

**California State University San Marcos
College of Education**

EDSS 572 – Single Subject Advanced Student Teaching Seminar

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Mission Statement

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and ongoing service. Our practices demonstrate a commitment to student centered education, diversity, collaboration, professionalism, and shared governance. *(adopted by COE Governance Community October, 1997)*

Authorization to Teach English Learners

This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Students successfully completing this program receive a credential with authorization to teach English learners. *(approved by CCTC in SB 2042 Program Standards, August 02)*

Students with Disabilities Requiring Reasonable Accommodations

Students are approved for services through the Disabled Student Services Office (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

Course Description

Through a series of observations/structured participation, and by experiencing the complexities of teaching via teaching **three** of a mentor teacher's classes for at least a four week period, students will demonstrate advanced understanding and ability to plan and implement effective teaching strategies, especially focused on the 11th/12th grade discipline specific courses. *The Advanced Field Experience includes a concurrent student teaching seminar.*

This syllabus focuses on the seminar portion of your field experience, and is intended to provide a forum for reflecting and talking about relevant issues in the context of your teaching. The Student Teaching Handbook contains more detailed information on the actual field experience.

Teacher Performance Expectation (TPE) Competencies

You have been learning about and addressing the TPEs throughout your credential program. To reinforce their practical application, TPEs will be the foundation of the discussions about our teaching.

A. MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS

TPE 1: Specific Pedagogical Skills for Subject Matter Instruction

TPE 1B: Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments

B. ASSESSING STUDENT LEARNING

TPE 2: Monitoring Student Learning During Instruction

TPE 3: Interpretation and Use of Assessments

C. ENGAGING AND SUPPORTING STUDENTS IN LEARNING

TPE 4: Making Content Accessible

TPE 5: Student Engagement

TPE 6C: Developmentally Appropriate Practices in Grades 9-12

TPE 6D: Developmentally Appropriate Teaching Practices for Special Education:

TPE 7: Teaching English Learners

D. PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS

TPE 8: Learning about Students

TPE 9: Instructional Planning

E. CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

TPE 10: Instructional Time

TPE 11: Social Environment

F. DEVELOPING AS A PROFESSIONAL EDUCATOR

TPE 12: Professional, Legal, and Ethical Obligations

TPE 13: Professional Growth

TPE 14: Technology in Teaching and Learning¹

TPE 15: Social Justice and Equity

TPE 16: Biliteracy

Course Requirements

This seminar meets bimonthly during the student teaching semester. It is designed to support your teaching by providing a forum for conversation and talking about important issues within the context of your teaching.

- Attendance and participation are essential.

¹ The text of the CSUSM TPE originates from the International Society for Technology in Education's National Educational Technology Standards for Teachers www.iste.org

- Weekly journal entries e-mailed to your university supervisor (see attached form as a suggested template)
- Weekly feedback form completed by your cooperating teacher (see attached form). This form is initiated by you and returned to your university supervisor in your weekly class meetings. The instructor will distribute the forms to the appropriate university supervisor.

Attendance Policy

Due to the dynamic and interactive nature of courses in the College of Education, all students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80% of class time, or s/he **may not receive a passing grade** for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible.

(approved by COE Governance Community December, 1997)

Topics

- Professionalism
- Getting to know your school (a.k.a. student teaching handbook checklist)
- Getting to know your students
- Parent Contact/involvement
- Classroom Management
- Teacher demeanor, authority, and mutual respect
- Other topics determined by need

WEEKLY TEACHER REFLECTION JOURNAL

(Duplicate as needed)

Name _____ Week: from _____ to _____

1. Did I have all lesson plans completed before I taught them and handed in to the mentor teacher the previous week? What adjustments did I make or need to make based on informal assessment?
2. When did I feel the most connected, engaged, or affirmed as a teacher this week? When did I feel most confident and competent with my skills?
3. When did I feel the most disconnected, disengaged, or discouraged as a teacher this week? When did I doubt my competence and confidence?
4. If I could repeat this week, what would I do differently based on the learning and responses of my students?
5. What am I most proud of this week based on the learning and responses of my students?

Other thoughts about this week: Questions I have:

What I would like help with next week: _____

Requested focus of next observation (check one or two) Be sure to have a lesson plan available.

_____ Interactions with students _____ Management/Discipline

_____ Questioning Strategies _____ Other _____

_____ Sociogram (calling on students, getting around the room. Be sure to have a seating chart available)

MONTHLY JOURNAL REFLECTION SUMMARY

Look at your weekly reflection journal, your Mentor Teacher's weekly feedback form, and any observation notes from your Clinical Supervisor. Use a highlighter to find themes or patterns to your responses about each question. Summarize your entries under each of the prompts.

1. Summarize the situations where you felt the most connected, engaged, or affirmed as a teacher this month. Summarize situations where you felt the most confident and competent.

Connected, Engaged, Affirmed	Confident and Competent with Skills

2. Summarize the situations where you felt the most disconnected, disengaged, or discouraged as a teacher this month. Summarize when you doubted your competence and confidence.

Disconnected, Disengaged, Discouraged	Not Confident and Competent with Skills

3. Summarize what you would do differently based on student learning and responses for the month.

Student Learning and Responses	What I'd Do Differently

4. Summarize what you are most proud of this month based on student learning and responses.

Student Learning and Responses	What I'm Most Proud Of

Weekly Progress Report

To be completed by cooperating teacher. The Student teacher is responsible for initiating and handing this in each week at the university.

Mentor Teacher _____ Date _____

Student Teacher _____ Clinical Supervisor _____

Rate your student teacher's progress for the week:

____ Extraordinary effort
____ Met most expectations

____ Met expectations
____ Met few expectations

Note areas of your student teacher's strengths:

Note areas of needed additional growth:

Student Teacher attendance: Indicate Present (P) Late (L) Absent (A)

____ Mon. ____ Tues. ____ Wed. ____ Thurs. ____ Fri.

Other Comments:

Do you need to speak with the clinical supervisor? ____yes ____no

Cooperating Teacher Signature