

San José State University
Fall 2022: SSED 184 Y
Single Subject Social Science Student Teaching, Phase II

Course Information

Instructor:	Wendy Thowdis
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Office Hours:	Thursdays 3:00-4:00 PM in person and by appointment on Zoom
Class Days/Time:	Thursdays 4:30-6:30 PM – In Person
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:

This class supports your work in Phase 2 student teaching by giving you an opportunity to process the placement experience with members of your Social Science cohort. We will spend time each class sharing teaching experiences and discussing problems of practice in the classroom. During the semester I will be reviewing the requirements of the Cycle 2 California Teaching Performance Assessment and providing peer review opportunities to foster success with this assessment. You are expected to complete CalTPA Cycle 2 this semester.

Finally, now more than ever as we cope with the many issues raised by the pandemic and recurring violence in our world, this course will be focusing on ways to address context and integrate social, emotional, and cultural competencies into your Social Science teaching.

In this class we respect the diversity of our communities and work to ensure that everyone feels welcome. We see and value people of different races, ages, genders, sexual orientations, levels of ability, language, socio-economic backgrounds, religions, and cultures. My goal is to model humanizing pedagogy that includes anti-racist, abolitionist, emancipatory, and healing centered practices.

I am available via email and on Zoom 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 your student teaching classroom and/or at your assigned school that may adversely affect your ability to fulfill the requirements of this course.

Course Resources:

1. Course information is available in our SSED 184YZ Canvas shell.
2. Forms and additional information available on the San Jose State University CalTPA website and on the CalTPA Canvas Shell created by the Teacher Education Department.

Single Subject Credential Program Learning Objectives (PLOs):

PLO 1: Plan for collaborative school/community partnerships with leaders, families, organizations, advocates, and other community members that center their interests, needs, and diverse expertise to reject deficit perspectives and augment students' educational experiences.

PLO 2: Critically examine, design, and implement authentic, asset-based curricula and instructional methods that leverage students' diverse cultural, linguistic, cognitive, and socioeconomic resources as disciplinarily relevant instructional and pedagogical resources.

PLO 3: Critically examine, design, and implement ongoing feedback-based approaches to assessment that center formative guidance during the learning process as opportunities for students to revise, expand, and grow as learners.

PLO 4: Draw from educational literature to analyze and critique important intersecting aspects of history, policy, economics, race, class, language, and other facets of culture underlying societal and one's own individual assumptions, values, and beliefs within education.

PLO 5: Design and apply classroom inquiry cycles to address a problem of practice through culturally sustaining, holistic pedagogical practices and critical self-reflection.

Course Learning Objectives (CLOs)

Upon successful completion of this course, students will be able to demonstrate:

1. Ways they have integrated humanizing pedagogy that includes culturally responsive and sustaining pedagogy into their Social Science teaching. These include the ability to:
 - Build a positive classroom environment
 - Align to standards
 - Create curricula and deliver it in a way that reflects students' strengths
 - Use informal, formal and student-self assessment practices
 - Teach historical thinking skills through inclusive examples that build upon students' funds of knowledge
 - Tie past to present
 - Empower students to be active agents of change in their world experiences
 - Use educational technology to enhance student learning by making it accessible to all learners
2. Understanding of the CalTPA guidelines for successfully completing the Cycle 2 assessment.
3. Ways to achieve proficiency in the 6 Teacher Performance Expectations (TPEs) required for credentialing.
4. Understanding of self-care practices that build resilience.

Required Text/Readings:

1. CalTPA Cycle 2 Assessment Guide (v5), which is located on our SSED 184Y Canvas Shell.
2. CA Teacher Performance Expectations (TPEs)
<https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/adopted-tpes-2016.pdf>
3. You will also be assigned articles on selected topics and asked to provide individual reflections on our Canvas Discussion Board.

Course Requirements:

1. Successfully complete your Phase II student teaching that supports this course.
2. Attend all of the required 184Y seminars unless you provide notice regarding illness or emergency situations.
3. Complete all assignments on the SSED 184Y Canvas Shell.

Grading:

Student teachers are graded in SSED 184Y with CR (Credit) or NC (No Credit). Candidates must fulfill all course requirements and must also demonstrate proficiency in the Course Learning Objectives to meet the criteria for the grade of "CR." CLASS ATTENDANCE IS REQUIRED. Please let me know at least an hour ahead of time if you will be late or too ill to join our class.

Classroom Protocol:

We will spend our time together in 184Y processing your student teaching experience, fostering resilience, completing CalTPA-related activities, and preparing for the professional life of teaching. Together, we may determine a different structure for using class time, but it is important that we have weekly check-ins and use the time to support each other in the intellectual, emotional, and professional work that is required of teaching during our current context. To see each other already as colleagues is of great importance for your career. I hope to create a learning environment that models culturally sustaining best practices in teaching with a social, emotional, and cultural lens, and help you bring these practices and this lens to your own teaching.

Overview of Course Assignments

All written assignments are due the Wednesday night prior to our Thursday seminar.

I. CalTPA Work Products

You will be completing sections of the CalTPA on the due dates listed in our Course Schedule. This will give us time in class to conduct peer reviews of your work to help ensure success when you submit your assessment for credentialing. I will always notify you if changes are made to any due dates for your work. We will use Google Docs on Canvas to share drafts of the CalTPA work, and Canvas Studio to share and peer review videos.

II. Weekly Journal Reflections

Each week you will prepare a journal reflection based upon your student teaching experiences. I will be looking for you to revisit the goals you described in your IDP (Individual Development Plan based upon the CA Teacher Performance Expectations) and to evaluate your progress in meeting these goals. Note that you may revise your goals as the semester proceeds. Some of these reflections will be written and uploaded to Canvas for a grade; others will be share verbally during seminar with peers.

III. Discussion Board Reflections

Periodically you will be asked to read articles and/or listen to videos and respond to prompts on our Canvas Discussion Board that connect to your student teaching experience.

Communication

I maintain communication with Supervisors and Mentor Teachers, but I rely on you to inform me of challenging issues in the classroom and school or with personal issues that may arise and affect your teaching performance and presence. Please keep in touch and make sure to read emails in full and respond promptly within 24 hours of receiving them.

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](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

Course Schedule

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

All SSED 184Y seminar classes will be meeting in person on Thursdays from 4:30-6:30 pm unless notified.

Each week in seminar we will:

- Check-in to see how you are doing by sharing “roses, thorns, and buds”.
- Discuss ways to build resilience in ourselves and our students using culturally sustaining best practices in teaching that foster a social, emotional, and cultural lens.
- Review CalTPA Cycle 2 requirements.

Week 1 (Aug 25th) Introduction to course; Building trust and community with attention to culture and context; Reflections on your first days in Phase 2; *Student Teaching Guidelines*; Creating a common language to integrate social, emotional, and cultural (SEC) competencies.

Week 2 (Sept 1st) Comparison of Phase 1 & Phase 2 student teaching; Overview of Cycle 2 CalTPA; Integrating SEC competencies into your lessons; Step 1: Plan-Contextual Information Template.

Week 3 (Sept 8th) **TED Zoom Presentation: Academic Language with Ivon Rodriguez (4:30 - 6:30 pm) in person in Sweeney Hall -room 229**

Week 4 (Sept 15 th)	CalTPA Step 1: Plan-Assessment Descriptions Template using Understanding By Design (backwards planning); Connections to Assessment course; Informal, Formal, and Student Self-Assessment; Peer Review Contextual Information Template; Humanizing pedagogy in the context of structural racism.
Week 5 (Sept 22 nd)	NO CLASS ; work on Assessment Description Template with rubrics for all 3 assessments
Week 6 (Sept 29 th)	CalTPA Step 1: Plan-Learning Segment: Learning Goals & Universal Design for Learning (U.D.L.); Historical Thinking Skills & HOTS; Using Contextual Information and an understanding of students' assets to inform culturally responsive & sustaining teaching.
Week 7 (Oct 6 th)	NO CLASS ; work on Learning Segment Template for 1 lesson
Week 8 (Oct 13 th)	Peer review of Assessment Descriptions Template using CalTPA rubrics; Review Step 2: Teach and Assess-Analysis of Informal and Student Self-Assessments Template; Student voice & motivation; Integrating Educational Technology
Week 9 (Oct 20 th)	Peer review revised Learning Segment Template with 1 lesson using CalTPA rubrics; Step 3: Reflect-Analysis of Formal Assessment Results and Reflection for Whole Class and 3 Students Template; How to annotate videos; Problems of practice
Week 10 (Oct 27 th)	Peer Review Learning Segment Template for 3 lessons; Problems of practice
Week 11 (Nov 3 rd)	Step 4: Apply - Next Steps for Learning and Re-Teaching or Extension Activity Description Template; processing the controversy over Critical Race Theory
Week 12 (Nov 10 th)	Peer review 1 video from CalTPA topics using CalTPA rubrics; Plan for 2 weeks of full participation in your mentor's schedule; Problems of practice
Week 13 (Nov 17 th)	TED Zoom Presentation: Job Search with Paula Robinson, HR Director of Fremont Union HSD (4:30 - 6:30 pm)
No class Nov 24th	THANKSGIVING BREAK
Week 14 (Dec 1 st)	TED Zoom Presentation: How to Apply for your Preliminary Credential (4:30-6:00 pm)

As this is a student teaching seminar course, no final examination will be given.

(Note that the assignments and due dates are subject to change with notice from the instructor.)

Upload each of these assignments to our SSED 184Y Canvas Shell by 11:59 pm on the Wednesday before each seminar. I will be reviewing these so that I can provide feedback during class the next day, and so that you may have the opportunity to engage in peer review. It may be challenging to keep up with the requirements for our course while you are planning lessons for your student teaching, but please make every effort to do so. These assignments are designed to help you understand all aspects of CalTPA Cycle 2 and to reflect on your Phase II student teaching experience.

Weekly Reflections (Rose, Thorn, Bud)

Throughout the semester we will be discussing how to integrate social, emotional, and cultural anchor competencies into your Social Studies teaching as you work towards achieving the Teacher Performance Expectations (TPE). These competencies highlight the importance of both teacher and student self-reflection. Each week during our seminar you are to share your Weekly Reflection described below. **TWO** of these reflections will also be submitted as written assignments on Canvas. Bullet points are acceptable for this assignment.

As the semester progresses your Weekly Reflection will address these 3 questions:

- i. How did this week go for you? (Roses, Thorns, Buds – see chart)
- ii. What have you done this week to work towards meeting your TPE goals?
- iii. How have you integrated the Anchor Framework, anti-racist, emancipatory pedagogy, and/or humanizing pedagogy into your teaching?

Discussion Board Reflections

Periodically, you will be asked to read articles, watch a video, and/or review websites relating to your student teaching experience and respond to prompts on the Discussion Board. Check Canvas for these assignments.

Note: Assignments are due on Canvas by midnight Wednesday, the day prior to class.

Assignment #1

Due Aug 30th

- a. Read “A Mindful Way to Reflect: Rose, Thorn, Bud”
- b. Complete *Roses, Thorns, Buds Chart #1*
- c. Read *CalTPA Guide: Overview pgs. 1-8*
- d. Read “The Hidden Power in Your Class Roster” & complete Discussion Board

Assignment #2

Due Sept 7th

- a. Submit Individual Development Plan (IDP) – revise if needed from Phase I and check that it relates to the Teacher Performance Expectations for your goals.
- b. Submit CalTPA Contextual Information Template DRAFT
Read CalTPA pages 9-10
Choose ONE class which you will use to complete the CalTPA. Who are your students? What are their assets and general needs? Collect demographic information about your class and school based on the prompts on the Contextual Information Template. Type this data on the Word document and upload it as an assignment. Be ready to share out some of the information you have gathered during our seminar.

Assignment #3

Due Sept 14th

- a. Submit Roses, Thorns, Buds Chart #2
- b. Read Canvas article & respond to Discussion Board prompts.
- c. Read *CalTPA pages 11-15 and Step 1 Rubrics 2.1 & 2.2 on pages 31-34*

Assignment #4

Due Sept 28th

- a. Prepare Roses, Thorns, Buds Reflection – nothing written required
- b. Submit CalTPA Contextual Information Template REVISION
Revise your draft template into a longer narrative under each prompt. Fully explain your information in complete sentences between the brackets on the Template, using the information you have gathered on your Contextual Information sheet for the ONE focal class. This should be 3 pages minimum (maximum 4 pages). Make sure you incorporate all of this information you have gathered to present a full picture of your class. This information will then be used to draft your learning segment.
- c. Read U.D.L. materials on Canvas & respond to Discussion Board prompts.

Assignment #5**Due Oct 12th**

- a. Prepare Roses, Thorns, Buds Reflection – nothing written required
- b. CalTPA Step 1: Plan-Assessment Description Template DRAFT
To complete the Assessment Description Template, you must very specifically describe each of the 3 required types of assessments and connect them to your learning goals. Outline your responses to all of the 7 prompts on this template. Be ready to share and peer review your responses.
- c. *Read CalTPA pages 16-21 and Step 2 Rubrics 2.3-2.7 on pages 35-41*

Assignment #6**Due Oct 19th**

- a. Prepare Roses, Thorns, Buds Reflection – nothing written required
- b. CalTPA Step 1: Plan-Learning Segment Template Draft for **ONE** lesson.
Submit a draft for **ONE lesson** on the Learning Segment Template.
What is the content/unit you will be teaching for your learning segment?
What are your teaching ideas for this segment? How might you assess your students' learning, considering the contextual information you have gathered?
When do you think you will implement it? (Create a timeline).
Review the 3-page Learning Segment Template and the Rubrics to get a sense of what you will need to include in your 3-5 lessons and then complete Lesson #1 in the boxes provided on the template. Be ready to share and peer review this information during our seminar.
- c. *Read CalTPA pages 22-25 and Step 3 Rubric on pages 42-43*
- d. *Read CalTPA pages 26-29 and Step 4 Rubric on pages 44-45*

Assignment #7**Due Oct 26th**

- a. Prepare Roses, Thorns, Buds Reflection – nothing written required
- b. Complete a more thorough draft of the Learning Segment Template by refining Lesson #1 and adding 2 more lessons (**THREE lessons total**). Make sure you align all 3 lessons with the CalTPA rubrics. Think more specifically about how and where you can include informal assessments, student self-assessments and a formal assessment. Be ready to share and peer review your template.

Assignment #8**Due Nov 2nd**

Read Canvas article & respond to Discussion Board prompts

Assignment #9**Due Nov 9th**

- a. Prepare Roses, Thorns, Buds Reflection – nothing written required
- b. *Upload and Annotate ONE* 5-minute video clip of your teaching that addresses **ONE** of the required 4 videos. By this point in the semester, you should be teaching your Learning Segment (5 lessons with all 3 assessments) and completing the 4 required videos for CalTPA. The video you upload on Canvas does not need to be the video you will submit for CalTPA.
Video Clip 1: Instruction and Assessment of Academic Language development
Video Clip 2: Students' Use of Educational Technology
Video Clip 3: Instruction and Informal Assessment of Content
Video Clip 4: Instruction and Student Self-Assessment of Content

Assignment #10**Due Dec 1st**

Submit FINAL Individual Development Plan (IDP) – revised for Induction