TE 960 Basic Student Teaching Seminar I
Fall 2025
Schedule Number -

COURSE INFORMATION

Class Days/Times:

Class Location:

Mode: Lecture, discussion, face-to-face, asynchronous

Platform: Canvas

Instructor:

Pronouns:

Phone:

Email:

Office location:

Office hours: Before and after class and on Zoom, as needed.

ESSENTIAL STUDENT INFORMATION

For essential information about student academic success, please see the SDSU Student Academic Success Handbook.

- SDSU provides disability-related accommodations via the Student Ability Success Center (sascinfo@sdsu.edu | sdsu.edu/sasc). Please allow 10-14 business days for this process.

- Class rosters are provided to the instructor with the student's legal name. Please let me know if you would prefer an alternate name and/or gender pronoun.

COURSE MATERIALS

All course materials are accessible in Canvas. You are required to register and pay for a one-year Sibme subscription for student teaching

Sibme SDSU STE - Account ID 1116		
18 Month	$80	https://app.sibme.com/home/users/studentPayment/P42RgzyDd-uaWmHfs2urEzoW4t4tiOeKXWUPj-9oYDw/ODA%3D/ODI%3D
Annual	$60	https://app.sibme.com/home/users/studentPayment/P42RgzyDd-uaWmHfs2urEzoW4t4tiOeKXWUPj-9oYDw/NjA%3D/MTM%3D
Semester	$30	https://app.sibme.com/home/users/studentPayment/P42RgzyDd-uaWmHfs2urEzoW4t4tiOeKXWUPj-9oYDw/MzA%3D/MTQ%3D

COURSE DESCRIPTION

- Discussion of immediate problems in student teaching with an emphasis on:
    - the influence of philosophical, social, and cultural factors on learning.
    - children's growth and development.

STUDENT LEARNING OUTCOMES

This course addresses the Teacher Performance Expectations (TPEs). By the end of student teaching candidates will show competency in all eight TPEs. For a full description of the PK-3 ECE Specialist TPEs, you can review the CTC PK-3 ECE handbook.

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

COURSE DESIGN: MAJOR ASSIGNMENTS AND ASSESSMENTS

Consistent with University policy, I retain the right to adjust course design, including assignments, assessments, and deadlines. Major departures from the syllabus shall be made only for compelling reasons. Any major changes to the course syllabus will be announced in class, communicated to all students electronically, and incorporated into an updated and posted version of the syllabus.

SCHEDULE

Week	Activities	Assignments Due
Week 1 **Orientation**	• Introductions and Ice Breaker • Syllabus Review • Canvas & Sibme • Cohort Calendar **This is an example from a current cohort. It will need to be updated for each cohort** • Student Teaching/Substitute Expectations • Professionalism, Communication and Organization (will be graded on TPE 6) • Fall 2025 Supervision Schedule • Review and Sign Handbook • Meet with University Supervisors.	**1. Set Up Sibme** (10 points) **2. Handbook Verification** (10 points) **Review Module 1 Slideshow HERE - This is an example from a current cohort. It will need to be updated for each cohort**
Week 2 **Student Teaching, Growth Mindset**	• Glow and Grow (Weekly Reflection) TPE (P) 6.1 • Growth Mindset - Uploading Videos to Sibme • Introduction Letter to Parents/Guardians and Video Permission Form (copy back-to-back) • Co-teaching video and overview • 6 Models of Co-Teaching video TPE (I) 3.3 • **Lesson Plan Template** & SAC • Overview of Written Summary Paper of Your Origin Story and Oral Presentation	**3. Growth Mindset Sibme Video** (10 points) **Review Module 2 Slideshow HERE**
Week 3 **Lesson Planning**	• Glow and Grow (Weekly Reflection) • Lesson Planning • TeacherServer AI Tools: Home (Lesson plan tools) • Introduce the IDP (Individual Development Plan) • Oral Presentations: Origin Story K-Z	**4. Written Summary Paper, Part 1: Origin Story** (10 points) TPE (I) 6.2 **5. Oral Presentation Your Origin Story** (10 points) K-Z in class **Review Module 3 Slideshow HERE**
Week 4 **Lesson Planning**	• Glow and Grow (Weekly Reflection) • Addressing AI Use Proactively in the Classroom | Edutopia • SDSU Smart Start EPs TPE (I) 4.6 • Lesson Planning and SAC (Model) • Oral Presentations: Your Origin Story A-J	**6.Introduction Letter to Parents (include SDSU permission slip when letter is sent home)** (10 points) TPE (P) 2.3 **Review Module 4 Slideshow HERE**

Week 5 **Instructional Planning**	• Glow and Grow (Weekly Reflection) • Unpacking Standards Assignment/Part 1 • Backwards Design: Backwards Design with Examples 6:32 Backwards Design with Shelley Moore 5:50 Backwards Design Theory 7:36 "Backward Design: The Basics" The Backward Design Process Backward Design Model TPEs (I) 3.1, 3.2, 3.3	**7. Class Roster & SDSU Video Permission Form** (10 points) **Review Module 5 Slideshow HERE**
Week 6 **Creating Equitable Learning Environments**	• Glow and Grow (Weekly Reflection) • Unpacking Standards Assignment/ Part 2 • Share a SAC and look at Knowledge of Students TPEs (P) 5.2, 5.3 • EdTPA Overview	**8. Unpacking Standards in class assignment with a partner** (10 points) TPEs (A) 1.1, 3.1, 3.2, 3.5, 4.1, 7.1, 7.2, 8.1, 8.2, 8.5,
Week 7 **ELA Expectations**	• Glow and Grow (Weekly Reflection) • edTPA Making Good Choices,Task 4	
Week 8 **No Class - Partner Work**	• Glow and Grow (Weekly Reflection) Unpacking the TPEs with a partner • Update the IDP	**9. Unpacking the TPEs notes (partner work)** (10 pts)
Week 9 **Instructional Planning and the Importance of Student Engagement**	• Glow and Grow (Weekly Reflection) • Overview of Context for Learning Criteria Slideshow (using school website) & Funds of Knowledge • Anticipatory Set and Hook	
Week 10 **Supporting the Whole Child and Aligning Standards, Objectives, and Assessments**	• Glow and Grow (Weekly Reflection) • Aligning standards, objectives, and assessments (partner work)	**10. Submit Past Lesson Plan Showing alignment of Literacy Standards, objectives, and Assessment-In class assignment** (10 points) TPEs (A) 1.1, 1.4, 1.6, 2.1, 2.2, 2.4, 2.5, 3.1, 3.2, 3.5, 3.6, 4.1, 4.2, 4.3, 4.5, 4.7, 7.1, 7.2, 7.4, 7.5, 7.11

Week 11 **SDSU**	**Maker's Space Workshop with Dr. Donna Ross** **Location-SDSU (NE Room 275)**	**11. Submit Past Lesson Plan Showing alignment of Math Standards, objectives, and Assessment-In class assignment** TPEs (A) 1.1, 1.4, 1.6, 2.1, 2.2, 2.4, 2.5, 3.1, 3.2, 3.5, 3.6, 4.1, 4.2, 4.3, 4.5, 4.7, 8.1, 8.2, 8.5, 8.7, 8.8
Week 12 **NO CLASS**	**Asynchronous-Complete Context for Learning** **Reminder-please bring math curriculum to class next week.**	**12. Context for Learning, Task 4 Mathematics** (10 points)
Week 13 **IDP & Knowledge of Standards**	**IDP & EdTPA Task 4** ● Glow and Grow (Weekly Reflection) ● IDP ● Knowledge of Standards Interview TPEs (I) 3.1, 3.2, 3.3	**13. Knowledge of Standards Interview** **in class assignment** (10 points)
Week 14 **Understanding the IEP/504 Process & Curriculum Understanding Assessment**	● Glow and Grow (Weekly Reflection) (TPEs 4 & 5) ● Guest Speaker SPED ● IDP (add TPE 4 & 5 reflections to the IDP doc) ● **Curriculum Analysis** using math curriculum from placement	
Week 15 **Finish Curriculum Understanding Assessment**	Watch Task 4 video #1 Task 4 video #1 Watch Task 4 video #2 Task 4 Video #2	**14. Curriculum Analysis (in class partner activity)** (10 points) TPEs (A) 1.1, 1.2, 2.1, 2.4, 2.5, 3.1, 3.2, 3.5, 3.6, 4.1, 4.2, 4.3, 4.7, 6.2, 7.1, 7.2, 7.4, 8.1, 8.2, 8.8
Week 16 **Celebrating Our Successes**	● Glow and Grow (Weekly Reflection) ● Task 4 Exemplars (open on Canvas with Secure Browser) ● Task 4 edTPA Break Work ● Final Collection of Assignments ● Setting the Stage for Next semester	**Complete Task 4 (Complete over break)**

TPE Alignment

TPE	Introduced	Practiced	Assessed
TPE 1.1.			**Lesson Plan Template** Unpacking Standards **Curriculum Analysis**
TPE 1.2			**Curriculum Analysis**
TPE 1.4			**Lesson Plan Template**
TPE 1.6			**Lesson Plan Template**
TPE 2.1			**Lesson Plan Template** **Curriculum Analysis**
TPE 2.2			**Lesson Plan Template**
TPE 2.3		**Introduction Letter to Parents**	
TPE 2.4			**Lesson Plan Template** **Curriculum Analysis**
TPE 2.5			**Lesson Plan Template** **Curriculum Analysis**
TPE 3.1	Backwards Design with Examples 6:32 Backwards Design with Shelley Moore 5:50 Backwards Design Theory 7:36 "Backward Design: The Basics"		**Lesson Plan Template** Unpacking Standards **Curriculum Analysis**

	The Backward Design Process Backward Design Model **Knowledge of Standards Interview**		
TPE 3.2	Backwards Design with Examples 6:32 Backwards Design with Shelley Moore 5:50 Backwards Design Theory 7:36 "Backward Design: The Basics" The Backward Design Process Backward Design Model **Knowledge of Standards Interview**		**Lesson Plan Template** Unpacking Standards **Curriculum Analysis**
3.3	Co-teaching video and overview 6 Models of Co-Teaching video		
TPE 3.4	Backwards Design with Examples 6:32 Backwards Design with Shelley Moore 5:50 Backwards Design Theory 7:36 "Backward Design: The Basics"		

	The Backward Design Process Backward Design Model **Knowledge of Standards Interview**		
TPE 3.5			**Lesson Plan Template** Unpacking Standards **Curriculum Analysis**
TPE 3.6			**Lesson Plan Template** **Curriculum Analysis**
TPE 4.1			**Lesson Plan Template** Unpacking Standards **Curriculum Analysis**
TPE 4.2	Makers' Space		**Lesson Plan Template** **Curriculum Analysis**
TPE 4.3			**Lesson Plan Template** **Curriculum Analysis**
TPE 4.5			**Lesson Plan Template**
TPE 4.6	Addressing AI Use Proactively in the Classroom | Edutopia SDSU Smart Start EPs Makers' Space		

TPE 4.7			**Lesson Plan Template** **Curriculum Analysis**
TPE 5.2		SAC	
TPE 5.3		SAC	
TPE 5.4	Makers' Space		
TPE 6.1		Glow and Grow	
TPE 6.2	Origin Story		**Curriculum Analysis**
TPE 7.1			**Lesson Plan Template** Unpacking Standards **Curriculum Analysis**
TPE 7.2			**Lesson Plan Template** Unpacking Standards **Curriculum Analysis**
TPE 7.4			**Lesson Plan Template** **Curriculum Analysis**
TPE 7.5			**Lesson Plan Template**
TPE 7.11			**Lesson Plan Template**
TPE 8.1			**Lesson Plan Template** Unpacking Standards **Curriculum Analysis**
TPE 8.2			**Lesson Plan Template** Unpacking Standards

			Curriculum Analysis
TPE 8.5			**Lesson Plan Template** Unpacking Standards
TPE 8.7			**Lesson Plan Template**
TPE 8.8			**Lesson Plan Template** **Curriculum Analysis**

GRADING POLICIES

- This is a credit / no-credit class. To receive credit, you will need to achieve 80% of the total points available.
- Students should not use generative AI applications in this course except as approved by the instructor. Any use of generative AI outside of instructor-approved guidelines constitutes misuse. Misuse of generative AI is a violation of the course policy on academic honesty and will be reported to the Center for Student Rights and Responsibilities.

UNIVERSITY POLICIES

Accommodations: If you are a student with a disability and are in need of accommodations for this class, please contact Student Ability Success Center at (619) 594-6473 https://studentsuccess.sdsu.edu/ as soon as possible. Please know accommodations are not retroactive, and I cannot provide accommodations based upon disability until I have received an accommodation letter from Student Ability Success Center.

AI Statement: In May 2025, the SDSU University Senate approved an update to the syllabus policy stating that the syllabus for each course shall include a statement of "permitted use of generative AI." Academic freedom ensures that instructors are empowered to determine whether students may use genAI in their classes and to what extent.

> Students should not use generative AI applications in this course except as approved by the instructor. Any use of generative AI outside of instructor-approved guidelines constitutes misuse. Misuse of generative AI is a violation of the course policy on academic honesty and will be reported to the Center for Student Rights and Responsibilities.

Student Privacy and Intellectual Property: The Family Educational Rights and Privacy Act (FERPA) mandates the protection of student information, including contact information, grades, and graded assignments. I will use [Canvas / Blackboard] to communicate with you, and I will not post grades or leave graded assignments in public places. Students will be notified at the time of an assignment if copies of student work will be retained beyond the end of the semester or used as examples for future students or the wider public. Students maintain intellectual property rights to work products they create as part of this course unless they are formally notified otherwise.

Religious observances: According to the University Policy File, students should notify the instructors of affected courses of planned absences for religious observances by the end of the second week of classes.

Resources for students: A complete list of all academic support services--including the Writing Center and Math Learning Center--is available on the Student Affairs' Academic Success website. Counseling and Psychological Services (619-594-5220) offers confidential counseling services by licensed therapists; you can Live Chat with a counselor at http://go.sdsu.edu/student_affairs/cps/therapist-consultation.aspx between 4:00pm and 10:00pm, or call San Diego Access and Crisis 24-hour Hotline at (888) 724-7240.

SDSU Economic Crisis Response Team: If you or a friend are experiencing food or housing insecurity, or any unforeseen financial crisis, visit sdsu.edu/ecrt, email ecrt@sdsu.edu, or walk-in to Well-being & Health Promotion on the 3rd floor of Calpulli Center.

Academic Honesty: The University adheres to a strict policy prohibiting cheating and plagiarism. Examples of academic dishonesty include but are not limited to:

- copying, in part or in whole, from another's test or other examination;
- obtaining copies of a test, an examination, or other course material without the permission of the instructor;
- collaborating with another or others in work to be presented without the permission of the instructor;
- falsifying records, laboratory work, or other course data;
- submitting work previously presented in another course, if contrary to the rules of the course;
- altering or interfering with grading procedures;
- assisting another student in any of the above;

- using sources verbatim or paraphrasing without giving proper attribution (this can include phrases, sentences, paragraphs and/or pages of work);
- copying and pasting work from an online or offline source directly and calling it your own;
- using information you find from an online or offline source without giving the author credit;
- replacing words or phrases from another source and inserting your own words or phrases.

The California State University system requires instructors to report all instances of academic misconduct to the Center for Student Rights and Responsibilities. Academic dishonesty will result in disciplinary review by the University and may lead to probation, suspension, or expulsion. Instructors may also, at their discretion, penalize student grades on any assignment or assessment discovered to have been produced in an academically dishonest manner.

Classroom Conduct Standards: SDSU students are expected to abide by the terms of the Student Conduct Code in classrooms and other instructional settings. Violation of these standards will result in referral to appropriate campus authorities. Prohibited conduct includes:

- Willful, material and substantial disruption or obstruction of a University-related activity, or any on-campus activity.
- Participating in an activity that substantially and materially disrupts the normal operations of the University or infringes on the rights of members of the University community.
- Unauthorized recording, dissemination, or publication (including on websites or social media) of lectures or other course materials.
- Conduct that threatens or endangers the health or safety of any person within or related to the University community, including
    1. physical abuse, threats, intimidation, or harassment.
    2. sexual misconduct.

Medical-related absences: Students are instructed to contact their professor/instructor/coach in the event they need to miss class, etc. due to an illness, injury or emergency. All decisions about the impact of an absence, as well as any arrangements for making up work, rest with the instructors. Student Health Services (SHS) does not provide medical excuses for short-term absences due to illness or injury. When a medical-related absence persists beyond five days, SHS will work with students to provide appropriate documentation. When a student is hospitalized or has a serious, ongoing illness or injury, SHS will, at the student's request and with the student's consent, communicate with the student's instructors via the Vice President for Student Affairs and may communicate with the student's Assistant Dean and/or the Student Ability Success Center.

Sexual violence / TItle IX mandated reporting: As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I am a

mandated reporter in my role as an SDSU employee. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep the information you share private to the greatest extent possible. However, I am required to share information regarding sexual violence on SDSU's campus with the Title IX coordinator, Jessica Rentto 619-594-6017. She (or her designee) will contact you to let you know about accommodations and support services at SDSU and possibilities for holding accountable the person who harmed you. Know that you will not be forced to share information you do not wish to disclose and your level of involvement will be your choice. If you do not want the Title IX Officer notified, instead of disclosing this information to your instructor, you can speak confidentially with the following people on campus and in the community. They can connect you with support services and discuss options for pursuing a University or criminal investigation. Sexual Violence Victim Advocate 619-594-0210 or Counseling and Psychological Services 619-594-5220, psycserv@sdsu.edu. For more information regarding your university rights and options as a survivor of sexual misconduct or sexual violence, please visit titleix.sdsu.edu or sdsutalks.sdsu.edu.

DIVERSITY AND INCLUSION STATEMENT for TE 960

In our Basic Student Teaching class, we are dedicated to cultivating a learning environment that celebrates diversity and promotes inclusion. We recognize that each student teacher brings unique perspectives, backgrounds, and experiences that enrich our community and enhance our collective learning.

Our commitment to diversity and inclusion means creating a space where all voices are heard and respected. We believe that embracing diversity not only strengthens our classroom but also prepares you to be empathetic and effective educators in increasingly diverse schools.

As future teachers, you will have the opportunity to foster inclusive classrooms that honor the varied identities of your students. Together, we will explore strategies to create equitable learning environments that support the success of all learners, regardless of their backgrounds or abilities.

Let us commit to being advocates for diversity and inclusion, ensuring that every student feels valued and empowered to thrive. Your journey as educators begins here, and together we can make a positive impact on the lives of all students.

LAND ACKNOWLEDGMENT

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.