

**San José State University**  
**Lurie College of Education**  
**Department of Elementary Education**  
**EDEL 143B Student Teaching Phase II**  
**Section (#), Class Number (#)**

<b>Instructor:</b>	Bonnie Jacobsen
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<b>Office Hours:</b>	Fridays 1/2 hour before and after class
<b>Class Days/Time:</b>	Fridays 12:30 – 3:30
<b>Classroom:</b>	SH____
<b>Prerequisites:</b>	EDEL 143A
<b>Course Fees:</b>	\$11

### **Course Description**

Upon successful completion of EDEL 143A, a candidate who has completed all program coursework requirements may enroll in 143B, Student Teaching. The EDEL 143B experience provides the student with an opportunity to relate educational theory presented at the university to everyday school experiences. Students are involved in a classroom Monday through Friday, all day. They not only observe cooperating teachers, but gradually assume responsibility for the classroom, culminating in two solo weeks of teaching. Students demonstrate their understanding of the inquiry cycle in teaching by participating in the *Performance Assessment for California Teachers: Teaching Event*. 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.

## **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<sup>1</sup>**

### 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 3: Field Experience and Clinical Practice

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.

### Standard 4: Diversity

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

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

## Course Goals and 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)**

## Required Texts/Readings

### Textbook

Field Experience Guide Book: The material in the Field Guide supplements the greensheet and is found online at [http://www.sjsu.edu/elementaryed/student\\_teaching/](http://www.sjsu.edu/elementaryed/student_teaching/))

PACT Handbook, found online at [www.pacttpa.org](http://www.pacttpa.org)

### Recommended Readings

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 or for a planned absence.
- ✧ Schedule personal appointments and errands at times that do not conflict with the required school day schedule.
- ✧ 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](http://info.sjsu.edu/static/catalog/policies.html) 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](http://www.sjsu.edu/provost/services/academic_calendars/) at [http://www.sjsu.edu/provost/services/academic\\_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/). The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/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](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

## Assignments and Grading Policy

Course assignments/assessments in EDEL143B are fully described in the student teaching field experience guide. These include:

1. Three Cooperating Teacher Observation Forms (with candidate lesson plans completed according to the Lesson Plan Checklist)
2. Successful completion of two weeks of solo teaching
3. Mid-semester Formative Assessment completed by cooperating teacher
4. Four supervisor observations (with candidate lesson plans completed according to the Lesson Plan Checklist.
5. Participate in school programs and classroom activities that support the California Content Standards specific to Visual and Performing Arts and Physical Education
6. Completed Professional Portfolio.
7. Summative Assessment (completed by candidate, cooperating teacher, and supervisor).

### **Evaluation**

This is a credit/no credit course. All assignments must be completed successfully in order to receive credit. Each candidate 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 an exit interview with the university supervisor at the end of the semester to assess the candidate’s current level of performance using portfolio entries. Consistent participation in seminars is required. Each candidate is expected to fully engage in group discussions and reflect on their practice. 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 cooperating teacher and the university supervisor
- Successfully complete all 15 weeks of student teaching placement culminating in two weeks of solo teaching.

### **Penalty for late or missed work**

Candidates are expected to demonstrate professional responsibility. No credit will be issued for missed work, that is, work that is not submitted. Late assignments may be accepted if the student has made arrangements with the instructor.

### **Classroom Hours**

Success in this course is based on the expectation that students will spend, for each unit of credit, a *minimum* of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica.

## 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](http://www.sjsu.edu/senate/S07-2.htm), 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](http://www.sjsu.edu/studentconduct/) 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](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at [http://www.sjsu.edu/president/docs/directives/PD\\_1997-03.pdf](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](http://www.drc.sjsu.edu/) (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](http://www.sjsu.edu/at/asc/) 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 143B 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. ELD Standards and the purpose, content and uses of CELDT
3. Content standards, objectives and essential questions and their roles in instruction and assessment.
4. Lesson and curriculum design: Lesson planning using varied instructional models: direct instruction, co-teaching, cooperative learning, inquiry methods, SDAIE, SIOP or other ELD approaches.
5. Purposes of varied assessment tools, analyzing student work, using assessments to guide instruction.
6. Teacher Performance Expectations (TPEs) and the California Standards for the Teaching Profession (CSTP) and their roles in preservice and induction.
7. Teachers' legal rights and responsibilities.
8. Parent/school communication.
9. Strategies for working with linguistically and culturally diverse student populations, and students with special needs.
10. Varied technologies and their roles in supporting student learning
11. School, district, county, and state resources
12. Learning environments, organization and classroom management. Social-emotional development of K-8 children and its role in learning.

13. State and Federal laws pertaining to the education of English learners; specifically the impact on student placement and instructional programs.
14. Common Core and California Content Standards for Reading/Language Arts, Math, Science and History-Social-Science as covered in appropriate methods courses.
15. California Content Standards for Visual and Performing Arts and Physical Education and the implementation of these standards in the elementary classroom.



## EDEL 143B – Student Teaching Phase II

### Bonnie Jacobsen, Supervisor Course Schedule – Fall 2013

*Note: subject to change with fair notice*

Before semester begins, Teacher Candidates are encouraged to meet with their new Cooperating Teacher to get to know each other, build a relationship, and plan how they might start the year as co-teachers.

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/23 2013	<p>PACT Overview – SH100 4:30-5:30  <b>Seminar #1</b> – SH___ 5:30-7:00</p> <ul style="list-style-type: none"> <li>● Introductions</li> <li>● Share experiences</li> <li>● How well do you know your students? – Quiz</li> <li>● Building a relationship with your CT</li> <li>● Assignments and progression of experiences</li> <li>● Lesson plans, Common Core Standards, ELD Standards</li> <li>● Calendar – seminars, observations, solo weeks, PACT</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>✓ Download Field Guide  <a href="http://www.sjsu.edu/elementaryed/student_teaching">www.sjsu.edu/elementaryed/student_teaching</a></li> <li>✓ Download PACT handbook and rubrics  <a href="http://www.sjsu.edu/education/PACT">www.sjsu.edu/education/PACT</a> forms &amp; rubrics</li> <li>✓ Fill out Class Profile form</li> <li>✓ Read Task #1, Context for Learning. <b>PACT 4-7</b></li> <li>✓ Plan for first observations – CT and Supervisor. Write lesson plan.</li> </ul>
2	8/30	<p><b>Seminar #2</b> –SH___ 12:30–3:30</p> <ul style="list-style-type: none"> <li>● Reflection</li> <li>● Discussion/Concerns/Announcements</li> <li>● Building a relationship with your students</li> <li>● Co-Teaching</li> <li>● PACT overview – Topics for PACT</li> <li>● Task #1 Context for Learning <b>PACT 4-7</b></li> <li>● Guidelines on Assistance</li> <li>● Lesson plans, Common Core Standards, ELD Standards</li> <li>● Calendar</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>✓ Download, print, and sent out video permission slips</li> <li>✓ Write Task #1 – forms and commentary for review. Due 9/6</li> <li>✓ Read Task #2 Planning. <b>PACT 8-9</b></li> </ul>

	9/6	<p><b>Seminar #3</b> 12:30-3:30</p> <ul style="list-style-type: none"> <li>• Reflection</li> <li>• Discussion/Concerns/Announcements</li> <li>• Managing Change</li> <li>• Structuring an environment for friends</li> <li>• Co-Teaching</li> <li>• Task #2 Planning &amp; Rubrics <b>PACT 8-10 &amp; Rubrics EL 1,2,3,12</b></li> <li>• Broken Circles – activity</li> <li>• Calendar</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>✓ Decide on PACT idea</li> <li>✓ Write Task #2-lesson plans/commentary – Due by 9/20</li> <li>✓ Read Task #3 Instruction. <b>PACT 12-14</b></li> </ul>
4	9/13	<b>No Seminar</b>
5	9/20	<p><b>Seminar #4</b> 12:30 – 3:30</p> <ul style="list-style-type: none"> <li>• Reflections</li> <li>• Discussion/Concerns/Announcements</li> <li>• Managing mistakes and misbehaviors</li> <li>• Co-Teaching</li> <li>• Island Maps - Activity</li> <li>• Academic Language &amp; Rubrics <b>EL11,12</b></li> <li>• Task #3 Instruction &amp; Rubrics <b>PACT 12-13 &amp; Rubrics EL4,5</b></li> <li>• Video Guidelines</li> <li>• Calendar</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>✓ Make sure you have all your permission slips.</li> <li>✓ Do PACT teaching event and write daily reflections.</li> <li>✓ Watch videos and make 15 min. clip. <b>PACT 12-13,14</b></li> <li>✓ Write Task #3. Due 10/12</li> <li>✓ Read Task #4. <b>PACT 15-18</b></li> <li>✓ CT's Observation #1 due by 10/12.</li> <li>✓ Bring a classroom set of student work</li> </ul>
6	9/27	<b>No Seminar</b>
7	10/4	<b>No Seminar</b>
8	10/11	<p><b>Seminar #5</b> 12:30–3:30</p> <ul style="list-style-type: none"> <li>• Reflection</li> <li>• Discussion/Concerns/Announcements</li> <li>• Solo week or Teaching Event comments</li> <li>• Meeting student needs for competence and autonomy</li> <li>• Co-Teaching</li> <li>• Summative Assessment</li> <li>• Task #4 Assessment &amp; Rubrics <b>PACT 15-17 &amp; Rubrics EL 6,7,8</b></li> <li>• Create an evaluative criteria for student work.</li> </ul>

		<ul style="list-style-type: none"> <li>• Academic Language</li> <li>• Calendar</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>✓ CT and you do draft Summative Assessment and discuss.</li> <li>✓ Write Task #4. Due 11/1 or earlier by email.</li> <li>✓ Create evaluative criteria or rubric for PACT student work.</li> <li>✓ Read Task #5.</li> <li>✓ Bring video clip and computer to 11/1 seminar.</li> </ul>
9	10/18	<b>No Seminar</b>
10	10/25	<b>No Seminar</b>
11	11/1	<p><b>Seminar #6</b> 12:30–3:30</p> <ul style="list-style-type: none"> <li>• Reflection</li> <li>• Discussion/Concerns/Announcements</li> <li>• Solo week comments</li> <li>• Collaboration vs. competition in the classroom</li> <li>• Co-Teaching</li> <li>• Task #5 Reflection &amp; Rubrics <b>PACT 19-20 &amp; Rubrics EL 9,10</b></li> <li>• PACT questions/Submission Guidelines</li> <li>• View video clips</li> <li>• Calendar</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>✓ Write Task #5. Email to me if you want it reviewed.</li> <li>✓ Finish writing the complete PACT.</li> </ul>
12	11/8	<b>No Seminar</b>
13	11/15	<b>Cilker Arts Conference – instead of Seminar #7</b>
14	11/22	<p><b>Seminar #8</b> 12:30–2:30</p> <ul style="list-style-type: none"> <li>• Reflection</li> <li>• Discussion/Concerns/Announcements</li> <li>• Setting up your own classroom community</li> <li>• Reminder to go online for SOTEs and the CSU survey</li> <li>• End of year business</li> <li>• Sign up for Exit Interview</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>✓ Take CSU Survey <a href="http://www.csuexitsurvey.org">www.csuexitsurvey.org</a></li> <li>✓ Assemble portfolio</li> </ul> <p><b>Playworks Workshop</b> – 2:30-5:30 Location TBA</p>
15	11/29	<b>No Seminar – Thanksgiving Break</b>
16	12/2 - 6 12/6	<b>Exit Interviews by appointment during week of Dec. 2 - 6.</b> <b>No Seminar</b>