TEP 179A - Fall 2004

Instructors:  
Chris Halter, (Math supervisor) chalter@ucsd.edu, (858) 534-8186  
Rachel Millstone, (Science supervisor) rmillstone@ucsd.edu, (858) 822-3589  
Marcia Sewall, (English supervisor) msewall@ucsd.edu, (858) 534-1681  
Campbell Naismith (DTIR, Intern Supervisor), cnaismith@aol.com, (858) 534-1363  

Office Hours:  
Thurs 3-5 pm  
By appointment  
By appointment  
By appointment  

Course Description:  
The focus for this course is to support you in your teaching and to provide you with professional growth opportunities as you define and refine your teaching practice. There are three components to your Internship experience: 1) your supervised fieldwork, 2) course activities and assignments, 3) demonstrated proficiency in the Teaching Performance Expectations (TPE’s). Your fieldwork supervisor directs fieldwork activities and attainment of the TPE domains. The course instructor directs course activities and assignments.

Teaching Performance Expectations (TPE)  
The California Commission on Teacher Credentialing has established thirteen teaching standards (the TPEs) organized under six domains. We cannot look at your teaching practice without looking at all six of the teaching domains, however, during this quarter we will be focusing on two of the domains in our course discussions. Fall 2004 Focus TPE Domains: 1) Creating an Effective Environment, and 2) Engaging and Supporting Student Learning.

Course Organization and Expectations:  
This eight-unit course is divided into two parts:

Part 1 -- Internship Experience: Interns will fulfill their teaching schedule as arranged at their school site and are expected to remain on campus (planning, observing, etc.) for the entire school day. You are expected to participate in all school related activities that are required of first year teachers at your school site.

Part 2 -- Seminars and Discussion Sections: This time will be spent focusing on professional development and various aspects of your teaching experience.

Professional Expectations are:
1. Participate daily in field experience ALL DAY
2. Attend seminar and be on time (Tuesdays, 5:00 – 7:00pm)
3. Participate actively in seminar and discussion board
4. Complete assigned readings
5. Keep daily lesson plans
6. Check e-mail regularly
7. Communicate regularly with fieldwork supervisor by email, phone, or conference.

Course Grading Expectations are:
1. Upload Management Elements of ePortfolio (initial & school-wide) – due 9/14
2. School-Class Profile (Context Form) – due 9/28
3. Lesson Plan Collection – due 11/2
4. Initial TPE Commentary (Video Paper) – due 11/9
5. TPE Artifacts Library (6) uploaded with description – due 11/16
6. Reflective Lesson Plan – due 10/12
7. Discussion Board – each week

Discussion Board: You will be expected to check and participate in the class discussion board (http://discus.ucsd.edu) weekly. This does not mean that you post anything each week. Feel free to post a question to your colleagues or to respond to one of their postings. At certain times WE will post a question that you will be required to respond to during the week.

Lesson Plans: You are required to keep your organized lesson plans. You may also choose to include any material used for that lesson along with the plan. Check with your fieldwork supervisor on the exact requirements of your lesson planning. You will also upload ONE lesson plan per week to WebPlan.

Reflective Practice: You will be required to submit a reflective lesson plan during the quarter. This lesson should be video taped, you will reflect and analyze the lesson, and your reflections will be discussed in a content lesson group.
**Grading Policy for TEP179A:** This course is a Pass/No Pass course. To pass this course you must complete ALL professional and academic requirements in order to Pass.

**Course Books**
- **Required:** *Methods that Matter*, by Daniels and Bizar
- *Tools for Teaching*, by Fred Jones
- **Suggested:** *Setting Limits*, by Robert J. MacKenzie

**Seminar Meeting Days:** Aug 31<sup>st</sup>, Sep 14<sup>th</sup>, Sep 21<sup>st</sup>, Sep 28<sup>th</sup>, Oct 5<sup>th</sup>, Oct 12<sup>th</sup>, Oct 19<sup>th</sup>, Oct 26<sup>th</sup>, Nov 2<sup>nd</sup>, Nov 9<sup>th</sup>, Nov 16<sup>th</sup> (final)

<table>
<thead>
<tr>
<th>Meeting Date</th>
<th>Outline</th>
<th>Reading</th>
<th>Due</th>
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<tbody>
<tr>
<td>Aug 31&lt;sup&gt;st&lt;/sup&gt;</td>
<td>Introduction to Course Requirements “First Year” Look Ahead Review Management &amp; Environment (Content Area) <strong>Supervisor Meeting</strong></td>
<td>Suggested: <em>Setting Limits</em>, Ch. 1-4</td>
<td>Upload Sample Apprentice Lesson Plan</td>
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<td>Sep 14&lt;sup&gt;th&lt;/sup&gt;</td>
<td>You’re a Teacher so ACT Like One (Guest Speaker)</td>
<td>Jones, Section 1 Daniels, Ch. 1</td>
<td>Upload • Management Philosophy • Initial Class Management Plan • School-wide Management Policy Review</td>
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<td>Sep 21&lt;sup&gt;st&lt;/sup&gt;</td>
<td>Collaborative/Cooperative Learning Workshop (Introduction)</td>
<td>Jones, Section 5 Daniels, Ch. 3</td>
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<td>Sep 28&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Collaborative/Cooperative Learning Workshop (Advanced)</td>
<td>Daniels, Ch. 5</td>
<td>Complete School-Class Context form</td>
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<td>Oct 5&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Teacher Inquiry Group Meeting I (Content Area) - Planning</td>
<td>Jones, Section 3</td>
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<td>Oct 12&lt;sup&gt;th&lt;/sup&gt;</td>
<td><strong>Technology Day</strong> (working with photos and video) scanning &amp; iMovie</td>
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<td>Upload Reflective Lesson Plan</td>
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<td>Oct 19&lt;sup&gt;th&lt;/sup&gt;</td>
<td><em>First Year</em>: a look at the lives of new teachers</td>
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<td>Oct 26&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Teacher Inquiry Group II (Content Area) - Discussion</td>
<td>Daniels, Ch. 7</td>
<td>Video paper Peer Review</td>
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<td>Nov 2&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>Class Issues Meeting / Teacher Inquiry Meeting III</td>
<td>Jones, Section 4</td>
<td>Upload Fall Lesson Plan Collection (3 plans)</td>
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<td>Nov 9&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Analyzing your own practice RLP &amp; VideoPaper</td>
<td>Daniels, Ch. 4 &amp; 6</td>
<td>Upload VideoPaper</td>
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<td>Nov 16&lt;sup&gt;th&lt;/sup&gt; (final)</td>
<td>TPE Artifacts Share Colloquium</td>
<td>Have Commentary and Artifacts uploaded and ready to share</td>
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