

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

**SPRING 2008: Education 322B Directed Teaching Seminar III**

**Instructor: Terry Queenan H (510) 651-4764**

**Office Hours: By appointment Email: t.queenan@comcast.net**

**Days: Alternate Thursdays Time: 5:00 until 7:00 p.m.**

**Classroom: Bannan Hall Room 333**

**Course Description:**

This is the third course in the directed teaching sequence for single subject candidates. 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 afternoon to complete their four required teaching experiences. The students display the ability to provide comprehensive, effective instruction to all students in the classroom regardless of diversity or special need utilizing a wide variety of instructional techniques and practices. The seminar is designed to provide secondary candidates:

- 1) A forum for discussing classroom experiences, teaching and learning.
- 2) Opportunities to plan instructional activities and demonstrate mastery of teaching competencies.
- 3) A setting for reflective analysis of a variety of teaching models and research.
- 4) Opportunities to discuss and analyze effectiveness of lessons and classroom management.
- 5) Guided preparation for job seeking skills.

**COURSE OBJECTIVES:**

1. The student will develop a scheduled phase-in plan with the cooperation of the resident teacher and the university supervisor, gradually assuming full responsibility for planning and presenting instruction in four full class periods. (TPE 1,12)
2. 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)
3. 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)
4. 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)
5. The teacher candidate will continue (from Ed 321) 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 will complete the professional-self-evaluation based on strengths/weaknesses creating a personalized professional growth plan for the spring quarter. (TPE 8,10,13)
8. The teacher candidate will continue reflecting on their educational philosophy and teaching skills by developing a professional portfolio. (TPE 10)
9. The student will implement and reflect upon the use of timely technology in instructional planning and presentation. (TPE 4,9)
10. The student teacher will assume and participate in school site activities and responsibilities during the teaching practicum whenever possible. (TPE 11,13)

### **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.
  - d. Classroom management and discipline file.
  - e. Idea/Resource section--beg, borrow and copy everything.
  - f. Teaching evaluations--compilations of all evaluations made by the resident teacher and university supervisor.
  - g. Log of meetings and conferences with resident and university supervisor.
  - h. Successfully complete all Teacher Performance Assessments Tasks 1-4.
3. Satisfactory evaluation from your resident teacher.
4. Satisfactory evaluation from the university supervisor.
5. Four lessons observed by resident teacher.
6. Four lessons observed by your university supervisor.
7. Professional portfolio (ongoing).
8. Stamina, preparedness and a sense of humor.

### **CLASS SCHEDULE**

<b>Class 1</b> <b>April 3</b>	<b>Overview of Course, Problems &amp; Issues</b>
<b>Class 2</b> <b>April 17</b>	<b>Parent Conferences</b>
<b>Class 3</b> <b>May 1</b>	<b>Guest Speaker--Steve Smith, School Psychologist</b>
<b>Class 4</b> <b>May 15</b>	<b>Teacher Panel Discussion</b>
<b>Class 5</b> <b>May 29</b>	<b>Portfolio Presentations/Notebooks Due</b>

### **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.

**Adios!!!!**