Single Subject Social Science Student Teaching Seminar, SSED 184Y/Z, Spring 2016

San José State University
Spring 2016: SSED 184 Y/Z
Single Subject Social Science Student Teaching, Phase II/III

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Office Hours: Thursdays 3:00-4:15 PM & by appt
Class Days/Time: Thursdays 4:30-6:30 PM, DMH 235B
Prerequisites: Subject Matter Competency, Phase I Student Teaching, SSED 378, 3.0 GPA in credential course work, and joint approval of the Social Science Education & Secondary Education Programs

Course Description:
The requirements for successful completion of this course are from the California Commission on Teacher Credentialing. You, the student teacher, will work with one or two mentor teachers at the middle or high school level and a university supervisor assuming primary instructional responsibility for two classes for an entire semester. For the Social Science program, you are required to teach two different subjects in Social Science over the course of their time in the program. The requirements for the Phase III Student Teaching include a minimum of two weeks full-day teaching in addition to daily teaching responsibilities as designated by the mentor (classroom or master) teacher. The university supervisor will visit the classroom to observe the student teacher a minimum of four (TBD) pre-arranged times, and is available to discuss any questions and concerns you may have about the program. During the semester, you are also required to complete the requirements of the Performance Assessment for California Teachers. You are expected to work through these requirements with the help of your mentor teacher, your university supervisor, your peers, and me.

I am available via email and at SJSU during office hours listed above should you have any questions or concerns about the requirements of this course. You are expected to inform the instructor of any events in the classroom or elsewhere at your assigned school that may adversely affect your ability to fulfill the requirements of this course.

Course Resources:
Course information available on Canvas. Login using your student ID and SJSU password. Forms and additional information available on the San Jose State University PACT website http://www.sjsu.edu/education/pact/

You are also invited to follow the SJSU Social Science Undergraduate Teacher Education Program on Facebook or LinkedIn for information related to program events and potential teaching jobs.
Facebook: https://www.facebook.com/pages/SJSU-Social-Science-Teacher-Education/497760326949457?ref=hl
LinkedIn: SJSU Social Science Teacher Education Group http://www.linkedin.com/groups?home=&gid=5064825&trk=anet_ug_hm
Single Subject Credential Program: Student Learning Objectives:

- Candidates demonstrate a high level of professional responsibility for and involvement in their own professional development.
- Candidates explain a personal philosophy of teaching and learning that is grounded in theory and standards of professional practice.
- Candidates articulate conceptual frameworks relating to culture, power, and equity and how these influence teaching and learning.
- Candidates discuss legal issues and ethical choices that influence education.
- Candidates discuss interrelationships among family, community, student learning, and success in school.
- Candidates discuss and critique various theories and practices of language acquisition and literacy development (e.g. reading, writing, speaking, listening) across content areas.
- Candidates design standards-based instructional objectives and activities that are developmentally appropriate, sequential and integrated, and actively engage all students.
- Candidates design, critique, and utilize a variety of formal and informal standards-based assessments that inform teaching and provide feedback on student learning.
- Candidates demonstrate teaching methodologies that reflect an effective use of standards, objectives, and strategies including technology for working with a diverse student population.
- Candidates critically reflect upon the relationship between their own teaching and student learning.

Course Requirements:

1. Successfully complete your Phase II/III student teaching.
2. Attend all of the required 184Y/Z seminars.
3. Compile a course outline, unit plans, and lesson plans (including all handouts, quizzes, tests, overheads, examples of student work, grade documents, seating charts, models, etc.) in a binder that you will present to your instructor in seminar and supervisor each time s/he visits your classroom.
   
   **The PACT is due** Monday, April 11, 2016 by 4PM in Taskstream.

Grading:

Student teachers, interns, and contract teachers are graded in SSED 184Y/Z with CR (Credit) or NC (No Credit). Candidates must fulfill all course requirements and must also provide evidence of good teaching and potential for continued growth to meet the criteria for the grade of “CR.”

Your university supervisor and your on-site evaluator(s) will fill out Formative Evaluations midway through the semester. You will be advised about areas of your teaching that you will need to improve in order to receive credit for the course. You should have ample opportunity to improve in those areas before the end of the semester. Your university supervisor and on-site evaluator(s) will submit written evaluations of your performance, using the Summative
Evaluation Form at the end of the semester. You are required to teach your classes until the end of the semester of the school in which you are student teaching. Credit will not be assigned if you do not complete the term at the school to which you have been assigned.

Please note that at our host schools, it is of the utmost importance to conduct ourselves professionally. Take a moment to review our program’s code of ethical conduct in the Handbook. Be advised that breaches of this code of ethical conduct may result in immediate termination of a student teaching placement, a no-credit in this course, and/or administrative disqualification from the university.

Classroom Protocol:
We will spend our time together working mainly on PACT-related activities in the first part of the semester and the next part on preparing for the professional life of teaching. Together, we may determine a different structure for using class time, but to start it is important that we have weekly check-ins and use the time to support each other in the intellectual, emotional, and physical work that is required of teaching. To see each other already as colleagues is of great importance for your career. We will discuss this further over the semester. As I see it, our class time together is helping to build each other up to become exemplary teachers, to offer young people the very best.

University Policies
General Expectations, Rights and Responsibilities of the Student
As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU’s policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See University Policy S90–5 at http://www.sjsu.edu/senate/docs/S90-5.pdf. More detailed information on a variety of related topics is available in the SJSU catalog, at http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

Dropping and Adding
Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes.

Consent for Recording of Class and Public Sharing of Instructor Material
University Policy S12-7, http://www.sjsu.edu/senate/docs/S12-7.pdf, requires students to obtain instructor’s permission to record the course. Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s written permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material. Course
material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor-generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.

**Academic integrity**

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University’s Academic Integrity policy S07-2, located at http://www.sjsu.edu/senate/S07-2.htm, 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 Student Conduct and Ethical Development website is available at http://www.sjsu.edu/studentconduct/.

**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 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at http://www.sjsu.edu/aec to establish a record of their disability.

**General Expectations, Rights and Responsibilities of the Student**

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU’s policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See University Policy S90-5 at http://www.sjsu.edu/senate/docs/S90-5.pdf. More detailed information on a variety of related topics is available in the SJSU catalog, at http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

**Credit Hour Policy**

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at http://www.sjsu.edu/senate/docs/S12-3.pdf.
Course Schedule
(Subject to change with notice)

Week 1 (1.21) PACT Orientation
4:30 P.M. BBC 032

Week 2 (1.28) Due: Course Outline, First Unit Plan
Introductions, Timeline for PACT, Assessment of Needs
Explanation of Task 1

Week 3 (2.4) Due: Draft of Task 1
Explanation of Task 2

Week 4 (2.11) Due: Draft of Task 2, Part I
Lara Ervin on PACT - bring your questions
Workshop Task 2

Week 5 (2.18) Due: Revised Task 2, Part I
Workshop on Assessment

You should plan on completing your PACT learning segment in your classroom sometime
during the weeks of Feb. 22, 29, Mar. 7, 14
I strongly urge you to record as early as you can!

Week 6 (2.25) Due: Draft Assessment (Task 2, Part II)
Academic Language, Presentation by Rosemary Kuhn
SH 433

Week 7 (3.3) Due: Draft of Task 3
Workshop Task 3
Explanation of Task 4

Week 8 (3.10) Due: Draft of Task 4
Workshop Task 4
Explanation of Task 5

Week 9 (3.17) Due: Draft of Task 5

Week 10 (3.24) Due: Revisions toward Full Draft
Job Search Presentation, Tom Avvakumovitz of Fremont Unified,
SH 433

NO CLASS 3.31 - SPRING BREAK
| Week 11 (4.7) | **Due: Full Draft**  
Workshop on Full Draft (or whatever you need) |
| Week 12 (4.14) | No Class |
| Week 13 (4.21) | PACT Debrief |
| Week 15 (5.5) | How to get your credential workshop, with Lavette Hay, in SH 433 |