

San José State University
Department of English & Comparative Literature
ENED 365.01: Seminar in English Education, Spring 2016

Instructors:	Dr. Mary Warner Dr. Jonathan Lovell Lois Hamor Sydney Marsh
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Office Hours:	M.: 10:00-12:00, 3:00-5:30; T.: 9:30-11:30, 3:30-5:00; W.: 3:00-5:30; Th.: 10:00-12:00; F.: 3:00-5:00
Class Days/Time:	Th.: 4:30-6:45
Classroom:	SH 433
Prerequisites:	Successful completion of EDSC 184X: Phase I Student Teaching

Faculty Web Page and MYSJSU Messaging (Optional)

Copies of the course materials such as the syllabus may be found on my faculty web page at <http://www.sjsu.edu/faculty/mary.warner/>. You are responsible for regularly checking with the messaging system through MySJSU.

Course Description

These seven seminars present topics in English Education for middle and high school English teachers. The seminars provide a framework for the intensive experience in supervised student teaching, student teaching under contract, or intern teaching. Additionally, and perhaps most importantly, they offer support for completion of the PACT Portfolio (Performance Assessment for CA Teachers).

Traditional student teachers, for 184YZ, will work with one or two mentor teachers at the middle or high school level and with a university supervisor, assuming full responsibility for two classes involving two preparations.

Teacher candidates should begin their duties quickly. The exact schedule for taking over the classes will be worked out with the mentor teacher(s). Generally,

student teachers observe for one week before taking full responsibility for the first class, and by the end of the second week they assume full responsibility for the second class. As soon as possible, student teachers must be completely responsible for creating unit and daily lesson plans, handling classroom procedures, managing classroom behavior issues, assessing student work, and completing grading documents. At the earliest possible time, students should recognize their student teacher as the teacher in charge. However, teacher candidates need the continued guidance of their mentor teachers and should debrief with mentor teachers regularly to discuss observations and concerns.

Student teachers must be on campus one prep period for each class taught (normally a total of four periods per day). Additionally, the traditional student teacher must also complete two weeks of full day schedules as part of his/her Phase II/III assignment —this can be co-teaching or some variation of a full day's schedule. To accommodate this requirement, student teachers & mentor teachers should start early in the semester to plan when and how the teacher candidates will assume responsibility for the additional classes for this two-week period.

Single Subject Credential Program: Course Learning Outcomes

- Candidates demonstrate a high level of professional responsibility for and involvement in their own professional development.
- Candidates explain a personal philosophy of teaching and learning that is grounded in theory and standards of professional practice.
- Candidates articulate conceptual frameworks relating to culture, power, and equity and how these influence teaching and learning.
- Candidates discuss legal issues and ethical choices that influence education.
- Candidates discuss interrelationships among family, community, student learning, and success in school.
- Candidates discuss and critique various theories and practices of language acquisition and literacy development (e.g. reading, writing, speaking, listening) across content areas.
- Candidates design standards-based instructional objectives and activities that are developmentally appropriate, sequential and integrated, and actively engage all students.
- Candidates design, critique, and utilize a variety of formal and informal standards-based assessments that inform teaching and provide feedback on student learning.
- Candidates demonstrate teaching methodologies that reflect an effective use of standards, objectives, and strategies including technology for working with a diverse student population.

- Candidates critically reflect upon the relationship between their own teaching and student learning.

Program Mission: The purpose of the Single Subject Credential Program is to prepare scholar practitioners as critical thinkers and reflective decision-makers committed to educating youth for life-long learning in a technologically advanced, culturally-diverse democracy.

Course Requirements:

1. Attend and participate in each of the seven seminar meetings. It would be helpful for you to have a flash drive for handouts and teaching materials provided throughout the course.

2. Read and follow the requirements delineated in the Student Teacher Handbook – especially p.3 and pp. 8-20; please access the Handbook at the following link:

http://www.sjsu.edu/secondary/students/student_teaching/2015-2016%20Student%20Teaching%20Handbook.pdf

3. Complete the 5 PACT Teaching Event Tasks (in relation to **one class** you are teaching)

PACT web site: <http://www.sjsu.edu/education/pact/index.html>

TPEs are located at http://www.sjsu.edu/secondary/program/our_approach/index.html

The PACT is due **Monday, April 11, 2016 by 4PM in Taskstream**

I. Context for Learning Task– DUE February 25

1. Write a commentary of 3-5 single-spaced pages (including prompts) that addresses the following prompts. You can address each prompt separately, and this is the best way to assure you are addressing the prompt. (If you’re responding via an electronic platform, your 3 to 5 pages may appear as text boxes for individual questions.) Briefly describe the following:

- a. Type of school/program in which you teach, (e.g., middle/ high school, themed school or program)
- b. Kind of class you are teaching (e.g., ninth grade English – untracked, American Literature – College Prep) and the organization of the subject in the school (e.g., departmentalized, interdisciplinary teams)
- c. Degree of ability grouping or tracking, if any

2. Describe your specific class with respect to the features listed below. **Focus on key factors that influence your planning and teaching.** Be sure to describe what your students can do as well as what they are still learning to do:

- a. Academic development: Consider prior student knowledge, key skills, developmental levels, and other special educational needs. (TPE 8)
- b. Language development: Consider aspects of language proficiency in relation to the oral and written English required to participate in classroom learning and assessment tasks. Describe the range in vocabulary and levels of complexity of language use within your entire class. When describing the proficiency of your English learners, describe what your English learners can and cannot yet do in relation to the language demands of tasks in the learning segment. (TPEs 7, 8)

- c. Social development: Consider factors such as the students' ability and experience in expressing themselves in constructive ways, negotiating and solving problems, and getting along with others. (TPE 8)
- d. Family and community contexts: Consider key factors such as cultural context, knowledge acquired outside of school, socio-economic background, access to technology, and home/community resources.

3. Describe any district, school, or resident teacher requirements or expectation that might impact your planning or delivery of instruction, such as required curricula, pacing, use of specific instructional strategies, or standardized tests.

4. Complete the Context for Learning Form from p. 5 of your PACT Handbook (sent to you electronically by Dr. Warner and available online at http://www.sjsu.edu/education/pact/forms_rubrics/index.htm or by googling PACT Teaching Event and clicking on "Teaching Event Handbooks")

II. Task 2: Planning Instruction & Assessment to be completed between February 25 and March 24; if you can have Task 2 completed by March 24, it will be to your advantage

- 1. Follow the directions given on pp. 6-9 of your PACT Handbook
- 2. Complete Lesson Plans for 3-5 hrs. of Instruction (consider using the Lesson Plan Template emailed to you or the one located on p. 9)
- 3. Complete the Planning Commentary (see PACT Handbook pp. 7-8)

III. Task 3: Instructing Students & Supporting Learning— to be completed between February 25 and March 24. It is wise to videotape more than once to allow you to have the best representation of this Task.

- 1. Follow the directions given on pp. 10-12 of your PACT Handbook
- 2. Prepare your video clips (see p. 12 for Video Label Form)--note that your "Candidate ID" is your SJSU ID
- 3. Complete the Instruction Commentary on p. 11 of your PACT Handbook

IV. Task 4: Assessing Student Learning— to be completed between February 25 and March 24

- 1. Follow the directions given on pp. 13-15 of your PACT Handbook
- 2. Collect and analyze student work
- 3. Complete the Assessment Commentary on p. 14 of your PACT Handbook
- 4. Complete the "Summary of Student Learning Chart" from p. 15 of your PACT Handbook

V. Task 5: Reflecting on Teaching & Learning -- to be completed between February 25 and March 24

- 1. Follow the directions given on pp. 16 of your PACT Handbook
- 2. Include the daily reflections that you completed as part of Task 2
- 3. Complete the Reflection Commentary from pp. 16 of your PACT Handbook

The following requirements are to be fulfilled in your student teaching

- 4. Weekly Goals and Reflection: at the conclusion of each teaching week, email a copy of the following (this template will be emailed to you)

- a. Goal: Consider your students' progress in their learning and the success of your teaching methodologies this past week, and establish a concrete goal for the coming week.
- b. Actions or Steps: List those actions or steps you plan to take to achieve that goal.
- c. Deep Reflection: Reflect on your success in achieving your prior week's goal. Consider students' progress and success, reasons success was/was not achieved as you had anticipated, strategies you used, and ways you may alter your methodologies in the coming week (the Deep Reflection should be no longer than a page.)

NB: For your PACT Teaching Event in which you complete daily reflections, the weekly goals and reflection will not be required.

5. Maintain a 3-ring binder/portfolio of all materials you have used/created during the semester for your two classes. Your portfolio should include

- a) unit plans
- b) all lesson plans detailing standards, objectives, activities, sequencing, implementation, and assessments
- c) variety of student work, including essays, with assessments/rubrics
- d) tests and quizzes with assessments
- e) Powerpoints/overhead transparencies that display content
- f) grade documents for the current grading period
- g) seating charts
- h) observation reports and assessments from your mentor teacher and university supervisor; for interns from your on-site coach and university supervisor
- i) weekly reflections with annotations

Please give your up-to-date binder/portfolio to your university supervisor each time she/he visits your classroom.

The following requirements are to be fulfilled in your school setting

- 6. **Meet with your mentor teacher(s) or on-site evaluator(s)** in your assigned school as soon as your placement has been confirmed. Discuss the school program and calendar. Ask if it is possible to be included in any departmental or school faculty orientations or meetings.
- 7. **Observe your mentor teachers'/coaches' classes (if possible).** Take notes during this time and familiarize yourself with classroom procedures and course content. Special attention should be given to classroom management skills: taking roll, learning names of students, policies for absences and tardies, handling referrals, and addressing deadlines for assignments, etc.
- 8. At the beginning of the semester, **give your university supervisor your vacation/holiday and bell schedule, including any alternate or special school day dates.** Include a map of the campus marked with the location(s) of your classes.
- 9. **Dress appropriately for your work environment.** You are a professional educator on your campus while you are student teaching, and you want to project that persona.
- 10. **Observe time schedules** for classes, meetings, and other conferences that are part of your workload.

Grading: Student teachers, interns, and contract teachers are graded in ENED 365 and 184Y/Z with CR (Credit) or NC (No Credit). Candidates must fulfill all course requirements and must also provide evidence of good teaching and potential for continued growth to meet the criteria for the grade of “CR.”

Your university supervisor and your mentor teacher (s) or on-site evaluator will fill out Formative Evaluations by **Friday, March 11**. They should discuss the evaluation with you, have you sign it, and advise you about areas of improvement needed in order to receive credit for the course. You should have ample opportunity to improve in those areas before the end of the semester. Formative Evaluations from the university supervisor and mentor teacher (s) or on-site evaluator must be on file in the English Credential Office.

By **Friday, May 13**, your university supervisor and your mentor teacher or on-site evaluator(s) will again submit written evaluations of your performance, using the Summative Evaluation Form. You need to sign the evaluations indicating you have seen and discussed the evaluation with your mentor teacher/on –site evaluator and university supervisor. You are required to teach your classes until the end of the semester of the school in which you are student teaching. Credit will not be assigned if you do not complete the term at the school to which you have been assigned.

Evaluations: University supervisors and mentor teachers will submit

- a. Formative Evaluations no later than **Friday, March 11**.
- b. Summative Evaluations no later than **Friday, May 13**.

Classroom Protocol

Please remember to come on time for each Seminar. This is your final semester of coursework that does need to be successfully completed so you can get your preliminary credential.

If you bring laptops and/or iPhones, they need to be for classwork only. Just as with the students in your classroom, we need you to be fully participative.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. [Information on add/drops are available at http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-298.html](http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-298.html). [Information about late drop is available at http://www.sjsu.edu/sac/advising/latedrops/policy/](http://www.sjsu.edu/sac/advising/latedrops/policy/). If you have any issues related to late adds/drops, you should first contact Dr. Ferdie Rivera, Department Chair, Professor Rita Tracy, Interim Coordinator of the Single Subject Credential Program or Dr. Mary Warner. If you begin Phase II/III and drop it, or if your university supervisor and/or your school-based supervisor determine that you are not teaching at a credit worthy level, you will be required to wait a semester before taking Phase II/III again.

University Policies

Academic integrity

The University's [Academic Integrity Policy](http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf) is available at http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The website for [Student Conduct and Ethical Development](http://www.sa.sjsu.edu/judicial_affairs/index.html) is available at http://www.sa.sjsu.edu/judicial_affairs/index.html.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the AEC (Accessible Education Center) to establish a record of their disability.

Course Recording Policy: [University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course. Permission is granted for recording materials presented and shared in ENED 365.

ENED 365.01: Seminar in English Ed Spring 2016

Course Calendar

**** PACT overview session on January 21, 4:30-6:00 in BBC 023**

Week	Date	Topics, Readings, Assignments, Deadlines
1	Th., Jan. 28	Introduction to the Seminar, review of the course syllabus and expectations, 5 minute Observation activity, and meet with university supervisors; ASSIGNMENT: Context of Learning due on February 25
2	Th., Feb. 11	Planning and Management in the English Classroom – Anna Shortt Thomas, formerly Santa Teresa HS, currently Instructional Coach--ESUHSD; meet with university supervisors ASSIGNMENT: Work on PACT Tasks II-V between February 25 and March 24
3	Th., Feb. 25	Academic Language for ELLs --Rosemary Kuhn, Piedmont Hills HS, ESUHSD; meet with university supervisors; Student Teachers from other Single Subjects will join us for this seminar ; meet with university supervisors ASSIGNMENT: Work on PACT Tasks II-V between February 25 and March 24
4	Th., Mar. 10	PACT Work Session/ Discussion of issues in student teaching to date; meet with university supervisors

Week	Date	Topics, Readings, Assignments, Deadlines
		ASSIGNMENT: Work on PACT Tasks II-V between February 25 and March 24
5	Th., Mar. 24	<p>Session on interview tips/the job Search process –Tom Avvakumovits, HR Director, FUHSD; Student Teachers from other Single Subjects will join us for this seminar meet with university supervisors;</p> <p>ASSIGNMENT: Work on PACT Tasks II-V between February 25 and March 24; Print out one section of your PACT for which you'd like feedback, bring 5 copies for the Read-Around Workshop on Oct. 29</p>
6	Th., April 7	<p>Read-Around Workshop of PACT portfolios</p> <p>ASSIGNMENT: PACT Teaching Event due Monday, April 11 by 4:00, in Taskstream</p>
7	Th., May 5	Session on how to apply for your preliminary credential (tentative)