

STUDENT TEACHING PK-3 - MASTER SYLLABUS

TE 965: Basic Student Teaching in Elementary Schools TE 966: Advanced Student Teaching in Elementary Schools

Class Days: School Site Schedule

University Supervisor/Instructor:

Contact:

Office Hours: By appointment only

Class Location:

Land Acknowledgement

For millennia, the Kumeyaay people have been a part of this land. This land has nourished, healed, protected and embraced them for many generations in a relationship of balance and harmony. As members of the San Diego State University community, we acknowledge this legacy. We promote this balance and harmony. We find inspiration from this land, the land of the Kumeyaay.

Course Overview

Description from the Official Course Catalog: Beginning (TE 965) and advanced (TE 966) day-to-day teaching experiences including selected instructional activities for which a teacher in a classroom is normally responsible.

Student Learning Outcomes: The goal for this course is to help Teacher-Candidates become competent teachers through a synthesis of theory and practice. This course addresses all the Teaching Performance Expectations:

- TPE 1: Engaging and Supporting All Young Children in Learning
- TPE 2: Creating and Maintaining Effective Environments for Children's Development and Learning
- TPE 3: Understanding and Organizing Core Curriculum for Children's Learning
- TPE 4: Planning Instruction and Designing Developmentally Appropriate Learning Experiences for All Children
- TPE 5: Assessing and Documenting Children's Development and Learning
- TPE 6: Developing as a Professional Early Childhood Educator
- TPE 7: Effective Literacy Instruction for PK-3 Settings
- TPE 8: Effective Mathematics Instruction in a PK-3 Setting

Enrollment Information

Adding/Dropping Procedures: Please refer to the "Keys for Registering" document.

- Fall Add/Drop Deadline is XX.
- Faculty members have the option to drop students from their courses due to non-attendance or lack of required prerequisites by XX. (It is the students' responsibility to check the schedule by the schedule adjustment deadlines.)

Course Materials

Required Materials:

(1) Please be sure to have access to the following resources:

- [PK-3 Handbook 2023](#)
- [Preschool Learning Foundations](#)
- [Preschool Curriculum Frameworks](#)
- Common Core State Standards: <http://www.corestandards.org/>
- [California Content Standards](#)
- [California Math Standards](#)
- [California Standards for Mathematical Practice](#)
- Next Generation Science Standards: <http://www.nextgenscience.org/next-generation-science-standards>
- EdTPA Resources – see ED 970 Canvas Course

(2) Teacher-Candidates must have access to the student teaching documents from your Site Coordinator/Cohort Leader:

- Lesson Plan Template used by cohort
- [Observation Forms](#)
- Professional Growth Plan – for struggling Teacher-Candidates only
- [TPE Rubric](#) (3 evaluations per semester)

(3) Teacher-Candidates must purchase a SIBME subscription to upload videos and to conduct formal observations.

[The supervisor may add additional resources for their teacher candidates.]

Professional Disposition

- Teacher-Candidates are expected to be professionally dressed and demonstrate professional dispositions and attitudes.
- Teacher-Candidates must make every effort to report to their student teaching each and every day. Absences are not tolerated. For extenuating circumstances, Teacher-Candidates must communicate with their Credential Program Leaders. More than three absences can result in dismissal from the program.
- Teacher candidates must schedule (and cancel) observations with the university supervisor in a timely manner throughout the semester.
- Teacher candidates must submit lesson plans 24 hours before scheduled observations. Submit lesson plans onto Sibme.
- Teacher candidates must respond to feedback from mentors in the following ways:
 - candidates respond to supervisor's annotated feedback provided on Sibme within 48 hours
 - candidates respond to guide teachers' feedback in a timely manner.

[Supervisor may add additional dispositions for their teacher candidates.]

Course Evaluation

This is a CREDIT or NO CREDIT course.

To earn credit for this course you must complete the following activities:

1. Schedule 6 lesson observations (3 on-site observations and 3 video recorded observations)

2. For each observation, submit a [lesson plan](#) following the guidelines of your block leader. These lesson plans should be submitted onto Sibme at least 24 hours prior to the scheduled observation.
3. Respond to Sibme annotations within 48 hours.

[The supervisor may add additional activities for their teacher candidates.]

Failure to complete any of the above mentioned activities may result in the teacher candidate not receiving credit for the course.

Other Course Policies

For essential information about student academic success, please see the [SDSU Student Academic Success Handbook](#).

Statement on Cheating and Plagiarism: Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work. Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the University. For more information on the University's policy regarding cheating and plagiarism, refer to the Schedule of Courses ('Legal Notices on Cheating and Plagiarism') or the University Catalog ('Policies and Regulations').

Students with Disabilities: SDSU provides disability-related accommodations via Student Disability Services (sds@sdsu.edu | <https://sds.sdsu.edu/>). Please allow 10-14 business days for this process.

Religious Observances: In accordance with University Policy on Absence for Religious Observances: By the end of the second week of classes, students should notify the instructors of affected courses of planned absences for religious observances. Instructors shall reasonably accommodate students who notify them in advance of planned absences for religious observances. Please notify the instructor in a timely manner and a reasonable accommodation will be reached.

Major Tasks and Grading

The purpose of the assignments is to develop and demonstrate competencies expected of a teacher-practitioner. Teacher-Candidates will receive a CR or NC for this course. Guide Teachers have the right to dismiss Teacher-Candidates at any time for any reason. Teacher-Candidates who fail to meet performance expectations may be dismissed from the program and may have to pursue other options such as petitioning to the Admissions and Retention committee for a continuance, taking a Leave of Absence, withdrawing from the program, etc. Failing Teacher-Candidates must meet with their Credential Program Leaders to discuss next steps. The following table is an overview of the major tasks for the course:

Tasks	Points
Student Teaching Paperwork	CR or NC
Debriefings/Conferences	CR or NC
Performance in the Classroom	CR or NC

The following table provides a description of each task – the focus is on meeting and mastering competencies as opposed to just completion:

Task	Description
Student Teaching Paperwork	Teacher-Candidates must collect the following documents: • Two formal observations from University Supervisor (including lesson plans, pre-conference, observation, and post-conference notes through the TPE rubric) • Final evaluation TPE rubric from Guide Teacher & University Supervisor. The TPE rubric shows assessment evidence of every TPE element. • Professional Growth Plan (for struggling Teacher-Candidates only) • Induction Transition Plan (IDP) These documents assess Teacher-Candidates abilities in: Engaging and Supporting All Young Children in Learning (TPE 1); Creating and Maintaining Effective Environments for Children’s Development and Learning (TPE 2); Understanding and Organizing Core Curriculum for Children’s Learning (TPE 3); Planning Instruction and Designing Developmentally Appropriate Learning Experiences for All Children (TPE 4); Assessing and Documenting Children’s Development and Learning (TPE 5); Developing as a Professional Early Childhood Educator (TPE 6); Effective Literacy Instruction for PK-3 Settings (TPE 7); and Effective Mathematics Instruction in a PK-3 Setting (TPE 8).
Debriefings/Conferences	Teacher-Candidates will meet regularly with University Supervisors and Guide Teachers to discuss their overall teaching performance across the PK–3 TPEs, including planning, instruction, assessment, reflection, professional dispositions, and student learning. Although these conferences support candidates’ development as professional early childhood educators under TPE 6, they are not limited to TPE 6. Debriefings and conferences are also used to provide formative feedback on candidates’ lesson planning, lesson delivery, use of student performance data, and instructional decision-making in all observed content areas, including literacy instruction aligned to TPE 7. When candidates plan and teach literacy lessons, debriefings/conferences include discussion of the candidate’s ability to design developmentally appropriate literacy instruction; support foundational skills, meaning making, language development, effective expression, content knowledge, and English language development; differentiate instruction for multilingual learners, children with disabilities, and children needing additional support; use formative assessment and student work to adjust instruction; and reflect on next steps for improving children’s literacy learning. Candidates analyze strengths and areas for growth, respond to supervisor

	and guide teacher feedback, and develop professional learning goals to improve practice. These conferences therefore provide supervised, guided feedback connected to both candidates' global teaching performance and their specific performance in literacy instruction.
Performance in Classroom	Teacher-Candidates must effectively student teach in their assigned public PK/TK and K-3 classrooms. They observe, assist, and teach. They plan and teach standards-based lessons. They effectively serve students with diverse needs including but not limited to English Learners, students with IEPs, etc. They use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment. They manage their classrooms and student behaviors by employing restorative justice principles and other effective strategies. They may also need to do extracurricular activities such as parent-teacher conferences, open houses, etc. They assume all teaching duties including report cards, etc. They continuously improve their teaching skills, dispositions, and knowledge. They display professionalism at all times and employ effective communication skills. When candidates are placed in a preschool or transitional kindergarten setting, lesson planning, observation, reflection, and supervisor/mentor feedback must explicitly attend to the California Preschool/Transitional Kindergarten Learning Foundations (PTKLF) and related Preschool Curriculum Framework guidance. Candidates are expected to plan and implement developmentally appropriate, play-based, inquiry-oriented, and integrated learning experiences that reflect children's age, development, interests, languages, cultures, abilities, and family/community contexts. When candidates are placed in a kindergarten through third grade setting, lesson planning, observation, reflection, and supervisor/mentor feedback must explicitly attend to applicable California K–3 content standards and curriculum frameworks, including but not limited to English language arts/literacy, English language development, mathematics, science, history–social science, visual and performing arts, health, physical education, and other relevant areas of the elementary curriculum. Candidates are expected to plan and implement developmentally appropriate, standards-aligned, inquiry-oriented, inclusive, and integrated learning experiences that support children's access to core curriculum and allow children to demonstrate their knowledge and skills in multiple ways. For PK/TK clinical practice, candidates must identify the relevant PTKLF domain, substrand, and foundation(s) in lesson plans and explain how the planned experience supports children's learning and development. For K–3 clinical practice, candidates must identify the applicable California content standard(s), framework guidance, and/or ELD standard(s), as appropriate, and explain how the planned lesson supports children's progress toward grade-level core curriculum expectations. Evidence may include formal observation lesson plans, SIBME videos, supervisor annotations, mentor teacher feedback, debriefing notes, child work samples,

anecdotal notes, photos of materials or learning centers when permitted, and candidate reflections.

During debriefings, University Supervisors and Mentor Teachers provide feedback on candidates' use of developmentally appropriate objectives, standards/foundations alignment, instructional design, play-based and inquiry-based pedagogy where appropriate, assessment of children's learning, differentiation, support for multilingual learners and children with disabilities, and next instructional steps. This ensures that candidates receive clinical practice feedback connected to the appropriate state-adopted foundations, standards, and frameworks for both required grade bands.

This experience provides Teacher-Candidates opportunities to practice their abilities in: Engaging and Supporting All Young Children in Learning (TPE 1); Creating and Maintaining Effective Environments for Children's Development and Learning (TPE 2); Understanding and Organizing Core Curriculum for Children's Learning (TPE 3); Planning Instruction and Designing Developmentally Appropriate Learning Experiences for All Children (TPE 4); Assessing and Documenting Children's Development and Learning (TPE 5); Developing as a Professional Early Childhood Educator (TPE 6); Effective Literacy Instruction for PK-3 Settings (TPE 7); and Effective Mathematics Instruction in a PK-3 Setting (TPE 8).

Course Schedule and Due Dates

The following table presents a timeline for the suggested gradual acquisition of teaching responsibilities – Co-teaching is expected in all classrooms. This includes: one Teach, one observe; one teach, one assist; team teaching; station teaching; parallel teaching; and alternative teaching. Make adjustments based on (a) Teacher-Candidates' comfort and skill levels and (b) student teaching expectations.

Sample Fall Calendar: University Supervisors must observe and provide feedback on at least one activity that focuses on mathematics and one that focuses on literacy development.

Sept. 3- Sept. 26	Sept. 16- Sept. 26	Sept. 16- Oct. 11	Oct. 14- Oct. 25	Oct. 14- Nov. 1	Oct. 14- Nov. 1	Oct. 28- Nov. 22	Dec. 2- Dec. 18
In-Person US Walkthrough #1 or 3	MT Progress Review #1 or 3 (after US walkthrough)	POP Cycle #1 or 3 (Pre/post conference guide below) TPE Rubrics (printable copy below)	MT/TC/US ☐ Optional STE/SPED Mid-Term DLE Triad Meeting TPE Rubrics	In-person US Walkthrough #2 or 4	MT Progress Review #2 or 4 (after US walkthrough)	POP Cycle #2 or 4 (Pre/post conference guide below) TPE Rubrics (printable copy below)	MT/TC/US Triad Meeting TPE Rubrics (as final evaluation printable copy below)
Chula Vista & Sweetwater Aug. 27- Sept. 5	Chula Vista & Sweetwater Aug. 27- Sept. 6	Chula Vista & Sweetwater Oct. 10 LMSV Oct.3rd	Chula Vista & Sweetwater Oct. 10 LMSV Oct. 3rd	LMSV Oct. 20-31			
Supervisor completes an in-person walkthrough & submits <u>Sibme</u> form. Addresses any MT concerns while in-person (if applicable)	Form submitted by MT and reviewed by Supervisor	Supervisor & TC engage in pre-conference , lesson observation and post-conference. Video follow-up & conference using SIBME, B/TPE Rubric Evaluation submitted by supervisor.	(If needed as determined by MT, TC, and/or US Growth Plan must be in place by October 25th.)	Supervisor completes an in-person walkthrough & submits Qualtrics form. Addresses any MT concerns while in-person (if applicable)	Form submitted by MT and reviewed by Supervisor	Supervisor & TC engage in pre-conference, lesson observation and post conference. Video follow-up & conference using SIBME, B/TPE Rubric Evaluation submitted by supervisor..	Final Evaluation discussed with TC, MT, & US. STE-TC brings IDP to share at the triad.

Sample Spring Calendar:

Jan. 21 - Jan. 31	Jan. 21 - Feb. 7	Feb. 10- Mar. 7	Mar. 10 - Mar. 21	Mar. 10 - Mar. 28	Mar. 10 - Mar. 28	Mar. 31 Apr. 25	Apr. 28 - May 15
In-Person US Walkthrough #3 or #1	MT Progress Review #3 or #1 (after US walkthrough)	POP Cycle #3 or #1 (Pre/post conference guide below) TPE Rubrics (printable copy below)	MT/TC/US Optional Midterm STE/SPED Midterm DLE Triad Meeting #3 or #1 TPE Rubrics	In-person US Walkthrough #4 or #2	MT Progress Review #4 or #2 (after US walkthrough)	POP Cycle #4 or #2 (Pre/post conference guide below) TPE Rubrics (printable copy below)	MT/TC/US Final Triad Meeting TPE Rubrics (as final evaluation printable copy below)
		Chula Vista & Sweetwater Feb. 3-28	Chula Vista & Sweetwater by March 14	Chula Vista & Sweetwater March 10-14	Chula Vista & Sweetwater April 7-18	Chula Vista & Sweetwater April 14-30	Chula Vista & Sweetwater April 28-May 9
Supervisor completes an in-person walkthrough & submits Qualtrics form. Addresses any MT concerns while in-person (if applicable)	Form submitted by MT and reviewed by Supervisor	Supervisor & TC engage in pre-conference, lesson observation and post conference. Video follow-up & conference using SIBME, B/TPE Rubric Evaluation submitted by supervisor.	(If needed as determined by MT, TC, and/or US Growth Plan must be in place by October 25th.)	Supervisor completes an in-person walkthrough & submits Qualtrics form. Addresses any MT concerns while in-person (if applicable)	Form submitted by MT and reviewed by Supervisor	Supervisor & TC engage in pre-conference, lesson observation and post conference. Video follow-up & conference using SIBME, B/TPE Rubric Evaluation submitted by supervisor..	Final Evaluation discussed with TC, MT, & US. STE-TC brings IDP to share at the triad.

TPEs (all elements covered in the PK-3 TPE Rubric and observation forms)	Introduced	Practiced	Assessed	Evidence in Syllabi
TPE 1 Engaging and Supporting All Young Children in Learning		X	X	Student Teaching Observation Reports Lesson Plans Reflections SIBME Videos Debriefings TPE rubric evaluations
TPE 2 Creating and Maintaining Effective Environments for Children's Development and Learning		X	X	Student Teaching Observation Reports Lesson Plans Reflections SIBME Videos Debriefings TPE rubric evaluations P/T Conferences Parent Letters Report Cards
TPE 3 Understanding and Organizing Core Curriculum for Children's Learning		X	X	Student Teaching Observation Reports Lesson Plans Reflections SIBME Videos Debriefings

				TPE rubric evaluations
TPE 4 Planning Instruction and Designing Developmentally Appropriate Learning Experiences for All Children		X	X	Student Teaching Observation Reports Lesson Plans Reflections SIBME Videos Debriefings TPE rubric evaluations
TPE 5 Assessing and Documenting Children's Development and Learning		X	X	Student Teaching Observation Reports Lesson Plans Reflections SIBME Videos Debriefings TPE rubric evaluations
TPE 6 Developing as a Professional Early Childhood Educator		X	X	Student Teaching Observation Reports Lesson Plans Reflections SIBME Videos Debriefings TPE rubric evaluations
TPE 7 Effective Literacy Instruction for PK-3 Settings		X	X	Student Teaching Observation Reports Lesson Plans Reflections SIBME Videos Debriefings TPE rubric evaluations
TPE 8 Effective Mathematics Instruction in a PK-3 Setting		X	X	Student Teaching Observation Reports Lesson Plans Reflections SIBME Videos Debriefings TPE rubric evaluations