

Santa Clara University
School of Education, Counseling, Psychology and Pastoral Ministries
Syllabus, Spring Quarter 2006-2007

Education 322A – Directed Teaching (Multiple Subject)

Thursdays: April 5, April 19, May 3, May 17, and May 31

5:00 pm – 6:45 pm, Bannan 334

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Course Description

This is the third of three field experience courses 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 to specific teaching positions for the entire day.

Objectives

1. Students will demonstrate a continuing and developing repertoire of effective teaching strategies and techniques. (TPE 1, 4, 6, 7, 9, 10)
2. Students will demonstrate knowledge and use of the range of curricular materials and resources available in their school. (TPE 5, 9)
3. Students will understand the phases of first-year teaching and the cycle of stress. (TPE 12, 13)
4. Students will see growth in their teaching skills by completing a self-assessment based on the Teacher Performance Expectations. (TPE 2, 3, 10, 11)
5. Students will explore a variety of positive ways to manage discipline. (TPE 6, 11)
6. Students will understand the value of parents as partners and develop strategies to utilize the skills of parents. (TPE 10,11)
7. Students will learn strategies to manage the first days of school. (TPE 6, 8, 11)
8. Students will work with the resident teacher and university supervisor to develop a phase-in plan to gradually assume increasing responsibility for planning and presenting classroom instruction. The student teaching experience will culminate with ten consecutive days of full day responsibility. (TPE 11, 12, 13)
9. Students will continue to maintain a reflective journal, which began in ED 320A. This quarter students will reflectively analyze one lesson or activity at least three times a week, emphasizing a) the elements of effective teaching; b) positive management strategies; and c) how curriculum and lesson delivery are modified to meet the needs of linguistically and culturally diverse students, students with special needs, students with different learning styles, and students with emotional or behavioral challenges. Additionally, students will maintain an ongoing list of unanswered questions to discuss in class and/or with resident teacher and university supervisor. (TPE 12, 13)

10. Students will read selected sections of required texts as well as handouts that will be distributed. (TPE 1, 6, 11)
11. Students will reflect on growth toward their personal goals identified in ED 320A. (TPE 13)

Course Requirements

1. Attendance and participation in all seminars and activities.
2. Keep your Reflective Journal current.
3. Continue your file of activities and resources you find helpful and interesting. Make sure you write out complete titles of books and publishers so that you know where to find the materials when needed. Always ask permission of teachers if you wish to keep a copy of their activities or worksheets.
4. Complete all assignments identified in this syllabus.
5. Self-evaluation through your Reflective Journal, Self Assessment Document, and professional growth plan.
6. Active participation in your school through your student teaching. As a reminder you are expected to be at your school all day Monday through Friday of each week. If you are going to be absent from school you are required to notify both your resident teacher and university supervisor.
7. Keep a lesson plan book or binder to be shared with university supervisor.
8. Work on your personal growth plan.

Required Texts

Kronowitz, Ellen L. (2004). Your First Year of Teaching and Beyond, Fourth Edition. Boston: Pearson Education, Inc.

Rutherford, Paula. (2002). Why Didn't I Learn This in College? Alexandria: Just ASK Publications, Inc.

Wong, Harry K., and Rosemary T. Wong (1998). The First Days of School Mountain View: Harry K. Wong Publications, Inc.

Required Journal

Continuation of your Reflective Journal begun in ED 320A.

Session 1: April 5, 2007

Session topics:

- Review expectations for student teaching
- Review course syllabus
- Review Reflective Journal
- Share job search experiences/contract signing
- Teacher Performance Expectations
- Self Assessment Document
- Solo – sharing experiences

Assignments: Readings and self-assessment due April 19, Reflective Journal due May 17

Kronowitz Chapter 10, Wong Chapters 25, 26, and Epilogue

Handouts: Self Assessment Document, Transition Techniques, Handling Misbehaviors During Instruction, Working with Talkative and/or Disruptive Students, Solving Problems for the Do-Nothing, Unmotivated, Apathetic Student
Reflective Journal

Session 2: April 19, 2007

Session topics:

- Address unanswered questions
- EGSA Seminar – Children’s Book Press
- Share Self Assessment Document
- Review reading assignments

Assignments: Readings due May 17, Discipline Problem due May 17

Kronowitz Chapter 5, Rutherford pp 20 – 42, 222 – 236, Wong Chapters 10, 11, and 19

Prepare to share a discipline problem
Reflective Journal

Session 3: May 3, 2007 (Joint session with EDUC 322B)

Session topics:

- Guest Speaker: Steve Smith, MUSD, Special Education Overview
- Share job search
- Address unanswered questions

Assignments: Readings and Parent Use in Classroom due May 17

Kronowitz Chapter 7, Rutherford Chapter 9, Wong pp 103 – 104, 41 – 42
Prepare to share how parents are used in your student teaching classroom
Reflective Journal

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Session 4: May 17, 2007

Session topics:

- Share job search
- Review reading assignments
- Discuss parent use in the classroom
- Discuss discipline problems

Share management challenges
Address unanswered questions
Share and collect Reflective Journal
Assignments: Readings, Personal Goals, Self-Assessment, Resources, and
Management Challenges due May 31
Kronowitz Chapter 9, Rutherford pp 9-15, 195 – 206, Wong Chapters 12,
13, and 14
Handouts: Survival and Successful Guidelines for Parent-Teacher
Conferences, Tips for Reaching Parents, and How to Have a Productive
Meeting with the Parents of a Problem Child
Reflections on your personal goals
Self Assessment Document in a different color
Share resources you have found helpful
Share management challenges

Session 5: May 31, 2007

Session topics:
Share job search
Review reading assignments
Share and collect resources you have found helpful
Share management challenges
Share and collect personal goal reflections
Address unanswered questions
Collect relative strengths and weaknesses of this course
Handouts: Teacher's Guide to Reviewing Cum Folders, The Future of
Homework, and Parents Complain of All Work and No Play
Questions and concerns for the beginning of school
Assignment: Have a relaxing and enjoyable summer

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Summary of Assignments

1. Maintain your Reflective Journal. This quarter **briefly** reflectively analyze one lesson or activity at least three times a week, emphasizing a) the elements of effective teaching; b) positive management strategies; c) how curriculum and lesson delivery are modified to meet the needs of linguistically and culturally diverse students, students with special needs, students with different learning styles, and students with emotional and/or behavioral challenges; and d) what went well and/or what could have been done differently. Bring your Reflective Journal to each 322A class meeting.
2. Complete the rubric for the Teacher Performance Expectations. Use one highlight color for the first assessment and another highlight color for the second assessment.

3. Describe a discipline problem for class discussion. This assignment will not be collected.
4. Prepare a list of ways parents are used in your classroom. This assignment will not be collected.
5. Readings: Kronowitz – Chapters 5, 7, 9, and 10; Rutherford – Chapter 9, and pages 9 – 15, 20 – 42, 195 – 206, and 222 – 236; Wong – Chapters 10, 11, 12, 13, 14, 19, 25, 26, Epilogue, pages 41 – 42 and 103 – 104; Handouts. Bring your books to each class meeting.
6. Reflections on your personal growth plan
7. Prepare a list of questions and concerns for the beginning of the school year
8. Maintain your lesson plan book or binder
9. Maintain your file of activities and resources

Assignment Due Dates

April 19 – Kronowitz Chapter 10; Wong Chapters 25, 26, and Epilogue

May 17 – Kronowitz Chapter 5; Rutherford pages 20 – 42 and 222 – 236; Wong Chapters 10, 11, and 19

May 17 – Kronowitz Chapter 7; Rutherford Chapter 9; Wong pages 103 – 104 and 41 – 42; share a discipline problem; share list of ways parents are used in your classroom; Reflective Journal

May 31 – Kronowitz Chapter 9; Rutherford pages 9 – 15 and 195 – 206; Wong Chapters 12, 13, and 14; reflections on personal goals; resources you have found helpful; share management challenges