

**SANTA CLARA UNIVERSITY
SCHOOL OF EDUCATION, COUNSELING,
PSYCHOLOGY AND PASTORAL STUDIES**

Winter 2007: Education 321B Directed Teaching Seminar II

Instructor: Terry Queenan H (510) 651-4764

Office Hours: By appointment

Days: Alternate Thursdays Time: 5:00 until 6:45 p.m.(See dates)

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Classroom: Daily Science 201

Course Description:

This is the second course in the directed teaching sequence. Teacher credential candidates engage in teaching under the supervision of an experienced resident teacher in the public schools. Students are assigned specific teaching positions in the morning and coursework in the afternoon, thereby facilitating the interrelating of theory and practice. The course will provide single subject candidates:

- 1) first hand teaching experience in public schools.
- 2) a forum for discussing classroom experience, teaching and learning.
- 3) opportunities to plan instructional activities and demonstrate mastery of teaching competencies.
- 4) a setting for reflective analysis of a variety of teaching models and research.
- 5) opportunities to discuss and analyze effectiveness of lessons and classroom management.
- 6) guided preparation for job seeking.

Texts:

Recommended Text:

Wong, Harry K. & Rosemary T., The First Days of School. Mountain View: Harry K. Wong Publications, Inc.

COURSE OBJECTIVES:

1. The teacher candidate will pre-assess the current level of academic performance of the students in basic skills using formal and informal methods. (TPE 2,8)
2. The student teacher will write long and short-range goals as well as specific behavioral objectives based upon the assessed or appropriate level of academic functioning of his/her students. (TPE 6,8,10)
3. The student teacher will use a range of curriculum materials and resources in designing lesson plans that speak to the state adopted standards. (TPE 1,4,11)
4. The student teacher will in a plan developed cooperatively with the resident teacher and the university supervisor, gradually assume increasing responsibility for planning and presenting classroom instruction. (TPE 1,12)
5. The teacher candidate will continue (from Ed 320) to develop professional inquiry skills by maintaining a narrative of instruction observed and all lessons planned and presented. (This narrative may be attached to the end of each days lesson plan). (TPE 4,10)
6. The student teacher will have available to the resident teacher and university supervisor your lesson binder with reflections at all times. (TPE 1,12,13)
7. The student teacher will complete a series of guided reflection activities in the following areas: (TPE 2,3,6,7,10,11,12,13)
 - a) elements of teaching
 - b) pro-active and reductive management strategies
 - c) how curriculum and lesson plan delivery is modified to meet the needs of the linguistically or culturally diverse student, students with special needs, students with differing cognitive learning styles, students with emotional/behavioral difficulties.

- d) In addition, the student will maintain an ongoing list of unanswered questions to discuss with the resident teacher, university supervisor and peers. (TPE 12,13)
- 8. The student will complete the professional-self-evaluation based on strengths/weaknesses creating a personalized professional growth plan for the spring quarter. (TPE 8,10,13)
- 9. The student will demonstrate effective communication and professional rapport with students, teachers and staff during the student teaching assignment. (TPE 6,12,13)
- 10. The student teacher will develop classroom management strategies that are grade level appropriate and test their effectiveness in the school assignment. (TPE 10,11)
- 11. The teacher candidate will continue reflecting on their educational philosophy and teaching skills by developing a professional portfolio. (TPE 10)
- 12. The student teacher will practice skills necessary for seeking, applying and interviewing for teaching positions during the course of the seminar. (TPE 10)
- 13. The student will implement and reflect upon the use of timely technology in instructional planning and presentation. (TPE 4,9)

COURSE REQUIREMENTS:

- 1. Attendance and participation in all seminars, activities, and meetings.
- 2. Seminar binder which includes the following sections:
 - a. Weekly lesson plans--a lesson plan for EVERY lesson taught.
 - b. Observation/Teaching Journal--after each day's observation and lesson Write out on the bottom of the lesson plan insights gained, modifications for subsequent lessons for that day. What worked well in the class? What did not work well? Identify specific theories or strategies that worked or did not work.
 - c. Progress records for each student in each of your classes which should include:
 - 1.) Pre-course assessment (knowledge, skills, interests).
 - 2.) Objectives for course you have reviewed with students. (Course Green Sheet)
 - 3.) A means by which students can document their progress, completion of assignments and a running grade system.
 - 4.) Type of evaluation you will use, grading requirements.
 - 5.) Times you can meet with students for assistance or consultation.
 - 6.) Detailed description of behavior issues and actions/results.
 - 7.) Idea/resource section--write out complete titles of books and publishers for future reference.
 - 8.) Copies of all handouts used in your class with your lesson plans.
 - 9.) Log of conferences with resident teacher and university supervisor--dates, times, and notes.
 - 10.) Self-Evaluation--provided by instructor.
- 3. Demonstrate active participation in your school through your student teaching. If you will be absent make sure you call your resident teacher and designated attendance office.
- 4. A videotape of one of your student teaching lessons at your school site.
- 5. Satisfactory evaluation from your resident teacher.
- 6. Satisfactory evaluation from the university supervisor.
- 7. Four lessons observed by resident teacher.
- 8. Four observations observed by your university supervisor.
- 9. Professional portfolio (ongoing).
- 10. Stamina, preparedness and a sense of humor.

CLASS SCHEDULE

- Class 1**
January 11 **Joint Session with Elementary Candidates**
Speaker Presentation--Dr. Sandra Edwards-Interviewing
Techniques and Preparation for Job Fairs
Handout-Possible Interview questions?
- Class 2**
January 18 **Overview of Course/Organizing & Preparing To Begin Instruction**
Assignment: Review and prepare responses to handout of Interview questions
Assignment: Bring copy of Second Semester outline of lessons for First Unit of instruction
- Class 3**
February 1 **Joint session with Elementary Candidates**
Career Services/ Interviewing Techniques
Meet in room 201-Daily Sciences
Assignment: Bring copy of student referral form from school site
- Class 4**
February 15 **Meet in our classroom**
Mock Interviews of Teacher Candidates
Student Forum/Individualized Instruction
Bring copy of one lesson with adaptations for differentiated instruction
- Class 5**
March 1 **Student Forum/Classroom Management**
Review Lesson Plans
Problems/Issues
Teacher Credential Issues
- Class 6**
March 23 **Student Teacher Panel**
Portfolio Preview/Notebooks Due

EVALUATION:

Pass/Fail based on: 1) satisfactory completion of course requirements and 2) quality of performance and mastery of assignments by the university instructor, resident teacher and university supervisor. Performance must be equivalent of a "B" or better to earn a passing grade.