San José State University
Lurie College of Education
Department of Elementary Education
EDEL 143A Student Teaching Phase I
Section #07, Class Number #21320 and
Section #71, Class Number #22241

Instructor:	Bonnie Jacobsen
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Office Hours:	Tuesdays 1/2 hour before and after class, and anytime by phone or email
Class Days/Time:	Tuesdays 1:00 – 3:00
Classroom:	Taylor Elementary School, room P5
Prerequisites:	EDTE 162/262, passing scores on all CSET tests, certificate of clearance, negative TB test
Course Fees:	$11

Course Rationale and Description

The EDEL 143A experience provides the candidate with an opportunity to relate educational theory presented at the university to everyday school experiences. Candidates 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. Candidates 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. Candidates will be given opportunities to observe in a variety of classrooms throughout a school district, and across grade levels in a given school. Additionally, candidates 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) engages the teacher candidate in contemporary, diverse, multicultural classrooms, schools, and school districts; (2) provides the teacher candidate with opportunities to observe and teach 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 and students with an Individualized Educational Plan (IEP), 504 (legal, informal IEP), or unidentified special needs.

This course is a combination of seminars and field experiences. Classroom hours include weekly seminars and part-time student teaching, totaling about 260 hours. Because it is pass/fail, a teacher candidate must meet all requirements, in order to pass.

Alignment with Lurie College of Education Vision and Mission

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.

Shared Vision: The Lurie College of Education is an inclusive, engaged, diverse, intellectual community where teacher-scholars inspire life-long learning and advocacy for excellence and equity in education.

Alignment with National Commission for Accreditation of Teacher Education (NCATE) Standards[1]

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

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[1] NCATE standards are available at **http://www.ncate.org/public/standards.asp?ch=4** Download pdf document on program standards

students learn and how to make ideas accessible to them, and consider school, family, and community contexts in connecting concepts to students prior experience.

<u>Standard 3: Field Experience and Clinical Practice</u>

Standard 3, requires that the program provides field experience so that candidates develop and demonstrate the knowledge, skills and professional dispositions necessary to help all students learn.

<u>Standard 4: Diversity</u>

Standard 4, requires that the curriculum help students to demonstrate knowledge skills, and dispositions related to diversity.

# Student Learning Objectives

Course Content Learning Outcomes

The following are aligned to the Teaching Performance Expectations (TPE) and the Programs Standards approved by the California Commission on Teacher Credentialing (CCTC):

1. Identify the roles and responsibilities of the candidate in the Multiple Subjects Credential 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, physical and learning differences, etc.) **(TPE #4-7, 12, 13, CCTC #6, 13, 14)**
4. Examine ways to provide equitable access to learning for all students and identify and reflect on issues of inequity **(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 needs using a variety of assessment processes and determine appropriate instructional strategies and technological resources to support learning **(TPE #2-11, CCTC #9)**
8. Examine ways in which a given school and/or classroom fosters a sense of community among parents, faculty, staff, and students. **(TPE #11, CCTC #10)**
9. 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)**
10. Understand the ELD standards; the purpose, content and uses of language assessments. Examine appropriate measures to assess

English learners' growth in academic language development and content knowledge in the core curriculum. **(TPE #7, CCTC #13)**

11. Identify language demands embedded in curriculum/instructional materials and provide scaffolding to support students' access to content and develop academic language. **(TPE #7, CCTC #13)**

12. 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)**

Knowledge Base Continuum
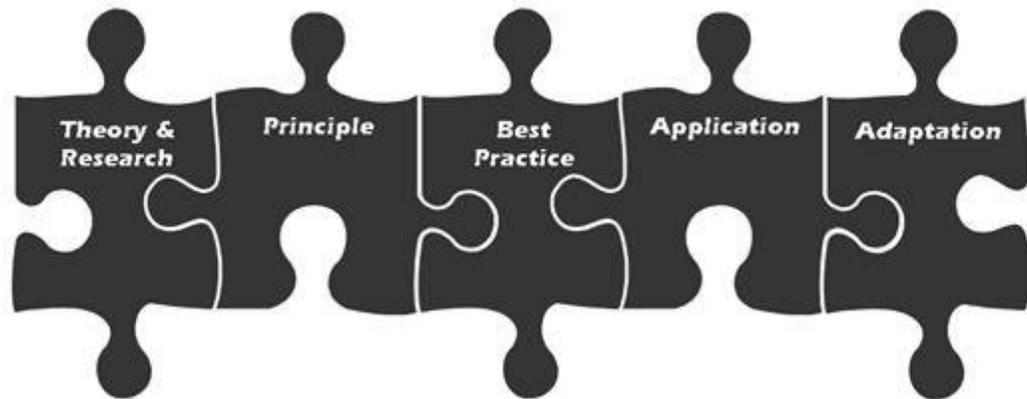
The knowledge base continuum depicted above represents the cyclical process of theory's adaptation. ELED143A field placement, develops teacher candidates' knowledge base concerning how the theory/research and principle aspects of the continuum undergird the best practices, applications, and adaptations that one might use to effectively teach all students. While engaged in student teaching, candidates will observe cooperating teachers' use of best practices, applications and adaptations and inquire about their theoretical rationale given the students they serve. As candidates take on increasing levels of responsibility in the classroom they will design and teach their own lessons demonstrating and justifying how they put theory into practice.

Required Texts/Readings

Required Texts

Student Teaching Fieldguide will be online at
http://www.livebinders.com/play/play?id=1580626

Required Reading

The California Common Core Standards http://www.cde.ca.gov/re/cc/

The new California English Language Development Standards http://www.cde.ca.gov/sp/el/er/eldstandards.asp (scroll down to links for grade-level standards)

What Is SEL? (handout)

Recommended texts underlying course content:

Watson, Marilyn   Learning to Trust. San Francisco: Jossey-Bass, 2003.

Classroom Protocol

- ¤ Actively participate in seminar discussions and activities.
- ¤ Turn off cell phones.
- ¤ Notify supervisor if unable to attend a seminar.
- ¤ Notify supervisor and cooperating teacher when an absence is necessary for a school day.
- ¤ Schedule personal appointments and errands at times that do not conflict with the required school day and seminar schedules.
- ¤ Adhere to SJSU expectations about classroom behavior; see Academic Senate Policy S90-5 (http://www.sjsu.edu/senate/s90-5.htm) on Student Rights and Responsibilities.

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.

Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.

Assignments and Grading Policy

A teacher candidate must successfully meet all of the following requirements, in order to pass the course. Course assignments/assessments in EDEL143A are fully described in the student teaching field experience guide. These include:

- School/Community Resources
- Reflection on Learning Environment
- Three "Aspects of Practice" Conversation Logs

- **If in a primary grade (K-2)** placement, three Teaching of Beginning Reading lessons (two completed by the cooperating teacher, one formal observation by the supervisor), including all related documentation
- Technology Lesson: Survey, lesson plan and rubric with cooperating teacher's evaluation.
- Formal Observation: **Focus to be determined by supervisor,** including:
  - Lesson Plan
  - Supervisor's observation notes and comments
- Formal Observation: **Coaching Cycle lesson**, including:
  - Lesson Plan
  - Supervisor's observation notes and comments recorded on Evaluation of Candidate's Teaching of Beginning Reading form
- Formal Observation (Teaching Beginning Reading, if in primary—K-2; focus to be determined by supervisor, if in Gr. 3-8), including:
  - Lesson Plan
  - Supervisor's observation notes and comments
  - If in primary (K-2), include all documentation required for Teaching Beginning Reading lesson
- Participate in school programs and classroom activities that support the California Content Standards specific to Visual and Performing Arts and Physical Education.

According to the California Commission on Teacher Credentialing (CCTC), candidates must attain competency in all areas of relevant content and communication outlined in the CCTC standards. The Elementary Education Department has thus adopted procedures to ensure such competence. Should a candidate perform unsatisfactorily in either phase of the practicum by failing to achieve the expected level of performance, the Process for Remediation (articulated above) would be enacted. If the process of remediation is unsuccessful, or if the candidate is removed from a practicum placement, she or he will not receive credit for that phase of the practicum. The candidate may 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 may occur in a subsequent semester. **Two unsuccessful experiences in either EDEL 143A or EDEL 143B will disqualify a candidate from the SJSU Multiple Subject Credential Program.**

Any candidate who has been required to retake either EDEL 143A or EDEL 143B must meet with the Chair of the Department of Elementary Education and the Director of Field Placement, who will determine whether or not the candidate will be allowed to re-enroll.

San José State University reserves the right to remove from the multiple subject credential program any candidate who demonstrates unprofessional behavior, including but not limited to prevarication, slander, negligence, or child endangerment.

University Policies

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/.

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 your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Integrity Policy S07-2 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 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Disability Resource Center (DRC) at http://www.drc.sjsu.edu/ to establish a record of their disability.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center at http://www.sjsu.edu/at/asc/ located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. 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 DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at http://www.sjsu.edu/writingcenter. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to scan this code.)

POTENTIAL TOPICS TO BE ADDRESSED

The Multiple Subjects Credential program coursework provides candidates with an array of experiences with the topics listed below. EDEL 143A supports implementation and ongoing development of candidates' competences related to these topics and assessment of their performance in K-8 classroom contexts.

1. Methods for observing and reflecting on teaching and learning in K-8 schools.
2. Academic language development and language demands.
3. The purpose, content, and uses of CELDT.
4. Content standards (including the new Common Core).
5. The new California ELD Standards.
6. Objectives and essential questions and their roles in instruction and assessment.
7. Lesson and curriculum design: Lesson planning using varied instructional models: direct instruction, cooperative learning, inquiry methods, co-teaching, SDAIE, SIOP or other ELD approaches.
8. Purposes of varied assessment tools, analyzing student work, using assessments to guide instruction.
9. Teacher Performance Expectations (TPEs) and the California Standards for the Teaching Profession (CSTP) and their roles in preservice and induction.
10. Teachers' legal rights and responsibilities.
11. Parent/school communication.
12. Strategies for working with linguistically and culturally diverse student populations, and students with IEPs, 504s, and unidentified special needs.
13. Varied technologies and their roles in supporting student learning.
14. School, district, county, and state resources.
15. Learning environments, organization and classroom management.

16. ==Social-emotional development of K-8 children and its role in learning, including Social-emotional learning (SEL) and the social-emotional dimensions of teaching and learning (SEDTL).==

17. State and Federal laws pertaining to the education of English learners; specifically the impact on student placement and instructional programs.

18. State and Federal laws pertaining to the education of students with IEPs, 504s, and unidentified special needs.

19. California Common Core and other Content Standards for Reading/Language Arts, Math, Science and History-Social-Science as covered in appropriate methods courses.

20. California Content Standards for Visual and Performing Arts and Physical Education and the implementation of these standards in the elementary classroom.

EDEL 143A – Student Teaching Phase I

Course Schedule

Bonnie Jacobsen, Supervisor

Note: subject to change with fair notice

Week	Date	Topics, Readings, Assignments, Deadlines
1	1/23	**143A Welcome: SJSU SH 100, 4:00 - 4:30** **Seminar: SH 239, 4:30 – 6:30** ==**Introductions/Sharing/**==Questions/Announcements ==**Social Emotional Learning (SEL)**== **Time and days in classroom** **Requirements for the course** **Field Guide as text** **Common Core Standards, new ELD Standards** **Lesson plans** **Information Form** **Assignments:** **Download Field Guide – Sections 1 – 4 (Prim.), 1,2,4 (Upper)** **http://www.sjsu.edu/elementaryed/student_teaching/** **http://www.livebinders.com/play/play?id=1580626** **Download Common Core Standards – ELA for K – 5 and Math for your grade level: http://www.cde.ca.gov/re/cc/** **Download new ELD Standards – Overview + your grade level** **http://www.cde.ca.gov/sp/el/er/eldstandards.asp** **Fill out Information Form. Due 1/27** **Email copy of Letter of Introduction. Due by 1/27**

2	1/27	**143A Seminar – Taylor P5 – 1:00 – 3:00**
		Reflections/Sharing/Questions/Announcements
		SEL
		Beginning Reader (Primary) – Assessments. Daily work. Obs.
		Upper grade observations
		ELLISA observations of Math and Science (CRA)
		Sch./Comm. Resources
		Learning Environments
		Lesson plans - Common Core Standards
		Schedule1st informal visit by Bonnie
		Advice:
		Do one your formal observations every week.
		Send Lesson Plans to Bonnie at least 1 day ahead of lesson.
		Give Lesson Plan to CT at least 1 day ahead.
		Assignments:
		Sch./Comm. Resources Form due 2/3 or 2/10.
		Observe learning environment. Reflection due 3/3.
		Work with Beg. Reader (Primary)
		Beginning Reader (Prim.) CT observes a lesson. Obs. form with lesson plan due by 3/3.
		Upper Grade CT observes a lesson. Obs. form and lesson plan due by 3/3.
		Science Lesson observed by CT.(CRA) Obs. form and lesson plan due by 3/3.
3	2/3	**143A Seminar – Taylor P5 – 1:00 – 3:00**
		Reflections/Sharing/Questions/Announcements

		SEL
		Quiz about students
		Beginning Reader assessments and topics
		Aspects of Practice with CT.
		Technology in schools + School Use Policy
		Technology lesson can be combined with non-literacy lesson
		Lesson plans – ELD Standards
		Coaching Cycle - Overview
		Sign up for literacy observation by Bonnie.
		Assignments:
		Work with Beg. Reader.
		Check out Technology in the school and fill out Technology Lesson Pre-Observation Form with CT. Due 2/10 or 2/24.
		Decide what technology to use for lesson.
		Technology lesson observed by CT. Rubric due by 3/3.
		Learning Environments Reflection due 3/3.
		Student profile due 2/10.
		CT completes Aspects of Practice #1. Turn in by 3/3.
		Set dates for 2 ELLISA Science and Math lessons and let Bonnie know. (CRA)
4	2/10	**143A Seminar – Taylor P5 – 1:00 – 3:00**
		Reflections/Sharing/Questions/Announcements
		SEL
		Science & Math lesson ideas
		Aspects of Practice
		Coaching Cycle (Planning + Rubrics, pre-observation form, focal students, videotaping)
		Lesson plans – objectives

		Assignments: ==**Work with Beg. Reader. (Prim.)**== ==**Pick 3 focal students for Coaching Cycle and start to build a personal relationship with them.**== **Aspects of Practice #1 due 3/3.**
5	2/17	**No Seminar – February Break**
6	2/24	**143A Seminar – Taylor P5 – 1:00 – 3:00** ==**Reflections/Sharing**==**/Questions/Announcements** ==**SEL**== **Coaching Cycle (Academic Language, CELDT language levels, Planning #3, Rubrics)** **Language Matrix** **Lesson plans – ELD levels and differentiation** **Assignments:** ==**Build relationships with focal students.**== **Remember, many observations are due 3/3.**
7	3/3	**143A Seminar – Taylor P5 – 1:00 – 3:00** ==**Reflections/Sharing**==**/Questions/Announcements** ==**SEL**== **Aspects of Practice #2** **Beginning Reader Obs. #2 (primary) by Bonnie** **ELLISA lesson observations #2** **Upper grade non-literacy lesson** **Professional Attributes** **Coaching Cycle (Teaching, Rubrics ,Monitoring Student**

		Learning, Reflection form) Share ideas for lessons
		Lesson plans – Background, beginning, middle, end
		Sign up for non-literacy lesson (FLEX)
		Assignments:
		Start planning Coaching Cycle
		CT fills out Professional Attributes. Turn by 3/17.
		CT completes Aspects of Practice #2. Turn in by 3/31
		Beginning Reader (Prim.) observed by Bonnie
		Upper Grade CT observes a lesson. Obs. form and lesson plan due by 3/31.
		ELLISA lessons
8	3/10	**143A Seminar – Taylor P5 – 1:00 – 3:00**
		<mark>Reflections/Sharing/</mark>Questions/Announcements
		<mark>SEL</mark>
		Coaching Cycle (Assessments + Rubrics, Reflection + Rubrics, 2nd lesson plan) Share ideas. Questions.
		Lesson plans - Assessments
		Sign up for Coaching Cycle observation by Bonnie before April 3.
		Sign up for showing video
		Assignments:
		Work on Coaching Cycle writing.
		Coaching Cycle write up is due by 4/14.
		Do one of your formal observations within the next week.
9	3/17 3/18	**No Seminar on Tuesday.**
		<mark>**SEL Institute, 11:30 – 5:15, St. Claire Hotel, on Wednesday**</mark>

10	3/24	**143A Seminar – Taylor P5 – 1:00 – 3:00** ==Reflections/Sharing==/Questions/Announcements ==SEL== **Coaching Cycle – (Reflection + Rubrics, 2nd lesson plan)** **Sign up for Coaching Cycle lesson if not done already** **Assignments:** **Many observations are due 3/31.**
11	3/31	**143A Seminar – Taylor P5 – 1:00 – 3:00** ==Reflections/Sharing==/Questions/Announcements ==SEL== **Aspect of Practice #3** **Beginning Reader observation #3 by CT** **Professional Attributes update** **Formative Assessment** **Coaching Cycle – share experience and/or video.** **Assignments:** **Coaching Cycle write up is due 4/14.** **CT completes Aspects of Practice #3. Turn in by 4/28.** **CT updates Professional Attributes. Due 4/28.** **CT and you each fill out Formative Assessment form. Due 4/28**

12	4/7	**No Seminar – Oak Grove Spring Break**
13	4/14	**143A Seminar – Taylor P5 – 1:00 – 3:00** **==Reflections/Sharing==/Questions/Announcements** **==SEL==** **Coaching Cycle – Share experience and/or video** **Portfolios** **Formative Assessment Form** **Assignments:** **Prepare portfolio** **CT fills out Formative Assessment. Due 4/28** **You fill out Formative Assessment on yourself. Due 4/28** **Many observations are due 4/28**
14	4/22	**143A Seminar – Taylor – 1:00 – 3:00** **==Reflections/Sharing==/Questions/Announcements** **==SEL==** **==Partner work and Group work==** **==Skill Builder in a group==** **Share Coaching Cycle videos** **Assignments:** **Remember many assignments and observations are due 4/28.**
15	4/28	**143A Seminar – Taylor P5 – 1:00 – 3:00** **==Reflections/Sharing==/Questions/Announcements** **SOTES** **Share Coaching Cycle videos** **Exit Interviews** **Sign up for Exit Interview** **Next semester's placements**

		Assignments:
		Bring to Exit Interview:
		Portfolio with assignments, Professional Attributes, 3 Beginning Reading observation forms and lesson plans. (Prim)
16	5/3	**Party at Jacobsen's**
	5/5	**No Seminar**
	5/4-8	**Exit Interviews**