

**EDEL 143B Field Experience Seminar
TE Collaborative Intern Program Option
Sections 20 & 21 (6 units)
Department of Elementary Education
San José State University
Spring 2005**

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**SYLLABUS
(1/30/05)**

VISION/MISSION/VALUES OF THE COLLEGE OF EDUCATION

The faculty of the College of Education at San José State University agrees that excellence and equity matter; that each is necessary, and neither is sufficient in the absence of the other. The mission of the College is to prepare educators who have the knowledge, skills and dispositions that ensure equity and excellence for all students in a culturally diverse, technologically complex, global community.

In the college, we believe that a democracy requires that all students have access to a high quality education based on fairness and respect for all forms of diversity. In addition, we believe that educators at every level must:

- * have knowledge of their subject matter and their students;
- * value and engage in ethical practice and justifiable pedagogy; and
- * develop dispositions and habits of mind that aim to ensure that all students have equitable access to educational opportunities that enable them to develop their talents, abilities and potentialities.

Finally, a democracy requires that all stakeholders be fully involved in the collegial community. We envision ourselves as a learning community of practitioner/scholars in continuous dialogue and inquiry that enable us to revisit, review and revise our practice in an on-going response to twenty-first century issues and circumstances.

COURSE DESCRIPTION

The EDEL 143B seminar provides interns with the opportunity to:1) continue to inquire into their teaching practice through in-class and webCT discussions, student work analyses (assessment) and videotape analyses; 2) prepare and implement 2 solo weeks of teaching; and 3) begin preparation for job searches and their first year of teaching.

COURSE OBJECTIVES

- 1) Be able to show evidence of ability to plan and implement short and medium range instruction, analyze its effectiveness and improve one's teaching practice as a result
- 2) Be able to show ability to assess student work and use this information to establish learning goals for students and guide one's teaching
- 3) Be able to construct a Teaching Portfolio that accurately portrays one's areas of strengths, growth and next steps and present orally to peers and faculty.

This seminar responds to the new California Standards for Teacher Performance (Teacher Performance Expectations) approved by the California Commission on Teacher Credentialing (CCTC) as well as to the National Commission for Accreditation of Teacher Education Standards (NCATE).

Because this seminar brings together that which is taught and that which is experienced in the field, all of the Teacher Performance Expectations are touched on to some degree. This seminar will emphasize the TPEs related to assessment of student work and professional growth.

COURSE REQUIREMENTS

<u>Assignments</u>	<u>Due Dates</u>
➤ Complete weekly assignments/readings (as designated by instructors)	Ongoing
➤ Complete collaborative logs with FA	Class meetings
➤ Implement technology-based lesson plan	Variable
➤ Prepare written lesson plans for supervisory visits	Variable
➤ Videotape students & submit written reflection	March 21
➤ Share videotaped lesson with classmates (optional)	Variable
➤ Participate in on-line discussion board (webCT)	See Schedule
➤ Complete 3-lesson coaching cycle	May 2
➤ Complete Teaching Portfolio entries	May 9
➤ Present Teaching Portfolio at Share-out	May 23
➤ Complete Formative/Summative Evaluation with FA	end of semester
➤ Participate in 3-way conference w/ FA & supervisor	TBA

REQUIRED TEXTS

There are no required texts for this seminar. Readings will be made available to students either on the webCT, via internet links or as handouts in class.

EVALUATION

This is a credit/no credit course. A candidate will receive credit for the course if he/she completes all of the course assignments as listed. No % are given as each of these are required to receive course credit.

1. Satisfactory performance in the field assignment as evaluated by both FA and supervisor through the use of the student teaching evaluation forms and conference:

- a. Completion of the Formative/Summative Evaluation with FA (assessment of teaching skills based on the TPEs)
- b. Participation in a 3-way conference with FA and supervisor at the end of the semester to review and assess progress

2. Satisfactory participation in the 143B seminars as evaluated by both instructors. This will include:

- a. Active participation in class activities, quick-writes and discussions
- b. Showing up well-prepared and in a consistent and timely manner
- c. Completion of all course assignments (as listed)

Since we will all continue to act as both learners and teachers during our EDEL 143B seminars, we all have to be present mentally and physically and be well prepared. As the sessions will involve more student participation than lecture, students need to be on time to class and notify their supervisor regarding absences. More than **two absences** during the semester will require a conversation with their supervisor, as absences limit the opportunity to participate and understand the content and could therefore jeopardize the intern's ability to receive credit for EDEL 143B.

3. Satisfactory participation in the webCT discussion board and on-line assignments as evaluated by both instructors.

Tentative Class Schedule Spring 2005

MONDAYS 1:00-3:50 SH 334

(Revised 1/30/05)

- 1/31: Welcome Back! Overview of course syllabus and calendar. Sharing our classroom experiences and processing our learning. Jigsaw groups on TPE/CSTP Standard on Assessment of Student Learning. Share-out.
- 2/7: **WebCT on-line discussion board:** Read article on assessment. Post reflection on assessment issues in your classroom and relate to the reading.
- 2/14: ***Guest speakers:** Preparing for the job search: Talking with district human resources administrators. Introduction to new coaching cycle with focus on assessment. Collaborative log#1 due.
- 2/21: **WebCT on-line discussion board:** Respond to Deborah Meier article
- 2/28: Topics: Assessment. Preparation for Solo Week #1. Videotape of alternative public schooling (Central Park East)
- 3/7: Solo Week #1. **Guest speaker: Deborah Meier 4:00-6:00 (note time change)** Collaborative log#2 due.
- 3/14: **WebCT on-line discussion board:** Debrief on solo week #1
- 3/21: Topic: Assessment of student work. Video share? Written video reflection due. Collaborative log#3 due.
- 3/28: **Spring Break: No Seminar**
- 4/4: ***PE Workshop?** Review Teaching Portfolio. Collaborative log#4 due.
- 4/11: **WebCT on-line discussion board:** TPE/CSTP Standard on Professional Growth
- 4/18: ***Stress Reduction Workshop?** Review coaching cycle. Video share? Collaborative log#5 due.
- 4/25: **WebCT on-line discussion board:** Teaching portfolio entries
- 5/2: Topic: ***TBA** Video share? Coaching cycle due.
- 5/9: Last seminar. Share teaching portfolios. Schedule conferences. Preparation for Solo Week #2. Collaborative log#6 due.
- 5/16 **No seminar: Solo Week #2**
- 5/23 Portfolio Share-out 4:00-7:00 Synopsys