adopted content standards and frameworks.
4. Effective collaboration and communication with other professional teachers.
5. Experience in organizing for, and teaching core curriculum effectively to, English learners.
6. Experience as a new teacher mentor and/or beginning teacher support provider.
7. Certificated teacher with three or more years of teaching experience.
8. Hold a credential appropriate to the classroom.

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.

Program supervisors work closely with the Field Experience Director in maintaining a Student Teacher/Cooperating Teacher/University Supervisor database. Supervising teachers must be recommended by the school principal or district level designee, hold a valid credential, be an experienced practitioner (a minimum of 3 years), and be viewed as successful teachers by the Multiple Subject faculty. Many cooperating teachers have experience working with student teachers and have served as BTSA coaches. In most cases BTSA coaches and have been provided with special mentoring training by the districts. However, when a new cooperating teacher is recommended, the supervisor pays special attention to whether or not the skills and dispositions of the new cooperating teacher are effective in assisting with the development of a student teacher. The Student Teaching Field Experience Guide delineates the roles and responsibilities of the cooperating teacher (pages 27, 29-30, 99-100). These responsibilities are discussed with cooperating teachers prior to the assignment of a student teacher to their classroom.

Supervisors maintain contact with key personnel (human resource directors, BTSA coordinators and principals) within their specific districts. This communication is particularly important in our service area where there are thirty-three school districts within Santa Clara County alone,
and twelve school districts in Santa Cruz County. Candidates are also placed in districts in San Benito, and Monterey County. The diversity offered by these districts is key to our efforts to provide quality field experience.

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 cooperating teacher holds a CLAD certificate or has received additional training in meeting the needs of English learners. However, when this is not realistically possible, selected cooperating teachers have typically updated their background in the effective teaching of English learners through attending conferences and/or district training. Given the number of student teachers that are placed each year, it is not always possible to ensure that every cooperating teacher holds a valid EL authorization. However, every effort is made to ensure that students have, in at least one of their placements, one cooperating teacher with valid EL authorization.

The quality of the student teaching experience is monitored on an on-going basis by the assigned University supervisor who serves as a liaison between school administrators, cooperating teachers, student teachers, and the University. The Field Experience Director oversees this relationship.

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.

Orientation and Training of Cooperating Teachers

The selection process helps ensure that the cooperating teachers who are recommended are successful classroom teachers. Once the selection is made, the university supervisor has the responsibility to meet with the cooperating teacher to establish effective lines of communication between the supervisor, cooperating teacher, and student teacher. Within the first few weeks of each semester, University supervisors meet with cooperating teachers as a group within each school district to discuss observation and coaching techniques, program expectations and requirements. Each cooperating teacher is given a condensed version of the Field Experience Guide that contains descriptions of their roles and responsibilities, timelines for candidates’ assignments and assessments as well as all assessment processes and evaluation forms. In reviewing with the University supervisor the assignments and assessments as outlined in the Field Experience Guide, the cooperating teachers increase their understanding of the developmental progression of beginning teachers and the Teaching Performance Expectations. It is the responsibility of the university supervisor to assist the cooperating teacher in understanding these outcomes.
The assignments and assessments used in the field experience incorporate the Teacher Performance Expectations, beginning teacher development, knowledge of content standards, and theory to practice relationships. University supervisors monitor and review the assignments and assessments and provide support and training to cooperating teachers. This professional training takes place one-on-one with the University supervisor and cooperating teacher or, if warranted, in small groups of cooperating teachers with like needs. When there is any indication that communication between a cooperating teacher and candidate is unproductive, the University supervisor will facilitate and model effective professional communication.

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.

All University supervisors are called on to provide professional development to cooperating teachers. The typical University supervisor has been a successful classroom teacher, school/district administrator and new teacher mentor. The majority of the University supervisors have considerable experience in effective supervision of San Jose State University credential candidates. The more experienced supervisors, and the Field Experience Director, mentor new supervisors. There are multiple opportunities each semester through monthly professional development meetings for all University supervisors to meet and work together to expand on and review educational theory, University expectations of cooperating teachers, developmental stages of beginning teachers, observations and coaching practices, and reflective practice. These meetings have created and modeled an atmosphere of professional collegiality and draw upon the distributed expertise of all supervisors.

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.

The roles and responsibilities, associated with the field experience are clearly delineated in the Field Experience Guide. All University supervisors receive the Field Experience Guide; candidates purchase their copy and cooperating teachers receive a condensed version containing the Teacher Performance Expectations, descriptions of their roles and responsibilities as well as timelines for and tools used to assess/evaluate candidate performance (see description of these timelines and forms in responses to Standards 15, 17 and 18). The Field Experience Director reviews the Guide with any new supervisor. Revisions to the Guide are shared at the supervisors’ meetings. University supervisors review the condensed Guide with cooperating teachers at orientation meetings and continually review contents of the Guide at 143A/B seminars. All supervisors meet with cooperating teachers and student teachers at the beginning
of each semester to communicate the field experience expectations and to establish a good working relationship. Frequent visits by the supervisor provide many opportunities for communication regarding the candidate’s performance throughout the semester.

If difficulties arise with the candidate, there are procedures in place for candidates who encounter problems in teaching. General procedures are outlined in the Field Experience Guide (pp. 32-37, and 101-107). More specifically, if the performance of a candidate does not consistently meet the expected standard even after support from the supervisor and cooperating teacher, the supervisor fills out the “Statement of Concern” form and alerts the Director of Field Placement. In consultation with the Director of Field Placement and the student teacher, the supervisor initiates a meeting during which specific areas of improvement related to the TPEs are noted and an “Improvement Plan” is developed for the candidate. At the end of the meeting, all three participants sign the “Improvement Plan,” which also includes a timeline for remediation. The cooperating teacher feedback is also elicited and is included in the development of the plan of action. Frequent support and communication are given to the student teacher to assist him/her in developing as an effective beginning teacher. If the candidate does not improve related to the outcomes designated in the plan, a second improvement plan (sometimes within a new teaching setting) with additional support for remediation is offered. After a second unsuccessful performance, candidates meet with the program department chair, the field placement director and supervisor to determine if another course of action can be established, and if no additional remediation is possible, the candidate is counseled out of the program.

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

EDEL 143A/B Field Experience Guide
EDEL143A/B Course Syllabi
Advisement Program Handbook

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.

As described in the Advisement and Application Guide, prior to admission to the program candidates must pass the CBEST exam and document that they have completed 50 hours of pre-professional experience at a public school. Before clear admission to the program, candidates must demonstrate full subject matter competency as assessed by the Multiple Subjects CSET exam; and submit a Certificate of Clearance. The Field Placement Office verifies completion of subject matter competency before admitting candidates to student teaching (EDEL 143A).
Successful completion of the part-time student teaching experience (EDEL143A) is necessary to continue on to fulltime student teaching (EDEL 143B). Assessments at this transition are described in our response to 17b below.

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 daily responsibility for whole class instruction each candidate must successfully complete EDEL 143A: Orientation to Student Teaching. During EDEL 143A, students have opportunities to observe, participate, and teach two to three mornings each week in a variety of settings and to be placed over a period of time in one classroom. Candidates plan, teach and evaluate lessons in a variety of subject areas that are observed by the cooperating teacher and University supervisor and engage in at least one “Coaching Cycle” as a Signature Assignment in this placement. This “Coaching Cycle” (see documents on pages 59-73 of the Field Guide) is a modified one-lesson version of the PACT Teaching Event that requires candidates to plan, teach, assess and reflect on a lesson of their own design. Cooperating teachers and/or University supervisors engage in reflective conversation with the candidate as they plan and after viewing a videotape of the lesson (see forms on pages 61-67 of the Field Guide). Candidates typically prepare this assignment near the end of their 143A field placement after learning about their teaching context so they can develop instruction that meets the varied needs of their students (especially English Learners). After teaching and reflecting on the lesson, candidates analyze samples of student work (including that of at least one English Learner) and develop a second lesson plan based on identified learning needs. Candidates are provided feedback about their “Coaching Cycle” performance using modified versions of the PACT Teaching Event rubrics on making content accessible, academic language, monitoring student learning while teaching, analysis of student work to inform instruction, and reflection. (See rubrics on pages 69-73 of the Field Guide). This “Coaching Cycle” mirrors what is expected of candidates in the summative TPA required at the end of EDEL 143B and provides formative assessment information to supervisors about candidate strengths and areas for ongoing support before the TPA is administered.

Throughout the EDEL 143A placement, candidates’ gradual introduction includes working with small groups, tutoring, working with individual curriculum areas, doing read-alouds, teaming with the cooperating teacher, and ultimately teaching whole class lessons designed to address the learning needs of diverse students. During the semester, the candidate meets regularly with the supervisor to discuss the candidate’s progress and is observed teaching at least three times during this placement. When candidates are enrolled in the part-time student teaching experience (EDEL 143A), they are concurrently enrolled one or more of the content area methods classes (EDEL 108A, B, C, D). The part-time student teaching semester provides a context in which candidates can try out what they are learning in their coursework and provides a field based setting in which to prepare Signature Assignments that require application and analysis of the TPEs as theory into practice.

In addition, weekly student teacher seminars led by University supervisors during EDEL 143A serve an important role for candidates as they negotiate their role within a new school culture and
reflect on what they are learning about their students and teaching. Pertinent topics and readings related to planning, intellectual engagement, assessment, classroom management, building a positive classroom climate, and differentiating instruction are discussed in the seminars and supervisors share a wide variety of resources suited to supporting candidates’ ongoing development. Some supervisors include opportunities to meet with district staff and other guest speakers who can address district and other resources for meeting the needs of students with identified learning and language needs.

At the conclusion of EDEL 143A, the cooperating teacher prepares a TPE aligned evaluation of the candidate using the “formative/summative” evaluation form (see page 81-83 of the Field Guide). These comments and evaluations are collected by the supervisor and incorporated into the supervisor’s final evaluation and recommendation. The supervisor has a final meeting with the candidate (and usually the cooperating teacher in a “three way conversation”) at which time the candidate presents his/her Professional Portfolio containing evidence of teaching ability. The portfolio presentation is also frequently presented to a group of peers which can include the cooperating teacher. The supervisor completes the EDEL 143A Exit Checklist that summarizes all requirements for advancement to daily, whole-class student teaching (EDEL 143B). These documents are signed and forwarded to the Field Placement Office.

**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.

**Signature Assignments Matrix**
- EDEL 143A/B Field Guide
- EDEL 143A/B Course Syllabi

**Forms**
- Program Planning Form
- 143A Enrollment Form
- 143B Enrollment Form

As described previously in reference in other standards, SJSU’s multiple subjects credential program has designated a series of pedagogical assignments that serve as formative and transition point assessments throughout the program which build candidates’ understandings of more and more complex aspects of teaching and learning. These “Signature Assignments” (SAs) are well aligned with the TPEs and reflect the major components of the PACT Teaching Event,
which serves as one aspect of our summative assessment system. The Signature Assignments were developed by faculty to address the TPEs, PACT Teaching Event components and other valued program outcomes. As noted in the Signature Assignments Matrix, focus areas for these SAs include four aligned with the PACT Teaching Event: 1) Planning a progression of lessons to support deep understanding of big ideas, 2) Academic language development beyond vocabulary, 3) Assessment: analysis of student work to inform instruction, 4) Defensible pedagogy (theory/practice connections); AND two additional highly valued program outcomes: 5) Positive Learning Environments, 6) Knowledge of children, families and communities. The format of the SAs include investigations, case studies, design and analysis of lesson/unit plans, and analyses of videotaped teaching. Theory/practice connections and opportunities to provide a theory-based and justifiable pedagogical rationale are explicitly embedded in all signature assignments across all courses in the program.

Several Signature Assignments are used as “transition point” assessments leading into various phases of the credential program. For example, the SA for EDTE 162 (Meeting the Needs of Second Language Learners) is used as a transition point assessment prior to enrollment in the first student teaching placement (EDEL 143A); and successful completion of the “Coaching Cycle” SA in EDEL 143A is required (along with other assessments) prior to enrollment in the full time student teaching placement (EDEL 143B).

Because the SAs are embedded in coursework throughout the program, candidates have many opportunities to practice and receive feedback on elements of the TPEs and components of the PACT Teaching Event and to learn what will be necessary to teach all students well. Faculty provide feedback on SAs using SJSU designed or modified versions of PACT Teaching Event rubrics (see samples for the 143A Coaching Cycle in the Field Guide pages 69-73) and candidates have opportunities to revise based on this feedback if their performance is deemed unsatisfactory. Selected SAs are included in candidates’ portfolios as part of their summative assessment at the end of the program.

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

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.

The Multiple Subject Credential Program at San Jose State University is sequenced to enable candidates to develop knowledge and understanding of the growth and development of children.

---

3 Note that currently, the PACT Teaching Event is required of all candidates for program completion but will NOT be officially scored or reported for credential decisions until adequate funding for scoring is provided by the legislature or CSU Chancellor’s office. All candidates receive feedback from their University supervisor on three or more PACT rubrics and a random sample (10-15% of candidates) is fully scored by department faculty each year for program evaluation purposes.
and young adolescents, and to acquire knowledge of appropriate approaches, techniques, and materials for teaching students of diverse ages, abilities, and cultural, ethnic, linguistic, racial, socio-economic backgrounds and as English language learners.

During the student teaching experiences, candidates are assigned to at least two different classrooms that provide for different abilities and age groups. Candidates typically have an assignment in the lower grades and another in the upper grades or middle school. Candidates are placed in public school contexts where appropriate curriculum and teaching practices for English language learners are modeled. At least one placement is in a Title One school or a setting where a large portion of children receive free/reduced lunch.

The responsibilities of candidates as student teachers, cooperating teachers, University supervisors, and site administrators for the supervised fieldwork experience are articulated in the Field Experience Guide. Each cooperating teacher and site administrator is provided with a condensed version of Field Experience Guide containing descriptions of expectations, assessment tools and other supportive materials. University supervisors are provided with Field Experience Guides and candidates purchase a copy at the beginning of EDEL 143A. The Field Experience Director reviews the Guide with all new supervisors. All supervisors receive professional development related to material in the Guide throughout the academic year at the monthly supervisors meetings. The Guide is reviewed and updated each year based on feedback from the supervisors, cooperating teachers, and candidates, and based on changing requirements from new standards. Overviews of these revisions are provided at the beginning of each year.

The intern classes are sequenced so that are placed in primary grade classrooms with cooperating teachers during the summer preceding their employment. Concurrently, full-time interns enroll in two courses (classroom management and educational psychology) to prepare them for their full-time internship in the fall semester.

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.

EDEL 143A: Orientation to Student Teaching

The EDEL 143A supervisor meets with cooperating teachers prior to the start or early in the fieldwork experience. At this time, the cooperating teachers receive copies of the condensed Field Experience Guide, which contains introductory information, timeline of assignments and assessments and all necessary forms.

EDEL 143A is intended as an introductory field assignment. As described in Standard 17 and elsewhere in this document, the typical candidate is concurrently enrolled in one or more of the EDEL 108 series of methods courses for reading/language arts, science, social studies and math. This is the planned opportunity for candidates to observe and practice appropriate methodology and pedagogy around Standards-based academic core curriculum. At this point in the program, candidates are expected to demonstrate basic competencies in the core curriculum and learn to
provide access to the core curriculum for English language learners, in planning, engaging students in learning, and communicating satisfactorily with students and other professionals in the school setting. It is also during this time when district and community resources are introduced during the field seminar, such as physical education specialists, adaptive P.E. specialists, art resource project leaders, special education resource teachers, and others that enable students to learn how to effectively incorporate curriculum that addresses the whole child, while introducing students to the resources available to students and teachers in the districts where they are placed. One of the goals of beginning student teaching is to introduce candidates to how districts operate—that is, the processes and procedures within the district, and in general, the ‘culture’ of a school district.

Even before the supervised fieldwork sequence begins, student teaching candidates are made familiar with the scope of tasks and responsibilities in the EDEL 143A and B sequence (see Timeline of Assignments and Assessments in pages 25 and 95, respectively). Initially, candidates attend an Advisement Session prior to applying to the Program. Once admitted to the Program, candidates attend an EDEL 143A Group Advisement Meeting. Candidates receive information regarding fieldwork and have an opportunity to ask questions. The Field Experience Guide reviewed by the EDEL 143A supervisor with both candidate (at weekly seminars) and cooperating teachers, outline all procedures and responsibilities.

The EDEL 143A experience begins with candidates observing in a variety of settings before being assigned a classroom. When placed, candidates observe and begin to participate at least two mornings a week, following a sequence of assignments and assessments as outlined in the timeline. The University supervisor visits the classroom to provide support, observations and feedback for both the cooperating teacher and the candidate at least three times during the semester. All assignments and assessments are reviewed by the candidate, cooperating teacher and University supervisor prior to the exit conference at the end of the semester.

While enrolled in the fieldwork sequence, the candidate’s program advisor is the University supervisor. The supervisor has responsibility for helping the student keep the Program Planning Form updated and to be aware of all requirements. Candidates are in frequent communication with their University Supervisor and have access during seminars, at school site visits, and by email and home/office phones. Typically, candidates have the same University supervisor for both EDEL 143A and B.

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.

N/A

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).
EDEL 143B: Student Teaching

Candidates from EDEL 143A Fieldwork typically change grades and even school sites with their EDEL 143B assignment. In some cases, the assignment for 143B may begin at the end of 143A and overlap with the SJSU Winter Session. In either case, the University supervisor meets with cooperating teachers at an introductory meeting (or one-on-one) and reviews procedures and policies, assignments, and assessment forms at detailed in the Field Guide.

In EDEL 143B, student teacher candidates participate in the classroom daily. As full-time student teachers, candidates begin assuming increasing degrees of responsibilities until in the last weeks of the teaching assignments they assume “solo” teaching, which includes the full responsibilities of the cooperating teacher for at least ten consecutive days. This includes planning and implementation of units and lessons, record keeping, arranging the learning environment, providing materials for teaching, and assuming responsibilities for evaluation and grading of student progress. Candidates fulfill all of the typical responsibilities of teachers and are expected to be fully prepared for class, meet school deadlines, and maintain accurate records of student progress. During this time, the candidate has opportunity to practice all of the TPEs and will be evaluated during this time using the summative evaluation tool at the midpoint and end of the semester.

In addition, it is in this context that candidates complete the PACT Teaching Event. Supervisors provide an orientation to each task (Context, Planning, Instruction, Assessment and Reflection) over the course of the semester and may stagger due dates for each task to ensure that there is adequate time and support to integrate the Teaching Event into candidates’ independent teaching (frequently during a designated solo week). The final Teaching Event tasks (and those previously submitted) are due about a month before the end of the semester so that there is opportunity for reteaching, revision or remediation if necessary.

The student teacher candidates are visited at least six times by their University supervisor during the EDEL 143B placement. During a visitation, the University supervisor observes and has a debriefing conference with the student teacher. During this conference, the student teacher is given oral and written feedback and asked to reflect and self-evaluate about their teaching, what worked, for whom and why and what they might do differently in future lessons. The focus of the conversation is on evidence to support their conclusions about what students learned and how they plan to change their practice to ensure greater engagement and learning of all students. In addition, the University supervisor and cooperating teacher provide an on-going formative assessment of the candidate’s performance during informal conversations during seminars, at the school site and via email. A formal evaluation aligned with the TPEs is conducted by the cooperating teacher and supervisor twice during 143B -- once at the midpoint of the semester and again at the end (see Formative/Summative Evaluation form on pages 125-127 of the Field Guide). The summative assessment includes the knowledge, skills, and dispositions inherent in the TPEs.

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.

All department faculty including tenured/tenure track professors, part-time adjuncts and field supervisors are oriented to the TPEs, Signature Assignments, and the TPA; and are supported to make these expectations clear to candidates throughout the program through routine discussion at monthly department and supervisor meetings, semi-annual retreats, committee work, and annual scoring activities as part of systematic program evaluation. Syllabi in all courses reflect the program’s valued outcomes (inclusive of the TPEs and TPA) and Signature Assignments offer substantial scaffolding before and during field placement application of theory into practice.

The specific expectations for field placement assignments and the roles of the student teacher, supervisor, and cooperating teacher are fully delineated in the Student Teaching Field Guide that is received by all participants at the beginning of their first field placement experience. All student teachers review the material in the Field Guide with their supervisor and cooperating teacher. In addition, the Field Placement Director schedules several student teacher orientations for those students who plan to enroll in their first placement of student teaching the semester prior to their enrollment. At this time information from the Field Guide is addressed.

Throughout the semester, as the candidate engages in daily, full-time student teaching, the cooperating teacher assesses the student teacher’s classroom presentations and professional attitude. The cooperating teacher reviews lesson plans, refines the presentation, and provides assistance and suggestions. The cooperating teacher observes the lessons and meets with the student teacher to discuss the lesson in a post-observation reflection. The cooperating teacher and the student teacher complete regular collaborative logs which documents growth of candidate and support from cooperating teacher.

Additional details on field based tasks/assessments and candidates increased responsibilities are found in descriptions within Standards 15, 16 and 17.

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.

The University supervisor reviews the TPEs with the student teachers at the beginning of each semester and uses them as guides through the informal and formal evaluation processes. For example, the University supervisor examines the student teacher’s lesson plans (conferencing before the lesson if time allows), observes the lesson, and has a post-observation conference with the student teacher and cooperating teacher. The University supervisor provides observation notes to the student teacher and cooperating teacher. The University supervisor also has informal conferences with student teachers, site administrators, and cooperating teachers.

A mid-point formative evaluation is provided for the student teacher. This is a revisiting of the formative evaluation completed in EDEL 143A. The student teacher, cooperating teacher, and University supervisor complete and discuss the student teacher’s performance as measured by the Formative Assessment form, which is based on the TPEs and the accompanying rating scale.
At this mid-semester review, the University supervisor and cooperating teacher provide comprehensive feedback to the student teacher. If the student teacher’s performance is “ineffective”, the student teacher is alerted to areas in need of improvement and given suggestions for such improvement. At this, or any point during 143A or 143B, if a candidate is not progressing as expected, the supervisor and cooperating teaching use the “Process for Remediation” and “Improvement Plan” forms (found in the Field Guide pages 33-37 and 103-107).

The EDEL 143B University supervisor visits the classroom to provide support for both the cooperating teacher and the candidate. The student teacher, cooperating teacher and the University supervisor complete the final evaluation, the Summative Assessment Form. All evaluations are reviewed by the supervisor prior to the conference at the conclusion of the field placement. The University supervisor, throughout this process, is familiar with the cooperating teacher’s assessments of the candidate’s skills. The University supervisor and the student teacher candidate meet at the end of the semester for the exit conference. The candidate presents the now completed Professional Portfolio representing Signature Assignments from designated courses as well as all assessments from EDEL 143A and 143B. The University supervisor and the candidate review all collected assessments from 143A and 143B and the forms are placed in the candidate’s file. In cases where the student teacher’s performance is deemed unacceptable, the cooperating teacher and University supervisor follow the process articulated in the Field Experience Guide and candidates are then engaged in a remediation plan.

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, full-time and part-time, meet once a month to discuss curriculum and issues related to the all program courses as well as field experience. In addition, faculty who serve as field supervisors, which includes both fulltime and part-time faculty, meet an additional time during the month for professional development and to discuss field related issues. Over the past two years, most of these supervisor meetings have focused on sharing strategies for implementing the PACT Teaching Event and ways to use the rubrics to provide feedback to candidates. Faculty have shared resources and developed a website and “wiki” with assessment information helpful to supervisors and candidates alike. In addition, in the past year, all faculty (including adjuncts and supervisors) engaged in a “mock scoring” of a sample of PACT Teaching Events using statewide benchmark papers and those completed by SJSU candidates. The results of this scoring session led to revision of Signature Assignments and a program-wide emphasis on “academic language”. Several supervisor meetings led by faculty with extensive expertise have focused on this topic since that time.

Lastly, the program utilizes an active governance structure that supports ongoing and developing understandings of outcomes for and support of our candidates. The department chair and program option coordinators maintain communication and advisement with candidates, provide professional development and support to University supervisors, and record information regarding placements and cooperating teachers. Each program option meets with their advisory
board on a consistent basis, exchanging information and gathering input from each other with the goal of leveraging the work of teacher preparation and the work in which districts are engaged.

The Field Experience Director may be called upon by a candidate, University supervisor, and/or cooperating teacher at any time for assistance and support. The Chair of the Elementary Education Department is also available to assist in clarification and communication. In this way, all candidates have assistance and support in learning and meeting the Teaching Performance Expectations.

**Standard 19-21**

*Note to Reviewers*: Standard 19-21 was submitted, reviewed and accepted by the Commission during the Spring, 2008 semester.
NAME: _____________________________________________ TODAY’S DATE: _____________________

ADDRESS: ___________________________________________ CITY: ___________________ STATE: _________________

ZIP: __________________ E-MAIL ADDR: ____________________________________________________________

SSN: _____-____-______  DOB: ____________ Day Phone: __________________ Eve Phone: __________________

Are you conversant in any language other than English? _______________________________________
If so, please list other language(s): ___________________________________________________________

PROGRAM: (Please check all that currently apply if any)

___ BCLAD - Spanish
___ Critical Research Academy
___ Special Ed.
___ Under Contract (if under contract, please provide specifics below)

District: ______________________ School: ______________________ Grade Level: _________

Grade Level Placement:
The Commission requires two different grade level assignments. These must be in two of the three categories listed below and may not be consecutive grade levels.

Please circle your preference for 143A:  K-2  3-5  6-8  (circle one)
Please circle your preference for 143B:  K-2  3-5  6-8  (circle one)

- This is a 5-unit class held MWF, 8am to 12 noon (unless specified otherwise).
- Submit copies of CSET and Certificate of Clearance (COC) to SH 305 before submitting this form to SH 108.
- Go to SH 108 to submit enrollment form and sign-up for your preferred section of 143A. First-come, first-serve sign-up basis.
- Special Ed. majors should attach CSET and COC to enrollment form and submit directly to SH 108. Must also complete and attach the Special Ed. Agreement Form and the Special Ed. Questionnaire (available on-line or at SH 108).
- Enrollment forms submitted without CSET and COC on file in SH 305 will be returned to student.

Students should not contact schools or teachers until notified by appropriate university personnel of confirmed placements.

Student Comments (anything additional you would like us to know):

FOR OFFICE USE ONLY:

Office Use Only
CSET: ________
COC: ________
# EDEL 143A - STUDENT TEACHING: PHASE I

## ENROLLMENT FORM

**FALL**  **SPRING**  **SUMMER**  **20___**  
(PLEASE CIRCLE ONE)

Return to Field Placement Office, SH108, 924-4220  
E-mail your questions to opizarro@email.sjsu.edu

<table>
<thead>
<tr>
<th>SUPERVISOR</th>
<th>UNITS</th>
<th>SECTION</th>
<th>COURSE CODE#</th>
</tr>
</thead>
</table>

Forms/143AEnrollment  
Original: Field Placement Office  
Copy: University Supervisor  
Rev 10/07 op
EDEL 143B-STUDENT TEACHING: PHASE II
ENROLLMENT FORM

FALL       SPRING       SUMMER 20____
(PLEASE CIRCLE ONE)

Return to Field Placement Office, SH108, 924-4220,
E-mail your questions to opizarro@email.sjsu.edu

NAME: ___________________________________________ TODAY'S DATE: _____________________
ADDRESS: ________________________________________ CITY: ______________ STATE: ______________
ZIP: __________________ E-MAIL ADDR: ________________________________________________________
SSN: _____-____-______  DOB: ____________ Day Phone: _________________ Eve Phone: ______________

Are you conversant in any language other than English? _______________________________________
If so, please list other language(s): ___________________________________________________________

PROGRAM:  (Please check all those that currently apply)

___ BCLAD - Spanish       ___ Critical Research Academy
___ Under Contract (if under contract, please provide specifics below)

District: ___________________________ School: ___________________________ Grade Level: ______

ELIGIBILITY REQUIREMENTS:

143A completed?  Y  N  Waived  (circle one)
If so, semester completed: ________________  Supervisor: ________________

District: ________________  School: ________________  Grade Level: ________________

Does the 143A experience fulfill the California Commission on Teacher Credentialing requirement
for a placement in an under-performing and/or linguistically diverse school?  ___ Yes  ___ No

Grade Level Placement: The Commission requires two different grade level assignments. These must be in two of the
three categories listed below, please circle your preference for 143B:

K-2  3-5  6-8  (circle one)

Students are not to contact schools or teachers until notified of confirmed placements by university personnel.
Placement assignments and/or university supervisors are subject to change.

FOR OFFICE USE ONLY:

SUPERVISOR  UNITS  SECTION  COURSE CODE#
STUDENT TEACHING
FIELD EXPERIENCE GUIDE
2008

Elementary Education Program
San José State University
Connie L. Lurie College of Education
Division of Teacher Education
One Washington Square
San José, CA 95192-0074

Field Placement Office
Sweeney Hall 108
Voice Mail (408) 924-4220
Fax (408) 924-4222
COLLEGE OF EDUCATION  
Multiple Subject Teaching Credential Program  
San José State University  

GUIDING PRINCIPLES

These principles are foundational to the Elementary Education Program. We recognize that there are certain dispositions embedded within these principles. We expect that students entering the Credential Program will recognize the importance of these principles and dispositions and will strengthen their understanding of them as they progress through the program.

Graduates from SJSU College of Education will manifest a professional and personal commitment to ethical conduct, equity and social justice, reflective practice, and the "unconscious expectation of academic excellence."

The following principles and the inherent dispositions are described as follows:

- Commitment to ethical conduct: demonstrates professional presentation of self, honesty, fairness, responsibility, compassion, collaboration and collegiality.

- Commitment to equity and social justice: recognizes and opposes social injustice in themselves, their institutions and professional environments.

- Commitment to reflective practice: systematically and regularly reflects on personal practice with an aim to continuous improvement.

- Commitment to the belief that every person can learn to use heart and mind well: to value diversity and to accept responsibility to facilitate learning for all students.
California’s Learning to Teach System

**Preliminary Credential Preparation**
- Blended Program
  - Subject-Matter Preparation
  - Professional Preparation
  - Support and Supervision
  - Teaching Performance Assessment on the TPEs
- Post-Baccalaureate Program
  - (Subject matter Preparation)
  - Professional Preparation
  - Support and Supervision
  - Teaching Performance Assessment on the TPEs
- Internship Program
  - (Subject matter Preparation)
  - Professional Preparation
  - Support and Supervision
  - Teaching Performance Assessment on the TPEs

**Professional Clear Credential Preparation**
- Induction Program
  - Advanced Curriculum Preparation
  - Formative Assessment and Support
  - Frequent, Focused Reflection on Practice
  - Individual Induction Plan
  - Application of Prior Learning

**Credential Renewal**
- Professional Growth Program
  - Individual Development Plan
  - Advanced Curriculum Studies
  - Advanced Subject Matter
  - Reflection on Practice
  - Based on Teacher's Goals
  - 150 Hours of Professional Development

**SYSTEM QUALITIES**

**ALIGNMENT**
- TPE
- California Standards for the Teaching Profession (CSTP)
- State-adopted academic content and performance standards for students

**ACCOUNTABILITY**
- Candidate Assessment
- Participant completion of approved program
- Program Approval/Accreditation

**COLLABORATION**
- Schools/Universities
- State Agencies
- Practitioner Teamwork

March 2006

Multiple Entry Routes to Teaching for Teachers from Different Backgrounds
San José State University  
Elementary Education Department  
Multiple Subject Credential Program  
Program Planning Form

Program Start Date: __________
CREDENTIAL OBJECTIVE:  
□ Multiple Subject BCLAD-Spanish Emphasis  
□ Multiple Subject CLAD

<table>
<thead>
<tr>
<th>Name</th>
<th>SSN</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Local Address</th>
<th>City</th>
<th>State, Zip</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Required Exams/  | BCLAD Required Exams (Only for BCLAD Students) | Bachelors Degree |  
| Subject Matter Competency | Language: Entry Exit  
Culture: Entry Exit | University: | 
| CBEST (Date Passed) | | Major: | 
| CSET (Date Passed) | Technology Requirement Technology Test OR EDIT 122 | Date: | 
| RICA (Date Passed) | | U.S. Constitution Requirement | 
|                  | | Course/Test: | 
|                  | | Institution: | 
|                  | | Date: | 

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
<th>Sem/Yr to be Completed</th>
<th>Sem/Yr Completed</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 157</td>
<td>Community Action/Community Service</td>
<td>3</td>
<td>F S Su</td>
<td>F S Su</td>
<td></td>
</tr>
<tr>
<td>EDTE 190</td>
<td>Health Education for Classroom Teachers</td>
<td>3</td>
<td>F S Su</td>
<td>F S Su</td>
<td></td>
</tr>
<tr>
<td>EDSE 192</td>
<td>Mainstreaming Exceptional Child</td>
<td>3</td>
<td>F S Su</td>
<td>F S Su</td>
<td></td>
</tr>
<tr>
<td>EDEL 102</td>
<td>Psychological Foundations of Education</td>
<td>3</td>
<td>F S Su</td>
<td>F S Su</td>
<td></td>
</tr>
<tr>
<td>EDEL 103</td>
<td>Socio-Multicultural Foundations of Education</td>
<td>3</td>
<td>F S Su</td>
<td>F S Su</td>
<td></td>
</tr>
<tr>
<td>EDTE 162</td>
<td>Language/Literacy Dev. of L2 Learners</td>
<td>3</td>
<td>F S Su</td>
<td>F S Su</td>
<td></td>
</tr>
<tr>
<td>EDEL 108A</td>
<td>Curriculum - Reading / Language Arts</td>
<td></td>
<td>F S Su</td>
<td>F S Su</td>
<td></td>
</tr>
<tr>
<td>EDEL 108B</td>
<td>Curriculum - Science</td>
<td></td>
<td>F S Su</td>
<td>F S Su</td>
<td></td>
</tr>
<tr>
<td>EDEL 108C</td>
<td>Curriculum - Social Studies</td>
<td></td>
<td>F S Su</td>
<td>F S Su</td>
<td></td>
</tr>
<tr>
<td>EDEL 108D</td>
<td>Curriculum - Mathematics</td>
<td></td>
<td>F S Su</td>
<td>F S Su</td>
<td></td>
</tr>
<tr>
<td>EDEL 143A</td>
<td>Orientation to Student Teaching</td>
<td></td>
<td>F S Su</td>
<td>F S Su</td>
<td></td>
</tr>
<tr>
<td>EDEL 143B</td>
<td>Student Teaching Practicum</td>
<td></td>
<td>F S Su</td>
<td>F S Su</td>
<td></td>
</tr>
<tr>
<td>EDTE 260</td>
<td>Critical Perspective on Teaching</td>
<td>3</td>
<td>F S Su</td>
<td>F S Su</td>
<td></td>
</tr>
<tr>
<td>OR</td>
<td>Classroom Management and Governance</td>
<td>3</td>
<td>F S Su</td>
<td>F S Su</td>
<td></td>
</tr>
</tbody>
</table>

CPR Requirement

Date Completed __________

Expected Date of Program Completion F S Su __________

Field Placement Supervisor (EDEL143A) Date __________

Credential Program Advisor Date __________

Field Placement Supervisor (EDEL143B) Date __________

Student Signature Date __________
# Table of Contents

| Section 1 | Introduction: About Student Teaching  
| Pages 9-20 |
| Section 2 | EDEL 143A  
| Student Teaching: Phase I  
| Pages 21-88 |
| Section 3 | EDEL 143B  
| Student Teaching: Phase II  
| Pages 89-132 |
| Section 4 | Appendix A  
| Teaching Performance Expectations  
| Pages 133-147 |
Section 1
INTRODUCTION

San José State University (SJSU) has been in the forefront of innovation in education for over 100 years and has a long history of meeting challenges that require changes in society and in schools. Preparing teachers for California's schools since 1857, SJSU was established as the first public normal school west of the Mississippi River. The oldest public institution of higher education in the state of California, San José State University is located in an area of rapidly increasing cultural diversity and technological complexity. One of the largest universities of the 20-campus California State University system, San José State University has an enrollment of over 30,000 students from every state in the United States and numerous other countries around the world.

The Division of Teacher Education, in the College of Education at San José State University, houses basic credential programs for elementary and secondary teachers (called Multiple and Single Subject Credentials in California); offers master's degrees in education.

The Multiple Subject Teaching Credential Program offers in-depth and comprehensive preparation for teacher candidates who will teach in classrooms often marked by great diversity and a majority of language minority students.

San José State University's Teacher Education Program operates on the assumption that an effective classroom teacher is committed to establishing and maintaining the highest standards of teaching and learning for all children. Teachers must have high expectations for themselves and for the young people they teach. We expect our teacher candidates to cultivate reflective habits of mind, and believe that candidates must consider the implications of their actions to make thoughtful decisions that place the interests of their student at the forefront. At San José State University, the Teacher Education Program is committed to the preparation of teachers who can meet the challenges of today and those of tomorrow. We seek to admit students to the Teacher Education Program who reflects the diversity of our community in ethnicity, gender and socio-economic background.

What follows is a description of San José State University's response to the Standards of Program Quality and Effectiveness for Professional Teacher Preparation Programs for the Multiple Subject Credential Program.
The College Mission

The mission of the Education Unit at San José State University is to prepare educators who will function as competent professionals in a diverse, technologically complex society. In support of this mission, the faculty of the Elementary Education Program is committed to the preparation of professionals who will:

* Model excellence in teaching by demonstrating subject matter competence and sound pedagogy.

* Make decisions affecting local educational policy and practice from an informed and critical perspective.

* Accept responsibility for the improvement of human conditions in a diverse, technologically complex society.

* Create an educational context, which enables **all** students to learn.

* Conduct and/or apply research to decisions made within the teaching and learning context.

* Promote public education as a vital institution in a democracy.

* Interact in the cultural and intellectual life of their communities.

The Elementary Education Program Philosophy

The faculty in Teacher Education at San José State University is committed to promoting professional excellence and to fostering the democratic traditions underlying public education in the United States. Professional excellence is achieved through the acquisition of appropriate forms of knowledge, skill, and understanding that enable graduates to make informed judgments and appropriate decisions. Furthermore, professional educators must accept the responsibility for promoting fundamental democratic values. These values include tolerance of diverse viewpoints, respect for individual rights, concern for the welfare of others, informed participation in democratic processes, and equality of opportunity.

Professional education necessarily occurs in a social context. If this education is to be effective, it must be responsive to what is distinctive about that social context. Because the Elementary Education Program at San José State University serves educational institutions within diverse social communities, it responds to that diversity in its intercollegiate relationships, its curriculum, its pedagogy, its university-school partnerships, and its service commitments. Because we value society’s diversity, the Elementary Education Program actively recruits and supports students, faculty and staff who represent various backgrounds, races, and cultures.

The College of Education is situated in the heart of "Silicon Valley," one of the most technologically progressive regions in the United States. Taking advantage of this unique location, the faculty in Teacher Education seeks to expand students' opportunities to develop the understanding and expertise necessary to make appropriate decisions in applying technology toward useful and ethical educational ends.

Professional education fosters individual growth and social improvement. The quality of professional education is determined by the faculty's commitment to the highest standards of scholarly inquiry,
pedagogical practice, theoretical and applied research, school-university collaboration, and community service. These commitments, the forms they take and the general philosophy in which they are embedded are neither static nor absolute. They are dynamic and responsive to changing demands and conditions; they require regular reexamination in light of the continuing development of technology, the explosion of scientific knowledge, the growing interdependence among nations in the world, and the changing composition of the social community.

The Elementary Education Program Mission

The mission of the Elementary Education Program at San José State University is based on our vision of dedicated professional educators who are well-versed in current educational theory, research, methods and practice and who can function effectively in the multicultural, multilingual and technologically complex environment of today's schools. We strive to ensure that SJSU graduates will be prepared to meet the challenges of tomorrow's schools with open, inquiring minds, humanity, confidence and enthusiasm.

The faculty for the Multiple Subject Credential Program is therefore committed to the recruitment and preparation of diverse teachers who will become reflective practitioners dedicated to continued professional growth and able to work collaboratively in a variety of educational contexts, to make informed decisions, to organize subject matter to support and enhance student understanding, to provide effective instruction for ALL students, and to use technology to facilitate learning. Teachers prepared at San José State University will be able to create and maintain inclusive classrooms where diverse students of all abilities are both engaged and challenged as learners.

Goals of Student Teaching

Student teaching is an important part of the professional preparation of future teachers. The student teaching experience joins the University and the school in a collaborative effort to prepare future teachers. Candidates typically enroll in the first semester of Student Teaching, EDEL 143A-Student Teaching: Phase I, concurrently with some or all of the EDEL 108 courses. This enables students to experience contextually integrated methods and practice. The collaboration between school administrators, cooperating teachers, and University faculty, provides a highly supportive context for candidates as they enter the classroom. The student teaching experience should provide opportunities to:

1. Work with a diverse population of children individually, in small groups, and in large group settings.
2. Relate developmental characteristics of children and youth to teaching strategies and materials used in the classroom.
3. Relate field observations of child development and learning to theoretical information provided in university courses.
4. Increase knowledge of how various children learn and what teachers can do to facilitate and encourage learning.
5. Plan and present appropriate learning experiences for individuals, small groups and large groups that provide for individual differences among children and provide for the linguistic and cultural diversity present in classrooms.
6. Reflect upon the student teaching experiences with the help of the supervision and support of a cooperating teacher and university supervisor.
7. Articulate a personal philosophy of teaching.
Student teaching is graded on a "credit" or "no credit" basis. A grade of "credit" implies a grade of "B" or better. The University supervisor determines the grade after consulting with the cooperating teacher.

Advancement to Student Teaching

Prior to registering for EDEL 143A-Student Teaching: Phase I, candidates must:

1. Be officially admitted to the Multiple Subject Credential Program AND San José State University.
2. Show proof of successful completion of CBEST and CSET.
3. Hold or show proof of application for the Certificate of Clearance with the California Commission on Teacher Credentialing.

Prior to Enrollment in EDEL 143B, Student Teaching, candidates must:

1. Successfully complete EDEL 143A-Student Teaching: Phase I.
2. Complete all other Multiple Subject Credential Program coursework for the Preliminary Credential including clearing all grades of "Incomplete." Maintain a 3.0 GPA for all program coursework.
3. Complete an interview with the instructor for EDEL 143A where evaluations and requirements are carefully reviewed and assessed. Be recommended for advancement to EDEL 143B, Student Teaching Practicum.

NOTE: Bilingual candidates must pass language and culture test at the exit level prior to enrolling in EDEL 143B.

Sample Plan for Student Teaching

Overview

Consistent with the mission and philosophy of the College of Education, the Elementary Education teacher preparation program intends to prepare teachers capable of designing curriculum and learning environments which enable children to become competent adults by 1) learning to explore their environment, 2) learning from mistakes, 3) undertaking projects which challenge their creativity and problem solving abilities, and 4) valuing the abilities of other individuals. In order for our teacher preparation program to succeed in its task, we must ensure that the program provides a set of cohesive, powerful experiences. The fieldwork and coursework must reinforce and extend the learning, each for the other.

Consistent with state and national recommendations for the redesign of teacher preparation programs (Goodlad, 1990; Holmes group, 1986 among others) and feedback provided by the Multiple Subject Advisory Council, the Elementary Education Program faculty restructured the field experience portion of the professional preparation program to increase the quality of field experience and strengthened the linkages between what students learn at the university and what they experience during student teaching.

The field experience structure assumes that:

1. The field component of the teacher-education program is an integral part of teacher preparation;
2. All courses within the program relate to one another and the field experiences extend the learning within those courses;

3. Student teachers see models of excellent teaching and have field experiences consistent with California state-adopted recommendations.

4. Student teachers have a variety of opportunities to practice effective state- and program-recommended teaching methods at a minimum of two different elementary grade that are at least two grade levels apart;

5. Student teachers spend time learning how to reflect upon and how to engage in the analysis of classroom teaching as well as their own;

6. In order to make appropriate uses of district resources, student teachers have the opportunity to learn about district-level organizational structure and resources;

7. In order to work collaboratively and to promote the school as a learning community, student teachers develop leadership skills and understand the change process;

8. The university supervisor plays an important role:
   - modeling the analysis process for student teachers
   - providing specific, constructive feedback to student teachers
   - discussing supervisory practices and student-teacher evaluation with cooperating teachers and principals
   - promoting leadership for student teachers
   - building collegial relationships with school-site and district personnel
   - serving as a liaison between school-site and district personnel and university faculty in the elementary program;

9. Evaluation data collection and analysis will be ongoing.
Criteria for Cooperating Teacher/Field Site Selection

Cooperating teachers and field site selection is to be made based on the following criteria:

1. Effectiveness of observed teaching and learning.
2. Effective implementation of state-adopted academic core curriculum.
4. Effective collaboration and communication with other professional teachers.
5. Experience in organizing for, and teaching core curriculum effectively to, English learners.
6. Experience as a mentor to new teachers and/or as a beginning teacher support provider.
7. Certificated teacher with three or more years of teaching experience.
8. Hold a credential appropriate to the classroom.

The following technology criteria are highly recommended:
• Access to computers and other technologies. At a minimum, the classroom should have a multimedia capable computer with Internet connection located in the classroom or the teacher should have access to a computer lab on a regular basis.

• Model technology integration. The teacher should model technology integration into standard-based curriculum on a regular basis.

Field Placement Requirements

Student teachers must:
1. Have field placements in two or more of the following grade spans; K-2, 3-5, 6-9. The two grade levels selected must be at least two grade levels apart (ex: 1st and 3rd, 2nd and 4th, 4th and 6th, 5th and 7th).

In middle school placements, student teachers must teach in a core situation. A core is defined as different subject areas to the same group of children, to include Reading/Language Arts and one of the following: science, math, and/or social studies.

2. Have a field placement in a low-performing school and/or hard-to-staff school and/or school with English learners.

3. Student teachers may not be placed at a school their children currently attend.

4. Student Teachers may not be supervised/evaluated by a relative as cooperating teacher, principal, or university supervisor.

Criteria for 143B Under Contract Placements
In those rare instances when a student teacher is offered a teaching position by a district for the second semester of field placement, please be advised that specific guidelines must be observed. The following criteria must be met in order to teach under contract during the 143B semester:

1. 143B placement CAN ONLY BE in one of the Intern Partner Districts with San Jose State University. (Please contact the Field Placement Office for listing.)
2. The student teacher only has Classroom Management (EDTE 246) and student teaching (EDEL 143B) left in their credential coursework.
3. The teaching position satisfies the Multiple Subject Credential requirements for field placement and is a fulltime teaching position.
4. The student teacher has satisfied the requirements for the Multiple Subject Internship Credential and is in the process of applying for that credential.
5. The student teacher has been interviewed by the Intern Program Coordinator.

Field Placements Not Accepted
Secondary School, Instructional Aide, and Private School field placements are not accepted for EDEL 143A or EDEL 143B.
Policies and Legal Issues

Legal Status of Student Teachers

When questions arise regarding the legal status of student teachers, the University follows criteria stated in the State Education Code, Section 12202:

"The candidate is authorized to do student teaching without salary from district funds, and no student teacher shall be deemed a certified employee of the district with respect to acts performed by him at the direction, suggestion, or consent of the certificated employees under whose supervision and control the holder performs his duties whether or not such duties are performed entirely in the presence of the employees of the district assigned to supervise the student teacher."

Based on the above, the faculty of the teacher preparation program require that:

1. Student teachers should have experience supervising playground activities accompanied at all times by a regular certificated teacher.
2. The cooperating teacher should plan to leave the student teacher in charge of the classroom for varying lengths of time as the student teacher grows in ability to handle classroom activities, but must be available on the school site if the student teacher needs of assistance.

Sexual Harassment / Assault / Child Abuse

San Jose State University is committed to maintaining a learning and working environment free from sexual harassment of its students, employees, and those who apply for employee or student status. Sexual harassment is conduct subject to disciplinary action.

CSU policy defines sexual harassment to include "such behavior as sexual advances, request for sexual favors, and other verbal or physical conduct of a sexual nature directed towards an employee, student, or applicant when one or more of the following circumstances are present:

- Submission to or toleration of the conduct is an explicit or implicit term or condition of appointment, employment, admission or academic evaluation;
- Submission to or rejection of such conduct is used as a basis for a personnel decision or an academic evaluation affecting an individual;
- The conduct has the purpose or effect of interfering with an employee's work performance, or creating an intimidating, hostile, offensive or otherwise adverse working environment;
- The conduct had the purpose or effect of interfering with a student's academic performance, creating an intimidating, hostile, offensive or otherwise adverse learning environment or adversely affecting any student."
All complaints dealing with policies and legal issues should be directed to the site Principal, University Supervisor, Placement Director or Program Director. Student Teachers need to be aware of the school policies. All complaints should be made immediately to the college supervisor by the student teacher.

**SJSU Student Teacher Strike Policy**

The University shall maintain a position of neutrality in any strike or job action involving school districts with which it has contracts for placement of student teachers, or other students engaged in supervised field work experiences. As used further in this statement "student teacher" is understood to include those other students.

The University has an obligation to protect its students and provide them with instruction. In the event of a strike/job action, an immediate re-assignment normally will not be initiated. Rather, University supervisors shall assign teaching-related duties under the assumption that the strike/job action will be settled in a short time. Such duties shall be integral parts of the preparation program and shall constitute assignments as in a University course. If it appears, however, that the student teacher will be deprived of adequate teaching experience, the EDEL 143A instructor may re-assign the student teacher to a non-striking district.

The student teacher is responsible for notifying the University supervisor that a strike/job action has begun, or will begin. Student teachers may request re-assignment to a non-striking district. Request shall be addressed to the University Supervisor and the Director of Field Placements.

No student teacher shall assume control of a classroom in lieu of a credential teacher during a strike. Should a student teacher accept employment on an emergency credential it shall be presumed that the student teaching status has been terminated.

Student teachers are not to be coerced into crossing picket lines nor coerced into joining a strike or job action. Allegations of coercion are to be reported to the Elementary Education Program Chair, Dr. Carolyn Nelson, (408) 924-3771.
EDEL 143A
Student Teaching: Phase I
Timeline of Assignments & Assessments
General 143A

PART I: Weeks 1-5
- Letter introducing self to teacher $P$
- School/Community Resources $P$
- Five worksheets on physical environment $P$
- Selection of three focus students
- Begin weekly collaborative logs (with cooperating teacher, peers, and/or supervisor) $P$
- Formal observation by supervisor (lesson plan required) $P$

PART II: Weeks 5-10
- Discuss and complete Professional Attribute Form with cooperating teacher.
- Plan Coaching Cycle with videotaped lesson.
- Write Letter of Introduction to Professional Portfolio, representing philosophy of education $P$
- Second formal observation by supervisor (lesson plan required) $P$

PART III: Weeks 10-15
- Third formal observation (lesson plan required) $P$
- Complete and submit Coaching Cycle $P$
- Portfolio share with peers
- Formative Assessment – discuss and complete with cooperating teacher. Complete self-assessment.
- Professional Attributes – final review and discussion with cooperating teacher.

Exit Conference:
- Formative Assessment completed by supervisor
- Use the following pieces of evidence to discuss student teacher's strengths, areas of progress and set goals for 143B
  - Coaching Cycle
  - Formative Assessment (completed by cooperating teacher, student teacher, and supervisor)
  - Professional Attribute Form (completed by cooperating teacher)
  - Program Planning Form
  - Professional Portfolio
- Complete Exit Checklist

End of Semester:
- Compile “Student Teaching” folder including Program Planning Form, 143A Checklist, Professional Attribute Form, all copies of Formative Assessment. Submit to Field Placement Office, SH 108.
- Complete Grade Roster

$P =$ materials to be placed in Professional Portfolio

Rev. 12/06: op
EDEL 143A - Student Teaching: Phase I

Overview

In the semester prior to full-time student teaching, the candidate is enrolled in Student Teaching: Phase I, which requires two types of participation: (1) regular seminars with the university instructors, and (2) formal participation/observation in various classrooms for at least two mornings per week for a minimum of twelve weeks.

During this observation and seminar period, candidates (1) gain an understanding of district, school, and classroom organization; (2) become acquainted with the school curriculum; (3) become acquainted with the instructional resources available at the district and school site levels; (4) observe different instructional strategies; (5) observe teacher planning and management; (6) observing teacher-student interactions in the classroom, and (7) plan and execute at least two lessons. Students are also expected to interact with individual children, small groups, and review student work.

Program Design for Field Experiences

1. Student teachers will participate three mornings a week in seminars and field activities.
2. School sites will be selected by EDEL 143A instructor assigned to a given district in collaboration with school district liaison. Ideally, students will be clustered in groups of 2-5 at school sites within the same district.
3. Cooperating teachers at each school site and the university supervisor will meet together at the beginning of the semester to plan and schedule a set of experiences for the student teachers. Student teachers will observe and participate in identified classrooms.
4. Student teachers will have opportunities to:
   a) Visit teachers at other school sites within the district as part of their seminar activities;
   b) Meet with school and district level personnel to learn about the school and district organizational structure and resources

Selection of Cooperating Teachers

The cooperating teacher is regarded as a key person within the student teacher team. In close daily contact with the student teacher, the cooperating teacher is influential in the professional development of the teacher candidate.

Cooperating teachers are recommended by their principals and district office personnel and are reviewed and approved by the University. They are selected based on:

- Practices which reflect current state educational curriculum framework recommendations
- Minimum of three years of successful teaching experience
- Positive relationships with student and colleagues
- Personal commitment to participate actively in the professional preparation of new teachers
• Holds appropriate Teaching Credential or Multiple Subject Teaching Emphasis (Spanish or Vietnamese)

Suggested Schedule of Experiences and Role Guidelines:

Each candidate will come to EDEL 143A with different kinds of backgrounds and experiences in classrooms. It is therefore up to the candidates, cooperating teachers, and university supervisors to decide the pace at which student teachers become immersed into teaching responsibilities. (See Suggested Schedule of Experiences and Role Guidelines for EDEL 143B for a possible sequence of activities which student teachers may begin to undertake in EDEL 143A. These guidelines can provide students with a preview of what to anticipate for their continued experience.)

Student Teacher

PART I: Weeks 1 - 5

• Provide student teacher background information for cooperating teacher, supervisor, and principal
• Maintain professional attitudes, appearance, and relationships with all members of school
• Arrive at least one-half hour before school starts. Remain until classroom is in order and necessary conferencing, planning, and preparation is complete
• Inform the school and the university supervisor of illness or absence prior to the opening of the school day and schedule changes that could affect classroom work
• Complete weekly collaborative logs with cooperating teacher
• Become familiar with the physical layout of the school, with the rules and regulations of the school, with the school program and resource personnel, and with the procedures of the classroom
• Become familiar with technology available at the school site and begin thinking about how to integrate technology appropriately into instruction
• Become acquainted with, and learn names of pupils; become aware of unique needs of individual students; become aware of friendships and sub-groups within class
• Observe instruction and become acquainted with lesson planning used by cooperating teacher
• Participate in classroom routine (roll taking, recording grades, handing out/collecting material, supervising outside classroom) and learn daily schedule
• Begin to assume some instructional responsibilities (administer tests, tutor, conduct short, informal instructional activities)
• Participate to some extent in school activities, e.g. faculty meetings, athletic events, and student clubs
• Tutor individual students or small groups as assigned by cooperating teacher
• Construct teaching aids and contribute materials to a motivating, attractive learning environment
• Become familiar with textbooks, units, and materials to be used in the classroom
• Set calendar with cooperating teacher for assuming teaching responsibilities
• Complete School/Community Resource
• Complete five worksheets on physical environment
• Select three focus students
• Formal observation by supervisor (lesson plan required)
PART II:  Weeks 5-10

- Discuss and complete Professional Attribute Form with cooperating teacher
- Plan Coaching Cycle to include a videotape
- Continue weekly collaborative logs
- Provide learning opportunities, which recognize and build upon student strengths, differences, and learning styles using different teaching strategies. Invite school principal to observe a lesson and provide feedback
- Write Letter of Introduction to Professional Portfolio, representing philosophy of education
- Second formal observation by supervisor (lesson plans required)

PART III:  Weeks 10 -15

- Third formal observation by supervisor (lesson plans required)
- Discuss and complete Formative Assessment with cooperating teacher. Complete Formative Assessment on self
- Review Professional Attribute with cooperating teacher
- Complete Professional Portfolio
- Participate in Exit Conference with supervisor

Cooperating Teacher

PART I:  Weeks 1 - 5

- Introduce the student teacher to the school facilities, resources, and faculty
- Acquaint the student teacher with the safety procedures of the school in case of fire, earthquake, or student accident
- Complete weekly collaborative logs with student teacher
- Involve student teacher in observation, routine procedures, preparation of materials, and interaction with students
- Establish schedule of planning time with student teacher each week (45-60 minutes) and ongoing evaluation of progress
- Establish expectations/procedures for submission of lesson planning for review prior to student teacher lesson implementation. Please note that all lesson plans written during the first several weeks should be quite detailed. Only when student teachers have shown competency in planning for and implementing lesson plans, may they start to write more abbreviated plans. Generally, as the teaching load of the student teacher increases, the lesson plans will become less detailed.
- Assist student teacher to complete School/Community Resources
- Assist student teacher to complete five worksheets on physical environment
- Assist student teacher with selection of three focus students
- Assist student teacher in planning for first formal observation by supervisor
PART II:  Weeks 5-10

- Continue weekly collaborative logs with student teacher
- Continue to assess with the student teacher his/her level of competency in instructional planning, implementation and classroom management so that the student teacher can gain confidence before assuming additional responsibilities
- Keep the principal and supervisor abreast of student teacher performance
- Continue to provide written feedback on areas of strength and areas for improvement of teaching and give specific timeline for implementation
- Continue modeling a variety of instructional strategies used to help diverse learners in your classroom
- Assist student teacher in planning Coaching Cycle with videotaped lesson
- Complete Professional Attribute Form and discuss with student teacher
- Assist student teacher in planning for second formal observation by supervisor
- Review Professional Attribute Form and discuss with student teacher

PART III:  Weeks 10-15

- Assist student teacher in completing Coaching Cycle
- Complete Formative Assessment and discuss with student teacher
- Assist student teacher in planning for third formal observation by supervisor

University Supervisor

PART I:  Weeks 1 – 5

- Review Coaching Cycle
- Review all assignments and assessments
- Become acquainted with school principals.
- Hold orientation meeting with cooperating teachers and student teachers at each school site to review responsibilities, along with field activities within classrooms. Provide cooperating teachers with all evaluation forms and review guidelines presented in EDEL 143A/B Field Experience Guide.
- Observe and conference with each student teacher regularly during the semester.
- Be available for questions from cooperating teachers or student teachers either in person, by telephone or email.
- Review weekly collaborative logs
- Conduct weekly seminars
- Collect and review School/Community Resources as completed by student teachers
- Conduct first formal observation to include lesson plan and supervisor observation notes and comments

PART II:  Weeks 5-10

- Monitor completion of Professional Attribute Form by cooperating teacher
- Assist student teachers in planning Coaching Cycle with videotaped lesson
• Review procedure for writing Letter of Introduction to Professional Portfolio, representing philosophy of education.
• Conduct second formal observation to include lesson plan and supervisor observation notes and comments

PART III: Weeks 10-15

• Assist student teachers in completing Coaching Cycle
• Conduct Professional Portfolio share
• Monitor final review of Professional Attribute Form by cooperating teacher and student teacher
• Conduct third formal observation to include lesson plan and supervisor observation notes and comments
• Complete Program Planning Forms

Exit Conference
Use the following pieces of evidence to discuss student teachers' strengths, areas of progress and set goal for 143B
- Coaching Cycle
- Formative Assessment (completed by cooperating teacher, student teacher and supervisor)
- Professional Attribute Form (completed by cooperating teacher)
- Program Planning Form
- Professional Portfolio

End of Semester
• Complete Exit Checklist
• Compile "Student Teaching" folder and submit to Field Experience Office

School Site Principal

• Assure that student teachers are placed with cooperating teachers from whom they will receive an enriching experience.
• Orient all student teachers to school policies/activities.
• Maintain communication with cooperating teachers, student teachers, and university supervisors regarding how program is progressing.
• Convey any concerns/issues that arise from cooperating teachers about the program to the university supervisor.

Keep abreast of student teachers' progress and participate in student teacher team conference, as necessary, when student teacher's performance is marginal.
Procedures for Evaluation of Candidate Performance EDEL 143A

1. University instructors visit the classroom during the semester, conferring with cooperating teachers and observing and conferring with student teachers.
2. Criteria for evaluation are enumerated on the EDEL 143A Professional Attributes. In addition, students must complete all of the activities specified in the portfolio requirements for EDEL 143A.
3. Candidates, cooperating teachers, and the university supervisor review the Professional Attributes form at the beginning of the semester. Each completes the form at the end of the assignment.
4. Candidates, cooperating teachers, and the university supervisor complete the Formative Assessment.
5. Cooperating teachers and the university supervisor discuss the evaluation of each student.
6. Each candidate has an exit interview with the university supervisor to discuss the Formative Assessment Form, the Professional Portfolio to include the Coaching Cycle, and progress to date. The supervisor highlights the candidate's strengths and helps create plans for improvement.
7. Copies of the forms are forwarded in the “Student Teaching Folder” to the Field Placement Office for the 143B supervisor.

Determination of Candidate Competence

According to the Commission on Teacher Credentialing (CTC), candidates must attain competency in all areas of relevant content and communication outlined in the CTC standards. The Elementary Education Department has thus adopted procedures to ensure such competence. Should a candidate perform unsatisfactorily in either of the field experiences by failing to achieve one or more standards, she/he will receive no credit for that assignment.

The candidate will have two opportunities to successfully complete either EDEL 143A or EDEL 143B. If time allows, the second opportunity may occur within the same semester. If there is not adequate time left in the semester, the second opportunity will occur the following semester. Two unsuccessful experiences in either 143A or 143B will disqualify a candidate from the SJSU Multiple Subject Credential Program.
Process for Remediation

In the event a problem or concern arises during the student teaching experience, the university supervisor should take the following steps as soon as the problem/concern is identified (and the student has been alerted once with no change in the problem/concern):

1. Schedule a conference with the student, to discuss the necessary corrections or modifications to behavior. State the reason for the conference and express the concerns that motivated this special action. Allow the student to express his/her opinion. Take notes and record the exact nature of the problem on the Improvement Plan Form.

2. Outline a plan for resolving the problem/conflict on the Improvement Plan Form. Objectives should reflect specific activities to be completed by each participant along with a timeline.

3. Complete the Improvement Plan Form, with each party signing the agreement to affirm understanding of responsibilities. All parties should be given a copy of the form, and one (1) copy should be filed with the Field Experience Director.

4. Monitor progress toward reaching each objective, maintaining more frequent communication, making additional comments and/or observations as needed, and keeping written documentation that timelines are being met. The university supervisor and the cooperating teacher should document student progress or failure to progress by means of lesson observation forms, copies of products, and written anecdotal records.

5. Reconvene to evaluate completion of objectives when the deadline has been reached, the more critical the problem the less time should elapse before evaluating (no more than three (3) weeks). If the problem is resolved, all parties should sign and retain a copy of the form and one copy of the signed form should be filed with the Field Experience Director.

6. If the problem persists, there might be a need to complete a second Improvement Plan Form, with each party signing the agreement. All parties should be given a copy of the second form and one (1) copy should be filed with the Field Experience Director.

7. Reconvene to evaluate completion of objectives when the second deadline has been reached (no more than two (2) weeks). If no progress has been made, contact the Field Experience Director immediately. The Field Experience Director will examine objectives/activities, criteria, deadlines, and determine the next step. Contingencies not met during the student teaching will result in termination and/or a grade of “NO CREDIT”.
EDEL 143A/B Improvement Plan Form

Student Teacher: ____________________________  Univ. Supv: ____________________________

Cooperating Teacher: ____________________________  School Site: ____________________________

Date: ______________  EDEL 143  A_____  B_____  

The Candidate needs to improve in the following area(s):

☐ Planning Instruction  ☐ Professional Development
(TPE’s 8 and 9)  (TPE’s 12 and 13)

☐ Teaching Skills  ☐ Interpersonal Relationships
(TPE’s 1, 4, 5, 6, and 7)  (Dispositions)

☐ Maintaining Effective Environments  ☐ Other: ____________________________
(TPE’s 10 and 11)

If appropriate, attach a Professional Attribute form completed by cooperating teacher and/or university supervisor.

Nature of the problem/concern:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Expected behavior and plan for improvement:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Deadline:

The behavior outlined in this plan must be met by the deadline. We understand that this plan is proposed because there are behavior/practices/dispositions that might result in ineffective learning opportunities for children.

Student ____________________________  Cooperating Teacher ____________________________  University Supervisor ____________________________

We affirm that the objective(s) in this plan have been met.

Student ____________________________  Cooperating Teacher ____________________________  University Supervisor ____________________________
POLICY AND PROCEDURES FOR UNSATISFACTORY PERFORMANCE

Removal from Assignment

Removal of a student teacher from his/her assignment should be done for compelling reasons only. However, provisions for this must be available because there are circumstances that warrant such a removal. The Field Experience Director will consider removing a student teacher from his/her assignment when any of the following occur:

1. The appropriate school authority, for just and explained reasons, requests that the student teacher be removed.

2. The University Supervisor believes circumstances will prevent either the development or maintenance of a satisfactory learning environment.

3. Unethical behavior has been exhibited by either the cooperating teacher or the student teacher.

4. Excessive absenteeism, tardiness, and/or failure to comply with established rules and policies is evident.

Initial discussion for a withdrawal can be made by any person directly involved with the student teaching arrangement. It is important that the University supervisor and the Field Experience Director be involved in the initial and on-going discussions. The Director will relay concerns to the Department Chair (Dean, when warranted). Should a student teacher’s performance be deemed unsatisfactory, the following procedures shall apply:

- Copies of all cooperating teacher and University supervisor observation reports with written narrative should be filed in the Field Placement Office.

- To substantiate any spoken request for withdrawal, written documentation must be provided and signed by the person requesting a student teacher’s withdrawal.
Guidelines for Letter of Introduction

Your letter of introduction should include:

1. Experience working with children.
2. Strengths, special skills and interests.
4. Exposure to children with special needs.
5. Additional information that would help the cooperating teacher know more about you. You might include special concerns and what you expect or hope to gain from this placement.

***Include your Letter of Introduction in the Portfolio.***
School and Community Resources

Name: ___________________________ Master Teacher: ___________________________

Grade Level: __________ School: ___________________________ Date: __________

School Resources

<table>
<thead>
<tr>
<th>Resource Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who can assist you with your classroom and students?</td>
</tr>
<tr>
<td>Bilingual Resource Teacher</td>
</tr>
<tr>
<td>Community Liaisons</td>
</tr>
<tr>
<td>Content Area Coaches</td>
</tr>
<tr>
<td>Counselors</td>
</tr>
<tr>
<td>Custodian</td>
</tr>
<tr>
<td>Librarian</td>
</tr>
<tr>
<td>Migrant Teacher</td>
</tr>
<tr>
<td>Paraprofessional Aides</td>
</tr>
<tr>
<td>Primary Language Assistants</td>
</tr>
<tr>
<td>Resource Specialist</td>
</tr>
<tr>
<td>School Psychologist</td>
</tr>
<tr>
<td>School Nurse</td>
</tr>
<tr>
<td>Special Day Class Teacher</td>
</tr>
<tr>
<td>Special Day Class Teacher</td>
</tr>
<tr>
<td>Union Representative</td>
</tr>
<tr>
<td>Other</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>What programs exist before, during, and after school to support your students?</td>
</tr>
<tr>
<td>After School Intervention</td>
</tr>
<tr>
<td>Conflict Resolution</td>
</tr>
<tr>
<td>Healthy Start</td>
</tr>
<tr>
<td>Homework Center</td>
</tr>
<tr>
<td>Other</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Facilities/Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>What resources are available to support your students?</td>
</tr>
<tr>
<td>Computer Lab</td>
</tr>
<tr>
<td>Library Resources</td>
</tr>
<tr>
<td>Title I Resources</td>
</tr>
<tr>
<td>Teacher Curriculums, Supplies, Materials Other</td>
</tr>
</tbody>
</table>

<p>| What resource personnel, programs and/or facilities do you want to access? |</p>
<table>
<thead>
<tr>
<th>Who to Contact</th>
<th>For What Purpose</th>
<th>By When</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Credit to: New Teacher Center at the University of California, Santa Cruz
SCHOOL AND COMMUNITY RESOURCES

Designations

Indicate which of the following terms apply to your school:

- Charter School
- High Priority School Grant (HPSG)
- Immediate Intervention
- Under performing Schools Program (IIUSP)
- Language Immersion School
- Magnet School
- Professional Development School
- Other

What is the significance of the designations used to describe your school?

Community Resources

How would you describe the area surrounding your school's location? How is student attendance determined?

How would you describe the population of students attending your school? With which group(s) do you identify?

What community resources can you, your students, and their families access? Are there community based resources, such as preschool programs, or adult education courses offered at the school site?

What else do you want to learn about the community? What are some problems, issues or topics about the community that students might study and/or make contributions toward?
TPE 11: Social Environment - Understand the importance of the social environment.

Directions: Respond to the following questions based on your observations and experiences in the classroom.

1. How does the physical classroom space and environment reflect and encourage student learning?

2. How does the room arrangement facilitate classroom interactions?

3. How is classroom seating arranged and adapted to accommodate individual and group learning needs?

4. How is access to materials, technology, and resources managed to facilitate learning?

5. How is the classroom environment made safe and supportive for all students?
Establishes a positive environment for learning

**Directions:** Respond to the following questions based on your observations and experiences in the classroom.

1. How is fair treatment of students modeled and promoted in the classroom?

2. How are culturally sensitive issues of diversity handled in the classroom?

3. How are student achievements and contributions encouraged, supported, and recognized?

4. How are inappropriate student behaviors handled?
Engages in behaviors that support a positive environment

Directions: Respond to the following questions based on your observations and experiences in the classroom.

1. How are realistic standards of behavior maintained?

2. What interventions were used when student behavior did not meet classroom standards?

3. How do students participate in classroom decision-making?
Establishes a positive environment for learning

Directions: Respond to the following questions based on your observations and experiences in the classroom.

1. How do students participate in the development of classroom procedures and outlines? What choices and options are they given?

2. How are classroom rules used to support students in assuming responsibility for themselves and one another?

3. How do students learn classroom procedures and routines?

4. How are procedures and rules modified or adjusted?
TPE 10: Instructional Time

Directions: Respond to the following questions based on your observations and experiences in the classroom.

1. How is available instructional time used?

2. How are non-instructional tasks managed?

3. How do students make transitions between instructional activities?
GUIDELINES FOR SELECTING FOCUS STUDENTS

1. Special language acquisition needs

2. Special academic learning needs
   • Below grade level
   • Above grade level

3. Special socio-emotional needs
   • Low-participative behavior
   • Distractive behavior
   • Hyper-active behavior
   • Aggressive behavior
   • Withdrawn behavior

4. Special cultural differences

5. Special home/family situations

6. Special physical differences
## Weekly Collaborative Journal
(with Cooperating Teacher or Support Provider)

<table>
<thead>
<tr>
<th>Name:</th>
<th>Grade Level:</th>
<th>Date:</th>
</tr>
</thead>
</table>

### What's Working:

### Current Focus -- Challenges -- Concerns:

### Student Teacher's Next Steps:

### Support Provider's Next Steps:

Next Meeting Date __________________________ Support Provider's signature ________________

Student Teacher's signature __________________________ Date __________________________
## A. MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS

**TPE 1: Specific pedagogical skills for subject matter instruction**
- Understanding the state-adopted academic content standards and how to teach the subject matter in the standards
- Planning to teach to the standards
- Demonstrating the ability to teach to the standards

## B. ASSESSING STUDENTS LEARNING

**TPE 2: Monitoring Student Learning During Instruction**
- Determines student progress toward achieving the state-adopted academic content standards
- Supports students' learning during instruction

**TPE 3: Interpretation and Use of Assessments**
- Understanding of assessments
- Using and interpreting assessments
- Giving feedback on assessments

## C. ENGAGING AND SUPPORTING STUDENTS IN LEARNING

**TPE 4: Making Content Accessible**
- Addressing state-adopted academic content standards
- Prioritizing and sequencing essential skills and strategies
- Using a variety of strategies to facilitate learning

**TPE 5: Student Engagement**
- Understanding of goals
- Ensuring active and equitable participation
- Monitoring student progress

**TPE 6: Developmentally Appropriate Teaching Practices**
- Understanding important concepts about the learners
- Designing instructional activities
- Providing appropriate educational experiences

**TPE 7: Teaching English Learners**
- Knowledge of important concepts about English learners
- Understanding theories, principles and instructional practices
- Applying theories, principles and instructional practices for comprehensive instruction of English learners

## D. PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS

**TPE 8: Learning about Students**
- Child and adolescent development
- Assessment of student
- Students' needs and abilities

**TPE 9: Instructional Planning**
- Establishing Goals
- Connecting academic content to the students
- Selecting strategies/activities/materials

## E. CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

**TPE 10: Instructional Time**
- Allocating instructional time
- Managing instructional time
- Reflecting on the use of instructional time

**TPE 11: Social Environment**
- Understand the importance of the social environment
- Establishes a positive environment for learning
- Engages in behaviors that support a positive environment

## F. DEVELOPING AS A PROFESSIONAL EDUCATOR

**TPE 12: Professional, Legal, and Ethical Obligations**
- Professional Obligations
- Legal Obligations
- Ethical obligations

**TPE 13: Professional Growth**
- Evaluating teaching practice
- Improving teaching practice
- Reflection and feedback
EDEL 143A
Coaching Cycle

Purpose: Demonstrate your ability to plan, teach, assess and reflect on lessons lesson designed to meet the learning needs of your students.

Overview -- What to include:
A. Planning
   • final lesson plan or planning matrix (addressing all planning “big ideas”)
   • planning conversation form (left side on own, right side w/ CT)
   • rationale for lesson design (see prompts below)

B. Teaching
   • videotape of lesson
   • reflection form (with CT after watching videotape)

C. Assessing Student Learning
   • copy of assessment tool or prompt
   • three samples of student work (one from English learner)
   • assessment commentary (see prompts below)

D. Reflection
   • Reflection commentary (see prompts below)
   • 2nd lesson

Part A – Planning
Work in collaboration with your cooperating teacher to identify a focus for the lesson. Write a draft of your lesson plan and get feedback from your CT on your ideas. Use the planning conversation form to share your lesson and record your CT’s feedback. Revise your lesson plan and include the final draft in your coaching cycle materials. Write a rationale for the design of your lesson addressing the following prompts:

1. Why is the content of this lesson important for your particular students to learn now? (consider its importance apart from being in the school curriculum or academic standards for this grade level) How does the lesson build on students’ prior learning, as well as their experiences, interests and/or backgrounds? What evidence are you using to make this decision?

2. Explain why the instructional tasks or strategies you are using will support the learning of YOUR students (consider any relevant theories as well as who your students are, what they bring and the needs of ELs, GATE students, or those with IEPs).

1 To be designed after analyzing student work and reflecting on Lesson 1.
3. Describe potential language demands in learning and assessment tasks. How do you plan to address and support the needs of students who might find these language demands challenging?

4. How will you assess what your students have learned related to the specific standards and objectives of the lesson?

B. Teaching
Teach and videotape your lesson. Watch the tape with your cooperating teacher and complete the reflection form.

C. Assessing Student Learning
Select three student work samples which together represent what students generally understood and what a number of students were still struggling to understand in this lesson. At least one of these students should be an English Learner. Address the following prompts in your commentary:

5. Identify the specific standards/objectives for this student assessment; and describe the corresponding evaluative criteria you used to determine student learning using this assessment.

6. In relation to your evaluative criteria, discuss what the three students appear to understand well, and, any misunderstandings, confusions, or needs (including a need for greater challenge) that were apparent. What can you conclude about their learning of the desired outcomes of this lesson? Cite evidence to support your analysis from the work samples you selected.

D. Final Reflection
Use information from the reflection form completed with your cooperating teacher and your analysis of student work to address the following prompts:

8. What is working in this lesson? For whom? Why?
9. What is not working? For whom? Why?
10. Based on students’ performance on the assessment and your reflections on the videotape, create another lesson plan that depicts your next steps for instruction.
11. Explain how and why the second lesson plan addresses next steps for learning for the whole class, and individualized next steps for the students whose individual learning you analyzed. These next steps may include how you will feedback to students, a specific instructional activity, or other forms of re-teaching to support or extend student learning. In your explanation, be sure to explain how these specific next steps follow from your analysis of student performance and your reflections on your teaching.
**EDEL 143A Coaching Cycle – Planning Conversation Form**

<table>
<thead>
<tr>
<th>Initial ideas to be Completed by Student Teacher before Planning Conversation Meeting with Cooperating Teacher</th>
<th>Notes taken during Planning Conversation Meeting with Cooperating Teacher (before teaching lesson)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What big ideas, standards, and/or objectives will you address in this lesson? Why are these outcomes important to YOUR students now?</td>
<td>1.</td>
</tr>
<tr>
<td>2. What instructional strategies/activities will you use to engage students in learning these outcomes?</td>
<td>2.</td>
</tr>
</tbody>
</table>
3. What language, experience, interest and behavioral needs did you consider in the design of this lesson?

4. How will you assess student learning related to outcomes?

5. What are your own professional development goals for this lesson? What aspect of your teaching are you working on? (Be specific. See the TPEs for ideas.)
## EDEL 143A Coaching Cycle – Reflection Form

<table>
<thead>
<tr>
<th>Initial ideas to be Completed by Student Teacher before Reflection Conversation Meeting with Cooperating Teacher</th>
<th>Notes taken during Reflection Conversation Meeting with Cooperating Teacher (after viewing videotape)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. What did you learn about student understandings of the big ideas, standards, and/or objectives of your lesson? What’s your evidence?</td>
<td>3.</td>
</tr>
</tbody>
</table>
4. What would you do differently if you could teach this lesson again?

5. What are your next steps to support student learning related to this lesson?

6. What are your next steps related to your own professional development (see the TPEs)?
143A Coaching Cycle
Rubrics/Feedback Form

Planning Task Checklist (+, 0, - indicate quality)

- Lesson Plan
- Standards (including ELD)
- Objectives
- Procedures
- Assessment
- Planning Conversation Form

<table>
<thead>
<tr>
<th>PLANNING</th>
<th>MAKING CONTENT ACCESSIBLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>Level 2</td>
</tr>
<tr>
<td>- Plans refer to students' experiential backgrounds(^1), interests, or prior learning(^2) that have little or no relationship to the lesson's standards/objectives. OR - There are significant content inaccuracies in plans that will lead to student misunderstandings.</td>
<td>- Plans draw on students' experiential backgrounds, interests, or prior learning to help students reach the standards/objectives. - Plans for the implementation of learning tasks include support to help students who often struggle with the content.</td>
</tr>
</tbody>
</table>

Comments:

---

1. Cultural, linguistic, social, economic
2. In or out of school (based on assessments and interactions w/ students)
3. Such as multiple ways of representing content; modeling strategies; providing graphic organizers, rubrics, or sample work; strategic groupings of students.
<table>
<thead>
<tr>
<th>PROMOTING ACADEMIC LANGUAGE</th>
<th>UNDERSTANDING LANGUAGE DEMANDS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 1</strong></td>
<td><strong>Level 2</strong></td>
</tr>
<tr>
<td>The description of the</td>
<td>Moving beyond obvious</td>
</tr>
<tr>
<td>language demands of</td>
<td>language errors, the</td>
</tr>
<tr>
<td>learning tasks and</td>
<td>candidate's description of</td>
</tr>
<tr>
<td>assessments is <strong>superficial</strong></td>
<td>language demands focuses</td>
</tr>
<tr>
<td></td>
<td>primarily on vocabulary</td>
</tr>
<tr>
<td></td>
<td>that students may find</td>
</tr>
<tr>
<td></td>
<td>challenging and indicates</td>
</tr>
<tr>
<td></td>
<td>why.</td>
</tr>
<tr>
<td><strong>Level 3</strong></td>
<td><strong>Level 4</strong></td>
</tr>
<tr>
<td>The candidate identifies</td>
<td>The candidate identifies</td>
</tr>
<tr>
<td>language demands of the</td>
<td>language demands of the</td>
</tr>
<tr>
<td>learning tasks and</td>
<td>learning tasks and</td>
</tr>
<tr>
<td>assessments that go beyond</td>
<td>assessments that go beyond</td>
</tr>
<tr>
<td>vocabulary to include</td>
<td>vocabulary to include</td>
</tr>
<tr>
<td>specific text types⁴ or</td>
<td>specific text types⁴ or</td>
</tr>
<tr>
<td>other language demands⁵</td>
<td>other language demands⁵ that</td>
</tr>
<tr>
<td>that are challenging for</td>
<td>are challenging for</td>
</tr>
<tr>
<td>individual students or</td>
<td>individual students or</td>
</tr>
<tr>
<td>groups of students.</td>
<td>groups of students.</td>
</tr>
<tr>
<td>The candidate discusses</td>
<td>The candidate discusses</td>
</tr>
<tr>
<td>students' language</td>
<td>students' strengths and</td>
</tr>
<tr>
<td>strengths as well as needs</td>
<td>needs in relation to these</td>
</tr>
<tr>
<td>in relation to the language</td>
<td>language demands and</td>
</tr>
<tr>
<td>demands of the learning</td>
<td>articulates what makes</td>
</tr>
<tr>
<td>tasks and assessments.</td>
<td>those particular text types</td>
</tr>
<tr>
<td></td>
<td>or other demands challenging</td>
</tr>
<tr>
<td></td>
<td>for particular individuals</td>
</tr>
<tr>
<td></td>
<td>or groups of students.</td>
</tr>
</tbody>
</table>

Comments:

⁴ Text types can be oral (e.g., formal presentations, role play activities, partner or group discussions) and/or written (e.g., sequences of story events, pattern sentences, writing narratives).

⁵ These other demands might include understanding a teacher's oral presentation of information, responding to a question in class, listening to or reading directions, sharing information orally with a partner, or compiling or analyzing information on a graphic organizer.
Instruction Task Checklist (+, 0, - indicate quality)

- Videotape of lesson
- Reflection form

### MONITORING STUDENT LEARNING DURING INSTRUCTION

**EL5:** How does the candidate monitor student learning during instruction and respond to student questions, comments, and needs?

<table>
<thead>
<tr>
<th>Level 1</th>
</tr>
</thead>
</table>
| The candidate primarily monitors student understanding by asking **surface-level questions** and evaluating student responses as **correct** or **incorrect**. 
- Candidate responses are not likely to promote student thinking. 
- Materials or candidate responses include **significant inaccuracies** in content that will lead to student misunderstandings. |

<table>
<thead>
<tr>
<th>Level 2</th>
</tr>
</thead>
</table>
| The candidate monitors student understanding by eliciting student responses that require thinking. 
- Candidate responses represent **reasonable attempts** to improve student use of skills and strategies. |

<table>
<thead>
<tr>
<th>Level 3</th>
</tr>
</thead>
</table>
| The candidate monitors student understanding by eliciting student responses that require thinking. 
- Candidate responses build on student input to guide improvement of students' use of skills or strategies. |

<table>
<thead>
<tr>
<th>Level 4</th>
</tr>
</thead>
</table>
| All components of Level 3 plus: 
- The candidate elicits **explanations** of student thinking, and uses these explanations to further the understanding of all students. |

Comments (specific to learning environment, relationships with students, and transitions/procedures):
### ASSESSMENT

**EL6:** How does the candidate demonstrate an understanding of student performance with respect to standards/objectives?

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>- The criteria/rubric and analysis have little connection with the identified standards/objectives. OR - Student work samples do not support the conclusions in the analysis.</td>
<td>- The criteria/rubric and analysis focus on what students did right or wrong in relationship to identified standards/objectives.</td>
<td>- The criteria/rubric and analysis focus on patterns of student errors, skills, and understandings to analyze student learning in relation to standards/objectives.</td>
<td>All components of Level 3 plus: - The criteria/rubric and analysis focus on partial understandings as well. - The analysis is clear and detailed.</td>
</tr>
</tbody>
</table>

### USING ASSESSMENT TO INFORM TEACHING

**EL7:** How does the candidate use the analysis of student learning to propose next steps in instruction?

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Next steps are vaguely related to or not aligned with the identified student needs. OR - Next steps are not described in sufficient detail to understand them. OR - Next steps are based on inaccurate conclusions about student learning from the assessment analysis.</td>
<td>- Next steps focus on improving student performance through general support that addresses some identified student needs. - Next steps are based on accurate conclusions about student performance on the assessment.</td>
<td>- Next steps focus on improving student performance through targeted support to individuals and groups to address specific identified needs. - Next steps are based on whole class patterns of performance and some patterns for individuals and/or subgroups.</td>
<td>All components of Level 3 plus: - Next steps demonstrate a strong understanding of both the identified content and language standards/objectives and of individual students and/or subgroups.</td>
</tr>
</tbody>
</table>
Reflection Task Checklist (+, 0, - indicate quality)

2nd Lesson Plan (derived from analysis of student work and reflection on teaching)

<table>
<thead>
<tr>
<th>REFLECTION</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Reflections indicate inconsistent monitoring of student performance.</td>
<td>• Reflections identify what students could or could not do within the lesson.</td>
<td>• Reflections indicate monitoring of student progress toward meeting the standards/objectives within the lesson.</td>
<td>All components of Level 3 plus:</td>
<td></td>
</tr>
<tr>
<td>• Changes in teaching practice (as depicted in 2nd lesson plan) are not based on reasonable assumptions about how student learning was affected by planning, instruction, or assessment decisions.</td>
<td>• Changes in teaching practice (as depicted in 2nd lesson plan) are based on reasonable assumptions about how student learning was affected by planning, instruction, or assessment decisions.</td>
<td>• Changes in teaching practice (as depicted in 2nd lesson plan) are based on reasonable assumptions about how student learning was affected by planning, instruction, or assessment decisions.</td>
<td>• Changes in teaching practice (as depicted in 2nd lesson plan) are specific and strategic to improve individual and collective student understanding of standards/objectives.</td>
<td></td>
</tr>
<tr>
<td>• There is limited evidence of adjusting instruction to address student confusion or to challenge students.</td>
<td>• Adjustments to instruction are focused on improving directions for learning tasks, time management, or reteaching.</td>
<td>• Adjustments to instruction are focused on addressing some individual and collective learning needs.</td>
<td>• Adjustments to instruction are focused on deepening key skills, understanding of literacy concepts, and/or thinking processes.</td>
<td></td>
</tr>
</tbody>
</table>

Comments:
Student Teacher Portfolio

The purpose of this Professional Portfolio is not the exact one you will use to get a job, although some of the contents may be used for that purpose later on. Rather, it is being used to provide documentation of 1) strength as a teacher, 2) growth as a teacher, and 3) areas of need as a teacher. In other words, it is being used to deepen your reflection and analysis throughout your student teaching experience while providing a way for you to organize the evidence of your growth.

1. Letter of introduction to reader. This introduction should describe your philosophy of education and how the contents of the portfolio reflect your philosophy. Explain why particular entries were included.

2. Demographics of school (See “School/Community Description” sheet for directions.)

3. Five worksheets on physical environment.

4. Lesson plans and supervisor’s observation notes and comments from three formal observations.

5. Weekly Collaborative Journals

6. Any evaluations or observations by cooperating teacher and principal.
San Jose State University
Elementary Education Program

Professional Attributes In-Progress Report

Program: (Check one)  ___ CLAD  ___ BCLAD

Student Teacher ____________________________ Date _______________________

Supervisor ____________________________ Cooperating Teacher _______________________

School ____________________________ Grade _______________________

Professional Attributes Scale

1. Attendance
   □ Exemplary attendance
   □ Rarely absent
   □ Frequently absent
   Comments:

2. Punctuality
   □ Always on time
   □ Generally punctual
   □ Frequently late
   Comments:

3. Oral Expression
   □ Expressive, animated
   □ Articulate
   □ Inarticulate/hesitates to express self
   □ Makes frequent grammatical errors
   Comments:

4. Written Expression
   □ Frequently and effectively communicates with parents and/or administrators
   □ Organizes and clearly expresses ideas
   □ Writing is often unclear and disorganized
   □ Written work exhibits frequent misspellings and/or grammatical errors
   Comments:
5. Tact/Judgment
- Highly sensitive to others’ feelings and opinions; diplomatic
- Perceives what to do or say in order to maintain good relations with others and responds accordingly.
- Thoughtless; insensitive to others’ feelings and opinions.

Comments:

6. Reliability/Dependability
- Self-starter; perceives needs and attends to them immediately.
- Responsible; attends to assigned tasks or duties on schedule without prompting.
- Sometimes needs to be reminded to attend to assigned tasks or duties.
- Sometimes fails to complete assigned tasks and duties.

Comments:

7. Self-Initiative/Independence
- Creative and resourceful; independently implements plans.
- Has good ideas, works effectively with limited supervision.
- Passive; depends on others for direction, ideas, and guidance.

Comments:

8. Collegiality
- Willingly shares ideas and materials.
- Prefers being part of a team
- Willing to share ideas and materials.
- Prefers to work in isolation.

Comments:

9. Interaction with Students
- Outgoing; actively seeks opportunities to work with students.
- Relates easily and positively with students.
- Shy; hesitant to work with students.

Comments:

10. Response to Feedback
- Solicits suggestions and feedback from others.
- Receptive and adjusts performance accordingly.
- Defensive; unreceptive to feedback.

Comments:
11. Desire to Improve Teaching Performance
☐ Continually seeks new and better ways teaching.
☐ Makes some effort to improve teaching performance.
☐ Makes no effort to improve teaching performance.
Comments:

12. Respects Learning Students’ Potential
☐ Uses instructional strategies that provide opportunities for all students to attain “higher order” learning outcomes.
☐ Accepts responsibility for all student learning.
☐ Makes negative comments about students’ ability to learn.
Comments:

13. Professional Ethics and Demeanor

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Unable to Judge</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Maintains high ethical and professional standards (e.g., does not share confidential information).

Is aware of district policies and normative practices and responds to these guidelines in appropriate ways.

Maintains a professional appearance.

Please identify any specific subject matter skills and/or knowledge needed now to promote this student teacher’s success during the rest of the student teaching experience.

A two-way conference between the student teacher and the cooperating teacher is expected to be held to discuss the evaluation.

I have had the opportunity to read and discuss this evaluation with the evaluator. I understand that my signature does not necessarily indicate concurrence with the evaluation.

<table>
<thead>
<tr>
<th>Cooperating Teacher’s signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Supervisor’s signature</td>
<td>Date</td>
</tr>
<tr>
<td>Student Teacher’s signature</td>
<td>Date</td>
</tr>
</tbody>
</table>

ASC/Forms/ProfAttributes.doc

Rev3/04:op
A. PLANNING AND PREPARATION: THE STUDENT TEACHER DEVELOPS PLANS THAT...

1. Demonstrate a command of subject matter knowledge.
   NOTES: 
<table>
<thead>
<tr>
<th>N/O</th>
<th>I</th>
<th>P</th>
<th>E</th>
<th>H</th>
<th>TPE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1,4</td>
</tr>
</tbody>
</table>

2. Organize and sequence curriculum to support student learning of subject matter standards.
   NOTES: 
<table>
<thead>
<tr>
<th>N/O</th>
<th>I</th>
<th>P</th>
<th>E</th>
<th>H</th>
<th>TPE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1,4</td>
</tr>
</tbody>
</table>

3. Use a variety of instructional strategies that respond to students' diverse backgrounds, experiences, interests, and needs.
   NOTES: 
<table>
<thead>
<tr>
<th>N/O</th>
<th>I</th>
<th>P</th>
<th>E</th>
<th>H</th>
<th>TPE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1,6,7</td>
</tr>
</tbody>
</table>

4. Demonstrate knowledge of student developmental characteristics and learning styles.
   NOTES: 
<table>
<thead>
<tr>
<th>N/O</th>
<th>I</th>
<th>P</th>
<th>E</th>
<th>H</th>
<th>TPE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6,8</td>
</tr>
</tbody>
</table>

5. Address students' language acquisition and promote academic language development.
   NOTES: 
<table>
<thead>
<tr>
<th>N/O</th>
<th>I</th>
<th>P</th>
<th>E</th>
<th>H</th>
<th>TPE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>7</td>
</tr>
</tbody>
</table>

6. Utilize materials, resources, and technologies to make subject matter accessible.
   NOTES: 
<table>
<thead>
<tr>
<th>N/O</th>
<th>I</th>
<th>P</th>
<th>E</th>
<th>H</th>
<th>TPE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1,6,8</td>
</tr>
</tbody>
</table>

B. LEARNING ENVIRONMENT: THE STUDENT TEACHER...

1. Uses clear, consistent expectations for student behavior that maintain a classroom that is safe, efficient, and conducive to learning.
   NOTES: 
<table>
<thead>
<tr>
<th>N/O</th>
<th>I</th>
<th>P</th>
<th>E</th>
<th>H</th>
<th>TPE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>11</td>
</tr>
</tbody>
</table>

2. Maintains a climate that promotes fairness, respect, and equity.
   NOTES: 
<table>
<thead>
<tr>
<th>N/O</th>
<th>I</th>
<th>P</th>
<th>E</th>
<th>H</th>
<th>TPE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>11</td>
</tr>
</tbody>
</table>

   NOTES: 
<table>
<thead>
<tr>
<th>N/O</th>
<th>I</th>
<th>P</th>
<th>E</th>
<th>H</th>
<th>TPE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>11</td>
</tr>
</tbody>
</table>

[Interns Only]
4. Adjusts classroom arrangement as appropriate to allow for a variety of instructional strategies.
   NOTES: 
<table>
<thead>
<tr>
<th>N/O</th>
<th>I</th>
<th>P</th>
<th>E</th>
<th>H</th>
<th>TPE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>11</td>
</tr>
</tbody>
</table>
C. INSTRUCTION: THE STUDENT TEACHER...

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Establishes and supports high academic expectations for all students aligned with state and district standards. NOTES:</td>
<td>NIQ</td>
<td>I</td>
<td>P</td>
<td>E</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Assists students in developing positive attitudes about learning. NOTES:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Builds on students' prior knowledge and scaffolds learning by responding to students' questions and comments. NOTES:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Selects and uses activities such that students make connections, pose questions, and solve problems. NOTES:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Uses instructional strategies that promote active learning and intellectual engagement. NOTES:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Uses instructional time effectively. NOTES:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Communicates to students the content standards, the grading practices, and the explicit goals and expectations of the course. NOTES:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

D. ASSESSMENT: THE STUDENT TEACHER...

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Collects and uses multiple sources of information and data regularly to assess student learning and to modify and guide instruction as needed. NOTES:</td>
<td>NIQ</td>
<td>I</td>
<td>P</td>
<td>E</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Provides opportunities for students to assess their own progress. NOTES:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Checks for understanding by listening, observing, and questioning during instruction and modifies instruction accordingly. NOTES:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Uses student work to assess the effectiveness of the lesson and the extent to which students reach the instructional goal. NOTES:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Evaluates student progress against state and district standards and course objectives. NOTES:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Provides ongoing feedback to students. NOTES:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

[Interns Only]

7. Uses data when explaining student progress to families. NOTES: 3
### E. PROFESSIONAL RESPONSIBILITIES: THE STUDENT TEACHER...

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrates professional conduct.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>NOTES:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Honors legal/professional obligations and follows regulations.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>NOTES:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Exhibits regular attendance and punctuality in the performance of assigned duties.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>NOTES:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Interns Only] 4. Keeps records and reports that are up-to-date and accurate and is punctual in submitting all material.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>NOTES:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Collaborates with school-site colleagues and SJSU classmates.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>NOTES:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Uses privileged information in a discreet, confidential manner.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>NOTES:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Is competent in oral and written communication.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>NOTES:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Maintains a professional appearance.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>NOTES:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Uses self-selected technologies that assist in areas such as reporting grades, preparing assignments and assessments, using data, and communicating with others.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>13</td>
</tr>
<tr>
<td>NOTES:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Articulates a conceptual and practical rationale for instructional decision-making.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>12,13</td>
</tr>
<tr>
<td>NOTES:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Recognizes when a lesson has not gone well and makes attempts to revise and improve.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>13</td>
</tr>
<tr>
<td>NOTES:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Form Completed by (check one)

- [ ] Student Teacher/Intern  - [ ] University supervisor  - [ ] Cooperating Teacher

Student Teacher/Intern __________________________ University Supervisor __________________________ Cooperating Teacher __________________________
Signature/Date __________________________ Signature/Date __________________________ Signature/Date __________________________

March 21, 2005 Draft of Modified SJUSD Certificated Employee Classroom Observation Guide/Final Assessment Form.
Modifications by Stephanie Steffey, Andrea Whittaker, and Maureen West
CLAD/BCLAD Emphasis
Multiple Subject Credential Program

EDEL 143A Exit Checklist

San José State University
Elementary Education Program
Sweeney Hall 305 - (408) 924-3771

Student Name: ___________________________ SS Number: ________________

Address: ________________________________ City: ______________________

State: _______________ Zip: _______________ Telephone: ________________

Email Addr: ______________________________________________________

Semester Evaluation for: ☐ Fall  ☐ Spring  ☐ Summer  Year ______

<table>
<thead>
<tr>
<th>Program Option:</th>
<th>☐ Bilingual</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Flexible</td>
<td>☐ Critical Research</td>
</tr>
<tr>
<td>☐ SUP</td>
<td>☐ MLE</td>
</tr>
<tr>
<td>☐ T.E. Collaborative</td>
<td>☐ Special Education</td>
</tr>
</tbody>
</table>

Student Teaching Arrangement:
☐ w/cooperating teacher  ☐ responsible for own classroom

Prior to this academic year, years of teaching experience on emergency or intern credential:

☐ 1  ☐ 2  ☐ 3  ☐ 4 or more years

EDEL 143A  School:
1st Placement  School District: ____________________________
               University Supv: ____________________________
               Master Teacher: ____________________________
               Grade Level: ______  Weeks: ______

2nd Placement  School:
               School District: ____________________________
               University Supv: ____________________________
               Master Teacher: ____________________________
               Grade Level: ______  Weeks: ______
Professional Portfolio (to be retained by student)  Comments
Letter of Introduction  □  ____________________________
Coaching Cycle  □  ____________________________
Demographics of School  □  ____________________________
Collaborative Journals  □  ____________________________
Lesson Plans and Supervisor observation notes and comments  □  ____________________________

Overall Evaluation  □  Beginning
□  Emerging
□  Applying

I understand that I need to satisfactorily complete all required coursework and programmatic requirements before I may apply for a teaching credential.

Student signature: ____________________________  Date: ________________

□  I recommend this candidate for student teaching
□  I have reservations/concerns about this candidate

__________________________  Date: ________________
University Supervisor

<table>
<thead>
<tr>
<th>143A Student Teaching Folder</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Program Planning Form  □</td>
</tr>
<tr>
<td>2. Professional Attributes  □</td>
</tr>
<tr>
<td>3. Formative Assessment (3)  □</td>
</tr>
<tr>
<td>▪ Supervisor</td>
</tr>
<tr>
<td>▪ Cooperating Teacher</td>
</tr>
<tr>
<td>▪ Self/Student Teacher</td>
</tr>
<tr>
<td>4. 143A Exit Checklist  □</td>
</tr>
</tbody>
</table>

General. Under Contract. MLE. T.E., SUP. and Bilingual:
Create a “Student Teaching” folder for this candidate. Place the Program Planning Form, all assessments, and this checklist in that folder. Label folder with candidate’s name and submit to Field Placement Office, SH 108.

Revised: 06/07op  ASC/Forms/143A ExitRev06_07.doc
## Relationship of TPE and CSTP

<table>
<thead>
<tr>
<th>STUDENT TEACHERS</th>
<th>BEGINNING TEACHERS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>California Teaching Performance Expectation (TPE)</strong></td>
<td><strong>California Standards for the Teaching Profession (CSTP)</strong></td>
</tr>
<tr>
<td>A MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS</td>
<td>1. UNDERSTANDING AND ORGANIZING SUBJECT FOR STUDENT LEARNING</td>
</tr>
<tr>
<td>TPE 1 Specific pedagogical skills for subject matter instruction</td>
<td></td>
</tr>
<tr>
<td>- Understanding the state-adopted academic content standards and how to teach the subject matter in the standards</td>
<td></td>
</tr>
<tr>
<td>- Planning to teach to the standards</td>
<td></td>
</tr>
<tr>
<td>- Demonstrating the ability to teach to the standards</td>
<td></td>
</tr>
<tr>
<td>B ASSESSING STUDENT LEARNING</td>
<td>2. ASSESSING STUDENT LEARNING</td>
</tr>
<tr>
<td>TPE 2 Monitoring Student Learning During Instruction</td>
<td></td>
</tr>
<tr>
<td>- Determines student progress toward achieving the state-adopted academic content standards</td>
<td></td>
</tr>
<tr>
<td>- Supports students' learning during instruction</td>
<td></td>
</tr>
<tr>
<td>TPE 3 Interpretation and Use of Assessments</td>
<td></td>
</tr>
<tr>
<td>- Understanding of assessments</td>
<td></td>
</tr>
<tr>
<td>- Using and interpreting assessments</td>
<td></td>
</tr>
<tr>
<td>- Giving feedback on assessments</td>
<td></td>
</tr>
<tr>
<td>C ENGAGING AND SUPPORTING STUDENTS IN LEARNING</td>
<td>3. ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING</td>
</tr>
<tr>
<td>TPE 4 Making Content Accessible</td>
<td></td>
</tr>
<tr>
<td>- Addressing state-adopted academic content standards</td>
<td></td>
</tr>
<tr>
<td>- Prioritizing and sequencing essential skills and strategies</td>
<td></td>
</tr>
<tr>
<td>- Using a variety of strategies to facilitate learning</td>
<td></td>
</tr>
<tr>
<td>TPE 5 Student Engagement</td>
<td></td>
</tr>
<tr>
<td>- Understanding of goals</td>
<td></td>
</tr>
<tr>
<td>- Ensuring active and equitable participation</td>
<td></td>
</tr>
<tr>
<td>- Monitoring student progress</td>
<td></td>
</tr>
<tr>
<td>TPE 6 Developmentally Appropriate Teaching Practices</td>
<td></td>
</tr>
<tr>
<td>- Understanding important concepts about the learners</td>
<td></td>
</tr>
<tr>
<td>- Designing instructional activities</td>
<td></td>
</tr>
<tr>
<td>- Providing appropriate educational experiences</td>
<td></td>
</tr>
<tr>
<td>TPE 7 Teaching English Learners</td>
<td></td>
</tr>
<tr>
<td>- Knowledge of important concepts about English learners</td>
<td></td>
</tr>
<tr>
<td>- Understanding theories, principles and instructional practices</td>
<td></td>
</tr>
<tr>
<td>- Applying theories, principles and instructional practices for comprehensive instruction of English learners</td>
<td></td>
</tr>
<tr>
<td>D PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS</td>
<td>4. PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS</td>
</tr>
<tr>
<td>TPE 8 Learning about Students</td>
<td></td>
</tr>
<tr>
<td>- Child and adolescent development</td>
<td></td>
</tr>
<tr>
<td>- Assessment of student</td>
<td></td>
</tr>
<tr>
<td>- Students' needs and abilities</td>
<td></td>
</tr>
<tr>
<td>TPE 9 Instructional Planning</td>
<td></td>
</tr>
<tr>
<td>- Establishing Goals</td>
<td></td>
</tr>
<tr>
<td>Connecting academic content to the students</td>
<td>5. CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING</td>
</tr>
<tr>
<td>Selecting strategies/activities/materials</td>
<td></td>
</tr>
<tr>
<td><strong>E CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING</strong></td>
<td></td>
</tr>
<tr>
<td>TPE 10 Instructional Time</td>
<td></td>
</tr>
<tr>
<td>• Allocating Instructional time</td>
<td></td>
</tr>
<tr>
<td>• Managing Instructional time</td>
<td></td>
</tr>
<tr>
<td>• Reflecting on the use of instructional time</td>
<td></td>
</tr>
<tr>
<td>TPE 11 Social Environment</td>
<td></td>
</tr>
<tr>
<td>• Understand the importance of the social environment</td>
<td></td>
</tr>
<tr>
<td>• Establishes a positive environment for learning</td>
<td></td>
</tr>
<tr>
<td>• Engages in behaviors that support a positive environment</td>
<td></td>
</tr>
<tr>
<td><strong>F DEVELOPING AS A PROFESSIONAL EDUCATOR</strong></td>
<td>6. DEVELOPING AS A PROFESSIONAL EDUCATOR</td>
</tr>
<tr>
<td>TPE 12 Professional, Legal, and Ethical Obligations</td>
<td></td>
</tr>
<tr>
<td>• Professional obligations</td>
<td></td>
</tr>
<tr>
<td>• Legal obligations</td>
<td></td>
</tr>
<tr>
<td>• Ethical obligations</td>
<td></td>
</tr>
<tr>
<td>TPE 13 Professional Growth</td>
<td></td>
</tr>
<tr>
<td>• Evaluating teaching practice</td>
<td></td>
</tr>
<tr>
<td>• Improving teaching practice</td>
<td></td>
</tr>
<tr>
<td>• Reflection and feedback</td>
<td></td>
</tr>
</tbody>
</table>
Section 3
EDEL 143B
Student Teaching: Phase II
Teaching Event

In preparation of completing the Teaching Event, you will need to print the following:

1. Guidelines on Assistance to Candidate’s Completing Teaching Events.

2. Elementary Math or Literacy Teaching Event Candidate Handbook.

3. Rubric appropriate to Elementary Math or Literacy Teaching Event.

To download this material, go to the PACT website at www.pacttpa.org.
Timeline of Assignments & Assessments

General 143B

1. Beginning of Placement/Weeks 1-5:
   - Letter introducing self to teacher *P*
   - Begin weekly collaborative logs (with cooperating teachers, peers and/or supervisor) *P*
   - Complete Task 1. Context for Learning (Teaching Event) *P*
   - Complete formal observations with supervisor *P*
   - Update Program Planning Forms *

2. Weeks 5-10:
   - Complete Task 2. Planning Instruction and Assessment (Teaching Event)
   - Technology observation (and copy of rubric to supervisor) *P*
   - Complete one to two formal observations with supervisor *P*
   - Student teacher and cooperating teacher each complete Formative/Summative Assessment (meet and discuss)

3. Weeks 10-15:
   - Complete one to two formal observations with supervisor
   - Complete Task 3. Instructing Students and Supporting Learning to include video (Teaching Event)
   - Complete Task 4. Assessing Student Learning (Teaching Event)
   - Complete Task 5. Reflecting on Teaching and Learning (Teaching Event)
   - Rewrite Letter of Introduction to Professional Portfolio. Letter should represent philosophy of education *P*
   - Submit Teaching Event
   - Select a Signature Assignment from one course (methods or foundations) to have in Professional Portfolio *P*
   - Student teacher and cooperating teacher revisit Formative/Summative Assessment
   - Portfolio share with peers
   - CSU Exit Survey (www.csuexitsurvey.org)

4. Exit Interview Conference:
   - Supervisor completes Summative Assessment (discuss all three copies)
   - Check Professional Portfolio for all assignments
   - Complete 143B Exit Checklist
   - Turn in CSU Exit Survey Certificate

5. End of Semester, Supervisor is to:
   - Complete “Student Teaching” folder.
     Include all copies of Formative/Summative Assessments, and the Exit Checklist. Submit to Field Placement Office, SH 108.
   - Complete Grade Roster

*Supervisor to sign Program Planning Form and submit to SH 305 by September 30/February 28.

*P = materials to be placed in Professional Portfolio*
EDEL 143B
STUDENT TEACHING: Phase II

Overview

Upon successful completion of EDEL 143A, a candidate who has completed all program coursework requirements may enroll in EDEL 143B, Student Teaching. This assignment requires that candidates teach, observe cooperating teachers, and reflect on their teaching experiences and discuss these experiences in seminars led by University supervisors. Assignments are selected to provide each student with an understanding of diverse educational, cultural and socio-economic contexts. The student teacher seminars include both school site-based sessions held with individual supervisors, and campus sessions, which include enrolled student teachers, and supervisors. These sessions provide a forum for student teachers to reflect upon their classroom experiences and to analyze them in light of the knowledge base they have begun to build in university methodology courses.

Suggested Guidelines of Experiences and Role Responsibilities

Student Teacher

PART I: Weeks 1 - 5

- Provide student teacher background information for cooperating teacher, supervisor, and principal.
- Maintain professional attitudes, appearance, and relationships with all members of school.
- Arrive at least one-half hour before school starts. Remain until classroom is in order and necessary conferencing, planning, and preparation is complete.
- Inform the school and the university supervisor of illness or absence prior to the opening of the school day and schedule changes that could affect classroom work.
- Begin writing lessons, which are well detailed.
- Complete weekly collaborative logs with cooperating teacher.
- Become familiar with the physical layout of the school, with the rules and regulations of the school, with the school program and resource personnel, and with the procedures of the classroom.
- Become familiar with technology available at the school site and begin thinking about how to integrate technology appropriately into instruction.
- Become acquainted with, and learn names of pupils; become aware of unique needs of individual students; become aware of friendships and sub-groups within class.
- Observe instruction and become acquainted with lesson planning used by cooperating teacher.
- Participate in classroom routine (roll taking, recording grades, handing out/collecting material, supervising outside classroom) and learn daily schedule.
- Begin to assume some instructional responsibilities (administer tests, tutor, conduct short, informal instructional activities).
- Participate to some extent in school activities, e.g. faculty meetings, athletic events, and student clubs.
- Tutor individual students or small groups as assigned by cooperating teacher.
- Complete Task 1. Context for Learning (PACT Teaching Event)
- Construct teaching aids and contribute materials to a motivating, attractive learning environment.
• Complete formal observation with supervisor
• Become familiar with textbooks, units, and materials to be used in the classroom.
• Set calendar with cooperating teacher for assuming teaching responsibilities.
• Keep a professional portfolio as directed by supervisor.
• Update Program Planning Form

PART II: Weeks 5-10

• Complete Task 2. Planning Instruction and Assessment (PACT Teaching Event)
• Gradually assume larger responsibility for instruction by accumulating teaching responsibilities, adding one subject, period or preparation every one to two weeks as teaching proficiency increases.
• At least one lesson must integrate use of computers and/or videodisk technology.
• Continue weekly collaborative logs.
• Assume responsibility for doing assessment (grades and evaluation) of student progress with consent of cooperating teacher.
• Provide learning opportunities, which recognize and build upon student strengths, differences, and learning styles using different teaching strategies. Invite school principal to observe a lesson and provide feedback.
• Continue to participate in professional development opportunities and faculty meetings at school.
• Participate in parent-teacher conferences with cooperating teacher.
• Complete one to two formal observations with supervisor
• Complete Formative/Summative Assessment with cooperating teacher
• Plan “solo” teaching with cooperating teacher
• Complete professional portfolio and share at exit conference

PART III: Weeks 10-15

• Complete one to two formal observations with supervisor
• Complete Task 3. Instructing Students and Supporting Learning to include video (PACT Teaching Event)
• Complete Task 4. Assessing Student Learning (PACT Teaching Event)
• Complete Task 5. Reflecting on Teaching and Learning (PACT Teaching Event)
• Submit completed Teaching Event
• Rewrite Letter of Introduction to Professional Portfolio. Letter should represent philosophy of education.
• Select a Signature Assignment from a methods or foundations course and write a reflection on why this represents your best thinking and learning.
• Revisit Formative/Summative Assessment with cooperating teacher
• Portfolio share with peers
• Complete CSU Exit Survey (www.csuexitsurvey.org)
• Complete Professional Portfolio and share at Exit Conference with supervisor
Cooperating Teacher

PART I: Weeks 1 - 5

- Introduce the student teacher to the school facilities, resources, and faculty.
- Acquaint the student teacher with the safety procedures of the school in case of fire, earthquake, or student accident.
- Maintain primary responsibility for planning and conducting class and involve student teacher in discussion of plans; share long-range plans/goals for semester.
- Complete weekly collaborative logs with student teacher.
- Involve student teacher in observation, routine procedures, preparation of materials, and interaction with students.
- Establish schedule of planning time with student teacher each week (45-60 minutes) and ongoing evaluation of progress.
- Assist student teacher to plan for formal observation by supervisor
- Establish expectations/procedures for submission of lesson planning for review prior to student teacher lesson implementation. *Please note that all lesson plans written during the first several weeks should be quite detailed. Only when student teachers have shown competency in planning for and implementing lesson plans, may they start to write more abbreviated plans. Generally, as the teaching load of the student teacher increases, the lesson plans will become less detailed.*
- Assist student teacher to complete Task 1. Context for Learning (PACT Teaching Event)

PART II: Weeks 5-10

- Support student teacher in planning for one to two formal observations by supervisor
- Continue weekly collaborative logs with student teacher.
- Continue to assess with the student teacher his/her level of competency in instructional planning implementation and classroom management so that the student teacher can gain confidence before assuming additional responsibilities.
- Keep the principal and supervisor abreast of student teacher performance.
- Continue to provide written feedback on areas of strength and areas for improvement of teaching and give specific timeline for implementation.
- Schedule opportunities for student teacher to observe/participate in parent/teacher conferences.
- Continue modeling a variety of instructional strategies used to help diverse learners in your classroom.
- Complete Formative/Summative Assessment and discuss with student teacher

PART III: Weeks 10-15

- Assist student teacher to plan for one to two formal observations by supervisor
- Support student teacher in completing Task 3. Instructing Students and Supporting Learning to include video (PACT Teaching Event)
- Support student teacher in completing Task 4. Assessing Student Learning (PACT Teaching Event)
- Support student teacher in completing Task 5. Reflecting on Teaching and Learning (PACT Teaching Event)
• Revisit Formative/Summative Assessment with student teacher
• Help student teacher to plan for and implement “solo” teaching
• Be readily available to return to the classroom when the student teacher is working alone with the class.

**University Supervisor**

**PART I:  Weeks 1 – 5**

• Orient student teacher to Teaching Event
• Become acquainted with school principals.
• Hold orientation meeting with cooperating teachers and student teachers at each school site to review responsibilities and schedule classroom rotation schedule, along with field activities within classrooms. Provide cooperating teachers with all evaluation forms and review guidelines presented in EDEL 143A/B Field Experience Guide.
• Observe and conference with each student teacher regularly during the semester.
• Conduct after-school seminars with all student teachers during the semester.
• Be available for questions from cooperating teachers or student teachers either in person or by telephone.
• Review weekly collaborative logs
• Conduct formal observation with student teachers (to include lesson plans and supervisor observation notes and comments).
• Monitor completion of Task 1. Context for Learning (PACT Teaching Event)
• Update, sign, and submit Program Planning Forms

**PART II:  Weeks 5-10**

• Monitor completion of Task 2. Planning Instruction and Assessment (PACT Teaching Event).
• Monitor completion of Technology observation and rubric
• Conduct one to two formal observations with student teachers (to include lesson plans and supervisor observation notes and comments).
• Support student teacher and cooperating teacher in completing and discussing Formative/Summative Assessment.
• Continue to observe each student teacher, providing specific written feedback on areas of strengths, suggestions, and timelines for areas needing improvement.
• Confer with each student teacher regarding formative assessment of professional growth and teaching effectiveness.

**PART III:  Weeks 10-15**

• Conduct one to two formal observations with student teachers (to include lesson plans and supervisor observation notes and comments)
• Monitor completion of Task 3. Instructing Students and Supporting Learning to include video (PACT Teaching Event)
• Monitor completion of Task 4. Assessing Student Learning (PACT Teaching Event)
• Monitor completion of Task 5. Reflecting on Teaching and Learning (PACT Teaching Event)
• Support student teacher in submitting Teaching Event
• Review Portfolio requirements with student teachers
• Support student teachers and cooperating teachers in revisiting Formative/Summative Assessment
• Conduct Professional Portfolio share with student teachers
• Support student teachers in completing self assessment with Formative/Summative Assessment Form
• Hold Exit Conferences with student teachers (Review Professional Portfolio, discuss Formative/Summative Assessment as completed by cooperating teacher, student and supervisor, collect technology rubric and certificate for completion of CSU Exit Survey).
• Complete Exit Checklist
• Turn in Student Teacher Portfolio to Field Experience Office

School Site Principal

• Assure that student teachers are placed with cooperating teachers from whom they will receive an enriching experience.
• Orient all student teachers to school policies/activities.

Procedures for Evaluation of Candidate Performance EDEL 143B

PART I:     Weeks 1-5

• Cooperating teacher and university supervisor indicate in writing areas needing improvement as well as suggestions to support improvement.

PART II:    Weeks 5-15

• Student teacher successfully completes Teaching Event
• Note in writing continuing areas for growth, suggestions and timeline for improvements.
• University supervisor conducts ongoing conferences with student teacher to review progress and consults with cooperating teacher.
• Student teacher completes Professional Portfolio and gives to the university supervisor for review.
• Cooperating teacher completes the Summative Assessment.
• University supervisor holds exit interview with each student teacher reviewing Summative Assessment and Professional Portfolio.

DETERMINATION OF CANDIDATE COMPETENCE
According to the Commission on Teacher Credentialing (CTC), candidates must attain competency in all areas of relevant content and communication outlines in the (CTC) standards. The Elementary Education Department has thus adopted procedures to ensure such competence. Should a candidate perform unsatisfactorily in either of the field experiences by failing to achieve one or more standards, she/he will receive no credit for that assignment. The candidate may be allowed an additional field experience based on the circumstances and an assessment of the candidate’s potential for success. This decision is made in consultation with the Chair of the Department, Field Experience Director, and University Supervisor.
The candidate will have two opportunities to successfully complete either EDEL 143A or EDEL 143B. If time allows, the second opportunity may occur within the same semester. If there is not adequate time left in the semester, the second opportunity will occur the following semester. Two unsuccessful experiences in either 143A or 143B will disqualify a candidate from the SJSU Multiple Subject Credential Program.
Process for Remediation

In the event a problem or concern arises during the student teaching experience, the university supervisor should take the following steps as soon as the problem/concern is identified (and the student has been alerted once with no change in the problem/concern)-

1. Schedule a conference with the student, to discuss the necessary corrections or modifications to behavior. State the reason for the conference and express the concerns that motivated this special action. Allow the student to express his/her opinion. Take notes and record the exact nature of the problem on the Improvement Plan Form.

2. Outline a plan for resolving the problem/conflict on the Improvement Plan Form. Objectives should reflect specific activities to be completed by each participant along with a timeline.

3. Complete the Improvement Plan Form, with each party signing the agreement to affirm understanding of responsibilities. All parties should be given a copy of the form, and one (1) copy should be filed with the Field Experience Director.

4. Monitor progress toward reaching each objective, maintaining more frequent communication, making additional comments and/or observations as needed, and keeping written documentation that timelines are being met. The university supervisor and the cooperating teacher should document student progress or failure to progress by means of lesson observation forms, copies of products, and written anecdotal records.

5. Reconvene to evaluate completion of objectives when the deadline has been reached; the more critical the problem the less time should elapse before evaluating (no more than three (3) weeks). If the problem is resolved, all parties should sign and retain a copy of the form and one copy of the signed form should be filed with the Field Experience Director.

6. If the problem persists, there might be a need to complete a second Improvement Plan Form, with each party signing the agreement. All parties should be given a copy of the second form and one (1) copy should be filed with the Field Experience Director.

7. Reconvene to evaluate completion of objectives when the second deadline has been reached (no more than two (2) weeks). If no progress has been made, contact the Field Experience Director immediately. The Field Experience Director will examine objectives/activities, criteria, deadlines, and determine the next step. Contingencies not met during the student teaching will result in termination and/or a grade of "NO CREDIT".
EDEL 143A/B Improvement Plan Form

Student Teacher: ___________________________   Univ. Supv: ___________________________

Cooperating Teacher: ______________________   School Site: __________________________

Date: _______________   EDEL 143   A___   B___

The Candidate needs to improve in the following area(s):

☐ Planning Instruction  (TPE’s 8 and 9)  ☐ Professional Development  (TPE’s 12 and 13)

☐ Teaching Skills  (TPE’s 1,4,5,6, and 7)  ☐ Interpersonal Relationships  (Dispositions)

☐ Maintaining Effective Environments  (TPE’s 10 and 11)  ☐ Other: __________________________

If appropriate, attach a Professional Attribute form completed by cooperating teacher and/or university supervisor.

Nature of the problem/concern:

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

Expected behavior and plan for improvement:

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

Deadline: _____________________________________________

The behavior outlined in this plan must be met by the deadline. We understand that this plan is proposed because there are behavior/practices/dispositions that might result in ineffective learning opportunities for children.

Student ___________________________ Cooperating Teacher ___________________________ University Supervisor ___________________________

We affirm that the objective(s) in this plan have been met.

Student ___________________________ Cooperating Teacher ___________________________ University Supervisor ___________________________
POLICY AND PROCEDURES FOR UNSATISFACTORY PERFORMANCE

Removal from Assignment

Removal of a student teacher from his/her assignment should be done for compelling reasons only. However, provisions for this must be available because there are circumstances that warrant such a removal. The Field Experience Director will consider removing a student teacher from his/her assignment when any of the following occur:

1. The appropriate school authority, for just and explained reasons, requests that the student teacher be removed.

2. The University Supervisor believes circumstances will prevent either the development or maintenance of a satisfactory learning environment.

3. Unethical behavior has been exhibited by either the cooperating teacher or the student teacher.

4. Excessive absenteeism, tardiness, and/or failure to comply with established rules and policies is evident.

Initial discussion for a withdrawal can be made by any person directly involved with the student teaching arrangement. It is important that the University supervisor and the Field Experience Director be involved in the initial and on-going discussions. The Director will relay concerns to the Department Chair (Dean, when warranted). Should a student teacher’s performance be deemed unsatisfactory, the following procedures shall apply:

- Copies of all cooperating teacher and University supervisor observation reports with written narrative should be filed in the Field Placement Office.

- To substantiate any spoken request for withdrawal, written documentation must be provided and signed by the person requesting a student teacher’s withdrawal.
Guidelines for Letter of Introduction

Your letter of introduction should include:

1. Experience working with children.
2. Strengths, special skills and interests
3. Multicultural experience
4. Exposure to children with special needs.
5. Additional information that would help the cooperating teacher know more about you. You might include special concerns and what you expect or hope to gain from this placement.

**Include your Letter of Introduction in the Portfolio.**
<table>
<thead>
<tr>
<th>Name:</th>
<th>Grade Level:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What's Working:</th>
<th>Current Focus -- Challenges -- Concerns:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Teacher's Next Steps:</th>
<th>Support Provider's Next Steps:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Next Meeting Date ______________ Support Provider's signature ______________________

Student Teacher's signature ______________________ Date ________________
### A. MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS

**TPE 1: Specific pedagogical skills for subject matter instruction**
- Understanding the state-adopted academic content standards and how to teach the subject matter in the standards
- Planning to teach to the standards
- Demonstrating the ability to teach to the standards

### B. ASSESSING STUDENTS LEARNING

**TPE 2: Monitoring Student Learning During Instruction**
- Determines student progress toward achieving the state-adopted academic content standards
- Supports students' learning during instruction

**TPE 3: Interpretation and Use of Assessments**
- Understanding of assessments
- Using and interpreting assessments
- Giving feedback on assessments

### C. ENGAGING AND SUPPORTING STUDENTS IN LEARNING

**TPE 4: Making Content Accessible**
- Addressing state-adopted academic content standards
- Prioritizing and sequencing essential skills and strategies
- Using a variety of strategies to facilitate learning

**TPE 5: Student Engagement**
- Understanding of goals
- Ensuring active and equitable participation
- Monitoring student progress

**TPE 6: Developmentally Appropriate Teaching Practices**
- Understanding important concepts about the learners
- Designing instructional activities
- Providing appropriate educational experiences

**TPE 7: Teaching English Learners**
- Knowledge of important concepts about English learners
- Understanding theories, principles and instructional practices
- Applying theories, principles and instructional practices for comprehensive instruction of English learners

### D. PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS

**TPE 8: Learning about Students**
- Child and adolescent development
- Assessment of student
- Students' needs and abilities

**TPE 9: Instructional Planning**
- Establishing Goals
- Connecting academic content to the students
- Selecting strategies/activities/materials

### E. CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

**TPE 10: Instructional Time**
- Allocating instructional time
- Managing instructional time
- Reflecting on the use of instructional time

**TPE 11: Social Environment**
- Understand the importance of the social environment
- Establishes a positive environment for learning
- Engages in behaviors that support a positive environment

### F. DEVELOPING AS A PROFESSIONAL EDUCATOR

**TPE 12: Professional, Legal, and Ethical Obligations**
- Professional Obligations
- Legal Obligations
- Ethical obligations

**TPE 13: Professional Growth**
- Evaluating teaching practice
- Improving teaching practice
- Reflection and feedback
The Observation Tool has been created to be directly correlated to Program Standard 9: Using Technology in the Classroom published by the California Commission on Teacher Credentialing on September 6, 2001.

Procedures for using the Technology Integration Observation Tool:

1) Refer to the copy of the Pre-observation Form and the Observation Rubric found in the Field Experience Guide and discuss the Observation Tool with the teacher candidates in a seminar at the beginning of the semester.
2) Request that the teacher candidate prepare at least one technology integrated lesson.
3) Before the observation date, the teacher candidate should complete the Pre-Observation Form. Some ideas for how the supervisor may receive the Pre-Observation Form might be to:
   a) Request that each candidate bring a completed Pre-Observation Form to a seminar class prior to the observation. Time might be given to discussing the upcoming observations either in groups or in one-on-ones.
   b) Request that the candidate place the Pre-Observation Form, the lesson plan, and the handouts used in the lesson at the place where the supervisor will be seated at the beginning of the observation.
   c) Request that the candidate complete the Pre-Observation Form and send the completed form as an attachment to an email.
4) During the observation, the supervisor will place a value in the space provided in the column labeled “Score.” In addition, the supervisor may also request the teacher candidate score themselves using the Observation Tool.
5) After the observation, the candidate and the supervisor should discuss the observation. Comments should be written in the space provided on the Observation Tool. Some suggestions for this discussion may be:
   a) One-on-one immediately following the observation
   b) By telephone
   c) At the next visit to the candidate’s classroom
   d) At the next seminar
   e) Copy of the completed Observation Form can be left for the teacher candidate
6) When the observation has been completed, please send a copy of the completed Pre-Observation form and the Observation Form to the Field Placement Office for placement in the candidate’s file as an item in the Exit Checklist for the Student Teaching Folder.
7) Make one copy for portfolio and one copy to provide to supervisor.

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.

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

An accreditation team determines whether the preliminary teacher preparation program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to each of the following elements.

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.
Pre-Observation Form  
San Jose State University  
BayTech PT3 Grant

Student Teacher ____________________ Date of Observation: ________________

Semester _____ Year _______ University Supervisor ___________________________

Cooperating Teacher ________________ Grade/Subject Area: ________________

District _________________________ School: ________________________________

A. No. of computers in the classroom/lab: _____ No. connected to the Internet _____

B. Electronic Collaborative Tools Element 9 (e)
   a. E-mail address of the student teacher (home or school)

   ________________________________

   b. Do you use electronic collaborative tools other than e-mail? Please explain.

C. Are you able to use a database/spreadsheet/gradebook to manage class records? Please explain. Element 9 (d)

D. While reviewing your lesson plan, please consider how each of these questions is related to your goals.
   1. Briefly describe the technological resources that will be used in the lesson. Element 9 (g). How are these technological resources related to the curriculum standards? (Element 9 (a).

   2. How did you determine the validity and reliability of the technological resources? Element 9 (h)

   3. How has your knowledge of best practices or research findings affected your choice of the technological resources used in this lesson? What value will be added to student learning? Element 9 (b)

   • Please attach the lesson plan and a set of any handouts used in the lesson for the observer.
   • Please attach a copy of the current Technology Acceptable Use Policy for the school, if available.
4. Does the district have an Acceptable Use Policy that covers copyright and security and safety concerns? Do you understand the policy? Element 9(i).

5. Other information the observer should know prior to the observation.

- Please attach the lesson plan and a set of any handouts used in the lesson for the observer.
- Please attach a copy of the current Technology Acceptable Use Policy for the school, if available.
San José State University  
Technology Integrated Classroom Observation Rubric

SJSU Student ____________________ Supervisor ____________________ Date _______________ Grade/Subject Area ____________________

The credential candidate is evaluated by rating his/her current level of performance related to specific elements of Standard 9 of the California Quality and Effectiveness for Professional Teacher Preparation Programs. Please place the numerical value of your rating in the box provided for the score.

Each candidate is able to select and evaluate a wide array of technologies for effective use in relation to state-adopted academic curriculum.

<table>
<thead>
<tr>
<th>Educational technologies:</th>
<th>Score</th>
<th>(0)</th>
<th>(1)</th>
<th>(2)</th>
<th>(3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Level</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Element 9(a), 9(g)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>No electronic resources are used</td>
<td>The use of technology can be considered frustrating rather than engaging or more entertaining than instructional.</td>
<td>The educational technologies used engage the students and supports the attainment of instructional goals.</td>
<td>The use of technology engages the student in the enabling creativity, critical thinking, and synthesis.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technical Ability</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Element 9(a), 9(g)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The educational technologies are not appropriate for the students' level of technical ability.</td>
<td>Some students had obvious difficulties using the educational technologies. The use of technology can be considered distracting or frustrating rather than engaging.</td>
<td>The educational technologies used are appropriate for most students' level of technical abilities.</td>
<td>A majority of students use the resources in a competent and meaningful way. The candidate gives instruction appropriate to the students' needs.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Variety of Resources</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Element 9(a), 9(f)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The students are not using electronic resources.</td>
<td>Students are all using the same resource.</td>
<td>More than one resource is available.</td>
<td>Students use a variety of electronic and traditional resources.</td>
</tr>
</tbody>
</table>

Comments:

Copyright ©San José State University  
Contact: Mary Fran Breiling, breiling@email.sjau.edu  
Date: 1/13/03  Page 1
San José State University  
Technology Integrated Classroom Observation Rubric

Each candidate demonstrates knowledge of current basic computer hardware and software terminology and demonstrates competency in the operation and care of computer related hardware.

<table>
<thead>
<tr>
<th>Operation of Equipment</th>
<th>Score</th>
<th>(0)</th>
<th>(1)</th>
<th>(2)</th>
<th>(3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operation of Equipment</td>
<td></td>
<td>The candidate did not operate nor did he/she supervise children using technical equipment/software.</td>
<td>The candidate needed help to start a program or piece of equipment. The candidate seemed unfamiliar with the equipment.</td>
<td>The candidate was able to use the technical equipment/software or the students were assisted by the teacher as they used the computer or other equipment.</td>
<td>The candidate demonstrates the ability to use a wide range of technical equipment and software. Many products that were created electronically by the teacher candidate are in evidence in the classroom.</td>
</tr>
<tr>
<td>Element 9(c)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintenance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>and Repair</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Element 9(c)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Element 9(c)</td>
<td>No</td>
<td>No technical problems occurred.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>technical problems occurred.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Post Observation Comments:

Copyright ©San José State University  
Contact: Mary Fran Breiling, breiling@email.sjsu.edu  
Date: 1/13/03 Page 2
Student Teacher Portfolio

This Professional Portfolio is not intended for the purpose of finding a job, although some of the contents may be used for that purpose later on. Rather, the purpose of the portfolio is to provide documentation of 1) strengths as a teacher, 2) growth as a teacher, and 3) areas of need as a teacher. In other words, it is being used to deepen your reflection and analysis throughout your student teaching experience while providing a way for you to organize the evidence of your growth.

1. Letter of introduction to reader. This introduction should describe your philosophy of education and how the contents of the portfolio reflect your philosophy. Explain why particular entries were included.

2. Lesson plans and supervisor observation notes from six formal observations.

3. Any evaluations or observations you may have from a principal and/or cooperating teacher.

4. Collaborative Journals

5. Select one Signature Assignment from a methods or foundations course and write a reflection on why this represents your best thinking and learning.

6. Optional:
   - Photos
   - Influential readings
   - Observations or ideas you have made of other teachers
San Jose State University  
EDEL 143A/B  
Formative/Summative Assessment Form

Student Teacher/Intern ____________________________  
School ___________________ Grade _______ Semester/Year ____________________________  
Cooperating Teacher ____________________________  University Supervisor ____________________________  
Flex _____ MLE _____ SUP _____ T.E. _____ CRA _____

**Rating Scale:** N/O = Not Observed; *I* = Ineffective; *P* = Progressing; *E* = Effective; *H* = Highly Effective  
*Evidence statements are required on the "Notes" lines for checks in the ineffective and highly effective boxes.  
"Effective" is defined as "ready to teach on one's own".

### A. PLANNING AND PREPARATION: THE STUDENT TEACHER DEVELOPS PLANS THAT...

<table>
<thead>
<tr>
<th>1. Demonstrate a command of subject matter knowledge.</th>
<th>N/O</th>
<th>I</th>
<th>P</th>
<th>E</th>
<th>H</th>
<th>TPE</th>
</tr>
</thead>
<tbody>
<tr>
<td>NOTES:</td>
<td></td>
<td>1</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Organize and sequence curriculum to support student learning of subject matter standards.</th>
<th>N/O</th>
<th>I</th>
<th>P</th>
<th>E</th>
<th>H</th>
<th>TPE</th>
</tr>
</thead>
<tbody>
<tr>
<td>NOTES:</td>
<td></td>
<td>1</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Use a variety of instructional strategies that respond to students' diverse backgrounds, experiences, interests, and needs.</th>
<th>N/O</th>
<th>I</th>
<th>P</th>
<th>E</th>
<th>H</th>
<th>TPE</th>
</tr>
</thead>
<tbody>
<tr>
<td>NOTES:</td>
<td></td>
<td>1</td>
<td>6</td>
<td>7</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Demonstrate knowledge of student developmental characteristics and learning styles.</th>
<th>N/O</th>
<th>I</th>
<th>P</th>
<th>E</th>
<th>H</th>
<th>TPE</th>
</tr>
</thead>
<tbody>
<tr>
<td>NOTES:</td>
<td></td>
<td>6</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. Address students' language acquisition and promote academic language development.</th>
<th>N/O</th>
<th>I</th>
<th>P</th>
<th>E</th>
<th>H</th>
<th>TPE</th>
</tr>
</thead>
<tbody>
<tr>
<td>NOTES:</td>
<td></td>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. Utilize materials, resources, and technologies to make subject matter accessible.</th>
<th>N/O</th>
<th>I</th>
<th>P</th>
<th>E</th>
<th>H</th>
<th>TPE</th>
</tr>
</thead>
<tbody>
<tr>
<td>NOTES:</td>
<td></td>
<td>1</td>
<td>6</td>
<td>8</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### B. LEARNING ENVIRONMENT: THE STUDENT TEACHER...

<table>
<thead>
<tr>
<th>1. Uses clear, consistent expectations for student behavior that maintain a classroom that is safe, efficient, and conducive to learning.</th>
<th>N/O</th>
<th>I</th>
<th>P</th>
<th>E</th>
<th>H</th>
<th>TPE</th>
</tr>
</thead>
<tbody>
<tr>
<td>NOTES:</td>
<td></td>
<td>11</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Maintains a climate that promotes fairness, respect, and equity.</th>
<th>N/O</th>
<th>I</th>
<th>P</th>
<th>E</th>
<th>H</th>
<th>TPE</th>
</tr>
</thead>
<tbody>
<tr>
<td>NOTES:</td>
<td></td>
<td>11</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>NOTES:</td>
<td></td>
<td>11</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>[Interns Only] 4. Adjusts classroom arrangement as appropriate to allow for a variety of instructional strategies.</th>
<th>N/O</th>
<th>I</th>
<th>P</th>
<th>E</th>
<th>H</th>
<th>TPE</th>
</tr>
</thead>
<tbody>
<tr>
<td>NOTES:</td>
<td></td>
<td>11</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. INSTRUCTION: THE STUDENT TEACHER...</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Establishes and supports high academic expectations for all students aligned with state and district standards.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NOTES:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Assists students in developing positive attitudes about learning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NOTES:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Builds on students' prior knowledge and scaffolds learning by responding to students' questions and comments.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NOTES:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Selects and uses activities such that students make connections, pose questions, and solve problems.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NOTES:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Uses instructional strategies that promote active learning and intellectual engagement.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NOTES:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Uses instructional time effectively.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NOTES:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Communicates to students the content standards, the grading practices, and the explicit goals and expectations of the course.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NOTES:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>D. ASSESSMENT: THE STUDENT TEACHER...</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Collects and uses multiple sources of information and data regularly to assess student learning and to modify and guide instruction as needed.</td>
</tr>
<tr>
<td>NOTES:</td>
</tr>
<tr>
<td>2. Provides opportunities for students to assess their own progress.</td>
</tr>
<tr>
<td>NOTES:</td>
</tr>
<tr>
<td>3. Checks for understanding by listening, observing, and questioning during instruction and modifies instruction accordingly.</td>
</tr>
<tr>
<td>NOTES:</td>
</tr>
<tr>
<td>4. Uses student work to assess the effectiveness of the lesson and the extent to which students reach the instructional goal.</td>
</tr>
<tr>
<td>NOTES:</td>
</tr>
<tr>
<td>5. Evaluates student progress against state and district standards and course objectives.</td>
</tr>
<tr>
<td>NOTES:</td>
</tr>
<tr>
<td>6. Provides ongoing feedback to students.</td>
</tr>
<tr>
<td>NOTES:</td>
</tr>
<tr>
<td>[Interns Only]</td>
</tr>
<tr>
<td>7. Uses data when explaining student progress to families.</td>
</tr>
<tr>
<td>NOTES:</td>
</tr>
</tbody>
</table>
### E. PROFESSIONAL RESPONSIBILITIES: THE STUDENT TEACHER...

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrates professional conduct.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NOTES:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Honors legal/professional obligations and follows regulations.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NOTES:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Exhibits regular attendance and punctuality in the performance of assigned duties.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NOTES:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Interns Only] 4. Keeps records and reports that are up-to-date and accurate and is punctual in submitting all material.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NOTES:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Collaborates with school-site colleagues and SJSU classmates.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NOTES:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Uses privileged information in a discreet, confidential manner.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NOTES:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Is competent in oral and written communication.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NOTES:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Maintains a professional appearance.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NOTES:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Uses self-selected technologies that assist in areas such as reporting grades, preparing assignments and assessments, using data, and communicating with others.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NOTES:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Articulates a conceptual and practical rationale for instructional decision-making.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NOTES:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Recognizes when a lesson has not gone well and makes attempts to revise and improve.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NOTES:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Form Completed by (check one)

_____ Student Teacher/Intern   _____ University supervisor   _____ Cooperating Teacher

Student Teacher/Intern: ______________________  University Supervisor: ______________________  Cooperating Teacher: ______________________
Signature/Date: ______________________  Signature/Date: ______________________  Signature/Date: ______________________

March 21, 2005 Draft of Modified SJUSD Certificated Employee Classroom Observation Guide/Final Assessment Form. Modifications by Stephanie Steffey, Andrea Whittaker, and Maureen West.
<table>
<thead>
<tr>
<th>Student Teachers</th>
<th>Beginning Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>California Teaching Performance Expectation (TPE)</strong></td>
<td><strong>California Standards for the Teaching Profession (CSTP)</strong></td>
</tr>
<tr>
<td><strong>A MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS</strong></td>
<td><strong>1. UNDERSTANDING AND ORGANIZING SUBJECT FOR STUDENT LEARNING</strong></td>
</tr>
<tr>
<td>TPE 1 Specific pedagogical skills for subject matter instruction</td>
<td></td>
</tr>
<tr>
<td>- Understanding the state-adopted academic content standards and how to teach the subject matter in the standards</td>
<td></td>
</tr>
<tr>
<td>- Planning to teach to the standards</td>
<td></td>
</tr>
<tr>
<td>- Demonstrating the ability to teach to the standards</td>
<td></td>
</tr>
<tr>
<td><strong>B ASSESSING STUDENT LEARNING</strong></td>
<td><strong>2. ASSESSING STUDENT LEARNING</strong></td>
</tr>
<tr>
<td>TPE 2 Monitoring Student Learning During Instruction</td>
<td></td>
</tr>
<tr>
<td>- Determines student progress toward achieving the state-adopted academic content standards</td>
<td></td>
</tr>
<tr>
<td>- Supports students' learning during instruction</td>
<td></td>
</tr>
<tr>
<td>TPE 3 Interpretation and Use of Assessments</td>
<td></td>
</tr>
<tr>
<td>- Understanding of assessments</td>
<td></td>
</tr>
<tr>
<td>- Using and interpreting assessments</td>
<td></td>
</tr>
<tr>
<td>- Giving feedback on assessments</td>
<td></td>
</tr>
<tr>
<td><strong>C ENGAGING AND SUPPORTING STUDENTS IN LEARNING</strong></td>
<td><strong>3. ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING</strong></td>
</tr>
<tr>
<td>TPE 4 Making Content Accessible</td>
<td></td>
</tr>
<tr>
<td>- Addressing state-adopted academic content standards</td>
<td></td>
</tr>
<tr>
<td>- Prioritizing and sequencing essential skills and strategies</td>
<td></td>
</tr>
<tr>
<td>- Using a variety of strategies to facilitate learning</td>
<td></td>
</tr>
<tr>
<td>TPE 5 Student Engagement</td>
<td></td>
</tr>
<tr>
<td>- Understanding of goals</td>
<td></td>
</tr>
<tr>
<td>- Ensuring active and equitable participation</td>
<td></td>
</tr>
<tr>
<td>- Monitoring student progress</td>
<td></td>
</tr>
<tr>
<td>TPE 6 Developmentally Appropriate Teaching Practices</td>
<td></td>
</tr>
<tr>
<td>- Understanding important concepts about the learners</td>
<td></td>
</tr>
<tr>
<td>- Designing instructional activities</td>
<td></td>
</tr>
<tr>
<td>- Providing appropriate educational experiences</td>
<td></td>
</tr>
<tr>
<td>TPE 7 Teaching English Learners</td>
<td></td>
</tr>
<tr>
<td>- Knowledge of important concepts about English learners</td>
<td></td>
</tr>
<tr>
<td>- Understanding theories, principles and instructional practices</td>
<td></td>
</tr>
<tr>
<td>- Applying theories, principles and instructional practices for comprehensive instruction of English learners</td>
<td></td>
</tr>
<tr>
<td><strong>D PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS</strong></td>
<td><strong>4. PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS</strong></td>
</tr>
<tr>
<td>TPE 8 Learning about Students</td>
<td></td>
</tr>
<tr>
<td>- Child and adolescent development</td>
<td></td>
</tr>
<tr>
<td>- Assessment of student</td>
<td></td>
</tr>
<tr>
<td>- Students' needs and abilities</td>
<td></td>
</tr>
<tr>
<td>TPE 9 Instructional Planning</td>
<td></td>
</tr>
<tr>
<td>- Establishing Goals</td>
<td></td>
</tr>
<tr>
<td>Connecting academic content to the students</td>
<td></td>
</tr>
<tr>
<td>Selecting strategies/activities/materials</td>
<td></td>
</tr>
<tr>
<td>E  CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING</td>
<td></td>
</tr>
<tr>
<td>TPE 10 Instructional Time</td>
<td></td>
</tr>
<tr>
<td>Allocating Instructional time</td>
<td></td>
</tr>
<tr>
<td>Managing Instructional time</td>
<td></td>
</tr>
<tr>
<td>Reflecting on the use of instructional time</td>
<td></td>
</tr>
<tr>
<td>TPE 11 Social Environment</td>
<td></td>
</tr>
<tr>
<td>Understand the importance of the social environment</td>
<td></td>
</tr>
<tr>
<td>Establishes a positive environment for learning</td>
<td></td>
</tr>
<tr>
<td>Engages in behaviors that support a positive environment</td>
<td></td>
</tr>
</tbody>
</table>

| 5. CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING |
| F  DEVELOPING AS A PROFESSIONAL EDUCATOR |
| TPE 12 Professional, Legal, and Ethical Obligations |
| Professional obligations |
| Legal obligations |
| Ethical obligations |
| TPE 13 Professional Growth |
| Evaluating teaching practice |
| Improving teaching practice |
| Reflection and feedback |

| 6. DEVELOPING AS A PROFESSIONAL EDUCATOR |
Multiple Subject Credential Program

EDEL 143B Exit Checklist

San José State University
Elementary Education Program
Sweeney Hall 305 - (408) 924-3771

Student Name: ______________________ SS Number: ____________
Address: ___________________________ City: ________________
State: _______________ Zip: ___________ Telephone: ____________
Email Addr: __________________________________________________

Semester Evaluation for: □ Fall □ Spring □ Summer Year ______

<table>
<thead>
<tr>
<th>Program Option:</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Flexible</td>
</tr>
<tr>
<td>□ SUP</td>
</tr>
<tr>
<td>□ T.E. Collaborative</td>
</tr>
<tr>
<td>□ Critical Research</td>
</tr>
<tr>
<td>□ MLE</td>
</tr>
<tr>
<td>□ Bilingual</td>
</tr>
</tbody>
</table>

Student Teaching Arrangement:
□ w/cooperating teacher □ responsible for own classroom

Prior to this academic year, years of teaching experience on emergency or intern credential:
□ 1  □ 2  □ 3  □ 4 or more years

**EDEL 143B 1st Placement**
School: ____________________________
School District: ____________________________
University Supv: ____________________________
Master Teacher: ____________________________
Grade Level: _____ Weeks: _____

**EDEL 143B 2nd Placement**
School: ____________________________
School District: ____________________________
University Supv: ____________________________
Master Teacher: ____________________________
Grade Level: _____ Weeks: _____

- 131 -
Document Page 177
Professional Portfolio

<table>
<thead>
<tr>
<th>Action</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter of Introduction</td>
<td></td>
</tr>
<tr>
<td>Collaborative Journals</td>
<td></td>
</tr>
<tr>
<td>Technology Observation</td>
<td></td>
</tr>
<tr>
<td>Signature Assignment</td>
<td></td>
</tr>
<tr>
<td>Lesson plans and supervisor observation notes from six formal</td>
<td></td>
</tr>
<tr>
<td>observations</td>
<td></td>
</tr>
</tbody>
</table>

Overall Evaluation

☐ Acceptable
☐ Strong
☐ Outstanding

Recommend Cooperating Teacher for another student teacher?
Student Teacher   Yes   No

Comments:

________________________________________________________________________

I understand that I need to satisfactorily complete all required coursework and programmatic requirements before I may apply for a teaching credential.

Student signature
Date

University Supervisor signature
Date

Recommend Cooperating Teacher for another student teacher?
University Supervisor   Yes   No

Comments:

________________________________________________________________________

143B Student Teaching Folder (student should retain copies of materials)

<table>
<thead>
<tr>
<th>1. Formative/Summative Assessment (3)</th>
<th>General, Under Contract, MLE, T.E., SUP. and Bilingual:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervisor</td>
<td>Return Folder to Field Placement Office, SH 108.</td>
</tr>
<tr>
<td>Cooperator Teacher</td>
<td></td>
</tr>
<tr>
<td>Self/Student Teacher</td>
<td></td>
</tr>
<tr>
<td>2. Technology Lesson Rubric</td>
<td></td>
</tr>
<tr>
<td>3. 143B Exit Checklist</td>
<td></td>
</tr>
<tr>
<td>4. Certificate for CSU Exit Survey</td>
<td></td>
</tr>
<tr>
<td><a href="http://www.csuexitsurvey.org">www.csuexitsurvey.org</a></td>
<td></td>
</tr>
</tbody>
</table>

Revised: 12/06op

ASC/Forms/143B Exit Rev 12_06
Section 4
APPENDIX A

Teaching Performance Expectations
A. MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS

TPE 1: Specific Pedagogical Skills for Subject Matter Instruction

Background Information: TPE 1. TPE 1 is divided into two categories intended to take into account the differentiated teaching assignments of multiple subject and single subject teachers. Multiple subject credential holders work in self-contained classrooms and are responsible for instruction in several subject areas; single subject teachers work in departmentalized settings and have more specialized assignments. These categories are Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments (1-A), and Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments (1-B).

TPE 1A: Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments

Teaching Reading-Language Arts in a Multiple Subject Assignment

Candidates for a Multiple Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in English-Language Arts (K-8). They understand how to deliver a comprehensive program of systematic instruction in word analysis, fluency, and systematic vocabulary development; reading comprehension; literary response and analysis; writing strategies and applications; written and oral English Language conventions; and listening and speaking strategies and applications. They know how to strategically plan and schedule instruction to ensure that students meet or exceed the standards. Candidates create a classroom environment where students learn to read and write, comprehend and compose, appreciate and analyze, and perform and enjoy the language arts. They understand how to make language (e.g., vocabulary, forms, uses) comprehensible to students and the need for students to master foundational skills as a gateway to using all forms of language as tools for thinking, learning, and communicating. They understand how to use instructional materials that include a range of textual, functional and recreational texts and how to teach high quality literature and expository text. They understand that the advanced skills of comprehending narrative and informational texts and literary response and analysis, and the creation of eloquent prose, all depend on a foundation of solid vocabulary, decoding, and word-recognition skills.

Candidates teach students how to use visual structures such as graphic organizers or outlines to comprehend or produce text, how to comprehend or produce narrative, expository, persuasive and descriptive texts, how to comprehend or produce the complexity of writing forms, purposes, and organizational patterns, and how to have a command of written and oral English-language conventions. They know how to determine the skill level of students through the use of meaningful indicators of reading and language arts proficiency prior to instruction, how to determine whether students are making adequate progress on skills and concepts taught directly, and how to determine the effectiveness of instruction and students' proficiency after instruction.
Teaching Mathematics in a Multiple Subject Assignment

Candidates for a Multiple Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in mathematics (K-8). They enable students to understand basic mathematical computations, concepts, and symbols, to use these tools and processes to solve common problems, and apply them to novel problems. They help students understand different mathematical topics and make connections among them. Candidates help students solve real-world problems using mathematical reasoning and concrete, verbal, symbolic, and graphic representations. They provide a secure environment for taking intellectual risks and approaching problems in multiple ways. Candidates model and encourage students to use multiple ways of approaching mathematical problems, and they encourage discussion of different solution strategies. They foster positive attitudes toward mathematics, and encourage student curiosity, flexibility, and persistence in solving mathematical problems.

Teaching Science in a Multiple Subject Assignment

Candidates for a Multiple Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in science (K-8). They balance the focus of instruction between science information, concepts, and investigations. Their explanations, demonstrations, and class activities serve to illustrate science concepts and principles, scientific investigation, and experimentation. Candidates emphasize the importance of accuracy, precision, and estimation.

Teaching History-Social Science in a Multiple Subject Assignment

Candidates for a Multiple Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in history-social science (K-8). They enable students to learn and use basic analytic thinking skills in history and social science while attaining the state-adopted academic content standards for students. They use timelines and maps to give students a sense of temporal and spatial scale. Candidates teach students how social science concepts and themes provide insights into historical periods and cultures. They help students understand events and periods from multiple perspectives by using simulations, case studies, cultural artifacts, works of art and literature, cooperative projects, and student research activities.
TPE 1B: Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments

Teaching English-Language Arts in a Single Subject Assignment

Candidates for a Single Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in English-Language Arts (Grades 7-12). They understand how to deliver a comprehensive program of systematic instruction in word analysis, fluency, and systematic vocabulary development; reading comprehension; literary response and analysis; writing strategies and applications; written and oral English Language conventions; and listening and speaking strategies and applications. They know how to strategically plan and schedule instruction to ensure that students meet or exceed the standards. They understand how to make language (e.g., vocabulary, forms, uses) comprehensible to students and the need for students to master foundational skills as a gateway to using all forms of language as tools for thinking, learning and communicating. They understand how to teach the advanced skills of research-based discourse; incorporate technology into the language arts as a tool for conducting research or creating finished manuscripts and multimedia presentations; focus on analytical critique of text and of a variety of media; and provide a greater emphasis on the language arts as applied to work and careers. Candidates teach students how to comprehend and produce complex text, how to comprehend the complexity of writing forms, purposes, and organizational patterns, and how to have a command of written and oral English-language conventions. They know how to determine the skill level of students through the use of meaningful indicators of reading and language arts proficiency prior to instruction, how to determine whether students are making adequate progress on skills and concepts taught directly, and how to determine the effectiveness of instruction and students’ proficiency after instruction.

Teaching Mathematics in a Single Subject Assignment

Candidates for a Single Subject Teaching Credential in Mathematics demonstrate the ability to teach the state-adopted academic content standards for students in mathematics (Grades 7-12). They enable students to understand basic mathematical computations, concepts, and symbols, to use them to solve common problems, and to apply them to novel problems. They help students understand different mathematical topics and make connections among them. Candidates help students solve real-world problems using mathematical reasoning and concrete, verbal, symbolic, and graphic representations. They provide a secure environment for taking intellectual risks and approaching problems in multiple ways. Candidates model and encourage students to use multiple ways of approaching mathematical problems, and they encourage discussion of different solution strategies. They foster positive attitudes toward mathematics, and encourage student curiosity, flexibility, and persistence in solving mathematical problems.

Additionally, Single Subject Candidates help students in Grades 7-12 to understand mathematics as a logical system that includes definitions, axioms, and theorems, and to understand and use mathematical notation and advanced symbols. They assign and assess work through progress-monitoring and summative assessments that include illustrations of student thinking such as open-ended questions, investigations, and projects.
Teaching Science in a Single Subject Assignment

Candidates for a Single Subject Teaching Credential in Science demonstrate the ability to teach the state-adopted academic content standards for students in science (Grades 7-12). They balance the focus of instruction between science information, concepts, and principles. Their explanations, demonstrations, and class activities serve to illustrate science concepts, and principles, scientific investigation, and experimentation. Candidates emphasize the importance of accuracy, precision, and estimation. Candidates encourage students to pursue science interests, especially students from groups underrepresented in science careers. When live animals are present in the classroom, candidates teach students to provide ethical care. They demonstrate sensitivity to students’ cultural and ethnic backgrounds in designing science instruction.

Additionally, Single Subject Candidates guide, monitor and encourage students during investigations and experiments. They demonstrate and encourage use of multiple ways to measure and record scientific data, including the use of mathematical symbols. Single Subject Candidates structure and sequence science instruction to enhance students’ academic knowledge to meet or exceed the state-adopted academic content standards for students. They establish and monitor procedures for the care, safe use, and storage of equipment and materials, and for the disposal of potentially hazardous materials.

Teaching History-Social Science in a Single Subject Assignment

Candidates for a Single Subject Teaching Credential in History-Social Science demonstrate the ability to teach the state-adopted academic content standards for students in history-social science (Grades 7-12). They enable students to learn and use analytic thinking skills in history and social science while attaining the state-adopted academic content standards for students. They use timelines and maps to reinforce students’ sense of temporal and spatial scale. Candidates teach students how social science concepts and themes provide insights into historical periods and cultures. They help students understand events and periods from multiple perspectives by using simulations, case studies, cultural artifacts, works of art and literature, cooperative projects, and student research activities.

Additionally, History-Social Science Single Subject Candidates connect essential facts and information to broad themes, concepts and principles, and they relate history-social science content to current or future issues. They teach students how cultural perspectives inform and influence understandings of history. They select and use age-appropriate primary and secondary documents and artifacts to help students understand a historical period, event, region or culture. Candidates ask questions and structure academic instruction to help students recognize prejudices and stereotypes. They create classroom environments that support the discussion of sensitive issues (e.g., social, cultural, religious, race, and gender issues), and encourage students to reflect on and share their insights and values. They design activities to counter illustrate multiple viewpoints on issues. Candidates monitor the progress of students as they work to understand, debate, and critically analyze social science issues, data, and research conclusions from multiple perspectives.
B. ASSESSING STUDENT LEARNING

TPE 2: Monitoring Student Learning During Instruction

Candidates for a Teaching Credential 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. They pace instruction and re-teach content based on evidence gathered using assessment strategies such as questioning students and examining student work and products. Candidates anticipate, check for, and address common student misconceptions and misunderstandings.

TPE 3: Interpretation and Use of Assessments

Candidates for a Teaching Credential understand and use a variety of informal and formal, as well as formative and summative assessments, to determine students' progress and plan instruction. They know about and can appropriately implement the state-adopted student assessment program. Candidates understand the purposes and uses of different types of diagnostic instruments, including entry level, progress-monitoring and summative assessments. They use multiple measures, including information from families, to assess student knowledge, skills, and behaviors. They know when and how to use specialized assessments based on students' needs. Candidates know about and can appropriately use informal classroom assessments and analyze student work. They teach students how to use self-assessment strategies. Candidates provide guidance and time for students to practice these strategies.

Candidates understand how to familiarize students with the format of standardized tests. They know how to appropriately administer standardized tests, including when to make accommodations for students with special needs. They know how to accurately interpret assessment results of individuals and groups in order to develop and modify instruction. Candidates interpret assessment data to identify the level of proficiency of English language learners in English as well as in the students' primary language. They give students specific, timely feedback on their learning, and maintain accurate records summarizing student achievement. They are able to 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. Candidates can clearly explain to families how to help students achieve the curriculum.
C. ENGAGING AND SUPPORTING STUDENTS IN LEARNING

TPE 4: Making Content Accessible

Candidates for Teaching Credentials incorporate specific strategies, teaching/instructional activities, procedures and experiences that address state-adopted academic content standards for students in order to provide a balanced and comprehensive curriculum. They use instructional materials to reinforce state-adopted academic content standards for students and they prioritize and sequence essential skills and strategies in a logical, coherent manner relative to students' current level of achievement. They vary instructional strategies according to purpose and lesson content. To meet student academic learning needs, candidates explain content clearly and reinforce content in multiple ways, such as the use of written and oral presentation, manipulatives, physical models, visual and performing arts, diagrams, non-verbal communication, and computer technology. They provide opportunities and adequate time for students to practice and apply what they have learned. They distinguish between conversational and academic language, and develop student skills in using and understanding academic language. They teach students strategies to read and comprehend a variety of texts and a variety of information sources, in the subject(s) taught. They model active listening in the classroom. Candidates encourage student creativity and imagination. They motivate students and encourage student effort. When students do not understand content, they take additional steps to foster access and comprehension for all learners. Candidates balance instruction by adjusting lesson designs relative to students' current level of achievement.

TPE 5: Student Engagement

Candidates for Teaching Credentials clearly communicate instructional objectives to students. They ensure the active and equitable participation of all students. They ensure that students understand what they are to do during instruction and monitor student progress toward academic goals. If students are struggling and off-task, candidates examine why and use strategies to re-engage them. Candidates encourage students to share and examine points of view during lessons. They use community resources, student experiences, and applied learning activities to make instruction relevant. They extend the intellectual quality of student thinking by asking stimulating questions and challenging student ideas. Candidates teach students to respond to and frame meaningful questions.

TPE 6: Developmentally Appropriate Teaching Practices

Background information for TPE 6: TPEs describe knowledge, skills, and abilities for all credential candidates, and they underscore the importance of generically-effective strategies for teaching a broad range of students. The purpose of TPE 6 is to establish additional expectations that are of greatest importance in teaching students at distinct stages of child and adolescent development. It is not the intent of TPE 6 to describe practices that are appropriate or effective only at one developmental level.
This TPE describes professional practices that are most commonly used and needed for students in each major phase of schooling, grades K-3, 4-8, and 9-12.

**TPE 6A: Developmentally Appropriate Practices in Grades K-3**

During teaching assignments in Grades K-3, candidates for a Multiple Subject Teaching Credential understand how to create a structured day with opportunities for movement. They design academic activities that suit the attention span of young learners. Their instructional activities connect with the children's immediate world; draw on key content from more than one subject area; and include hands-on experiences and manipulatives that help students learn. Candidates teach and model norms of social interactions (e.g., consideration, cooperation, responsibility, empathy). They understand that some children hold naive understandings of the world around them. Candidates provide educational experiences that help students develop more realistic expectations and understandings of their environment. They know how to make special plans for students who require extra help in exercising self-control among their peers or who have exceptional needs or abilities.

**TPE 6B: Developmentally Appropriate Practices in Grades 4-8**

During teaching assignments in Grades 4-8, candidates for a teaching credential build on students' command of basic skills and understandings while providing intensive support for students who lack basic skills as defined in state-adopted academic content standards for students. They teach from grade-level texts. Candidates design learning activities to extend students' concrete thinking and foster abstract reasoning and problem-solving skills. They help students develop learning strategies to cope with increasingly challenging academic curriculum. They assist students, as needed, in developing and practicing strategies for managing time and completing assignments. Candidates develop students' skills for working in groups to maximize learning. They build on peer relationships and support students in trying new roles and responsibilities in the classroom. They support students' taking of intellectual risks such as sharing ideas that may include errors. Candidates distinguish between misbehavior and over-enthusiasm, and they respond appropriately to students who are testing limits and students who alternatively assume and reject responsibility.

**TPE 6C: Developmentally Appropriate Practices in Grades 9-12**

During teaching assignments in Grades 9-12, candidates for a Single Subject Teaching Credential establish intellectually challenging academic expectations and provide opportunities for students to develop advanced thinking and problem-solving skills. They frequently communicate course goals, requirements, and grading criteria to students and families. They help students to understand connections between the curriculum and life beyond high school, and they communicate the consequences of academic choices in terms of future career, school and life options. Candidates support students in assuming increasing responsibility for learning, and encourage behaviors important for work such as being on time and completing assignments. They understand adolescence as a period of intense social peer pressure to conform, and they support signs of students' individuality while being sensitive to what being "different" means for high school students.

---

1. TPE 6 does not represent a comprehensive strategy for teaching students at any particular stage; the elements of TPE 6 are intended merely to supplement and not replace the broader range of pedagogical skills and abilities described in the TPEs.

California Commission on Teacher Credentialing

September 6, 2001
TPE 7: Teaching English Learners

Candidates for a Teaching Credential know and can apply pedagogical theories, principles, and instructional practices for comprehensive instruction of English learners. They know and can apply theories, principles, and instructional practices for English Language Development leading to comprehensive literacy in English. They are familiar with the philosophy, design, goals, and characteristics of programs for English language development, including structured English immersion. They implement an instructional program that facilitates English language development, including reading, writing, listening and speaking skills, that logically progresses to the grade level reading/language arts program for English speakers. They draw upon information about students' backgrounds and prior learning, including students' assessed levels of literacy in English and their first languages, as well as their proficiency in English, to provide instruction differentiated to students' language abilities. They understand how and when to collaborate with specialists and para-educators to support English language development. Based on appropriate assessment information, candidates select instructional materials and strategies, including activities in the area of visual and performing arts, to develop students' abilities to comprehend and produce English. They use English that extends students' current level of development yet is still comprehensible. They know how to analyze student errors in oral and written language in order to understand how to plan differentiated instruction.

Candidates for a Teaching Credential know and apply pedagogical theories, principles and practices for the development of academic language, comprehension, and knowledge in the subjects of the core curriculum. They use systematic instructional strategies, including contextualizing key concepts, to make grade-appropriate or advanced curriculum content comprehensible to English learners. They allow students to express meaning in a variety of ways, including in their first language, and, if available, manage first language support such as para-educators, peers, and books. They use questioning strategies that model or represent familiar English grammatical constructions. They make learning strategies explicit.

Candidates understand how cognitive, pedagogical, and individual factors affect students' language acquisition. They take these factors into account in planning lessons for English language development and for academic content.

---

3 Teachers are not expected to speak the students' primary language, unless they hold an appropriate credential and teach in a bilingual classroom. The expectation is that they understand how to use available resources in the primary language, including students' primary language skills, to support their learning of English and curriculum content.

California Commission on Teacher Credentialing
September 6, 2001
D. PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS

TPE 8: Learning about Students

Candidates for a Teaching Credential draw upon an understanding of patterns of child and adolescent development to understand their students. Using formal and informal methods, they assess students' prior mastery of academic language abilities, content knowledge, and skills, and maximize learning opportunities for all students. Through interpersonal interactions, they learn about students' abilities, ideas, interests and aspirations. They encourage parents to become involved and support their efforts to improve student learning. They understand how multiple factors, including gender and health, can influence students' behavior, and understand the connections between students' health and their ability to learn. Based on assessment data, classroom observation, reflection and consultation, they 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

Candidates for a Teaching Credential 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. They 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. They use explicit teaching methods such as direct instruction and inquiry to help students meet or exceed grade level expectations. They plan how to explain content clearly and make abstract concepts concrete and meaningful. They understand the purposes, strengths and limitations of a variety of instructional strategies, including examining student work, and they improve their successive uses of the strategies based on experience and reflection. They sequence instruction so the content to be taught connects to preceding and subsequent content. In planning lessons, they select or adapt instructional strategies, grouping strategies, and instructional material to meet student learning goals and needs. Candidates connect the content to be learned with students' linguistic and cultural backgrounds, experiences, interests, and developmental learning needs to ensure that instruction is comprehensible and meaningful. To accommodate varied student needs, they plan differentiated instruction. When support personnel, such as aides and volunteers are available, they plan how to use them to help students reach instructional goals.
E. CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

TPE 10: Instructional Time

Candidates for a Teaching Credential allocate instructional time to maximize student achievement in relation to state-adopted academic content standards for students, instructional goals and scheduled academic tasks. They establish procedures for routine tasks and manage transitions to maximize instructional time. Based on reflection and consultation, they adjust the use of instructional time to optimize the learning opportunities and outcomes for all students.

TPE 11: Social Environment

Candidates for a Teaching Credential develop and maintain clear expectations for academic and social behavior. They ensure students' effort and engagement and create a positive climate for learning. They know how to write and implement a student discipline plan. They know how to establish rapport with all students and their families for supporting academic and personal success through caring, respect, and fairness. Candidates respond appropriately to sensitive issues and classroom discussions. They help students learn to work responsibly with others and independently. Based on observations of students and consultation with other teachers, the candidate recognizes how well the social environment maximizes academic achievement for all students and makes necessary changes.
F. DEVELOPING AS A PROFESSIONAL EDUCATOR

TPE 12: Professional, Legal, and Ethical Obligations

Candidates for a Teaching Credential take responsibility for student academic learning outcomes. They are aware of their own personal values and biases and recognize ways in which these values and biases affect the teaching and learning of students. They resist racism and acts of intolerance. Candidates appropriately manage their professional time spent in teaching responsibilities to ensure that academic goals are met. They 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. Candidates can identify suspected cases of child abuse, neglect, or sexual harassment. They maintain a non-hostile classroom environment. They carry out laws and district guidelines for reporting such cases. They understand and implement school and district policies and state and federal law in responding to inappropriate or violent student behavior.

Candidates for a Teaching Credential understand and honor legal and professional obligations to protect the privacy, health, and safety of students, families, and other school professionals. They are aware of and act in accordance with ethical considerations and they model ethical behaviors for students. Candidates understand and honor all laws relating to professional misconduct and moral fitness.

TPE 13: Professional Growth

Candidates for a Teaching Credential evaluate their own teaching practices and subject matter knowledge in light of information about the state-adopted academic content standards for students and student learning. They improve their teaching practices by soliciting feedback and engaging in cycles of planning, teaching, reflecting, discerning problems, and applying new strategies. Candidates use reflection and feedback to formulate and prioritize goals for increasing their subject matter knowledge and teaching effectiveness.
Department of Elementary Education
Multiple Subject Credential Program
Advisement Guide

Table of Contents

A Welcome from the Department Chair  1
Guiding Principles 2
Introduction to SJSU Multiple Subject Teaching Credentials  3
Required Course for a California Preliminary Credential  4
Course Descriptions 5
Program Requirements 7
Applying to the Program 9
Multiple Subject Credential Application Form  10
Information About Degrees Earned Outside the U.S. 13
A Welcome from the Department Chair.

Congratulations for considering the College of Education at San Jose State University for your teacher preparation program. As the oldest public teacher preparatory school in California, the SJSU Credential Program has a well-established reputation for being one of the finest available. We are committed to preparing the highest quality teachers and look forward to assisting you toward that end.

Inside the Advisement Guide you will find information about the various programs and emphases offered in the K-8 Teacher Education Program, including details about the application process and a list of the required courses and contact numbers. I encourage you to read the material carefully and then put feet to your intention by completing the application process.

Few professions offer such profound intellectual and emotional rewards as does teaching. Distilled down to its essential attribute, teaching is a "calling." Therefore, as you consider a career in teaching, make sure this is where your passion lies. Only then will you optimally serve your students and honor your profession. Passion coupled with commitment, caring, and scholarship will transcend whatever challenges you encounter. You have in your hands the power and responsibility to enrich the lives of others in countless ways. Give it your best, every day.

Sincerely Yours,
Carolyn Nelson, Ed. D.
Guiding Principles

These principles are foundational to the Elementary Education Program. We recognize that there are certain dispositions embedded within these principles. We expect that students entering the Credential Program will recognize the importance of these principles and dispositions and will strengthen their understanding of them as they progress through the program.

Graduates from SJSU College of Education will manifest a professional and personal commitment to ethical conduct, equity and social justice, reflective practice, and the “unconscious expectation of academic excellence”.

The following principles and the inherent dispositions are described as follows:

- **Commitment to ethical conduct**: demonstrates professional presentation of self, honesty, fairness, responsibility, compassion, collaboration, and collegiality.

- **Commitment to equity and social justice**: recognizes and opposes social injustice in themselves, their institutions, and professional environments.

- **Commitment to reflective practices**: systematically and regularly reflects on personal practice with an aim to continuous improvement.

- **Commitment to the belief that every person can learn and use heart and mind as well, to value diversity and to accept responsibility to facilitate learning for all students.**
Introduction to SJSU Multiple Subject Teaching Credentials

The Multiple Subject Teaching Credential authorizes its holder to teach in a "self-contained" classroom in which several subjects are taught to the same group of students. Most elementary schools are organized around self-contained classrooms. The Multiple Subject Teaching Credential is also an authorization to teach in middle school "core programs" and, with relevant supplementary authorizations, in subject oriented departments: e.g., math or science.

San José State University currently offers two different Multiple Subject Teaching Credentials:

1. Basic Multiple Subject Credential Emphasis is designed for those who will teach in culturally and linguistically diverse settings in English. In addition to standard foundations, methods and field-based practicum courses, preparation for this credential includes the study of language acquisition, culture, bilingual education, and instructional strategies for second language learners.

2. Multiple Subject Teaching Credential with a Spanish Bilingual Emphasis is designed for those who intend to teach in culturally and linguistically diverse settings in which both Spanish and English are the languages of instruction. Preparation for this credential includes study of the same topics as the Basic Multiple Subject Credential Emphasis but requires substantial proficiency in Spanish because teacher candidates take coursework in Spanish and teach elementary school students in Spanish.
Required Course for a California Preliminary Credential

**Important:** Students must be admitted to the K-8 Teacher Preparation Program and must meet with an advisor to complete a Program Planning Form before taking any of the courses listed on this page. Course requirements may vary slightly across program options. In all program options, a set schedule should be followed.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDTE 190</td>
<td>Health Education for Classroom Teachers</td>
<td>3</td>
</tr>
<tr>
<td>EDSE 192***</td>
<td>Mainstreaming the Exceptional Child</td>
<td>3</td>
</tr>
<tr>
<td>EDEL 102</td>
<td>Psychological Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>EDEL 103</td>
<td>Social-Multicultural Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>EDTE 162**</td>
<td>Meeting the Needs of Second-Language Learners</td>
<td>3</td>
</tr>
<tr>
<td>EDEL 108A**</td>
<td>Curriculum: Reading/Language Arts</td>
<td>6</td>
</tr>
<tr>
<td>EDEL 108B</td>
<td>Curriculum: Science</td>
<td>3</td>
</tr>
<tr>
<td>EDEL 108C</td>
<td>Curriculum: Social Studies</td>
<td>3</td>
</tr>
<tr>
<td>EDEL 108D</td>
<td>Curriculum: Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>EDEL 143A**</td>
<td>Orientation to Student Teaching</td>
<td>5^</td>
</tr>
<tr>
<td>EDEL 143B**</td>
<td>Student Teaching: Practicum</td>
<td>10</td>
</tr>
<tr>
<td>EDTE 246</td>
<td>Classroom Management and Governance</td>
<td>3</td>
</tr>
</tbody>
</table>

**EDTE 162 must be taken before or concurrent with EDEL 108A**

**EDEL 108A must be taken before EDEL 143B**

** Spanish BCLAD credential applicants must enroll in Section 60 of these courses that are taught in Spanish. Your advisor will provide you with the appropriate section numbers and codes.**

*** EDSE 192 is offered through Special Education Department.

**Note:**

1. Only those admitted to SJSU AND to the Multiple Subject Credential Program may take courses in the Elementary Education Department.

2. All courses are offered in both fall and spring terms. Summer session classes offerings are contingent upon enrollment. Student teaching, 143A/B, is not available in summer.

3. To register for classes, use the University web registration system: my.sjsu.edu. All course codes are not available online, they are emailed to students each semester.
## Course Descriptions

### The Prerequisite Courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDTE 190</td>
<td>Health Education for Classroom Teacher</td>
<td>Current problems of individual, family and community health. Theories, organization, methods and materials for teaching health education.</td>
</tr>
<tr>
<td>EDSE 192</td>
<td>Mainstreaming the Exceptional Child</td>
<td>Exploration of laws, service delivery systems, instructional methods and assessment processes to support inclusion of students with disabilities in regular education environments.</td>
</tr>
</tbody>
</table>

### The Foundation Courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEL 102</td>
<td>Psychological Foundation of Education</td>
<td>Cognitive, affective and social/emotional development related to school settings. Theories of development, learning and instruction critically examined. Other topics include individual differences, measurement, evaluation, instructional goals, classroom management and diversity in the classroom.</td>
</tr>
<tr>
<td>EDEL 103</td>
<td>Social-Multicultural Foundations of Education</td>
<td>Foundational preparation focused on implications of social, cultural, linguistic and economic diversity on teaching and learning. Emphasis on understanding the implications of history and social context on the educational endeavor in a pluralistic and democratic society.</td>
</tr>
<tr>
<td>EDTE 162</td>
<td>Meetings the Needs of Second Language Learners</td>
<td>Second language acquisition theories and application to teaching in diverse elementary classrooms. Social and psychological influences on linguistic behavior of students. Cultural and political issues affecting language attitudes.</td>
</tr>
</tbody>
</table>

### The Curriculum Courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEL 108A</td>
<td>Curriculum: Reading/Language Arts</td>
<td>Elementary school language/literacy acquisition in culturally diverse classrooms; emphasis on listening, speaking, reading and writing within the context of theory and practice.</td>
</tr>
<tr>
<td>EDEL 108B</td>
<td>Curriculum: Science</td>
<td>Elementary school science curriculum and theoretical approaches; emphasis on materials, methods, content and evaluation procedures for teaching science in elementary and middle schools in a multicultural and technological society.</td>
</tr>
<tr>
<td>EDEL 108C</td>
<td>Curriculum: Social Studies</td>
<td>Elementary school social studies curriculum and instruction with emphasis on the influence of ethnic, linguistic, cultural, economic, gender and disability</td>
</tr>
</tbody>
</table>
Factors on present day culture.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEL108D</td>
<td>Curriculum: Mathematics</td>
<td>Elementary school mathematics curriculum and methodology relationships between instructional materials and how children construct knowledge; the role of technology and issues that bear on the teaching of school mathematics.</td>
</tr>
</tbody>
</table>

**Student Teaching:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEL 143A</td>
<td>Orientation to Student Teaching</td>
<td>Role of state and local government in education. Clinical observation of classroom, school and district organization. Emphasis on lesson planning. C/NC Grading Scheme</td>
</tr>
<tr>
<td>EDEL 143B</td>
<td>Student Teaching: Practicum</td>
<td>Practicum in public school classrooms at two grade levels for student teaching experience; includes field and campus seminar. Supervision by College of Education faculty. C/NC Grading Scheme</td>
</tr>
<tr>
<td>EDTE 246</td>
<td>Classroom Management and Governance</td>
<td>Study of theory, practice and research related to effective communication in bilingual/cross-cultural settings.</td>
</tr>
</tbody>
</table>
Program Requirements

1. **Bachelors Degree**: A baccalaureate degree, BA or BS, must be from an accredited college or university.

2. **Minimum GPA**: The minimum GPA required for admission to the Multiple Subject Credential Program at San José State University is **2.87 for your last 60 semester units of college work**. The absolute minimum for admission to the University as a graduate student is 2.5

**NOTE:**
* Failure to maintain cumulative GPA of 3.0 will result in disqualification.
* C- or lower grade in a method class requires a retake.
* D- or lower grade in a foundation class requires a retake.

2A. **“Incomplete” Policy**: The thirteenth week of instruction is the beginning date for instructors to give “Incomplete”, if the student qualifies. For a student to be considered for an incomplete, 70% of the work must be completed at that time. An incomplete cannot be assigned when it is necessary for the student to attend a major portion of the class when it is next offered. For additional information, see SJSU Catalog

3. **CBEST**: California law requires that all teachers pass the California Basic Educational Skills Test (CBEST). **CBEST is a requirement for admission into the Multiple Subject Credential Program**. Information about CBEST is available at: [http://www.cbest.nesinc.com](http://www.cbest.nesinc.com).

4. **U.S. Constitution**: California law requires that you pass either a college level course or an approved test which covers the U.S. Constitution. This course must be identified on an approved list. Your advisor or the credential analyst in SH 108 can verify a course taken in California.

**NOTE:**

* If you received your BA/BS outside of California, you must supply a course description which clearly states that the U.S. Constitution was covered.

* If you must take a course it is wise to check with your advisor, or the credential analyst to insure the desired course satisfied the requirement.

* You may satisfy this requirement by passing a test on the U.S. Constitution. Contact the SJSU Testing Office, ADM 218, 924-5980.
5. **Subject Matter Competence:** The California Commission on Teacher Credentialing (CCTC) requires that you must demonstrate competence in subjects taught in K-8 classrooms. This competence must be demonstrated by passing the California Subject Examination for Teachers (CSET).

<table>
<thead>
<tr>
<th>California Subject Examination for Teachers (CSET):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information is available at several locations:</td>
</tr>
<tr>
<td>(1) Credential and Student Services SH107</td>
</tr>
<tr>
<td>(2) Elementary Education Office SH 305</td>
</tr>
<tr>
<td>(3) University Testing Office ADM 218.</td>
</tr>
<tr>
<td>Study guides can be purchased at any bookstore.</td>
</tr>
</tbody>
</table>

**NOTES:**

1. You **MUST** show evidence of subject matter competence by **passing CSET** before you may enroll in courses for the second semester of your program.

2. CSET scores are valid for 5 years and are nonrenewable. If they expire, the test must be retaken.

6. **Basic Educational Technology:** It is required by the State of California that all applicants for a Preliminary Credential demonstrate knowledge and operational skills pertaining to the use of computers in the classroom. This can be satisfied by one of two methods:

<table>
<thead>
<tr>
<th>Pass a Technology Test through the Department of Instructional Technology at SJSU. A sample test and a calendar for these once-a-month tests are available on their website at: <a href="http://www.sjsu.edu/depts/it/compch/index.html">http://www.sjsu.edu/depts/it/compch/index.html</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>OR 2. Take a course: EDIT 122 or an equivalent.</td>
</tr>
</tbody>
</table>

7. **Second-Language Proficiency:** Applicants for **BCLAD credentials** must satisfy second language requirements.

   **BCLAD Spanish.** Applicants for BCLAD credentials are required to demonstrate competence in the target language and culture by passing two examinations: (1) language proficiency and (2) knowledge of culture. The Spanish BCLAD examinations are given in January, April, June, August, and December. All BCLAD credential program applicants must pass the Language and Culture exams at the entry level before enrolling in credential program courses and at the exit level before being admitted to student teaching (EDEL143B).

8. **Certificate of Clearance:** A Certificate of Clearance is required before you begin student teaching (EDEL143A/B). Application packets for the Certificate are available at the University Police Department in the 7th Street Garage. The process involves a health check and a search of police records. A felony conviction generally disqualifies a candidate from teaching in California. As fingerprinting is a requirement for Emergency Permits, students holding these permits must submit a current copy for their file.
Application Process

1. **ATTEND A GROUP ADVISEMENT SESSION** held twice every month. Date, time, and location are available at 408-924-3771 and [http://www.sjsu.edu/elementaryed/cred_advisement_sessions.shtml](http://www.sjsu.edu/elementaryed/cred_advisement_sessions.shtml)

2. **APPLY TO THE PROGRAM.**

   Application documents required:
   - **Application pages** (pgs. 10-12 in this guide)
   - **Application fee, $25.00** to SJSU Elementary Education Department. (paid by cash or check)
   - **Two Sets of Official Transcripts** from all colleges/universities post high school.
   - **CBEST** scores
   - **Three Letters of Recommendation.** Letters should be recent (within the last two years), should be from non-family members, and should be addressed to Dr. Carolyn Nelson, Chair of Elementary Education Department.
   - **Resume**
   - **Essay.** Prepare focusing on why the applicant is drawn to teaching children.
   - **U.S. Constitution,** documented by course or test
   - **50 hours of Pre-professional Experience.** Documented in Resume or in Letters of Recommendation.
   - **Technology Requirement/Level I.** Documented by course or test.
   - **CSET** scores. Due by the end of first semester in program
   - **Certificate of Clearance.** Fingerprinting, due before student teaching.

**NOTE:** When all of the above has been compiled, call (408-924-3771 for an interview appointment with advisor. Developing a Program Plan is part of the interview.

3. **APPLY TO THE UNIVERSITY**
   - First apply to and be accepted by Multiple Subject Credential Program, only then will you be given access to apply online at the website below.
   - Submit application to University through [www.csumentor.edu](http://www.csumentor.edu)

**NOTE:** GPA of at least 2.50 is an absolute requirement.
Multiple Subject Credential Application Form

PERSONAL INFORMATION

Please print clearly or type.

Last Name(s) _____________________ First Name _________________        M.I.____

Current Address________________________________________________________

City, State, Zip__________________________________________________________

Phone Number (home)_______________________(cell)_______________________

E-mail address _________________________Social Security No.____ - ___ - ______

BA/BS Information:

Major __________________________ Institution ______________________

Grad Date ________

Credential Objective: Check one

Multiple Subject _________ BCLAD Spanish _________

Program Options: Specify first, second, and third choices.

1. Basic .................................................................

2. Teacher Education Collaborative (Partial Internship)..............

3. School-University Partnership (Full Internship)....................

4. Critical Research Academy...........................................

5. Middle Level Emphasis..............................................

Desired Starting Date: (Check One)

Spring 2008_______ Fall 2008______ Other_______

Application Fee:

________ $25.00
CBEST

_____________ Date taken ___________ Score Received

_____________ Copy of full page included

TRANSCRIPTS

List all colleges and universities attended. Check if official sealed transcript is included in this file:

<table>
<thead>
<tr>
<th>Colleges and/or Universities</th>
<th>Included</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

REFERENCES

The following people have supplied letters of recommendation:

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

RESUME´ and ESSAY

_____________ Résumé included  _____________ Essay included

CSET

______ (Initial, please) I understand CSET must be passed before registering for second semester classes.

U. S. CONSTITUTION

Course Title/Number_____________________________________________________

College/University ______________________________Date ____________________
PREPROFESSIONAL EXPERIENCE

This requirement can be met either through coursework (examples: CD 160, HUM 185, EDTE 166), experience in a K-8 classroom, or a combination of the above. This must be satisfied by the end of your first semester in the program.

Complete PART I and/or PART II:

PART I Course work

Course (title and number) ________________________________

College of University ___________________________________

Date/Semester __________________________________________

PART II School service

School _______________________ District ________________

Your position ___________________________________________

Grade level _______________________ Dates of Service ________

Supervisor verification *

I (name) __________________________ certify that the above-named applicant served _________ hours in an instructional capacity.

(substitute, aid, volunteer, tutor, etc.) as stated above.

Signature __________________________ Position ______________

Telephone __________________________ Date _________________

* Note: You may submit substitute time sheets in lieu of signature.

CERTIFICATE OF CLEARANCE-FINGERPRINTING

__________ (Initial please) I understand this must be done before student teaching.
## Information About Degrees Earned outside the United States of America

1. Applicants must possess the equivalent of a Bachelor’s Degree granted by a recognized and accredited post-secondary institution (the equivalent of a total of at least 16 years of academic education).

2. If the primary medium of instruction was other than English, documents must be sent in the original language of instruction with "mirror image" English translations. These translations must be done by school officials or government agency.

3. Applicants must achieve a minimum total score of 550 on the Test of English as a Foreign Language (TOEFL)
   - Applicants may be exempt from TOEFL if their instruction was at an English-speaking institution, where English is the sole language of instruction. This must be verifiable by documentation.
   - Information about TOEFL and the dates of administration can be obtained at Testing Office, SJSU, Administration Building, Room 218, (408) 924-5980.

4. Though Graduate Studies does not use them, the California Commission on Teacher Credentialing requires independent evaluation of transcripts.

### Agencies Approved by the Commission for Foreign Transcription Evaluation

<table>
<thead>
<tr>
<th>Agency Name</th>
<th>Address</th>
<th>Phone Numbers</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Credentials Evaluation Institute</td>
<td>P.O. Box 6908, Beverly Hills, CA 90212</td>
<td>(310) 275-3530, (800) 234-1597</td>
<td><a href="http://www.acei1.com">www.acei1.com</a></td>
</tr>
<tr>
<td>Academic &amp; Professional International Evaluations, Inc.</td>
<td>P.O. Box 5787, Los Alamitos, CA 90721-5787</td>
<td>(562) 594-6498</td>
<td><a href="http://www.apie.org">www.apie.org</a></td>
</tr>
<tr>
<td>American Education Research Corporation</td>
<td>P.O. Box 996, West Covina, CA 91793-0996</td>
<td>(626) 339-4404</td>
<td><a href="http://www.aerc-eval.com">www.aerc-eval.com</a></td>
</tr>
<tr>
<td>Educational Credential Evaluators, Inc.</td>
<td>P.O. Box 514070, Milwaukee, WI 53203-3470</td>
<td>(414) 289-3400</td>
<td><a href="mailto:eval@ece.org">eval@ece.org</a></td>
</tr>
</tbody>
</table>

Applications available from ECE or ECE’s website.
Educational Records Evaluation Service
601 University Avenue, Suite 127
Sacramento, CA 95825
(866) 411-3737
(916) 921-0793
Fax: (916) 921-0793
E-mail: edu@eres.com
Website: www.eres.com

Silicon Valley Office
830 Hillview Court, Suite 200
Milpitas, CA 95035-4562
(408) 719-0015
Fax: (408) 719-0017
E-mail: edusv@eres.com

Please follow the instructions on the application and fee schedule, which are available on their website or by writing or calling ERES.

Institute for International Credentials Evaluations at California State University, Fresno
5150 North Maple Avenue, M/S 56
Joyal Administration, Room 211
California State University, Fresno
Fresno, CA 93740-8026
(559) 278-7622
Fax: (559) 278-7879
E-mail: iicepsufresno@cvip.net

It is important that you provide complete and accurate information to IICE and follow the directions in their application packet.

International Education Research Foundation, Inc. Credentials Evaluation Service
P.O. Box 3665
Culver City, CA 90231-3665
Telephone: (310) 258-9451
Fax: (310) 342-7086
E-mail: info@ierf.org
Website: www.ierf.org

Request a Detailed Report.
On an IERF’s application, please check at Section 2:
Professional Licensing/Certification. Field: Teaching State: CA
You must indicate on their application that the evaluation is for a California teaching credential or permit. Please print all information. WES will electronically submit the transcript evaluation to the Commission on Teacher Credentialing.

On application, when asked for **Primary Purpose of Evaluation**, check the box for Professional Licensing/Certification Field: **Teaching** State: **CA**

All of the listed evaluation agencies offer rush services at an additional cost. Contact the agency for more information on fees and other requirements for the evaluation.
San José State University
Elementary Education Department
Multiple Subject Credential Program
Program Planning Form

Program Start Date: ____________________

Credential Objective:
___ Multiple Subject CLAD
___ Multiple Subject BCLAD - Spanish Emphasis

Name____________________________________________  SSN__________________
Local Address _____________________________________  City__________________   State, Zip____________________
Email Address _____________________________________  Home Phone ______________ Cell Phone ________________

<table>
<thead>
<tr>
<th>Required Exams/</th>
<th>BCLAD Required Exams</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Matter Competency</td>
<td>(Only for BCLAD Students)</td>
</tr>
<tr>
<td>CBEST (Date Passed) __________</td>
<td>Spanish</td>
</tr>
<tr>
<td>CSET (Date Passed) __________</td>
<td>Language: Entry _____ Exit ______</td>
</tr>
<tr>
<td>RICA (Date Passed) __________</td>
<td>Culture: Entry _____ Exit ______</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Bachelors Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>University: _______________________</td>
</tr>
<tr>
<td>Major: ______________________</td>
</tr>
<tr>
<td>Date: ____________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Technology Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____ Technology Test</td>
</tr>
<tr>
<td>OR</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>U.S. Constitution Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course/Test: __________________</td>
</tr>
<tr>
<td>Institution: __________________</td>
</tr>
<tr>
<td>Date: ________________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
<th>Sem/Yr to be Completed</th>
<th>Sem/ Yr Completed</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDTE 190</td>
<td>Health Education for Classroom Teachers</td>
<td>3</td>
<td>F S Su _____</td>
<td>F S Su____</td>
<td>_____</td>
</tr>
<tr>
<td>EDSE 192</td>
<td>Mainstreaming Exceptional Child</td>
<td>3</td>
<td>F S Su _____</td>
<td>F S Su____</td>
<td>_____</td>
</tr>
<tr>
<td>EDEL 102</td>
<td>Psychological Foundations of Education</td>
<td>3</td>
<td>F S Su _____</td>
<td>F S Su____</td>
<td>_____</td>
</tr>
<tr>
<td>EDEL 103</td>
<td>Socio-Multicultural Foundations of Education</td>
<td>3</td>
<td>F S Su _____</td>
<td>F S Su____</td>
<td>_____</td>
</tr>
<tr>
<td>EDTE 162</td>
<td>Language/Literacy Dev. of L2 Learners</td>
<td>3</td>
<td>F S Su _____</td>
<td>F S Su____</td>
<td>_____</td>
</tr>
<tr>
<td>EDEL 108A</td>
<td>Curriculum – Reading / Language Arts</td>
<td>___</td>
<td>F S Su____</td>
<td>F S Su____</td>
<td>______</td>
</tr>
<tr>
<td>EDEL 108B</td>
<td>Curriculum – Science</td>
<td>3</td>
<td>F S Su____</td>
<td>F S Su____</td>
<td>______</td>
</tr>
<tr>
<td>EDEL 108C</td>
<td>Curriculum – Social Studies</td>
<td>3</td>
<td>F S Su____</td>
<td>F S Su____</td>
<td>______</td>
</tr>
<tr>
<td>EDEL 108D</td>
<td>Curriculum – Mathematics</td>
<td>3</td>
<td>F S Su____</td>
<td>F S Su____</td>
<td>______</td>
</tr>
<tr>
<td>EDEL 143A</td>
<td>Orientation to Student Teaching</td>
<td>___</td>
<td>F S Su____</td>
<td>F S Su____</td>
<td>______</td>
</tr>
<tr>
<td>EDEL 143B</td>
<td>Student Teaching Practicum</td>
<td>___</td>
<td>F S Su____</td>
<td>F S Su____</td>
<td>______</td>
</tr>
<tr>
<td>EDTE 246</td>
<td>Classroom Management</td>
<td>3</td>
<td>F S Su____</td>
<td>F S Su____</td>
<td>______</td>
</tr>
</tbody>
</table>

| CPR Requirement | Date Completed ________________ |

| Expected Date of Program Completion | F S Su____ | _____ |

<table>
<thead>
<tr>
<th>Field Placement Supervisor (EDEL143A)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Placement Supervisor (EDEL143B)</td>
<td>Date</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credential Program Advisor</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Signature</td>
<td>Date</td>
</tr>
</tbody>
</table>

PPF Revised 4/2007
# Signature Assignments
## Elementary Education
Revised March 18, 2008

<table>
<thead>
<tr>
<th>Course</th>
<th>Elem Ed Focus Areas¹</th>
<th>P²</th>
<th>I</th>
<th>A</th>
<th>R</th>
<th>Assignment Type</th>
<th>Lead Instructors</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDTE 162 Meeting the Needs of English Learners</td>
<td>Planning and academic language, knowledge of Ss</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>Analysis of a lesson plan (language demands)</td>
<td>Whitenack</td>
</tr>
<tr>
<td>EDEL 102 Psychological Foundations</td>
<td>Instruction and reflection on theoretical basis for best practices</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>Analysis of an observed lesson re learning theories</td>
<td>Felton Marachi</td>
</tr>
<tr>
<td>EDEL 103 SocioMulticultural Foundations</td>
<td>Knowledge of Ss, families and communities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Context Investigation</td>
<td>Whittaker Rabin</td>
</tr>
<tr>
<td>EDEL 108A Curriculum: Reading and Language Arts</td>
<td>Academic language, Assessment: Analysis of student work to inform planning, knowledge of Ss</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>Case study</td>
<td>Dresser Schierling</td>
</tr>
</tbody>
</table>

¹ Elementary Education focus areas include FOUR aligned with the PACT Teaching Event: 1) Planning a progression of lessons to support deep understanding of big ideas, 2) Academic language development beyond vocabulary, 3) Assessment: analysis of student work to inform instruction, 4) Defensible pedagogy (theory/practice connections); AND TWO additional highly valued program outcomes: 5) Positive Learning Environments, 6) Knowledge of children, families and communities. **NOTE: theory/practice connections are to be explicitly embedded in ALL signature assignments across all courses.**

² PIAR refers to the PACT Teaching Event framework of Planning, Instruction, Assessment and Reflection. Academic Language is embedded in all four parts. This matrix reveals how the signature assignments map to this framework. The Context task is not scored in PACT but will be scaffolded through the signature assignments in EDEL 103 and EDTE 162 and EDTE 246.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Curriculum:</th>
<th>Reflection on instruction: intellectual engagement, monitoring Ss learning</th>
<th>X</th>
<th>Analysis of a videotaped lesson</th>
<th>Smith</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEL 108B</td>
<td>Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDEL 108C</td>
<td>Social Science</td>
<td>Planning, assessment, academic language (content access)</td>
<td>X</td>
<td>X</td>
<td>Unit plan</td>
</tr>
<tr>
<td>EDEL 108D</td>
<td>Mathematics</td>
<td>Academic language, Planning around a big idea w/ connections to assessment plans</td>
<td>X</td>
<td></td>
<td>Unit plan</td>
</tr>
<tr>
<td>EDTE 246</td>
<td>Learning Environments</td>
<td>Learning environments, Knowledge of Ss</td>
<td>X</td>
<td>X</td>
<td>Analysis of a videotaped lesson</td>
</tr>
<tr>
<td>EDEL 143A</td>
<td>Student Teaching</td>
<td>All</td>
<td>X</td>
<td>X</td>
<td>Coaching Cycle</td>
</tr>
<tr>
<td>EDEL 143B</td>
<td>Student Teaching</td>
<td>All</td>
<td>X</td>
<td>X</td>
<td>PACT Teaching Event</td>
</tr>
<tr>
<td>TPE</td>
<td>EDEL 102</td>
<td>EDEL 103</td>
<td>EDEL 108 A</td>
<td>EDEL 108 B</td>
<td>EDEL 108 C</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>----------</td>
<td>----------</td>
<td>------------</td>
<td>------------</td>
<td>------------</td>
</tr>
<tr>
<td>Pedagogical Skills 1(a)</td>
<td>M</td>
<td></td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>(b)</td>
<td></td>
<td></td>
<td>M</td>
<td>m</td>
<td>M</td>
</tr>
<tr>
<td>(c)</td>
<td></td>
<td></td>
<td>M</td>
<td>m</td>
<td>M</td>
</tr>
<tr>
<td>(d)</td>
<td></td>
<td></td>
<td>M</td>
<td>m</td>
<td>M</td>
</tr>
<tr>
<td>Monitoring Student Learning 2(a)</td>
<td>M</td>
<td>m</td>
<td>m</td>
<td>m</td>
<td>m</td>
</tr>
<tr>
<td>(b)</td>
<td>m</td>
<td>m</td>
<td>m</td>
<td>m</td>
<td>m</td>
</tr>
<tr>
<td>(c)</td>
<td>M</td>
<td>m</td>
<td>m</td>
<td>m</td>
<td>M</td>
</tr>
<tr>
<td>Assessments 3(a)</td>
<td>M</td>
<td>m</td>
<td>M</td>
<td>m</td>
<td>m</td>
</tr>
<tr>
<td>(b)</td>
<td>m</td>
<td>M</td>
<td>m</td>
<td>m</td>
<td>m</td>
</tr>
<tr>
<td>(c)</td>
<td>M</td>
<td>m</td>
<td>m</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>(d)</td>
<td>M</td>
<td>m</td>
<td>m</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>(e)</td>
<td>m</td>
<td>M</td>
<td>m</td>
<td>m</td>
<td>m</td>
</tr>
<tr>
<td>(f)</td>
<td>M</td>
<td>m</td>
<td>m</td>
<td>m</td>
<td>m</td>
</tr>
<tr>
<td>(g)</td>
<td>m</td>
<td>m</td>
<td>m</td>
<td>M</td>
<td>m</td>
</tr>
<tr>
<td>(h)</td>
<td>m</td>
<td>M</td>
<td>m</td>
<td>m</td>
<td>M</td>
</tr>
<tr>
<td>Making Content Accessible 4(a)</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>(b)</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>(c)</td>
<td>M</td>
<td>m</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>(d)</td>
<td>m</td>
<td>m</td>
<td>m</td>
<td>m</td>
<td>m</td>
</tr>
<tr>
<td>(e)</td>
<td>m</td>
<td>m</td>
<td>m</td>
<td>m</td>
<td>m</td>
</tr>
<tr>
<td>(f)</td>
<td>M</td>
<td>m</td>
<td>m</td>
<td>m</td>
<td>m</td>
</tr>
<tr>
<td>(g)</td>
<td>M</td>
<td>m</td>
<td>m</td>
<td>m</td>
<td>m</td>
</tr>
<tr>
<td>(h)</td>
<td>m</td>
<td>M</td>
<td>m</td>
<td>m</td>
<td>M</td>
</tr>
<tr>
<td>Student Engagement 5(a)</td>
<td>M</td>
<td>m</td>
<td>m</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>(b)</td>
<td>m</td>
<td>m</td>
<td>m</td>
<td>m</td>
<td>m</td>
</tr>
<tr>
<td>(c)</td>
<td>M</td>
<td>m</td>
<td>m</td>
<td>m</td>
<td>m</td>
</tr>
<tr>
<td>(d)</td>
<td>M</td>
<td>m</td>
<td>m</td>
<td>m</td>
<td>m</td>
</tr>
<tr>
<td>(e)</td>
<td>M</td>
<td>m</td>
<td>m</td>
<td>m</td>
<td>m</td>
</tr>
<tr>
<td>Develop. Appropriate Practices 6 A.(a)</td>
<td>m</td>
<td>m</td>
<td>m</td>
<td>m</td>
<td>m</td>
</tr>
<tr>
<td>TPE</td>
<td>EDEL 102</td>
<td>EDEL 103</td>
<td>EDEL 108 A</td>
<td>EDEL 108 B</td>
<td>EDEL 108 C</td>
</tr>
<tr>
<td>-----------</td>
<td>----------</td>
<td>----------</td>
<td>------------</td>
<td>------------</td>
<td>------------</td>
</tr>
<tr>
<td>(b)</td>
<td>m</td>
<td>m</td>
<td>m</td>
<td>m</td>
<td>m</td>
</tr>
<tr>
<td>(c)</td>
<td>m</td>
<td>m</td>
<td>m</td>
<td>m</td>
<td>m</td>
</tr>
<tr>
<td>(d)</td>
<td>m</td>
<td>m</td>
<td>m</td>
<td>m</td>
<td>m</td>
</tr>
<tr>
<td>6 B (a)</td>
<td>m</td>
<td>m</td>
<td>m</td>
<td>m</td>
<td>m</td>
</tr>
<tr>
<td>(b)</td>
<td>M</td>
<td>m</td>
<td>m</td>
<td>m</td>
<td>m</td>
</tr>
<tr>
<td>(c)</td>
<td>m</td>
<td>m</td>
<td>m</td>
<td>m</td>
<td>m</td>
</tr>
<tr>
<td>(d)</td>
<td>M</td>
<td>m</td>
<td>m</td>
<td>m</td>
<td>m</td>
</tr>
<tr>
<td>Teaching English Learners 7(a)</td>
<td>m</td>
<td>m</td>
<td>m</td>
<td>m</td>
<td>m</td>
</tr>
<tr>
<td>(b)</td>
<td>m</td>
<td>m</td>
<td>m</td>
<td>m</td>
<td>m</td>
</tr>
<tr>
<td>(c)</td>
<td>m</td>
<td>m</td>
<td>m</td>
<td>m</td>
<td>m</td>
</tr>
<tr>
<td>(d)</td>
<td>m</td>
<td>m</td>
<td>m</td>
<td>m</td>
<td>m</td>
</tr>
<tr>
<td>(e)</td>
<td>m</td>
<td>m</td>
<td>m</td>
<td>m</td>
<td>m</td>
</tr>
<tr>
<td>(f)</td>
<td>m</td>
<td>M</td>
<td>m</td>
<td>m</td>
<td>m</td>
</tr>
<tr>
<td>(g)</td>
<td>m</td>
<td>M</td>
<td>m</td>
<td>m</td>
<td>m</td>
</tr>
<tr>
<td>7(h)</td>
<td>m</td>
<td>m</td>
<td>m</td>
<td>m</td>
<td>m</td>
</tr>
<tr>
<td>(i)</td>
<td>m</td>
<td>m</td>
<td>m</td>
<td>m</td>
<td>m</td>
</tr>
<tr>
<td>Learning About Students 8(a)</td>
<td>M</td>
<td>M</td>
<td>m</td>
<td>m</td>
<td>m</td>
</tr>
<tr>
<td>(b)</td>
<td>m</td>
<td>M</td>
<td>m</td>
<td>m</td>
<td>m</td>
</tr>
<tr>
<td>(c)</td>
<td>m</td>
<td>m</td>
<td>m</td>
<td>m</td>
<td>m</td>
</tr>
<tr>
<td>(d)</td>
<td>m</td>
<td>m</td>
<td>m</td>
<td>m</td>
<td>m</td>
</tr>
<tr>
<td>(e)</td>
<td>m</td>
<td>m</td>
<td>m</td>
<td>m</td>
<td>m</td>
</tr>
<tr>
<td>Instruction Planning 9(a)</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>(b)</td>
<td>m</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>(c)</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>(d)</td>
<td>M</td>
<td>m</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>(e)</td>
<td>m</td>
<td>m</td>
<td>M</td>
<td>m</td>
<td>m</td>
</tr>
<tr>
<td>(f)</td>
<td>M</td>
<td>m</td>
<td>m</td>
<td>m</td>
<td>m</td>
</tr>
<tr>
<td>(g)</td>
<td>m</td>
<td>m</td>
<td>m</td>
<td>m</td>
<td>m</td>
</tr>
<tr>
<td>Instruction Time 10(a)</td>
<td>m</td>
<td>m</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(b)</td>
<td>m</td>
<td>m</td>
<td>m</td>
<td>m</td>
<td>m</td>
</tr>
<tr>
<td>(c)</td>
<td>m</td>
<td>m</td>
<td>m</td>
<td>m</td>
<td>m</td>
</tr>
<tr>
<td>TPE</td>
<td>EDEL 102</td>
<td>EDEL 103</td>
<td>EDEL 108 A</td>
<td>EDEL 108 B</td>
<td>EDEL 108 C</td>
</tr>
<tr>
<td>-----------------------------------------</td>
<td>----------</td>
<td>----------</td>
<td>------------</td>
<td>------------</td>
<td>------------</td>
</tr>
<tr>
<td>Social Environment</td>
<td>m</td>
<td>m</td>
<td>m</td>
<td>m</td>
<td>M</td>
</tr>
<tr>
<td>11(a)</td>
<td>(b)</td>
<td>m</td>
<td>m</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td></td>
<td>(c)</td>
<td></td>
<td>m</td>
<td>M</td>
<td>m</td>
</tr>
<tr>
<td></td>
<td>(d)</td>
<td>m</td>
<td>m</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td></td>
<td>(e)</td>
<td></td>
<td>m</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>Professional Legal Ethical Obligations</td>
<td>m</td>
<td>m</td>
<td>m</td>
<td>m</td>
<td>M</td>
</tr>
<tr>
<td>12(a)</td>
<td>(b)</td>
<td>M</td>
<td>m</td>
<td>m</td>
<td>m</td>
</tr>
<tr>
<td></td>
<td>(c)</td>
<td>m</td>
<td>m</td>
<td>M</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(d)</td>
<td>m</td>
<td>m</td>
<td>M</td>
<td>m</td>
</tr>
<tr>
<td></td>
<td>(e)</td>
<td></td>
<td>m</td>
<td>M</td>
<td>m</td>
</tr>
<tr>
<td></td>
<td>(f)</td>
<td>m</td>
<td>M</td>
<td>M</td>
<td>m</td>
</tr>
<tr>
<td>Professional Growth</td>
<td>M</td>
<td>m</td>
<td>m</td>
<td>m</td>
<td>M</td>
</tr>
<tr>
<td>13(a)</td>
<td>(b)</td>
<td>m</td>
<td>M</td>
<td>m</td>
<td>m</td>
</tr>
<tr>
<td>Technology</td>
<td>m</td>
<td>M</td>
<td>m</td>
<td>m</td>
<td>M</td>
</tr>
<tr>
<td>Equity, Diversity, Access to Curriculum</td>
<td>M</td>
<td>M</td>
<td>m</td>
<td>M</td>
<td>m</td>
</tr>
</tbody>
</table>

**Key:**
- “M” = Major Responsibility
- “m” = Minor Responsibility

- This TPE chart is based on a concept analysis of each TPE, divided into subelements to ensure coverage in coursework. (See analyzed TPEs document following TPE chart.
- EDTE 246 (Classroom Management) is currently required in all program options except for the Credential/MA Option. This option takes EDTE260: Teacher Action Research.

**Note:** For each of the TPE’s addressed in a “Major” way in each course, an accompanying “Signature Assignment has been included on the “Signature Assignments” chart to assess the TPEs in that course. (Signature Assignment Chart follows TPE Chart.)
The Psychological Foundations of Education
EDEL 102
San Jose State University
Spring 2008
Tuesday: 9:00 AM – 11:45 AM
(Sweeney Hall 334)

Professor: Mark Felton, PhD
Office: SH 338
Phone: (408) 924-3745
Office Hours: Tuesday 8:30-9:00, 12:00-12:30, or by appt.
Email: Mark.Felton@sjsu.edu

Required Text
Course Reader: The Psychological Foundations of Education. 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.

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. (TPE 4, 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 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: 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 disequilibrium)
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 2C—Lesson Improvements’). Feel free to use the format that works best for you and is easiest to write.

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. See Appendix for a copy of the rubric.
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 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: 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. Discuss the students’ strengths and struggles in the content with your partner 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.
(5) 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 of 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.

Evaluation: See Appendix
<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>
</tr>
</thead>
<tbody>
<tr>
<td>1/29</td>
<td>Constructivism I An Introduction</td>
<td>None</td>
<td>What are the elements of the constructivist learning process?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2/5</td>
<td>Constructivism II Prior Knowledge</td>
<td>Perkins, Wadsworth 1 &amp; 2</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>
<td>What a lesson assumes</td>
<td></td>
</tr>
<tr>
<td>2/12</td>
<td>Constructivism III Setting a purpose to learning</td>
<td>Wadsworth 8 Wiggins &amp; McTighe 7;</td>
<td>How do I focus the learning process for students? How do I get them ready to learn?</td>
<td>Setting up a problem</td>
<td></td>
</tr>
<tr>
<td>2/19</td>
<td>Constructivism IV Engaging students in active learning</td>
<td>Harmin 1 &amp; 2</td>
<td>How can I plan a whole lesson around active student learning?</td>
<td>Lesson critique</td>
<td>Lesson Plan</td>
</tr>
<tr>
<td>2/26</td>
<td>Motivation I</td>
<td>Gabler 3, Stipek 1-2</td>
<td>What are the effects of intrinsic and extrinsic motivators on learning?</td>
<td>Case Study</td>
<td>Lesson Analysis I</td>
</tr>
<tr>
<td>3/4</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>
<td>Effective openers and closers</td>
<td></td>
</tr>
<tr>
<td>3/11</td>
<td>Cognitive Theory II Cognitive Load</td>
<td>Ormrod 10</td>
<td>How do I avoid overwhelming my students with learning tasks?</td>
<td>Organizing a lesson</td>
<td></td>
</tr>
<tr>
<td>3/18</td>
<td>Cognitive Theory III LTM and Effective Encoding</td>
<td>Review Ormrod 9 &amp;10</td>
<td>How do I encourage kids to think deeply about the content?</td>
<td>Activity plans</td>
<td></td>
</tr>
<tr>
<td>3/25</td>
<td>Cognitive Theory IV Supportive Instruction</td>
<td>Ormrod 13</td>
<td>How can I put together effective and supportive interactive lessons?</td>
<td>Question clusters</td>
<td>Lesson Plan</td>
</tr>
<tr>
<td>4/1</td>
<td>Metacognition &amp; Motivation II</td>
<td>Ormrod 14</td>
<td>How can I help students think about their thinking?</td>
<td>Case studies</td>
<td>Lesson Analysis II</td>
</tr>
<tr>
<td>4/8</td>
<td>Motivation II</td>
<td>Stipek 6-8</td>
<td>What are the roles of student beliefs and teacher expectations in motivation?</td>
<td>Case Study</td>
<td></td>
</tr>
<tr>
<td>4/15</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 and communities of practice?</td>
<td>Skill analysis</td>
<td></td>
</tr>
<tr>
<td>4/22</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>Rubric design</td>
<td></td>
</tr>
<tr>
<td>4/29</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>
<td>Interview design</td>
<td></td>
</tr>
<tr>
<td>5/6</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>
<td>Scaffolding plan</td>
<td></td>
</tr>
<tr>
<td>5/13</td>
<td>Or 5/14 Presentation</td>
<td>None</td>
<td>Presentations. Arrange time in advance</td>
<td>Scaffolding Case Presentation</td>
<td></td>
</tr>
</tbody>
</table>
Syllabus for EDEL 103
Socio-Multicultural Foundations of Education
Spring 2008

Instructor: Dr. Colette Rabin
Office: SH339
Phone: 924-3650 (office)
Email: colette.rabin@sjsu.edu
Office Hrs: Office Hours: Wednesday 3:30-4:30 p.m. and Thursday 11-2, via email and by appointment.

College Vision/Mission/Values
THE FACULTY OF THE COLLEGE OF EDUCATION AT SAN JOSE 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,
• 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 Prerequisites
Students in this course must be admitted to the Multiple Subject Credential Program in the Department of Elementary Education.

Course Description and Objectives
Aligned with the Vision, Mission and Values of the College of Education, Multicultural Foundations of Education (EDEL 103) is designed to develop beginning teachers’ commitment to equitable outcomes and high achievement for all students and to the overarching purpose of schools and schooling to foster, sustain, and perpetuate a democratic and just society. In order to meet these goals, this course will explicitly:
EDEL 102 - Psychological Foundations in Education
Department of Elementary/K-8 Teacher Education
San José State University
Spring Semester 2008

Tuesdays 7:00pm-9:45pm
Course Number # 24723 EDEL 102 – Sec. 03
Clark Hall 111

Professor: Dr. Roxana Marachi
Office: 439 Sweeney Hall
Office Hours: Thursdays 4:00-6:00 (and by appt.)
Office Phone: 408.924.3729
Office Fax: 408.924.3775
E-mail: roxana.marachi@gmail.com
Course URL: http://www.sjsu.edu/faculty/marachi/102

Required Texts:

The following is the link for ordering the text as an e-book:
http://www.mypearsonstore.com/bookstore/product.asp?isbn=0136127029&xid=PSED&rl=1

Course Readers will be delivered to class on Tuesday, January 29th (for $12.50 cash or check to Maple Press) and will also be available at 481 San Carlos St., San Jose CA (408) 297-1000.

Prerequisites

Students in this course must be admitted to the Multiple Subject Credential Program in the Department of Elementary Education.

Course Description

The course Psychological Foundations in Education is designed to introduce students to theory, concepts, research, and practice in the application of psychology to education. The emphasis of the course is applying psychological theory to classroom settings to broaden your understanding of how students learn and develop. Major topics include theories on learning, cognitive and social development, student motivation, classroom management, and assessment. We will also discuss many current issues as they relate to research and practice in educational psychology. Students will be challenged to think critically about the intersection between psychology and education and will have the opportunity to design instruction and strategies to enhance student learning and motivation. Although this is not a methods course, the material we cover should provide valuable information for instructional decisions you will make as a classroom teacher.
College Mission Statement

The faculty of the College of Education at San Jose State University agrees that excellence and equity matter; that each is necessary, and neither is sufficient in the absence of the other.

The mission of the College 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 forms of diversity. In addition, we believe that educators at every level must

1. Have knowledge of their subject matter and their students;
2. Must value and engage in ethical practice and justifiable pedagogy;
3. 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;
4. Demonstrate an understanding of the professional obligations of an educator.

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 Goals and Objectives

Ideally, by the end of this course, credential candidates will be able to:

1. Understand and explain the basic theories of learning and development.
2. Apply the basic theories of learning and development to teaching youth in schools.
3. Identify the psychological principles of education that lay behind commonly used models and strategies of teaching at the elementary school level.
4. Apply psychological principles to classroom materials (i.e. in textbooks, lesson plans, curriculum guides and Internet resources).
5. Analyze lessons from the perspective of psychological theories of learning and development.
6. Critique lessons for their implementation of educational psychology and reading research.
7. Develop lessons that implement the principles of educational psychology.
8. 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.
9. Reflect on the social and emotional development of students in the classroom.
10. Develop strategies to promote student engagement in their own learning.

Course Equity Objectives:

1. Use psychological principles to identify and examine sources of inequity in the classroom.
2. Use psychological principles to reflect on prior beliefs about issues of equity in the classroom.
3. Design learning activities that engage and support all learners.
4. Develop lessons that use students’ backgrounds and prior experience as the foundation of learning.

Course Technology Objectives:

1. Interact with others using email and wiki technology.
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.
Format of the Course

The format of the course will vary from lecture and large group discussion to small group activities. As often as possible, I will include time into our class discussions to allow for reflection of how your experiences and observations as a student teacher relates to concepts we cover in class. I expect the classroom to be a dynamic interaction between all of us as teachers and learners. It is very important for the quality of the interaction and your preparation as a future professional that you come prepared to each session by reading the assignments. I encourage you to take risks and to share your ideas. Please also feel free to come and talk with me during my office hours. I am looking forward to working with you and will do my best to be available and responsive to any questions or concerns that you may have.

Responsibilities and Respect

In this course, as in this life, we all have responsibilities toward each other. I have found that my most successful classes are those in which we respect each other, and understand our mutual responsibilities. With that in mind, I offer my understanding of these responsibilities with the following assumptions. We will discuss them in the first week of class, and I hope that you will consult them throughout the course.

<table>
<thead>
<tr>
<th>Assumptions I Make About You</th>
<th>Assumptions You Can Make About Me</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I assume that mutual respect will abound for all members of the class. Respect for the integrity of the course includes arriving to class on time, engaging to the best of your abilities, and communicating with me if you have any questions or concerns.</td>
<td>1. I will give you the respect that I ask you to give me and the other members of this class.</td>
</tr>
<tr>
<td>2. I assume that as a professional, you’ve made a conscious, informed choice to be a member of this class. This means that you have read the syllabus, and know the workload required. Based on university time/unit standards, on average, you should spend at least 9 hours per week on your own (reading, studying, doing observations, making notes, planning, working on assignments, etc.) for this class.</td>
<td>2. I will be available to help you, but you must let me know that you need help. I will be available during my scheduled office hours and will do my best to return correspondence promptly.</td>
</tr>
<tr>
<td>3. I assume that students will come to class well-prepared with the reading, presentation, or writing assignments.</td>
<td>3. You can assume that I will be consistent and fair in the application of the course policies (see Evaluation/Grading section below for more details). I will grade fairly and responsibly, returning your assignments to you in a timely manner. Through the grading standards outline and assignment rubrics, I will let you know how I evaluated your work. Please be aware that completing the basic requirements of the paper does not guarantee a strong grade. I expect a high level of thought, analysis, logic, planning, revision, and reflection in each of the writing assignments.</td>
</tr>
<tr>
<td>4. I assume you will contribute to the class by sharing your personality, knowledge, skills and special expertise with the rest of us throughout this semester.</td>
<td>4. I will do my best to help you, but I cannot learn the material nor do the work for you.</td>
</tr>
<tr>
<td>5.</td>
<td>5. I will be receptive to and encourage constructive comments about my teaching and the course.</td>
</tr>
<tr>
<td>6.</td>
<td>6. I will approach this course with enthusiasm and put forth my best effort to make it a rewarding and meaningful experience for all of us!</td>
</tr>
</tbody>
</table>
**Evaluation and Grading Standards**

Your grade in this course will depend on your active participation during class time, completion of several written assignments, and a group presentation on a debate topic. Points will be awarded as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Total Points Available</th>
<th>Points earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-Class Participation (Rubric below + small writing assignments)</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>*Application/Observation Analysis</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>*Midterm</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>*Debate presentation</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>*Final</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL points available in class</strong></td>
<td><strong>200</strong></td>
<td></td>
</tr>
</tbody>
</table>

*More information with details/guidelines/rubrics for these assignments will be forthcoming.*

**Evaluation and Grading Standards, cont.**

The grading scale is as follows:

\[
\begin{align*}
200 - 186 &= A \\
185 - 180 &= A- \\
179 - 176 &= B+ \\
175 - 166 &= B \\
159 - 166 &= C+ \\
155 - 146 &= C \\
145 - 140 &= C-
\end{align*}
\]

Work in this course will be evaluated based on the following characteristics:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Characteristics of Work Evaluated</th>
</tr>
</thead>
</table>
| **“A” Work:** Outstanding/High Quality Roughly 90-100% | This work extends above and beyond average expectations of an assignment by demonstrating strong evidence of original thinking; excellent organization, capacity to analyze and synthesize; superior grasp of subject matter with sound critical evaluations; evidence of extensive knowledge base.  
  For written assignments:  
  1. Responds fully to the assignment; Expresses its purpose clearly and persuasively;  
  2. Is directed toward and meets the needs of a defined audience;  
  3. Begins and ends effectively;  
  4. Provides elaborated supporting arguments, evidence, examples and details;  
  5. Is well-organized and unified;  
  6. Uses appropriate, direct and inclusive language;  
  7. Correctly acknowledges and documents sources;  
  8. Is free from errors in grammar, punctuation, word choice, spelling and format;  
  9. Maintains a level of excellence throughout, and shows originality and creativity in demonstrating #1 through #7 above. |

| **“B” Work:** Satisfactory Roughly 80-90% | This work demonstrates an adequate grasp of subject matter, some evidence of critical capacity and analytic ability; reasonable understanding of relevant issues; and evidence of familiarity with the literature. For written assignments: Demonstrates 1) through 9) above well, but not fully and completely. |

| **“C” Work:** Revision required Roughly 70-80% | This work demonstrates minimal evidence of familiarity with subject matter and/or minimal evidence that critical and analytic skills have been developed. For written assignments: Minimally demonstrates elements of 1) through 9). Contains several serious errors or flaws, or many minor ones. A “C” assignment in this course often looks and reads like a first draft. |
Course Policies

Absences

Attendance is a required and important element of your participation in the class. It is understandable that throughout the semester a student may have an extenuating circumstance or absence that is absolutely unavoidable, however because of the limited number of course sessions, if more than two classes are missed, this will require discussion/consultation with the professor as it would significantly impact your ability to participate in the learning that occurs in the class discussions. Please contact me by email if you anticipate missing class and be sure to contact a peer in the class to stay current with the content, announcements, and course updates.

Late Assignments & Paper Format

I know how hard you work to finish papers on time. In order to be fair to students who submit work in a timely manner, late papers will result with a penalty. If you decide to turn in your work past the due date, you can expect your grade on the assignment to drop by 5% points. Each additional day late will also result in another 5% deduction. As a general request, I ask that papers be turned in typed and double-spaced with a standard font/size (Times New Roman,). I will make an attempt to read the papers ‘blind’ so request that you not include any identifying information on the front page, rather write your name lightly in pencil on the back of the last page. Also, on the back of the last page, please indicate the Section of 102 that you are enrolled in (Tuesday 7pm, Wednesday 4pm, or Thursday 7pm).

Active Participation

Active participation is an important part of learning in this class. Your participation grade will be based on your contributions to discussions and thoughtful completion of miscellaneous assignments (e.g., at the beginning of class, you may be asked to write about your understanding/ reaction to a topic covered in that day’s readings). In order for us to have a dynamic, lively learning environment, I would like to see participation from everyone.

The best way to learn this material in a meaningful way is to contribute ideas in discussions, pose questions, and be sincerely engaged in the learning process. Please come to class prepared with at least one question or comment about the reading for that week. Classroom participation will be evaluated using the following rubric:

+ Excellent participation
  • Active, enthusiastic involvement in class discussions and activities
  • Using understanding of course materials to explain or support comments
  • Asking thoughtful questions relevant to course materials
  • Promoting discussion through engaged listening and encouraging responses from classmates without dominating the conversation
  • Valuably contributing to small group discussions and keeping group on task
  • Mindful completion of written tasks

✓ Acceptable participation
  • Actively listening during discussion
  • Demonstrating some understanding of course materials
  • Participating in small group activities
  • Demonstrating some understanding of course content in written responses

0 Unacceptable participation
  • Failing to attend class
  • Attending class, but not being physically or cognitively engaged (e.g. not listening nor attempting to participate in class discussions or small group activities, reading newspapers, working on other work, etc.)
  • Making non-constructive comments during discussion
  • Attempting to distract others or redirect class discussion off topic
  • Little or no thought given in written responses
Academic Honesty/Dishonesty

The following is the Academic Integrity Statement (from the Office of Student Conduct and Ethical Development). It speaks for itself: “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 Student Conduct and Ethical Development.” You are responsible for understanding the policies and procedures about add/drops, academic renewal, withdrawal, etc. The policy on academic integrity can be found at http://sa.sjsu.edu/student_conduct

Department of Elementary Education Writing Policy

The Department now offers an Academic Writing Workshop for students who need or desire support with their academic writing. Based on your written work in this class, your instructor may recommend your participation in this workshop. If you wish, you may choose to participate in the Academic Writing Workshop even if your instructor does not recommend you. For more information, contact Dr. Katharine Davies Samway at kdsamway@comcast.net.

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. More information on the Disability Resource Center may be found at http://www.drc.sjsu.edu/. The DRC office is located in the Administration Building, Room 110. Telephone: 408.924.6000.

Other Important Information

The Martin Luther King Jr., Library

Sue Kendall is the librarian assigned to assist faculty and students in the College of Education. She has developed a very useful website to facilitate finding research http://www.sjsu.edu/~skendal2/

Counseling Services

There are often many pressures and stresses associated with balancing school, work, family, life, and all the complexities in our lives. If you are having personal difficulties, please consider the University Counseling Services. The office is located in the Administration Building Room 201. 408.924.5910, email: cs0035@email.sjsu.edu, http://sa.sjsu.edu/counseling/index.html

Need Help with Coursework/Writing?

Please take full advantage of the resources available to you on campus. The Learning Assistance Resource Center is an excellent place for you to get help with writing and academic work. 408.924.2587. The LARC website is http://www.sjsu.edu/larc
The University Academic Calendar is available at [http://www.sjsu.edu/academic_programs/calendars/academic_calendar/](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/)

Tentative Course Schedule for **Tuesday 7:00pm-9:45pm** Course as of January 28th, 2008

Topics and readings are subject to change – please check website frequently!

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics</th>
<th>Ormrod Reading</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>T. Jan 29th</td>
<td><em>Introduction, Syllabi, Course Overview</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>T. Feb 5th</td>
<td><em>(Meet for first hour of class in MLK 125)</em> Educational Psychology and Teacher Decision Making</td>
<td>Chapter 1, Chapter 2 (p.21-38)</td>
<td>In Class Quick Write</td>
</tr>
<tr>
<td>3</td>
<td>T. Feb. 12th</td>
<td><em>Cognitive &amp; Linguistic Development</em> How do theories explain/conceptualize students’ cognitive and linguistic development?</td>
<td>Chapter 2 (39-61)</td>
<td>In Class Quick Write</td>
</tr>
<tr>
<td>4</td>
<td>T. Feb. 19th</td>
<td><em>Learning &amp; Cognitive Processes</em> What are the processes by which learning develops?</td>
<td>Chapter 6</td>
<td>In Class Quick Write</td>
</tr>
<tr>
<td>5</td>
<td>T. Feb. 26th</td>
<td><em>Knowledge Construction</em> What are the processes by which students construct knowledge?</td>
<td>Chapter 7 + Debate in Reader</td>
<td>DEBATE ISSUE 8: Should Schools adopt a Constructivist Approach to Education?</td>
</tr>
<tr>
<td>6</td>
<td>T. March 4th</td>
<td><em>Higher Level Thinking Processes</em> What are the processes by which higher order/expert thinking develops?</td>
<td>Chapter 8 + Debate in Reader</td>
<td>DEBATE ISSUE 13: Is the Whole Language Approach to Reading Effective?</td>
</tr>
<tr>
<td>7</td>
<td>T. March 11th</td>
<td><em>Behaviorist Views of Learning</em> What does research find about the effects of rewards, reinforcements, and punishment on learning?</td>
<td>Chapter 9 + Debate in Reader</td>
<td>DEBATE ISSUE 9: Does Reinforcement Facilitate Learning?</td>
</tr>
<tr>
<td>8</td>
<td>T. March 18th</td>
<td><em>Midterm Exam</em></td>
<td></td>
<td><em>Midterm Exam</em></td>
</tr>
<tr>
<td>9</td>
<td>T. April 1st</td>
<td><em>Social Cognitive Views of Learning</em> How do students make decisions about learning based on prior experiences?</td>
<td>Chapter 10</td>
<td>In Class Quick Write</td>
</tr>
<tr>
<td>10</td>
<td>T. April 8th</td>
<td><em>Motivation and Affect</em> How do emotions affect motivation and learning? What ‘gets in the way’ of optimal cognition and performance?</td>
<td>Chapter 11 + Debate in Reader</td>
<td>DEBATE ISSUE 6: Should Schools try to increase students’ Self-Esteem?</td>
</tr>
<tr>
<td>11</td>
<td>T. April 15th</td>
<td><em>Cognitive Factors in Motivation</em> How do students’ perceptions about themselves and learning impact their desire to learn?</td>
<td>Chapter 12</td>
<td>In Class Quick Write</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Chapter</td>
<td>Notes</td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>-----------------------------------------------------</td>
<td>-----------</td>
<td>--------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>12 T. April 22&lt;sup&gt;nd&lt;/sup&gt;</td>
<td><strong>Instructional Strategies</strong>&lt;br&gt;How can I design my lessons to be engaging and relevant for students?</td>
<td>Chapter 13</td>
<td>Application/Analysis Paper Due</td>
<td></td>
</tr>
<tr>
<td>13 T. April 29&lt;sup&gt;th&lt;/sup&gt;</td>
<td><strong>Creating a Productive Learning Environment</strong>&lt;br&gt;How can I create an environment that inspires learning?</td>
<td>Chapter 14 + Debate in Reader</td>
<td>DEBATE ISSUE #3: Should English Immersion Replace Bilingual Education?</td>
<td></td>
</tr>
<tr>
<td>14 T. May 6&lt;sup&gt;th&lt;/sup&gt;</td>
<td><strong>Bronfenbrenner – Ecological Systems Theory</strong>&lt;br&gt;How do the various contexts in students' lives impact their development/learning?</td>
<td>Debate in Reader</td>
<td>DEBATE ISSUE 17: Can a Zero Tolerance Policy Lead to Safe Schools?</td>
<td></td>
</tr>
<tr>
<td>15 T. May 13&lt;sup&gt;th&lt;/sup&gt;</td>
<td><strong>Classroom Assessment Strategies</strong>&lt;br&gt;How is student learning 'measured' or evaluated?</td>
<td>Chapter 15</td>
<td>In Class Review/Wrap-up</td>
<td></td>
</tr>
<tr>
<td>T. May 20&lt;sup&gt;th&lt;/sup&gt;</td>
<td><strong>Final Exam – University Scheduling indicates our Final time to be Thursday, May 20&lt;sup&gt;th&lt;/sup&gt;, 7:45-10pm</strong>&lt;br&gt;HAVE A WONDERFUL SUMMER!</td>
<td>Final Exam</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
A. develop teachers’ cultural proficiency and help them to critically analyze the roots of inequity and injustice,

B. prepare educators to recognize, identify, name and address institutional conditions and instances of inequities and injustices particularly related to race, class, language, gender and sexual orientation,

C. promote teachers’ abilities to reflect on contemporary theories of multicultural education, equity and schooling and use inquiry to address how these can be implemented in their own practice,

D. engage teachers in implementing learning strategies that engage all students in learning toward high standards, and

E. assist teachers to develop more close personal and positive working relationships with students and their families by personalizing teachers’ own understanding of the range of needs and backgrounds of students.

Required Text:
Course Reader available at Maple Press (on San Carlos nr 10th). Priced at about $25.00

Literature Study Texts¹

- Nickel and Dimed: On (Not) Getting By in America, by Barbara Ehrenreich, Henry Holt and Company, 2001
- The Spirit Catches You and You Fall Down, by Anne Fadiman, Farrar, Straus & Giroux, 1997
- The Circuit & Breaking Through, both by Francisco Jimenez, University New Mexico Press, 1998; and Houghton Mifflin Company, 2001
- Half and Half: Writers on growing up biracial+multicultural, edited by C.C. O’Hearn, Pantheon Books, 1998; &/or What are you?: Voices of mixed race young people, edited by Pearl Fuyo Gaskins, Holt and Company, 1999 (group can choose between the 2)
- Holler if You Hear Me, by Gregory Michie, Teachers College Press, 1999 (not the book by Tupac Shakur!)
- Yell-Oh Girls, Edited by Vicki Nam, Harper Collins, 2001 &/or Paper Daughter, by M. Elaine Mar, Harper Collins, 1999 (group can choose between the 2)
- Teaching Stories, by Judy Logan, Kodansha America, Inc. 1997

Recommended Texts


¹ You will read one book of your choice from this list and conduct a presentation and write a paper on ONE of these. Each text is widely available for order through Amazon.com, independent bookshops or Barnes and Noble for about $14.00.

² I will draw on this text in class and make copies of whatever you need to participate, however in the future (or now if possible), I recommend you get a copy.
Course Requirements:

1. Full participation in classroom activities. Please come prepared with notes or comments in response to readings. Also be prepared to respond in writing to readings at the beginning or end of class discussion (in an in-class quick-write format).

2. Email the instructor if you will be absent and contact a classmate to take notes and discuss what you missed.

3. Completion of all written assignments (see descriptions below).

4. A note about laptops in class – You won’t need yours in class. This course is highly participatory and note-taking will be minimal. I will always provide my slides as a pdf if there are any key concepts, explanations and definitions. You will also have your before and end of class reflections through quick-writes as reference for key concepts you want to remember.

Assignment Descriptions and Grading

All written assignments (except those done in class) are to be word processed, double-spaced, in 12 point font with 1 inch margins. This format allows me to use your “empty space” to comment and offer feedback when I read your papers. Each individual assignment is described below.

1 - Reading Prompts/Questions/In class reflections (ungraded, 10 points total)
At the beginning and/or end of class period you will have a few minutes to reflect on your learning and the implications of our readings and discussion for your future learning as a person and development as a teacher. I will collect and read these each week and make a few comments to guide your continued learning. If you are absent, you may make up the reflection (in reference to what you have read) by submitting it to me via email by Friday of the week you missed.

2 - Autobiography, Due January 31st (10 points)
Who we are shapes our perceptions, attitudes, beliefs and assumptions about others and how we conceive of ourselves and our purposes as teachers. Therefore, the first assignment in this course focuses on you and your identity(ies), and how you became who you are today.

In a narrative short essay of no more than 5 pages or 1,500 words (before doing the readings for this week) explain anything about you that helps others in our class to understand what is important to you and helps you to analyze your own sense of self not limited to, but particularly in light of your role as a teacher. You may want to focus your awareness of and experiences with issues of social class, gender, race, ethnicity, language, sexuality, bias, and oppression. You may want to probe your family history in relation to these issues and its influence on your developing identity(ies) and/or how you see yourself and your purposes...
as a teacher. Or, you may focus on your schooling experiences as they relate to who you are as a person and a teacher. You may write about one particular defining incident or a series of events or experiences. Whatever you choose as a focus, please be sure to include how this identity has shaped your purposes (so far) as a teacher.

3 - Literature Study Presentation (10 points)
The purpose of the literature study project is to engage students in learning about the lives, learning and/or schooling of diverse students and their families through reading and analyzing a text. Each individual in each group will practice effective group collaboration, research and teaching skills while preparing and conducting the presentation. Your presentation should fully engage the class – this is not a “sage on the stage” opportunity. You may want to include video, small group activity, read-alouds, etc., to draw the class into your book and create meaningful, deep understandings of the “what?”, “so, what?” and “now, what?” aspects of your text. In addition, because not everyone will have read the book, please prepare handouts, graphic organizers, or other materials that summarize key points and serve as a resource and reference for your classmates in the future. Presentation and handouts should refer to and summarize key concepts from other course readings (especially those assigned on the day of the presentation) AND at least 3 additional resources (websites, books, articles, film, video, curriculum materials, and/or community agencies) that reveal the themes and issues of your text and implications for teaching diverse students.

Your group will have about one hour of class time for the presentation. Please plan on using 45-50 minutes for the presentation/activities and allow 10-15 minutes at the end for questions and feedback from the class.

The ten points for the presentation are based on the average score of self and peer ratings for collaboration (shared responsibility) and presentation quality. See rubric included with the assignment description handout.

4 - Literature Study Paper, Due March 6th (10 points): Each individual will write a paper synthesizing key themes, concepts and issues from the literature study selection and their relationship to other course readings, discussions, personal experiences and effective teaching. In particular, the paper should address all three levels of reflection (what; so, what?; now, what?) and highlight what you have learned through your

---

3 The first level describes “what?” (observations, issues, concepts, or experiences) you have seen, read, felt or discussed. The second levelunpacks what you have described and asks “so, what?” What does this mean for me, you and “others”? Why is it important? How is this concept or idea or observation connected to other concepts I have read about or experienced? What are the theories that help to explain how and why this is happening? Finally, evaluative reflection examines the question, “now, what?”. What is the implication of this observation, theory, concept, or idea for what I need to do in my own teaching? How well do I understand or use this now? How will I implement this more successfully in my own practice? How will I know when I’ve done it successfully? What suggestions do I have for improving my own teaching (and life) related to this concept?
reading that addresses the key themes of the course. See the assignment handout and grading rubric for details.

5 - Ethnography: School Community Investigation Paper (30 points) Due April 10\textsuperscript{th}
The school investigation assignment will enable you to learn more about a local school, its demographics and features, and the cultures, histories, and resources of the surrounding neighborhood. You will explore information about the school from various sources, including a website and/or principal interview, an interview with (at least) one student (See Ellis' (2005) interview protocol examples at the end of her paper, “Researching Children's Experience Hermeneutically and Holistically”), and a walk in the surrounding area. See Ellis' (2005) discussion of “getting at something important” (p. 6). You will (individually) write a reflective paper describing and analyzing what you learned and the implications for you as a teacher within that school community. A more detailed description and rubric is available on the assignment handout.

6 - Final Course Reflection/Autobiographical Paper (30 points) Due May 15\textsuperscript{th}
As the final course reflection, you will revisit your initial in-class write and autobiography as a starting point to further consider your role, your larger purposes, values and stance as a teacher given your learning throughout the semester. You will write about your most significant learning over the entire semester and examine key course concepts applied to your own growth as a teacher and person, including how this growth shapes your purposes as a teacher. A list of key concepts will be generated throughout the semester and reviewed prior to writing this autobiographical reflection.

Evaluation and Grading Expectations
Specific rubrics for the ethnographical investigation, the literature study presentation, and the final autobiographical project accompany the handouts for each of these assignments. In general, the grading reflects:

- **High quality** (an “A” paper) – a detailed, well elaborated response to the assignment with explicit examples, and analysis. Offers several specific, thoughtfully crafted and relevant implications and next steps for yourself as teacher and person. It expresses not the “what?,” but also the “so what?” and “now, what?” in explicit detail.
- **Satisfactory** (a “B” paper) – addresses the assignment with some detail and analysis. Offers a few reasonable, but general implications and next steps for self as teacher and person.
- **Revision Required** (a “C” paper) – may miss some aspect of the assignment or is vague and/or unelaborated in description, analysis and/or evaluation. “C” papers must be revised and resubmitted BEFORE the next assignment is due.

Final grades will be based on a total point value of 100 and will be distributed as follows: A+ = 99-100, A = 93-98.9, A- = 90 to 92.9, B+ = 88-89.9, B = 83-87.9, B- = 80-82.9, C+
Extra Credit
If students earn less than 90 points on their overall final grade, they will earn 3 points for attending the MA Colloquium on May 14th (details to be announced).

Late Assignments
To help keep both of us on track, I will have to insist all assignments be turned in on time. To hand-in late work, students must communicate with me prior to the due date. I’m willing to negotiate late work in the case of hardships. I have high expectations for your performance and level of responsibility. If an assignment is turned in late without prior explanation or a renegotiated due date is missed, I will deduct a letter grade step (A to A-, B+ to B, etc) for each week the assignment is delayed.

Department of Elementary Education Writing Workshop
The Department now offers an Academic Writing Workshop for students who need or desire support with their academic writing. Based on your written work in this class, your instructor may recommend your participation in this workshop. If you wish, you may choose to participate in the Academic Writing Workshop even if your instructor does not recommend you. For more information, contact Dr. Katharine Davies Samway at kdsamway@comcast.net.

University Policies and Campus Resources

Academic Honesty/Dishonesty
The following is the Academic Integrity Statement (from the Office of Student Conduct and Ethical Development). It speaks for itself: “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 Student Conduct and Ethical Development.” You are responsible for understanding the policies and procedures about add/drops, academic renewal, withdrawal, etc. 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 requesting accommodations must register with DRC to establish a record of their disability.” More information on the Disability Resource Center may be found at
http://www.drc.sjsu.edu/. The DRC office is located in the Administration Building, Room 110. Telephone: 408.924.6000.

The Martin Luther King Jr., Library
Sue Kendall is the librarian assigned to assist faculty and students in the College of Education. She has developed a very useful website to facilitate finding research http://www.sjsu.edu/~skendal2/

Counseling Services
There are often many pressures and stresses associated with balancing school, work, family, life, and all the complexities in our lives. If you are having personal difficulties, please consider the University Counseling Services. The office is located in the Administration Building Room 201. 408.924.5910, email: cs0035@email.sjsu.edu, http://sa.sjsu.edu/counseling/index.html

Need Help with Coursework/Writing?
In addition to my feedback and support, please take full advantage of the resources available to you on campus. The Learning Assistance Resource Center is an excellent place for you to get help with writing and academic work. 408.924.2587. The LARC website is http://www.sjsu.edu/larc

The University Academic Calendar is available at http://www.sjsu.edu/academic_programs/calendars/academic_calendar/
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings and Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 1/24</td>
<td>Why Teach?</td>
<td>Syllabus</td>
</tr>
<tr>
<td>2. 1/31</td>
<td>What is the purpose of schooling?</td>
<td>Peronne, Wolk, AutoBiography Due</td>
</tr>
<tr>
<td>3. 2/7</td>
<td>What constitutes an educative experience?</td>
<td>Dewey</td>
</tr>
<tr>
<td>4. 2/14</td>
<td>What kind of persons are we fostering through the experiences of schooling?</td>
<td>McCabe, Noddings</td>
</tr>
<tr>
<td>5. 2/21</td>
<td>What is the role of language? Why examine our language and ourselves?</td>
<td>Kohl, Denton</td>
</tr>
<tr>
<td>6. 2/28</td>
<td>What is the role of the self as a teacher?</td>
<td>Palmer, Howard, Lindsey</td>
</tr>
<tr>
<td>7. 3/6</td>
<td>What are the social and political implications for schooling?</td>
<td>Anyon, Ellis Literature Study Paper Due</td>
</tr>
<tr>
<td>8. 3/13</td>
<td>How might we leave no child behind?</td>
<td>Banks, Moll, Trumbull</td>
</tr>
<tr>
<td>9. 3/20</td>
<td>What is the status of multicultural education in the current era?</td>
<td>Singham, Kozol</td>
</tr>
<tr>
<td>3/27</td>
<td>Spring Break</td>
<td></td>
</tr>
<tr>
<td>10. 4/3</td>
<td>What does it mean to be culturally proficient?</td>
<td>Lindsey</td>
</tr>
<tr>
<td>11. 4/10</td>
<td>Building our own Bridges</td>
<td>Ethnography Due</td>
</tr>
<tr>
<td>12. 4/17</td>
<td>How might we engage in dialogue across difference?</td>
<td>Delpit, Tatum</td>
</tr>
<tr>
<td>13. 4/24</td>
<td>How might we re-envision schooling?</td>
<td>Ladson-Billings</td>
</tr>
<tr>
<td>14. 5/1</td>
<td>Who will we be as teachers in this revisioning?</td>
<td>Ladson-Billings &amp; Nieto</td>
</tr>
<tr>
<td>15. 5/8</td>
<td>Final Reflection</td>
<td>*</td>
</tr>
</tbody>
</table>

Note: Calendar is tentative. Some topics and readings may change with advance notice. * refers to “to be announced.”
Language and Literacy in Culturally Diverse Classrooms

Flexible / EDEL 108A

Spring 2008

Class: Course #24748 T & TH, 4-6:45 pm
Section: 2 SH #313
Instructor: Judith Schierling Phone: (408) 924-3773
Office: SH 108 email: judith.schierling@sjtu.edu
Office Hours: M 1-5 pm or by appointment

San Jose State University
College of Education
Mission Statement

The faculty of the College of Education at San Jose State University agree that excellence and equity matter – that each is necessary, and neither is sufficient in the absence of the other. The mission of the College 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 forms of diversity. 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.

The Department of Elementary Education faculty developed a vision and a set of principles that support and make particular the College vision and mission. These principles help to define the types and qualities of learning opportunities necessary for teachers to fully educate the diverse students of California.

Vision: At San Jose State University we believe that all children have the right to an excellent education. Our vision is to prepare teachers who create educational opportunities to support high achievement within diverse contexts and hold high expectations for all students. Our teacher candidates prepare children to develop their potential as learners and as participants in a democratic society.

Course Goal
This course is designed to increase beginning teachers’ knowledge of the nature of language/literacy and its acquisition and use among pre-school to adolescent children in culturally and linguistically diverse classrooms. The coursework is both theoretically based and practically applicable so that participants are able to differentiate literacy instruction as well as provide a rich classroom context for oral and written English language development.
**Big Ideas/Essential Questions**

1. What is literacy?
2. How do we nurture students to become lifelong readers and writers?
3. How do we teach literacy in ways that foster meaning making, strategies and skills?
4. How and why do we assess literacy to guide instruction?
5. How do we make content/concepts accessible to English Language Learners?

**Standards/Course Objectives**

*Standard 7: Preparation to Teach Reading-Language Arts*

**Course Objectives:**
* Students will gain knowledge and practice in the ten components of a balanced, comprehensive reading program for grades K-8:
  - Phonemic Awareness
  - Concepts about print and letter recognition
  - Systematic, explicit phonics and other word identification strategies
  - Spelling instruction
    - Vocabulary development
  - Reading comprehension
  - Student independent reading and its relationship to improved reading performance
  - Relationships among reading, writing and oral language
  - Diagnosis of reading development: the use of assessment and evaluation information
  - Structure of the English language.

* Students will apply theoretical perspectives on language acquisition and literacy development as a process, within a cultural context, with specific attention to the California Content Standards and the Reading/Language Arts Framework
* Students will analyze current research on the reading and writing process and implications for the classroom
* Students will examine and design a variety of instructional strategies for teaching language arts and reading/writing to middle level students in culturally and linguistically diverse classroom
* Students will evaluate and use a variety of assessment tools that will serve to guide instruction in reading, writing and oral language.

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

**Course Objective:**
* Students will reflect on their own literacy instruction and curriculum design, noting strengths and ‘next steps’ in order to continue growth as a professional educator.
**Academic Dishonesty Policy:**
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 and Ethical Development. The policy on academic integrity can be found at: [http://sa.sjsu.edu/student_conduct](http://sa.sjsu.edu/student_conduct).

**Campus Accommodation Policy**
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. More information can be found at: [http://www.drc.sjsu.edu/](http://www.drc.sjsu.edu/)

**SJSU Student Rights & Responsibilities**
Our use of technology in class (cell phones and computers) should enrich the learning and increase participation for everyone. In order to keep disruption to a minimum, please turn off your cell phones during class unless you have talked to me about a situation that may require you to answer a call. The policy on students’ rights and responsibilities can be found at: [http://www.sjsu.edu/senate/s90-5.htm](http://www.sjsu.edu/senate/s90-5.htm)

You are responsible for understanding the policies and procedures about add/drops, academic renewal, withdrawal, etc. found at: [http://www.sjsu.edu/registrar/](http://www.sjsu.edu/registrar/)

**Required Texts**

California Content Standards: [www.cde.ca.gov/be/st/ss](http://www.cde.ca.gov/be/st/ss)


Schierling, J. EDEL 108A Course Reader/Resource Book


**Recommended Text**
Course Requirements and Evaluation

A. Case Study: (50 Points Total) Parts 1 & 2 due: March 20th
All parts due: April 24th

Students will observe and assess the literacy of a K-8 ELL student which will involve the following:

**Part 1:** Biographical information on student (5 points)

**Part 2:** Four assessments will be administered - Oral Language assessment, Observation Survey or Qualitative Reading Inventory – 4, Writing Rubric Analysis/Six Traits, and Words Their Way Spelling Inventory. Each assessment will have an accompanying commentary about the assessments, the decisions made while assessing and the rationales for these decisions (10 points).

**Part 3:** Analysis – Lists summarizing data into student’s strengths and needs (15 points).

**Part 4:** Instructional Plan is designed with teaching strategies explained and supported with research based rationales. (20 points)

Sample will be provided to review during class. Rubric for expectations and grading criteria are attached.

B. Formative Assessments: (20 points)

On-going

Students will be continuously involved in a variety of formative assessments (“tickets in and out the door”) - a reflection form to be completed at the end of class sessions, reading response formats assigned with weekly reading, an ongoing graphic organizer summarizing key course concepts and strategies, and in class activities. Twenty points are given if all are completed satisfactorily. Instructor will offer ongoing feedback about the quality of these “tickets”. There will be a rubric for evaluative criteria related to in class participation and preparation for use on the end-of-class self reflection form.

C. Strategy Lesson with Lesson Plan: (15 points)

On-going

Each student will prepare a strategy lesson designed to model and teach literacy strategies that promote meaning making by readers. The instructor will model these lessons during the first half of the semester and students will sign up to present their own in the second half of the semester. See sample provided and rubric for expectations and grading criteria.

D. Literature Circle / Resource Guide (15 points)

May 13th

Students will participate in a literature circle, reading and responding to a piece of adolescent literature. The literature circle will then develop a resource guide for using this book; copies of the guide will be shared with everyone in the class. The guide will include: application suggestions/cautions for the book, suggested strategy lessons or literature responses for this text, and a bibliography for extending comprehension (focusing on either the author or genre). A narrative giving the rationales for these recommendations & selections will need to be submitted along with the resource guide. See assignment rubric for expectations and grading criteria.
Grading:   A = 90-100   B = 80-89   C = 70-79

Revision Policy
Any paper may be revised if you are not satisfied with your performance. The instructor may also require a revision. Please submit revisions within two weeks of receiving your graded work or before your next paper is due whichever occurs first. To be accepted, all revisions must include the original paper and rubric.

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 assignments are turned in late, I will deduct 10% for each week the assignment is delayed.
### 108A Spring ‘08 Calendar: Flexible Program

*Note: The following schedule provides a preliminary outline of topics and assignments. This schedule may be modified by the instructor as necessary.*

<table>
<thead>
<tr>
<th>Dates</th>
<th>Session Focus</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 24</td>
<td>Introductions&lt;br&gt;Course overview&lt;br&gt;What is literacy?&lt;br&gt;Sharing books/journeys</td>
<td>*Bring 1st book you read</td>
</tr>
<tr>
<td>January 29</td>
<td>Case Study overview&lt;br&gt;“Myth Busting”&lt;br&gt;Oral language review&lt;br&gt;~SOLOM assessment</td>
<td>*Read Tompkins ch. 1 &amp; 2 &lt;br&gt;*Bring Oral Language section of Reader</td>
</tr>
<tr>
<td>January 31</td>
<td>Model Strategy lesson&lt;br&gt;The role of talk in literacy&lt;br&gt;Grand Conversations&lt;br&gt;Intro to reading strategies&lt;br&gt;~Assessments for classroom conversation</td>
<td>*Read Dorn/Reader&lt;br&gt;*Watch ‘Grand Conversations’ on Tompkins DVD</td>
</tr>
<tr>
<td>February 5</td>
<td>Model Strategy Lesson&lt;br&gt;Comprehension overview&lt;br&gt;Start graphic organizer&lt;br&gt;Begin QRI</td>
<td>*Read Tompkins ch. 7&lt;br&gt;*Read Reader p. 61&lt;br&gt;*Bring QRI</td>
</tr>
<tr>
<td>February 7</td>
<td>Model Strategy Lesson&lt;br&gt;Assessment jigsaw&lt;br&gt;Continue QRI</td>
<td>*Read your jigsaw section of Tompkins ch. 9&lt;br&gt;*Read QRI p. 46-99 (post-its)</td>
</tr>
<tr>
<td>February 12</td>
<td>Model Strategy Lesson&lt;br&gt;Writing overview&lt;br&gt;~Writing rubrics&lt;br&gt;Share graphic organizers</td>
<td>*Read Fletcher/Reader&lt;br&gt;*Bring assessment &amp; writing sections of the Reader.</td>
</tr>
<tr>
<td>February 14</td>
<td>Model Strategy Lesson&lt;br&gt;Emergent literacy overview&lt;br&gt;Role of Play in literacy&lt;br&gt;-graphic organizers&lt;br&gt;Assessing emergent readers&lt;br&gt;OS – CAP</td>
<td>*Read Tompkins ch. 3 and add to graphic organizer&lt;br&gt;*Bring Observation Survey to class.</td>
</tr>
<tr>
<td>February 19</td>
<td>Model Strategy Lesson&lt;br&gt;Phonemic Awareness Overview - activities&lt;br&gt;OS : Written Vocabulary &amp; Hearing Sounds in Words</td>
<td>*Read Tompkins ch 4 / p. 110-124&lt;br&gt;*Read OS p.&lt;br&gt;*Bring p. 118-123 in Reader</td>
</tr>
<tr>
<td>February 21</td>
<td>Model Strategy Lesson&lt;br&gt;~Running Record conventions</td>
<td>*Bring graphic organizer&lt;br&gt;*Read Running Record p. 3-15</td>
</tr>
<tr>
<td>Date</td>
<td>Lesson Plan</td>
<td>Notes</td>
</tr>
<tr>
<td>-------------</td>
<td>-------------------------------------------------</td>
<td>---------------------------------------------------------</td>
</tr>
<tr>
<td>February 26</td>
<td>Model Strategy Lesson</td>
<td>*Bring Assessment section of the Reader</td>
</tr>
<tr>
<td></td>
<td>Comprehension</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Emergent Comprehension</td>
<td></td>
</tr>
<tr>
<td></td>
<td>~Running Record Analysis</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Update graphic organizer</td>
<td></td>
</tr>
<tr>
<td>February 28</td>
<td>Model Strategy Lesson</td>
<td>*Review Reader p.125-150</td>
</tr>
<tr>
<td></td>
<td>Using the Code – emergent stage</td>
<td>&amp; bring to class</td>
</tr>
<tr>
<td></td>
<td>Visual Perception</td>
<td>*Read WTW ch. 1</td>
</tr>
<tr>
<td></td>
<td>OS: Letter ID &amp; Word list</td>
<td>* Bring Observation Survey</td>
</tr>
<tr>
<td></td>
<td>Letter sorts</td>
<td></td>
</tr>
<tr>
<td>March 4</td>
<td>Model Strategy Lesson</td>
<td>*Read Bear ch. 3 &amp; 4</td>
</tr>
<tr>
<td></td>
<td>WTW Spelling inventory</td>
<td>*Watch WTW DVD on emergent spellers</td>
</tr>
<tr>
<td></td>
<td>Emergent Word sorts/activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Interactive Writing</td>
<td></td>
</tr>
<tr>
<td>March 6</td>
<td>Model Strategy Lesson</td>
<td>*Read Bear ch.5 / Watch DVD</td>
</tr>
<tr>
<td></td>
<td>Early Word sorts/activities</td>
<td>&amp; add to graphic organizers</td>
</tr>
<tr>
<td></td>
<td>Revisit graphic organizer</td>
<td>*Bring whatever you have so far for your case study</td>
</tr>
<tr>
<td>March 11</td>
<td>Model Strategy Lesson</td>
<td>*Read Bear ch. 6 &amp; watch DVD on WWP spellers</td>
</tr>
<tr>
<td></td>
<td>Transitional sorts/activities</td>
<td>*Watch Tompkins DVD on Word Walls</td>
</tr>
<tr>
<td></td>
<td>Making Words</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Word Walls</td>
<td></td>
</tr>
<tr>
<td>March 13</td>
<td>Strategy Lesson/s</td>
<td>Update graphic organizer and bring to class.</td>
</tr>
<tr>
<td></td>
<td>Share graphic organizers</td>
<td>*Bring all case study assessments and draft of narrative</td>
</tr>
<tr>
<td></td>
<td>Case Study:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Partner Review</td>
<td></td>
</tr>
<tr>
<td>March 18</td>
<td>Strategy Lesson/s</td>
<td>*Read Tompkins ch. 5</td>
</tr>
<tr>
<td></td>
<td>Teaching for fluency</td>
<td>* Add to graphic organizer and bring to class.</td>
</tr>
<tr>
<td></td>
<td>Shared Reading &amp; Reader’s Theater</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Strategy Lesson sign up</td>
<td></td>
</tr>
<tr>
<td>March 20</td>
<td>Using poetry for fluency</td>
<td><strong>Turn in case study parts 1 &amp; 2 for feedback.</strong></td>
</tr>
<tr>
<td></td>
<td>Book Talk – Literature</td>
<td>*Read Tompkins pp. 276-286</td>
</tr>
<tr>
<td></td>
<td>Circle sign up</td>
<td>*Bring graphic organizer</td>
</tr>
<tr>
<td>March 25 and March 27</td>
<td><strong>Spring Break - No Class</strong></td>
<td></td>
</tr>
<tr>
<td>April 1</td>
<td>Assessment analysis</td>
<td>*Read Tompkins pp. 250-276</td>
</tr>
<tr>
<td></td>
<td>Strategy Lesson/s</td>
<td>* Bring Lit. circle book.</td>
</tr>
<tr>
<td></td>
<td>Reading “Stances”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Text structures</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Literature Circle mtg #1</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Strategy Lesson/s</td>
<td>Additional Activities</td>
</tr>
<tr>
<td>-----------</td>
<td>----------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>April 3</td>
<td>Assessment analysis</td>
<td>*Read <em>Tompkins</em> ch. 6 * Add to graphic organizer</td>
</tr>
<tr>
<td></td>
<td>Strategy Lesson/s</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Vocab. &amp; Comprehension</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Prereading / Frontloading</td>
<td></td>
</tr>
<tr>
<td>April 8</td>
<td>Assessment analysis</td>
<td>*Read <em>Bear</em> ch. 7 &amp; 8 * Watch DVD on Syllables/Affix &amp; Derivational spellers</td>
</tr>
<tr>
<td></td>
<td>Strategy Lesson/s</td>
<td>*Update graphic organizer and bring to class.</td>
</tr>
<tr>
<td></td>
<td>Share Graphic organizers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Vocabulary:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Morphological analysis</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Syllables/ Affixes word sorts and activities</td>
<td></td>
</tr>
<tr>
<td>April 10</td>
<td>Strategy Lesson/s</td>
<td>*Read <em>Fountas &amp; Pinnell/Reader</em> p. 210-219</td>
</tr>
<tr>
<td></td>
<td>Assessment analysis</td>
<td>*Bring Lit. Circle book.</td>
</tr>
<tr>
<td></td>
<td>Intro Guided Reading:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lesson Architecture</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Literature Circle mtg. #2</td>
<td></td>
</tr>
<tr>
<td>April 15</td>
<td>Strategy Lesson/s</td>
<td>*Read <em>Fountas &amp; Pinnell / Reader</em> p. 220-229</td>
</tr>
<tr>
<td></td>
<td>Guided Reading:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Matching texts to readers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Book introductions</td>
<td></td>
</tr>
<tr>
<td>April 17</td>
<td>Strategy Lesson/s</td>
<td>*Read <em>Fountas &amp; Pinnell / Reader</em> p. 230-246</td>
</tr>
<tr>
<td></td>
<td>Guided Reading:</td>
<td>*Bring your case study.</td>
</tr>
<tr>
<td></td>
<td>coaching the thinking process</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Update graphic organizer</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Case Study – Peer Review</td>
<td></td>
</tr>
<tr>
<td>April 22</td>
<td>Strategy Lesson/s</td>
<td>*Read <em>Reader</em> p. 184-193</td>
</tr>
<tr>
<td></td>
<td>Overview - Content Area</td>
<td>*Update graphic organizer and bring to class.</td>
</tr>
<tr>
<td></td>
<td>Literacy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Revisit graphic organizer</td>
<td></td>
</tr>
<tr>
<td>April 24</td>
<td>Strategy Lesson/s</td>
<td><strong>Complete case study due.</strong></td>
</tr>
<tr>
<td></td>
<td>Guest Speaker:</td>
<td>*Bring Lit. circle book.</td>
</tr>
<tr>
<td></td>
<td>Personalizing basal programs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Literature Circle mtg. #3</td>
<td></td>
</tr>
<tr>
<td>April 29</td>
<td>Strategy Lesson/s</td>
<td>* Read <em>Tompkins</em> ch. 14 * Add to graphic organizer and bring to class</td>
</tr>
<tr>
<td></td>
<td>Share graphic organizers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teaching strategies in the content area</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Book levels - SMOG &amp; CLOZE</td>
<td></td>
</tr>
<tr>
<td>May 1</td>
<td>Strategy Lesson/s</td>
<td>*Read <em>Calkins/Reader</em> p. 247-255.</td>
</tr>
<tr>
<td></td>
<td>Literature Circle mtg. #4</td>
<td>*Bring lit. circle book and resource guide info</td>
</tr>
<tr>
<td></td>
<td>Intro to Workshop:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Characteristics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lesson Architecture</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Writing Workshop Activity</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Event Description</td>
<td>Notes</td>
</tr>
<tr>
<td>----------</td>
<td>--------------------------------------------------------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>May 6</td>
<td>Guest speakers: Reading Workshop</td>
<td>Reading Workshop Activity</td>
</tr>
<tr>
<td>May 8</td>
<td>Strategy Lesson/s</td>
<td>*Bring writing notebook</td>
</tr>
<tr>
<td></td>
<td>Writing Workshop: Change over time</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Writing Workshop activity</td>
<td></td>
</tr>
<tr>
<td></td>
<td>RICA prep</td>
<td>*Update graphic organizer and bring to class</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Bring <em>Ready for RICA</em></td>
</tr>
<tr>
<td>May 15</td>
<td>Hicklebee’s Fieldtrip</td>
<td></td>
</tr>
</tbody>
</table>
A. Mission
The Multiple Subject Credential Program at San Jose State University holds that excellence and equity are critical components of high-quality education environments. Our mission, therefore, is to help educators develop the knowledge, skills, and dispositions to ensure equity and excellence for all students in a culturally diverse, technologically complex global community.

B. Focus
This course focuses on the preparation of competent professional science educators who (1) function effectively in the multicultural, multilingual, and technologically complex education environment and who meet the science education challenges with confidence and enthusiasm; (2) are critical and reflective practitioners who make informed and appropriate decisions in daily practice; are prepared to serve in diverse educational contexts; and are able to provide high-quality science educational opportunities to diverse student populations; (3) are knowledgeable regarding the appropriate uses of technology for science learning; and (4) understand the nature of science and scientific investigations and are well versed in current science education theory, research, methods, and practice, and (5) are skilled practitioners of inquiry-based science education.

C. Course Description
Curriculum and Instruction in Elementary Science - A study of (a) the curriculum organization; (b) techniques and strategies for instruction in science at the elementary level.

In this course we will consider in detail two general sets of ideas that are known to be important in elementary science teaching and learning. First, much research shows that biophysical development, physical interactions, and social and cultural experiences greatly influence the views and ideas children bring to the classroom and that these views and ideas can impact significantly and often in unanticipated ways the science learning and teaching process. Second, research has established that the science content knowledge and the views and attitudes regarding science and the nature of science held by science teachers can impact significantly the science learning and teaching process. We will explore the importance of these ideas to the teaching and
learning process to help you develop effective approaches to science education and successful inquiry-based science teaching methods.

D. Objectives of the Course
The objectives of this course are to help you develop:

1. An increased understanding and awareness of the nature of science and science education.
2. Positive attitudes towards science, science teaching, and science learning.
3. Familiarity with various pedagogical philosophies, learning models, teaching and learning styles, curricular options, instructional texts, teacher's guides, and other instructional materials.
4. Confidence and competence in preparing and using inquiry-based teaching and learning activities, lesson and unit plans, evaluation procedures, and appropriate audio-visual and multi-media materials and equipment.
5. Awareness of sources of current literature on science and science teaching and contemporary issues in science and science education.
6. Awareness of sources of science curriculum materials and resources for elementary science education.
7. Awareness of the multicultural dimensions of the classroom and how it influences science teaching at the elementary level.
8. Awareness of gender issues as they relate to science teaching at the elementary level.

E. Assigned Readings
You will be expected to read materials assigned throughout the course. The following books and on-line materials are required for this class:


You have access to the Martin Luther King, Jr. Memorial Library, a world-class facility. I expect you to take advantage of it. In addition to these specific assigned readings, you will peruse the following periodicals (at a minimum) throughout the semester:

1. Science and Children
2. Science Scope

In addition to the text, online materials, and periodicals, you will read at least one book from the Books For Elementary Science Teachers reading list (available on the class website).

NOTE: I reserve the right to include additional readings as the class warrants.
F. Tentative Course Outline
This course will follow three main avenues. The first will focus on the nature of science, and science as a cultural narrative. The second will focus on teaching and learning theory and the use of teaching strategies, instructional materials, technology, and constructivist models of instruction. The third will focus on science as body of knowledge from the perspectives of larger society, state and national science standards, and state and local adopted science programs. The following topics will constitute the core of the course:

Part I – Nature of Science
1. Inquiry-based science instruction, focusing on the nature of science and the nature of the elementary science learner.
2. Goals and objectives of elementary science
3. The processes of science
4. Conceptual teaching/learning
5. The teacher’s role in a diverse classroom

Part II - Teaching Strategies and Technology
1. An exploration of teaching strategies
   a. general review
   b. field-based teaching activities
   c. cooperative learning
   d. science concept integration and thematic approaches to instruction
2. Using technology in science instruction
   a. Internet and multimedia resources
   b. Science, technology, and society issues

Part III - Curriculum and Models of Instruction
1. The National Science Standards
2. The California Science Standards
3. Review of Elementary Science Curriculum Materials
4. An exploration of models of Instruction (e.g. second language learners)
5. Evaluation of students.

G. Evaluation
It is your responsibility to make an appointment with me to discuss assignments as needed. I expect you to follow SJSU’s Academic Integrity Policy Guidelines, available at http://www2.sjus.edu/senate/S04-12pdf.

Evaluation of your performance will be based in part on an electronic portfolio containing papers and other artifacts that result from the following assignments (detailed descriptions and rubrics will be provided well in advance for all assignments).

PLEASE NOTE: You will submit all written assignments electronically via TaskStream.

1. A Reflective Teaching Assignment (20%)
You will:
A. Prepare a lesson plan focusing on a science concept, using the 5-E lesson format outlined in Chapter 4.
B. Teach the lesson based on the above plan to your classmates. A peer group of 4-5 will be arranged for in-class presentation. Copies of your lesson plan and hands-on science materials will be required for in-class peer presentation.
C. Submit a copy of your lesson plan and a brief report that includes peer feedback (2-3 page maximum) where you introduce your lesson, analyze feedback and reflect on your teaching experience.

DUE DATE:

2. Field-Based Project (30%)
You will refine and expand your peer teaching assignment for use at your school site.

After teaching your lesson to your peers you will teach your lesson at your school site. You will videotape and analyze that lesson and submit a report (8-10 pages) as per guidelines to be provided in an upcoming class meeting. Your analysis will include a copy of your lesson plans, a description of what happened in the class, an analysis of any peer feedback or student response, an analysis of the video tape, and a critical reflection on your experience.

DUE DATE:

3. Video Analysis of Classroom teaching (10%)
This is a "signature assignment" specifically designed to help prepare you for the PACT Teaching Event, which is the summative assessment you will take near the end of your credentialing program. In this assignment, you will select a 10 minute segment of video from your classroom teaching experience for further analysis along two specific dimensions - "monitoring student learning" and "engaging students in learning" - using a four-level rubric similar to the PACT rubric (to be provided). You will apply the rubric to your own work, score your performance, justify your score, and reflect on what you would need to do in order to improve.

DUE DATE:

4. Book Presentation (10%)
You will read at least one of the books on the Books for Elementary Science Teachers reading list (or a suitable substitute, negotiated beforehand) and submit to me a short (one or two pages) review of the book. In addition, you will make an informal presentation of your reading selection to your peers.

5. Periodical Abstracts (10%)
You will submit four abstracts of articles you have read from the periodical literature listed above, or from a suitable substitute (negotiated beforehand). One abstract will be due the first class meeting of each month. Abstracts will be no more than 100 words and will provide enough content information to enable a reader to determine the relevance of the article to his or her interests.

Class Participation (20%)
In addition to the above assignments, you are expected to attend and participate in each class. You will submit a quick-write at the beginning of most class meetings. If you fail to
submit three or more of these quick-writes, you will receive a zero for this portion of the class. (If you must miss a class because of a legitimate conflict, it is your responsibility to meet with me - ahead of time if possible - to discuss the matter).

If you wish to achieve an A standing or better you must complete all assignments by the negotiated due date and maintain an exemplary attendance and participation record.

The following system will be used to assign final course grades:

**PLEASE NOTE:** Unless you have made arrangements with me beforehand, late work will be penalized 5% per day, with the exception of abstracts, which will not be accepted late at all.

**Department of Elementary Education Writing Policy**
The department now offers an academic writing workshop for students who need or desire support with their academic writing. Based on your written work in this class, I may recommend your participation in this workshop. If you wish, you may choose to participate in the Academic Writing Workshop even if I do not recommend you. For more information, contact Dr. Katharine Davies Samway at kdsamway@comcast.net.
College of Education Vision/Mission/Values
The faculty of the College of Education at San Jose State University agrees that excellence and equity matter, that each is necessary, and neither is sufficient in the absence of the other. The mission of the College 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 forms of diversity. In addition, we believe that educators at every level must:

- have knowledge of their subject matter and their students;
- must 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 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: Elementary school social studies curriculum, instruction, and student assessment. Based on current research and exemplary models, students sequentially will learn and apply the answers to three fundamental questions: What curricula, assessment approaches, and instructional methods are most effective in producing social studies student learning? (3 units).

EDEL 108C is part of the SJSU Multiple Subjects Credential Program approved by the California Commission on Teacher Credentialing (CCTC) and the National Commission for Accreditation of Teacher Education Standards (NCATE). By successfully completing this section of EDEL 108C, learners will meet all or parts of the following CCTC standards:

- **Standard 3: Relationships Between Theory and Practice**, e.g. 3b: Each candidate becomes acquainted with research-based theories and principles of human learning & development.
- **Standard 4: Pedagogical Thought and Reflective Practice**, e.g. 4c: Candidates examine their own pedagogical practices through reflection, analysis, and discussion.
- **Standard 5: Equity, Diversity, and Access to the Core Curriculum**, e.g. 5b. The program examines effective ways to include cultural traditions in the instructional program.
- **Standard 8A: Pedagogical Preparation for History-Social Science**, e.g. 8Ac. Candidates learn to teach state-adopted content standards, draw on social science concepts, incorporate critical thinking skills, and use active forms of social studies learning.
- **Standard 13: Preparation to Teach English Language Learners**, e.g. 13f. Coursework includes systematic strategies designed to make content comprehensible to English learners

The CCTC standards above are noted in italics in a column to the far right of the date on which they are taught on the syllabus calendar. By successfully completing this section of EDEL 108C, learners also will meet those NCATE standards equivalent to the aforementioned CCTC standards.

Course Objectives: Each learner will be able to:
1. research personal/family history and link that history to the K-8 history-social science curriculum
2. write an instructional materials evaluation report to assess the effectiveness of history-social science instructional materials in meeting grade level content and skill standards
3. write a lesson plan, teach the videotaped micro-teaching lesson introduction to peers, and reflect on its effectiveness based on an analysis of peer, videotape, and instructor feedback
4. write a unit plan to demonstrate applied knowledge of history/social science curriculum, assessment, and instructional methods

Course Grade: Letter grades are awarded to students upon completion of this course based on mastery of course objectives. Instructor evaluation of student mastery of course objectives is based on:
1. a family history project assessing objective 1 (100 pts): part 1 due 3/12 and part 2 due 4/30 or 5/7
2. an instructional materials evaluation report (100 pts.) assessing objective 2 due 2/27
3. a lesson plan and a videotaped micro-teaching lesson introduction due 4/9 or 4/16 (90 pts.) and a micro-teaching reflection due 5/7 (10 pts.)
4. a unit plan (100 pts) measuring objective 4 due 5/7
See the last section of the course reader and the scoring rubrics for all assignments for more detailed directions about the above assignments. Grades are assigned on the following scale: 400-360=A, 359-320=B, 319-280=C, 279-240=D, 239 and below=F

Grading Guidelines
1. To earn full credit, papers must be received by the instructor by the Due Date indicated on the course calendar and class presentations must be given on the scheduled date on the course calendar.
2. Due to the participatory nature of the class, on-time attendance and participation will be requirements considered in the awarding of the grade of A and also the awarding of + and - grades.
3. Criteria to evaluate assignments will include scholarship, accuracy, specificity, scope, clarity, correct English usage, following directions, and meeting the criteria on the scoring rubrics for assignments.
4. Papers must be typewritten and stapled (no bound covers, please) with the student's name, class meeting day/time and title of assignment placed on the first page.

The Grade of Incomplete
Academic requirements of this university dictate that a grade of incomplete may be granted only when a student has satisfactorily completed a substantial portion of the course requirements but is unable to complete remaining requirements because of an accident, illness or some other serious event beyond the control of the student.

Absences
In the advent of an unavoidable absence, the student is responsible to: (1) inform the instructor via phone or email like any professional teacher would do, (2) obtain class notes, handouts, assignments and/or directions from fellow class members; (3) turn in assignments on the due date.


INSTRUCTOR'S OFFICE SCHEDULE - SPRING, 2008
OFFICE HOURS-Monday 10:00-1:00; Thursday 2:00-4:00. Note: I have scheduled office hours in close proximity to my classes in order to be most easily available to students. Please contact me for other possible times. Since my academic responsibilities involve off campus work in local public schools, the best time to talk with me is during my office hours, which is also when I check my phone messages. Please be aware that while I am checking phone messages and using the phone, my answering machine will respond to your call as if I were not there, even though I am! MOST IMPORTANTLY, COMMUNICATE YOUR THOUGHTS, QUESTIONS OR CONCERNS TO ME (Preferably earlier rather that later, in the semester). That helps me be a more effective instructor and you be a more effective learner.
<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC/ACTIVITY</th>
<th>PREPARATION FOR CLASS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/23</td>
<td>Class, Subject, and Course Introduction</td>
<td>R1-2</td>
</tr>
<tr>
<td></td>
<td>Instructional Materials Eval./Family History Proj.</td>
<td>F180-186</td>
</tr>
<tr>
<td>1/30</td>
<td>A Vision of K-12 History-Social Science Ed.</td>
<td>R3-6</td>
</tr>
<tr>
<td></td>
<td>History/Social Science Framework</td>
<td>FV-XVI</td>
</tr>
<tr>
<td></td>
<td>17 Distinguishing Characteristics</td>
<td>F2-8</td>
</tr>
<tr>
<td></td>
<td>History-Social Science Standards</td>
<td>R8-9; 39</td>
</tr>
<tr>
<td></td>
<td>Historical and Social Science Analysis Skills</td>
<td>F75; 115</td>
</tr>
<tr>
<td></td>
<td>Textbook Adoption Process &amp; Practice Application</td>
<td>R34-38</td>
</tr>
<tr>
<td>2/6</td>
<td>Student Characteristics</td>
<td>R52</td>
</tr>
<tr>
<td></td>
<td>History-Social Science Curriculum Models:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Multiple Perspectives, World Cultures, Concepts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Practice Textbook Adoption Application</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Due</strong>: Bring Teacher's Edition of Text and Photo Introduction</td>
<td></td>
</tr>
<tr>
<td>2/13</td>
<td>Primary Curriculum Patterns: Past and Present</td>
<td></td>
</tr>
<tr>
<td></td>
<td>K-Learning &amp; Working</td>
<td>F32-36</td>
</tr>
<tr>
<td></td>
<td>1-Child's Place in Time &amp; Space</td>
<td>F37-41</td>
</tr>
<tr>
<td></td>
<td>Geography</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Literature Connections</td>
<td>R10; 11</td>
</tr>
<tr>
<td></td>
<td><strong>Draft</strong>: Family History Project-Everyone Has a Name</td>
<td></td>
</tr>
<tr>
<td>2/20</td>
<td>People Who Make a Difference</td>
<td>F42-47</td>
</tr>
<tr>
<td></td>
<td><strong>Draft</strong>: Family History Project-Family Tree</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3-Continuity and Change</td>
<td>F48-53</td>
</tr>
<tr>
<td></td>
<td>Internet Resources</td>
<td></td>
</tr>
<tr>
<td>2/27</td>
<td>4-California</td>
<td>F54-63</td>
</tr>
<tr>
<td></td>
<td><strong>Draft</strong>: Family History Project-Journeys</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Due</strong>: Instructional Materials Evaluation Report</td>
<td></td>
</tr>
<tr>
<td>3/5</td>
<td>Middle School</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6-7 World Hist. &amp; Geog.:Ancient/Medieval Civ. F76-99</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8-U.S. Hist. &amp; Geog.: 1783-1914</td>
<td>F100-115</td>
</tr>
<tr>
<td></td>
<td><strong>Draft</strong>: Family History Project-Family Heirloom</td>
<td></td>
</tr>
<tr>
<td>3/12</td>
<td>“Backwards Design” Instructional Planning/Units</td>
<td>R49-51</td>
</tr>
<tr>
<td></td>
<td>Unit Planning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Effective Assessment</td>
<td>S84-97</td>
</tr>
<tr>
<td></td>
<td>Student Products/Performances</td>
<td>R201-202; S80-83</td>
</tr>
<tr>
<td></td>
<td>Essay Prompts</td>
<td>R203-225</td>
</tr>
<tr>
<td></td>
<td>Rubrics</td>
<td>R226-28</td>
</tr>
</tbody>
</table>

**What history-social science is taught at what grade level?**

**What instructional methods are used to teach history-social science?**

*Rough Drafts are used in class activities but not submitted to the instructor until the Due date.*
(9) 3/19  Multiple Intelligences  S11-19; R202  
Direct Teaching  R301-309  
Introduction (Anticipatory Set)  
Inquiry  R312-319  
Visual Discovery  S30-35  

(10) 4/2  Cooperative Learning  R320-321  
Creating a Cooperative Classroom  S99-123  
Response Groups  S54-59  
Experiential Activities/Simulations  S42-47  
Readers Theater to Living History  R381-389  

(11) 4/9  Micro-Teaching Lesson Introductions  (Last Name:A-M)  8Ac  

(12) 4/16  Micro-Teaching Lesson Introductions  (Last Name:N-Z)  8Ac  

(13) 4/23  Problem Solving Groupwork  S60-65  
Artifacts  R343-348  
The Student As Historian  R329-353  
Strategies for Teaching Reading, Notetaking & Writing in History-Social Science  R354-380  

(14) 4/30  Due: Family History Project: Part 2 (Video/PowerPoint Presentations)  
(Last Name:N-Z)  

(15) 5/7  Due: Family History Project: Part 2 (Video/PowerPoint Presentations)  
(Last Name:A-M)  
Due: Unit Plan Report  
Due: Micro-Teaching Reflection  4c  
(Place both in an 8 & 1/2 x 11 stamped self-addressed envelope for return)  

Bold Face Type=Due date  

Suggested Readings  
• Social Studies Review. (Journal). California Council for the Social Studies
EDEL108C
SOCIAL STUDIES SEMINAR

Instructor: Patricia E. Swanson
Office: SH 341
Office Hours: by appt.
E-mail: patricia.swanson@sjsu.edu
Fax: (831) 389-4738

Spring 2008

San José State University
College of Education
Mission Statement

The faculty of the College of Education at San Jose State University agrees that excellence and equity matter -- that each is necessary, and neither is sufficient in the absence of the other.

The mission of the College of Education at San José State University 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 forms of diversity. In addition, we believe that educators at every level must:

• have knowledge of their subject matter and their students
• must 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

I. Course Purpose and Description

In this course, students will examine the research and the dilemmas shaping social studies education. Beginning with a K-3 emphasis and a focus on integrating social studies and literature, the course will move to upper grade content and pedagogy, including the design of a content oriented social studies unit for a selected grade level. Curricular materials and technological resources pertinent to social studies and applicable to the K-8 classroom will be analyzed. Throughout the course the goals and content identified in the History-Social Science Framework for California Public Schools will be emphasized and a wide range of pedagogical strategies will be modeled and practiced. Art, music, and literature as vehicles to teach social studies are embedded throughout the course. A fundamental goal in this course is to prepare teachers to make social studies relevant and meaningful to students, and to enhance access to learning in culturally, academically, and linguistically diverse classrooms.
II. Course Objectives

1. Students will examine selected research in social studies; analyze from multiple perspectives divergent views on how social studies should be taught, and; explore their own beliefs concerning the purpose and goals of social studies education in the public school setting.

2. Students will become knowledgeable about the social studies curriculum goals outlined in the California State Framework and Standards.

3. Students will be able to plan, implement and assess instructional activities in social studies, taking into account student differences in ethnicity, culture, academic background, and language, as well as other diverse needs. Specific emphasis will be placed on materials, methods, and instructional strategies that provide second language learners with access to grade appropriate social studies content while fostering the development of both oral and written English language skills.

4. Students will examine strategies for teaching reading and writing in the content areas, and teaching both study skills and critical thinking skills to academically diverse student populations and second language learners. In addition, students will identify exemplary children's literature in social studies and design lessons to integrate both art and music into the social studies curriculum.

5. Students will be able to plan and implement social studies instruction utilizing technological resources (computer searches, websites, and applicable software, as well as video and multimedia resources).

III. Required Reading


Call before going to pick up printed materials
Course Reader EDEL 108C Swanson (available at A. S. Print Shop 924-6291)
Course Handouts EDEL 108C Swanson (available at A. S. Print Shop 924-6291)
Award Winning Literature EDEL 108C Swanson (available at A. S. Print Shop 924-6291)
Recommended:


IV. Course Requirements and Evaluation

<table>
<thead>
<tr>
<th>Points</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>---</td>
</tr>
<tr>
<td>10</td>
<td>5/27</td>
</tr>
<tr>
<td>10</td>
<td>5/30</td>
</tr>
<tr>
<td>35</td>
<td>6/2</td>
</tr>
<tr>
<td>15</td>
<td>5/28-6/3</td>
</tr>
<tr>
<td>20</td>
<td>6/3</td>
</tr>
</tbody>
</table>

Grading
90 -100 points A
80 - 89 points B
70 - 79 points C

For information on students’ rights, responsibilities and grievance procedures refer to “Policies and Procedures” in the University Schedule of Classes.
Note: The following Schedule provides a preliminary outline of topics and assignments. This schedule may be modified by the instructor as necessary.

**Course Schedule**

**PART I: FRAMING THE DILEMMA**

**Day 1**
Introduction and Review of the Course
   Course Theme: *Access to Learning in Academically and Linguistically Diverse Classrooms*
Why Teach Social Studies: An Historical Overview
****
Art and Music: If not now, when?
Modeling: Watercolor: California Regions

The Timeline Assignment

_Readings:_
History Social-Science Framework: v. ~ p. 100, Standards K – 8th grade
See Handouts: Multiple Abilities pp. 191-192

_Recommended Reading:_

**PART II  SOCIAL STUDIES: CONTENT AND PEDAGOGY**

**A K-3 EMPHASIS**

**Day 2**
Social Studies Reform: The California History Social-Science Framework

Thinking Inclusively: Suggestions from Cummins

Start with the Children: Lessons on Identity, Family, and Culture and Community
   *A Sample Lesson: Alma Flor Ada’s Critical Reading Method: *Abuela’s Weave*
   **People Who Make A Difference: Who Are They?**

History Through Literature: A Menu

_Handouts:_
Learning About Your Students: 1-8; Alma Flor Ada: 9-12; World Cultures Model: 13-14
Pages from the Past: 34-55
Sample CCSS Social Studies Literature Presentations 56-89
Day 3
• Quiz: Curriculum Content by Grade Level

Children’s Literature to Enhance Access to the Content Standards
  An Integrated Content/Literature Unit
  *Sample Lessons from an Economics Literature Unit

***
Stepping into History: The Power of Drama
  Reader’s Theater with Social Studies

Handouts:
Pages from the Past: 34-55
Sample CCSS Social Studies Literature Presentations: 56-89
Readers Theater: 15-33
Technology: 109-119, p. 120

Day 4
Building Social Studies Skills:
  Primary Geography
  Teaching Primary Research Skills

***
Art and Music Lessons: If not now, when?

Grade Level Planning (Bring your Timeline materials to class)
• Due: Technology Scavenger Hunt

Handouts:
Primary Geography: 120 a.-v.
Primary Research Activities 202-263
PART III
SOCIAL STUDIES: CONTENT AND PEDAGOGY
FOURTH GRADE AND BEYOND

Day 5
Making History Come Alive: Strategies from Teachers’ Curriculum Institute (TCI)
   Overview: A Multiple Ability Curriculum
   Interactive Slide Lectures and Spiral Questioning
   Primary Source Analysis
***
   Response Groups
   Art and Music Lessons: If not now, when?

Recommended Reading:

Day 6
Reading in the Content Area
   Previewing Text
   Building and Organizing Schema
   Reciprocal Teaching

Incorporating Literature
   Book Groups, Drama, Literature Circles

***
Incorporating Literature (cont.)

Art and Music Lessons: If not now, when?

Readings:
PART IV
TEACHING IN THE 21st CENTURY

Day 7
• Timelines Due  Please post timelines in the halls outside 305 and 334. They can be picked up June 5th after class
Gallery Walk: Timelines

Groupwork in Heterogeneous Classrooms: An Introduction to Complex Instruction
*How Do Historians Know About the Crusades?: A Groupwork Simulation

Analysis: Access to Learning for English Language Learners. Primary Language Use and Second Language Acquisition

***
Art and Music Lessons: If not now, when?

Readings:
(*Be prepared to discuss the following case study in class 6/3)

Recommended:

Handouts:
Complex Instruction: Theoretical Framework: 121-126
   Signs: 127-145; Badges: 146-154; Skillbuilders: 155-189

Day 8
• Final Examination •

Case Discussion: When History Becomes Contemporary: Teaching About the Crusades in the Wake of 9/11

The Three R’s Project: The Role of Religion in the Public Schools

***
Art and Music Lessons: If not now, when?

Wrap-up: Circling Back to the Equity Issue

Handouts: Religion: 193-201p
MATHEMATICS SEMINAR
108D
Section 4

Instructor: Patricia E. Swanson, Ph.D.   Spring 2008
Office: SH 341   Wednesday 4:00-6:50
Office Hours: Wed. 11-1, Thurs. 9-11 or by appt.   3 units
Phone: 924-3769   SH 334
Fax: (831) 389-4738   email: patricia.swanson@sjsu.edu

San José State University
College of Education
Mission Statement

The mission of the College of Education at San José 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.

I. Course Description

In this course students will examine the issues and the reform movement shaping mathematics education today. The course is organized around three essential goals. First, to prepare you to provide an inclusive and challenging math program to all students. To this end a wide range of pedagogical strategies pertinent to the teaching of mathematics in academically and linguistically diverse classrooms will be modeled and practiced. Within the context of the “balanced approach” and rigorous content standards advocated by the state, the course focuses on helping you to enhance all students’ access to and interest in mathematics. Consequently, a second goal of the course is to assist you in organizing and managing the classroom to maximize student access to the mathematics curriculum. Practical strategies for teaching behavioral norms, structuring groupwork and paired activities, efficiently using manipulative materials, and strategically planning for a single day, a unit of instruction, and a scope and sequence for the entire year will be emphasized throughout the course. Finally, the third goal of this course is to increase your interest and understanding of mathematics, such that your enthusiasm for the subject infuses your classroom.

II. Required Reading

California Department of Education (2000). Mathematics Framework for California Public Schools. Sacramento, CA: Department of Education. (This can also be located on-line.)
III. Course Objectives

Students will demonstrate an understanding of selected research and learning theories pertinent to mathematics education.

Students will demonstrate the ability to design and implement mathematics lessons reflecting a variety of pedagogical strategies and designed to enhance access to learning in academically and linguistically diverse classrooms.

Students will develop classroom organizational systems and instructional plans to foster cooperative skills, organize and maintain efficient use of manipulatives, and enhance meaningful communication in the mathematics classroom. Specific emphasis will be placed on materials, methods, and instructional strategies that provide second language learners with access to grade appropriate mathematics content while fostering the development of both oral and written English language skills.

Students will demonstrate the ability to strategically integrate pedagogical strategies, curricular activities, and management systems introduced in class with the existing mathematics program in use in their school or district.

Students will examine strategies for teaching and utilizing reading and writing in the content area of mathematics; using technology; and teaching both study skills and critical thinking skills to academically and linguistically diverse students.

Students will design a unit of instruction in mathematics appropriate to their anticipated grade level.

*An underlying focus of this course will be on preparing teachers to work in culturally, linguistically, and academically diverse classrooms.*

### V. Course Requirements and Evaluation

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active Informed Participation (quick writes incl.)</td>
<td>15</td>
<td>---</td>
</tr>
<tr>
<td>Technology Scavenger Hunt</td>
<td>10</td>
<td>2/13</td>
</tr>
<tr>
<td>Lesson Plan</td>
<td>15</td>
<td>---</td>
</tr>
<tr>
<td>Expert Group Presentation (quiz/partic./quality)</td>
<td>15</td>
<td>---</td>
</tr>
<tr>
<td>Mathematics Unit Outline (portfolio sig. assign.)</td>
<td>25</td>
<td>5/7</td>
</tr>
<tr>
<td>Final Examination</td>
<td>20</td>
<td>5/21</td>
</tr>
</tbody>
</table>
Grading
90 -100 points A
80 - 89 points B
70 - 79 points C

For information on students’ rights, responsibilities and grievance procedures refer to “Policies and Procedures” in the University Schedule of Classes.

Academic Integrity
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 are required to report all infractions to the Office of Judicial Affairs.

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 the DRC to establish a record of their disability.

Department of Elementary Education Writing Policy
The Department now offers an Academic Writing Workshop for students who need or desire support with their academic writing. Based on your written work in this class, your instructor may recommend your participation in this workshop. If you wish, you may choose to participate in the Academic Writing Workshop even if your instructor does not recommend you. For more information, contact Dr. Katharine Davies Samway at kdsamway@comcast.net.
Note: The following Schedule provides a preliminary outline of topics and assignments. This schedule may be modified by the instructor as necessary.

Course Schedule

PART I: FRAMING THE DILEMMAS

Wednesday, January 23
Introduction and Review of the Course
Course Theme: Access to learning in Academically and Linguistically Diverse Classrooms
* Skillbuilders to Teach Group Norms:
  BrokenSquares: “No one is done until everyone is done”
  “Look out for what others need”
  Master Designer: "Explain by telling how"
  "Let people do things for themselves"
  "Ask questions"
Introduction to the Missouri Mathematics Project

Readings:

For Cooperative Skillbuilders see Course Handouts

Wednesday, January 30
The Dilemma(s) Shaping Mathematics Education: A Historical Perspective
  Math As We Knew It: The Missouri Mathematics Project
  A Critique: A Question of Access
The Mathematics Reform Movement:
  Implications from Psychology (Piaget, Kamii)
  A Constructivist Exercise: Exploring Fractions
  An Introduction to Tangrams
  Video Analysis, “Teaching for Understanding” Part I

Readings:
PART II  MATHEMATICS: CONTENT AND PEDAGOGY

NUMBER AND OPERATIONS

Wednesday, February 6
Discussion of Expert Groups and Classroom Lesson Plans
Modeling: Sample Expert Group Presentation with Chapter 6, Early Number Concepts
   An Introduction to Dot Cards, 5 & 10 Frames, and Snap or Unifix Cubes
Why use Manipulatives?: Access, Higher Order Thinking, and Language Development

Readings
Mathematics Framework: “Introduction,” and “Guiding Principles and Key Components of an Effective Mathematics Program,” pp. 1-22; and “Grade Level Considerations,” pp. 104-111, plus pages in this chapter pertinent to your grade level.
Please also skim the K-3 content standards, pp. 22-42

Wednesday, February 13
The Framework and the Mathematics Reform Continuum
Using Assessment to Guide Instruction: Analysis of Student Work Samples
Modeling a Classroom Lesson: Shake and Spill
   An Introduction to 2-color counters
Writing Classroom Lesson Plans

Readings:
Mathematics Framework
Skim the Content Standards for 4th through 8th grade. Read carefully the “Content Standards” for your grade level, as well as both the year before and the year after your grade level. In the Classroom Lesson Plan you design you should be able to state the content standards you will be addressing.
About Teaching Mathematics “Teaching Arithmetic,” pp. 139-160
• DUE: Technology Scavenger Hunt

Wednesday, February 20
The Language of Mathematics:
Comprehensible Input and the Development of Academic Language
A Case in Point: Teaching Integers

Readings:
Course Reader: Chapter 7 “Comprehensible Input” in English Language Learners in the Mathematics Classroom.

Wednesday, February 27
Understanding Operations
   Translations: Models, Words, Symbols
The challenge of "Story Problems"
Course Reader: Chapter 9 “Getting Started” in Classroom Discussions: Using Math Talk to Help Students Learn

Be sure you have read your expert group chapter carefully in order to be ready for the content quiz and group planning time on March 5.

**Wednesday, March 5**
Place Value and Whole Number Computation
   An Introduction to ‘Home-Made’ Manipulatives and Base 10 Blocks
   • Expert Group Content Quiz: Expert Group Planning (1 hour)

**Readings:**

**Wednesday, March 12**
Expert Group Planning (1 hour)
Organizing the Classroom for Problem Solving: The Menu Option
   Video Analysis: “Teaching for Understanding: Part II”

**Wednesday, March 19**
Complex Instruction: Groupwork in the Heterogeneous Classroom:
   Simulation: 7th grade “Area and Perimeter”
Analysis: Access to Learning for English Language Learners. Primary Language Use and Second Language Acquisition.

**Wednesday March 26  Spring Break**

**MEASUREMENT**
**Wednesday, April 2**
Expert Group Presentation: Chapter 20, Measurement

**Readings:**

**GEOMETRY**
**Wednesday, April 9**
Expert Group Presentations and Teaching: Chapter 21, Geometry
   Linking to the Text

**Reading:**

**STATISTICS AND DATA ANALYSIS**
**Wednesday, April 16**
Expert Group Presentation: Chapter 22, Data Analysis
Linking to the Text

Readings:

PROBABILITY
Wednesday, April 23
Expert Group Presentation: Chapter 23, Probability
Linking to the Text

Readings:

ALGEBRA
Wednesday, April 30
Differentiation in Action - Revisiting the Menu Option: Patterns and Functions
An Introduction to Algeblocks

Readings:

MAKING CONNECTIONS
Wednesday, May 7
Building Strong Conceptual Understanding: Revisiting Fractions

Readings:
About Teaching Mathematics: “Fractions,” pp. 212-227,

• Unit Outline Due

Wednesday, May 14  Dead Day

Wednesday, May 21
• FINAL EXAMINATION
Fractional Computation
Wrap-up: Circling Back to the Equity Issue
Swanson’s Favorite Math Resources
The mission of the College of Education at San Jose State University is to prepare educators who have the knowledge, skills, dispositions and ethics to ensure equity and excellence for all students in a culturally diverse, technologically complex, global community.

I. Course Description

In this course students will examine the issues that shape and influence mathematics education today. The course is organized around three goals. The first is to prepare you to provide a challenging and inclusive mathematics program to all of your students. To this end, a wide range of pedagogical strategies will be modeled and practiced to prepare you for academically and linguistically diverse classrooms. The course will emphasize California content standards, as well as the NCTM Principles and Standards. The second goal is to focus on organizing and managing the classroom to maximize student access to the mathematics curriculum. Practical strategies will be emphasized, including using group work, effectively using manipulatives, and planning for individual lessons, units, and an entire course. The third goal is to increase the depth and breadth of your own understanding of mathematics.

IIa. Required Readings


III. Course Objectives

Students will demonstrate an understanding of selected research and learning theories pertinent to mathematics education.

Students will demonstrate the ability to design and implement mathematics lessons reflecting a variety of pedagogical strategies designed to enhance access to learning in academically and linguistically diverse classrooms.

Students will develop classroom organizational systems and instructional plans to foster cooperative skills, organize and maintain efficient use of manipulatives, and enhance meaningful communication in the mathematics classroom.

Students will demonstrate the ability to strategically integrate pedagogical strategies, curricular activities, and management systems introduced in class with the existing mathematics program in use in their school or district.

Students will examine strategies for teaching and utilizing reading and writing in the content area of mathematics, using technology, and teaching study skills and critical thinking skills to academically and linguistically diverse students.

Students will design a unit of instruction in mathematics appropriate to their anticipated grade level.

An underlying focus of this course will be on preparing teachers to work in culturally linguistically, and academically diverse classrooms.

IV. Course Requirements and Evaluation

WebBoard discussions 10% (1 comment, 1 reply each week)
Technology Scavenger Hunt 5%
Quizzes/Papers 15%
Final Examination 20%
K-8 Content Area Exploration 20%
Unit Plan 20%
Problem of the Week 10%

Grading:

90-100% A
80-90% B
70-80% C

For information on students’ rights responsibilities, and grievance procedures, refer to “Policies and Procedures” in the University Schedule of Classes
**Academic Integrity**
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 are required to report all infractions to the Office of Judicial Affairs.

**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 the DRC to establish a record of their disability.

**Department of Elementary Education Writing Policy**
The Department now offers an Academic Writing Workshop for students who need or desire support with their academic writing. Based on your written work in this class, your instructor may recommend your participation in this workshop. If you wish, you may choose to participate in the Academic Writing Workshop even if your instructor does not recommend you. For more information, contact Dr. Katharine Davies Samway at kdsamway@comcast.net.
<table>
<thead>
<tr>
<th>Week</th>
<th>topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>What is math? What does it mean to teach and learn math?</td>
</tr>
<tr>
<td>2</td>
<td>Problem Solving</td>
</tr>
<tr>
<td>3</td>
<td>Place value</td>
</tr>
<tr>
<td>4</td>
<td>Invented Algorithms and Alternative algorithms</td>
</tr>
<tr>
<td>5</td>
<td>Rational numbers, equivalence, adding and subtracting, manipulatives</td>
</tr>
<tr>
<td>6</td>
<td>Rational numbers, multiplication and division</td>
</tr>
<tr>
<td>7</td>
<td>Decimals and percents</td>
</tr>
<tr>
<td>8</td>
<td>Curriculum (k-5)</td>
</tr>
<tr>
<td>9</td>
<td>Curriculum (6-8)</td>
</tr>
<tr>
<td>10</td>
<td>Geometry</td>
</tr>
<tr>
<td>11</td>
<td>Measurement</td>
</tr>
<tr>
<td>12</td>
<td>Statistics, data, and probability</td>
</tr>
<tr>
<td>13</td>
<td>Proportional reasoning</td>
</tr>
<tr>
<td>14</td>
<td>Proportional reasoning</td>
</tr>
<tr>
<td>15</td>
<td>Algebra</td>
</tr>
<tr>
<td>16</td>
<td>Finals</td>
</tr>
</tbody>
</table>
San José State University
College of Education
Elementary Education Department

EDEL 143A Orientation to Student Teaching

INSTRUCTOR:
Semester
Course Code:
Section:
Class Hours & Location:
Office Hours:
Office Location:
Office Phone:
E-mail:
Preferred Contact: (Either through email or phone)
Fax:

PHILOSOPHY/MISSION/ VISION
The faculty of the College of Education at San Jose State University agrees that excellence and equity matter; that each is necessary, and neither is sufficient in the absence of the other.

The mission of the College 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 forms of diversity. In addition, we believe that educators at every level must

1. Have knowledge of their subject matter and their students;
2. Must value and engage in ethical practice and justifiable pedagogy;
3. 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;
4. Demonstrate an understanding of the professional obligations of an educator.

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 continues 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
The EDEL 143A experience provides the student with an opportunity to relate educational theory presented at the university to everyday school experiences. Students typically work in one district and at one or two school sites for the entire teaching experience, with the depth and
intensity of that experience increasing from EDEL 143A to EDEL 143B. Students are expected to develop an understanding of the school as a learning community, observing and participating in the teacher’s professional life and the lives at school. Students will be given opportunities to observe in a variety of classrooms throughout a school district, and across grade levels in a given school. Additionally, students will have structured opportunities to inquire into their own and others teaching practices, developing their ability to behave as reflective practitioners.

EDEL 143A is structured to reflect a close collaboration between the university and school districts within our service area. It is the intent of this course to prepare the teacher candidate with a variety of school-based experiences and opportunities to reflect critically upon those experiences. Specifically, this course 1) orients the teacher candidate to the contemporary, diverse, multicultural classroom, school, and school district; 2) provides the teacher candidate with opportunities to observe and participate in a variety of classroom settings, with opportunities to observe different teaching styles, methodologies, and learners; 3) provides opportunities for the teacher candidate to reflect upon and clarify his/her understanding of the nature and scope of the teaching and learning process in the K-8 classroom; 4) apply theories, principles and instructional practices for comprehensive instruction of English language learners; and 5) to become familiar with philosophy, design, goals and characteristics of school-based organizational structures designed to meet the needs of English language learners.

COURSE OBJECTIVES

The following are aligned to the Teaching Performance Expectations (TPE) and the new Programs Standards approved by the California Commission on Teacher Credentialing (CCTC):

1. Identify the roles and responsibilities of the student in the Elementary Education Program at San José State University. (TPE #12, CCTC #15)
2. Identify the roles, and legal rights and responsibilities of the K-8 teacher in California (TPE #12,13, CCTC#12)
3. Be able to reflect critically on personal strengths and needs, particularly as they relate to teaching and working with diverse student populations (e.g. gender, culture, language differences, physical and learning handicaps, etc.) (TPE #4-7, 12, 13, CCTC #6, 13, 14)
4. Examine ways to provide equal access to learning for all students and identify and reflect on issues of equity (TPE #1, 4-7, CCTC #5)
5. Plan, implement, and evaluate lessons using teaching models, strategies, and content appropriate to the classroom student population (TPE #8,9, CCTC #6)
6. Identify the roles and responsibilities of federal, state, county, and district organizations in the credentialing process (TPE #12, CCTC #10)
7. Identify student learning styles and determine appropriate technological resources to improve learning (TPE #2-11, CCTC #9)
8. Develop a Professional Portfolio to assess and to begin a lifelong process of learning about teaching and being a teacher, reflecting on their teaching practice. (TPE #12,13, CCTC #6)
9. Examine ways in which a given school fosters a sense of community among parents, faculty, staff, and students. (TPE #11, CCTC #10)
10. Examine state and federal laws pertaining to the education of English learners; specifically how they impact student placement and instruction programs. (TPE #7, CCTC #13)
11. Opportunities to observe first and second language acquisition and to become acquainted with linguistic development including how first language literacy connect to second language development. (TPE #7, CCTC #13)
12. Examine management of first and second language and classroom organization to promote English language development \( \text{TPE \#7, CCTC \#13} \)

13. Understand the ELD standards; the purpose, content and uses of CELDT. Examine appropriate measures to assess English learners’ growth in language development and content knowledge in core curriculum. \( \text{TPE \#7, CCTC \#13} \)

**REQUIRED TEXTS**

Field Experience Guide Book - May be purchased in Field Placement Office, SH 108. The material in the Field Guide supplements the greensheet.

**TOPICS TO BE COVERED**

1. Linguistic development; specifically first and second language acquisition.

2. Methods of how to observe in schools.

3. Instruction methodologies: direct instructions, cooperative learning models, sheltered instruction, etc.


5. Overview of effective teaching practices.

6. Teachers’ legal rights and responsibilities.

7. Parent/school communication.

8. Personal reactions to working with diverse student populations, including linguistically and culturally different, and students with special needs.


10. Use of technology to support academic content standards.

11. Explore school, district, county, and state resources.

12. Classroom management and organization.

13. Teacher as reflective practitioner.

14. State and Federal laws pertaining to the education of English learners; specifically the impact on student placement and instructional programs.

15. ELD Standards and the purpose, content and uses of CELDT.

16. Reinforce California Content Standards for Reading/Language Arts, Math, Science and History-Social-Science as covered in appropriate methods courses.

17. Introduce the California Content Standards for Visual and Performing Arts and Physical Education and the implementation of these standards in the elementary classroom.

**COURSE REQUIREMENTS**

1. Complete all assignments, as per timeline, in the Field Experience Guide.
2. Maintain Professional Portfolio to consist of assignments outlined in Field Experience Guide.

3. Meet weekly with cooperating teacher and record on collaborative journal.

4. Observation and analysis of videotaped lessons as per assignment in Field Experience Guide.

5. Write lesson plans for all lessons taught. Include academic content standards and ELD standards.

6. Participate in school programs and classroom activities that support the California Content Standards specific to Visual and Performing Arts and Physical Education.

7. Share activities in seminar that demonstrate understanding of integration of Visual and Performing Arts and academic content areas.

8. Participate in Exit Conference with a Professional Portfolio and assessments that signify a successful student teaching experience as measured by requirements outlined in Field Guide, course syllabus and university supervisor.

**EVALUATION**

This is a credit/no credit course, which must be completed successfully in order to complete the student teaching assignment. Each student is expected to maintain a Professional Portfolio, as per the Field Experience Guide (note items marked with “P” on timeline), and as assigned by university supervisor. Each candidate will participate in a portfolio share-out with the university supervisor at the end of the semester to assess the candidate’s current level of performance. Consistent participation in seminars is required. Each candidate is expected to participate in the group discussions and be involved in the inquiry process. To receive credit for this course you must:

- Complete all assignments as per course syllabus
- Participate in all seminars as scheduled
- Complete all assignments and assessments as per timeline in Field Experience Guide
- Maintain satisfactory performance in the field assignments as required and evaluated by the university supervisor
- Successfully complete all 15 weeks of student teaching placement assignments

**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 require you to be honest in all your academic
course work. Faculty is 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

**CAMPUSS 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.”

**SELECTED BIBLIOGRAPHY**


San Jose State University  
College of Education  
Elementary Education Department

**EDEL 143B Student Teaching Practicum**

**INSTRUCTOR:**
Semester

<table>
<thead>
<tr>
<th>Course Code:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Section:</td>
<td></td>
</tr>
<tr>
<td>Class Hours &amp; Location:</td>
<td></td>
</tr>
<tr>
<td>Office Hours:</td>
<td></td>
</tr>
<tr>
<td>Office Location:</td>
<td></td>
</tr>
<tr>
<td>Office Phone:</td>
<td></td>
</tr>
<tr>
<td>E-mail:</td>
<td></td>
</tr>
<tr>
<td>Preferred Contact: (Either through email or phone)</td>
<td></td>
</tr>
<tr>
<td>Fax:</td>
<td></td>
</tr>
</tbody>
</table>

**PHILOSOPHY/MISSION/ VISION**
The faculty of the College of Education at San Jose State University agrees that excellence and equity matter; that each is necessary, and neither is sufficient in the absence of the other.

The mission of the College 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 forms of diversity. In addition, we believe that educators at every level must

1. Have knowledge of their subject matter and their students;
2. Must value and engage in ethical practice and justifiable pedagogy;
3. 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.
4. Demonstrate understanding of the professional obligations of an educator.

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 continues 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**
Upon successful completion of EDEL 143A, a candidate who has completed all program coursework requirements may enroll in 143B, Student Teaching. This assignment requires that candidate’s teach, observe cooperating teachers, and reflect on their teaching experiences and
discuss these experiences in seminars led by the university supervisor. Assignments are selected too provide each student with an understanding of diverse educational, cultural and socio-economic contexts. The student teacher seminars provide a forum for student teachers to reflect upon their classroom experiences and to analyze them in light of the knowledge base they have begun to build in university methodology courses.

EDEL 143B is structured to reflect and continue the EDEL 143A experience. Specifically, this course continues to 1) provide the teacher candidate with the opportunity to observe and participate in a classroom setting, with opportunities to observe and implement different teaching styles, methodologies; 2) provide opportunities for the teacher candidate to reflect upon and clarify his/her understanding of the nature and scope of the teaching and learning process in the K-8 classroom; 3) apply theories, principles and instructional practices for comprehensive instruction of English language learners.

**COURSE OBJECTIVES**
The following are aligned to the Teaching Performance Expectations (TPE) and the new Programs Standards approved by the California Commission on Teacher Credentialing (CCTC):

1. Identify the roles, and legal rights and responsibilities of the K-8 teacher in California. (TPE #12,13, CCTC#12)
2. Be able to reflect critically on personal strengths and needs, particularly as they relate to teaching and working with diverse student populations (e.g. gender, culture, language differences, physical and learning handicaps, etc.). (TPE #4-7, 12, 13, CCTC #6, 13, 14)
3. Examine ways to provide equal access to learning for all students and identify and reflect on issues of equity (TPE #1, 4-7, CCTC #5)
4. Become sensitive to the interaction process in operation in a school among staff, students, aides, parents, and volunteers; demonstrate skills as a collaborative team member (team teaching, co-planning, group project). (TPE #12,13, CCTC #15)
5. Plan, implement, and evaluate lessons using teaching models, strategies, and content appropriate to the classroom student population. (TPE #8,9, CCTC #6)
6. Identify student learning styles and determine appropriate technological resources to improve learning. (TPE #2-11, CCTC #9)
7. Develop a Professional Portfolio to assess and to begin a lifelong process of learning about teaching and being a teacher, reflecting on teaching practice. (TPE #12,13, CCTC #6)
8. Examine ways in which a given school fosters a sense of community among parents, faculty, staff, and students. (TPE #11, CCTC #10)
9. Explain the Student Study Team and Individualized Education Program Team process. (TPE #2,3, CCTC #5, 10)
10. Examine state and federal laws pertaining to the education of English learners; specifically how they impact student placement and instruction programs. (TPE #7, CCTC #13)
11. Observe first and second language acquisition and become acquainted with linguistic development including how first language literacy connect to second language development. (TPE #7, CCTC #13)
12. Examine management of first and second language and classroom organization to promote English language development. (TPE #7, CCTC #13)
13. Become acquainted with participation by specialist and paraprofessionals in promoting English language development. (TPE #7, CCTC #13)
14. Understand the ELD standards; the purpose, content and uses of CELDT. Examine appropriate measures to assess English learners’ growth in language development and content knowledge in core curriculum. (TPE #7, CCTC #13)

REQUIRED TEXTS
Field Experience Guide Book - May be purchased in Field Placement Office, SH 108. The material in the Field Guide supplements the greensheet.

TOPICS TO BE COVERED
1. Linguistic development, specifically first and second language acquisition.
2. Instruction methodologies: direct instructions, cooperative learning models, sheltered instruction, etc.
4. Overview of effective teaching practices.
5. Parent/school communication.
6. The use of student study teams to meet student needs and support teachers.
7. Personal reactions to working with diverse student populations, including linguistically and culturally different, and students with special needs.
8. Equity and equality in the school setting.
9. Exploration of the kind, organization of, and actual use of technology at a school site.
10. Overview of the problems and possibilities of change in schools and the teacher as a change agent.
11. Classroom management and organization.
12. Participation by specialists and paraprofessionals to promote English language development.
13. Technological resources as related to academic content standards.
15. Assessment measures of English learners growth in language development and content knowledge in core curriculum.
16. Reinforce California Content Standards for Reading/Language Arts, Math, Science and History-Social-Science as covered in appropriate methods courses.
17. Introduce the California Content Standards for Visual and Performing Arts and Physical Education and the implementation of these standards in the elementary classroom.
1. Complete all assignments, as per timeline, in the Field Experience Guide. Assignments are reflective of the Teaching Performance Expectations and the California Content Standards K-8.
2. Maintain Professional Portfolio to consist of assignments outlined in Field Experience Guide.
3. Meet weekly with cooperating teacher as recorded on collaborative journal.
4. Structure instructional and planning activities to culminate in two weeks of solo teaching.
5. Observe and write reflection of a parent teacher conference.
6. Observe a Student Study Team.
7. Demonstrate an ability to create and maintain effective learning environments using computer-based technology
8. Write lesson plans for all lessons taught. Indicate appropriate Content Standards and ELD standards to be addressed.
9. Participate in school programs and classroom activities that support the California Content Standards specific to Visual and Performing Arts and Physical Education.
10. Share activities in seminar that demonstrate understanding of integration of Visual and Performing Arts and academic content areas.
11. In seminar, share and discuss role of Physical Education in the K-8 classroom.
12. Where appropriate, demonstrate proficiency in Physical Education standard by planning and implementing P.E. during solo teaching weeks.
13. Complete all assessments as per timeline in Field Experience Guide.
14. Participate in Exit Conference with a complete Professional Portfolio and assessments that signify a successful student teaching experience as measured by requirements outlined in Field Guide, course syllabus and university supervisor.

**EVALUATION**
This is a credit/no credit course, which must be completed successfully in order to complete the student teaching assignment. Each student is expected to maintain a Professional Portfolio, as per the Field Experience Guide (note items marked “P” on timeline) and as assigned by supervisor. Each candidate will participate in a portfolio share-out with the university supervisor at the end of the semester to assess the candidate’s current level of performance. Consistent participation in seminars is required. Each candidate is expected to participate in the
group discussions and be involved in the inquiry process. To receive credit for this course you must:

- Complete all assignments as per course syllabus
- Participate in all seminars as scheduled
- Complete all assignments and assessments as per timeline in Field Guide.
- Maintain satisfactory performance in the field assignment as required and evaluated by supervisor.
- Successfully complete all 15 weeks of student teaching placement culminating in two weeks of solo teaching.

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 require you to be honest in all your academic course work. Faculty is 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.”

SELECTED BIBLIOGRAPHY


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: Saturdays 2/16, 3/15 & 4/26/08
8:30am-3:30pm

Classroom: SH 334 (2/16) & SH 230 (3/15 & 4/26)
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 designed 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 (200 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 after in-class activities;

(g) download the guidelines for the assignments through the course web site in the Blackboard Learning System (http://sjsu6.blackboard.com); and

(h) submit all assignments through [http://sjsu6.blackboard.com](http://sjsu6.blackboard.com) by specific time 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. An overview of the topics and in-class points will be available in the course web site as well.

For more information about using the **Blackboard Learning System**, please visit the e-campus web site at: [http://online.sjsu.edu/welcome/gettingstartedce6.htm](http://online.sjsu.edu/welcome/gettingstartedce6.htm)

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 (30 points):** CTC Standards 12, 15, 16 & 25; CSTP 1, 2, & 5; ELL Standard 13a (a); SLOs, B1, 2 & 6. [Due 3-15-08]

Case Study (teacher group) or Self Study (non-teacher group) on Attention Observations

These exercises will help participants to gain awareness and first hand knowledge about three specific attention control 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 are available to download from the course web site in the Blackboard Learning System.

3) **Field Interviews (30 points):** CTC Standards 10, 11, 12, 15, 16 & 25; CSTP 5 & 6; ELL Standard 13a; SLOs, B1-7 [Due Date: 3-15-08]

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 is available to download from the course web site in the Blackboard Learning System.

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. [Due 4-26-08]

This assignment was designed as the performance-based assessment to provide you with the opportunities to generate the cycle of success for your chosen group of learners through adopting intervention strategies obtained from this course. To accommodate the needs of various groups of participants, you may 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) collaborate with a teacher to 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, the scenario for designing the performance task, and examples of ideas are available to download from the course web site in the Blackboard Learning System.

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 &amp; integrate 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 and integrate specific intervention strategies obtained from EDSE 192 to differentiate classroom instruction for learners with disabilities.</td>
<td>You may identify an authentic learning context that will allow you to collaborate with a teacher field-testing 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 to download from the course web site in the Blackboard Learning System.

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>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>335-350</td>
</tr>
<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>
</tr>
<tr>
<td>C</td>
<td>265-275</td>
</tr>
<tr>
<td>C-</td>
<td>254-264</td>
</tr>
<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.

*Have a Great Semester!*
Course Description and Goals

Catalog Description
Theories of first and second language acquisition and their application to teaching reading, writing, and SDAIE in linguistically diverse classrooms.

Course Rationale and Description
Second language learners currently constitute approximately 25% of all students enrolled in California’s public schools, K-12. Therefore, state standards require that candidates develop knowledge, skills, and abilities (KSAs) necessary to meet the needs of second language learners. While necessary, however, these KSAs are not sufficient for teachers to meet the needs of second language learners. They must be supported by a firm, foundational belief that second language learners can achieve at a high academic level. Accordingly, this class will focus not only on helping candidates to understand (knowledge) and, to an extent, implement teaching strategies (skills and abilities) to meet the needs of language minority students; it also seeks to help candidates develop the attitudes and dispositions—the belief that second language learners can achieve at high academic levels—that must be the foundation of any KSAs.
To help meet the individual needs of linguistically and culturally diverse students, teachers need to understand the nature of language, how individuals acquire it, and how language and literacy development intertwine through various sociocultural settings. Teachers also need to understand how classroom oral language use relates to, promotes, and enhances reading and writing development among English learners. To help meet these teacher needs, this course presents research and theory on relationships between oral and written language development and use from infancy through adolescence among various language and culture groups in the United States. Given the significant linguistic and cultural diversity among students in California and the rest of the country, a major goal of the course is to describe not only what is known about universals in language development, but also to explain issues related to language differences in terms of dialect, bilingualism, and second language acquisition. This course considers these language issues within the sociocultural contexts of the home, family, community, and—most important for teachers—school. Also, the course focuses on the relationship between language acquisition and classroom practices.

Equity is an important theme of this class. Second language learners tend to be marginalized in public schools, especially since the disablement (at best) or demise (at worst) of bilingual education, following the passage of California’s Proposition 227, often referred to as the Unz Initiative in 1998. The current emphasis on accountability and standardized testing and the absence of coherent public policy that supports primary language instruction present special challenges to all second language learners and their teachers. The overall goal of this class is to help participants become effective teachers of second language learners.

The course aligns with the vision and mission of the Connie L. Lurie College of Education.

**Vision.** The Connie L. Lurie College of Education faculty hold that excellence and equity matter—that each is necessary, and neither is sufficient in the absence of the other.

**Mission.** The mission of the Connie L. Lurie College of Education at San José 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.

EDTE 262 also aligns with the mission of the Department of Elementary Education Masters Program (Curriculum and Instruction), namely, to prepare teachers who have high expectations for all students and have the skills, knowledge, and dispositions to support high student achievement in diverse school contexts. Our teacher candidates will prepare children to develop their potential as learners and participants in a complex, democratic society.

This course responds to National Commission for Accreditation of Teacher Education Standards (NCATE), as well as the California standards for teacher performance approved by the California Commission on Teacher Credentialing (CCTC).

EDTE 262 aligns with the knowledge, skills, and abilities (KSAs) of the California Teacher of English Learners (CTEL) program as shown in the table below.
## CTEL KSAs

### KSAs for CTEL 1: Language & Language Development

<table>
<thead>
<tr>
<th>Domain 1: Language Structure &amp; Use</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>001 Phonology &amp; Morphology</td>
<td>P</td>
</tr>
<tr>
<td>002 Syntax &amp; Semantics</td>
<td>P</td>
</tr>
<tr>
<td>003 Language Functions &amp; Variation</td>
<td>P</td>
</tr>
<tr>
<td>004 Discourse</td>
<td>P</td>
</tr>
<tr>
<td>005 Pragmatics</td>
<td>P</td>
</tr>
</tbody>
</table>

### Domain 2: L1/L2 Development: Achievement

| 006 Theories, Processes Language Acquisition                           | P |
| 007 Theories, Models L2 Acquisition                                    | P |
| 008 Cultural/Linguistic/Physical Factors affecting LD                 | P |
| 009 Affective Factors affecting LD                                     | P |
| 010 Sociocultural/Political Factors affect LD                         | P |

### KSAs for CTEL 2: Assessment & Instruction

<table>
<thead>
<tr>
<th>Domain 1: Assessment of English Learners</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>001 Standards-Based Assessment &amp; Instruction</td>
<td>S</td>
</tr>
<tr>
<td>002 Role, Purposes &amp; Types of Assessment</td>
<td>S</td>
</tr>
<tr>
<td>003 Language &amp; Content-Area Assessment</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Domain 2: English Language/Literacy Development &amp; Content Instruction</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>004 Foundations of Programs for ELs</td>
<td>S</td>
</tr>
<tr>
<td>005 Foundations of English Language Literacy</td>
<td>S</td>
</tr>
<tr>
<td>006 Instructional Planning &amp; Org for ELD/SDAIE</td>
<td>S</td>
</tr>
<tr>
<td>007 Components of Effective Instructional Delivery in ELD/SDAIE</td>
<td>S</td>
</tr>
<tr>
<td>008 Effective Resource Use in ELD &amp; SDAIE</td>
<td>S</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Domain 3: Approaches &amp; Methods for ELD &amp; Content Instruction</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>009 ELD – Approaches &amp; Methods</td>
<td>S</td>
</tr>
<tr>
<td>010 ELD – Listening &amp; Speaking</td>
<td>S</td>
</tr>
<tr>
<td>011 ELD – Reading &amp; Writing</td>
<td>S</td>
</tr>
<tr>
<td>012 SDAIE</td>
<td>S</td>
</tr>
</tbody>
</table>

P = Topic of primary emphasis in EDTE 262, S = Secondary emphasis
NCATE Standards

This course requires students to demonstrate competencies in keeping with NCATE standards as described in:

Standard 1: Candidate Knowledge, Skills, and Dispositions

Standard 1, Section 2 requires that teacher candidates reflect an understanding of pedagogical content knowledge delineated in professional, state, and institutional standards.

Standard 1, Section 3 requires that teacher candidates develop meaningful learning experiences to facilitate learning for all students; reflect on their practice and make necessary adjustments to enhance student learning; know how students learn and how to make ideas accessible to them, and consider school, family, and community contexts in connecting concepts to students prior experience.

Standard 4: Diversity

Standard 4, Section 1 requires that the curriculum help students to demonstrate knowledge skills, and dispositions related to diversity.

Student Learning Objectives

Course Content Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Demonstrate how to critically examine and evaluate methods of instruction including those used with struggling K-12 learners and non-native speakers of English
2. Engage and support all students in learning by building on students’ prior knowledge, using a variety of instructional strategies and resources that respond to students’ diverse needs, and actively engaging all students
3. Understand the philosophy design, goals, and characteristics of school-based organizational structures designed to meet the needs of English learners
4. Understand the dimensions of language as both a system for communication and a marker of cultural and ethnic identity
5. Understand and effectively use materials, methods and strategies for English language development that are responsive to students’ assessed levels of English proficiency
6. Plan instruction and design learning experiences for all students by drawing on students’ backgrounds, prior knowledge, development, and interests
7. Establish challenging learning goals for all students based on students’ experiences, language, development, and home and school expectations
8. Understand the phonological and morphological structure of the English language
9. Understand the processes of linguistic development, first and second language acquisition and how first language literacy connects to second language development
10. Use language acquisition theory to develop approaches that support second language learners in both second language acquisition and learning in the content areas

11. Understand and use systematic instructional strategies designed to make grade-appropriate curriculum content accessible to English learners

12. Assess student learning: Use information from a variety of sources to plan and adjust learning opportunities that promote academic learning and personal growth for all students

13. Understand the complexities of defining and assessing language ability

14. Understand issues related to assessing the educational achievement of second language learners

15. Understand the purposes, content and uses of California’s English Development Standards and English Language Development Test

16. Develop as a professional educator: Communicate effectively with families and involve them in student learning and the school community, utilizing community resources to support student learning

17. Investigate and understand the importance of students’ family and cultural backgrounds and experiences

18. Explain how sociocultural factors and sociolinguistic differences between home and school may affect a student’s experience of school and instruction

Required Texts/Readings

All texts are available for purchase at Spartan Bookstore and Robert’s Bookstore.

**Required texts**

Course Reader (available in class)


**Recommended readings**


**Classroom Protocol**

All students in EDTE 262 will be expected to:

- Attend all class meetings (email or call the instructor in advance to explain any unavoidable absences)
- Arrive at or before the posted starting time of 4:00PM
- Set cell phones and any other electronic devices to silent mode and refrain from using them during class except in case of emergency
- Complete assigned selections from the texts before the class meeting for which they are listed in the schedule at the end of this syllabus
- Bring assigned readings to class for use during activities
- Participate in various activities related to course readings and discuss them critically, including their instructional implications
- Contribute actively in small group activities
- Be prepared to respond if called upon
- Follow any additional expectations related to preparation and participation, which will be generated through a consensus process during the course
- Adhere to SJSU expectations about classroom behavior; see Academic Senate Policy S90-5 ([http://www.sjsu.edu/senate/s90-5.htm](http://www.sjsu.edu/senate/s90-5.htm)) on Student Rights and Responsibilities.

**Dropping and Adding**

You are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. found at [http://sa.sjsu.edu/student_conduct](http://sa.sjsu.edu/student_conduct). You should be aware of the new deadlines and penalties for adding and dropping classes.

**Assignments and Grading Policy**

Due dates for all assignments are listed in the grading criteria section and schedule below.
Students at various stages of professional development are likely to enroll in this class. Accordingly, the requirements for this course have been designed to meet their diverse needs, and students can choose from a menu of assignments. Whenever possible, EDTE 262 students who are currently teaching will have the opportunity to complete class assignments that allow them to better meet the needs of their second language learners and/or investigate their classroom, school, and district as contexts for meeting those needs. Additionally, instructors are attempting to make assignments complementary across courses. Modifications can be made as needed to ensure that this is true.

Collaboration on assignments is encouraged as noted. In cases of collaboration, the group will submit one product, and the same grade will be assigned to each student who produced the work. The formal description of each major assignment will include either a rubric or a scoring guide, with which students will self-assess their work and may choose to receive peer review before submitting assignments to the instructor. Students who wish to receive early feedback from the instructor on an assignment are invited to submit a draft before the due date. Students have the option to rewrite all assignments. Rewrites are due no later than 2 weeks after the most recent draft has been returned and must include evidence of peer review. Word process all assignments in 12-point type with 1-inch margins and 1.5 spacing. For your own records, keep back up electronic and hard copies of everything that you turn in.

**Reflective what-so what-now what (W-SW-NW) framework**

All assignments will engage you in three levels of reflection: descriptive, analytical, and evaluative. The first level describes “what?” (facts, observations, demographics, or experiences) you have seen, read, felt, or discussed. The second level analyzes and interprets what you have described and asks “so, what?” How do you make sense of what you have described in the “what?” sections? How is this concept, idea, or observation connected to other concepts you have read about or experienced? What are the theories or concepts that help to explain how and why this is happening? Finally, evaluative reflection examines the question, “now, what?” What are the implications of this observation, theory, concept, or idea for what you need to do in your own teaching? What might schools, districts, and/or policy makers do in light of what you’ve described (W) and interpreted (SW)?

**Initial email.** At your earliest convenience before the deadline, send an email to david.whitenack@sjsu.edu Write “262: initial email” in the subject line. Include the following in the body of your message:

- Name
- Phone number
- Grade level/subject area, school, and district
- Brief description of your goals for your students (if applicable) and yourself this semester
- Notification that you want a volunteer for your classroom (if appropriate)
- Notification that you need access to a classroom (if appropriate)

**Response sheets.** These will be available at the beginning of each class, completed during class, and submitted weekly upon departure. Each student will respond to prompts about class meetings, readings, and any other aspects of their daily lives (e.g., newspaper/news items, random supermarket encounters, etc.) that relate to language,
language learning/learners, and or other 262-related topics. Additionally, students will self-assess their participation in each week’s class.

**Lesson Demonstration.** This course, in part, focuses on the Sheltered Instruction Observation Protocol (SIOP) model, a research-based approach to teaching English learners and all students. Throughout the course, we will study numerous instructional strategies designed especially to facilitate the learning of English learners. Of course, these strategies facilitate the learning of all students; they simply represent good teaching. Individually, or with one or more classmates, you will be responsible for demonstrating a lesson that focuses on at least one component of the SIOP model and employs one or more of the instructional strategies presented in one or more of the required or optional texts. Your 262 classmates will serve as your students. You are encouraged to adapt any mandated curriculum to meet the needs of this assignment. Make explicit connections in your lesson plan to both the content and ELD standards for California. Distribute a written lesson plan that you have prepared for your demonstration. You may do this electronically. After the demonstration, the class will engage in a collegial critique, considering both what worked and what could be improved. Students are expected to plan and deliver a lesson of their own choosing and may submit requests for lesson demonstration topics via email to the instructor by the third class meeting, after which the instructor reserves the right to assign topics. Assignments will be made on a first-come, first-served basis.

**Mid-term exam.** There will be an in-class mid-term exam on material covered in class and readings.

**Final exam.** There will be a cumulative, take-home final exam on material covered in class and readings. The exam content will be reviewed during the required final examination period.

**Major Written Assignments (MWA)**

Each of the major assignments is described briefly below. The formal description of each assignment will be available electronically. Students should NOT attempt to complete any assignment without consulting its formal description. As mentioned previously, due dates are listed in the section on grading criteria and the schedule. All students will complete the Learner Profile, Language History, and Lesson Adaptation. Additionally, all students will choose and complete one of the following: Educator Interview, Lesson Observation, Cycle of Inquiry, Research Paper, or Thematic Unit. While each student must complete her or his own Learner Profile and Language History, all other assignments may be completed collaboratively. With instructor approval, students may also propose and complete alternative assignments. Students are encouraged to consult with the instructor to tailor their assignments to the demands of their school settings and other SJSU course(s). All page guidelines listed below are rough estimates that may be exceeded, but please try to be concise. Unless otherwise noted, all papers should include at least 6 properly referenced (e.g., APA, MLA, etc.) sources, at least one of which should be something other than course texts and the reader. Students are strongly encouraged to research additional sources, such as those listed in class texts.

**Note:** If you would like to include in any of your papers 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. A definition of plagiarism can be found on the Judicial
Learner Profile. Provide the information requested in the Learner Profile, which will be emailed to you in reply to your initial email to the instructor.

Language History (2-4 pages). Describe yourself and your family (grandparents, parents, siblings and, if any, spouse/partner and/or children) in terms of language(s) spoken and acquired/learned. Explain the context in which each language was developed, used, or lost for each person. For yourself, provide a more thorough assessment of your language abilities and aspirations for maintaining and/or developing them.

Lesson Adaptation (3-5 pages). Take an existing lesson plan (e.g., from an Internet source, another class, or a teacher—with permission, of course) and analyze the language demands that it places on students, particularly English learners. Consider all aspects of the lesson, including content (including students’ background knowledge), materials, delivery (including what the students will be expected to do during the lesson), and assessment. Adapt the lesson using the SIOP model—SIOPize the lesson. Describe why and how you will modify the lesson to accommodate students’ needs, particularly English learners, and consider any challenges that you might face in implementing your adapted lesson. You may choose to complete this assignment in conjunction with your lesson demonstration.

Note: Below is the menu of other written assignments, one of which needs to be completed in addition to all of the above.

Educator Interview (5-7 pages). Interview at least two of the following: classroom teacher, language resource teacher, principal, and/or district administrator about practices and policies related to services for English learners. If you are a teacher, you may interview one or more colleagues at your site. In your report, include a critique informed by the material that we study in class. You may complete this assignment with one or two classmates.

Lesson Observation (5-7 pages). Throughout this course, we will study various instructional strategies that help to promote second language and literacy development for English learners. Plan to observe a teacher using one of these strategies in a lesson and conduct a brief interview. Alternatively, plan to observe a teacher during her/his mandatory 30 minutes of ELD time. Your write-up should provide a summary and critique and be grounded in the theories and research that we study in class. You may complete this assignment with one or two classmates. You may complete this assignment by observing your own teaching on video.

Cycle of Inquiry (5-7 pages). Reflecting on a lesson that you have taught, choose a focus to improve upon, and plan and implement at least one subsequent lesson with that improvement in mind. Your instructional focus must pertain to meeting the needs of English learners. Maintain a written log to track the cycle of inquiry that you conduct on your classroom instruction. Ground your log and report in the theories and practices that we study in class. You may complete this assignment based upon your observation of another teacher. Pairs and triads of classmates may complete this assignment together, with one person in the role of teacher and one or two colleagues as observer(s)/critical friend(s)/peer coach(es).
Research Paper (5-7 pages). In consultation with the instructor, choose and research a topic in bilingual education, second language development, emergent literacy, content-area learning for English learners, or another issue related to meeting the needs of English learners. Provide an adequate description of the problem being studied, a summary of findings from at least 10 pertinent, reputable sources (i.e., peer-reviewed journals or comparable publications), and a discussion of relevant implications. You may complete this assignment with one or two classmates.

Thematic Unit (5-7 pages). Your thematic unit must be your original work. Briefly describe the overall unit. Explain how the unit relates to the California standards for ELD and the various content areas. Include two sample lesson plans formatted using the SIOP model. You may complete this assignment with one or two classmates.

Grading criteria
Your grade for this course will be recorded as a letter grade of A, B, C, D, or F based upon your work for the course requirements above. That work will be weighted toward your final grade as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response sheets</td>
<td>15</td>
</tr>
<tr>
<td>Initial email (Due January 25)</td>
<td>1</td>
</tr>
<tr>
<td>Learner Profile (Due January 31)</td>
<td>4</td>
</tr>
<tr>
<td>Language History (Due February 7)</td>
<td>6</td>
</tr>
<tr>
<td>Mid-term Exam (In class March 6)</td>
<td>10</td>
</tr>
<tr>
<td>Lesson Demonstration (Dates vary)</td>
<td>10</td>
</tr>
<tr>
<td>Major Written Assignment (Due March 20)</td>
<td>20</td>
</tr>
<tr>
<td>Lesson Adaptation (Due April 24)</td>
<td>20</td>
</tr>
<tr>
<td>Final Exam (Due May 8)</td>
<td>10</td>
</tr>
<tr>
<td>(Total points)</td>
<td>105</td>
</tr>
</tbody>
</table>

Letter grades will be assigned as follows:
A+ ≥ 99% > A ≥ 93% > A- ≥ 90% > B+ ≥ 88% > B ≥ 81% > B- ≥ 80% > C ≥ 70% > D ≥ 60% > F

Extra credit
Extra credit assignments may be arranged upon request. Contact the instructor.

Penalty for late or missed work
No credit will be issued for missed work, that is, work that is not submitted. Late assignments will be accepted if the student has made arrangements IN ADVANCE OF THE DUE DATE with the instructor. Late assignments lose 10% of their value for each class session that they are late. Daily increments will not be calculated; if an assignment is one day late, it is considered one class session late. This penalty for late work will be applied at the instructor’s discretion.
Enumerate and briefly describe assignments for the course and indicate alignment with learning outcomes. Include information about due dates and assignment weights. Specify grading policies including how grades are determined, what grades are possible, whether extra credit is available, what the penalty is for late or missed work and what constitutes a passing grade for the course.

**University Policies**

**Academic integrity**

Students are expected to be familiar with the University’s Academic Integrity Policy. Please review this at [http://sa.sjsu.edu/student_conduct](http://sa.sjsu.edu/student_conduct). “Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University’s 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 Student Conduct and Ethical development.”

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. “If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy F06-1 requires approval of instructors.”

**Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make 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 the DRC (Disability Resource Center) to establish a record of their disability. Special accommodations for exams require ample notice to the testing office and must be submitted to the instructor well in advance of the exam date.

**Student Technology Resources**

Computer labs for student use are available in the new Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, screens and monitors.
Learning Assistance Resource Center

The Learning Assistance Resource Center is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. The Learning Assistance Resource Center is located in Room 600 in the Student Services Center.

SJSU Writing Center

The SJSU Writing Center is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers.

Department of Elementary Education Writing Workshop

The department now offers an Academic Writing Workshop for students who need or desire support with their academic writing. Based on your written work in this class, your instructor may recommend your participation in this workshop. If you wish, you may choose to participate in the Academic Writing Workshop even if your instructor does not recommend you. For more information, contact Dr. Katharine Davies Samway at kdsamway@comcast.net.
## EDTE 162: Classroom Issues in the Language/Literacy Development of L2 Learners

### Course Schedule

*(Note: subject to change with fair notice.)*

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>24 Jan.</td>
<td><strong>Course Introduction</strong>&lt;br&gt;<em>Due: Send initial email by Friday, 25 Jan.</em></td>
</tr>
</tbody>
</table>

(cont.)

Cummins Model of Academic Language.


English Language Development Standards for California Public Schools. Retrieved [date] from http://www.cde.ca.gov/be/st/ss/. (Download the PDF file for English Language Development near the bottom of the page. Use this document as a resource. You needn’t read it cover to cover.)

Vocabulary

Readings


Jigsaw:


(cont.)
<table>
<thead>
<tr>
<th>5</th>
<th>21 Feb.</th>
<th>First and Second Language Acquisition; SIOP Introduction, Lesson Preparation, and Building Background</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Readings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>L&amp;S Introduction, 1, 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EV&amp;S 1, 2, 3, Appendices A&amp;B, Glossary</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6</th>
<th>28 Feb.</th>
<th>“Good Language Learners”; SIOP Comprehensible Input</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Readings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>L&amp;S 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EV&amp;S 4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7</th>
<th>6 Mar.</th>
<th>Learner Language; Observing in the L2 Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Readings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>L&amp;S 4, 5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8</th>
<th>13 Mar.</th>
<th>Scaffolding and SIOP Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Mid-term Examination</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Readings</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
</tr>
<tr>
<td>------</td>
<td>----------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>9</td>
<td>20 Mar.</td>
<td>Oral Language Development; SIOP Interaction</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>27 Mar.</td>
<td>No class—Spring Recess</td>
</tr>
<tr>
<td>11</td>
<td>3 Apr.</td>
<td>Integration of Academic Language Skills;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SIOP Practice/Application</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>10 Apr.</td>
<td>Scaffolding English Learners’ Literacy;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SIOP Lesson Delivery</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Gibbons 4, 5

EV&S 8

Jigsaw


13  17 Apr.  

**Assessment of English Learners; SIOP Review/Assessment**

Readings


EV&S 9


(cont.)
<table>
<thead>
<tr>
<th>Date</th>
<th>Reading</th>
</tr>
</thead>
</table>
| May 1 | **ELD**  
*Due: Lesson Adaptation*  
**Readings**  
| May 1 | **Grammar and Spelling for English Learners**  
**Readings**  
<table>
<thead>
<tr>
<th>Date</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 May</td>
<td>Final exam period 5:15PM-7:30PM</td>
</tr>
</tbody>
</table>

Erlbaum Associates.


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:

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 #5 1 and 2 above.
4. Describe the state and federal legal responsibilities of teachers to protect and

Standards Addressed

5, 10 (c,d,e)
5, 8-A, 10 (c,d,e)
5, 8-A, 10 (c,d,e)
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)

Assignments:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
<th>Due in class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Information Sheet</td>
<td>5</td>
<td>Jan. 31</td>
</tr>
<tr>
<td>2. School Health Laws</td>
<td>20</td>
<td>Feb. 28</td>
</tr>
<tr>
<td>3. Secondary Prevention Performance Assessment</td>
<td>15</td>
<td>Mar. 20</td>
</tr>
<tr>
<td>4. Eating &amp; Exer. Log and In-Class Nutrition Stations</td>
<td>10</td>
<td>Apr. 17</td>
</tr>
<tr>
<td>5. Evaluation of Two Instructional Resources (K-12th gr. curriculum and videotape, and in-class presentation)</td>
<td>20</td>
<td>May 8</td>
</tr>
<tr>
<td>6. Final Examination</td>
<td>15</td>
<td>May 15, 5:15-6:15pm</td>
</tr>
<tr>
<td>7. In-Class Participation, including writings, quizzes, group work, role plays, etc.</td>
<td>15</td>
<td>Jan. 24 – May 8</td>
</tr>
</tbody>
</table>


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 (subject to change with fair notice)**

**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.
Ji-Mei Chang, Ph.D., Professor
Department of Special Education
College of Education, San Jose State University
San Jose, CA 95192-0078
http://sjsu.edu/faculty/chang

Office: (408) 924-3705    E-Mail: jmchang@sjsu.edu
Fax: (408) 924-3713

ACADEMIC DEGREES:
Ph.D.  University of Southern California, 1989
   Major:  Special Education, Learning Disabilities
   Minor:  Research Methodology & Bilingual Education
M.S.  University of Southern California, 1978
   Major:  Special Education, Learning Disabilities
B.A.  National Chengchi University, Taiwan, ROC, 1970
   Major:  Education
   Minor:  Psychology

SELECTED PROFESSIONAL EXPERIENCE:
San Jose State University
   Professor      May, 1996 to Present
   Department of Special Education (Restructured in Fall, 2001)
   Associate Professor     Fall, 1990 to May, 1996
   Division of Special Education & Rehabilitative Services
University of Arizona
   Postdoctoral Research Associate   1989-1990
   Leadership Studies in Special Education
   Division of Special Education & Rehabilitation
University of Southern California
   Graduate Assistant     1985-1989
   Department of Curriculum, Teaching, & Special Education
Verona Elementary School
   Learning Disabilities Resource Room Teacher 1980-1983
   Verona Elementary School, Verona, Wisconsin

CREDENTIALS:  Wisconsin Learning Disabilities K-8 (Life)
                 Wisconsin Secondary (Chinese Language)

RECOGNITION AND AWARDS
1998  Teacher Scholar, recognized by the Institute for Teaching and Learning,
      Office of the Faculty Affair, San Jose State University (SJSU), August, 1998
1995  Scholarship Achievement, recognized by the Sponsored Program Faculty
      Development Program, Office of the Faculty Affair, SJSU, December 5.
1995  Exemplary Contribution in Multicultural Education, recognized by College of
      Education, SJSU, April 27.
1995  Outstanding Faculty, awarded by the Disability Resource Center, SJSU, April 19.

series of mini grants award by College of Education, SJSU.
Projects. Mini grant awarded by the Center for Service Learning, SJSU.
Chang, J.M. (2002, October). Field-testing ideas on best practices through a service learning project: linking sjsu credential course work with community needs. Mini grant awarded by the Center for Service Learning, SJSU.

Chang, J.M. (2000-2001). Professional Educator Faculty Engagement (PEFE) in California School to Career. A project funded by the California School-To-Career Interagency Partners and the California State University, Hayward.


PROFESSIONAL ACTIVITIES IN COMMITTEES, NATIONAL RESEARCH CENTER AND TASK FORCE: National level

• American Association of Colleges for Teacher Education (AACTE)
  1995-98 Member, Committee on Multicultural Education.

• California Association for Bilingual Education (CABE)
  1997-98 Member, 1998 Conference Program Committee

• Chinese American Educational Research and Development Association (CAERDA)
  1996-1997 President
  1995-1996 Vice President and Conference Chair
  1994-2000 Member, Board of Director
  1998-2000 Treasurer, Board of Director
  2001-2007 Treasurer, Board of Director, Member of Conference Planning Committee

• Division of Learning Disabilities (DLD), Council for Exceptional Children (CEC)
  1994-95 Member, 1995 Conference Program Committee,

• Focus Group on Bilingual Special Education Research and Pedagogy Issues
  1993-96 Researcher, Office of Special Education Programs U. S. Department of Education,

• National Association for Asian and Pacific American Education (NAAPAE)
  1995-96 Member, 1996 Conference Program Committee

• National Association for Bilingual Education (NABE)
2006-07  Member, 2007 Co-Chair Conference Presenters Committee
**National Center for Research on Cultural Diversity and Second Language Learning**, 1993-95  Research Affiliate, University of California, Santa Cruz
• **National Center for Research on Education, Diversity, and Excellence (CREDE)**  
  1996-2001  Principal Investigator, University of California, Santa Cruz  
  U.S. Office of Educational Research & Development  
  2001-2004  Member, Synthesis Team on findings related to home, community and school  
  2001-2004  Consultant  
  2008  Field testing CREDE online modules on CREDE pedagogies

**EDITORIAL AND PROPOSAL REVIEW RESPONSIBILITIES: National Level**

1995- present  Co-editor, Asian/Pacific American Education Column in NABE NEWS published by the National Association for Bilingual Education (NABE)


1993-1997  Reviewer for national research and personnel training grant competitions, Division of Innovation and Development, Office of Special Education Programs (OSEP), U.S. Department of Education

  International Reading Association

**SELECTED CONSULTATION ACTIVITIES after 1994**

6/2007-present  Consultant for professional development among Chinese teachers at the Singapore American School, Singapore


6/2004-present  Consultant for professional development among Chinese teachers at the International School of Beijing, Sunyi District, Beijing, People’s Republic of China

3/2000-present  Consultant for professional development for teachers and curriculum unit design at the Mandarin-English Immersion Program, Cupertino Union School District, Cupertino, CA

1/2002-present  Advisor to the Board of Directors, Friends of Children with Special Needs, Fremont, California

3/2002  External Evaluator, Center for Teacher Education, National Tsing Hua University, Taiwan, Republic of China (ROC)

1998-2001  Consultant, Ministry of Education, Taiwan, ROC  
  Model Site Project: School-based professional development project to promote school reform, conducted within five Elementary and 4 Middle Schools

1997-
2000  Intelligences as diverse entry points to access domain knowledge, Taipei Municipal Center for Teachers’ Inservice Education, Taipei, Taiwan, ROC

1998-2000  Professional Development project for Pre- and Inservice Elementary Schools Teachers, Keelung Municipal Center for Teachers’ Inservice Education, Keelung, Taiwan, ROC

1998-  Professional Development for Chinese-English Bilingual Teachers, Language Academy

2002  and Bilingual Education, San Francisco Unified School District


2000-2002  Internationalizing Chinese teachers project, Keelung Municipal Center for Teachers’ Inservice Education, Keelung, Taiwan, ROC

1998-2001  Professional Development for Middle School Teachers, Berryessa Union School District, San Jose, California

1997-1999  Professional Development Project on Classroom Applications of Multiple Intelligences for Students with Special Needs, I-Lan County Office of Education, Taiwan

1997-1999  Rubric Projects for K-2 English Language Arts & K-5 Vietnamese Language Arts, Department of Curriculum & Instruction and Bilingual Education, Alum Rock Unified School District, San Jose

1996-1999  Professional Development Project on Classroom Applications of Theme Cycle and Multiple Intelligences, Association for Northern California Chinese Schools

1998-1999  Professional Development Project for Overseas Chinese Language Schools, Commission on Overseas Chinese Affairs, Taiwan, ROC

1995-1997  Rubric Projects for K-8 Chinese Immersion Program, Bilingual Education Department, San Francisco Unified School District

1994-1996  Optimal Learning Environment (OLE) Research and Dissemination Project, California State University-Sacramento, College of Education and California State Department of Education, Special Program

SELECTED PUBLICATIONS: In English
Chang, J. M. (2007, November). Definitions, acquisition, and applications on Information literacy for higher education. This is a web site published as a product of my spring sabbatical project in 2007. It was designed to support our candidates to become information literate education specialists and teachers. http://www.sjsu.edu/faculty/chang/information_literacy.html


**SELECTED PUBLICATIONS: In Chinese**


SELECTED PROFESSIONAL PRESENTATIONS after 1999

Overseas Presentations:

Chang, J. M. (2008, August). Teaching transformation: Teachers as educational designers and implementers through Understanding by Design process & Differentiated Instruction (Part II). An invitation to conduct the five-day workshop at the Independent School Foundation Academy (August 11-15), Hong Kong. (http://www.isf.edu.hk/eng/about.html)

Chang, J. M. (2008, March). *Teaching transformation: Teachers as educational designers and implementers through Understanding by Design process & Differentiated Instruction (Part I)*. An invitation to conduct five-day workshop at the Independent School Foundation Academy (March 24-28), Hong Kong.

Chang, J. M. (2008, January). *Infusing the project-based learning program within the K-5 integrated curriculum units.* Invited presentations and classroom coaching activities carried out in two-week school-based professional development activities at the Independent School Foundation Academy (January 7-18), Hong Kong.


Chang, J. M. (2007, March-April). *Cultivating teachers as educational designers and implementers through Understanding by Design process.* Invited presentations and classroom coaching activities carried out in six-week school-based professional development activities at the International School of Beijing (March 1-April 11, Sunyi District, Beijing, People’s Republic of China.

Chang, J. M. (2006, August). *Promoting teaching transformation through project-based learning design and activities* (Part II). Invited presentations for a 3-day workshop at the Independent School Foundation Academy, Hong Kong.

Chang, J. M. (2006, March). *Promoting teaching transformation through project-based learning design and activities (Part I).* Invited presentations for a 3-day workshop at the Independent School Foundation Academy, Hong Kong.


Chang, J. M. (1998, April) *Multiple Intelligences and School Reform*. Presentation at the Semi-annual Seminar of Multiple Intelligences Based Model Site Project for At-Risk Students sponsored by the Ministry of Education, Taiwan, Republic of China, April 13-17, Taipei.


**State, National and International Conference Presentations:**

Chang, J. M. (2008). Building assessment evidence to differentiate instruction and support language learners. An invited featured Speaker to be presented at the conference sponsored by the California Association for Bilingual Education, March 6-8, San Jose, California.


MARK K. FELTON

Associate Professor of Education and Psychology
Department of Elementary Education
College of Education, San Jose State University
Appointment: 1999

Education

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

Professional Experience

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

Assistant Professor of Education and Psychology, 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 focus

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.

Program Leader, Independence High School Bloc Program, Department of Secondary Education, San Jose State University, 2002-present.

Program Co-Coordinator, Middle Level Emphasis Program, Department of Elementary Education, San Jose State University, 2004-2006

Advisory Board Member, TutorWorks after-school literacy program and California State approved supplemental service provider, 2001-2006.

Department Assessment Coordinator, Department of Elementary Education, San Jose State University, 2002-2004
Steering committee member, TE School-University Collaborative Teacher Education Program, 2000-2002.

Professional Affiliations

American Educational Research Association
American Psychological Society
International Reading Association
Jean Piaget Society
Phi Delta Kappa
Halcyon Foster  
19 Clementina #207  
San Francisco, CA 94105  
(415)235-2544  
halliefoster@gmail.com

EDUCATION
Illinois State University, 2004  
• Ph. D. Mathematics Education  
• GPA: 4.0
Florida State University, 1997  
• M.M. Music Composition  
• GPA: 3.8  
• Thesis: Shifting Sands, a piece for choir and chamber orchestra  
• Teaching Certification, Secondary Mathematics  
• GPA: 4.0
Nebraska Wesleyan University, 1992, With Distinction  
• B.S. Mathematics  
• B.A. Music Theory and Composition  
• GPA: 3.86

DISSERTATION
“Already Left Behind: What Can Be Done For Low Achieving High School  
Mathematics Students”
This study addressed the impact of an activity-based mathematics class in  
conjunction with increased teacher-student interaction on students’ achievement,  
motivation, and attitudes and beliefs towards mathematics.

EMPLOYMENT

7/2007-Present, San Jose State University, Assistant Professor, Elementary  
Education Department  
Courses taught: Mathematics Methods for Elementary Teachers, Student  
Teaching Seminar, Supervision of Student Teachers
7/2004-7/2007, University of Wisconsin—Eau Claire, Assistant Professor of  
Mathematics Education, Mathematics Department  
Courses taught: Mathematics For Elementary/Middle School Teachers I  
and II, Teaching Secondary Mathematics With Technology, Intermediate  
Algebra, Teaching Mathematics Grades 6-12, Teaching High School  
Algebra and Geometry, and Elementary Statistics
Courses Taught: Mathematical Number Systems II (This course was the
second mathematics content course recommended for elementary education majors. Course topics included linear, exponential, and quadratic functions, probability, and statistics.). Dimensions in Mathematics (This course was the first mathematics content course recommended for elementary education majors. Course topics included a deep investigation of rational numbers and operations on rational numbers.)

8/2001-8/2003, Graduate Fellow, ISU, Partners in Research in Science and Mathematics Education (PRISM) Project
For this project, I worked collaboratively with area high school and middle school mathematics teachers to encourage the design and use of inquiry-based activities in mathematics classes. Particular focus was also placed on the use of technology (graphing calculators, Calculator Based Laboratories (CBLs) and Calculator Based Rangers (CBRs)).

1996-2001, Mathematics Teacher, Cibola High School
Courses taught include Calculus AP, Mathematics Analysis, Algebra, Geometry, Introduction to Algebra, and Academic Decathlon

1992-1994, Graduate Teaching Assistant, Florida State University, Music Department
Courses Taught: Sight-Singing and Ear Training I, II, III, and IV
These courses were required of all music majors in their freshman and sophomore years. Course topics include single note melodic dictation, interval recognition, four-voice harmonic dictation with chord analysis, and sight-singing.

PRESENTATIONS
10/2003, Illinois Council of Teachers of Mathematics, Annual Conference
•“Here It Comes, There It Goes: Using CBRs and Pendulums to Graph Sinusoidal Functions”
•”Pi and Pop Boxes: Discovering Geometry in the Middle School”
9/2003, Central Illinois Lutheran Teachers Annual Workshop
•“Using CBRs to Discover Mathematics”
8/2003, PRISM Fellows Introductory Workshop
• “An Introduction to the NCTM Standards: What Does a Standards Based Lesson Look Like?”
• “CBRs and CBLs: How PRISM Fellows Can Help Teachers Use These Technologies”

6/2003, PRISM Teacher Workshop
• “Cool Lessons for CBRs”
• “Cooler Lessons for CBLs”

4/2003, Illinois State University, Graduate Research Symposium
• “Why I Hate Mathematics: Voices of Low Achieving High School Mathematics Students”

2/2003, Normal Community High School
• “Now We’ve Got Them, What Do We Do With Them?: Using CBRs and CBLs in the Mathematics Classroom”

6/2002, PRISM Teacher Workshop
“Fractals and Chaos in the Classroom”

PUBLICATIONS


CONSULTING
11/2002-present, Lockport High School, Lockport Illinois, Special Needs Department

FUNDED GRANTS
• Hurdles on the Technological Path: What Inhibits High School Math Teachers From Using Technology? Summer 2005
  This grant is a professor-student collaborative research project investigating inhibiting factors focusing technology at the high school level

• Wisconsin Improving Teacher Quality Project, 2005-2006
  This grant funded a summer institute and continuing classroom support for the implementation of standards-based teaching at the middle school level

• Yuma Education Foundation, 8/2000
  This grant gave funding for the purchase of TI-89 graphing calculators to be used in the Calculus AP curriculum at Cibola High School, Yuma, AZ

• Illinois Power, Bright Schoolutions Grant, 12/2002
  This grant gave funding for the purchase of thirteen CBRs, three CBLs, and additional microphone probes and heart rate monitors (three each) to
be used in all levels of mathematics courses at Normal Community High School. Matching funds were provided by the NSF-sponsored PRISM project.

AWARDS and RECOGNITIONS

- Illinois State University Foundation Scholarship Recipient, 8/2001
- Cibola High School Teacher of the Year, 4/2000
- Fulbright Memorial Fund Scholar (Japan Program), 6/1998
- Yuma County First Year Teacher of the Year, 5/97
- Cibola High School First Year Teacher of the Year, 4/1997
- Cibola High School, Teacher of the Month, 12/1996

LEADERSHIP and SERVICE

- Secretary and Member of Steering Committee, Psychology of Mathematics Education—North America, elected Fall 2007
- Discourse Working Group Member, Psychology of Mathematics Education—North America, 2004-present
- Mathematics Education Committee, University of Wisconsin-Eau Claire, 2004-2007
- University of Wisconsin-Eau Claire Math Meet Committee Chair, 2006
- University of Wisconsin-Eau Claire Math Meet Committee Co-Chair, 2005
- Recruitment Committee, University of Wisconsin-Eau Claire, 2005-2006
- Awards Committee, University of Wisconsin-Eau Claire, 2005-2006
- ISU Graduate Forum Speaker Series, Co-Director, 2003-2004
- ISU Student Government Association, Graduate Senator, 2003-2004
- High School Science and Mathematics Research Symposium Planning Committee, Spring, 2003
- ISU Graduate Student Association, Mathematics Department Representative, 2002-2003
- FSU Congress of Graduate Students, Music Department Representative, 1992-1993
- NWU Student Senate, Music Department Representative, 1991-1992
- NWU Student Senate, Budget Committee Chair, 1991-1992
BILL HANNA
19551 Montevina Rd.
Los Gatos, CA 95033
(408) 395-0409 res.
(408) 924-5541 wk.
whanna@email.sjsu.edu

EDUCATION
Ph.D., Social Science Education; Curriculum and Instruction, University of Michigan, 1977.
M. Ed., Curriculum; Sociology, Miami University 1971.
B.S. Ed., Social Science Education, Ohio State University, 1970.

PROFESSIONAL EXPERIENCE
Tenured Full Professor of Education, San Jose State University, 1990-present.
Teach interdisciplinary Elementary Social Science Methods, History-Social Science in the Schools, and supervise student teachers with an average teaching effectiveness rating of a positive 4.5 on a 5 point scale. Administered the Social Science Teacher Education Program.

Director, San Jose State History-Social Science Project, San Jose State University, 1993-2003.
Administered a history-social science professional development program funded by the Regents of the University of California ($1,437,410 over ten years) servicing 951 teachers (in 13 summer institutes and 11 mini-institutes) who rated my directorship with a 3.9 on a 4 point scale; developed the Yerba Buena Cluster School/University Partnership with East Side and Franklin-McKinley School Districts.

Director, Consortium of California Subject Matter Projects at SJSU, San Jose State University, 1998-2004.
Administered a program of interdisciplinary professional development funded by WestEd and the Regents of the University of California ($356,750 over six years) to support the only collaborative professional teacher development project at San Jose State to integrate seven subject areas and one of the few collaborations of California Subject Matter Projects in the California State University system to conduct interdisciplinary conferences, beginning teacher support teams, a beginning teacher summer institute, and teacher collaboration projects for over 250 teachers and their students.

Director, California Eisenhower Professional Development Program, San Jose State University, 1998-2000.
Administered a professional development program ($60,312) for teachers of K-12 history-social science in the Lincoln Cluster School/University Partnership with the San Jose Unified School District.

Director, Federal Eisenhower Professional Development Program, San Jose State University, 1995-98.
Administered a three-year professional development, collaborative program ($229,707) for new teachers of K-12 history-social science.


Coordinator of Education Programs, National University, Oakland, CA. 1986-90.
Taught Curriculum and Instruction; Models of Teaching with a positive teaching effectiveness rating of 4.5 on a 5 point scale. Supervised K-12 student teachers. Recruited, trained and supervised 30 adjunct faculty.

Supervised K-12 teachers using video feedback and clinical supervision. Taught courses in K-12 Classroom Discipline and Instructional Methods.

Project Coordinator, Dominican College, San Rafael, CA. 1979-82.
Conducted a Teacher Corps training program for experienced K-12 teachers; supervised interns. Taught Curriculum, Educational Psychology, Social Foundations, and Multicultural Education.
Established competency program. Taught Curriculum and Methods; Psychological/Sociological Foundations.

Created and managed a national educational program resulting in 21 new councils. Awarded Special Commendation Resolution by NCSS House of Delegates for my organizational and communication skills.

Student Teaching Supervisor, U. of Michigan, Ann Arbor, MI. 1973-75.
Social Studies Teacher, Roosevelt High School, Dayton, OH. 1970-73.

GRANTS

Hanna, B. (2002). Interdisciplinary Professional Development Proposal. Consortium of California Subject Matter Projects at SJSU funded by the Regents of the University of California. $310,000.


Hanna, B. (1997). People in Conflict: Stories Related to Nationalism, Ethnicity, And Gender As Told Through the Humanities. California History-Social Science Project funded by the Regents of the University of California. $100,000.

Hanna, B. (1997). Supplemental Funding Proposal. California History-Social Science Project funded by the Regents of the University of California. $6,000.


**SELECTED PUBLICATIONS**


**SELECTED PROFESSIONAL ACTIVITIES**


Session Presenter, “Professional Development and Preparation of History-Social Science Teachers: Recent Findings from the Eisenhower Professional Development Grant,” Southern California History Retreat, Los Angeles, May 12, 2000


Panel Presenter, “How to Publish in Professional Journals,” New Faculty Workshop, October 23, 1998

Member, Advisory Committee, Course Models/State Standards in History-Social Science, California Department of Education, 1996-98.

Member, California History-Social Science Project Executive Director Search Committee, 1998.

Member, History-Social Science Leadership Team, Santa Clara County Office of Education, 1996-present.


Session Presenter, "Eisenhower-funded In-service Programs for Teachers," Association of Teacher Educators Conference, 1996.


Session Presenter, "Preparing Future Teachers to Implement the History-Social Science Framework and to Integrate the National Standards in Their Curriculum." California Council for the Social Studies Conference, 1996


Secretary, State of California Association for Teacher Educators, 1991-93.


Session Presenter, "Teaching Beginning Teachers to Analyze Their Videotapes to Increase Instructional Effectiveness," Association of Teacher Educators Conference, 1991.


Editor, Teacher Education News, State of California Association of Teacher Educators, 1985-86.


Session Presenter on various instructional methods at NCSS Annual Meetings, 1974-81.

President, Orange County Area Social Science Association, 1977-78.
Roxana Marachi, Ph.D.
Assistant Professor
Department of K-8 Teacher Education
San José State University
Appointed: 2006 (CSU Appointment since 2003, 2 years service credit transferred)

Academic Degrees
Ph.D. University of Michigan, 2003, Education & Psychology
M.A. University of Michigan, 2000, Developmental Psychology
B.S. University of Washington, 1997, Psychology with Honors, Minor in Music Performance

Professional Experience
August 2006 to present Assistant Professor of Education, San José State University
August 2003 to 2006 Assistant Professor of Child & Adolescent Development, California State University, Northridge
1998-2003 Research Assistant, School of Education, University of Michigan
1999-2000 Teaching Assistant, Department of Psychology, University of Michigan
1999-2002 Teaching Assistant, School of Education, University of Michigan
1999-2003 Teaching Assistant and Computer Consultant (Summers) Inter-University Consortium for Social & Political Research, Univ. of Michigan
1998-2000 Research Assistant, Michigan Study of School Transitions, University of Michigan
1997-1998 Full-Time Americorps Volunteer/Teaching Assistant, The Options Program K-8 Alternative School Seattle Public Schools, Seattle, WA
1996-1997 Teaching Assistant, Department of Psychology, University of Washington
1995-1997 Day Care Teacher (Infant/Toddler Development), Seattle, Washington
1994-1998 Research Assistant, Department of Psychology, University of Washington

Areas of Specialization, Research, and Teaching
Educational Psychology, Social Development, School Climate and Violence Prevention

Publications


Publications Prior to CSU Employment


Presentations, Reports and Workshops (Since CSU Employment)


Marachi, R. M., Lisagor, T., Scott, W., & Sariscsany, M.J. (2006, January). Faculty Reports of Learning Centered Instruction: Results from the Health and Human Development Learning Centered Surveys and Interviews. Poster presentation at the CSUN Faculty Retreat in Oxnard, CA.


2 Marachi, R. Vitae
01/22/08

Presentations, Reports and Workshops (prior to CSU employment)


Awards and Distinctions

2006 Polished Apple Award - College of Health & Human Development, California State University Northridge
(Student-nominated award for excellence in teaching and mentoring)

2003 Sims Medal Recipient, University of Michigan
High-profile interdepartmental award (with $5,000) that recognizes an outstanding paper or project that "illuminates or improves the interactive effects of... home-neighborhood, school, and workplace in the functioning of the family." Award is offered jointly among the Schools of Education, Psychology, Social Work, Business Administration, and Urban Planning at the University of Michigan.
Paper title: School Violence Prevention: A Review of Methodology

Professional Activities

American Educational Research Association
Co-Chair, Safe Schools and Communities Special Interest Group (April 2007 – present)
Reviewer, Division E: Counseling and Human Development (April 2007-present)
Reviewer, School Community, Climate, and Culture SIG (2005-2006)

Consortium for the Prevention of School Violence (CPSV)
Board of Directors

National Challenge Day - Be the Change Organization (Non-Profit Organization)
Board of Directors (Elected for 3-year term, July 2007 – present)
Research and Evaluation Subcommittee, Vision and Accountability Subcommittee

TNE (Teachers for a New Era)
College of Health and Human Development Liaison for University / High School Collaborations

Department of Child & Adolescent Development – California State University Northridge (2003-2006)
Full-time faculty - Contributed to strategic planning during 2nd through 5th years of official Departmental status within the University. Extensive service on Personnel, Assessment, and Internship Committees to assist in establishing procedures and protocol for new department.

3
Marachi, R. Vitae
01/22/08

Document Page 340
Professional Affiliations

American Educational Research Association
International Society for Research on Aggression
California League of Middle/High Schools
Society for Research in Child Development
Society for Research on Adolescence
Phi Beta Kappa
Colette Rabin  
240 Monroe Drive #219  
Mountain View, California 94040  
Work: (408)-924-3650  
Voice: (650) 559-1566  
Cell: (650) 996-5081  
colette.rabin@sjsu.edu

Education


San Jose State University, San Jose, CA / Master of Arts in Education / 2003 / Thesis: a phenomenological study of an ethic of care in elementary school teaching. I interviewed six teachers at an elementary school, with an explicit commitment to this ethic in its mission statement.

Reed College, Portland, OR / Bachelor of Arts in Religion / 1993 / Thesis: a philosophical inquiry into the problem of evil through theoretical theodicy as compared to the literary responses of Albert Camus in The Plague and Fyodor Dostoyevsky in The Brothers Karamazov.

Dissertation

Teaching Teachers to Care: An Ethic of Care in Teacher Education,  
Phenomenological study of how the theory of an ethic of care intersects with teacher education in one program explicitly committed to care ethics in a multicultural urban context. Data include recorded and transcribed observations of two courses: one yearlong foundations and one secondary literacy, interviews of professors, student teachers, and graduates 3 or more years out of the program, documentation including course readings, assignments, syllabi, handouts, and students’ course-work, and pre and post surveys.  
Committee: Anna Richert (chair), Joe Kahne, Dave Donahue, Nel Noddings

Teaching
Experience

**Assistant Professor**, San Jose State University, fall 2007 – present / Generalist in the College of Education’s Department of K-8 Teacher Education / teach courses in sociomulticultural foundations of education / teach courses in sociology of education / supervise student teachers’ field experience / advise MA and credential candidates / conduct research / participate in professional activities.

**Lecturer**, Mills College, “Inquiry into the Classroom,” a masters of education research class, fall 2006 / co-taught this research class on action research with teacher educator, Professor Anna Richert.

**Lecturer**, San Jose State, “Sociology of Education,” a master’s course in education, fall 2006 / designed curriculum for and taught this sociomulticultural foundations of education course.

**Teaching Assistant**, Mills College, “Introduction to the Profession of Teaching Diverse Learners,” a foundations credential course, 2002 – 2006 / designed curriculum for and taught this sociomulticultural foundations of education course with teacher educator, Professor Anna Richert.

**K – middle school classroom teacher**, twelve years in a newly founded elementary school, Living Wisdom School, 1994 to 2006 / designed curriculum for and taught literacy, mathematics, social studies, art, physical education, and science for k – 8th grades / co-designed a theater-arts program for k – 8th grades.

**Instructor of parent education classes**, 1994 to 2006 / designed and taught parent education classes concerning ways to support their children’s learning.

**Tutor**, individual remedial skills from k – high school in reading, writing, mathematics, and study skills, 2000 to present / support high achieving students as well as struggling students (including students with executive functioning disorders, dyslexia, dysgraphia, anxiety, asbergers, ADD, ADHD, and other learning differences).
Research &
Supervision  
Research Assistant to Professor Anna Richert, professor of teacher education, 2003 to present / Collected, analyzed, and presented data on studies of: Jerome Bruner’s conception of spiral curriculum through interdisciplinary core concepts in a course assignment for a foundations class; teachers’ dispositions as represented across literary references to teachers; and student teachers’ moral reasoning in dilemma case reflection assignments.

Research Participant using Universal Design Principals for Higher Education Disability Support (HEDS-UP), (2006 – present) /designing and implementing a model program to enhance the quality of undergraduate and graduate teacher preparation for students with a range of learning disabilities.

Mentor for new k – middle school teachers in literacy instruction, 2000 – 2006 / twice weekly meetings to develop curriculum in writer’s workshop and literature circle formats and facilitated implementation within a reflective practice paradigm

Co-Director for summer school, 1994 – 2000 / co-created an elementary – middle school theater-arts program, led classes in the visual and performing arts, designed theater sets, supported the theater production process, and created physical education programs

Papers &
Presentations  
Teacher Education for Caring about Others: Perspectives of Teachers of Color: Focusing on voices of teachers of color to understand the demands of care across difference, paper to be presented at the Annual Meeting of the American Educational Research Association, AERA, New York City, NY (March, 2008)

Constructing an ethic of care in teacher preparation:
Exploring a narrative ethical dilemma case assignment as a potential opportunity to construct a caring stance, since narrative methodology accounts for context and supports resistance of formulaic solutions to relational issues, paper presented at Association for Constructivist Teaching
Preparing teachers to identify and respond to teaching dilemmas raised by race and racism: Preparing teachers to anticipate race as a defining factor in experience in schools, particularly in light of a moral commitment to social justice, co-written paper with Professor Anna Richert presented at the Annual Meeting of the American Educational Research Association, AERA, Chicago, Ill. (April, 2007) Discussants: Gloria Ladson-Billings and Arturo Pacheco

Teachers as moral role models: Care ethics and the teacher’s role: Preparing teachers to model care in a multicultural urban context through rendering purposes explicit and assuming an active moral stance, paper in process.

The teacher as one-caring: Teacher preparation and relationship: Teacher preparation and the teacher’s role in relationship, paper in process.


Teaching teachers to care: An Ethic of Care in Teacher Education. Advisor Dr. Anna Richert, Doctoral research, presented at the Graduate Seminar for the Annual Meeting of the American Educational Research Association, S.F. (April, 2006)


Grants & Awards

Participant in Research Grant between Bank Street College and San José State University to analyze my teaching practice through video and transcription in light of the Universal Design Principles for Higher Education Disability Support (HEDS-UP)

Graduate Scholarship Award, Mills College, (2004-present)

Graduate Research Grant, Mills College, (2004-present)

Teacher as Researcher Special Interest Group Research Grant, Annual Meeting of the American Educational Research Association, AERA, (Spring 2007)

Research Grant, Teacher Scholars, (Spring 2007)

Outstanding Thesis Award, Nomination from San Jose State University (2002)

Outstanding Teacher Award, from Living Wisdom Schools, (2000)

Other Relevant Experience

Instructor:
Instructor in yoga, pilates, aerobics (1996 -present)

Residential Counselor
Janus, Portland, OR
Counselor in residential care for disadvantaged and at risk youth ages ten to sixteen / Participated in training for counseling in high risk communities (1993-1995)

**Language and Cultural Studies**

Studied in Italy (Language and culture, Assisi Language School) and France (Paris, Sorbonne) (1991; 1993)

References available upon request
Education

Ph.D. Instructional Leadership 2004
Concentration: Instructional Technology
1st Minor: Foundations of Education
2nd Minor: Education Research
Dissertation Title: Survey Response Behavior among University Faculty
College of Education
The University of Alabama, Tuscaloosa, Alabama

M.S. Physical Organic Chemistry 1992
Graduate School of Arts and Sciences
Georgetown University, Washington, D.C.

B.S. Chemistry 1987
College of Sciences and Mathematics
Auburn University, Auburn, Alabama

Professional Experience

2006 - Present
Assistant Professor
Department of Elementary Education
College of Education
San José State University

2005 - 2006
Adjunct Professor
Department of Educational Foundations, Counseling and Library Media
College of Education
University of West Alabama

1993-2004
On-air Instructor
Center for Communication and Education Technology (CCET)
The University of Alabama

At San José State, I supervise students in field placements and teach science methods and educational technology classes in
various programs within the post-baccalaureate K-8 teacher preparation program. In addition, I teach research methodology courses and advise master’s candidates in the master’s program.

At The University of Alabama, I was a core member of the team that developed and produced Integrated Science, CCET’s nationally recognized middle-school science education reform project. Integrated Science, an inquiry-based, hands-on science curriculum, is used by over 1,500 teachers and 150,000 students in over 20 US states and in Quebec and Ontario Canada. For more information on Integrated Science, please visit www.ccet.ua.edu.

Direct responsibilities:

– Research, script, host, and aid in production and post-production of the award-winning Integrated Science 8 educational television series videotaped throughout the U.S. and in Canada, Europe, Mexico, Central America, and Africa, for broadcast on PBS, ETV and satellite networks throughout North America
– Work as part of a team to research, create, analyze, and edit Integrated Science classroom curriculum materials including student books, teacher lesson plans, classroom activities, assessment materials, and background information for teachers and parents
– Work as part of a team to research, create, produce, assess, and deliver Integrated Science hypermedia curriculum materials
– Work as part of a team to prepare and implement teacher professional development workshops
– Help coordinate teams of teacher-trainers in providing 5 day and 2 day teacher in-service workshops
– Provide ongoing support to Integrated Science classroom teachers
– Work as part of a team to secure funding for CCET projects and activities
– Help develop and direct emerging CCET projects and activities
– Supervise undergraduate and graduate work-study students

1990-1992
Teaching Fellow
Department of Chemistry
Georgetown University, Washington, D.C.
Presentations


In addition, I have developed and presented scores of teacher workshop and in-service sessions ranging from content sessions on physics, chemistry, biology, and earth-space science to sessions about classroom pedagogy, technology integration, legal issues, assessment, behavior management, and community involvement at CCET teacher professional development summer institutes on the campuses of the University of Alabama, Aquinas College, Mississippi College, McGill University, and in secondary schools throughout the Southeast.
Publications

Journals:


Smith, G. (in progress). Does Gender Influence Online Survey Participation?: A Record-linkage Analysis of University Faculty Online Survey Response Behavior. Submitted to Communication Research, Fall 2007


Broadcast Television Programs:


Books, Chapters, Manuals:


Commentary:


Video Projects:


Grants and Awards:

Won National Distance Education Teacher of the Year Award from the United States Distance Learning Association. Honored for Excellence in Distance Teaching, K-12 for my work with *Integrated Science*, 2000.

Primary author of “Integrating Technology into Middle School Science Instruction in Alabama Schools: a Collaborative Effort,” a project proposal funded by the Alabama Commission on Higher Education ($117,000), FY 2002.

Contributing author of a proposal funded by the Howard Hughes Medical Institute to strengthen undergraduate education and foster an interest in science and careers in science among middle and high school students ($1.6 Million), FY 1998-2002.

Won the Hamilton Chemistry Scholarship, Auburn University, 1987.
EDUCATION

1996  Stanford University, Stanford, CA
      Ph. D. in Education: Language, Literacy, and Culture
1990  Harvard University, Cambridge, MA
      Ed. M. (Focus on multicultural education)
1985  Dartmouth College, Hanover, NH

DISSERTATION

“Preparing for Linguistic Diversity: Preservice Teachers of English Language Learners in Content-Area High School Classrooms.” Case studies of preservice teachers being trained according to California’s (CLAD) guidelines for teachers of language minority students. Focus on teachers’ theories of teaching and instructional strategies. Data include interviews with case teachers and extended observations of their placement classes.

Committee: Guadalupe Valdés (chair), John Baugh, Kenji Hakuta, Shirley Heath

AWARDS

2005  Carnegie Foundation for the Advancement of Teaching Quest Fellow
2003  Carnegie Foundation for the Advancement of Teaching CASTL Teacher Educator
1995-1996 University of California at Berkeley Chancellor’s Ethnic Minority Postdoctoral Fellowship
1995  American Educational Research Association Division K (Teaching and Teacher Education) advanced doctoral seminar selected participant
1994-1995 Stanford University School of Education Spencer Foundation Dissertation Year Fellowship
1993-1994 Stanford University School of Education Fellowship
1990-1993 United States Department of Education Office of Bilingual Education and Minority Language Affairs Title VII Fellowship
1988  Joseph Klingenstein Internship
1985  William Jewett Tucker Fellowship
1982  William Jewett Tucker Internship
TEACHING EXPERIENCE: HIGHER EDUCATION

2003-Present  **Associate Professor**  San José State University, San José, CA
Spanish-Bilingual/Multicultural Specialist in the College of Education's Department of K-8 Teacher Education. Teach courses in socio-multicultural foundations of education, language and literacy development of L2 learners, and educational leadership. Coordinate graduate programs at the departmental and level. Advise MA candidates. Conduct research. Participate in professional activities. Provide service to Division, College, University, and local community.

1997-2003  **Assistant Professor**  San José State University, San José, CA
Spanish-Bilingual/Multicultural Specialist in the College of Education's Department of K-8 Teacher Education. Teach courses in sociomulticultural foundations of education, second language development and emergent literacy, educational research methods, educational leadership. Supervise student teachers in Spanish bilingual and English only classrooms. Advise MA and credential candidates. Conduct research. Participate in professional activities. Provide service to Division, College, University, and local community.

1996-2002  **Professional Development School Liaison**  Washington PDS, San José, CA
Provide programmatic and instructional advice in the areas of bilingual education, literacy, and professional development to Washington PDS, a Spanish bilingual K-5 school in San José Unified School District. Coordinate professional development activities and research related to student, teacher, and institutional learning.

1996-1997  **Lecturer**  San José State University, San José, CA
Full-time, temporary Spanish-Bilingual/Multicultural Specialist in the Multiple Subject Credential Program of the College of Education's Division of Teacher Education. Teach courses in bilingual education and second language acquisition. Supervise BCLAD (Spanish) and CLAD student teachers. Serve as Professional Development School Liaison. Advise credential candidates.

1992-1994  **Lecturer**  University of California at Santa Cruz, Santa Cruz, CA
Designed curriculum for and taught “Minorities in the Schooling Process” focusing on educational conditions of ethnic minorities in the United States, theoretical frameworks that attempt to explain these conditions, and educational approaches that address them.

1993-1994  **Faculty Sponsor**  UC Santa Cruz, Santa Cruz, CA
Served as faculty sponsor of individual students conducting independent study projects in local schools. Assisted and supervised students during all phases of their projects.

1993  **Student Teacher Supervisor**  Stanford University, Stanford, CA
Prepared and assessed prospective secondary school teachers of foreign languages in the areas of content knowledge, curriculum planning, pedagogy, and classroom management.
1992-1993  **Co-instructor**  Stanford University, Stanford, CA
Designed curriculum for and taught “Secondary Teaching and Multicultural Education Practicum” with Stanford Teacher Education Program Director Grace Grant and Norma Francisco.

1993  **Instructor**  Stanford University, Stanford, CA
Oversaw directed research course under the sponsorship of Professor Lee Shulman. Course members were student teachers writing a proposal to reform the Stanford Teacher Education Program.

1993  **Teaching Assistant**  Stanford University, Stanford, CA
Led discussion section, graded papers for “Foundations of Learning for Teaching” taught by Professors Lee Shulman and John Baugh.

1992-1993  **Instructor**  Stanford University, Stanford, CA
Facilitated directed research course under the sponsorship of Professor J. Myron Atkin. Course members were student teachers in the Stanford Teacher Education Program conducting action research on their teaching.

1992  **Co-instructor**  Stanford University, Stanford, CA
Designed curriculum for and taught “Controversies in Classroom Research” with Professor J. Myron Atkin and Kathy Simon.

1982-1988  **Apprentice Teacher**  Dartmouth College, Hanover, NH
Led sections for regular and intensive summer Spanish language classes.

1985  **Teaching Assistant**  Dartmouth College, Hanover, NH
Graded essays, conducted oral examinations, and led discussion section in “Educational Issues in Contemporary Society” taught by Professors Faith Dunne and Ted Mitchell.

**ADMINISTRATIVE EXPERIENCE: HIGHER EDUCATION**

2007-Present  **Associate Chair**  San José State University, San José, CA
Co-Associate Chair (0.2) of the Department of Elementary Education.

2005-Present  **Graduate Coordinator**  San José State University, San José, CA
Coordinate the MA program in the Department of Elementary Education. Work with coordinators of three program emphases (CRA, LACES, and SLIA).

2005  **Coordinator, Literacy MA**  San José State University, San José, CA
Coordinate the MA program emphasis in Literacy Across the Curriculum for an Equitable Society in the Department of Elementary Education.

1999-2001  **Cohort Coordinator**  San José State University, San José, CA
Coordinated a masters program in Educational Administration and Supervision for a cohort of 21 teachers in professional development schools in the San José Unified School District.

**RESEARCH EXPERIENCE**

2005-2006  **Carnegie Quest Fellow**  San José State University (SJSU), San José, CA
Worked on the Carnegie Foundation for the Advancement of Teaching Quest project to review websites of signature pedagogies in teaching and develop a website on my use of these websites in my practice as a teacher educator.
2005  **Principal Investigator**  San José State University (SJSU), San José, CA  
Conduct an independent evaluation of the CSU Sacramento Equity Network  
Professional Development Schools.

2003  **CASTL Teacher Educator**  San José State University (SJSU), San José, CA  
Work on the Carnegie Foundation for the Advancement of Teaching Carnegie  
Academy for the Scholarship of Teaching and Learning (CASTL) project.  
Review websites of teaching inquiry. Use the websites in my teacher education  
classes.

2001-2002  **Principal Investigator**  San José State University (SJSU), San José, CA  
Serve as PDS liaison to Washington Professional Development School (PDS),  
a partnership with SJSU, coordinating research related to student, teacher, and  
institutional learning.

1999-2001  **Principal Investigator**  San José State University (SJSU), San José, CA  
Served as Research Liaison from Washington Professional Development  
School (PDS), a partnership with SJSU and the San José Unified School  
District, to the National Council for Accreditation of Teacher Education’s  
(NCATE) PDS Standards Project.

1999-2001  **Principal Investigator**  San José State University (SJSU), San José, CA  
Coordinated research on student, teacher, and institutional learning at  
Washington Professional Development School, San José Unified School  
District, a partnership with San José State University funded by the Bay Area  
School Reform Collaborative.

1996-1999  **Lead Professor**  San José State University, San José, CA  
Conducted inquiry on development of preservice and in-service teachers,  
student learning, and institutional reform at Professional Development Schools  
working in collaboration with San José State University.

1996-1997  **Discussion and Dialogue Coordinator**  Quilombo, Oakland, CA  
Coordinated research activities for a private, community-based non-profit  
education organization.

1995-1996  **Postdoctoral Fellow**  University of California, Berkeley, CA  
Conducted independent educational research under the mentorship of Dean  
Eugene E. Garcia. Research included a study of teachers of non-native English  
speakers and a collaborative school reform and staff development project  
foocusing on programs for non-native English speakers and underrepresented  
students within the University of California system.

1990-1992  **Research Assistant**  Stanford University, Stanford, CA  
Graduate research assistant to Professors Kenji Hakuta and Lucinda Pease-  
Alvarez on a study of Spanish language shift in a Latino community. Designed  
data-collection mechanisms. Collected and analyzed data.

1989-1990  **Research Assistant**  Harvard University, Cambridge, MA  
Graduate research assistant to Professor Martha Montero-Sieburth on a  
qualitative study of Latino high school students in both mainstream and  
bilingual programs. Collected, analyzed, and presented ethnographic data,  
including interviews and classroom observations.
TEACHING EXPERIENCE: SECONDARY EDUCATION

1985-1989  **Teacher**  Hawaii Preparatory Academy, Kamuela, HI
           Taught and designed curriculum for all Spanish classes grades 9-12 (Spanish 1 through Advanced Placement Spanish Language).

1984-1985  **Student Teacher**  Hartford High School, Hartford, VT
           Taught Spanish in the foreign language department and ESL classes for Cambodian refugees.

1982  **Intern Teacher**  Ferris High School, Jersey City, NJ
           Taught bilingual Spanish classes at the secondary level and literacy and math classes for adults.

ADMINISTRATIVE EXPERIENCE: SECONDARY EDUCATION

1988-1989  **Department Chair**  Hawaii Preparatory Academy, Kamuela, HI
           Coordinated curriculum plans for all modern language classes for accreditation. Organized and headed all departmental meetings. Managed departmental budget. Advised department members on methods of teaching, lesson planning, and report writing. Edited reports written by faculty for parents.

OTHER RELEVANT EXPERIENCE

1986-1989  **Dormitory Head**  Hawaii Preparatory Academy, Kamuela, HI
           Resident supervisor for all-male and co-ed dormitories of 50-80 boarding high school students. Coordinated faculty and student supervision of dormitories.

1985-1989  **Advisor**  Hawaii Preparatory Academy, Kamuela, HI
           Academic advisor for 12-15 students each year. Advised class selection. Facilitated communication with parents through conferences and written reports.

1986-1989  **SCUBA Diving Instructor**  Hawaii Preparatory Academy, Kamuela, HI
           National Association of Underwater Instructors (NAUI) certified instructor of beginning, advanced, and diver rescue courses.

1986  **Assistant Track Coach**  Hawaii Preparatory Academy, Kamuela, HI

1984-1985  **Head of Student Workers**  Dartmouth College, Hanover, NH
           Administered a student worker program of over 250 college students employed in the college’s main dining hall. Responsibilities included hiring, placement, scheduling, and supervision.

TEACHING AND RESEARCH INTERESTS

Teaching and learning of culturally and linguistically diverse students and their teachers; action research; school-university collaboration/partnerships, particularly, professional development schools (PDSs); school reform; video inquiry; critical pedagogy; equity; multicultural education; professional development; teacher research; teacher education for diversity; teacher education reform; theory and practice of bilingual, English as a Second Language (ESL), and Specially Designed Academic Instruction in English (SDAIE); first and second language acquisition and literacy; qualitative research methods.
PUBLICATIONS


GRANTS


Whitenack, D. (2004). San José State University College of Education Research, Scholarship and Special Projects Committee Lottery Grant of $1,000.


Whitenack, D. (2001). San José State University College of Education Research, Scholarship and Special Projects Committee Lottery Grant of $1,601.28.


Whitenack, D. A. (2001). *Learning community membership grant.* $5,000 grant awarded by the Bay Area School Reform Collaborative (BASRC) to participate in a learning community network, including BASRC’s 30 Local Collaboratives, partnerships consisting of schools, districts, universities and/or other community organizations.

Garcia, E., Hubbs, J., Moreno, A., Rahmer, L., Whitenack, D., et al. (2001). *Terrell/Washington PDS/SJUSD/SJSU Local Collaborative.* Grant proposal to the Bay Area School Reform Collaborative to be funded as a Local Collaborative, a partnership including one or more each of schools, districts, universities and/or other community organizations. Not funded.

Whitenack, D. (2000). San José State University College of Education Research, Scholarship and Special Projects Committee Lottery Grant of $1,364.73.


Whitenack, D. (1997). San José State University College of Education Research, Scholarship and Special Projects Committee Lottery Grant of $1,000.


PAPERS AND PRESENTATIONS


Whitenack, D., Hubbs, J., & Franco, A. (2000, October). Building a professional practice community through video-enhanced, peer-coached action research: A pilot study at a PDS. Video presentation made at the fall conference of the California Council on the Education of Teachers, San Diego, CA. (Refereed)


Hollingsworth, S., & Whitenack, D. A. (1999, March). Telling the stories of teachers’ and students’ lives in school to policy makers: An example of image-based research in an NCATE PDS field test site. Presentation made to the Lives of Teachers Special Interest Group at the Spring Conference of the California Council on the Education of Teachers, San José, CA. (Refereed)


Whitenack, D. A. (1996, December). *Validating bilingual practices through research and application.* Keynote address delivered to the San José Pueblo Chapter of the California Association for Bilingual Education, San José, CA. (Invited)


WORKSHOPS AND INSTITUTES


**ACADEMIC SERVICE**

2006-Present  Department of Elementary Education Personnel Committee, San José State University, San José, CA.
2005-2006  College of Education English Learner Initiative Committee, San José State University, San José, CA.
2001-Present  Department of Elementary Education Curriculum Committee, San José State University, San José, CA.
1997-2005  University Committee on Committees (Election Committee), San José State University, San José, CA.
2004  
College of Education Equity, Advocacy, and Policy Committee, San José State University, San José, CA.

2002  

2002  
Session Chair. Annual Meeting of the American Educational Research Association, New Orleans, LA.

2000-2001  
Elementary Education Program Curriculum Committee, San José State University, San José, CA.

1997-1999  
Division of Teacher Education Curriculum Committee, San José State University, San José, CA.

1998-2000  
Bilingual Spanish Literacy Search Committee, Division of Teacher Education, San José State University, San José, CA.

1999  

1997-1999  
College of Education Faculty Governance Council, San José State University, San José, CA.

1998  

1997-1998  
Decanal Search Committee, College of Education, San José State University, San José, CA.

1997-1998  
College of Education Multicultural Committee, San José State University, San José, CA.

1997  
Judge for university-wide research competition for MA candidates, San José State University, San José, CA.

**COMMUNITY SERVICE**

2000-Present  

2001-2002  
Co-chair, School Site Council (SSC), Madera Elementary School, El Cerrito, CA. Chair SSC in conjunction with a teacher representative.

2001, February  
Attended meeting of San José Unified School District Professional Development Department regarding student teacher placements and support programs.

2000-2001  
School Site Council, Madera Elementary School, El Cerrito, CA. Served as one of 5 elected parent representatives.

1998-2000  
Grievance Committee Chair, El Cerrito Preschool Cooperative, El Cerrito, CA. Role: Arbitrate and attempt to efficiently and democratically reconcile grievances or complaints between/within membership and/or the cooperative directors.

1996-1998  
CONSULTING

2006-present Consultant, Franklin-McKinley School District, San José, CA. Collaborate with superintendent, other district-, and school-level personnel to develop a partnership, including a professional development school, between the district and San José State University.


2005 Review manuscripts related to the education of English learners for various publishers.

2002 Consultant, San José Unified School District (SJUSD), CA. Planned in consultation with school personnel and delivered presentation district teachers on student diversity.

2001 Co-editor, Bay Area School Reform Collaborative (BASRC), San Francisco, CA.

Member of 3-person editing team for two publications related to BASRC’s School/University Partnership initiative. Develop call for proposals, design and deliver writers’ workshops, edit chapter manuscripts, compile monograph manuscripts.

2000-2001 Consultant, Bay Area School Reform Collaborative (BASRC), San Francisco, CA.

Member of 3-person leadership team for BASRC’s School University Partnership (SUP) Initiative, which included 8 school-university partnerships in the SF Bay Area. Planned and delivered institutes, workshops related to issues of equity, school reform, and professional development.


Reviewed book proposal related to bilingual education.

1997 Consultant, San José Unified School District (SJUSD), CA. Conducted evaluation of SJUSD’s C.L.A.S.S. Summer Clinical Model, a professional development summer school. Methods included structured classroom observations and interviews with students and teachers.

1996 Consultant, Apollo Incorporated, Berkeley, CA.

Reviewed educational software in the areas of language arts and literacy, math, science, and social studies.

PROFESSIONAL AFFILIATIONS

1993-present American Educational Research Organization (AERA)
1993-present California Association for Bilingual Education (CABE)
1998-present National Association for Bilingual Education (NABE)
1999-present National Society for the Study of Education (NSSE)
2002 California Council on Teacher Education (CCTE)
OTHER AFFILIATIONS

1996-1998 Language and Literacy Academy, San José State University, San José, CA.
1996-1998 Bilingual Crosscultural Language and Academic Development (BCLAD) Academy, San José State University, San José, CA.
1996-1997 Bilingual Education Advisory Council, San José State University, San José, CA.
1989-1990 Minority Advisory Committee to the Dean, Harvard Graduate School of Education, Cambridge, MA.

CERTIFICATION


LANGUAGES


REFERENCES

Available upon request.
DEBORAH N. WOOD

PERSONAL
State Resource Centers                           Home Address:
313 W. Winton Avenue                               916 El Cajon Way
Hayward, CA 94544-1198                              Palo Alto, CA 94303
510-670-4586, dwood@acoe.k12.ca.us

Curriculum Vitae

EDUCATION
B.A. Mills College, Oakland, CA, 1982, Psychology.

PROFESSIONAL EXPERIENCE
2006-present Executive Director
State Resource Centers
California After School Resource Center
California Healthy Kids Resource Center
1997-2006 Executive Director
California Healthy Kids Resource Center
1998-present Associate Professor
College of Education, San Jose State University
1991-1997 Assistant Professor
College of Education, San Jose State University
1988-1990 Program Officer
Walter S. Johnson Foundation
1985-1987 Evaluation Consultant
Walter S. Johnson Foundation

CALIFORNIA AFTER SCHOOL RESOURCE CENTER (CASRC)
Developed and administered for the California Department of Education, 2006 – present. Statewide, comprehensive resource center for research-based and standards-aligned after school program resources and support. Provides resource library, comprehensive Web site, www.californiaafterschool.org, research, policy, and law reviews, trainings, and technical assistance to California after school programs.
CALIFORNIA HEALTH KIDS RESOURCE CENTER (CHKRC)

Developed and administered for the California Department of Education and the California Department of Public Health, 1997 - present. Statewide, comprehensive resource center for research-based and standards-aligned health education and school health resources and support. Provides resource library, comprehensive Web site, www.californiahealthykids.org, research, policy, and law reviews, trainings, and technical assistance to California public and private schools, districts, county offices of education, and institutions of higher education.

STATE-APPOINTED PANELS

Director, California Health Education Content Standards, Kindergarten through Grade Twelve. Directed standards development by the panel of educators appointed by the State Superintendent of Public Instruction. Standards adopted by State Board of Education, March 2008.

Director, California Physical Education Model Content Standards, Preschool through Grade Twelve. Directed standards development by the panel of educators appointed by the State Superintendent of Public Instruction. Standards adopted by State Board of Education, January 2005.

Content Review Panel Member, California Health Primary Adoption of Instructional Materials. Appointed by the State Board of Education, 2004.

Instructional Resources Evaluation Panel Member, California Follow-Up Adoption of Health Instructional Materials. Appointed by the State Board of Education, 1998.

Instructional Resources Evaluation Panel Member, California Adoption of Health Instructional Materials. Appointed by the State Board of Education, 1996.

CONFERENCES AND INSTITUTES

Director, California School Health Coordinator Leadership Institute, a four-day leadership institute for seventeen selected California school district/community/institution of higher education teams (July, 2002), with academic year follow-up video conferences (September 2003, February 2004) and trainings (January 2003, November 2005).

Director, HIV/STD Professional Development Conference, a three-day conference for California county office of education consultants, Burbank, CA, December 6-8, 1999.

Director, Project TEACH Health (Teacher Education to Achieve Comprehensive Health), a two-day conference for California university faculty responsible for health training of teachers in accredited teacher credentialing programs, Sacramento, CA, February 25-26, 1999.

Director, two interactive videoconference Trainings on Science-Based Programs for Alcohol, Tobacco, and Other Drug Abuse, and Violence Prevention, presented to district and school prevention coordinators at five locations in California, April 28, 2003.

Director, HIV/AIDS Trainings for Educators and Administrators, six two-day regional trainings, including medical and scientific update and training to build community support, February–April, 1997.
Evaluator (1995, 1997), Director (1996), Bay Area Physical Education-Health Project (Bay PEHP),
two-week summer professional development institutes with academic year follow-up trainings,
1995-97.

SELECTED PUBLICATIONS AND REPORTS

(DARE) since 2003. Report to the State Board of Education. California Healthy Kids Resource
Center, Hayward, CA.

Prevention Program. Hayward, CA: Author. (Made available online by the State
Superintendent of Public Instruction at www.cde.ca.gov/ls/he/at/research.asp.)

evaluations. Report to the California Department of Education. California Healthy Kids
Resource Center, Hayward, CA.

California Healthy Kids Resource Center. (2003). Evaluation of CryBabies, a Seventh Grade
Sexual Abstinence Program. Report to the California Department of Education. California
Healthy Kids Resource Center, Hayward, CA: Author.

California Healthy Kids Resource Center. (2003). Tools for evaluating curricula and visual media,
in K. Fosdick & C. Ridley (Principal Authors), Putting it all together: Program guidelines and
resources for state-mandated HIV/AIDS prevention education in California middle and high

California Healthy Kids Resource Center. (2002). Health connections: AIDS education lessons to
supplement literature-based instruction for grades 6-12. California Healthy Kids Resource
Center, Hayward, CA: Author.


California Healthy Kids Resource Center. (2000). Research and state statutes supporting teacher
performance expectations in health. Report to the California Commission on Teacher
Credentialing. Hayward, CA: Author.


California Healthy Kids Resource Center. (1999). Annotated bibliography of tobacco use
prevention research articles selected by experts as important for educators. Hayward, CA:
Author.

Author.

Education, 116(4).


**ADVISORY BOARDS AND PLANNING COMMITTEES**

Executive Director, State Resource Centers Advisory Boards, 2007-08
- CASRC Healthy Snacks Steering Committee
- CASRC Physical Activity Expert Panel
- CASRC Physical Activity Steering Committee
- CASRC Health and Safety Regional Representatives
- CASRC Consulting Team
- California Fresh Start Advisory Panel
- CASRC and CHKRC Material Review Board
- CASRC and CHKRC Research Review Board
- CASRC and CHKRC Unintentional Injury Prevention Advisory Committee

Health Education Content Standards Implementation Advisory Panel Member, California Department of Education, April 2008.


Leadership Advisory Board Member, Nutrition Education Center for Schools, University of California, Davis, 2006.

Local Planning Committee Member, American School Health Association Conference, Burbank, CA, October, 2005.


Planning Committee Member, California Healthy Schools, Healthy People Annual Conferences, 1997 – 2005.

Focus Group Member, Grade-Level Emphases Chart (pp. 151-182), and Contributor, Selected Legislative Code Sections (pp. 227-237), *Health framework for California public schools, kindergarten through grade twelve*, California Department of Education, Sacramento, CA, 2003.

Leadership Enhancement and Development (LEAD) in Health Forum Member, American Cancer Society, California Division, 1998-2000.

Advisory Team Member, Collaborative Evaluation Fellows Project, American Cancer Society, California Division, 1998-99.


Tobacco Education Clearinghouse of California Advisory Work Group Member, Tobacco Control Section, California Department of Health Services, 1998.

California Tobacco-Use Prevention Education Committee Member, California Department of Education, 1997-98.

Advisory Board Member, Instruction and Educational Programs, Planned Parenthood of Santa Clara and San Benito Counties, 1993-95.

SELECTED REVIEWS


Session submissions to Teaching Techniques Forum, annual conference of the American School Health Association, Miami, Florida, October, 1997.


Research submissions to the Research Council, annual conference of the American School Health Association, St. Louis, MO, October, 1996.

SELECTED PRESENTATIONS


Wood, D.N. California Healthy Kids Resource Center. Invited presentation to the California Tobacco Education and Research Oversight Committee (TEROC), Oakland, CA, November, 2006.


Wood, D.N. California’s access to the State Collaborative on Assessment and Student Standards (SCASS) resources. Presentation at the California County Offices of Education Safe and Drug-Free Schools and Tobacco-Use Prevention Education Coordinators’ Meeting. Sacramento, CA, January, 2004.


Wood, D.N. Using family Olympics to promote student health and fitness at home. Presentation at the Teacher Action Planning Fall Follow-up of the Bay Area Physical Education-Health Project. San Jose, CA, November, 1997.


Wood, D.N. & Schramm, C. Teenagers’ criteria for deciding when it is alright to have sex. Presentation at the annual conference of the American School Health Association. St. Louis, MO, October, 1996.


Wood, D.N. Teacher credential candidates’ perceptions of the need for preservice training in comprehensive health education. Presentation at the annual meeting of the American School Health Association, Milwaukee, WI, October, 1995.

**SELECTED HONORS**

Merit Award from the Editorial Board of Education, for article “Preservice teachers’ perceived need for training in health education,” 1996.

Outstanding Graduate Student Award, College of Education, CSU Hayward, 1983.

Phi Beta Kappa, Mills College, 1982.

Outstanding Senior Award, Mills College, 1982.

Caryl Parker Haskins Prize for Distinction in the Life Sciences, Mills College, 1982.

PROFESSIONAL MEMBERSHIPS

American Association of Colleges for Teacher Education
American Association for Health, Physical Education, Recreation, and Dance
American Association of Health Education
American Education Research Association
American Public Health Association
American School Health Association
Association for Supervision and Curriculum Development
California Alliance Concerned with School Age Parenting and Pregnancy Prevention
California Association for Health, Physical Education, Recreation, and Dance
California Association of School Health Educators
International Reading Association
Council of Chief State School Officers (adjunct member)
National Association of State Boards of Education
Society for Adolescent Medicine
Society for Research on Adolescence
Society for Research on Child Development
CURRICULUM VITAE

PATRICIA EVANS SWANSON

Department of Elementary Education 7740 Willow Creek Road
San Jose State University Paicines, California 95043
One Washington Square (831) 389-4716
San Jose, California 95192
(408) 924-3769

EDUCATION

Stanford University Ph.D. 1993
Social Sciences in Education

Stanford University M.A. 1993
Administration and Policy Analysis

Stanford University M.A. 1991
Sociology

San Jose State University --- 1982
Multiple Subject Teaching Credential
bilingual/cross-cultural emphasis

Middlebury College B.A. 1980
Sociology/Anthropology
cum laude

DISSERTATION

Linking Theory to Practice: Strategies for Preservice Education
A comparative study of two instructional strategies designed to help
beginning teachers link sociological theory to classroom practice to treat status
problems.

TEACHING EXPERIENCE

Preservice and Inservice Teacher Education

2003 - present Associate Professor, San Jose State University
San Jose, California

1997 - 2003 Assistant Professor, San Jose State University
San Jose, California
1993 - 1997 Assistant Professor, California State University, Stanislaus.

TEACHING EXPERIENCE
Preservice and Inservice Teacher Education (cont.)

Program for International and Multicultural Education
California International Studies Project
California State University, Stanislaus.

1995 Instructor, Complex Instruction Summer Institute.
Project 21, Delaware Statewide Systemic Initiative
Delaware State University.

1994 Instructor, Complex Instruction Summer Institute.
Hyatt Center for Urban Education
Clark University.

1993 Instructor, Southern Oregon State College.


School of Education, Stanford University.

Additional University Teaching

1992 Teaching Assistant, School of Education/Department of Sociology.
Stanford University.

Elementary and Middle School Teaching

1990 summer Bilingual Teacher, grades 5-7.
Bilingual Newcomer Center, Redwood City, California.

1985-1987 Mentor Teacher, science and cooperative learning.
Redwood City School District, Redwood City, California.

Hoover Elementary School, Redwood City, California.

Consulting

1998 summer  Consultant/Instructor or Triple L Collaborative
Taught EDSE 243 Reciprocal Teaching and Complex Instruction with Dr. Mary Male. Oak Grove School District, California.

TEACHING EXPERIENCE
Consulting (cont.)


1990 - present  Educational Consultant.

RESEARCH
Research, development of teaching sequences and accessible curriculum for mathematics instruction in a heterogeneous K-8 one-room rural school.

Research and development of teacher-made timelines as a graphic organizer for planning for the year, and a guide for integrating children’s literature and the arts in social studies instruction.
2000- 2003 Researcher, *Interviews with Beginning Teachers: Will They Stay and Who Will They Teach?*  
A follow-up study on graduates of the Integrated PDS Program at Erikson, Terrell, and Washington Professional Development Schools.

1997-2002 Researcher, *The Effects of Combining Complex Instruction and Reciprocal Teaching for Struggling Readers*  
In collaboration with Dr. Mary Male at San Jose State University and the Program for Complex Instruction at Stanford University.

**RESEARCH (cont.)**

In collaboration with WestEd and the Program for Complex Instruction at Stanford University.

School of Education, Stanford University.


**GRANTS**

2007 Faculty Professional Development Enhancement Award, $500  

2006 Faculty Professional Development Enhancement Award, $500  
Using Technology in Teaching Visual Literacy in Social Studies.
2006  Lottery Professional Development Grant, $587
Mathematics Manipulatives for Teaching.

2004  Lottery Professional Development Grant, $644
Travel funds to attend California Council for the Social Studies and
present at the Association for Supervision and Curriculum
Development Summer Conference.

2003  Lottery Professional Development Grant, $550
Travel Funds to Attend California Council for the Social Studies and
Present at the California Association for Bilingual Education
Conference.

2002  Research and Scholarship Grant, $4,662
Research Regarding Teacher Preparation Program Effectiveness for
2nd, 3rd, and 4th Year Teacher Graduates of the Integrated PDS Program
and the Partial Intern Program.

2001  Bay Area School Reform Collaborative, $5,000
Learning Community Membership Grant.

GRANTS (cont.)

2001  Lottery Professional Development Grant, $1,601
Travel Funds to Present at AERA with a Former Student.

2001  Faculty Professional Development Enhancement Award, $500
Manipulative Math Materials for Teaching EDEL 108D.

2001  Faculty Professional Development Enhancement Award, $500
Funded participation in California Council for the Social Studies
(CCSS) Spring Conference and the purchase of K-3 literature.

1998 - 2000  Bay Area School Reform Collaborative, $450,000
Full funding for a three year partnership between San Jose State
University and Erikson/Terrell Collaborative Professional
Development Schools.

1999  Diversity Grant, $750
Funded participation in California Council for the Social Studies
(CCST) Spring Conference and the purchase of multicultural literature.

1998  Research and Scholarship Grant, $4,406
Analyzing the Effects of Combining Complex Instruction and Reciprocal
Teaching.
1998      Bay Area School Reform Collaborative, \$10,000
Planning grant for a School University Partnership between San Jose
State University and Erikson/Terrell Collaborative Professional Development
Schools.

1996 - 1999  Stuart Foundation, \$45,000.
*Teaching in Heterogeneous Classrooms: A Model of Professional Development.*  (In collaboration with the Program for Complex Instruction at Stanford University.)

1994-1996    Corporate Contributions, \$20,000.
*Support for Regional School Districts Funding Initial Instruction and Coaching in Complex Instruction.*  (In collaboration with the Program for International and Multicultural Education and University Advancement at California State University, Stanislaus.)

1994      Affirmative Action Faculty Development Grant, \$3,000.
California State University, Stanislaus
*Linking Preservice Coursework to Student Teaching: Teaming Student Teachers and Supervising Teachers for Complex Instruction.*

**GRANTS (cont.)**

1993      Affirmative Action Faculty Development Grant, \$4,643.
California State University, Stanislaus
*Establishing Complex Instruction at California State University, Stanislaus* (with D. Kobus).

1987      California Teacher Instructional Improvement Program Grant, \$4,000.
*Developing Bilingual Curriculum for Cooperative Learning.*

1986      California Teacher Instructional Improvement Program Grant, \$2,000.
*Establishing a Math/Science Materials for CI.*

1984      Whitney Foundation Grant Award, \$600.
*Living History: A Colonial Simulation for Bilingual Fifth Grade.*

1983      Whitney Foundation Grant Award, \$500.
An Integrated Reading Program for Bilingual Students.

AWARDS

2007   Mathematics Teacher of the Year (university level)
       Santa Clara Valley Mathematics Association.
1986, 1985 Mentor Teacher Award, Redwood City School District.

TEACHING INTERESTS

Curriculum and Instruction: Mathematics
Curriculum and Instruction: Social Studies
Social Sciences and the Foundations of Education
Multilingual Education
Sociology of Education
Complex Instruction: Groupwork for Heterogeneous Classrooms
Curricular Design for Cooperative Groupwork

PROFESSIONAL AFFILIATIONS

American Educational Research Association
Association for Supervision and Curriculum Development
California Association for Bilingual Education
California Council on Teacher Education
(Spring, 1995 Conference Committee)
Sociology of Education Association
(Board Member, 1995-1997)

PUBLICATIONS


**PAPERS AND PRESENTATIONS**


**PAPERS AND PRESENTATIONS (cont.)**


LANGUAGES
Spanish (fluent)
JUDITH ANNETTE SCHIERLING

Home: 408-287-3459       Office: 408-924-3773
1532 Alma Terrace       One Washington Square
San Jose, CA 95125       San Jose, CA 95192-0074

Education

Masters of Arts in Education with an emphasis in reading, 1994, San Jose State University, San Jose, California. Thesis title: “The Effects of a Reading Intervention Program On Comprehension of ‘At-Risk’ Third Graders”.

Reading Specialist Credential, 1994, San Jose State University, San Jose, California.

Multiple Subject Credential, 1979, San Jose State University, San Jose, California.

Single Subject Credential, Music, 1979, San Jose State University, San Jose, California.

Bachelors in Music (vocal performance), 1976, Simpson College, Redding, California.

Professional Training

RESULTS, 1999, California Reading and Literature Project.

Reading Recovery Continuing Contact for Teacher Leaders, Reading Recovery Council of North America.

Reading Recovery Teacher Leader, 1996, St. Mary’s College, Moraga, California.

Guided Language Acquisition Design, 1995, Oak Grove School District, San Jose, California.

Language Development Specialist, 1992, Oak Grove School District, San Jose, California.

Box It Bag It Mathematics, 1987, Oak Grove School District, San Jose, California.

Slingerland Phonics, 1984, San Jose State University, San Jose, California.

Professional Experience

2007- Field Placement Director/ Lecturer, Elementary Education Department, San Jose State University, San Jose, California

Taught EDEL 108A, Language and Literacy in Culturally Diverse Classrooms. Directed student teaching for the multiple Subject credential candidates.

2001-2007 Lecturer, APEX Coordinator, and Supervisor, San Jose State University, San Jose, California

Taught EDEL 108A, Language and Literacy in Culturally Diverse Classrooms. Coordinated an accelerated multiple subject teacher credential program for those who were in the classroom with emergency/pre intern permits. Supervised teachers in student teaching 143A and 143B.

2000-2001 Safety Net Coordinator, Oak Grove School District, San Jose, California

Coordinated all district level safety nets programs which included after/before school literacy academies, Saturday math academies and Reading Recovery. Designed teacher training for all district level literacy and math extended day programs. Coached Reading Recovery teachers and conducted monthly Reading Recovery in-service sessions. Planned and administered the summer school program which entailed hiring all staff and site coordinators, designing curriculum and teacher training, and planning student assessment.
1995-2001  **Reading Recovery Teacher Leader**, Oak Grove School District, San Jose, California

Began district implementation of Reading Recovery, an early intervention literacy program by training and mentoring teachers, maintaining and articulating Reading Recovery guidelines to insure quality instruction, collecting and evaluating data, and designing the program around a team model to build capacity for early intervention.

1999-2001  **Reading Recovery Teacher / Classroom support for differentiating curriculum**, Christopher Elementary School, Oak Grove School District, San Jose, California

Supported grade one and two classrooms by modeling components of the literacy plan and co-teaching guided reading for target students in the classroom setting. Assisted in curriculum mapping and designing staff development sessions to increase student performance at all levels.

1995-1999  **Reading Recovery Teacher**, Blossom Valley and Santa Teresa Elementary Schools, Oak Grove School District, San Jose, California

Tutored English Language Learners and lowest first graders one to one, designing and individualizing each child’s program to close the achievement gap in reading and writing. Helped establish a fully implemented Reading Recovery program that would reach the lowest quartile of grade one students and insure success for all students.

1992-1995  **Classroom Teacher, Inclusion Pilot, Grade Two**, San Anselmo Elementary School, Oak Grove School District, San Jose, California

Worked with inclusion team to modify and adapt curriculum, providing strategic instruction for wide academic diversity, which included GATE, Learning Disabled Special Day and Severely Multiply Handicapped students.

1986-1992  **Classroom Teacher, Grade Two**, San Anselmo Elementary School, Oak Grove School District, San Jose, California

1983-1986  **Classroom Teacher, Grade Five**, Los Altos Christian School, Los Altos, California

Mainstreamed classroom for Learning Disabled students.

1981-1983  **Elementary Music Teacher (1-6)**, Kansas City Kansas School District, Kansas City, Kansas

1979-1981  **Adaptive Music Teacher**, Kansas City, Kansas
Designed and implemented curriculum appropriate for a variety of developmental levels in special education. Taught music to severely handicapped children developmentally delayed due to abuse and neglect.

**Professional Activities and Presentations**

**2002**  
**Developing Oral Language Competence / Weaving Oral Language Instruction into a Balanced Literacy Program - Oak Grove District Office**

Designed and team taught two all day Saturday workshops for K-8 teachers focusing on understanding the role of oral language, dialects and registers in literacy learning. Examined the role of teacher talk and modeled specific approaches to develop authentic conversation with English Language Learners.

**2000-2001**  
**Literacy Academy Training - Oak Grove District Office**

Designed and team-taught all teacher training for the intensive literacy instruction for safety nets. Sessions focused on literacy needs for each particular grade level. Sessions were developed for K in emergent literacy, grades 1-3 for early reading stages and grades 4-8 for comprehension and problem solving ongoing reading difficulties.

**2000**  
**Early Literacy Instruction Series - Oak Grove School District**

Organized and taught a primary classroom teacher series on teaching reading and writing in a primary classroom based on researched ‘best practices’. Designed curriculum around teacher work and ‘real life’ duties to make literacy instruction more authentic and mindful.

**2000**  
**Year Long Curriculum Mapping - Christopher School**

Teamed with New Teacher Mentors in designing staff sessions focused on aligning class instruction with state standards. Teachers participated in analyzing student work and using this evidence to plan curriculum. Activities encouraged teachers to reflect and share about the target students and brainstorm ideas to help these children achieve standard performance.

**1999**  
**District Curriculum Mapping Committee**

Teamed with committee members to align district standards, resources and instruction to California standards and the SAT9 test.

**1996-2001**  
**Reading Recovery Training Class and Continuing Contact**

Designed weekly class in Reading Recovery procedures for teachers in training. Visited teachers, observed lessons and modeled teaching for...
accelerated learning with grade one struggling readers. Planned monthly sessions for trained Reading Recovery teachers to further develop teaching awareness and self-evaluation. Mentored experienced teachers by observing lessons and building a network for designing powerful, individualized

1999  Using Retelling to Build Comprehension in Early Reading

Gave overview of reading comprehension using Mosaic of Thought as well as research on retelling and the development of comprehension in early readers. Demonstrated various forms of retelling and provided opportunity for teachers to analyze student work from various retelling lessons.

1998  “Full Implementation of Reading Recovery in a non Title One School” - Association of California School Administrators Annual Conference

Presented with principal the process used to fully implement Reading Recovery at Blossom Valley. Results in reading, ongoing benefits and challenges were presented.

1998-1999  Record of Oral Language Workshop
Making Words/Hands on Phonics - Oak Grove District Office

Modeled use and purpose of Clay’s “Record of Oral Language” to evaluate a student’s oral language. Focus was placed on using the tool to guide book selection for reading and conversation level when teachers interact with English Language Learners. Reviewed the role of phonics in reading and the elements of powerful phonics instruction. Demonstrated an interactive phonics activity and provided teachers with an opportunity to make the phonics activity to use in their classrooms.

1996-1999  Observation Survey Training - Blossom Valley Elementary School

Presented overview of reading process and trained teachers to use the six tasks of Clay’s Observation Survey to assess what a child knows in the early stages of reading. Focused on interpreting results, looking for patterns and designing and individualizing a child’s literacy program.

1994-1999  Oak Grove District Literacy Committee

1994-1995  Early Literacy Grant for Bernal Learning Community

Worked with team members writing Noyce grant proposals for Bernal Learning Community schools.

1994-1996  Oak Grove School District Standards Committee, Grade One

Worked with committee members to establish outcomes and authentic
assessment tools for evaluating outgoing first grade students.

1991-1992  **Oak Grove School District Reading Academy**

Worked with team to design an after school reading program. Helped write curriculum and taught a class. Collected data and wrote thesis on results.

1987-1995  **Collaboration in Excellence, Oak Grove School District and San Jose State University**

Modeled language arts instruction for first semester student teachers in this program. Presented one lesson with the second grade class and then lead a discussion following the presentation.

**Professional Associations**

- International Reading Association
- Association for Supervision and Curriculum Development
- California Faculty Association
# Table of Contents

**Original Program Assessment Document (March 2008)**  
2-391

I. **Responses to Feedback from March 2008 Program Assessment Documents**  
393-410

- Introduction 393  
- Standard 1 397  
- Standard 2 398  
- Standard 3 399  
- Standard 4 400  
- Standard 5 401  
- Standard 6 401  
- Standard 7A 401  
- Standard 8A 403  
- Standard 9 403  
- Standard 10 403  
- Standard 11 404  
- Standard 12 404  
- Standard 13 405  
- Standard 14 405  
- Standard 15 406  
- Standard 16 407  
- Standard 17 409  
- Standards 18-21 410

II. **Supporting Documents**  
411-502

- Year Long Residency Course Sequence 411  
- Flexible Model Course Sequence 412  
- Signature Assignment Matrix 413  
- TE Collaborative Residency Program Advisory Meeting Minutes 415  
- School University Partnership Internship Program Advisory Meeting Agenda 417  
- Full Report from the Survey of District Partners 419  
- EDEL 108A Syllabus – two semester version from the new Year Long Residency option 435  
- Three Sample Agendas from Field Supervisor Professional Development 443  
- EDTE 190 Syllabus 446  
- EDSE 192 Syllabus 450  
- Knowledge Base Faculty Retreat 456  
- Lesson Adaptation Assignment 466  
- Overview of Field Experience 468  
- Year Long Residency Expectations 482  
- School University Partnership Internship Program Faculty Associate Meeting Agendas 483  
- Resume for Field Supervisor 1 495  
- Resume for Field Supervisor 2 499  
- Timeline for EDEL 143A Assignments 500  
- EDEL 143A Seminar Calendar 501

Document Page 392
Introduction to Program Standard Responses

This document attempts to address areas stipulated in the CTC response to the Program Assessment Document submitted by the Department of Elementary Education at SJSU in March 2008. The responses refer specifically to Program Standards documents from 2001 (the reference point for the original PAD submission) and the more recent standards (2009) as appropriate.

In response to each Program Standard, we include reference to items in the original (March 2008) program document overlooked or not accessible. Links within the original document continue to be “live” and refer to materials within. In addition, we augment explanations with additional clarifying details and documentation that reflect programmatic changes since 2008 and reference to the 2009 Program Standards as relevant. Any new documentation is linked within the response itself in the pages following the original document (pages 2-391).

Formatting
The overall document is organized by 2001 Program Standard number. The feedback provided by the CTC review team is noted in italics and our response follows in each section. In some sections, the 2001 standards/elements language is presented as context (and in bold) and/or the original 2008 PAD document is quoted or page numbers cited as support for explanations. In the following pages all terms presented in blue text are live links to new documents that illuminate program changes or evidence in response to feedback. Text quoted from attached/linked documents (primarily syllabi) is presented in the narrative in a contrasting font (Arial 10pt) and within quotation marks.

Summary of Major Program Changes Since 2008

Since the Program Assessment Document was submitted in March 2008, the multiple subjects program has experienced a few programmatic changes. Most significantly, there have been transitions of leadership (new department chair and College Dean), loss of key programmatic faculty, reduction of resources, an internship program on hiatus, and full-scale implementation of the PACT Teaching Event. Key programmatic changes are briefly summarized below.

Program Option Changes. In 2008, the Department of Elementary Education offered six program options (see pages 9-10 of the original document for titles and descriptors) with varying timelines and features suited to the teaching career goals of prospective candidates. These included two internship programs (full and partial), a middle level emphasis (preparation focused on grades five through eight), Bilingual (Spanish BCLAD), a “flexible” program, and a credential with Masters option. The School University Partnership (SUP) has been a two-year, full-time intern cohort model that has operated in collaboration with 17 district partners since 1997. Beginning in Fall 2010, the program will be on hiatus until a district demand for intern teachers returns. During SUP’s hiatus, intern credentials will be issued to candidates on a case-by-case basis. Until the cohort program resumes operations, interns will be enrolled in the Flexible option and supported by a site-based faculty associate who will receive on-going professional development provided by University faculty.

The “partial” internship program, TE Collaborative, has been slightly reframed as a “residency” model; and based on input from districts across our service area, and requests from candidates for a condensed completion time, features of this model have been modified within two additional options (Middle Level Emphasis and Year Long Residency). In all three options, students begin in a summer term and can complete the program in one year with a year-long student teaching
(residency) placement. Consistent with recent federal recommendations, year-long residents experience teaching throughout the full school year, not as teachers of record or interns, but as apprentices working with a master teacher working side-by-side to model and coach the candidate. All three program options provide opportunities for candidates to develop substantive understandings of pupils and their school and community contexts over time, plan for the differentiated needs of individual children, and establish collaborative working relationships with cooperating teachers as well as other personnel at their schools. These candidates have a gradual increase in teaching responsibilities with ongoing support from both University field supervisors and cooperating teachers while simultaneously taking coursework aligned with their experiences in the field. In addition, each program option provides professional development for cooperating teachers as well as opportunities for candidates to substitute teach on occasion and earn a commensurate salary.

As per recent CTC action, the Spanish Bilingual (BCLAD) program is no longer a separate credential program but an authorization to be added to a multiple subjects credential. We submitted a program document to the CTC in early 2010 and have received feedback on two drafts. When approved, we will offer both Spanish and Mandarin authorizations within the “Flexible” program option and advise candidates in other options how to add the authorization by exam.

Recently, the Departments of Elementary Education and Special Education joined forces to develop a combined multiple subjects and educational specialist credential. The two-year program includes overlapping coursework and field experiences in three settings – mainstream, full inclusion and special day class. Candidates apply to the Education Specialist credential program and receive advising to accomplish the multiple subjects coursework simultaneously.

Lastly, the credential and MA program option has been revised as a two-year program that allows completion of all credential requirements within three semesters with remaining MA coursework accomplished in the fourth semester.

Brief descriptions of all current program options are below.

*Flexible Program*

The **Flexible Program** option is designed for candidates who need flexibility in their schedules and timelines. It may be started in the fall or spring semesters and may be completed on a full-time or part-time basis in three, four or additional semester timelines. Most classes are in the evening (with some day time offerings) and meet once a week. Student teaching placements are possible in public schools in Santa Clara County, and, on a limited basis, in Santa Cruz and San Benito Counties.

*Year-Long Residencies*

The **Teacher Education Collaborative Residency Program (TE)** is an accelerated one-year residency in which candidates complete two semesters plus summer courses of concurrent university study and field practice. Students are in the classroom with a Master Teacher 3 days per week from first to last day of school and in seminars doing course work 2 full days per week. Candidates are designated as substitutes for their Master Teacher and earn a small salary. Residencies are available in Campbell, Santa Clara, Oak Grove and Franklin McKinley School Districts. Fall admission and a summer start are required.
The **Year-Long Residency Program (YLR)** is our newest program option. Similar to the TE Collaborative, YLR is an accelerated one-year residency in which candidates complete two semesters plus summer courses of concurrent university study and field practice. All coursework is in the evenings twice a week, and candidates’ residency is three mornings and one afternoon in the Fall semester and full-time in Spring. Fall admission and a summer start are required. Participating districts include Berryessa, Alum Rock, San José Unified, Menlo Park and Rocketship Charter.

The **Middle Level Emphasis Program (MLE)** prepares students to teach grades 5-8 in a middle school or elementary setting with a multiple subject credential and additional authorization for teaching a single subject (introductory authorization, foundational credential or full single subject credential). Coursework emphasizes meeting the learning needs of the young adolescent. Program requirements can be completed in either a one-year or two year model and includes a year long student teaching “residency”. Student teaching placements are in Alum Rock, Campbell, Cupertino, Evergreen, Oak Grove, Union, Moreland, and Santa Clara Unified School Districts.

**Credential and Masters Degree Program**

The **Critical Research Academy (CRA)** (MA and credential combined) is a two year program that begins in the Fall semester. This program is a combined Multiple Subject Credential and MA program with a focus on Critical Research on Language, Culture, and Society. It offers a dynamic program for K-12 teachers primarily interested in education for social justice, development of cultural literacy, education to promote democracy, and pedagogy for teaching in urban schools. The program incorporates requirements for both the Multiple Subject Teaching Credential and the Master of Arts in Education with a concentration in Curriculum & Instruction.

**Multiple Subject and Special Education**

The **Concurrent Program** (Elementary and Special Education) is an option resulting in a Preliminary Multiple Subject Teaching Credential and an Education Specialist Level 1 in Mild/Moderate Disabilities Credential. Students apply via the Department of Special Education and then meet with the Multiple Subjects advisor. Candidates complete three semesters of student teaching in varied special education in this two-year program.

**Bilingual Authorizations**

The **Spanish Bilingual Authorization** is available to candidates enrolled in the Flexible program who wish to teach in a bilingual classroom. Applicants are required to demonstrate competence by passing two examinations: Spanish and Latino Culture offered at SJSU and completing coursework in the multiple subjects credential program. Some coursework may require registration in “Special Sessions” outside the regular department schedule of classes or additional exams.

The **Mandarin Bilingual Authorization** is available to candidates enrolled in the Flexible program who wish to teach in a bilingual classroom in Mandarin. The program includes coursework in the multiple subjects credential program and additional exams addressing Chinese Culture and Language. CSET LOTE Subtests 1-3 in Mandarin are required for admission. Some coursework may require registration in “Special Sessions” outside the regular department schedule of classes and additional exams (CSET LOTE Subtests 4 and 5) if too few students are enrolled to justify course offerings.
Full-Time Internship Program (currently on hold)

The School-University Partnership Internship Program (SUP) is on hiatus beginning in Fall 2010. When it returns, candidates will complete a two-year internship in which they are compensated for full-time classroom teaching while satisfying the requirements for the Multiple Subject Teaching Credential. This option may be started only in the Fall semester with classes starting the summer prior. Please watch our website for updates on when this program will be reinstated.

Reduction in Resources. The state budget crisis has had significant impact on funding for the California State University system and Colleges and Departments of Education, in particular. Since 2008, the Department of Elementary Education has seen significant reduction in resources associated with student support and faculty assigned time. Originally supported with 3.5 full-time equivalent personnel serving the department, internship and masters programs, and field placement office, we now have 2.0 full-time department office administrative assistants serving a head count of over 400 students. In addition, the department’s admissions director (previously funded at 0.70 FTEF) was reduced first to 0.50 and then to 0.30 before eliminating the position completely as of Fall 2010. In addition, the department general funds prior to Fall 2010, supported faculty as coordinators for each program option at 0.20 assigned time for advising, field liaison responsibilities and cooperating teacher professional development. At the time of this writing, some program options will be supported with external grants to continue these practices, but the bilingual authorization and Middle Level Emphasis programs will be without funded coordinators. Lastly, the field placement director position, historically funded at 0.50 and reduced to 0.40 for 2009-10 will not be supported within the department budget in 2010-11. As a result of these cuts, services to students including advising, support and field connections may impact program quality.

PACT Implementation. A complete description of PACT implementation is described in the biennial data report and not herein. However, a short description is offered as context for reviewing the responses below. Despite the reduction in resources noted above, since 2008 we have moved from PACT as a program requirement into PACT as a requirement for credentialing. Fall 2009 was the first semester of full scale, calibrated scoring and implementation of the Teaching Event in literacy as well as embedded signature assessments in math, science and social science. Since 2003, SJSU has been a partner in PACT Teaching Event development and small pilots with program cohorts until 2006, and a field-based requirement (with limited scoring) from 2006 to 2009. Throughout this time, faculty and field supervisors have examined samples of candidate performance, conducted “mock” scoring events with random samples, and developed signature assignments that provide formative assessment of performance aligned with PACT, as well as other valued candidate outcomes. The department assessment system now includes multiple measures that provide formative, transition point, and summative data about candidate performance used to inform program evaluation and curricular and instructional change. While the data archival platform (Waypoint) for this assessment system is not fully operational at the time of this writing, data from most assessments can be retrieved and analyzed with some level of efficiency. More importantly, faculty have begun to internalize an assessment orientation that has informed their teaching as well as changes to our programs.
Responses to CTC Feedback

Program Standard 1: Program Design: Required Elements 1(a)-1(g)

Standard Status*: Additional information needed.

1C- Readers were unable to clarify the integration of course work to field experience. Suggest a chart of courses showing field experience.

See page 208 of the original document for a list of courses. The program planning guide shows EDEL 143A and 143B as two semesters of student teaching (field experience) and EDTE246 (Classroom Management) concurrent with field experience. In all program options, candidates have a field/student teaching experience (EDEL 143A and 143B) with concurrent coursework (use live links to view Year Long Residency and Flexible model course sequence as examples). Most methods and foundations courses include at least one field based activity/assignment. For example, the signature assessment in EDEL 108B (Science methods) requires that candidates plan, teach, videotape and analyze an inquiry-based science lesson they teach to K-8 students.

1D Unable to determine how Candidate applies Content knowledge. Evidence should be clearly defined.

Standard 1, Element 1D

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.

There is no mention of “content knowledge” application mentioned in this element of Standard 1, nor in the 2009 standards. As noted in the original document on page 12, candidates’ knowledge of the state adopted content standards is developed within methods courses (e.g., EDEL 108B and 108D). These courses (as examples) reveal how methods instructors address state and national content standards and reference these standards explicitly in course syllabi and/or websites. For example, the syllabus for EDEL 108D (found on pages 261-267 of the original document) addresses state content standards and their role in instructional planning in both the course description and course calendar.

Excerpt from Swanson Syllabus Course description pg. 261 of the original document (underlined here to highlight key phrase):

"In this course students will examine the issues and the reform movement shaping mathematics education today. The course is organized around three essential goals. First, to prepare you to provide an inclusive and challenging math program to all students. To this end a wide range of pedagogical strategies pertinent to the teaching of mathematics in academically and linguistically diverse classrooms will be modeled and practiced. Within the context of the “balanced approach” and rigorous content standards advocated by the state, the course focuses on helping you to enhance all students’ access to and interest in mathematics. Consequently, a second goal of the course is to assist you in organizing and managing the classroom to maximize student access to the mathematics curriculum. Practical strategies for teaching behavioral norms, structuring groupwork and paired activities, efficiently using manipulative materials, and strategically planning for a single day, a unit of instruction, and a scope and sequence for the entire year will be emphasized throughout the course. Finally, the third goal of this course is to increase your interest and understanding of mathematics, such that your enthusiasm for the subject infuses your classroom."
Excerpt from Swanson Syllabus Course Calendar page 265 of the original document:

“Wednesday, February 13
The Framework and the Mathematics Reform Continuum
Using Assessment to Guide Instruction: Analysis of Student Work Samples
Modeling a Classroom Lesson: Shake and Spill
An Introduction to 2-color counters
Writing Classroom Lesson Plans
Readings:
Mathematics Framework
Skim the Content Standards for 4th through 8th grade. Read carefully the “Content Standards” for your grade level, as well as both the year before and the year after your grade level. In the Classroom Lesson Plan you design you should be able to state the content standards you will be addressing.”

Similar language is found across all methods course syllabi used by faculty throughout the program and planning assignments, lesson plans in field experiences placements always require attention to state content standards.

IE Unable to find Signature Assignment chart at the end of Standard 1.

The Signature Assignment chart is found on pages 209-210 of the original document. A recently revised version of the signature assignment matrix is linked here. This new version is available to incoming students during orientation as of June 2010, and will appear in an updated version of our Advisement Guide and department website beginning in Fall 2010.

Questions, Comments, Additional Information Needed: Update the writing of Standard 1 ie No Document Room.

Program Standard 2: Collaboration in Governing the Program: Required Elements 2(a) – 2(g)
Standard Status: Additional information needed—to be reviewed at Site Visit
Questions, Comments, Additional Information Needed: Need evidence of meetings, agendas, and minutes.

As noted in the original document, several program options (TE Collaborative, SUP full-time internship program, and Critical Research Academy) within the department of Elementary Education have Advisory Boards, but the overall multiple subjects credential program has had no single Advisory Board meeting since 2008. Linked here are sample agendas engaging school partners in the governance of credential program options. In each case, University faculty and school based partners consistently review and modify program requirements, structures and resources to ensure program quality and responsiveness to partner district needs. Particular attention is paid to field placements and the selection and support of cooperating teachers (faculty associates or support providers). The School University Partnership Program (SUP) advisory meeting included here reveals the recent process and timing of the transition from the full-time internship program to the Year Long Residency option.

TE Collaborative Residency Program advisory meeting minutes (formerly partial internship)
School University Partnership Internship Program advisory meeting agenda (now on hiatus and transitioning as a Year Long Residency option)

The Department of Elementary Education chair (currently Dr. Andrea Whittaker) serves on several induction program advisory boards (Silicon Valley New Teacher Project, Milpitas Unified...
School District and Evergreen Elementary School District), a charter school board of directors (ACE Charter Schools), the Santa Clara County Office of Education Charter Task Force, SJ2020 and the Resource Area for Teachers non-profit organization (RAFT). Engagement with these partners allows opportunities to receive formal and informal feedback about credential program offerings, continuity between pre-service, induction, and ongoing professional development; and networking within innovative school reform groups within our region.

Lastly, in lieu of an advisory board for the overall department, in Fall 2009 the departments of Elementary Education, Secondary Education and Special Education conducted an extensive survey of school based partners in participating districts. The survey was disseminated with assistance from the Santa Clara County Office of Education as a follow up to a meeting with county wide human resource directors. We solicited input on various aspects of program quality across all three credential programs as well as hiring trends. A full report from the survey of elementary respondents is linked here.

Results from the survey have been shared with county wide Human Resource directors and used in the redesign of our internship programs as Year Long Residencies (YLR) in both multiple and single subject programs. Elementary Education launched the YLR program in Summer 2010 with four partner districts (Berryessa, San José Unified, Menlo Park, and Alum Rock) and a charter management organization (Rocketship Schools). An advisory board meeting of these partners is planned for early Fall 2010.

**Program Standard 3: Relationships Between Theory and Practice:**

<table>
<thead>
<tr>
<th>Required Elements 3(a) – 3(e)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard Status:</strong> Met</td>
</tr>
</tbody>
</table>

**Questions, Comments, Additional Information Needed:**

This standard was met in 2009 and our explanations in the original document are consistent with and satisfy the requirements now presented in the 2009 Program Standards as Standard 3: Foundational Educational Ideas and Research and Standard 4: Relationship between Theory and Practice.

However, we offer here an update on department activities that describe recent attention to the centrality of these standards in our multiple subjects program offerings.

Since 2008, the Department of Elementary Education has spent considerable time and energy engaging faculty in a discussion of a “knowledge base continuum” which undergirds the multiple subjects curriculum and the assessment system for the program. While analyzing candidate performance during an early pilot implementation of the PACT Teaching Event during Fall 2008, faculty recognized that candidates had some difficulty providing a rationale for their instructional strategies grounded in conceptual and theoretical principles. In an attempt to reaffirm our own understanding of the ways in which theory to practice connections were made explicit across coursework and field experiences, all faculty came together in several department meetings and a day long retreat to share syllabi, assignments, and course readings. What emerged was a depiction of theory to practice connections that went beyond a simple set of generic instructional practices supported by theory, but applications of best practices adaptable to and differentiated for the

1 http://www.acecharter.org/
2 http://www.sccoe.k12.ca.us/sj2020/
3 http://www.raft.net/
myriad needs of students. Our intent was not to prepare a standardized list of concepts and theories to be internalized by all candidates, but to demonstrate that there are many justifiable explanations for effective practice. Theories from a variety of foundational lenses (development, psychology, language acquisition, history and philosophy of education, sociology, socio-cultural theory, and race consciousness) emerged from the discussion along with explicit ties to instructional strategies and their adaptations in the field. The puzzle pieces shown below represent the linkages of theory and practice from left to right, but also the potential for multiple intersections, links and cross references in all directions. Multiple theoretical principles can be used to justify a particular ‘best practice’ which can be applied or adapted for varied contexts and purposes. Faculty now include the knowledge base continuum in course syllabi as a reference and periodically engage students in considering how a particular course topic, concept or instructional strategy plays out across and within the puzzle. The metaphor of puzzle pieces is visual reminder that teaching is inquiry based, that no single strategy or approach is appropriate for all learners, and that analysis of the interrelationships of theory and practice are at the core of good teaching.

At the heart of what we expect our students to develop during their time with us not only is the ability to implement good teaching practices in their classrooms but also the ability to connect their teaching practices to the underlying theories and principles from which they derive. We believe teachers who can do this are well equipped to recognize and provide what their students need. Equally important, we believe they are better able to reflect on their own practice and to respond effectively and appropriately to the ever-changing educational landscape, to successfully resist the endless onslaught of dubious fads, trends, and policies pushed at educators, and to remain resilient and engaged in the face of often difficult and trying school conditions.

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

**Required Elements 4(a) – 4(e)**

**Standard Status:** Additional information needed

**Questions, Comments, Additional Information Needed:** Reviewers did not find evidence of the requirement for students to learn about state and national legislation that affects teaching in EDTE 162 syllabus which was mentioned as the specific course in which legislation is taught.

Program Standard 4 (2001) does not mention specific attention to state or national legislation affecting teaching of English Learners (nor do the parallel Standards 3 and 4 from 2009). However, Standard 13 Element ‘c’ (2001) does. The syllabus for EDTE 162 (see page 290 of original document) includes in the course description the need for attention to California
legislation that has severely limited access to bilingual instruction for English learners. See excerpt below from Whitenack’s original syllabus.

“Equity is an important theme of this class. Second language learners tend to be marginalized in public schools, especially since the disablement (at best) or demise (at worst) of bilingual education, following the passage of California’s Proposition 227, often referred to as the Unz Initiative in 1998. The current emphasis on accountability and standardized testing and the absence of coherent public policy that supports primary language instruction presents special challenges to all second language learners and their teachers. The overall goal of this class is to help participants become effective teachers of second language learners.”

See also page 61 of the original document for an excerpt from the EDEL143A/B course syllabus that includes an objective stating “that students will “examine state and federal laws pertaining to the education of English learners, specifically how they impact student placement and instructional programs.” Further, that page of the document also describes an activity and assignment conducted in the field seminar.

**Program Standard 5:** Equity, Diversity and Access to the Core Curriculum for All Children:
Required Elements 5(a) – 5(f)
**Standard Status:** Met
**Questions, Comments, Additional Information Needed:**

**Program Standard 6:** Opportunities to Learn, Practice and Reflect on Teaching in All Subject Areas: Required Elements 6(a) – 6(c)
**Standard Status:** Met
**Questions, Comments, Additional Information Needed:**

**Program Standard 7A:** Preparation to Teach Reading-Language Arts
7A: Multiple Subject Reading, Writing, and Related Language Instruction in English
Required Elements 7A(a)-7A(j)

Given that the 2009 standards did not change Program Standard 7A, our response here is in reference to the 2001 Standard 7A and our 2008 document in entirety. New syllabi and assignment descriptions are offered as additional evidence to support our response to the feedback.

**Standard Status:** Additional information needed
**Questions, Comments, Additional Information Needed:** Reviewers found responses to elements of the standard but not to the standard itself. Reviewers did not find evidence of the requirement of instruction aligned with the state-adopted academic reading standards or the candidates’ use of the standards to develop lessons, evaluate instructional materials, and plan units in EDEL 108A. 7A(a).

In EDEL108A⁴, candidates are engaged in assignments and activities which address all required elements in standard 7A: oral language development and its relationship to reading/writing,

---

⁴ EDEL108A is a six-unit course for all program options. Some candidates complete all six units in a single semester and others receive instruction and meet requirements in a two semesters format (3 units each term). Comparable syllabi are used across all program options for both timelines and the same signature assignment and other activities are used.
sequential phonics and word study instruction, comprehension strategies for both narrative and expository text, teaching strategies in both reading and writing to address the needs of the full range of learners (EL, GATE, & special populations) and diagnostic literacy assessments that guide instruction. Page 436 of the attached and newly revised syllabus specifically states objectives and outcomes aligned with these expectations (EDEL108A syllabus – two semester version from the new Year Long Residency option). In addition, candidates are required to use both the state language arts and English Language Development standards to design a direct instruction read aloud comprehension lesson (page 438) as well as a series of lessons for phonics/word study (page 442). Candidates participate in and learn to conduct literature circles so that they can differentiate literacy opportunities for the full range of learners (page 438). Candidates are required to expand their reading of children’s literature and learn digital resources for developing engagement with a variety of readers and providing universal access to literacy. Using varied literacy assessments, candidates conduct a case study (page 437) of an English Learner and develop an instructional action plan to address the learner’s needs, thus building their resources for differentiating language arts instruction for English Learners. The case study is the signature assignment for EDEL108A across all sections of the course and is aligned with outcomes assessed at the end of the program with the PACT Teaching Event.

Reviewers did not find evidence of adequacy and use of resources that help build communication among faculty member, school district personnel and classroom teachers. 7A(g)

7A(g) As a specific application of Common Standard 2, the institution provides adequate resources to staff reading and language arts courses, including sufficient numbers of positions for instructional faculty and field supervisors. In order to deliver appropriate instruction and support to candidates, the program 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 reading and language arts instruction.

Recent and impending budget cuts pose substantial difficulties in maintaining adequate resources in support of this standard. Our primary method for communicating among field supervisors and course faculty is via our monthly professional development meetings for field supervisors led by the field placement director. It is yet unknown if this position will be funded for 2010-2011.

Prior to the coming academic year, the field placement coordinator has planned (in collaboration with the department chair) systemic professional development focused on academic language and literacy development as taught in foundations and methods courses and applied in field settings while candidates engage in student teaching. Methods and foundations instructors facilitate discussions and model instructional strategies candidates have learned in their courses, and engage field supervisors in analyzing how they can continue to support these practices while candidates student teach. Linked here are three sample agendas that reflect this engagement with faculty/supervisors during Fall 2008. Following professional development, supervisors bring the concepts and activities to candidates during student teaching seminars and to the cooperating teachers as they interact in the field. In addition, methods and foundations faculty present to cooperating teachers at various program orientations or cooperating teacher meetings in program options that have resources to support such events.

The site team will need to review placement of candidates in linguistically and culturally diverse classrooms. 7A(i)
The site team will need to confirm the collaboration with district personnel and the ongoing communication among field site supervisors, student teaching supervisors, and reading methods course instructors. 7A(j)

**Program Standard 8A:** Pedagogical Preparation for Subject-Specific Content Instruction by Multiple Subject (MS) Candidates: Required Elements 8A(a)-8A(f)

**Standard Status:** Additional information needed

**Questions, Comments, Additional Information Needed:** 8A(c) Clarification is needed as to whether the change in EDEL 108C is specific to social science or refers to science.

As noted throughout the original document submitted in 2008 (and specifically in reference to Standard 8Ac on page 43 of the original document), EDEL 108C is Social Science Methods.

8A(d) Evidence is needed on the assessment procedures for visual and performing arts for candidates entering the MS program. 8a(E) Evidence is needed on assessment procedures for P.E. for candidates entering the MS program. It is unclear whether the procedures are the same for students who enter from a program other than SJSU undergraduate program.

As required by SB2042, all candidates entering a multiple subjects credential program, must satisfy subject matter competency requirements via the CSET exam. Subtest three of the CSET assesses visual and performing arts, Physical Education, and child development competency. For example, page 44 of the original document cites the CSET at subject matter preparation for the visual and performing arts. No subject matter preparation coursework or additional assessment is required for entering candidates.

**Program Standard 9:** Using Technology in the Classroom: Required Elements 9(a) – 9(i)

**Standard Status:** Additional information needed

**Questions, Comments, Additional Information Needed:** Reviewers tried to access the website for the technology tests and the test was not there. 9, 9 (c), 9(i)

A live link to the current version of the Technology Test at our department website is [http://www.sjsu.edu/elementaryed/technology/](http://www.sjsu.edu/elementaryed/technology/). Because the test is secure and cannot be accessible to students via our website, the link reveals only a sample test and an overview of its contents.

**Program Standard 10:** Preparation for Learning to Create a Supportive, Healthy Environment for Student Learning: Required Elements 10(a) – 10(e)

**Standard Status:** Additional information needed

**Questions, Comments, Additional Information Needed:** Reviewers found that the overview did not address the standard, but that the standard is addressed in responses to elements of the standard. The response to element 10(a) does not indicate measure used to establish whether the candidates meet the expectation to "describe state and federal legal responsibilities of teachers to protect and promote the health and safety of students". The standard is addressed in 10 (b-e). SJSU’s Health Education course (EDTE190), was designed by Professor Deborah Wood who is the leading health educator in California. Dr. Wood teaches the course periodically in our department and her syllabus is used by additional instructors. As shown in her syllabus (see blue link above), course objective number four (pages 446-447), the School Health Laws assignment (page 447), and course calendar (page 448, February 28) all focus on state and federal legal
responsibilities of teachers. The School Health Laws assignment contributes twenty percent to candidates’ total course grade and is considered a significant assessment.

**Program Standard 11: Preparation to Use Educational Ideas and Research:**
Required Elements 11(a) – 11(c)
Standard Status: Standard Met
Questions, Comments, Additional Information Needed:

**Program Standard 12: Professional Perspectives Toward Student Learning and The Teaching Profession:** Required Elements 12(a) – 12(f)
Standard Status: Additional information needed
Questions, Comments, Additional Information Needed: Reviewers found responses to elements of the standard but not to the standard itself.

12(a) Evidence is needed regarding the special TPE that was developed around issues of equity and excellence.

The additional TPE on “equity and excellence” is no longer in practice in the multiple subjects credential program. A clear focus on equity and social justice, as well as the belief that all students can learn at high levels, continues to be embedded in coursework (particularly, EDTE 162, EDEL103, EDEL108D) and field experience. However, assessment of outcomes in these courses is aligned with the existing TPEs required by the CTC. See the signature assignment matrix for full description of TPE mapping to embedded signature assignments and PACT within the program assessment system.

12(e) Clarification is needed whether EDT190 and EDSE192 are ‘recommended’ or ‘required’ courses.

As per SB2042 requirements, the learning and assessment of competencies related to healthy environments and inclusion of special education students are now required during level 1 credentialing. As a result, EDTE190 (Health Education) and EDSE192 (recently renamed 192A: Including and Supporting Students with Special Needs in General Education Classrooms) are now required by the end of the credential program. Some students fulfill this requirement as prerequisites to enrollment, while others complete them during the program. Recently updated syllabi for each course are linked above (click on the blue text).

12(f) Evidence is needed to document collegial communication between and among faculty.

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 original document (pages 58-59), describes how candidates learn about and practice collaboration in courses and field experience. While the standard does not explicitly ask how SJSU faculty model collaboration, the original document describes such collaboration generally on page 59. The development of our “knowledge bases continuum” described in reference to Standard 3 above is a representative example of faculty collaboration. A powerpoint presentation from the Knowledge Base faculty retreat which reveals an example of our collaboration is linked here. Other examples include faculty participation during “mock scoring” events while we were piloting the PACT Teaching Event in Spring 2006, 2007 and 2008, and how department meetings
and retreats were used to examine student performance and discuss necessary curriculum revision.

**Program Standard 13: Preparation to Teach English Learners: Required Elements 13(a) – 13(h)**

**Standard Status:** Additional information needed

**Questions, Comments, Additional Information Needed:** The response to element 13(b) includes course objectives but does not mention activities that support it.

The syllabus for EDTE 162 in the original document (found on pages 290 to 308) includes several assignments (pages 297-299) as well as course readings and discussion topics that reveal the ways in which candidates are engaged in learning and demonstrating course objectives. For example, the Lesson Demonstration assignment found on page 297, requires candidates to research and demonstrate to their classmates an instructional strategy that facilitates both access to core curriculum and development of academic language. In addition, the Lesson Adaptation assignment (described briefly on page 298; revised version linked here) has become the “transition point” assessment within all sections of this course and required of students prior to their first field experience placement (student teaching EDEL 143A). The assignment requires candidates to adapt an existing lesson aligned with state standards and state adopted curriculum materials to suit English learners at various levels of language acquisition and academic achievement. Faculty provide extensive modeling of such adaptations prior to the assignment in class activities throughout the semester. The rubric for this assessment is aligned with elements of the PACT Teaching Event rubrics and provides faculty with formative performance data on candidates prior to their transition to student teaching.

**Program Standard 14: Preparation to Teach Special Populations in the General Education Classroom: Required Elements 14(a) – 14(f)**

**Standard Status:** Additional information needed

**Questions, Comments, Additional Information Needed:** 14(a) Additional information is needed on how candidates are assessed regarding their recognition of students’ differences and similarities.

All multiple subjects credential candidates complete the PACT Teaching Event as a summative evaluation within the program. The Teaching Event Context Task includes explicit prompts requiring candidates to describe their students’ “prior knowledge, key skills, developmental levels, and other special educational needs” and the ways in which their understandings of students’ needs influences both planning and teaching. In addition, the PACT rubrics evaluate the extent to which candidates’ actual teaching and reflections on teaching address the engagement, assessment and monitoring of students with varied needs.

In addition, **EDSE 192A: Including and Supporting Students with Special Needs in General Education Classrooms**, is a required course. As can be seen in the syllabus linked here, several assignments (see descriptions on pages 453 and 454 of syllabus) require candidates to demonstrate their understandings of learning differences. Students interview special educators, engage in simulations and role-plays, and watch and reflect on videotapes exploring a variety of student differences and similarities. Each assignment includes an evaluative element that instructors score and provide feedback to candidates.

14(c) Additional information is needed on how candidates demonstrate learning in regard to learning and language abilities of special education students.
See comments above related to 14(b). PACT and EDSE 192A both require explicit attention to learning and language abilities of special education students. The PACT Teaching Event Context Task requires that candidates “consider aspects of English language proficiency in conversational and academic language as well as in the students’ primary languages, if other than English. **Describe the language development of your entire class, not just your English learners.**” This would include those with special needs.

The syllabus for EDSE 192A (page 454) includes the following assignment description. Key phrases relevant to language abilities are underlined.

“Field Interviews (50 points)
You are required to conduct the field interview with ONE experienced education specialist or special education administrator who is knowledge about California public school curriculum at one or more K-12 grade levels. The interview items include school's decision making process to refer, assess and place students who qualify for special education services, referral and assessment of English language learners, IEP and/or IFSP development, transition process, classroom accommodations and differentiations, building partnership between school, family and community, teaching collaboration in inclusive classrooms, etc. The guiding questions and scoring rubric are available in class.”

**Program Standard 15: Learning to Teach Through Supervised Fieldwork:**
Required Elements 15(a) – 15(g)

**Standard Status:** Additional information needed

**Questions, Comments, Additional Information Needed:** 15(b) Evidence of observation at field sites needs to address minimum number of visits and documentation of actual visits and ‘end of semester conference’. 15 (d) Additional information needed on documentation of ‘frequency’ of visits by the university supervisors.

See page 69 of the original document. "Each 143A candidate is observed at the field site a minimum of three times by the University supervisor and about six times during 143B.”

Linked here is a more recent description of expectations for student teachers, cooperating teachers and field supervisors excerpted from the pages of the student teaching field guide (Overview of Field Experience). Note page 472 for the timeline of activities (including observations made by field supervisors) in EDEL 143A (phase I student teaching) and pages 478 to 479 for those within EDEL 143B.

**15(e) Evidence is needed on placement at two or more grade levels and in at least one school with high numbers of EL learners.**

Note the 2009 Program Standard 14 includes slightly different language regarding placement requirements than the 2001 version of the corresponding standard (15e). Relevant excerpts from the 2009 version are cited below along with an explanation of current department practices for placements and variations for specific program options. Specific language is underlined for emphasis.

“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 underperforming schools. Prior to assuming daily responsibility for whole-class instruction, each candidate must have satisfied the basic skills and subject matter requirements. During the supervised field experience, 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. Prior to or during the program each Multiple Subject teaching credential candidate observes and participates in two or more of the following grade spans: K-2, 3-5, and 6-9.”

All candidates in the multiple subjects program are required to observe, participate and teach in a hard to staff school and/or school with high numbers of English Learner either prior to or during their 143A (part-time) or 143B (full time) field placement. Some candidates bring this experience prior to the program via supervised pre-professional experience documented as part of their application process. Also, methods and foundations courses require candidates to observe, assess or teach children as part of course assignments. For example, as noted previously, the case study assignment in EDEL108A requires students to conduct assessments and create an instructional plan for an English Language Learner. Our Middle Level Emphasis candidates complete this assignment in the context of a summer school provided for low performing English Learners in a local school. In addition, EDEL108B requires candidates to plan, teach, videotape and analyze an inquiry-based science lesson designed to engage students from diverse backgrounds. This assignment is fulfilled either within or prior to a field placement.

Most candidates (those in our FLEXIBLE option) experience two different placements in two grade level spans for 143A and 143B and one such placement must be in the context of hard to staff, underperforming or high concentration EL student schools. Other program options with year long residencies (TE Collaborative, Year-Long Residency, and Middle Level Emphasis) that do not permit two semester long placements in two different contexts, require each candidate to conduct systematic observations in varied placements through the school year. Two program options (MLE and YLR) require that one afternoon each week be spent observing and assisting in a classroom outside their placement. This may include observations in different grade levels and/or subject areas at their same school and switching places with a cohort member who is placed in a different school and grade level. Evidence of the requirement is noted in the student teaching expectations documents provided to MLE and YLR candidates at their program orientation. The YLR expectations document is linked here. Evidence of such experiences can be provided by students, faculty, and school personnel during the site visit.

15 (g) Site visit team will need to confirm evidence of intern supervised field placement, on-site faculty support, and meetings with faculty associates supporting interns.

As noted in the brief summary of program changes in the introduction to this document, the full-time internship program (SUP) is on hiatus as of Fall 2010.

Program Standard 16: Selection of Fieldwork Sites and Qualifications of Field Supervisors:
Required Elements 16(a) – 16(g)
Standard Status: Additional information needed
Questions, Comments, Additional Information Needed: Reviewers found responses to elements of the standard but not to the standard itself.

Site reviewers will need to confirm the process for school site selection and cooperating teachers. 16c The site visit team will need to review the database specific to the qualifications of supervising/cooperating teachers.

To be confirmed at time of site visit.
16(d) Specific evidence is needed to establish supervising/cooperating teachers’ EL authorization status. The standard requires that “Each candidate’s teaching of English learners (EL) is supervised by a teacher who holds a valid EL teaching authorization.”

See page 74 of the original document. Since 2008, all participating cooperating teachers are required to have EL authorizations. See also “Selection of Cooperating Teachers” excerpt from the student teaching field guide on page 468 of the Overview of Field Experience document linked here.

16(e) Documentation is needed on supervisors meetings with cooperating teachers to establish effective lines of communication and to discuss observation and coaching techniques.

Linked here are sample agendas or powerpoints from the Faculty Associate (cooperating teachers) meetings of the School University Internship Program (SUP) and the Middle Level Emphasis program. Note that the SUP agenda from December 2009 (page two of linked document below) includes specific agenda items on coaching language and best practices. Both documents reveal communication to cooperating teachers about program evaluation/assessment practices including the PACT Teaching Event.

SUP Faculty Associate meeting agendas
MLE Cooperating Teacher meeting powerpoints
   September 2009, October 2009, February 2010

16(f) Evidence is needed as to the qualifications showing that 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. “

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.

The language of the feedback is unclear. Does “supervising teacher” refer to the cooperating teachers in the field, or University employed field supervisors? For the purposes of this response, we read the 2001 Standard 16, Element (f) as referring to the qualifications of University personnel who provide professional development to cooperating teachers in the field. We are extremely selective about screening applicants for the position of University field supervisor and have an outstanding reputation for hiring individuals with well-established teaching experiences in local districts. These individuals have mentored beginning teachers through BTSA, provided support for interns or hosted candidates from our credential program prior to employment with us. Attached here are resumes for two recently hired field supervisors as documentation of their qualifications. Contact information and full names have been removed to respect privacy.

Resume for Field Supervisor 1
Resume for Field Supervisor 2
16 (g) Site team will need to confirm that all field participants have been informed of their roles and responsibilities. In addition documentation is needed on follow up on candidates who have encountered difficulties.

**Program Standard 17:** Candidate Qualifications for Teaching Responsibilities in the Fieldwork Sequence: Required Elements 17(a) – 17(b)

**Standard Status:** Additional information needed

**Questions, Comments, Additional Information Needed:** Reviewers found responses to elements of the standard but not to the standard itself. 17(a) The site team will need to confirm that each candidate has fulfilled the state basic skills requirements and verification of completion of at least four fifths of the state subject matter requirements.

No multiple subjects credential candidates proceed to student teaching (EDEL 143A) without being fully subject matter competent as determined by CSET performance and having met the state basic skills requirements via CBEST. As noted on page 76 of the original document, CBEST is required for admission to the program and CSET must be passed before enrolling in a second semester of coursework or EDEL143A whichever comes first.

Original text page 76 below:

"As described in the Advisement and Application Guide, prior to admission to the program candidates must pass the CBEST exam and document that they have competed 50 hours of preprofessional experience at a public school. Before clear admission to the program, candidates must demonstrate full subject matter competency as assessed by the Multiple Subjects CSET exam; and submit a Certificate of Clearance. The Field Placement Office verifies completion of subject matter competency before admitting candidates to student teaching (EDEL 143A)."

17(b) Evidence is needed with regard to the frequency of candidates’ meetings with supervisors and observations during EDEL 143A.

Candidates meet weekly with supervisors for the student teaching seminar for EDEL 143A and three to four formal observations are expected throughout the semester. The timeline for 143A assignments (including observations) is a live link here and along with a sample 143A seminar calendar.
Program Standard 18: Pedagogical Assignments and Formative Assessments During the Program
Required Elements 18(a) – 18(g)
Standard Status: Met
Questions, Comments, Additional Information Needed:

Program Standard 19: Assessment Administered for Validity, Accuracy and Fairness
Standard Status: Met in separate approval process.
Questions, Comments, Additional Information Needed:

Program Standard 20: Assessor Qualifications and Training
Standard Status: Met in separate approval process.
Questions, Comments, Additional Information Needed:

Program Standard 21: Assessment Administration, Resources and Reporting
Standard Status: Met in separate approval process.
Questions, Comments, Additional Information Needed:
Year Long Residency Program
Program Timelines/Course Sequence

“One Year” Timeline – Summer to Summer

<table>
<thead>
<tr>
<th>Summer 1</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEL103</td>
<td>EDEL 108A (1)</td>
<td>EDEL 108A (2)</td>
<td>EDTE 190*</td>
</tr>
<tr>
<td>EDTE162</td>
<td>EDEL 102</td>
<td>EDTE 246</td>
<td>EDSE 192*</td>
</tr>
<tr>
<td>EDEL108C</td>
<td>EDEL 143A</td>
<td>EDEL143B</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDEL 108B</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDEL 108D</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

9 units 17 units 16 units 6 units

Note: Enrollment in Year Long Residency Specific sections is necessary as part of the YLR Cohort Program for courses indicated in Bold-type above.

*EDTE 190 (Health Education) and EDSE 192 (Mainstreaming) can be taken at SJSU in regular 16 week semester formats or in a condensed version offered on three Saturdays. Alternately, the UCSC Extension program offers a combined course (4317: Developing as a Professional Educator: Special Populations and Healthy Environments) in an 8-week online platform.

Course Numbers, Titles, & Units

<table>
<thead>
<tr>
<th>Category</th>
<th>Course #</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Foundations)</td>
<td>EDTE 190</td>
<td>Health Education for Classroom Teachers</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EDSE 192</td>
<td>Mainstreaming Exceptional Child</td>
<td>3</td>
</tr>
<tr>
<td>(Methods)</td>
<td>EDEL 102</td>
<td>Psychological Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EDEL 103</td>
<td>Socio-Multicultural Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EDEL 162</td>
<td>Language/Literacy Development of L2 Learners</td>
<td>3</td>
</tr>
<tr>
<td>(Field</td>
<td>EDEL 108A</td>
<td>Reading/Language Arts (Pre-requisite EDTE 162)</td>
<td>3 (3)</td>
</tr>
<tr>
<td>Experience)</td>
<td>EDEL 108B</td>
<td>Science</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EDEL 108C</td>
<td>Social Studies</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EDEL 108D</td>
<td>Mathematics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EDEL 143A</td>
<td>Orientation to Student Teaching</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>EDEL 143B</td>
<td>Student Teaching Practicum</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>EDTE 246</td>
<td>Classroom Management</td>
<td>3</td>
</tr>
</tbody>
</table>
# Flexible Program Options

## 3 semester Option – Fall, Spring, Fall

<table>
<thead>
<tr>
<th>Fall 1</th>
<th>Spring</th>
<th>Fall 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDTE 162</td>
<td>EDEL143A OR EDEL103 (Take 1)</td>
<td>EDEL143B OR EDEL103 (Take 1)</td>
</tr>
<tr>
<td>EDEL 102 OR EDEL 103 (Take 1)</td>
<td>EDEL102 OR EDEL103 (Take 1)</td>
<td>EDEL108A</td>
</tr>
<tr>
<td>EDEL 102 OR EDEL 103 (Take 1)</td>
<td>EDEL102 OR EDEL103 (Take 1)</td>
<td>EDEL108A</td>
</tr>
<tr>
<td>EDEL 102, C OR D (Take 1)</td>
<td>EDEL108B, C OR D (Take one)</td>
<td>EDTE190 OR EDSE 192*</td>
</tr>
<tr>
<td>EDTE 190 OR EDSE 192 (Take 1)</td>
<td>EDEL108B, C OR D (Take one)</td>
<td></td>
</tr>
<tr>
<td><strong>15 units</strong></td>
<td><strong>17 units</strong></td>
<td><strong>16 units</strong></td>
</tr>
</tbody>
</table>

## 4 Semester Option – Fall, Spring, Fall, & Spring

<table>
<thead>
<tr>
<th>Fall 1</th>
<th>Spring 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDTE162</td>
<td>EDEL108A OR EDEL103 (Take 1)</td>
</tr>
<tr>
<td>EDEL102 OR EDEL103 (Take 1)</td>
<td>EDEL102 OR EDEL103 (Take 1)</td>
</tr>
<tr>
<td>EDEL108B, C OR D (Take 2)</td>
<td>EDEL108B, C OR D (Take 1)</td>
</tr>
<tr>
<td><strong>12 units</strong></td>
<td><strong>12 units</strong></td>
</tr>
</tbody>
</table>

## Course Numbers, Titles, & Units

<table>
<thead>
<tr>
<th>Category</th>
<th>Course #</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Foundations)</td>
<td>EDTE 190</td>
<td>Health Education for Classroom Teachers</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EDSE 192</td>
<td>Mainstreaming Exceptional Child</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EDEL 102</td>
<td>Psychological Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EDEL 103</td>
<td>Socio-Multicultural Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EDEL 162</td>
<td>Language/Literacy Development of L2 Learners</td>
<td>3</td>
</tr>
<tr>
<td>(Methods)</td>
<td>EDEL 108A</td>
<td>Reading/Language Arts (Pre-requisite EDTE 162)</td>
<td>3 (3)</td>
</tr>
<tr>
<td></td>
<td>EDEL 108B</td>
<td>Science</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EDEL 108C</td>
<td>Social Studies</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EDEL 108D</td>
<td>Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>(Field Experience)</td>
<td>EDEL 143A</td>
<td>Orientation to Student Teaching</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>EDEL 143B</td>
<td>Student Teaching Practicum</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>EDTE 246</td>
<td>Classroom Management</td>
<td>3</td>
</tr>
</tbody>
</table>
## Multiple Subjects Credential Program
### Assessment System
#### Signature Assignments 2010-11

<table>
<thead>
<tr>
<th>Course</th>
<th>Assessment Focus¹</th>
<th>P²</th>
<th>I</th>
<th>A</th>
<th>R</th>
<th>Assignment Type</th>
<th>Purpose(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDTE 162</td>
<td>Planning and academic language, knowledge of Ss (TPE ³ 4, 7 and 9)</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>Analysis of a lesson plan (language demands)</td>
<td>• Transition point to 143A</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Scaffolding for TE/formative feedback</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Program evaluation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Course grade</td>
</tr>
<tr>
<td>EDEL 102</td>
<td>Instruction and reflection on theoretical rationale for best practices = justifiable pedagogy (TPE 4, 5, 6, and 13)</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>Analysis of a videotaped lesson re learning theories</td>
<td>• Scaffolding for TE/formative feedback</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Course grade</td>
</tr>
<tr>
<td>EDEL 103</td>
<td>Knowledge of Ss, families and communities (TPE 8, 12 and 13)</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>Community Investigation/ Cultural Study</td>
<td>• Valued program outcomes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Scaffolding for TE/formative feedback</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Course grade</td>
</tr>
<tr>
<td>EDEL 108A</td>
<td>Literacy subject matter pedagogy, Academic language, Assessment: Analysis of student work to inform planning, knowledge of Ss (TPE 1, 2, 3, 7 and 8)</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>Case study of Ss literacy development</td>
<td>• Scaffolding for TE/formative feedback</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Course grade</td>
</tr>
</tbody>
</table>

¹ Elementary Education assessment focus areas include FOUR aligned with the PACT Teaching Event: 1) Planning a progression of lessons to support deep understanding of big ideas, 2) Academic language development beyond vocabulary, 3) Assessment: analysis of student work to inform instruction, 4) Defensible pedagogy (theory/practice connections); AND TWO additional highly valued program outcomes: 5) Positive Learning Environments, 6) Knowledge of children, families and communities. **NOTE: theory/practice connections are to be explicitly embedded in ALL signature assignments across all courses.**

² PIAR refers to the PACT Teaching Event framework of Planning, Instruction, Assessment and Reflection. Academic Language is embedded in all four parts. The Context task is not scored in PACT but will be scaffolded through the signature assignments in EDEL 102, EDEL 103, EDTE 162 and EDTE 246.

³ Not all TPE are formally assessed in each signature assignment. Those noted represent assignment foci, but not necessarily scoring dimensions.
<table>
<thead>
<tr>
<th>Course</th>
<th>Assessment Focus</th>
<th>P</th>
<th>I</th>
<th>A</th>
<th>R</th>
<th>Assignment Type</th>
<th>Purpose(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEL 108B</td>
<td>Science subject matter pedagogy, Reflection on instruction: intellectual</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>Analysis of a videotaped lesson</td>
<td>• PACT ‘mini task’</td>
</tr>
<tr>
<td>Curriculum:</td>
<td>engagement, monitoring Ss learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Course grade</td>
</tr>
<tr>
<td>Science</td>
<td>(TPE 1, 2, 4, 5, and 6)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Program evaluation</td>
</tr>
<tr>
<td>EDEL 108C</td>
<td>Social Science subject matter pedagogy, Planning around big idea and S needs,</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>Unit plan</td>
<td>• PACT ‘mini task’</td>
</tr>
<tr>
<td>Curriculum:</td>
<td>assessment, academic language (content access) (TPE 1, 8 and 9)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Course grade</td>
</tr>
<tr>
<td>Social Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Program evaluation</td>
</tr>
<tr>
<td>EDEL 108D</td>
<td>Mathematics subject matter pedagogy, Academic language, Planning around a big</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>Unit plan with focus on language demands</td>
<td>• PACT ‘mini task’</td>
</tr>
<tr>
<td>Curriculum:</td>
<td>idea, assessment alignment (TPE 1, 2, 4, 7, and 9)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Course grade</td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Program evaluation</td>
</tr>
<tr>
<td>EDTE 246</td>
<td>Learning environments, Knowledge of Ss (TPE 8, 10 and 11)</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>Analysis of a videotaped lesson</td>
<td>• Valued program outcomes</td>
</tr>
<tr>
<td>Learning Environments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Course grade</td>
</tr>
<tr>
<td>EDEL 143A</td>
<td>Most areas and most TPE</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Coaching Cycle</td>
<td>• Transition point to 143B</td>
</tr>
<tr>
<td>Student Teaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Scaffolding for TE/ formative feedback</td>
</tr>
<tr>
<td>EDEL 143B</td>
<td>All</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>PACT Teaching Event</td>
<td>• Summative evaluation (program exit)</td>
</tr>
<tr>
<td>Student Teaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Program evaluation</td>
</tr>
</tbody>
</table>
San José State University
Department of Elementary Education
TE COLLABORATIVE INTERN PROGRAM
ADVISORY BOARD MEETING
MINUTES
Wednesday, April 21, 2010
8:00–9:30AM
SH 101

Present: Autumn Wagner, Mary Berkey, Jennifer Barnes, Susan Stryker, Marjorie Addison, Kathy Robertson, Shelly Viramontez, Nancy Markowitz

1. Updates from districts
   a. Anne McDermott has been appointed principal at Briarwood. Jennifer Barnes will likely be assuming Anne’s position as BTSA coordinator and liaison to TE program next year. Jennifer is a graduate of the TE program.
   b. Districts do not expect to have openings next year.
   c. District recommendations for interns regarding jobs for next year:
      i. Go for long term substitute positions
      ii. As an intern you don’t have ties to any district so may look more attractive to a district than someone more experienced who is looking for a job while they wait to see if they are rehired by their district the following year
      iii. Consider looking for job in after school district extension programs - Campbell coordinates positions
      iv. Use the following resources to look for jobs: EdJoin, Craig’s List
      v. Consider private schools - can complete BTSA even if at private school. Campbell’s consortium will accept private school teachers. School will often pay the $2000 fee for their teacher to participate in BTSA.

2. Solo week issues
   a. Strongly urge that second solo week be in May after testing. Can consider final week designated for testing in a district to be a pick up week and ok for solo week. Keep first solo week early
as it was this year in end of February. This year had second solo week just before PACT week and it was too much.

b. Desired schedule:

SOLO WEEK ➔ PACT ➔ SOLO WEEK

c. Suggestions for PACT

i. Maybe have sign-off sheet to use as pacing guide?

ii. Give calendar at beginning of year - tell students that this is simulating real school experience. Can serve as a great model for year long planning. Starts forming a habit of mind of inquiry. See it as a process rather than a product. Keep referring back to assessment framework during the year - connects to how they teach

3. Faculty Associates

a. Nancy reminded members that they need to get back to her regarding dates of FA interviews

b. Members suggested that we do a survey of FA retention each year

i. Suggested questions (put first four on a likert scale) : Give out at last FA meeting

1. How much time do you spend with your intern?

2. How helpful was this experience to your professional development?

3. How helpful was having an intern to my students

4. I would continue to be an FA for these reasons

5. I am not continuing to be an FA for the following reasons

6. If I could give the program an advice this is what I would suggest

c. Members suggested that we need to develop a rubric that can be used to support FAs in their own coaching practice. Give to them at interview so they know what is expected. Then have both FA and intern complete the rubric during/ end of year

d. Consider having FAs develop a professional development goal related to their work as a coach
SUP Advisory
December 14, 2009
8:45 a.m. -10:45 a.m.

GOALS:

- Introduce new and returning members
- Address program strengths and challenges
- Update on grant status
- Review MOU updates and procedures for Faculty Associate stipends
- Define next steps for district and program

Agenda:

8:45-9:00     Introductions
9:00-9:30     Strengths and Challenges
9:30-10:00    Grant updates
10:00-10:15   MOU and procedures
10:15-10:45   Next Steps and Closure
SUP Advisory
Berryessa Union School District Board Room
March 23, 2010
9:00 a.m. to 11:00 a.m.

Goals:

- Receive updates on the status of the SUP Intern Program
- Discuss outlook for SUP Intern Program for 2010-2011 and beyond
- Gain information about SJSU’s Residency Model

Agenda:

9:00-9:15 Welcome and Introductions
9:15-9:30 Updates on Intern Program
9:30-10:00 SUP Outlook
10:00-10:30 Residency Model
10:30-11:00 Next Steps and Closure

Outcome:

Get a temperature read on the interest in the teacher residency model.
QualityTeacherPreparation  Edit

Response Summary

Active Filter: Elementary Only

Total: 106  Edit Filter
Filtered: 73  Unapply Filter

PAGE: DEMOGRAPHIC INFORMATION

1. Please write in your district name.
   - Count: 73
   - Response: Show replies

2. Are you a SJSU graduate?
   - undergraduate degree: 4.1% 3
   - teaching credential: 28.8% 21
   - administrative credential: 8.2% 6
   - other credential: 0.0% 0
   - Masters degree: 13.7% 10
   - Not a SJSU graduate: 45.2% 33
   - Count: 73
   - Response: Show replies

3. SJSU offers programs to prepare candidates for teaching in elementary, middle and high schools as well as special education settings. Please select the program or programs with which you have the most familiarity.

   - Multiple subject credential: 100.0% 73

http://www.surveymonkey.com/MySurvey_Responses.aspx?sm=9tDO28KYNLUcJqbf6cSZgDyPfX6AnD%2fYDFMWJoEUA%2by%3d
### Program Preparing Teachers for Grades K-8
- Program (prepares teachers for grades K-8) answered question 73 skipped question 0
- Single subject credential program (prepares teachers for grades 7-12) answered question 73 skipped question 0
- Educational specialist program (prepares teachers for special education settings K-12) answered question 73 skipped question 0

### Role/Position in School/District

<table>
<thead>
<tr>
<th>Role/Position</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
<td>45.2%</td>
<td>33</td>
</tr>
<tr>
<td>Principal</td>
<td>1.4%</td>
<td>1</td>
</tr>
<tr>
<td>Mentor/support provider</td>
<td>8.2%</td>
<td>6</td>
</tr>
<tr>
<td>HR Director</td>
<td>26.0%</td>
<td>19</td>
</tr>
<tr>
<td>Other district administrator</td>
<td>19.2%</td>
<td>14</td>
</tr>
</tbody>
</table>

### Hiring Trends -- 2008, 2009 and Future

#### Grade Levels

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Response Average</th>
<th>Response Total</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten through grade two</td>
<td>8.13</td>
<td>65</td>
<td>8</td>
</tr>
<tr>
<td>Third through fifth or sixth (elementary school)</td>
<td>6.13</td>
<td>49</td>
<td>8</td>
</tr>
<tr>
<td>Sixth through eighth (middle school)</td>
<td>6.63</td>
<td>53</td>
<td>8</td>
</tr>
<tr>
<td>Ninth through twelfth (high school)</td>
<td>1.00</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Special Education (any level)</td>
<td>4.00</td>
<td>36</td>
<td>9</td>
</tr>
<tr>
<td>How many of the above were hired under an internship credential?</td>
<td>3.25</td>
<td>26</td>
<td>8</td>
</tr>
</tbody>
</table>
6. For the current (2009-10) school year, how many teachers did you hire for each of the following grade levels?

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Response Average</th>
<th>Response Total</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten through grade two</td>
<td>4.09</td>
<td>45</td>
<td>11</td>
</tr>
<tr>
<td>Third through fifth or sixth (elementary school)</td>
<td>3.00</td>
<td>33</td>
<td>11</td>
</tr>
<tr>
<td>Sixth through eighth (middle school)</td>
<td>4.00</td>
<td>44</td>
<td>11</td>
</tr>
<tr>
<td>Ninth through twelfth (high school)</td>
<td>0.56</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>Special Education (any level)</td>
<td>3.27</td>
<td>36</td>
<td>11</td>
</tr>
<tr>
<td>How many of the above were hired under an internship credential?</td>
<td>2.00</td>
<td>22</td>
<td>11</td>
</tr>
</tbody>
</table>

7. Given your best estimates for budget, retirements and other attrition, how many teachers do you ANTICIPATE needing to hire for the 2010-2011 school year?

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Response Average</th>
<th>Response Total</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten through grade two</td>
<td>3.55</td>
<td>39</td>
<td>11</td>
</tr>
<tr>
<td>Third through fifth or sixth (elementary school)</td>
<td>2.18</td>
<td>24</td>
<td>11</td>
</tr>
<tr>
<td>Sixth through eighth (middle school)</td>
<td>2.73</td>
<td>30</td>
<td>11</td>
</tr>
<tr>
<td>Ninth through twelfth (high school)</td>
<td>0.44</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>Special Education (any level)</td>
<td>2.64</td>
<td>29</td>
<td>11</td>
</tr>
<tr>
<td>How many of the above do you plan to hire under an internship credential?</td>
<td>0.82</td>
<td>9</td>
<td>11</td>
</tr>
</tbody>
</table>
8. Given your best estimates for budget, retirements and other attrition, how many teachers do you ANTICIPATE needing to hire for the 2011-2012 school year?

| Kindergarten through grade two | 2.91 | 32 | 11 |
| Third grade through fifth or sixth (elementary) | 2.36 | 26 | 11 |
| Sixth through eighth (middle school) | 2.36 | 26 | 11 |
| Ninth through twelfth (high school) | 0.22 | 2 | 9 |
| Special Education (any level) | 2.27 | 25 | 11 |

9. What are your current areas of greatest need for hiring teachers? Please select all that apply.

<table>
<thead>
<tr>
<th>Area</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiple subjects (elementary)</td>
<td>27.3%</td>
<td>3</td>
</tr>
<tr>
<td>Special Education (elementary)</td>
<td>90.9%</td>
<td>10</td>
</tr>
<tr>
<td>Special Education (secondary)</td>
<td>54.5%</td>
<td>6</td>
</tr>
<tr>
<td>Bilingual (Spanish)</td>
<td>18.2%</td>
<td>2</td>
</tr>
<tr>
<td>Bilingual (Mandarin)</td>
<td>9.1%</td>
<td>1</td>
</tr>
<tr>
<td>Bilingual (other)</td>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td>English/language arts (middle or high school)</td>
<td>18.2%</td>
<td>2</td>
</tr>
<tr>
<td>Mathematics (middle or high school)</td>
<td>81.8%</td>
<td>9</td>
</tr>
<tr>
<td>History/Social Science (middle or high school)</td>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td>Program</td>
<td>Response Average</td>
<td>Response Total</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>Science (middle or high school)</td>
<td>54.5%</td>
<td>6</td>
</tr>
<tr>
<td>Physical Education (middle or high school)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Education (elementary)</td>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td>Visual Arts (middle or high school)</td>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td>Visual Arts (elementary)</td>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td>Music (middle or high school)</td>
<td>9.1%</td>
<td>1</td>
</tr>
<tr>
<td>Music (elementary)</td>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td>World Languages (middle or high school)</td>
<td>0.0%</td>
<td>0</td>
</tr>
</tbody>
</table>

10. San José State University is one of many institutions that prepare teachers for our region. Please indicate the percentage of teachers hired from each of the following programs (estimate from the past 3-5 years).

<table>
<thead>
<tr>
<th>Program</th>
<th>Response Average</th>
<th>Response Total</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>San José State University</td>
<td>45.50</td>
<td>455</td>
<td>10</td>
</tr>
<tr>
<td>Santa Clara University</td>
<td>11.50</td>
<td>115</td>
<td>10</td>
</tr>
<tr>
<td>National University</td>
<td>6.70</td>
<td>67</td>
<td>10</td>
</tr>
<tr>
<td>National Hispanic University</td>
<td>1.22</td>
<td>11</td>
<td>9</td>
</tr>
<tr>
<td>Alliant</td>
<td>0.00</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>CalStateTeach</td>
<td>1.43</td>
<td>10</td>
<td>7</td>
</tr>
<tr>
<td>Stanford University</td>
<td>4.38</td>
<td>35</td>
<td>8</td>
</tr>
<tr>
<td>Teach for America</td>
<td>0.14</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>Other</td>
<td>30.60</td>
<td>306</td>
<td>10</td>
</tr>
</tbody>
</table>

11. San José State University's departments of Elementary and Secondary Education offer a variety of programs to prepare multiple subject and single subject credential candidates. Based on your experiences working with our credential candidates (while in the programs), please rate the value of the following program features:
### Survey Results

#### Traditional short term student teaching placements (one semester or less)
- Extremely valuable: 15.3% (9)
- Valuable: 35.6% (21)
- Somewhat valuable: 33.9% (20)
- Not at all valuable: 1.7% (1)
- No experience, cannot rate: 13.6% (8)
- Rating Average: 2.75
- Response Count: 59

#### Year long student teaching placement (residency)
- Valuable: 50.8% (30)
- Somewhat valuable: 15.3% (9)
- Not at all valuable: 3.4% (2)
- No experience, cannot rate: 0.0% (0)
- Rating Average: 3.68
- Response Count: 59

#### Partial "intern" with part-time pay or payment as substitute teacher
- Valuable: 30.0% (18)
- Somewhat valuable: 25.0% (15)
- Not at all valuable: 16.7% (10)
- No experience, cannot rate: 1.7% (1)
- Rating Average: 26.7% (16)
- Response Count: 60

#### Paid internships (full time as "teacher of record" and part-time coursework)
- Valuable: 23.7% (14)
- Somewhat valuable: 25.4% (15)
- Not at all valuable: 15.3% (9)
- No experience, cannot rate: 1.7% (1)
- Rating Average: 33.9% (20)
- Response Count: 59

#### Professional development school partnerships
- Valuable: 29.8% (17)
- Somewhat valuable: 19.3% (11)
- Not at all valuable: 1.8% (1)
- No experience, cannot rate: 3.5% (2)
- Rating Average: 45.6% (26)
- Response Count: 57

#### Professional development/support for cooperating (master) teachers
- Valuable: 32.2% (19)
- Somewhat valuable: 30.5% (18)
- Not at all valuable: 11.9% (7)
- No experience, cannot rate: 3.4% (2)
- Rating Average: 22.0% (13)
- Response Count: 59

#### Credential/MA combination programs
- Valuable: 23.7% (14)
- Somewhat valuable: 22.0% (13)
- Not at all valuable: 18.6% (11)
- No experience, cannot rate: 3.4% (2)
- Rating Average: 32.2% (19)
- Response Count: 59

#### Middle level (grades 5-8) preparation
- Valuable: 23.7% (14)
- Somewhat valuable: 27.1% (16)
- Not at all valuable: 8.5% (5)
- No experience, cannot rate: 0.0% (0)
- Rating Average: 40.7% (24)
- Response Count: 59

#### Focused preparation for urban/diverse classrooms
- Valuable: 28.1% (16)
- Somewhat valuable: 22.8% (13)
- Not at all valuable: 3.5% (2)
- No experience, cannot rate: 0.0% (0)
- Rating Average: 45.6% (26)
- Response Count: 57

#### Other (please specify)
- Valuable: 0
- Rating Average: 0
- Response Count: 0

12. Please rate the overall effectiveness of SJSU programs in preparing candidates in the following areas:

<table>
<thead>
<tr>
<th>Area</th>
<th>Very Effective</th>
<th>Effective</th>
<th>Somewhat Effective</th>
<th>Not at all Effective</th>
<th>No experience, cannot rate</th>
<th>Rating Average</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional practices for teaching LITERACY in grades K-6</td>
<td>23.3% (14)</td>
<td>53.3% (32)</td>
<td>13.3% (8)</td>
<td>0.0% (0)</td>
<td>10.0% (6)</td>
<td>3.11</td>
<td>60</td>
</tr>
<tr>
<td>Instructional practices for teaching LITERACY in grades 7-8</td>
<td>11.9% (7)</td>
<td>18.6% (11)</td>
<td>1.7% (1)</td>
<td>1.7% (1)</td>
<td>66.1% (39)</td>
<td>3.20</td>
<td>59</td>
</tr>
<tr>
<td>Instructional practices for teaching LITERACY in grades 9-12</td>
<td>1.7% (1)</td>
<td>5.2% (3)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>93.1% (54)</td>
<td>3.25</td>
<td>58</td>
</tr>
<tr>
<td>Instructional practices for teaching MATHEMATICS in grades K-6</td>
<td>20.7% (12)</td>
<td>50.0% (29)</td>
<td>15.5% (9)</td>
<td>0.0% (0)</td>
<td>13.8% (8)</td>
<td>3.06</td>
<td>58</td>
</tr>
<tr>
<td>Instructional practices for teaching MATHEMATICS in grades 7-8</td>
<td>11.9% (7)</td>
<td>20.3% (12)</td>
<td>1.7% (1)</td>
<td>1.7% (1)</td>
<td>64.4% (38)</td>
<td>3.19</td>
<td>59</td>
</tr>
<tr>
<td>Instructional practices for teaching MATHEMATICS in grades 9-12</td>
<td>3.4% (2)</td>
<td>5.2% (3)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>91.4% (53)</td>
<td>3.40</td>
<td>58</td>
</tr>
<tr>
<td>Instructional practices for teaching SCIENCE in grades K-6</td>
<td>11.9% (7)</td>
<td>52.5% (31)</td>
<td>13.6% (8)</td>
<td>1.7% (1)</td>
<td>20.3% (12)</td>
<td>2.94</td>
<td>59</td>
</tr>
</tbody>
</table>
### Instructional practices for teaching SCIENCE in grades 7-8

- 6.8% (4) answered question 61
- 18.6% (11) skipped question 13
- 6.8% (4) Not at all Effective
- 0.0% (0) No experience, cannot rate
- 67.8% (40) Very Effective
- 3.00 Rating
- 59 Response Count

### Instructional practices for teaching SCIENCE in grades 9-12

- 3.4% (2) answered question 60
- 6.9% (4) skipped question 12
- 0.0% (0) Not at all Effective
- 0.0% (0) No experience, cannot rate
- 89.7% (52) Very Effective
- 3.33 Rating
- 58 Response Count

### Instructional practices for teaching SOCIAL SCIENCE in grades K-6

- 16.9% (10) answered question 61
- 44.1% (28) skipped question 13
- 13.6% (8) Somewhat Effective
- 1.7% (1) Not at all Effective
- 23.7% (14) Very Effective
- 3.00 Rating
- 59 Response Count

### Instructional practices for teaching SOCIAL SCIENCE in grades 7-8

- 10.2% (6) answered question 60
- 20.3% (12) skipped question 12
- 1.7% (1) Somewhat Effective
- 0.0% (0) Not at all Effective
- 67.8% (40) Very Effective
- 3.26 Rating
- 59 Response Count

### Instructional practices for teaching SOCIAL SCIENCE in grades 9-12

- 3.4% (2) answered question 60
- 5.2% (3) skipped question 13
- 0.0% (0) Somewhat Effective
- 0.0% (0) Not at all Effective
- 91.4% (53) Very Effective
- 3.40 Rating
- 58 Response Count

13. Please rate the overall effectiveness of SJSU programs in preparing candidates in the following areas:

<table>
<thead>
<tr>
<th>Area</th>
<th>Very Effective</th>
<th>Effective</th>
<th>Somewhat Effective</th>
<th>Not at all Effective</th>
<th>No experience, cannot rate</th>
<th>Rating Average</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding English Language Development</td>
<td>18.3% (11)</td>
<td>56.7% (34)</td>
<td>16.7% (10)</td>
<td>0.0% (0)</td>
<td>8.3% (5)</td>
<td>3.02</td>
<td>60</td>
</tr>
<tr>
<td>Instructional strategies that support academic language</td>
<td>15.0% (9)</td>
<td>55.0% (33)</td>
<td>20.0% (12)</td>
<td>1.7% (1)</td>
<td>8.3% (5)</td>
<td>2.91</td>
<td>60</td>
</tr>
<tr>
<td>Teaching students with special needs</td>
<td>5.0% (3)</td>
<td>38.3% (23)</td>
<td>30.0% (18)</td>
<td>10.0% (6)</td>
<td>16.7% (10)</td>
<td>2.46</td>
<td>60</td>
</tr>
<tr>
<td>Classroom management/learning environments</td>
<td>10.0% (6)</td>
<td>55.0% (33)</td>
<td>30.0% (18)</td>
<td>0.0% (0)</td>
<td>5.0% (3)</td>
<td>2.79</td>
<td>60</td>
</tr>
<tr>
<td>Short/long term planning based on identified student needs</td>
<td>11.7% (7)</td>
<td>60.0% (36)</td>
<td>15.0% (9)</td>
<td>0.0% (0)</td>
<td>13.3% (8)</td>
<td>2.96</td>
<td>60</td>
</tr>
<tr>
<td>Social/Emotional development of students</td>
<td>10.3% (6)</td>
<td>58.6% (34)</td>
<td>15.5% (9)</td>
<td>1.7% (1)</td>
<td>13.8% (8)</td>
<td>2.90</td>
<td>58</td>
</tr>
<tr>
<td>Using assessment sources to inform instruction</td>
<td>13.3% (8)</td>
<td>53.3% (32)</td>
<td>23.3% (14)</td>
<td>0.0% (0)</td>
<td>10.0% (6)</td>
<td>2.89</td>
<td>60</td>
</tr>
<tr>
<td>Using and adapting curriculum materials provided by school/district</td>
<td>3.3% (2)</td>
<td>58.3% (35)</td>
<td>21.7% (13)</td>
<td>3.3% (2)</td>
<td>13.3% (8)</td>
<td>2.71</td>
<td>60</td>
</tr>
<tr>
<td>Knowledge of and ability to address the “achievement gap”</td>
<td>3.4% (2)</td>
<td>39.7% (23)</td>
<td>27.6% (16)</td>
<td>6.9% (4)</td>
<td>22.4% (13)</td>
<td>2.51</td>
<td>58</td>
</tr>
<tr>
<td>Engaging students in learning basics and beyond</td>
<td>6.7% (4)</td>
<td>60.0% (36)</td>
<td>15.0% (9)</td>
<td>1.7% (1)</td>
<td>16.7% (10)</td>
<td>2.86</td>
<td>60</td>
</tr>
</tbody>
</table>
## OPEN-ENDED QUESTIONS

### 14. What do you feel are the greatest strengths of SJSU graduates working in your school/district?

<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
<th>Date</th>
<th>Time</th>
<th>Find...</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Knowledge of how to develop literacy in students.</td>
<td>52</td>
<td>Sat, May 8, 2010</td>
<td>1:35 PM</td>
<td></td>
</tr>
<tr>
<td>2. understand the importance of standards</td>
<td></td>
<td>Thu, Feb 4, 2010</td>
<td>12:58 PM</td>
<td></td>
</tr>
<tr>
<td>3. COMMITMENT TO OUR STUDENTS AND CONNECTION TO THE UNIVERSITY CONTINUING EDUCATION</td>
<td></td>
<td>Wed, Jan 20, 2010</td>
<td>9:44 AM</td>
<td></td>
</tr>
<tr>
<td>4. Passion for education</td>
<td></td>
<td>Tue, Jan 12, 2010</td>
<td>10:00 AM</td>
<td></td>
</tr>
<tr>
<td>5. Collaboration and reflection on teaching practices are strengths</td>
<td></td>
<td>Mon, Jan 11, 2010</td>
<td>9:43 PM</td>
<td></td>
</tr>
<tr>
<td>6. I know this is a quality program and the university does a good job supervising the student teachers.</td>
<td></td>
<td>Mon, Jan 11, 2010</td>
<td>5:28 PM</td>
<td></td>
</tr>
<tr>
<td>7. We are fortunate to get a lot of former Evergreen students who return to us to teach. Collaboration of your field supervisors for the student teaching.</td>
<td></td>
<td>Mon, Jan 11, 2010</td>
<td>12:06 PM</td>
<td></td>
</tr>
<tr>
<td>8. The graduates seem to know the standards, and are motivated to close the achievement gap which is critical to the growth of students in Santa Clara County. The intern/ faculty advisor partnership helps to accelerate the learning curve of new teachers.</td>
<td></td>
<td>Sat, Dec 19, 2009</td>
<td>3:58 PM</td>
<td></td>
</tr>
<tr>
<td>9. From the short time that I have been working with a SJSU student working in the classroom, I have noticed the teacher's great desire for his students to be successful.</td>
<td></td>
<td>Sat, Dec 19, 2009</td>
<td>1:51 PM</td>
<td></td>
</tr>
<tr>
<td>10. Ability to use what they are learning in the classroom, as they learn it.</td>
<td></td>
<td>Thu, Dec 17, 2009</td>
<td>8:39 AM</td>
<td></td>
</tr>
<tr>
<td>11. The supervisors spend a lot of time with the student teachers.</td>
<td></td>
<td>Tue, Dec 15, 2009</td>
<td>4:59 PM</td>
<td></td>
</tr>
<tr>
<td>12. Candidates who participate in the partial internship program in our district are by far more prepared to teach their first year than their colleagues who are prepared through a traditional student teaching route.</td>
<td></td>
<td>Thu, Dec 10, 2009</td>
<td>8:22 PM</td>
<td></td>
</tr>
<tr>
<td>13. awareness of standards and very open, refreshing from some others that have been around for a few years</td>
<td></td>
<td>Thu, Dec 10, 2009</td>
<td>9:10 AM</td>
<td></td>
</tr>
<tr>
<td>14. SJSU graduates come prepared to use content standards, curriculum frameworks, and instructional materials. They come armed with knowledge but lack the application skills. Graduates are knowledgeable in entry level, formative, and summative assessments.</td>
<td></td>
<td>Wed, Dec 9, 2009</td>
<td>9:18 PM</td>
<td></td>
</tr>
<tr>
<td>15. Sense of community and belonging</td>
<td></td>
<td>Wed, Dec 9, 2009</td>
<td>3:54 PM</td>
<td></td>
</tr>
<tr>
<td>16. Both the SUP and TE internships are extremely valuable to the school and district. As a graduate, I see the benefits even more, both in the preparation for being a classroom teacher and working with my peers. These programs prepare you for the reality of being in the classroom, working with parents, as well as state expectations. Being in a classroom all year long, with the same students, in a teacher preparation program is invaluable.</td>
<td></td>
<td>Tue, Dec 8, 2009</td>
<td>12:54 PM</td>
<td></td>
</tr>
<tr>
<td>17. They seem to have a good handle on reflective practice and modifying practice based on student work.</td>
<td></td>
<td>Tue, Dec 8, 2009</td>
<td>11:40 AM</td>
<td></td>
</tr>
<tr>
<td>18. professionalism individual child attention and use of information rationale for lesson planning collaborative attitude about teaching in general</td>
<td></td>
<td>Tue, Dec 8, 2009</td>
<td>11:39 AM</td>
<td></td>
</tr>
<tr>
<td>19. Students get a feel of what goes into the day to day planning and routines throughout the year.</td>
<td></td>
<td>Mon, Dec 7, 2009</td>
<td>9:32 AM</td>
<td></td>
</tr>
<tr>
<td>20. Close proximity to the university so that they can take classes or get ongoing supportive visits from their supervisors</td>
<td></td>
<td>Sat, Dec 5, 2009</td>
<td>10:39 AM</td>
<td></td>
</tr>
<tr>
<td>21. Good understanding of basic instructional practices.</td>
<td></td>
<td>Thu, Dec 3, 2009</td>
<td>12:54 PM</td>
<td></td>
</tr>
<tr>
<td>22. Some of the candidates are absolutely excellent. Many come with a fairly good background in pedagogy and a strong commitment all students.</td>
<td></td>
<td>Wed, Dec 2, 2009</td>
<td>6:42 PM</td>
<td></td>
</tr>
<tr>
<td>23. SJSU graduates are well trained and understand the challenges of urban</td>
<td></td>
<td>Wed, Dec 2, 2009</td>
<td>6:20 PM</td>
<td></td>
</tr>
</tbody>
</table>
environments. The program is rigorous, and they are prepared for the rigor of the job: BTSA and the challenge of meeting the needs of all kids. Candidates who apply to SJSU are not looking for the easy way out or the quick way out.

24. Language Arts  
   Wed, Dec 2, 2009 3:25 PM

25. Collaborating with Master Teacher  
   Wed, Dec 2, 2009 1:39 PM

26. I can only speak to the one I have: She is motivated, has talent for the profession, and is well schooled.  
   Tue, Dec 1, 2009 9:32 PM

27. Classroom management and preparing a lesson plan.  
   Tue, Dec 1, 2009 9:07 PM

28. The graduates I have worked with are very creative in their teaching/planning. And they have had a lot of experience with working with children and know this is what they want to do.  
   Tue, Dec 1, 2009 5:38 PM

29. Students are very ambitious and eager to teach. They have a wealth of background knowledge about curriculum, planning, and assessment.  
   Tue, Dec 1, 2009 12:24 PM

30. Triple L/20% interns are well-prepared to handle a classroom on their own. Their year-long experience in a single classroom exposes them not only to a year-long curriculum/planning experience but to fostering the relationships with students over a long period of time, both of which are essential.  
   Mon, Nov 30, 2009 7:30 PM

31. Our district is tough. If they can make it here, they should be ready to go anywhere to work.  
   Sun, Nov 29, 2009 2:06 PM

32. They have had a great deal of exposure to working in a regular education classroom. They work in one class for the entire year along with attending classes at SJSU. They work closely with that teacher all year long 3 days per week.  
   Fri, Nov 27, 2009 7:33 PM

33. Many SJSU graduates have done their student teaching in the district they end up getting a job in. That helps them acclimate to the district's culture quicker.  
   Fri, Nov 27, 2009 5:30 PM

34. They know the culture of the school district. They know the assessment process in our district. They know what to expect in terms of report cards, notification letters for benchmarks, and at risk forms. They understand the SST process and how to refer students for SSTs. They know about our safety nets and interventions, how to prepare for Back to School Night and Open House, field trips, etc. They establish relationships with the students and families. Also, the fact that the interns are here from the beginning of the school year to the end is great!  
   Thu, Nov 26, 2009 12:08 AM

35. A desire to deeply examine the difficulties in education and to seek to overcome those difficulties.  
   Tue, Nov 24, 2009 9:54 PM

36. They have a great attitude and work hard.  
   Tue, Nov 24, 2009 9:12 PM

37. team work and collaboration  
   Mon, Nov 23, 2009 5:08 PM

38. A passion for student success  
   Mon, Nov 23, 2009 3:45 PM

39. realistic expectations about amount of work/time, enthusiasm, communication  
   Mon, Nov 23, 2009 3:32 PM

40. Candidates have sufficient background knowledge of educational theory. They have an awareness of what's expected with curriculum delivery.  
   Mon, Nov 23, 2009 1:46 PM

41. All teachers understand and know basic educational pedagogy. Teachers are easily adapt to district needs.  
   Mon, Nov 23, 2009 1:02 PM

42. The desire that is instilled in them to meet the needs of the whole child  
   Sun, Nov 22, 2009 10:02 AM

43. Their willingness to get involved in all aspects of the school day. Their ability to accept constructive criticism (feedback) and learn from it.  
   Sat, Nov 21, 2009 3:11 PM

44. The ability to be able to start teaching while obtaining credential. Most teachers agree that you learn how to teach by doing it, teaching.  
   Wed, Nov 18, 2009 6:38 PM

45. The connection with the instructor from SJState, and the preparation they bring so as a classroom teacher I know what my student teacher needs to be effective in the classroom.  
   Wed, Nov 18, 2009 1:59 PM

46. They receive a hands on experience working with a diverse population. Also, they see how teachers use data to drive their instruction.  
   Wed, Nov 18, 2009 9:24 AM

47. Most graduates I have worked with are confident because of a solid foundation in curriculum, theory, and management.  
   Tue, Nov 17, 2009 7:45 PM

48. How to teach literacy. Teaching to the whole child. Understanding diversity.  
   Tue, Nov 17, 2009 5:51 PM

49. Literacy and math preparation  
   Tue, Nov 17, 2009 9:50 AM

50. The person I'm working with currently is motivated, thoughtful, and responsible. I am an SJSU graduate myself, and I felt well-prepared for my job. I still refer to many resources I obtained in class there.  
   Mon, Nov 16, 2009 11:33 PM
### Question 15: What are the biggest weaknesses of our graduates and/or programs?

**Response Count**

<table>
<thead>
<tr>
<th>Count</th>
<th>Hide replies</th>
</tr>
</thead>
<tbody>
<tr>
<td>52</td>
<td>47</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Answer</th>
<th>Date</th>
<th>Find...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of multiple ways to monitor student learning.</td>
<td>Mon, Nov 16, 2009 9:09 PM</td>
<td></td>
</tr>
<tr>
<td>TE Collaborative graduates are very prepared in both the theory and</td>
<td>Mon, Nov 16, 2009 3:30 PM</td>
<td></td>
</tr>
<tr>
<td>practice. The continuity of the assignment provides for a more in</td>
<td></td>
<td></td>
</tr>
<tr>
<td>depth experience. Same for the middle level emphasis program.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>answered question 52</td>
<td></td>
<td></td>
</tr>
<tr>
<td>skipped question 21</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Not enough practice before solo teaching.</td>
<td>Sat, May 8, 2010 1:35 PM</td>
<td></td>
</tr>
<tr>
<td>2. student engagement, classroom management</td>
<td>Thu, Feb 4, 2010 12:58 PM</td>
<td></td>
</tr>
<tr>
<td>3. CLASSROOM MANAGEMENT</td>
<td>Wed, Jan 20, 2010 9:44 AM</td>
<td></td>
</tr>
<tr>
<td>4. Strategies to close the achievement gap</td>
<td>Tue, Jan 12, 2010 10:00 AM</td>
<td></td>
</tr>
<tr>
<td>5. Differentiating and working with special needs students when</td>
<td>Mon, Jan 11, 2010 9:43 PM</td>
<td></td>
</tr>
<tr>
<td>juggling full mainstream classroom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. As an HR Director, I notice and am surprised that the new teachers</td>
<td>Mon, Jan 11, 2010 5:28 PM</td>
<td></td>
</tr>
<tr>
<td>have a difficult time in an interview describing how to teach a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>literacy lesson. This is a question they will always be asked and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>they need help in learning how to answer this type of question.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Second Language learning strategies for new teachers (it is not a</td>
<td>Mon, Jan 11, 2010 12:06 PM</td>
<td></td>
</tr>
<tr>
<td>weakness of the program it is just new students need more time in</td>
<td></td>
<td></td>
</tr>
<tr>
<td>the trenches working with second language learners).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. One of the weaknesses that I have observed is the inability of</td>
<td>Sat, Dec 19, 2009 1:51 PM</td>
<td></td>
</tr>
<tr>
<td>the teacher to observe all the students during the instrucional</td>
<td></td>
<td></td>
</tr>
<tr>
<td>delivery.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Time-teaching all day, going to class, having projects... it all</td>
<td>Thu, Dec 17, 2009 8:39 AM</td>
<td></td>
</tr>
<tr>
<td>takes time. However, I don't see how this is avoidable.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Need to increase math content knowledge and more curriculum</td>
<td>Tue, Dec 15, 2009 4:59 PM</td>
<td></td>
</tr>
<tr>
<td>implementation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Building a tighter connection from pre-service to induction so</td>
<td>Thu, Dec 10, 2009 8:22 PM</td>
<td></td>
</tr>
<tr>
<td>that the Learning to Teach continuum is more streamlined around the</td>
<td></td>
<td></td>
</tr>
<tr>
<td>professional teaching standards. Placements at Title 1 schools for</td>
<td></td>
<td></td>
</tr>
<tr>
<td>student teaching and/or internships are sometimes overlooked</td>
<td></td>
<td></td>
</tr>
<tr>
<td>particularly when API/AYP scores demand the razor-sharp focus on</td>
<td></td>
<td></td>
</tr>
<tr>
<td>literacy and math instruction with less emphasis on science and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>social science to accelerate the learning for underperforming</td>
<td></td>
<td></td>
</tr>
<tr>
<td>students. Candidates aren't prepared when they student teach in a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>non-Title 1 school and then are placed in a Title 1 school for their</td>
<td></td>
<td></td>
</tr>
<tr>
<td>first year of teaching. Learning how to apply theory into practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>in a diverse community where relationships, high rigor and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>expectations intersect to provide an equitable learning environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>where all students can achieve their potential is new for them.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special education candidates also need a preservice program that</td>
<td></td>
<td></td>
</tr>
<tr>
<td>mirrors the requirements of the general education program as we</td>
<td></td>
<td></td>
</tr>
<tr>
<td>move toward RtI models in districts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. closing the achievement gap and not aware of the achievement</td>
<td>Thu, Dec 10, 2009 9:10 AM</td>
<td></td>
</tr>
<tr>
<td>gap of Hispanic students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>for diverse learning needs is not demonstrated effectively in the</td>
<td></td>
<td></td>
</tr>
<tr>
<td>classroom. Knowledge is present but application is lacking especially</td>
<td></td>
<td></td>
</tr>
<tr>
<td>in the middle school grades. Classroom management continues to be</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a challenge for beginning teachers. Effectively using assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>date to drive instruction is also a challenge.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. I feel that there are no major weaknesses of the programs. It</td>
<td>Tue, Dec 8, 2009 12:54 PM</td>
<td></td>
</tr>
<tr>
<td>seems to be based on a person to person situation, and their ability</td>
<td></td>
<td></td>
</tr>
<tr>
<td>to meet the expectations of the</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
16. They need a better handle on assessment practices, but in general this is a fairly new trend in educational practice and is not an easy one to tackle! Tue, Dec 8, 2009 11:40 AM

17. The graduates of the collaborative program have a wonderful experience base from which to draw. Any areas of weakness would be simply in taking responsibility for all aspects of a class single handedly. This is something that can only be discovered when actually having a class assigned to you alone!! Tue, Dec 8, 2009 11:39 AM

18. I feel that there is sometimes a disconnect on what we are doing in the classroom and what students are doing at SJSU. At times I feel that we are trying to fit in assignments that are not matching what we are doing in the classroom. Mon, Dec 7, 2009 9:32 AM

19. Using data to guide instruction and engaging students in goal setting Sat, Dec 5, 2009 10:39 AM

20. Ability to manage instruction for multiple groups with different needs. Thu, Dec 3, 2009 12:54 PM

21. I can't say it is just your program--but many beginning teachers are not ready to handle all the follow-through requirements of their credentialing process/BTSA. The rely much too heavily on their mentors to help them through. Missed deadlines, poor quality work, helpless, overwhelmed attitude, etc. I'm afraid this starts at the pre-service level and carries forward. In otherwords--the job of a teacher is much more difficult than that of a student teacher. If they are overwhelmed at your level--please don't pass them on. Wed, Dec 2, 2009 6:42 PM

22. There is a range of effectiveness of graduates. In some cases, the practical experience (solo weeks?) perhaps just wasn't long enough or rigorous enough for the teacher to gain/demonstrate skills. Or perhaps teacher for whom teaching isn't a fit could be identified better. Wed, Dec 2, 2009 6:20 PM

23. Other Subject Areas Wed, Dec 2, 2009 3:25 PM

24. Graduate-time management/planning skills Program-information about what graduate is currently learning/focusing on Wed, Dec 2, 2009 1:39 PM

25. Experience in best teaching practices, and experience overall. But that's more of her not having the class work (methods classes) yet. Tue, Dec 1, 2009 9:32 PM

26. Teaching writing. Tue, Dec 1, 2009 9:07 PM

27. Being prepared for the magnitude of the job and how much time it requires. It is hard to juggle with school, especially the combined credential/masters program. Tue, Dec 1, 2009 5:38 PM

28. Courses are most effective when they "bridge the gap" between theory and practice. My best course in that regard was Patty Swanson's math methods class. I felt I left with a solid theoretical foundation, as well as practical experience taking a packaged curriculum and enhancing it to make it more effective. Mon, Nov 30, 2009 7:30 PM

29. Doing the combined Credential and MA takes a lot out of them. They are tired when they come to school and have a lot of extra pressure on them. Sun, Nov 29, 2009 2:06 PM

30. Some professors at SJSU are not experienced in working in the classroom. The are not realistic about what the educational needs of the incoming teachers. However, teachers that have recently been exposed to the classroom seem to be better at teaching the incoming teachers. If a professor has not been in the classroom their knowledge in my opinion is limited. Fri, Nov 27, 2009 7:33 PM

31. I think this is ongoing problem: bridging the theoretical (book learning in class) to what really is happening in the classroom today (standards, benchmarks, etc.) Take Language Arts, for example, depending on what district or even school you are in, a balanced literacy approach (reader's/writer's workshop) is not used, it's now about how you can differentiate the state adopted reading curriculum (HM) to fit the needs of students that can barely read to those that are above grade level while hitting all the standards the students need to pass the STAR exam. Fri, Nov 27, 2009 5:30 PM

32. One thing that I notice is that the students are learning some phenomenal teaching strategies that don't necessarily fit in the allotted time to teach the standards. For example, in math, there are some excellent tools to use to teach division, yet, the theorists suggest spending an unrealistic time on concepts using innovative strategies. New teachers sometimes don't understand the pacing and what creative ideas and strategies are necessary to pull out for a whole group lesson, or which can be used for just for a small group that's having trouble understanding the more traditional way of learning the concept. They need to understand the balance of teaching ALL the standards in a variety of ways, and not get caught up on teaching using one style. Thu, Nov 26, 2009 12:08 AM

33. following district mandates and curriculum Mon, Nov 23, 2009 5:08 PM

34. The fact that there is significant course work outside of the student teaching. There should be a limit on additional course work that can be taken while student teaching. This helps ST focus on the task at hand. Mon, Nov 23, 2009 3:45 PM

35. disorganization Mon, Nov 23, 2009 3:32 PM
36. Candidates lack application of 21st Century Learning standards and skills; candidates lack experience teaching in a non-linear fashion, for instance using project based learning or thematic approach to instruction. Mon, Nov 23, 2009 1:46 PM

37. Limited innovation and creativity. Teachers have difficulty meeting the needs of GATE and proficient students. Difficulty working with parents of special needs students, whether they be special ed. or GATE. Limited knowledge of 21st century teaching and learning. Limited knowledge of 21st century tools for teaching and learning. Understanding of the application Differentiation. Mon, Nov 23, 2009 1:02 PM

38. Sometimes I do not feel that they understand some of the expectations within lesson design and some of the language presented in the paperwork they are given. Sun, Nov 22, 2009 10:02 AM

39. I would like more time to meet with the student teacher and their professor. That is difficult when they only teach half days. I would prefer 2 full days to 3 half days. Sat, Nov 21, 2009 3:11 PM

40. They need more practice/instruction in the area of classroom management and strategies to deal with behavior challenges. Wed, Nov 18, 2009 1:59 PM

41. Classroom management Wed, Nov 18, 2009 9:24 AM

42. Not enough experience in the field as a student teacher Tue, Nov 17, 2009 7:45 PM

43. classroom management coming out of the traditional 1 semester student teaching program. Tue, Nov 17, 2009 5:51 PM

44. Coordinating SJSU class projects and requirements with district curriculum, mandates, and requirements. If my student teacher has to teach a math lesson for SJSU, it should be aligned with the curriculum and pacing guide currently used by the classroom, rather than some strand that has already been taught or will be taught in the future. This ensures continuity and consistency for the students. Tue, Nov 17, 2009 9:50 AM

45. I felt that I got out what I put into the program at SJSU. My teachers were quite good on the whole, I tried hard, and I learned well. I think it was too easy for some students to be less conscientious, yet still do fairly well in the program. Mon, Nov 16, 2009 11:33 PM

46. Need more experience with classroom managment (especially with diverse pouplations). Mon, Nov 16, 2009 9:09 PM

47. More "nuts and bolts" focus on classroom management, lesson planning (how to write a lesson plan and map out curriculum), types of assessments (initial, progress monitoring, summative). Sometimes we focus so much on the theory without sharing the concrete examples of how to put theory into practice (i.e., how many minutes should the ELA block be? What are the components of a Direct Instruction vs. Workshop model). Also, making assessment the core of instruction along with how to use, map out and differentiate the state-adopted curriculum materials is also very important and shouldn't be left just to the classroom master teacher. Mon, Nov 16, 2009 3:30 PM

16. What advice do you have for improving the quality of our graduates/programs?

1. get them in the classroom more, provide instruction on strategies that work now, not just theory (ex. Rick Morris for classroom management) Thu, Feb 4, 2010 12:58 PM

2. MANAGING THE CLASSROOM AND LESSON PLANNING AND PROGRAM DELIVERY Wed, Jan 20, 2010 9:44 AM

3. Length of student teaching/internship programs Tue, Jan 12, 2010 10:00 AM

4. Continued differentiation strategies are important. Mon, Jan 11, 2010 9:43 PM

5. Your students are prepared for the classrooms. Your focus on having them have practical experiences in their preparation is ideal. Mon, Jan 11, 2010 12:06 PM
6. I think the graduates should be provided more time to observe classroom teachers that are successful and take notes about what they observe. Sat, Dec 19, 2009 1:51 PM Find...

7. Have more real world experience be shown- i.e. guest speakers who have been in the program, or topical guest speakers that students will relate to. Thu, Dec 17, 2009 8:39 AM Find...

8. The quality of the program if a function of the time the supervisors spend with each student teacher. Tue, Dec 15, 2009 4:59 PM Find...

9. More practicum experiences prior to student teaching/internship in a variety of settings particularly with diverse populations (Title 1). Thu, Dec 10, 2009 8:22 PM Find...

10. Concentrate on closing the achievement gap and preparation of kid friendly standards, that they are posted on the white boards during instruction...they become knowledge on portfolio collection of student work as they are related to the standards they learn. Thu, Dec 10, 2009 9:10 AM Find...

11. IHEs and districts working collaboratively to improve the transition between preservice and full time assignments. Wed, Dec 9, 2009 9:18 PM Find...

12. Stress what it means to be a professional teacher. Wed, Dec 9, 2009 3:54 PM Find...

13. I think it is important to stay updated on the current reality of education and teacher expectations. It is important not to "sugar coat" what is really happening both in and out of the classroom. Tue, Dec 8, 2009 12:54 PM Find...

14. More support for both candidates and mentors in assessment-driven instruction. Also a little more work on seeing patterns and trends in groups of students. Tue, Dec 8, 2009 11:40 AM Find...

15. I have only been impressed with the quality of your candidates and feel that the induction process is one of the outstanding features of the program. Tue, Dec 8, 2009 11:39 AM Find...

16. During orientation it would be cool for SJSU staff to talk with FAs about what we are doing in the classroom. Mon, Dec 7, 2009 9:32 AM Find...

17. Review best practices for data guided instruction such as continuous improvement Sat, Dec 5, 2009 10:39 AM Find...

18. Deepen understand of differentiated instruction. Thu, Dec 3, 2009 12:54 PM Find...

19. Ensure that only the best candidates complete your program. Be willing to dismiss more than you are--otherwise, we have the very unpleasant task of letting someone go after one or two years who was never ready to be a teacher of record--yet graduated with recommendations. If they can't complete basic assignments on time; if they can't listen in class and understand; if they are not a collaborative student themselves; if they cannot show up for class on time; if their work is not of excellent quality--they are a poor risk for a full-time teaching position.

   I would also recommend a section of your course be devoted to Standard 6--What is a professional educator? Include how to dress, speak, act toward colleagues, parents and the district; keeping a neat classroom, etc. This is the practical part of the job that is really important. Wed, Dec 2, 2009 6:42 PM Find...


   Be careful about assigning teachers to high SES schools . . . it often is a disservice to their preparation and, especially if the teacher chooses it, it contributes to the maldistribution of effective teachers. Winter, Dec 2, 2009 6:20 PM Find...

21. More communication and updates between programs and Master Teachers/FA's Wed, Dec 2, 2009 1:39 PM Find...

22. I would say more "drop-in" visits. Unannounced. I think this just keeps everyone on their toes. Tue, Dec 1, 2009 9:32 PM Find...

23. More focus on writing and strategies to teach writing. Tue, Dec 1, 2009 9:07 PM Find...

24. While I think theory is important, they really need to know what the real world of teaching is about and the issues we face daily. Tue, Dec 1, 2009 5:38 PM Find...

25. Hire professors that are aware of what is going on in the classroom. Professors for future educators need to people who are knowledgeable about teacher's needs and what realistically goes on in the classroom. Fri, Nov 27, 2009 7:33 PM Find...

26. I think there needs to be better bridges established between schools and credential programs, having some type of ongoing communication between the districts and SJSU, so SJSU is aware of what is being used in the classroom on a daily basis. Fri, Nov 27, 2009 5:30 PM Find...

27. I think the student teacher program where you teach in 2 different classes/grade levels needs to be improved. I feel that it would be more beneficial for those student teachers to be placed as early as possible, just like the interns. They should be there at the start of the year. When they start their second semester, they should finish out the year. I think they should be required to be at school on a more consistent basis. Unfortunately, I feel the student teachers are not seen there the entire year. Thu, Nov 26, 2009 12:08 AM Find...
<table>
<thead>
<tr>
<th>Question</th>
<th>Date</th>
<th>Time</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>28. Really be in contact with the district and know what the district is doing so that the St can get their assignments complete.</td>
<td>Tue, Nov 24, 2009</td>
<td>9:12 PM</td>
<td>Find...</td>
</tr>
<tr>
<td>29. Allow time to investigate the curriculum supported by the district</td>
<td>Mon, Nov 23, 2009</td>
<td>5:08 PM</td>
<td>Find...</td>
</tr>
<tr>
<td>30. See #15 and contact with field supervisor more often.</td>
<td>Mon, Nov 23, 2009</td>
<td>3:45 PM</td>
<td>Find...</td>
</tr>
<tr>
<td>31. more professor observations/ conferences with T, ST and professors</td>
<td>Mon, Nov 23, 2009</td>
<td>3:32 PM</td>
<td>Find...</td>
</tr>
<tr>
<td>32. Teach 21st Century concepts to candidates. Explicitly show them how to embed the standards in project based learning. Educate them on how to use assessment as a tool for more effective teaching.</td>
<td>Mon, Nov 23, 2009</td>
<td>1:46 PM</td>
<td>Find...</td>
</tr>
<tr>
<td>33. More exposure to high performing students. More exposure to data driven instruction and decisions. Knowledge regarding 21st century teaching and learning and the online tools available. More focus on differentiation and it's application in the classroom. Focus on lesson design.</td>
<td>Mon, Nov 23, 2009</td>
<td>1:02 PM</td>
<td>Find...</td>
</tr>
<tr>
<td>34. Having a clear idea of what his/her expectations are for completing coursework - how much the mentor teachers should help and guide, etc.</td>
<td>Sun, Nov 22, 2009</td>
<td>10:02 AM</td>
<td>Find...</td>
</tr>
<tr>
<td>35. This is my first student teacher from SJSU. Not sure I could answer this question at this time.</td>
<td>Sat, Nov 21, 2009</td>
<td>3:11 PM</td>
<td>Find...</td>
</tr>
<tr>
<td>36. Overall the program is working well.</td>
<td>Wed, Nov 18, 2009</td>
<td>1:59 PM</td>
<td>Find...</td>
</tr>
<tr>
<td>37. They need help with appropriate language to use with parents.</td>
<td>Wed, Nov 18, 2009</td>
<td>9:24 AM</td>
<td>Find...</td>
</tr>
<tr>
<td>38. First semester students would benefit from being in the classroom for an entire day, rather then just the mornings. This would enable them to observe more mentor instruction and student behaviors.</td>
<td>Tue, Nov 17, 2009</td>
<td>7:45 PM</td>
<td>Find...</td>
</tr>
<tr>
<td>39. Give more instruction regarding all the behavior/special ed issues that are in many of our schools... including understanding mainstreaming</td>
<td>Tue, Nov 17, 2009</td>
<td>5:51 PM</td>
<td>Find...</td>
</tr>
<tr>
<td>40. timing of solo week coincides with STAR Testing</td>
<td>Tue, Nov 17, 2009</td>
<td>9:50 AM</td>
<td>Find...</td>
</tr>
<tr>
<td>41. More mentoring. more time for reflection...</td>
<td>Mon, Nov 16, 2009</td>
<td>11:33 PM</td>
<td>Find...</td>
</tr>
<tr>
<td>42. I would make visiting other school sites and learning about the community part of the program. Something embedded into the program, rather than &quot;extra work&quot; the students are encouraged to do.</td>
<td>Mon, Nov 16, 2009</td>
<td>9:09 PM</td>
<td>Find...</td>
</tr>
<tr>
<td>43. Like it or not, most districts are using state-adopted curriculum. Learning how to assess and what to use for FBB, BB, Proficient and Advanced learners is VERY important for the RtI process.</td>
<td>Mon, Nov 16, 2009</td>
<td>3:30 PM</td>
<td>Find...</td>
</tr>
</tbody>
</table>

17. Any other comments or questions?

<table>
<thead>
<tr>
<th>Response Count</th>
<th>Hide replies 16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answered question</td>
<td>43</td>
</tr>
<tr>
<td>Skipped question</td>
<td>30</td>
</tr>
</tbody>
</table>

1. We are seeing some great teachers come out of SJSU! Thank you!  | Mon, Jan 11, 2010 | 9:43 PM        | Find... |
2. I have been impressed with the quality of new teachers from your program. The weak candidates are weeded out before we invest valuable support and resources on candidates who do not have the passion for the profession. | Mon, Jan 11, 2010 | 12:06 PM       | Find... |
3. No other comments at this time.  | Sat, Dec 19, 2009 | 1:51 PM        | Find... |
4. I went through the SUP Internship program at SJSU and it was phenomenal. Now I am a mentor teacher for the same program. I think this is one of the best ways to get a teaching credential, IF you are the type of person that can handle the workload. | Thu, Dec 17, 2009 | 6:39 AM        | Find... |
5. I think the SJSU credential programs are exceptional programs, and truly prepare students for being teachers in California. It would be a detriment to lose these programs!  | Tue, Dec 8, 2009   | 12:54 PM       | Find... |
### 18. How would you like to participate/partner with us to improve the quality of teacher recruitment, preparation and retention? Please select one or more choices below.

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advisory Board</td>
<td>21.2%</td>
<td>11</td>
</tr>
<tr>
<td>Curriculum Redesign Team</td>
<td>9.6%</td>
<td>5</td>
</tr>
<tr>
<td>Host student teachers at your school/district</td>
<td>48.1%</td>
<td>25</td>
</tr>
<tr>
<td>Launch professional development school</td>
<td>15.4%</td>
<td>8</td>
</tr>
<tr>
<td>Participate in regional Town Meeting (see below)</td>
<td>15.4%</td>
<td>8</td>
</tr>
</tbody>
</table>
19. If you would like for us to be in touch about opportunities to partner with us, please include your name and email address. Thank you very much for completing this survey.

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
<td>100.0%</td>
<td>19</td>
</tr>
<tr>
<td>Email Address:</td>
<td>100.0%</td>
<td>19</td>
</tr>
</tbody>
</table>

answered question 19
skipped question 54
San Jose State University
College of Education
Mission Statement

The faculty of the Connie L. Lurie College of Education at San Jose State University agree that excellence and equity matter – that each is necessary, and neither is sufficient in the absence of the other. The mission of the College 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 forms of diversity. 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.

The Department of Elementary Education faculty developed a vision and a set of principles that support and make particular the College vision and mission. These principles help to define the types and qualities of learning opportunities necessary for teachers to fully educate the diverse students of California.

Vision: At San Jose State University we believe that all children have the right to an excellent education. Our vision is to prepare teachers who create educational opportunities to support high achievement within diverse contexts and hold high expectations for all students. Our teacher candidates prepare children to develop their potential as learners and as participants in a democratic society.

Course Goal
This course is designed to increase beginning teachers’ knowledge of the nature of language/literacy and its acquisition and use among pre-school to adolescent children in culturally and linguistically diverse classrooms. The coursework is both theoretically based and practically applicable so that participants are able to differentiate literacy instruction as well as provide a rich classroom context for oral and written English language development.
**Big Ideas/Essential Questions**
1. What is literacy?
2. How do we nurture students to become lifelong readers and writers?
3. How do we teach literacy in ways that foster meaning making, strategies and skills?
4. How and why do we assess literacy to guide instruction?
5. How do we make content/concepts accessible to English Language Learners?

**Standards/Course Objectives**

*Standard 7: Preparation to Teach Reading-Language Arts*

Course Objectives:
* Students will gain knowledge and practice in the ten components of a balanced, comprehensive reading program for grades K-8:
  - Phonemic Awareness
  - Concepts about print and letter recognition
  - Systematic, explicit phonics and other word identification strategies
  - Spelling instruction
  - Vocabulary development
  - Reading comprehension
  - Student independent reading and its relationship to improved reading performance
  - Relationships among reading, writing and oral language
  - Diagnosis of reading development: the use of assessment and evaluation information
  - Structure of the English language.
* Students will apply & design lessons using theoretical perspectives on language acquisition and literacy development as a process, within a cultural context, with specific attention to the state adopted English Language Development and Reading/Language Arts Standards.
* Students will analyze current research on the reading and writing process and implications for the classroom
* Students will examine and design a variety of instructional strategies for teaching language arts and reading/writing to the full range of learners (including struggling readers, students with special needs, English learners, speakers of non-standard English, and advanced learners) in culturally and linguistically diverse classroom.
* Students will evaluate and use a variety of assessment tools that will serve to guide instruction in reading, writing and oral language.

**Academic Dishonesty Policy:**
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 and Ethical Development. The policy on academic integrity can be found at: http://sa.sjsu.edu/student_conduct.

**Campus Accommodation Policy**
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. More information can be found at: http://www.drc.sjsu.edu/

**SJSU Student Rights & Responsibilities**

Our use of technology in class (cell phones and computers) should enrich the learning and increase participation for everyone. In order to keep disruption to a minimum, please turn off your cell phones during class unless you have talked to me about a situation that may require you to answer a call. The policy on students’ rights and responsibilities can be found at: http://www.sjsu.edu/senate/s90-5.htm

You are responsible for understanding the policies and procedures about add/drops, academic renewal, withdrawal, etc. found at: http://www.sjsu.edu/registrar/

**Required Texts**

Asato, J. & Schierling, J.  *EDEL 108A Reader*

California Content Standards:  www.cde.ca.gov/be/st/ss


**Recommended Texts**


**Course Requirements and Evaluation**

A. **Signature Assignment** = Reading Case Study:  **(40 Points Total)**

Students will observe and assess the literacy of a K-8 in order to plan appropriate instruction. The assignment includes the following components:

1. Biographical information on student (5 points)
2. Reading Assessments – Students will choose to use either *An Observation Survey* with a kindergarten/first grade pupil, or the *Basic Reading Inventory* with a second through eighth grade pupil. Students will be responsible for administering the assessments as designed and providing complete data for each assessment (10 points).
3. Analysis of assessments with commentary on strengths and needs (20 points).
4. Instructional action plan building on strengths to support needs (10 points)

*Sample will be provided for in-class analysis along with a rubric for expectations and grading criteria.*

B. **Formative Assessments:**  **(20 points)** **On-going**

Students will be continuously involved in a variety of formative assessments (“tickets in and out the door”) - a written reflection in the form of a graphic organizer will summarize learning from each class session, reading response formats assigned with weekly reading, and in-class activities. Twenty points are given if all are completed satisfactorily. Instructor will offer ongoing feedback about the quality of these “tickets”. There will be a rubric for evaluative criteria related to in-class participation.
C. Interactive Read Aloud Comprehension Lesson Plan & Reflection: (20 points)
Each student will prepare a lesson plan for his/her classroom that focuses on building academic language and reading comprehension. After consulting the cooperating teacher, each student will select a read aloud book & design an interactive read aloud lesson that addresses state adopted ELL and reading standards developmentally appropriate for their students. Using the conversation analysis tool provided, each student will analyze and reflect on student talk and participation in the lesson.

D. Literature Circle / (20 points)
Students will participate in a literature circle & an online book group, reading and responding to two pieces of adolescent literature. For the literature circles, students will be grouped according to their book selection and participate in literary discussion. Each literature circle will then choose another book to extend their exploration of relevant themes or entry points to independent reading for the full range of students. The literary discussions will be online at www.goodreads.com. The responses to the books and contributions to the discussion will be evaluated with rubrics.

Grading: A = 90-100  B = 80-89  C = 70-79
-Successful completion of this course is contingent upon passing grade on all assignments. A grade below 70 points requires a course retake as per department policy.

-Extra credit opportunities are not provided.

Revision Policy
Any written assignment may be revised if you are not satisfied with your performance. Please submit revisions within two weeks of receiving your graded work or at the specified revision date set by the instructor. To be accepted, all revisions must include the original paper and rubric. The signature assignment (case study) must receive a passing grade or be revised in order to receive credit for the course.

Incomplete Assignments
Only completed assignments will be accepted or eligible for revision.

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 assignments are turned in late, I will deduct 10% for each week the assignment is delayed.
The faculty of the Connie L. Lurie College of Education at San Jose State University agree that excellence and equity matter – that each is necessary, and neither is sufficient in the absence of the other. The mission of the College 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 forms of diversity. 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.

The Department of Elementary Education faculty developed a vision and a set of principles that support and make particular the College vision and mission. These principles help to define the types and qualities of learning opportunities necessary for teachers to fully educate the diverse students of California.

**Vision:** At San Jose State University we believe that all children have the right to an excellent education. Our vision is to prepare teachers who create educational opportunities to support high achievement within diverse contexts and hold high expectations for all students. Our teacher candidates prepare children to develop their potential as learners and as participants in a democratic society.

**Course Goal**
This course is designed to increase beginning teachers’ knowledge of the nature of language/literacy and its acquisition and use among pre-school to adolescent children in culturally and linguistically diverse classrooms. The coursework is both theoretically based and practically applicable so that participants are able to differentiate literacy instruction as well as provide a rich classroom context for oral and written English language development.
**Big Ideas/Essential Questions**
1. What is literacy?
2. How do we nurture students to become lifelong readers and writers?
3. How do we teach literacy in ways that foster meaning making, strategies and skills?
4. How and why do we assess literacy to guide instruction?
5. How do we make content/concepts accessible to English Language Learners?

**Standards/Course Objectives**

*Standard 7: Preparation to Teach Reading-Language Arts*

**Course Objectives:**
- Students will gain knowledge and practice in the ten components of a balanced, comprehensive reading program for grades K-8:
  - Phonemic Awareness
  - Concepts about print and letter recognition
  - Systematic, explicit phonics and other word identification strategies
  - Spelling instruction
  - Vocabulary development
  - Reading comprehension
  - Student independent reading and its relationship to improved reading performance
  - Relationships among reading, writing and oral language
  - Diagnosis of reading development: the use of assessment and evaluation information
  - Structure of the English language.

- Students will apply & design lessons using theoretical perspectives on language acquisition and literacy development as a process, within a cultural context, with specific attention to the state adopted English Language Development and Reading/Language Arts Standards.
- Students will analyze current research on the reading and writing process and implications for the classroom.
- Students will examine and design a variety of instructional strategies for teaching language arts and reading/writing to the full range of learners (including struggling readers, students with special needs, English learners, speakers of non-standard English, and advanced learners) in culturally and linguistically diverse classroom.
- Students will evaluate and use a variety of assessment tools that will serve to guide instruction in reading, writing and oral language.

**Academic Dishonesty Policy:**
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 and Ethical Development. The policy on academic integrity can be found at: [http://sa.sjsu.edu/student_conduct](http://sa.sjsu.edu/student_conduct).

**Campus Accommodation Policy**
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. More information can be found at: [http://www.drc.sjsu.edu/](http://www.drc.sjsu.edu/)
SJSU Student Rights & Responsibilities

Our use of technology in class (cell phones and computers) should enrich the learning and increase participation for everyone. In order to keep disruption to a minimum, please turn off your cell phones during class unless you have talked to me about a situation that may require you to answer a call. The policy on students’ rights and responsibilities can be found at: http://www.sjsu.edu/senate/s90-5.htm

You are responsible for understanding the policies and procedures about add/drops, academic renewal, withdrawal, etc. found at: http://www.sjsu.edu/registrar/

Required Texts


Asato, J. & Schierling, J. *EDEL 108A Course Reader*


Recommended Texts


Course Requirements and Evaluation

1. Formative Assessments: (20 points) On-going
Students will be continuously involved in a variety of formative assessments (“tickets in and out the door”) - a reflection form to be completed at the end of class sessions, reading response formats assigned with weekly reading and in class activities. Twenty points are given if all are completed satisfactorily. Instructor will offer ongoing feedback about the quality of these “tickets”.

2. Personal Narrative/Digital storytelling (30 points)
Students will compose a 5 minute personal narrative using digital storytelling. They will learn to apply the state adopted writing & technology standards while utilizing digital technology. Students will create their own personal narrative that will be shared with the entire class and will also write a commentary reflecting on their own writing process and analyzing the instructional implications of digital storytelling for teaching the full range of learners.

3. Writing/Reading Strategy Minilesson: (15 points) On-going
Each student will prepare a strategy lesson designed to model and teach reading or writing
strategies. Students will sign up to present their writing or reading minilesson to the class. A lesson plan will be submitted on the date of the minilesson. See sample provided and rubric for expectations and grading criteria.

4. Phonics/Word Study Lesson: (20 points)
Using the Spelling Inventory, students will assess an entire class and develop a series of three to five word study lessons that address state adopted language arts standards and the students’ developmental needs. These lessons incorporate explicit phonics instruction and the gradual release of responsibility. Students will teach the initial lesson and reflect on the students’ learning.

5. Analyzing children’s literature: (15 points)
Students will read and analyze a book for each developmental stage of reading (five total). These children’s books must represent a wide range of genre. Students will write and post a review for each book. The review will include instructional applications.

Grading: A = 90-100  B = 80-89  C = 70-79
-Successful completion of this course is contingent upon passing grade on all assignments. A grade below 70 points requires a course retake as per department policy.

-Extra credit opportunities are not provided.

Revision Policy
Any written assignment may be revised if you are not satisfied with your performance. Please submit revisions within two weeks of receiving your graded work or at the specified revision date set by the instructor. To be accepted, all revisions must include the original paper and rubric.

Incomplete Assignments
Only completed assignments will be accepted or eligible for revision.

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 assignments are turned in late, I will deduct 10% for each week the assignment is delayed.
143A/B University Field Supervisors
Agenda
September 24, 2008
1:00 – 3:00 p.m.
SH 334

1. Opening

2. Announcements/Reminders
   ❖ Submit Cooperating Teacher Stipend information to SH 108
   ❖ 10/3/08 – Submit Program Planning Forms for all 143B students to SH #305/Kelly.
   ❖ 10/20/08 – 143A Information Meeting, SH #413, 6:00-7:00 p.m. (Flexible and BCLAD)
   ❖ 10/21/08 – 143A Information Meeting, SH #331, 3:00-4:00 p.m. and 4:00-5:00 p.m.
     (Flexible and BCLAD).
   ❖ 10/22/08 – Supervisor Meeting, SH #334, 1:00-3:00 p.m.
   ❖ 11/03/08 – Spring registration begins

3. Reminder - Americorps Money for 143B in Title One Schools

4. Waypoint Training

5. 143B Teaching Under Contract Policy

6. PACT Update
   ❖ Share insights
   ❖ PIARA

7. Unpacking Language Demands in Math - Dr. Patricia Swanson

8. Concluding reflection

9. Upcoming Dates for Fall 2008:
   Oct. 22 – Supervisor meeting
   Nov. 28 – Supervisor meeting

   Future Supervisor Meetings will be held in SH #334, 1:00-3:00 p.m.
143A/B University Field Supervisors

Agenda

October 22, 2008

1:00 – 3:00 p.m.

SH 334

1. Opening
   ~ Choose a slip for ‘Famous Pairs’ and sit by partner

6. Announcements/Reminders
   ❖ Program Improvement Process
   ❖ 143B Enrollment forms available
   ❖ 11/03/08 – Spring registration begins
   ❖ 11/19/08 – Supervisor meeting

7. Determining Academic Language Demands
   ❖ Initial observation of poetry lesson
   ❖ What academic language demands did you notice in the lesson?
     – graphic organizer
   ❖ Compare to PACT rubrics EL #10 and #11
   ❖ Watch poetry lesson for evidence
     – Pairs share concrete examples
   ❖ Whole group sharing
   ❖ Examine student teacher lesson plans for academic language demands – Pairs

8. Concluding reflection

9. Upcoming Dates for Fall 2008:
   Nov. 19 – Supervisor meeting

*Future Supervisor Meetings will be held in SH #334, 1:00-3:00 p.m.*
2. Opening – End of Semester luncheon

10. Announcements/Reminders
   - Bill Goodrich – Letters of Completion process
   - Notification of student teachers on Program Improvement
   - 143B PACT white envelopes available
   - EDEL 143B enrollment forms turned in today
   - CSU Survey will continue – must be completed before 143B exit interview
   - Student Teaching Folders
     - 143A folders = keep them (if student will continue with you in 143B)
     - 143B folders = submit to SH #305 by 12/19/08
     - Thoroughly complete all forms, especially the term and year (i.e. Fall 2007)

   - Hands on inquiry lesson
   - What academic language demands did you notice in the lesson?
     – graphic organizer
   - Compare to PACT rubrics EL #10 and #11
   - Whole group sharing

12. Concluding reflection

13. Future Dates for Spring 2009:

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Location</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 23</td>
<td>Supervisor Meeting</td>
<td>SH 331</td>
<td>1:00-3:00 p.m.</td>
</tr>
<tr>
<td>Jan. 23</td>
<td>S. T. Orientation</td>
<td>SH 100</td>
<td>4:00-7:00 p.m.</td>
</tr>
<tr>
<td>Feb. 25</td>
<td>Supervisor Meeting</td>
<td>SH 334</td>
<td>1:00-3:00 p.m.</td>
</tr>
<tr>
<td>Mar. 18</td>
<td>Supervisor Meeting</td>
<td>SH 334</td>
<td>1:00-3:00 p.m.</td>
</tr>
<tr>
<td>Mar. 23-27</td>
<td>Spring Break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apr. 22</td>
<td>Supervisor Meeting</td>
<td>SH 334</td>
<td>1:00-3:00 p.m.</td>
</tr>
<tr>
<td>May 15</td>
<td>Convocation</td>
<td>Barrett Ballroom</td>
<td>5:00-7:00 p.m.</td>
</tr>
</tbody>
</table>
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

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

Standards Addressed

5, 10 (c,d,e)
5, 8-A, 10 (c,d,e)
5, 8-A, 10 (c,d,e)
5, 8-A, 10 (a,c,d)
promote the health and safety of students and apply the laws to common school health and safety situations.

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.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
<th>Due in class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Information Sheet</td>
<td>5</td>
<td>Jan. 31</td>
</tr>
<tr>
<td>2. School Health Laws</td>
<td>20</td>
<td>Feb. 28</td>
</tr>
<tr>
<td>3. Secondary Prevention Performance Assessment</td>
<td>15</td>
<td>Mar. 20</td>
</tr>
<tr>
<td>4. Eating &amp; Exer. Log and In-Class Nutrition Stations</td>
<td>10</td>
<td>Apr. 17</td>
</tr>
<tr>
<td>5. Evaluation of Two Instructional Resources (K-12th gr. curriculum and videotape, and in-class presentation)</td>
<td>20</td>
<td>May 8</td>
</tr>
<tr>
<td>6. Final Examination</td>
<td>15</td>
<td>May 15, 5:15-6:15pm</td>
</tr>
<tr>
<td>7. In-Class Participation, including writings, quizzes, group work, role plays, etc.</td>
<td>15</td>
<td>Jan. 24 – May 8</td>
</tr>
</tbody>
</table>


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 (subject to change with fair notice)**

**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.
EDSE 192A: Including and Supporting Students with Special Needs in General Education Classrooms

Connie L. Lurie College of Education Mission Statement

The mission of the Lurie College of Education is to empower graduates with the skills, knowledge and dispositions that ensure access to excellence and equity in education for every student in our diverse, technologically complex, global community.

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 either an inclusive or mainstreaming educational setting. 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 research-based strategies for effective pedagogy, social and behavioral support, curricular and instructional accommodations, modifications and adaptations, as well as 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 department & instructor consent
Professional Standards (PS)

1. 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, the preliminary Mild/Moderate, Deaf and Hard of Hearing and Moderate/Severe Education Specialist Instruction Credentials.

PS 2: Professional, Legal and Ethical Practices
Each program must provide instruction in the philosophy, history and legal requirements, and ethical practices of special education. This curriculum includes state and federal mandates, legal requirements for assessment, Individualized Family Service Program, Individualized Education Program (IEP) development and monitoring, services, and instruction of students with disabilities. The program provides candidates information on laws and regulations as they pertain to promoting teacher behavior that is positive and self-regulatory as well as promoting safe educational environments. The program provides opportunities for demonstration of ethical standards, of teaching, of evidence based educational practices in relation to theories, research and regulations necessary to the provision of services to individuals with disabilities and their families.

PS 3: Educating Diverse Learners
The program provides instruction in understanding and acceptance of differences in culture, cultural heritage, ethnicity, language, age, religion, social economic status, gender identity/expression, sexual orientation, and abilities and disabilities of individuals served. In addition, the program provides knowledge and application of pedagogical theories, development of academic language and principles/practices for English language usage leading to comprehensive literacy in English. The program ensures each candidate is able to demonstrate knowledge, skills and abilities to become proficient in implementing evidence based and multifaceted methodologies and strategies necessary in teaching and engaging students with disabilities.

PS 8: Participating in ISFP/IEPs and Post-Secondary Transition Planning
The program provides candidates opportunities to demonstrate the ability to participate effectively as a team member and/or case manager for the IFSP/IEP/transition planning process, from pre-referral interventions and requisite assessment processes, through planning specially-designed instruction to support access to the core curriculum, developing appropriate IFSP/IEP/transition planning goals based on standards and following all legal requirements of the IFSP/IEP/transition planning process.

PS 13: Curriculum and Instruction of Students with Disabilities
The program provides opportunity for candidates to demonstrate the ability to develop, implement, adapt, modify, and evaluate a variety of pedagogical approaches to instruction, including instructional sequences, unit and lesson plans, that provide students with disabilities with equitable access to the content and experiences found in the state-approved core curriculum. Candidates acquire and demonstrate strategies and best practices to develop differentiated lessons and instructional sequences that are appropriate for individuals with diverse strengths and needs in a variety of educational environments. Candidates must be able to apply these skills as
they pertain to their specific area of specialization and credential authorizations across age and grade levels.

2. 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 for this survey course mandated by the state for all teaching credential candidates are guided by current Professional Standards. Upon completing this course, participants will demonstrate their knowledge, skills and abilities related to:

1. state and federal laws, regulations, mandates, and legal requirements that pertain to promoting teacher behavior that is positive and self-regulatory to (a) promote safe educational environments and (b) engage in student assessment, and Individualized Education Program (IEP) development, monitoring, and services of students with both high- and low-incidence disabilities;

2. explanation and acceptance of differences in culture, cultural heritage, ethnicity, language, age, religion, social economic status, gender identity/expression, multiple abilities and high- as well as low-incidence disabilities of individuals served in a variety of educational settings;

3. characteristics of effective team member and/or case manager for the IEP/transition planning process, from pre-referral interventions and requisite assessment processes, through planning specially-designed instruction to support access to the core curriculum,
developing appropriate IEP/transition planning goals based on standards and following all legal requirements of the IEP/transition planning process.

4. development, implementation, adaptation, accommodation, modification, and evaluation of a variety of evidence-based pedagogical approaches to differentiate classroom instruction, including instructional sequences, unit and lesson plans, that provide students with disabilities with equitable access to the content and experiences found in the state-approved core curriculum in a variety of educational environments.

Course Requirements Required Text:


Murphy, D. (2005). Introductory Special Education: Inclusion, Student Learning Guide. This is a VideoWorkshop with CD-ROM. Boston: Allyn & Bacon. [I have reserved one Workbook and CD-ROM in the Dr. Martin Luther King, Jr. Library for students enrolled in EDSE 192 Sections 3 and 80 to complete certain assignments.]

MyEducationLab. Your access code to the web resources is included with 2009 edition of Friend and Bursuck’s textbook. You may also purchase online access to MyEducationLab by going to http://www.myeducationlab.com.

Other selected references and web sites are provided by individual instructors.

Specific Course Assignments

1. In-Class Joint Productive Activities (JPA) (170 points):
   You are expected to actively participate in all class related activities held in each class meeting in order to address the course objectives. In general, all participants are required to:
   (a) study the assigned reading before coming to class for small group discussions and clarifications;
   (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) meeting and IEP Meeting;
   (d) Conduct data analysis for participants’ field interviews;
   (e) compare and contract SST with Individualized Education Program (IEP) process;
   (f) interact with guest speakers as well as peers on selected topics;
   (g) expand various educational intervention and assessment strategies introduced through CD-ROM, reading, case studies, IRIS Modules and MyEducationLab;
   (h) generate ideas to produce the cycle of success for K-12 students through INCLUDE Strategies;
   (i) submit occasional reflections, or quickwrites per assigned topics; and
   (j) submit all team-generated products on due date.
Please note: There is no make-up work for in-class quickwrite or team generated products. Participants are responsible to obtain any missed information.

2. Field Interviews (50 points)
You are required to conduct the field interview with ONE experienced education specialist or special education administrator who is knowledge about California public school curriculum at one or more K-12 grade levels. The interview items include school’s decision making process to refer, assess and place students who qualify for special education services, referral and assessment of English language learners, IEP and/or IFSP development, transition process, classroom accommodations and differentiations, building partnership between school, family and community, teaching collaboration in inclusive classrooms, etc. The guiding questions and scoring rubric are available in class.

3. Simulations (60 Points)
To enhance participants’ awareness, perspective, empathy and self knowledge related to reading, learning and other disabilities, you will engage in web-based simulations provided by PBS and IRIS Center for Training Enhancement at Vanderbilt University, a federally funded project (See http://iris.peabody.vanderbilt.edu/).

4. IEP Online Training (60 points)
You are required to engage in six Online Lessons in order to be familiar with specific components of IEP and requirements that became effective in 2005, mandated by the IDEA of 2004. The contents include aligning IEP with state/district content standards and accountability system, the educational benefit system, assessment, access to and opportunity to learn general education curriculum, standard based IEPs, and writing measurable annual goals and objectives/benchmarks related to California content standards. The online training lessons were sponsored by Association of California School Administrators (See http://www.calstat.org/iep/).

5. Building Background Knowledge about High- and Low-Incidence Disabilities (50 points)
To meet the needs of diverse groups of participants, this is to provide you with additional background information related to federally defined 13 disabling conditions. You will watch the selected video clips from Murphy’s (2005) CD-ROM and complete a follow-up activity provided in the Workbook.

6. Course Feedback (10 points)
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 either online or through class email.

Course Grading

Each participant's grade is based on a point system. See the following chart for specific information. Total points possible: **400 points**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>385-400</td>
</tr>
<tr>
<td>A-</td>
<td>369-384</td>
</tr>
<tr>
<td>B+</td>
<td>348-368</td>
</tr>
<tr>
<td>B</td>
<td>327-347</td>
</tr>
<tr>
<td>B-</td>
<td>306-326</td>
</tr>
<tr>
<td>C+</td>
<td>285-305</td>
</tr>
<tr>
<td>C</td>
<td>264-284</td>
</tr>
<tr>
<td>C-</td>
<td>243-263</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. [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 an F in the course, and possible expulsion from campus.
Elementary Education

Spring Retreat
February 13, 2009
Agenda

• Welcome and Treats
• Knowledge Base Refresher
• Individual Thinking
• Course-Alike Discussion
• Cross-Course Carousel
• Common Strands
• Waypoint Update
• Next Steps
Retreat Purpose/Goals

- Share research, theory, principles, best practices, and applications
  - Within and across program courses

- Generate key elements of a credential program “knowledge base”

- Brainstorm ways to gather input from K-8 partners
Knowledge Base “Refresher”

A Theory-Practice Continuum

- Theory & Research
- Principle
- Best Practice
- Application
- Adaptation
Individual Thinking

- Take a few minutes to consider the “knowledge base” elements of your own course
- Draw from your syllabus, signature assignment or previous thinking
- Fill in individual matrix with ideas (empty cells are OKAY!!)
Course-Alike Groups

- Share your individual matrix ideas
- Look for common and distinct elements
- Fill out a “consensus” matrix (electronic version)

- Note “consensus” doesn’t mean you all address the elements in a common way.
Before Lunch…

● Ask Kelly or Roxana to save your electronic matrix on a “stick”

● Decide who from your group will be the “teacher” of your matrix during the carousel activity
Cross-Course Carousel

- Form a triad with one person who represents each course type...
  - Foundations
  - Methods
  - Field experience
- Move as a group to hear from each course “teacher” about their knowledge base elements
- Fill in “empty cells” with additional ideas
- Look for common elements across courses
Whole Group Debrief

- Ah-ha’s?
- Common elements (nodes…)
- What’s missing? What else do you value in teacher preparation?
Next Steps

- Links to “Essential Questions”
- Signature assessment revisions
- Waypoint update
Course Title and Name: EDTE 162 Language/Literacy Development of L2 Learners
Signature Assignment -- Lesson Adaptation
Semester/Year Spring 2010

Rationale

EDTE 162: Language/Literacy Development of L2 Learners prepares teacher candidates to support high student achievement in diverse school contexts, particularly, the achievement of English Language Learners. Teachers of English Learners (EL’s) need deep understandings of language, language acquisition, the interaction of culture and language, and sociolinguistic theories to be effective in scaffolding learning opportunities and providing EL’s access to the curriculum. Specifically, the course addresses the socio- and psycholinguistic aspects of bilingualism, and how they impact instructional planning and student learning; historical and political perspectives; theories of first and second language acquisition, along with the contributions of researchers studying English Language Learners, and the research-based strategies they recommend to support these learners. In addition, we develop or modify lessons to support English acquisition utilizing as a critical lens the SIOP (Sheltered Instruction Observation Protocol) model.

In order to provide all multiple subjects credential candidates with an experience that supports their understandings of valued course outcomes, the signature assignment for EDTE 162 includes the common elements listed below.

Common Assignment Elements

The signature EDTE 162 will—

- Adapt existing literacy and/or content area lessons (from state adopted or other curricula) to accommodate diverse English language proficiencies
- Examine the language demands embedded in the curriculum materials, academic content standards, lesson objectives, instructional strategies, and assessment methods in light of various levels of language proficiency
- Include in their adapted plan a selection of instructional strategies that support a high level of student engagement and motivation.
- Determine informal and formal assessment methods aligned with specified learning outcomes to determine students’ learning while teaching, and at the end of an instructional sequence.
- Provide a rationale that justifies their selection and adaptation of embedded instructional strategies in consonance with best practices recommended to provide both access to content and academic language development for English Learners at various levels of proficiency.

Connections to the ELED Program Assessment System

Each faculty member teaching EDTE 162 has flexibility in designing and implementing the specifics of the assignment, and in developing course materials, activities and readings that scaffold candidates’ preparation to complete it. Faculty may use their own grading schemes for this assignment to determine point values in reference to course grades. However, faculty will use a common scoring rubric (aligned with the PACT Teaching Event rubric elements EL11 and EL12) to report students’ scores as part of the department’s assessment system; and to provide candidates with feedback on their progress in understanding language demands and academic language development as outcomes aligned with the PACT Teaching Event. Scores on EL11 and EL12 will be reported electronically using Waypoint for analysis and archiving purposes, as well as for continuous program improvement. This assignment serves as an NCATE “transition point” assignment and a passing score is required before candidates can enroll in EDEL 143A for their first student teaching placement.

1 SIOP (Echevarria, Vogt, & Short, 2010)
Use of Data for Program Revision
Faculty will meet at least once annually to discuss assignment variations, examine student performance (scores and work samples) and share instructional practices that support candidates to develop the knowledge and dispositions consistent with agreed upon course outcomes. Across all signature assignments and program assessments, faculty will engage in an annual retreat to examine patterns of performance across TPEs regarding candidate strengths and challenges; as well as corresponding changes necessary in curriculum, instruction and assessment by course and programmatically.

Alignment with Teacher Performance Expectations² (TPEs)
The signature assignment selected for EDTE 162 will promote the development of candidates’ knowledge and skills related to the following TPE’s:

- TPE 1—Specific Pedagogical Skills for Multiple Subjects Teaching: – “Candidates … demonstrate the ability to teach the state adopted academic content standards for students in K-8.” through class discussions, readings and projects.
- TPE 4-- Making Content Accessible: – “Candidates… vary instructional strategies according to purpose and lesson content. To meet student academic learning needs, candidates explain content clearly and reinforce content in multiple ways, such as they use of written and oral presentation, manipulatives, physical models, visual and performing arts, diagrams, non-verbal communication, and computer technology.”
- TPE 6A—Developmentally Appropriate Practices for K-3: Candidates modify and adapt instruction for a literacy-related mini-unit
- TPE 6B—Developmentally Appropriate Practices for 4-8: Candidates modify and adapt instruction for a content-area-related mini-unit.
- TPE 7—Teaching English Learners: Candidates – “draw upon information about students’ backgrounds and prior learning, including students’ assessed levels of literacy in English and their first languages, as well as their proficiency in English to provide instruction differentiated to students’ language abilities.”

Remediation Policy and Process
Policy: In the event that a candidate’s scores on either of the two PACT rubrics recorded in the department assessment is a “1”, the candidate is required to repeat all or portions of the assignment, as deemed appropriate by the instructor, until a score of two or greater on both rubrics is achieved. If more than one repeat is required, the candidate is also required to repeat the EDTE 162 course.
Process: If a candidate receives a “1” on either of the rubrics recorded for the signature assignment, the EDTE 162 instructor will determine what portion of the assignment must be repeated by the candidate. If, upon repeat of the assignment, the candidate fails to achieve a minimum score of “2” on both rubrics, the candidate will be required to repeat EDTE 162. If the candidate is asked to repeat EDTE 162 but believes a score greater than “1” is deserved, the candidate can request that a second EDTE 162 instructor score the task. If the second EDTE 162 instructor concurs with the student, the Elementary Education department chair will review the task and make a final determination.

² The Teacher Performance Expectations as mandated by the Commission on Teacher Credentialling (September 2001) inform the multiple subjects credential programs at SJSU. However, these are not the only outcomes valued by the program and assignments and assessments we design and implement will often include knowledge, skills and dispositions not explicitly mentioned in the TPEs. The language of the TPEs is examined and modified as a resource for assessment design but not as the sole source of program outcomes.
EDEL 143A- Student Teaching: Phase I

Overview

In the semester prior to full-time student teaching, the candidate is enrolled in Student Teaching: Phase I, which requires two types of participation: (1) weekly seminars with the university instructors, and (2) formal participation/observation & teaching in various classrooms for at least three mornings per week for a minimum of twelve weeks.

During this observation and seminar period, candidates (1) gain an understanding of district, school, and classroom organization; (2) become acquainted with the school curriculum and available technology; (3) become acquainted with the instructional resources available at the district and school site levels; (4) observe different instructional strategies; (5) observe teacher planning and management; (6) observing teacher-student interactions in the classroom, and (7) plan and execute at least two lessons (one lesson using technology). Students are also expected to interact with individual children, small groups, and review student work.

Program Design for Field Experiences

1. Student teachers, at a minimum, will participate three mornings a week in seminars and field activities.
2. School sites will be selected by EDEL 143A instructor assigned to a given district in collaboration with school district liaison. Ideally, students will be clustered in groups of 2-5 at school sites within the same district.
3. Cooperating teachers at each school site and the university supervisor will meet together at the beginning of the semester to plan and schedule a set of experiences for the student teachers. Student teachers will observe and participate in identified classrooms.
4. Student teachers will have opportunities to:
   a) Visit teachers at other school sites within the district as part of their seminar activities;
   b) Meet with school and district level personnel to learn about the school and district organizational structure and resources

Selection of Cooperating Teachers

The cooperating teacher is regarded as a key person within the student teacher team. In close daily contact with the student teacher, the cooperating teacher is influential in the professional development of the teacher candidate.

Cooperating teachers are recommended by their principals and district office personnel and are reviewed and approved by the University. They are selected based on:

- Practices which reflect current state educational curriculum framework recommendations
• Minimum of three years of successful teaching experience

• Positive relationships with student and colleagues

• Personal commitment to participate actively in the professional preparation of new teachers

• Holds appropriate Teaching Credential or Multiple Subject Teaching Emphasis including English Language Authorization.

Suggested Schedule of Experiences and Role Guidelines:

Candidates will come to EDEL 143A with different kinds of backgrounds and experiences in classrooms. It is therefore up to the candidates, cooperating teachers, and university supervisors to decide the pace at which student teachers become immersed into teaching responsibilities. (See Suggested Schedule of Experiences and Role Guidelines for EDEL 143B for a possible sequence of activities which student teachers may begin to undertake in EDEL 143A. These guidelines can provide students with a preview of what to anticipate for their continued experience.)

Student Teacher

PART I: Weeks 1 - 5

• Provide student teacher background information for cooperating teacher, supervisor, and principal

• Maintain professional attitudes, appearance, and relationships with all members of school

• Arrive at least one-half hour before school starts. Remain until classroom is in order and necessary conferencing, planning, and preparation is complete

• Inform the school and the university supervisor of illness or absence prior to the opening of the school day and schedule changes that could affect classroom work

• Complete collaborative logs with cooperating teacher. Potential topics – Student Teacher and Cooperating Teacher Relationship, Learnings from Interacting with Students, School/Home Communication, Lesson Planning, Assessment of Learning, Classroom Management, Debrief observation of a lesson.

• Become familiar with the physical layout of the school, with the rules and regulations of the school, with the school program and resource personnel, and with the procedures of the classroom

• Become familiar with technology available at the school site and begin thinking about how to integrate technology appropriately into instruction

• Become acquainted with, and learn names of pupils; become aware of unique needs of individual students; become aware of friendships and sub-groups within class
• Observe instruction and become acquainted with lesson planning used by cooperating teacher
• Participate in classroom routine (roll taking, recording grades, handing out/collection material, supervising outside classroom) and learn daily schedule
• Begin to assume some instructional responsibilities (administer tests, tutor, conduct short, informal instructional activities)
• Participate to some extent in school activities, e.g. faculty meetings, athletic events, and student clubs
• Tutor individual students or small groups as assigned by cooperating teacher
• Construct teaching aids and contribute materials to a motivating, attractive learning environment
• Become familiar with textbooks, units, and materials to be used in the classroom
• Set calendar with cooperating teacher for assuming teaching responsibilities
• Complete School/Community Resource
• Complete Reflection on Learning Environment
• Select three focus students
• Formal observation by supervisor (lesson plan required)

PART II:  Weeks 5-10

• Do technology survey
• Discuss and complete Professional Attribute Form with cooperating teacher
• Plan Coaching Cycle to include a videotape
• Plan technology lesson
• Continue collaborative logs (see Part I for potential topics)
• Provide learning opportunities, which recognize and build upon student strengths, differences, and learning styles using different teaching strategies. Invite school principal to observe a lesson and provide feedback
• Write Letter of Introduction to Professional Portfolio, representing philosophy of education
• Second formal observation by supervisor (lesson plans required) – either technology lesson or coaching cycle

PART III:  Weeks 10-15

• Third formal observation by supervisor (lesson plans required) – either technology lesson or coaching cycle
• Discuss and complete Formative Assessment with cooperating teacher. Complete Formative Assessment on self
• Review Professional Attribute with cooperating teacher
• Complete Professional Portfolio
• Participate in Exit Conference with supervisor
Cooperating Teacher

PART I:  Weeks 1 - 5

- Introduce the student teacher to the school facilities, resources, and faculty
- Acquaint the student teacher with the safety procedures of the school in case of fire, earthquake, or student accident
- Complete collaborative logs with student teacher (see Part I for potential topics)
- Involve student teacher in observation, routine procedures, preparation of materials, and interaction with students
- Establish schedule of planning time with student teacher each week (45-60 minutes) and ongoing evaluation of progress
- Establish expectations/procedures for submission of lesson planning for review prior to student teacher lesson implementation. Please note that all lesson plans written during the first several weeks should be quite detailed. Only when student teachers have shown competency in planning for and implementing lesson plans, may they start to write more abbreviated plans. Generally, as the teaching load of the student teacher increases, the lesson plans will become less detailed.
- Assist student teacher to complete School/Community Resources
- Assist student teacher to complete Reflection on Learning Environment
- Assist student teacher with selection of three focus students
- Assist student teacher in planning for first formal observation by supervisor

PART II:  Weeks 5-10

- Continue collaborative logs with student teacher (see Part I for potential topics)
- Continue to assess with the student teacher his/her level of competency in instructional planning, implementation and classroom management so that the student teacher can gain confidence before assuming additional responsibilities
- Keep the principal and supervisor abreast of student teacher performance
- Assist student teacher to complete Technology Survey
- Continue to provide written feedback on areas of strength and areas for improvement of teaching and give specific timeline for implementation
- Continue modeling a variety of instructional strategies used to help diverse learners in your classroom
- Assist student teacher in planning Coaching Cycle with videotaped lesson
- Complete Professional Attribute Form and discuss with student teacher
- Assist student teacher in planning and completing the Technology Lesson or Coaching Cycle
- Review Professional Attribute Form and discuss with student teacher

PART III:  Weeks 10-15

- Assist student teacher in completing Technology Lesson or Coaching Cycle
- Complete Formative Assessment and discuss with student teacher
University Supervisor

PART I:  Weeks 1 – 5

- Review Technology Lesson or Coaching Cycle
- Review all assignments and assessments
- Become acquainted with school principals.
- Hold orientation meeting with cooperating teachers and student teachers at each school site to review responsibilities, along with field activities within classrooms. Provide cooperating teachers with all evaluation forms and review guidelines presented in EDEL 143A/B Field Experience Guide.
- Observe and conference with each student teacher regularly during the semester.
- Be available for questions from cooperating teachers or student teachers either in person, by telephone or email.
- Review Reflection on Learning Environment
- Conduct weekly seminars
- Collect and review School/Community Resources as completed by student teachers
- Conduct first formal observation to include lesson plan and supervisor observation notes and comments

PART II:  Weeks 5-10

- Monitor completion of Professional Attribute Form by cooperating teacher
- Assist student teachers in planning Technology Lesson or Coaching Cycle with videotaped lesson
- Conduct second formal observation to include lesson plan and supervisor observation notes and comments

PART III:  Weeks 10-15

- Assist student teachers in completing Technology Lesson or Coaching Cycle
- Conduct Professional Portfolio share
- Monitor final review of Professional Attribute Form by cooperating teacher and student teacher
- Conduct third formal observation to include lesson plan and supervisor observation notes and comments

Exit Conference
Use the following pieces of evidence to discuss student teachers’ strengths, areas of progress and set goal for 143B
- Technology Lesson
- Coaching Cycle
- Formative Assessment (completed by cooperating teacher, student teacher and supervisor)
- Professional Attribute Form (completed by cooperating teacher)
- Program Planning Form
- Professional Portfolio

**End of Semester**
- Complete Exit Checklist
- Compile “Student Teaching” 143A folder:
  - if student teacher to continue with same university supervisor for 143B, university supervisor to retain records.
  - if student teacher *not* to continue with same university supervisor for 143B, submit records to Field Experience Office

**School Site Principal**
- Assure that student teachers are placed with cooperating teachers from whom they will receive an enriching experience.
- Orient all student teachers to school policies/activities.
- Maintain communication with cooperating teachers, student teachers, and university supervisors regarding how program is progressing.
- Convey any concerns/issues that arise from cooperating teachers about the program to the university supervisor.

Keep abreast of student teachers' progress and participate in student teacher team conference, as necessary, when student teacher's performance is marginal.
**Procedures for Evaluation of Candidate Performance EDEL 143A**

1. University instructors visit the classroom during the semester, conferring with cooperating teachers and observing and conferring with student teachers.
2. The Cooperating Teacher completes the Professional Attributes mid-semester or as needed & shares this information with both the student teacher and the supervisor at that time.
3. Criteria for evaluation are enumerated on the EDEL 143A Professional Attributes. In addition, students must complete all of the activities specified in the portfolio requirements for EDEL 143A.
4. Candidates, cooperating teachers, and the university supervisor review the Professional Attributes form at the beginning of the semester after the cooperating teacher has completed the evaluation.
5. Candidates, cooperating teachers, and the university supervisor complete the Formative Assessment.
6. Cooperating teachers and the university supervisor discuss the evaluation of each student.
7. Each candidate has an exit interview with the university supervisor to discuss the Formative Assessment Form, the Professional Portfolio to include the Technology Lesson and Coaching Cycle, and progress to date. The supervisor highlights the candidate's strengths and helps create plans for improvement in 143B.
8. Copies of the forms are to remain with the supervisor for the upcoming 143B experience. If the student teacher is not continuing to 143B, copies of the forms are forwarded in the “Student Teaching Folder” to the Field Placement Office in SH #303.

**Determination of Candidate Competence**

According to the Commission on Teacher Credentialing (CTC), candidates must attain competency in all areas of relevant content and communication outlined in the CTC standards. The Elementary Education Department has thus adopted procedures to ensure such competence. Should a candidate perform unsatisfactorily in either of the field experiences by failing to achieve the expected level of performance, as measured with any field experience requirements, she/he will receive no credit for that assignment.

The candidate will have two opportunities to successfully complete either EDEL 143A or EDEL 143B. If time allows, the second opportunity may occur within the same semester. If there is not adequate time left in the semester, the second opportunity will occur the following semester. Two unsuccessful experiences in either 143A or 143B will disqualify a candidate from the SJSU Multiple Subject Credential Program.
EDEL 143B
STUDENT TEACHING: Phase II

Overview

Upon successful completion of EDEL 143A and completing all prerequisites stated on page 5 in this Fieldguide, a candidate who has completed all program coursework requirements may enroll in EDEL 143B, Student Teaching. This assignment requires that candidates teach, observe cooperating teachers, and reflect on their teaching experiences and discuss these experiences in seminars led by University supervisors. Assignments are selected to provide each student with an understanding of diverse educational, cultural and socio-economic contexts. The student teacher seminars include both school site-based sessions held with individual supervisors, and campus sessions, which include enrolled student teachers, and supervisors. These sessions provide a forum for student teachers to reflect upon their classroom experiences and to analyze them in light of the knowledge base they have begun to build in university methodology courses.

Suggested Guidelines of Experiences and Role Responsibilities

Student Teacher

PART I: Weeks 1 - 5

- Provide student teacher background information for cooperating teacher, supervisor, and principal.
- Maintain professional attitudes, appearance, and relationships with all members of school.
- Arrive at least one-half hour before school starts. Remain until classroom is in order and necessary conferencing, planning, and preparation is complete.
- Inform the school and the university supervisor of illness or absence prior to the opening of the school day and schedule changes that could affect classroom work.
- Begin writing lessons, which are well detailed.
- Complete collaborative logs with cooperating teacher. Potential topics – Student Teacher and Cooperating Teacher Relationship, Learnings from Interacting with Students, School/Home Communication, Lesson Planning, Assessment of Learning, Classroom Management, Debrief an observed lesson.
- Become familiar with the physical layout of the school, with the rules and regulations of the school, with the school program and resource personnel, and with the procedures of the classroom.
- Become familiar with technology available at the school site and begin thinking about how to integrate technology appropriately into instruction.
- Become acquainted with, and learn names of pupils; become aware of unique needs of individual students; become aware of friendships and sub-groups within class.
• Observe instruction and become acquainted with lesson planning used by cooperating teacher.
• Participate in classroom routine (roll taking, recording grades, handing out/collection material, supervising outside classroom) and learn daily schedule.
• Begin to assume some instructional responsibilities (administer tests, tutor, conduct short, informal instructional activities).
• Participate to some extent in school activities, e.g. faculty meetings, athletic events, and student clubs.
• Tutor individual students or small groups as assigned by cooperating teacher.
• Construct teaching aids and contribute materials to a motivating, attractive learning environment.
• Complete formal observation with supervisor
• Become familiar with textbooks, units, and materials to be used in the classroom.
• Set calendar with cooperating teacher for assuming teaching responsibilities.
• Keep a professional portfolio as directed by supervisor.
• Update Program Planning Form

PART II:  Weeks 5-10

• Complete Task 2. Planning Instruction and Assessment with commentary (PACT Teaching Event)
• Gradually assume larger responsibility for instruction by accumulating teaching responsibilities, adding one subject, period or preparation every one to two weeks as teaching proficiency increases
• Continue collaborative logs. (see Part I for potential topics)
• Assume responsibility for doing assessment (grades and evaluation) of student progress with consent of cooperating teacher
• Provide learning opportunities, which recognize and build upon student strengths, differences, and learning styles using different teaching strategies. Invite school principal to observe a lesson and provide feedback
• Continue to participate in professional development opportunities and faculty meetings at school
• Participate in parent-teacher conferences with cooperating teacher
• Complete one to two formal observations with supervisor
• Plan “solo” teaching with cooperating teacher. May teach one solo week during this period of time.

PART III:  Weeks 10-15

• Complete one to two formal observations with supervisor
• Complete Task 3. Instructing Students and Supporting Learning with commentary to include video (PACT Teaching Event)
• Complete Task 4. Assessing Student Learning with commentary (PACT Teaching Event)
• Complete Task 5. Reflecting on Teaching and Learning with commentary (PACT Teaching Event)
• Submit completed PACT Teaching Event to the PACT Office, SH #108, by the stated deadline.
• Select a Signature Assignment from a methods or foundations course and write a reflection on why this represents your best thinking and learning
• Revisit Formative/Summative Assessment with cooperating teacher
• Portfolio share with peers
• Complete CSU Exit Survey (www.csuexitsurvey.org)
• Complete Professional Portfolio and share at Exit Conference with supervisor

Cooperating Teacher

PART I: Weeks 1 - 5

• Introduce the student teacher to the school facilities, resources, and faculty.
• Acquaint the student teacher with the safety procedures of the school in case of fire, earthquake, or student accident.
• Maintain primary responsibility for planning and conducting class and involve student teacher in discussion of plans; share long-range plans/goals for semester.
• Complete collaborative logs with student teacher (see Part I for potential topics)
• Involve student teacher in observation, routine procedures, preparation of materials, and interaction with students.
• Establish schedule of planning time with student teacher each week (45-60 minutes) and ongoing evaluation of progress.
• Assist student teacher to plan for formal observation by supervisor
• Establish expectations/procedures for submission of lesson planning for review prior to student teacher lesson implementation. Please note that all lesson plans written during the first several weeks should be quite detailed. Only when student teachers have shown competency in planning for and implementing lesson plans, may they start to write more abbreviated plans. Generally, as the teaching load of the student teacher increases, the lesson plans will become less detailed.
• Assist student teacher to complete Task 1. Context for Learning (PACT Teaching Event)

PART II: Weeks 5-10

• Support student teacher in planning for one to two formal observations by supervisor
• Continue collaborative logs with student teacher (see Part I for potential topics)
• Continue to assess with the student teacher his/her level of competency in instructional planning implementation and classroom management so that the student teacher can gain confidence before assuming additional responsibilities.
• Support student teacher in completing Task #2. Planning Instruction (PACT Teaching Event).
• Support student teacher in completing Task 3. Instructing Students and Supporting Learning to include video (PACT Teaching Event)
• Keep the principal and supervisor abreast of student teacher performance.
• Continue to provide written feedback on areas of strength and areas for improvement of teaching and give specific timeline for implementation.
• Schedule opportunities for student teacher to observe/participate in parent/teacher conferences.
• Continue modeling a variety of instructional strategies used to help diverse learners in your classroom.
• Help student teacher to plan for and implement “solo” teaching

PART III:  Weeks 10-15

• Assist student teacher to plan for one to two formal observations by supervisor
• Support student teacher in completing Task 3. Instructing Students and Supporting Learning to include video (PACT Teaching Event)
• Support student teacher in completing Task 4. Assessing Student Learning (PACT Teaching Event)
• Support student teacher in completing Task 5. Reflecting on Teaching and Learning (PACT Teaching Event)
• Complete Formative/Summative Assessment with student teacher
• Help student teacher to plan for and implement “solo” teaching
• Be readily available to return to the classroom when the student teacher is working alone with the class.

University Supervisor

PART I:  Weeks 1 – 5

• Orient student teacher to Teaching Event
• Become acquainted with school principals
• Hold orientation meeting with cooperating teachers and student teachers at each school site to review responsibilities and schedule classroom rotation schedule, along with field activities within classrooms Provide cooperating teachers with all evaluation forms and review guidelines presented in EDEL 143A/B Field Experience Guide
• Observe and conference with each student teacher regularly during the semester
• Conduct after-school seminars with all student teachers during the semester
• Be available for questions from cooperating teachers or student teachers either in person or by telephone
- Review collaborative logs *(see Part I for potential topics)*
- Conduct *formal observation* with student teachers (to include lesson plans and supervisor observation notes and comments).
- Monitor completion of Task 1. Context for Learning *with commentary* (PACT Teaching Event)
- Review (GPA & passing grades), sign, and submit Program Planning Forms to Elementary Ed. Office.

**PART II: Weeks 5-10**

- Monitor completion of Task 2. Planning Instruction and Assessment *with commentary* (PACT Teaching Event).
- Conduct one to two *formal observations* with student teachers (to include lesson plans and supervisor observation notes and comments).
- Support student teacher and cooperating teacher in completing and discussing Formative/Summative Assessment.
- Continue to observe each student teacher, providing specific written feedback on areas of strengths, suggestions, and timelines for areas needing improvement.
- Confer with each student teacher regarding formative assessment of professional growth and teaching effectiveness.
- Monitor completion of Task 3. Instructing Students and Supporting Learning *with commentary* to include video (PACT Teaching Event)

**PART III: Weeks 10-15**

- Conduct one to two *formal observations* with student teachers (to include lesson plans and supervisor observation notes and comments)
- Monitor completion of Task 4. Assessing Student Learning *with commentary* (PACT Teaching Event)
- Monitor completion of Task 5. Reflecting on Teaching and Learning *with commentary* (PACT Teaching Event)
- Support student teacher in submitting Teaching Event
- Review Portfolio requirements with student teachers
- Support student teachers and cooperating teachers in revisiting Formative/Summative Assessment
- Conduct Professional Portfolio share with student teachers
- Support student teachers in completing self assessment with Formative/Summative Assessment Form
- Hold Exit Conferences with student teachers (Review Professional Portfolio, discuss Formative/Summative Assessment as completed by cooperating teacher, student and supervisor, collect technology rubric and certificate for completion of CSU Exit Survey).
- Complete Exit Checklist
- Turn in Student Teacher Folder to Field Experience Office
School Site Principal

- Assure that student teachers are placed with cooperating teachers from whom they will receive an enriching experience.
- Orient all student teachers to school policies/activities.
- Observe student teacher during solo week.

Procedures for Evaluation of Candidate Performance EDEL 143B

PART I: Weeks 1-5

- Cooperating teacher and university supervisor indicate in writing areas needing improvement as well as suggestions to support improvement.

PART II: Weeks 5-15

- Note in writing continuing areas for growth, suggestions and timeline for improvements.
- University supervisor conducts ongoing conferences with student teacher to review progress and consults with cooperating teacher
- Student teacher completes Professional Portfolio and gives to the university supervisor for review.
- Cooperating teacher completes the Summative Assessment.
- University supervisor holds exit interview with each student teacher reviewing all evaluation materials from 143B (Portfolio, Teaching Event, and Summative Assessment)
- Student teacher successfully teaches two solo weeks in the Cooperating Teacher’s classroom.
DETERMINATION OF CANDIDATE COMPETENCE

According to the Commission on Teacher Credentialing (CTC), candidates must attain competency in all areas of relevant content and communication outlines in the (CTC) standards. The Elementary Education Department has thus adopted procedures to ensure such competence. Should a candidate perform unsatisfactorily in either of the field experiences by failing to achieve one or more standards, she/he will receive no credit for that assignment. The candidate may be allowed an additional field experience based on the circumstances and an assessment of the candidate’s potential for success. This decision is made in consultation with the Chair of the Department, Field Experience Director, and University Supervisor.

The candidate will have two opportunities to successfully complete either EDEL 143A or EDEL 143B. If time allows, the second opportunity may occur within the same semester. If there is not adequate time left in the semester, the second opportunity will occur the following semester. Two unsuccessful experiences in either 143A or 143B will disqualify a candidate from the SJSU Multiple Subject Credential Program.
Requirements Prior to Student Teaching

- Pass the multiple subjects CSET exam by August 2010

- A “cleared” LiveScan fingerprinting report, a “Certificate of Clearance”, and a TB test are required for student teaching. Please submit a copy of your “Certificate of Clearance” with your enrollment form for 143A. Passing scores on all sections of the Multiple Subjects CSET exam are required before beginning student teaching in late August.

- All YLR candidates are expected to register for a substitute teaching permit. There is a possibility that student teachers will be paid to substitute teach for cooperating teachers during assigned student teaching days when cooperating teachers are participating in a YLR meeting. In addition, YLR candidates may substitute at their schools or districts on days not included in student teaching during Fall semester and other times if their cooperating teacher is ill and they wish to be paid by the district as an official sub. In order to substitute, student teachers must file a “Certificate of Clearance” with the Santa Clara County Office of Education and register for a 30-day substitute permit. Student teachers will also need to complete paperwork and/or complete training as specified in the assigned district.

Fall Semester 143A / Spring Semester 143B Expectations (TENTATIVE)

- Student teaching placements are for the full academic year (2010-2011). Student teachers will meet with their cooperating teacher before school begins and be present in class on the first day of school. They are encouraged to participate in professional development or other opening activities before students arrive as well. Student teachers will begin and end the school year with their students.

- As soon as possible, student teachers are to make themselves known on campus by interacting with the faculty, staff, administration, parents, and, of course, students. They should be involved in events outside the classroom (SST meetings, parent/teacher conferences, extracurricular activities, etc) and participate in at least one activity each semester.

- Required student teaching hours for EDEL 143A are about 15 hours/week. Student teachers are expected to be on campus on three mornings and one afternoon (so they can stay after school at least one day each week for planning, faculty meetings or parent/teacher conferences, etc.). During EDEL 143A, students will take on some teaching roles while they plan and teach regularly, including at least one opportunity for sequential lessons with the same group of students. 143A seminars will meet weekly for 2.5 hours (day and time TBA).

- EDEL 143B is Full-Time Student Teaching (Monday through Friday) where the student teacher will take over different parts of the day as they ramp up their responsibilities in their classroom to prepare to teach two solo weeks. 143B seminars will be held on eight dates throughout the Spring semester.

Writing and Observations

- A complete lesson plan is required every time student teachers teach a lesson, should be approved by the cooperating teacher, and made available to the field supervisor if s/he observes. Student teachers will learn about several different lesson plan formats during courses and field seminars.

- Since candidates are receiving a Multiple Subject Credential, they are responsible for arranging opportunities to observe and experience a variety of grade levels, subjects and contexts. Candidates are expected to do at least 8 observations of other grade levels and teaching contexts each semester; approximately one observation every other week.

- Candidates are expected to keep a journal or set of notes on their observations in their home classroom as well as the other classrooms they observe. (Observing, describing details, and reflecting about what happens during the opening days of school can be very helpful as you set up your own classroom next year!)
MEETING GOALS:
- Share best practices of what is working
- Determine challenges and brainstorm solutions
- Introduce Tech and Inquiry Cycle and Performance Assessment for California Teachers (PACT)

AGENDA:
- Introductions
- Best Practices/Challenges
- Big Picture Overview
- Tech and Inquiry Cycle
- PACT
- Closure

UPCOMING DATES

143A:
11/18 Collaborative Logs due
12/2: Collaborative Logs due and Technology Lessons due
Mid-Year Interviews- TBA

BCLAD:143B
11/16: Last day to turn in PACT
11/19: Review Philosophy of Education, Prepare Portfolio
12/3: Exit Conferences, Formative/Summative Evaluation, Program Planning Form, Review of Portfolio
Mid-Year Interviews- TBA

CLAD:143B
11/18: Peer Feedback on Teaching Clip in preparation for TASK 3 of PACT
12/2: Contact Log, ALL remaining Collaborative Journals, Credit Opportunities due
AND continuation of Peer Feedback on Teaching Clip
Mid-Year Interviews – TBA
FA Meeting  
December 14, 2009  
4:15 p.m. to 6:00 p.m.

MEETING GOALS:
- Review Coaching Language and Three Coaching Approaches
- Reflect on our FA practices with partner
- Introduce Task 1 and Task 2 of Performance Assessment for California Teachers (PACT)
- Provide targeted support for those FAs supporting Year 1 or Year 2 Interns

AGENDA:

Welcome

Coaching Language and Best Practices

Task 1 and Task 2 PACT

Year 1 and Year 2 Differentiation

Closure

UPCOMING DATES:
FYI: SJSU schedule does not mirror school calendars

Year 1 Interns
- First week of classes, Spring 2010, January 25th
- Classes may include Reading Methods, Math, 143A, and possibly social science and science
- Mid-Year Interviews- TBA

Year 2 Interns
- BCLAD 143B and CLAD 143B Merge
- First week of classes, Spring 2010, January 25th
- 143B starts 2/3/10  
  o Task 1 and Task 2 due
- Other courses may include health, mainstreaming, and technology
- All students should pass RICA this semester.
- Mid-Year Interviews- TBA

NEXT FA MEETING DATE 1/25/10
Welcome

Thank you Union District for hosting us!

Quick introductions for everyone!

Agenda

- Welcome and Introductions
- Warm Up - How is it going? What are your STs doing at this point?
- Questions/Issues (on post-its)
- Upcoming Assignments
- Future meeting topics/Prof Development
- Group meetings with Supervisors

Warm Up

In pairs --
- How is it going?
- What is your student teacher doing at this point?

Large Group - Share out
Your Questions about the MLE Program

What questions or concerns about the program or supporting student teachers do you have?
- Please write your questions on post-its (one question/post-it)
- We’ll address as many as possible this morning
- Include your name on each post-it in case we need to follow up individually

Upcoming Assignments

Two-Lessons (9/28-10/8) or earlier if ready

Collaborative Logs
- Setting a course for the next two weeks (9/18)
- Feedback on Teaching (10/9)

Upcoming Assignments

Professional Attributes Survey (to be completed by CT, shared with student and brought to 10/29 meeting)

Shadowing Assignment (10/16)
- Help select focus student
- Student to contact other teachers at school about the observations

Upcoming Assignments

Coaching Cycle (11/20)
- Preparation for Performance Assessment for California Teachers (PACT)
- Support lesson plan development (planning conversation form - focus on assessment)
- Support videotaping
- Watch videotape with ST and debrief (Reflective conversation form)
Sharing out

Something exciting going on in your classroom or at your school (Pairs)

Thank you!

Meet in SJSU Supervisor Groups to clarify any questions about scheduling/observations, etc.

Thank you for coming!
Cooperating Teachers Meeting
October 29, 2009

Agenda
- Thank you to Cupertino SD for hosting
- Warm up
- Announcements
- Coaching Cycle
- Supervisor Groups
  - Professional Attributes Form Discussions
- “Plus/Delta” Feedback

Quick Warm-up

- Identify mentoring strategies that have worked (or not!) with your student.
  - Practice things that she learned in class @ SJSU… offer opportunities
  - ST watches me. I model and the next day she teaches...
  - I don’t usually teach same thing twice, so she watches then she teaches another group
  - Classroom management – taking notes – giving feedback on their strategies
  - Gotten ST involved in whole process – planning + assessment @ feedback + reflection.
  - Be blunt and frank – no sugar coating or the message gets lost. (Professional development issues)
  - Remind student teachers to keep communication lines open esp. regarding observations/plans.
  - Having conversations about structure/pacing
  - Part of mentoring is bringing them alongside… letting them know they are the other teacher in the classroom.
  - “What is one thing you want me to look for?” What do you think went well? What would you change?
  - Non-evaluative concrete feedback
  - Remind them that they can’t take “Substitute” mentality.
  - Consistency in procedures and language in the classroom with CT (pros and cons to this)

Announcements

- Technology Lesson Update
  - No permission forms necessary
  - OK to Combine with Coaching Cycle
Coaching Cycle

- It's about developing skills to ensure powerful teaching and learning
  - Powerful teaching includes
    - Planning Instruction that engages all students
    - Facilitating and monitoring student learning
    - Examining student work and assessment results to evaluate the effectiveness of the instruction
    - Reflecting on teaching/instruction and what was learned in order to plan for the next lesson

Coaching Cycle Overview

- Planning
  - Final Lesson Plan
  - Planning Conversation Form (left side only ST, right side together)
  - Rationale for lesson design
- Instruction (Teaching)
  - Videotape of Lesson
  - Reflection form (ST/CT after watching videotape)
- Assessing Student Learning
  - Copy of assessment tool or prompt
  - Three samples of student work (one from English Learner)
  - Assessment Commentary
  - Reflection
  - Reflection Commentary
- 2nd lesson (to be designed after analyzing student work and reflection on Lesson 1)

Three Way Conversation

- Purpose
  - Celebrate Student Teacher’s Successes
  - Provide feedback
  - Set goals for next semester
- Preparation
  - CT, Student Teacher, Supervisor fill out Formative/Summative Evaluation form
  - Via email set a date/time/place to meet (December/January)
- Process
  - Identify strengths and areas of progress
  - Identify goals as next steps for teaching

Summative Evaluation Overview

- Purpose
  - Document level of teaching performance at end of 143A (and midpoint and end of 143B)
- Process
  - Completed by CT, ST, and Supervisor independently BEFORE the 3-way conversation
- Using the Scale
  - “Highly Effective” is expert teaching (rare for beginners)
  - “Effective” is the expectation for the end of 143B (ready to teach on one’s own)
  - “Progressing” is a reasonable expectation for 143A
  - A few “Ineffective” ratings are actually fine for now
**Summative Evaluation Overview**

- **Small Group Activity**
  - Discuss the MEANING of each criterion (from your assigned category)
  - Choose 1-2 criteria and describe what a candidate’s practice would look like for “progressing” and “effective.”
  - What key features/elements of teaching distinguish between these levels?

**Plans for next semester**

- **Increased expectations for students’ teaching:**
  - Full time, all day M-Th and morning Fridays with exception of MLE Seminar 12:30-3:00 on the Seminar Fridays.
  - Take over teaching 1-2 periods/day from end of January on and do 2 solo weeks (one in late March and one in May).
  - PACT Teaching Event [More details forthcoming next semester]

**Supervisor Groups**

- **Professional Attributes Form**
  - Mid-semester check in to see how student teachers are doing.

- **Menu of Professional Growth and Learning Goals**
  - Can also serve as discussion tool for Collaborative Logs and professional development assessment.

**Feedback**

- Thank you for coming today! Please share your thoughts/feedback on
  - What went well (Plus+)
  - Recommendations for change (Delta)

- We value your input and appreciate all your support!
Agenda

- Welcome & Thank you to Union SD
- Warm-Up
- Expectations for 143B
  - Students
  - Cooperating Teachers
  - Supervisors
- PACT Overview
- Questions & Feedback

Cooperating Teachers Meeting

February 11, 2010

What observations have you made about your student teacher’s growth?

- ST becoming comfortable in situation
- Classroom management/pacing still working on
- Involved student in equity work
- Student teachers are open to criticism
- Working on pacing - making progress
- Becoming more confident, taking initiative
- Concerned about evaluation b/c of rigid district mandates
- ST not continuing to talk despite the fact that no one is listening
- Flexibility to change path in the middle of a lesson
- They want to know how to present themselves best in job market
- ST not continuing to talk despite the fact that no one is listening
- ST continues to talk despite the fact that no one is listening

Quick Warm-up

- How has working with a student teacher been a professional development experience for you?
  - Conversation/coaching skills
  - Remembering that being a student teacher is hard
  - Reflecting on own growth
  - Wonderful learning experience for CTs
  - Makes us more reflective of our own teaching
  - Relationship evolving to a true collaboration
  - Explaining how/why we do what we do
  - Observation not enough
  - Observing/comparing/analyzing each other’s teaching
  - Preparing STs for all aspects of the job
  - Technology is moving fast – we can learn from Student Teachers
Expectations for 143B

• Increased expectations for student teachers:
  - Full time on-site involvement (not Friday afternoon)
  - Solo weeks
  - Teach REGULARLY (1-2 classes every day), with exceptions.
  - Written plans (CT approved for all lessons), formal lesson plans for days when supervisor comes in to observe.
  - Participate in ALL aspects of CT’s job
  - Participate in all Friday 143B seminars

• Expectations for cooperating teachers:
  - Continue to mentor by modeling best practices and “thinking out loud”
  - Support and approve planning of instruction and assessment
  - Support student in preparation for PACT
  - Provide constructive feedback and encouragement
  - Encourage ST participation in faculty meetings, school events, professional development etc…
  - Evaluate ST performance using forms provided

143B Student Requirements

• Written plans for all lessons
• Formative evaluation (with student) mid-semester, by March 12th
• PACT Teaching Event
• Summative evaluation by End of the Semester Three – Way Meeting
**PACT Teaching Event**

- **Purpose**: Performance Assessment
  - Summative assessment of teaching performance, requires reflective integration of theory and practice based on STs REAL teaching
- **Process**: Review of key elements of the 5 tasks during our seminars. Staggered due dates.

---

**SJSU Assessment System**

1. **Signature Assignments Embedded in Coursework**
2. **Case Studies and Analyses**
3. **Observation and Feedback (143a/b)**

---

**Task by Task Process**

<table>
<thead>
<tr>
<th>Planning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily Lesson Plans</td>
</tr>
<tr>
<td>Handouts, overheads, etc.</td>
</tr>
<tr>
<td>Planning Commentary</td>
</tr>
</tbody>
</table>

| Instruction |
| Video clip(s) |
| Instruction commentary |

| Assessment |
| Analysis of whole class achievement + 3 student work samples |
| Analysis of two of the three students |
| Assessment commentary |

| Reflection |
| Daily reflections |
| Reflective commentary |

---

**Support for Candidates from CT/Supervisor**

General coaching support – no analysis or specific contributions or editing

Candidate chooses curriculum materials and instructional strategies
Resources for Candidates

http://www.sjsu.edu/faculty/marachi/mle

PACT Resource Room
PACT Handbook and Rubrics
Making Good Choices
PACT Videotaping Procedures
Thinking behind the Rubrics

Feedback

• Thank you for coming today. Please share your thoughts/feedback.

• We value your input and appreciate all your support!

• Please stay tuned for an Online Survey in May to share more detailed feedback.
Summary of Qualifications:

- Administrative experience at site and district levels, including experience at elementary, middle and school levels and in areas of human resources, adult education and alternative education
- Skilled leader in curriculum and instruction, special education, student services health services, human resources and public school administration and leadership; finance, negotiations, enrollment projections and staffing, school safety and articulation
- Experience in instructional and organizational leadership and planning; data collection, analysis, interpretation and assessment; administrator and teacher coaching and evaluation
- Well-versed in current California public education legislation, laws and trends as well as Board policy and regulation development and updates
- Adept in technology implementation and use, including educational technology, student information systems, and database development and integration

Credentials Held:
California – Professional Clear Administrative Services
California – Professional Clear Single Subjects, English

Education:
San Jose State University: Bachelor of Arts, English
Santa Clara University: Master of Arts, Educational Administration

Professional Experience:

2007-2009 - MORELAND SCHOOL DISTRICT
Assistant Superintendent of Educational Services
- Responsible for leadership/administrative direction, coordination, and evaluation of the district’s instructional program,
- Responsible for supervision and evaluation of Director of Student Services, Middle School Principals, classified support staff in Educational Services and Enrollment Center, EL tutors, Instrumental Music teachers, Teachers on Special Assignment (TOSAs)
- Develop and monitor departmental and program budgets that ensure effective allocation of district resources to meet instructional needs and provide for support to the efforts of each school to meet the needs of students
- Supervise and direct Special Education, compensatory and categorical programs and budgets
- Assist in preparation of budgets as required in the areas of curriculum and instruction
- Develop annual and multi-year projections for enrollment, staffing and facility use
- Assume responsibility for the development and maintenance of all student records
- Respond to parent and student concerns and appeals
- Serve as Chair of Instructional Leadership Team, District English Language Advisory Committee, Gifted and Talented Education Committee, Visual and Performing Arts Committee, Math Adoption Committee, Math Curriculum Committee, English Language Learners Committee and various grade level and administrative committees; Co-Chair of Benchmark Steering Committee and Response to Intervention Steering Committee
- Evaluate, establish and implement goals and objectives of the District’s strategic plan; provide continuous evaluation of progress toward achievement of these goals and objectives
- Initiated and implemented professional development and training for management, certificated and classified staff
- Supervise and evaluate the Beginning Teacher Support and Assessment (BTSA) program
- Oversee the District Wellness Program and monitor progress
- Mentor new and veteran site level administrators as assigned by Superintendent
- Serve on the District’s negotiation team for classified negotiations; provide support, advice and clarification to District’s negotiation team for certificated negotiations
- Administer the provisions of the certificated contract relating to teacher preparation periods; Negotiate contract for non-district prep provider and oversee/monitor implementation of prep schedule and instructional program
Negotiate contracts for services pertaining to the instructional program that are offered by public and non-public agencies
Responsible for training, coordination, implementation, oversight and reporting of all state, district and local assessments
Collaborate with Business Services and Human Resources on employee position control procedures to ensure alignment with District budgets, credentialing requirements and staffing allocations
Serve as Superintendent's Designee for territory transfers petitions
Oversight of district's Title I program including notification, selection and services coordination of supplemental education services providers
Developed and implemented District Enrollment Center and centralized registration process
Developed and implemented District benchmark assessment process, data collection and reporting process
Implemented Edusoft data reporting system including district-wide policies and procedures, administrator and teacher training and on-going professional development in data analysis and reporting
Instituted district-wide reporting system to address instructional needs in Math and adoption of new Math textbooks and curriculum
Established high school articulation committees for Special Education, Math and English Language Arts. Coordinated meeting schedules with high school district.

2004-2007 - FREMONT UNION HIGH SCHOOL DISTRICT
Director of Guidance and Community College Programs
- Responsible for development and monitoring of, Guidance, Middle College, District Residency and Enrollment Center, and Community College program budgets and expenditures;
- Responsible for Board policy and regulation updates for Student and Instruction-related policies and regulations
- Responsible for district-wide Guidance program and personnel including training, coordination and oversight of Guidance Assistant Principals, Guidance Counselors, Career Center Technicians Responsible for oversight of Summer School, Cal-SAFE grant and after school academic support programs
- Responsible for district-wide student placement, including intradistrict school transfers, school of choice placements through Open Enrollment and interdistrict attendance transfers
- Responsible for supervision and evaluation of District Residency and Student Welfare Administrator, District reception staff, District residency and enrollment staff, Middle College staff, Lead Registrar, Library Media Specialists and Coordinator of Student Services
- Developed and supervised all facets of Residency process
- Supervised student information and database management systems; alternative school, student/family intervention and at-risk programs and services; truancy intervention and mediation
- Implemented on-line courses for both at-risk and advanced learners
- Instituted district-wide training for and coordination of district-wide assessment including California High School Exit Exam, STAR testing, Advanced Placement and California English Language Development Test
- Instituted, coordinated and served as presenter for annual classified inservice trainings to district and site-level support personnel
- Researched and prepared District responses (impacts on enrollment, capacity, operating expenses) to EIR and developer proposals presented to City Councils/Planning Commissions for Cities of Sunnyvale and Cupertino
- Assisted in investigation of complaints filed under Uniform Complaint Procedures
- Served as Superintendent's Designee for Charter petitions, territory transfers and exchange student programs
- Served as member of District negotiations team for certificated (non-management) personnel
- Served as District representative to Fremont Union High School Foundation Board and Leadership Sunnyvale
- Served as Skelly Hearing Officer in a classified dismissal

1990-2004 - CAMPBELL UNION SCHOOL DISTRICT
Director of Student Services (1995-2004)
- Responsible for development/oversight of annual parental notifications; legal compliance issues relating to student attendance and welfare, special education and student discipline
- Responsible for Board policy and regulation updates related to students and designated instructional areas
- Responsible for development of annual and multi-year projections for enrollment, staffing and facility use
- Responsible for development and monitoring of Health Services, Student Services, District-wide Attendance, Enrollment Center and Home/Hospital program budgets and expenditures;
- Responsible for district-wide student placement, including intradistrict school transfers, school of choice placements through Open Enrollment and interdistrict attendance transfers
- Responsible for annual CBEDS data collection and reporting
- Responsible for supervision and evaluation of Coordinator of Special Education, District Nurse, Health Services, Enrollment Center and Student Services staff
- Supervised District Enrollment Center and operations; health services; student database management systems; alternative, student/family intervention and at-risk programs and services; truancy intervention and mediation
- Developed and implemented each of the following: alternative program for at-risk youth; District Enrollment Center including cost-effective placement and transportation options for student housing and placement as well as implementation of Class Size Reduction and full-day kindergarten programs throughout district; Section 504 policies, regulations, staff training materials and workshops; annual classified inservice and training program

  - Served as District Section 504 Coordinator
  - Served as Hearing Officer for student expulsions
  - Served as member of Superintendent’s Cabinet and Human Resources management team
  - Served as chair of district’s Student Housing, Year Round Education, School Choice and Bullying task forces
  - Served as District representative to San Jose City Schools Collaborative, Santa Clara County Truancy Collaborative, Santa Clara County Educational Rights Project and Santa Clara County (West) School/Law Enforcement Partnership
  - Appointed Interim Director of Human Resources in 2003-04. Served in dual capacity as Director of Student Services and Interim Director of Human Resources through June 2004.

**Responsibilities for Human Resources included**

- Responsible for annual update of administrative, certificated and classified staffing ratios
- Prepared notifications and documentation for Particular Kinds of Service lay-off, non-reelection of certificated instructional and certificated management personnel and release of temporary certificated personnel
- Prepared district documentation for Administrative Law Judge hearings
- Developed statistical classified and certificated databases for budget, position control, contract and negotiation purposes
- Reviewed and revised job descriptions and human resources division policies and regulations as needed
- Provided training to Human Resources staff on credentialing and legal mandates of certification
- Provided management and other employees with technical advice and assistance in personnel related matters
- Provided assistance in research regarding negotiations as needed
- Assisted in organization of and participation in employee recruitment activities; provided orientation training for new employees
- Assisted Assistant Superintendent in investigation and resolution of complaints against employees
- Served as district representative to San Jose State Single Subject and Multiple Subjects Intern committees
- Served as member of district management team for negotiations with CSEA units 78 and 768

**Principal – Rolling Hills Middle School; Monroe Middle School**

- Served as principal of Rolling Hills Middle School (1994-95; enrollment of 950 students, 78 employees)
- Served as principal of Monroe Middle School (1990-94; enrollment of 900 students, 73 employees)
- Received California Distinguished School Award for Monroe Middle School in 1994, the first such award for Monroe in its 34 year history
- Developed and monitored site level budgets and master schedule
- Developed enrichment programs for GATE/advanced learners; Academy classroom and implemented AVID program to serve underachieving students; implemented college mentor tutoring program
- Recipient of following school-based grants: California Mathematics Council Grant (3 year funding cycle) for mathematics instruction, 1993; Innovative program award for Complex Instruction (Stanford University) teacher training program from PG&E for Monroe Middle School, 1992; California Grant for School Restructuring, 1991

**1985-1990 - GILROY UNIFIED SCHOOL DISTRICT**

**Assistant Principal - Gilroy High School**

- Served as Assistant Principal from 1987-1990
- Responsibilities included budget development and monitoring; employee evaluation and curriculum coordination and development of English, Physical Education, Vocational Education departments and Adult Education program; student discipline and intervention
Developed and implemented school-based support program for group home and at risk youth
Assisted in development of master schedule, including analysis and validation of credential certification of certificated staff
Assisted in development of expanded Vocational Education programs in partnership with ROP and Gavilan Community College
Served as member of WASC team
Served as liaison to County alternative education and social service agencies

**Director - Gilroy Adult School**
- Served in dual capacity as Director of Adult Education and high school teacher from 1985-87
- Responsible for employee recruitment, hiring, credential review and verification and annual evaluations
- Responsible for development and oversight of annual and multi-year Adult Education and grant program budgets
- Developed and instituted community outreach program
- Expanded program offerings to include GED, high school diploma and vocational education courses
- Tripled size of program, program funding and grants and attendance within two year period
- Received award of recognition and program development grant from Hispanic Chamber of Commerce

**Teacher - Gilroy High School**
- Taught English in grades 9-12 from 1985-87
- Served as support teacher/intervention counselor to thirty at-risk students
- Awarded two Classroom Teacher Instructional Improvement grants for writing and reading improvement
- Selected as Mentor Teacher in 1986

**1976-85 Morgan Hill Unified School District**

**Adult Education Teacher - Morgan Hill Community Adult School**
- Taught English as a Second Language, Family Literacy and High School English
- Served as Lead Teacher/Counselor from 1982-85
- Received two County Office of Education grants for development of ESL curriculum units in vocational education
- In partnership with Employment Development Department, developed and served as presenter for first-ever countywide "Teaching Vocational ESL" workshop for adult education teachers in Santa Clara County
- In partnership with local businesses, expanded program locations to workplace sites to better serve needs of students

**Professional Development:**
- Nominated as Management Employee of the Year, 2009
- Equity and Access for Students: Closing the Achievement Gap, 2008-09
- School Services Budget and Finance workshops, 2009; 2008; 2007; 2006; 2005
- ACSA Curriculum and Instruction Academy, 2007-08
- California State Summits: Closing the Achievement Gap, 2008; PLCs at Work, 2007
- Summer Conference on Differentiating Instruction, 2007
- ACSA Superintendent’s Academy, 2005-06
- District Leadership Academy, 2002-03
- ACSA Personnel Academy, 2000-01
- Seminar for New and Recent CBO’s, Spring 2000
- Evaluating Special Education Expenditures, Spring 2000
- Special Education Workshop, Fall 1999
- Pupil Attendance Accounting for Business Office Personnel (CASBO), Fall 1998
- ACSA Pupil Services Academy, 1998-99
Summary of Experience:
- Teaching children, training adults, and developing effective instructional programs
- Leading and managing teacher and volunteer groups for improved effectiveness
- Trainer and coach, Complex Instruction
- Coach for new teachers as a Peer Support Provider, BTSA, and SJSU student teacher intern

Positions:
- Oak Grove School District, San Jose, CA, 1997-2009
  - Edenvale Elementary School, Teacher, grades: 2-5, 1998-2008
  - Edenvale Leadership Team (Continuous Improvement Equity Team), 1998-2008
  - School Site Council, 2002-2006
  - District Complex Instruction Trainer and Follow-up Coach, 1997–2002
  - Peer Support Provider, BTSA, 2005-2009
- Books for the Barrios, Philippines, summer 1997
  - Teacher Trainer
  - 9/86-6/97 – Thomas P. Ryan Elementary School, Teacher, grades 1 - 4
    - Additional assignments:
    - Mentor Teacher for Complex Instruction, 1993-1997
    - Bay Area Global Education Program Leadership Team, 1993-1997
    - Teacher for a pilot developmentally appropriate primary program, 1991-93
    - District Pyramid Trainer, history/social studies texts & materials, 1991-92
    - District Staff Development Steering Committee, 1991-93
    - Delegate, California Department of Education conference, It's Elementary, 1992
  - 9/68-6/76 – Donald J. Meyer Elementary School, Teacher, grades K - 3
    - Additional assignments:
    - Coordinator of the Fine Arts "mini-school", Voucher Program, 1974-76
- Bishop Museum, Honolulu, HI, 1977-79 & 1982-85
  - 1983-85 - President, Bishop Museum Service League (Managed 200 volunteers.)
  - 1977-85 - Docent (museum guide) for school tour groups
- Iolani Palace, Honolulu, HI, 1978-79 & 1982-85
  - Docent, and Advisor for School Tour Format Development
- Sham Shui Po, Kai Tak East & North Vietnamese Refugee Camps, Hong Kong, 1980-82
  - Teacher, and Coordinator of Volunteer Programs

Academic Background and Relevant Training:
- MA degree, Education with emphasis on teacher leadership, San Jose State University, 2001
- BA degree in English, San Jose State University, 1967
- California International Studies Project Summer Institutes, Stanford University, 1992-94
- Continuing education courses and seminars (60+ units)

Credentials and Certificates:
- Certificate of Eligibility for the Administrative Services Credential, State of California, 2001
- Complex Instruction Trainer Certificate, 1995
- CLAD, 1994
- CBEST, 1985
- California Standard Elementary Credential (Life), San Jose State University, 1968
Timeline of Assignments & Assessments
General 143A

PART I: Weeks 1-5
- Letter introducing self to teacher \( P \)
- School/Community Resources \( P \)
- Reflection on learning environment \( P \)
- Selection of three focus students
- Begin collaborative logs 1(with cooperating teacher, peers, and/or supervisor) \( P \)
- Formal observation by supervisor (lesson plan required) \( P \)

PART II: Weeks 5-10
- Discuss and complete Professional Attribute Form with cooperating teacher.
- Plan Coaching Cycle with videotaped lesson.
- Second formal observation by supervisor (lesson plan required, either technology lesson or coaching cycle) \( P \)

PART III: Weeks 10-15
- Third formal observation (lesson plan required, either technology lesson or coaching cycle) \( P \)
- Complete and submit Coaching Cycle \( P \)
- Portfolio share with peers
- Formative Assessment – discuss and complete with cooperating teacher. Complete self assessment.
- Professional Attributes – final review and discussion with cooperating teacher.

Exit Conference:
- Formative Assessment completed by supervisor
- Use the following pieces of evidence to discuss student teacher’s strengths, areas of progress and set goals for 143B
  - Coaching Cycle/Technology Lesson
  - Formative Assessment (completed by cooperating teacher, student teacher, and supervisor)
  - Professional Attribute Form (completed by cooperating teacher)
  - Professional Portfolio
- Complete Exit Checklist

End of Semester, the supervisor will:
- Keep all 143A student records for 143B
- If a student teacher is not continuing with the supervisor, compile “Student Teaching” folder including 143A Checklist, Professional Attributes Form, all copies of Formative Assessment. Submit to Field Placement Office, SH 303.
- Complete Grade Roster and input Coaching Cycle rubrics & Formative Evaluation on Waypoint.

\( P = \text{materials to be placed in Professional Portfolio} \)

1 At least four – topics can be open-ended or assigned at supervisor discretion.
# Course Schedule - EDEL 143A - Orientation to Student Teaching

Note: Subject to change with fair notice

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Assignment(s) Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aug. 21st</td>
<td>Orientation</td>
<td>None!</td>
</tr>
<tr>
<td>2</td>
<td>Aug. 28th</td>
<td>PACT 101: The Big Picture Introduction to the Coaching Cycle and Portfolio</td>
<td>Discuss Collaborative Logs</td>
</tr>
<tr>
<td>3</td>
<td>Sept. 4</td>
<td>Creating an Effective Learning Environment</td>
<td>Reflection on Learning Environment (Handbook, p. 49-50)</td>
</tr>
<tr>
<td>4</td>
<td>Sept. 11th</td>
<td>Lesson Planning I: Learning outcomes and planning big ideas</td>
<td>School &amp; Community Resources Form (Handbook p. 47-48); Weekly reflection (Assignment guide)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lesson Planning II: Backwards design and lesson plan formats</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lesson Planning III: Materials, resources, and preparation</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Sept. 18th</td>
<td>Meet with Small Groups/Supervisor</td>
<td>Collaborative Log #1: Setting a course for the next few weeks (Handbook, p.45); Weekly reflection (Assignment guide)</td>
</tr>
<tr>
<td>6</td>
<td>Sept. 25th</td>
<td>Instruction I: Preventative management</td>
<td>Weekly reflection</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Instruction II: Relationships and responsive management</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Oct. 2nd</td>
<td>Meet with Small Groups/Supervisor</td>
<td>Weekly reflection Note: Complete your 2 days of teaching between 9/28 and 10/8</td>
</tr>
<tr>
<td>8</td>
<td>Oct. 9th</td>
<td>Instruction III: Formative assessment and academic language</td>
<td>Collaborative Log #2: Discussing the 2 days of teaching (Handbook, p. 45) Weekly reflection</td>
</tr>
<tr>
<td>9</td>
<td>Oct. 16th</td>
<td>Meet with Small Groups/Supervisor</td>
<td>Shadowing Assignment Weekly Reflection</td>
</tr>
<tr>
<td>10</td>
<td>Oct. 23</td>
<td>Assessment I: Looking at</td>
<td>Collaborative Log #3: Progress on “menu items” (Handbook, p. 45);</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Assignment(s) Due</td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
<td>----------------------------------------------------------------------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>student work</strong></td>
<td>Weekly reflection</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assessment II: Designing assessments</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Oct. 30&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Meet with Small Groups/Supervisor</td>
<td>Weekly reflection</td>
</tr>
<tr>
<td>12</td>
<td>Nov. 6&lt;sup&gt;th&lt;/sup&gt;</td>
<td>PACT Training for Supervisors (Class canceled)</td>
<td>Weekly reflection</td>
</tr>
<tr>
<td>13</td>
<td>Nov. 13&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Reflection I: Deciding on next steps</td>
<td>Weekly reflection</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reflection II: Debriefing coaching cycle</td>
<td>Deadline for Technology Lesson</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(Handbook, p. 55-58)</td>
</tr>
<tr>
<td>15</td>
<td>Nov. 27&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Thanksgiving weekend</td>
<td>Gratitude</td>
</tr>
<tr>
<td>16</td>
<td>Dec. 4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Course Wrap Up</td>
<td>Portfolio (Handbook, p. 81); No</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Weekly Reflection Due</td>
</tr>
</tbody>
</table>