### 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 2005 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 (Thursday, 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 with/respond regularly to fieldwork supervisor by email, phone, or conference.

#### Course Assignment Expectations are:
1. Upload School-wide Management Elements (discipline)-- due 9/15
2. TPE Artifacts Library (6) uploaded with description – due 11/10
3. Reflective Lesson Plans – see calendar
4. Structured Classroom Observations – see calendar
5. Discussion Board: Online Journal

### Discussion Board:
You will be expected to check and participate in the class discussion board (http://discus.ucsd.edu) weekly. There will be two parts to the discussion space. One part will be for general discussion topics with your peers. This is your space. The other area will be for your weekly journals.

### 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.

### Reflective Practice:
You will be required to submit reflective lesson plans during the quarter. Some of these lessons will be video taped, you will reflect and analyze the lesson, and your reflections will be discussed in a content lesson group. These will be uploaded to your Online Portfolio.
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: Quality Questioning, by Walsh
Cooperative Learning, by Kagen
Making Your First Year a Success by Wyatt
Suggested: Setting Limits, by Robert J. MacKenzie
The Reluctant Disciplinarian by Rubenstein

Seminar Meeting Days: Sep 1st, Sep 8th, Sep 15th, Sep 22nd, Sep 29th, Oct 6th, Oct 13th, Oct 20th, Oct 27th, Nov 3rd, Nov 10th (final presentation)

<table>
<thead>
<tr>
<th>Meeting Date</th>
<th>Outline</th>
<th>Reading</th>
<th>Due</th>
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<tbody>
<tr>
<td>Sep 1st</td>
<td>Introduction to Course Requirements “First Year” Look Ahead Review Management &amp; Environment Supervisor Meeting: Expectations</td>
<td>Wyatt Ch 1 &amp; 3 &amp; 4</td>
<td>A positive attitude and high hopes</td>
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<tr>
<td>Sep 8th</td>
<td>School has begun – now what? Management, Discipline, and Teaching</td>
<td>Wyatt Ch 7</td>
<td>School-wide discipline policy</td>
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<tr>
<td>Sep 15th</td>
<td>Content Group Meeting</td>
<td>Wyatt Ch 7</td>
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<tr>
<td>Sep 22nd</td>
<td>Collaborative/Cooperative Learning Workshop (Introduction)</td>
<td>Kagen Ch 1, 4, 5, 6-9</td>
<td>Observation I</td>
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<tr>
<td>Sep 29th</td>
<td>Collaborative/Cooperative Learning Workshop (Advanced Skills)</td>
<td>Kagen Ch 11, 12, 15, 16, 19, 20</td>
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<tr>
<td>Oct 6th</td>
<td>Teacher Inquiry Group Meeting I Planning and Engagement</td>
<td>Wyatt Ch 2</td>
<td>Reflective Lesson Plan 1 upload</td>
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<td>Oct 13th</td>
<td><strong>Technology Day</strong> (working with artifacts and video editing) scanning &amp; iMovie</td>
<td>Wyatt Ch 6</td>
<td>Observation II</td>
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<td>Oct 20th</td>
<td>Teacher Inquiry Group II Lessons w/ artifacts</td>
<td>Wyatt Ch 4</td>
<td>Bring lesson w/ artifacts</td>
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<td>Oct 27th</td>
<td>Quality Questioning in the Classroom (Guest Speaker)</td>
<td>Walsh Ch 1-3</td>
<td>Observation III</td>
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<td>Nov 3rd</td>
<td>Teacher Inquiry Meeting III Analyzing your practice and your class</td>
<td>Walsh Ch 4-5</td>
<td>Bring lesson w/ video clip</td>
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<td>Nov 10th (final)</td>
<td>TPE Artifacts Colloquium presentation</td>
<td>“Course Final”</td>
<td>PPT presentation of practice</td>
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<tr>
<td>Dec 9th</td>
<td><strong>NOT a Class Meeting</strong></td>
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<td>Reflective Lesson Plan 3</td>
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