UNIVERSITY OF THE PACIFIC  
COURSE APPROVAL FORM  
REVISION

Please fill in all information. Required signatures are on page 2 of this form. Please return to: 
Academic Affairs Committee, Office of the Provost, Anderson Hall, 2nd Floor.

<table>
<thead>
<tr>
<th>Contact Person: Marilyn Draheim</th>
<th>Phone: 946-2685</th>
</tr>
</thead>
</table>

**Date:** 10/6/06  
**School or College:** Benerd School of Education  
**Department:** Curriculum & Instruction

**Proposed Course #:** CURR 178A  
**Title:** Directed Teaching: Single Subject Music

**Proposed Prerequisites:** Credential courses and directed teaching are open only to credential candidates. Must qualify for bilingual student teaching. Corequisite: CURR 195x

**Proposed Units:** 2-10  
**Enrollment/Expected Enrollment:** Varies  
**Grade Option:** Pass/No Pass

**Existing Course Title:** Directed Teaching: Single Subject Music  
**Existing Course #:** CURR 178A  
**Existing Unit Value:** 3-14

**Existing Prerequisites:** Credential and directed teaching are open only to credential candidates. Must qualify for bilingual student teaching. Corequisite: CURR 195x

**Revised catalog description:**

Student teaching or internship of specially specified duration or nature.

Please attach a syllabus.

**Describe the proposed changes and provide a rationale.**

The change is from 14 to 10 units maximum. The only change being proposed is to be in compliance with Senate Bill 2042.

If approved, when will this be implemented? Fall 2006

**What is the anticipated impact on resources (e.g., Faculty, funds, library materials, etc.)?**

None

**Describe any special facilities, furnishings, or technical needs. List software needs, if any.**

None needed
# APPROVAL PROCESS

Please obtain all signatures before submitting to Academic Affairs Committee. Acquire signatures in the order in which they are listed below.

<table>
<thead>
<tr>
<th>Step</th>
<th>Action</th>
<th>Approved by</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Action by department requesting addition/change:</td>
<td></td>
<td>10-9-06</td>
</tr>
<tr>
<td>2.</td>
<td>Action by the Curriculum Committee of the School/College:</td>
<td></td>
<td>12/4/06</td>
</tr>
<tr>
<td>3.</td>
<td>Action by the Dean of the School/College:</td>
<td></td>
<td>5/16/06</td>
</tr>
<tr>
<td>4.</td>
<td>Action by the Dean of the Library:</td>
<td></td>
<td>12/6/06</td>
</tr>
<tr>
<td>5.</td>
<td>Action by the Director of Educational Technology Services (if computer lab, software needed):</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Action by the Registrar:</td>
<td></td>
<td>12-7-06</td>
</tr>
<tr>
<td>7.</td>
<td>Action by the General Education Committee (as appropriate):</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>8.</td>
<td>Action by the Graduate Studies Committee (as appropriate):</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>9.</td>
<td>Action by the Academic Affairs Committee:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

After approval by the Academic Affairs Committee, information regarding new, revised, or deleted programs and courses is sent to the Registrar for listing in or modifying the catalog.

Form revised 9/4/03
Direct Teaching Course Syllabus

Instructor: Director of Field Experience
Office: Benerd School of Education, Room 105
Phone: (209) 946-2335
Hours: As posted

Undergraduate Courses
CURR 158X Multiple Subject (MS)
CURR 158C MS BCLAD
CURR 158J MS & Single Subject (SS)
CURR 178A SS Music

CURR 158B Special Assignment
CURR 158D MS CLAD
CURR 178X Single Subject (SS)
CURR 178B SS Special Assignment

Graduate Courses
CURR 258A MS
CURR 258C MS BCLAD
CURR 258J MS Special Assignment
CURR 278A SS Music

CURR 258B MS & SS
CURR 258D MS CLAD
CURR 278 SS
CURR 278B SS Special Assignment

Credits: Variable

Course Overview

Student teaching provides an opportunity for student teachers to apply and strengthen teaching skills and to continue to learn about teaching. This learning will be facilitated by the student accepting full responsibility for teaching the students assigned to them; by reflecting on and adapting his or her own teaching; accepting feedback and suggestions from the university supervisor and cooperating teacher; and by investigating the context of schooling through observation, discussion, and participation. This process is the culminating pre-service experience for the development of leadership in teaching.

Course Goals

Student teachers are expected to establish and demonstrate professional teaching skills, attitudes, and dispositions in applied settings. They will develop and maintain positive relationships with the learning community including students, parents, and colleagues as well as reflect on, and address issues of diversity integral to the students assigned them, the curriculum, and society.
Course Objectives

Student Teachers will be placed in sites that satisfy the state and Bennerd School of Education requirements for the specified credential: Single Subject, Multiple Subject, or Multiple Subject BCLAD.

- The student teacher will demonstrate personal initiative in the performance of each student teaching objective.
- The student teacher will demonstrate mastery of basic skills (computing and reading, writing, speaking Standard English) and subject matter competence.
- The student teacher will accept complete responsibility for all facets of the instructional process, which are ordinarily the responsibility of the cooperating teachers, for two weeks per each eight (8) week assignment.
- The student teacher will successfully demonstrate the professional standards (as outlined by CCTC) in the assigned classroom(s).

Competencies Based on Thirteen SB 2042
Teaching Performance Expectations

Making Subject Matter Comprehensible to Students
TPE 1: Specific pedagogical skills for subject matter instruction

Assessing Student Learning
TPE 2: Monitoring student learning during instructions
TPE 3: Interpretation and use of assessments

Engaging & Supporting Students in Learning
TPE 4: Making content accessible
TPE 5: Engagement of students in Learning
TPE 6: Developmentally-appropriate teaching practices
TPE 7: Teaching English-Language Learners

Planning Instruction & Designing Learning Experiences for Students
TPE 8: Learning about students (child and adolescent development, assessment of students, needs, and abilities)
TPE 9: Instructional planning (establishing goals, connecting academic content to students, selecting strategies, activities and materials)

Creating & Maintaining Effective Environments for Student Learning
TPE 10: Instructional time) allocating, managing, and reflecting on the use of instructional time)
TPE 11: Social environment (understands the importance of the social environment, established a positive environment for learning, engages in behaviors that support a positive environment)

Developing as a Professional Educator
TPE 12: Professional, legal, and ethical obligations
TPE 13: Professional growth (evaluating and improving teaching practice, and reflection and feedback)
## Six Ryan Credential Standards vs. SB 2042 Teaching Performance Expectations

<table>
<thead>
<tr>
<th>Ryan Standard</th>
<th>SB 2042 Expectation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard 1:</strong></td>
<td><strong>TPE 4, 5, 6, 7</strong></td>
</tr>
<tr>
<td>Engaging and supporting all students in learning</td>
<td></td>
</tr>
<tr>
<td><strong>Standard 2:</strong></td>
<td><strong>TPE 10, 11</strong></td>
</tr>
<tr>
<td>Creating and maintaining effective learning environments for all students</td>
<td></td>
</tr>
<tr>
<td><strong>Standard 3:</strong></td>
<td><strong>TPE 1</strong></td>
</tr>
<tr>
<td>Understanding and organizing subject matter for student learning</td>
<td></td>
</tr>
<tr>
<td><strong>Standard 4:</strong></td>
<td><strong>TPE 8, 9</strong></td>
</tr>
<tr>
<td>Planning instruction and designing learning experiences for all students</td>
<td></td>
</tr>
<tr>
<td><strong>Standard 5:</strong></td>
<td><strong>TPE 2, 3</strong></td>
</tr>
<tr>
<td>Assessing student learning</td>
<td></td>
</tr>
<tr>
<td><strong>Standard 6:</strong></td>
<td><strong>TPE 12, 13</strong></td>
</tr>
<tr>
<td>Developing as a professional educator</td>
<td></td>
</tr>
</tbody>
</table>

"I have found that 'teacher' means so much more than showing children how to read and write and do math."

UOP Student Teacher
Course Requirements

**Lesson Plans**
The student teacher will submit a lesson plan for approval to the cooperating teacher for every lesson taught. These plans must be very detailed and may be modified by the cooperating teacher. The approved plans should be made available to the university supervisor on each visit (see Appendix A).

**Reflective Lesson Plans**
Each student teacher will complete a minimum of 8 reflective lesson plans, using the form provided in Appendix A of this handbook, during the student-teaching experience.

**Video**
The student teacher may choose to videotape their teaching and complete the reflections in Appendix D as an alternative for one or two of the reflective lesson plans.

**Technology**
The student teacher will plan and present at least one lesson per placement that utilizes technology.

**Unit Plan**
The student teacher will plan and implement a thematic, integrated instructional unit. This unit should last for one to three weeks and include step-by-step lesson plans and a bulletin board display (see Appendix C).

**Blackboard.com**
The student teacher will enter a minimum of three responses regarding his/her student teaching experience by responding to questions posted on the Blackboard.com forums.

**Portfolios**
The student teacher will create a portfolio that provides evidence of competence concerning each of the California Teaching Performance Expectations (see Appendix B).

**Seminar Discussions**
The student teacher will effectively participate in seminar discussions.

**Reflective or Dialogue Journals**
The student teacher will keep a personal reflective journal or a dialogue journal in conjunction with the cooperating teacher. Each journal should have weekly entries.
Professional Responsibilities

- The student teacher will participate in all the activities expected of the regular classroom teacher.
- The student teacher will maintain confidentiality regarding information about students in the student teacher's classroom(s).
- The student teacher will attend all university seminars and other functions assigned by the university (please see seminar schedule). The student teacher will attend small group seminars as scheduled by the university supervisor.
- The student teacher will dress in a professional and appropriate manner.

Time, Attendance, and Schedule Requirements

- The student teacher will follow the school district schedule and calendar. All exceptions must be approved by the Director of Field Experience.
- The student teacher should not take on a major work or social responsibility during student teaching.
- The student teacher should spend, at a minimum, the usual number of hours a regular teacher is required to spend in the school each day, and should expect to spend more in planning, attending faculty or staff development meetings, and conferring with the cooperating teacher, students, and parents.

Absences

If a student teacher will be absent, he/she must:

- Notify the school office
- Contact the cooperating teacher in time to make other arrangements for the day.
- Phone the University supervisor and leave a message for the Director of Field Experiences.

➢ The student teacher who is ill or absent for any cause for a total of more than **three (3) days in a semester** may be required to make up the time at the end of the assignment. An infirmary slip or doctor's note may be required.

➢ The student teacher should leave the assignment when they are ill and should not return until they are certain they are well.

➢ The definition of an excused absence other than illness will be determined by the Director of Field Experience on an individual basis after conferring with the cooperating teacher, cooperating principal, or University supervisor. The ultimate decision is made by the Director of Field Experience. Unexcused absences will be considered unprofessional behavior and may be a cause for dismissal.
Requirements for Masters Students

The student teacher enrolled in a masters program will complete a teaching event which will include lesson plans, video tape of the lesson, student artifacts, and a reflective commentary. This is designed to demonstrate planning, instructing, assessing, and reflecting. Detailed information on this teaching event will be given at a future meeting.

Requirements for BCLAD Credential Students

The student teacher who is seeking a BCLAD credential will engage in reflection on the topics of language acquisition, diversity, and instructional methods for English language development and SDAIE (specially designed academic instruction in English) throughout the student teaching experience. The student teacher will demonstrate the extent of this reflection through completion of one or more of the following: expanded entries in the portfolio or other activities approved by the Director of Field Experiences. One of their placements will be with a BCLAD credentialed teacher and/or a bilingual classroom.

Assessment & Grading

Student teaching is graded Pass/No Credit. The student teacher must perform the course objectives and requirements at the level of a letter grade of “B” or above to receive a grade of Pass.

Throughout the semester, the student will be observed by a university supervisor, who will provide the student teacher and cooperating teacher with oral and written comments after each observation.

Cooperative Student Teacher Evaluation

At the end of the fourth week, eighth week, and twelfth week of the student teaching assignment, the Student Teacher and the Cooperating Teacher will complete the Cooperative Evaluation Form. The Cooperating Teacher and the student teacher will meet to discuss the form and the student teaching experience. The scale is designed to illustrate the process of attaining the standard at a level appropriate for assuming responsibilities as a beginning teacher, not master or veteran teachers. Both the Student and Cooperating teacher’s forms will be turned in to the University Supervisor, who will review and forward to the Director of Field Experiences.

Midpoint Evaluation

At approximately the midpoint of each placement, the Student Teacher, the Cooperating Teacher and the University Supervisor will meet to discuss the Student Teacher progress and/or any other issues that might improve the student teaching experience.

Candidate Competence and Performance Checklist

The Benerd School of Education requires written verification by at least one cooperating teacher and a University supervisor that the candidate has satisfied each of the standards listed on the Candidate Competence and Performance Checklist. The signature indicates that the standard has been met.
CURR 195X: Seminar: Directed Teaching Course Syllabus

Course Overview & Goals

The student teaching seminar is designed to assist student teachers in becoming reflective educators; to expose student teachers to a variety of classroom management techniques and strategies that are appropriate for diverse cultural, racial, and ethnic groups; to develop an awareness of teaching as an activity that has ethical and moral consequences; to help student teachers gain the ability to make defensible choices regarding their classroom and school behavior; and to provide a forum for the sharing of student teacher concerns.

Course Objective

The student teacher will:
- Explore relevant issues
- Provide emotional and professional support for others in class
- Share and evaluate management and instructional strategies
- Articulate educationally-sound reasons for choices they have made regarding their classroom and school behavior

Learning Activities

- Attendance – Student teachers will participate in two varieties of Student Teaching Seminars:
  - Semi-Weekly seminars at designated school or University sites
  - Small group seminars with the University Supervisor (as scheduled)
- Participation – Class discussions will center on student-generated questions and/or materials presented by school or University faculty.

Assignments

- Students will turn in lesson plans or assignments as assigned and determined by the Director of Field Experience and the University Supervisor.
- Portfolio – Students will develop a professional portfolio in which they demonstrate mastery of the professional standards (See Appendix B).

Assessment & Grading

Student teaching seminar is graded pass/no credit. Students will be expected to complete all the course requirements at the level of a letter grade of “B” or above to receive a grade of pass.

Student must:
- Attend orientations and all seminars
- Participate in class discussions
- Satisfactorily complete the portfolio (See Appendix B)

Students who are unable to attend the large group seminar need to inform the Director of Field Experiences before the seminar. If a student is unable to attend a small group seminar, he/she must inform the University supervisor before the seminar. Failure to notify regarding any absence will be considered unprofessional behavior and may be cause for a grade of “No Credit” for the Seminar CURR 195X.
### Relationship of the SB2042 Teaching Performance Expectations to the University of the Pacific & Benerd School of Education Student Teaching Requirements

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Subject Matter</th>
<th>Assessing Student Learning</th>
<th>Engaging and Supporting Students in Learning</th>
<th>Planning and Designing</th>
<th>Effective Environments</th>
<th>Professional Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pedagogical Skills</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Monitoring Student Learning</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Interpreting and Using Assessments</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Making Content Accessible</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Engaging Students in Learning</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Developmentally Appropriate Teaching Practices</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Teaching English Language Learners</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Learning About Students</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Instructional Planning</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Instructional Time</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Social Environment</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Professional Obligations</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Professional Growth</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Subject Matter</th>
<th>Assessing Student Learning</th>
<th>Engaging and Supporting Students in Learning</th>
<th>Planning and Designing</th>
<th>Effective Environments</th>
<th>Professional Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflective Lesson Plans</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Journal</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Instructional Unit</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Technology Lesson</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Blackboard .com</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Co-op Evaluations</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Seminars</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Portfolio</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>