San José State University  
Fall 2018: SSED 184 Y/Z  
Single Subject Social Science Student Teaching, Phase II/III

Course Information

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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 coursework, 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 your 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 six 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 California Teaching Performance Assessment. 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 the shared class drive: https://sites.google.com/sjsu.edu/f17ssed184yz/home?authuser=2. Forms and additional information available on the San Jose State University CalTPA website http://www.sjsu.edu/education/pact/ (the page should be updated in Fall 2018).
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.
● Candidates complete and pass a California Performance Assessment.

Required Texts/Readings:
There are no assigned texts for this course. We will use the CalTPA Guide.

Course Requirements:
1. Successfully complete your Phase II/III student teaching.
2. Attend all of the required 184Y/Z seminars.
3. Prepare detailed lesson plans for each day of teaching.
4. 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 or work folder that you will present to your instructor in seminar and supervisor each time s/he visits your classroom.
5. Complete the elements of the CalTPA (California Teaching Performance Assessment).

The CalTPA is due November 26, 2018 on Edthena; by November 29, 2018 on the Pearson website.

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.” ON TIME CLASS ATTENDANCE IS REQUIRED. Please let me know at least an hour ahead of time if you will be late for class. 24-hour notice is required if you will be absent. Missing more than ONE class will result in failure of the class.

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 CalTPA-related activities and 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.

We will use Google Drive to share drafts of the CalTPA. We will use Edthena to share and view videos. Please be sure that you are signed up and part of the Social Science group on Edthena.

CalTPA Work Products:
You will be completing sections of the CalTPA in parts. The syllabus shows the due dates for each part. Please submit each section by the due date. This will ensure that you are keeping pace to submit the full product on time. Note that since this is my first time facilitating the CalTPA, the syllabus may change. I will always notify you if I make changes.

Communication:
I maintain communication with Supervisors and Mentor Teachers, but I rely on you to inform me of problems in the classroom/school or with personal issues that may arise and affect your classroom performance and presence. Please keep in touch and make sure to read emails in full.

University Policies:
Office of Graduate and Undergraduate Programs maintains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. You may find all syllabus related University Policies and resources information listed on GUP’s Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/

Course Schedule
(Note that the following is subject to change with notice.)

Week 1 (8.23) Introduction to the course, each other, CalTPA Cycle 2
In class: Discussion of Step 1

Week 2 (8.30) Due: Personalized plan for Cycle 2 of CalTPA; Gather as much information as possible for Step 1: Plan (Contextual Information)
In class: Discussion of student teaching challenges and triumphs

Week 3 (9.6) Due: Draft of Step 1: Plan (Contextual Information)
Upload draft to YOUR Google Drive folder; please put your name somewhere on the document and label your file using your name and the document title

Week 4 (9.13) Due: Draft of Step 1: Plan (Learning Segment and Assessment Descriptions)
- Upload draft to YOUR Google Drive folder; please put your name somewhere on the document and label your file using your name and the document title
In class: Discussion of plan/idea for Learning Segment

Week 5 (9.20) Due: Revision of Step 1: Plan (Learning Segment and Assessment
Descriptions)
- Upload revision to YOUR Google Drive folder; please put your name somewhere on the document and label your file using your name and the document title

In class: ** Presentation: Academic Language for ELLs w Rosemary Kuhn, Piedmont Hills HS (SH 444, 4:30 - 6:15 PM)

You should plan on completing your CalTPA learning segment in your classroom sometime during the weeks of 9/24 – 10/28. Once you start teaching your mini-units, remember to VIDEO RECORD EVERYTHING!

Week 6 (9.27)
Due: Step 2 (partial): Teach and Assess
In class: Discussion of student teaching and progress toward CalTPA

Week 7 (10.4)
Due: Step 2 (full): Teach and Assess
- Upload draft to YOUR Google Drive folder; please put your name somewhere on the document and label your file using your name and the document title

Week 8 (10.11)
Due: Catch-up work and video recording

Week 9 (10.18)
Due: Step 3: Reflect
- Upload ONE video clip to Edthena for peer review (in class peer review)
In class: Discussion/feedback of videos

Week 10 (10.25)
Due: Step 4: Apply
- Upload to YOUR Google Drive folder; please put your name somewhere on the document and label your file using your name
In class: Discussion of student teaching and review of CalTPA work in progress

Week 11 (11.1)
Work to complete all steps of CalTPA

Week 12 (11.8)
Workshop Day I
- Upload drafts of all steps to YOUR Google Drive folder; please put your name somewhere on the document and label your file using your name. We will partner up in class to provide feedback on the draft.

Week 13 (11.15)
Workshop Day II
- We will work on finalizing your portfolio of work. By the end of class you should feel confident about completing and submitting your work by the deadlines.

Week 14 (11.22)
THANKSGIVING HOLIDAY (NO CLASS MEETING)

The CalTPA is due by November 26 to Edthena and by November 29 to the Pearson ePortfolio system. AIM TO SUBMIT EARLIER!

Week 15 (11.29)
Presentation: The Job Search Process (w/ Paula Robinson, HR Director, FUHSD)

Week 16 (12.6)
Presentation: How to Apply for your Preliminary Credential (SH 444, 4:30 - 6:15 PM)

As this is a supervisory/practicum course, no final examination will be given.