

University of California, Merced
SYLLABUS: NSED 184
Supervised Teaching in Mathematics and Science for Secondary Schools

Instructor: Sue Campbell

Email: scampbell8@ucmerced.edu

Office: AOA 177

Office Hours: Tuesday and Thursdays: 4:15 – 5:15 and 7:30 – 8:00 and by arrangement

Course Description

Student teaching fieldwork for CalTeach single subject math or science teaching credential. This course must be taken concurrently with UGIS 303 (UC Berkeley). The primary goal of this course is to gain direct experience with K-12 classroom teaching in mathematics or science in urban schools. Fieldwork is supervised and guided by an experience teacher who mentors the less experienced pre-service teacher, called a cooperating teacher in student teaching placements. Students will be engaged in field work in the form of student teaching placements daily, at minimum 2 hours per day (or a total of 10 hours per week, e.g. if on a block schedule), following the public-school calendar. The content of the course will largely be driven by events that occur in the classrooms. These will include the learning environment, student thinking in the content area, unit and lesson planning, classroom management, and curricular goals. Note that it is not required for CalTeach students in UGIS 303 to officially enroll in this course for credit, though all requirements of the course must be met in order to receive a teaching credential.

Course Requirements

A. Student Teaching

1. Before the Semester Begins.

- Discuss together the appropriate activities and roles you will take on in the cooperating teacher's classroom during the first week.
- Ask your cooperating teacher for his or her syllabus and/or schedule that map out curricular plans for the semester. Schedule a weekly meeting time for planning. Figure out the best way and time to communicate with your cooperating teacher on an ongoing basis (i.e. interactive journal, email, during lunch, after school). Ask for your own workspace such as a special desk or table.
- Ask your cooperating teacher to give you a tour of the school, and make introductions to colleagues and school staff, and suggest ways to introduce yourself to others. Important introductions and potentially setting up meetings include:
 - Office staff, principal and other administrators.
 - Math or Science Department Chair, and other math or science teachers. It is highly recommended that you occasionally observe other math or science teachers at your school site upon recommendation of your cooperating teacher.
 - Counseling staff and other administrative staffOver time, you will be expected to seek out and introduce yourself to other school personnel including specialists and support personnel.
- Ask for access to the technology platforms, rules, regulations and emergency policies of the school.

- Time spent early on establishing a professional relationship with your cooperating teacher and getting to know each other personally provides a solid base for your work together.

2. During the Semester:

- The Cal Teach philosophy is that the more classroom teaching experience student teachers have, the more prepared they will be when they are full-time teachers during the next academic year. However, we trust the experience and judgment of the cooperating teacher to determine when you are ready to take over the class. This is likely to look different during the fall and spring semesters. In the fall, you will ideally take over the class from the first day of school. In the spring, a transition period of one or more weeks is recommended, which can potentially occur at the end of the fall semester. During the transition period, you will begin by working with individuals or small groups of students, and then start co-teaching with your cooperating teacher.
- While you will benefit from using the curriculum developed by your cooperating teacher, you should take on the responsibility for the design of particular lessons—this is particularly important for the week-long edTPA event which becomes the primary high-stakes assessment that is required by the state to obtain a teaching credential. You should ask for gradually increasing responsibility for lesson planning—first in planning with the cooperating teacher, and then eventually on your own. In some cases, you will have primary responsibility for lesson planning from the beginning.
- You should first assess student work with assistance from your cooperating teacher. Eventually you are likely to develop and select particular assessments for use with both individual students and the whole class. You may take on primary responsibility for all assessments of student learning but will keep your cooperating teacher informed about student progress on a regular basis.
- You will communicate with families of your students, including calls home to introduce yourself within the first few weeks of the semester, as well as progress reports throughout semester and notifications of when your expectations are not being met

3. End-of-Semester:

- You should plan on teaching up to the last day of the semester, to experience final exams and other end-of-semester differences in the normal classroom routine.
- If you cannot teach up to the last day of the semester for some reason, you will need to let your cooperating teacher and Cal Teach Program Director know well in advance. During your last week teaching, make sure you let your students know several days ahead of time and communicate with them how important it has been for you to work with their class.

4. Professional Duties. Each student will engage in professional duties beyond the classroom. These might include attending back to school night or open house, participating in math or science department meetings, attending faculty meetings, supervising a dance or game, attending professional development workshops, or participating in PTA. Students will also seek out other specialists and services in the school beyond the classroom for supporting students and their learning. These will include Special Education Resource Specialists, English Language Learner (ELL) Specialists, social services, etc.

B. Curricular Planning

At the end of the UC Berkeley semester, records of daily/weekly/unit planning must be submitted to the course instructor. The approach to curricular planning can differ widely depending on student teacher and what is expected of the cooperating teacher, department, school, and/or district. Thus, records can take the form of lesson plans, handouts, PowerPoint slides in Google Drive folders organized by unit, week or day; photographs or scan of a weekly calendar; photographs of a daily agenda posted on a white board; individual daily lesson plans; and/or unit or weekly assignment packets for students. Other options are also possible with approval of instructor.

C. Attendance/Participation

Attendance and participation in the school setting is essential for the successful completion of this course.

Academic Integrity

Please refer to the University Policy on academic integrity. It is expected that all work for this course is your own work and that you credit any sources that you may have used. It is also expected that any work turned in for this course has been specifically created for this course. You may not use materials turned in for another course as an assignment for this course.

Accommodations for Students with Disabilities:

The University of California Merced is committed to ensuring equal academic opportunities and inclusion for students with disabilities based on the principles of independent living, accessible universal design and diversity. Any student who feels he or she may need an accommodation based on the impact of a disability should contact me privately to discuss his or her specific needs. Also contact Disability Services at (209) 228-7884 as soon as possible to become registered and thereby ensure that such accommodations are implemented in a timely fashion.

Teacher Candidate Evaluation for Supervisors & Cooperating Teachers

Throughout the semester you will be formally observed by the instructor (University Field Supervisor) for six or more lessons. You will submit lesson plans to CatCourses the day before the scheduled lesson observation. Following the observation, you will meet with the supervisor to debrief the observation. This will take place immediately following the observation unless otherwise arranged. Following the debriefing session, the supervisor will type their observation notes and attach them in CatCourses and notify you that the notes are ready. You will have one week to submit a reflection of the observation session to CatCourses.

At mid-semester and at the end of the semester, your Cooperating Teacher and University Field Supervisor will formally evaluate each of you on the [Teacher Performance Expectations](#), or TPEs, which are standards aimed at supporting the development of California K-12 teachers. You will also use a similar form to self-assess your teaching and set goals for yourself for your teaching.

Rating Scale:

Score	Meaning
4 - Exceeds Expectations	Consistently uses the knowledge, skill, and/or practice appropriately and competently
3 - Meets Expectations	Demonstrates a developing ability to use the knowledge, skill, and/or practice appropriately and competently
2 - Approaches Expectations	Demonstrates an awareness of the knowledge, skill, and/or practice and its importance, but not able to demonstrate competent use
1 - Does not Meet Expectations	Shows little or no awareness of knowledge, skills, and/or practices in contexts where there should be awareness and/or use
N - Not Observed	Evidence or observation opportunity too limited to evaluate knowledge, skill, and/or practice

TPE 1: Engaging and Supporting All Students in Learning	Rating	Comments
Connects subject matter to real-life contexts and provides active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.		
Promotes critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection. 1.5		

Supports students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion. 1.6		
Monitors student learning and adjusts instruction while teaching so that students continue to be actively engaged in learning. 1.8		

TPE 2: Creating and Maintaining Effective Environments for Student Learning	Rating	Comments
Establishes, maintains, and monitors inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn. 2.3		
Maintains high expectations for learning with appropriate support for the full range of students in the classroom. 2.5		
Establishes and maintains clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students. 2.6		

TPE 3: Understanding and Organizing Subject Matter for Student Learning	Rating	Comments
Demonstrates knowledge of subject matter, including the adopted California State Standards and curriculum frameworks. 3.1		
Uses knowledge about students and learning goals to organize the curriculum to facilitate understanding of subject matter and make accommodations and/or modifications as needed to promote student access to the curriculum. 3.2		
Plans, designs, implements, and monitors instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and designs and implements disciplinary and cross-disciplinary learning sequences. 3.3		
Adapts subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote subject matter knowledge of all students. 3.5		

TPE 4: Planning Instruction and Designing Learning Experiences for All Students	Rating	Comments
Makes effective use of instructional time to maximize learning opportunities for all students. 4.4		

Plans and implements Universal Design for Learning strategies and appropriate modifications in order to provide access to the curriculum for all students. 4.4b		
Uses developmentally, linguistically, and culturally appropriate learning activities, instructional materials and resources. 4.4c		
Plans for and effectively orchestrates opportunities for students to support each other in learning. 4.4e		
Plans instruction that promotes a range of communication strategies and activity modes between teacher and student and among students. 4.7		

TPE 5: Assessing Student Learning	Rating	Comments
Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics. 5.1		
Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time. 5.2		
Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction. 5.8		

TPE 6 Developing as a Professional Educator	Rating	Comments
Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning. 6.1		
Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.6.3		
Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others. 6.5		