

**San José State University**  
**Department of English & Comparative Literature**  
**ENED 365.01: Seminar in English Education, Spring 2020**

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**Office Hours:** **English Credential Advising Hrs.:** M: 10:00-11:30; T: 10:30-11:45, 3:00-5:00; Th: 10:30 -12:00; F: 3:00-5:00  
Please go to the following link to make an appointment:  
<http://calendar.google.com/calendar/selfsched?sstoken=UVBKRUthNXRMajE5fGRIZmFlbHR8ZTQxYmYxMzUwNDY0ZmZmNDQ5MjhhYTE4MTQ3MzcyNDM>  
Th.: 4:30-6:45

**Class Days/Time:**

**Classroom:** SH 231

**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 CalTPA Cycle 2.

**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, teacher candidates observe for one week before taking full responsibility for the first class, and by the end of the second week they assume lead teaching in the second class. As soon as possible, teacher candidates 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 teacher candidate 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.

Teacher candidates 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, teacher candidates & 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 pp. 8-20; please access the Handbook at the following link:  
[http://www.sjsu.edu/secondary/students/student\\_teaching/](http://www.sjsu.edu/secondary/students/student_teaching/)
3. Complete the CalTPA Cycle 2 Tasks (in relation to **one class** you are teaching; detailed descriptions below)

\*\*\* The CalTPA 2 submission date is **May 6 to Pearson**\*\*\*

### **I. Step 1: Plan**

1. Provide contextual information about one class you are teaching; Evidence submitted: Written Narrative: Contextual information (up to 3 pages)
2. Develop a plan for a series of lessons and complete the Learning Segment Template that includes
  - Content and Standards
  - Learning goal(s)
  - Description of assessments (informal assessment, student self-assessment, and formal assessment of learning)
  - How each lesson links to prior learning and/or builds on previous lessons
  - Learning activities including how you and your students will use instructional technology and how you will ensure equitable access to content
  - Instructional strategies
  - Description of language demands
  - Instructional adaptations and accommodations

Evidence submitted: Learning Segment Template

3. Describe one of your planned informal assessments, a student self-assessment, and the formal assessment and explain how they are aligned to and measure the content-specific learning goal(s); Evidence submitted: Written Narrative: Assessment Descriptions (up to 5 pages, including additional materials, if necessary)
4. Provide a blank copy of the formal assessment and scoring rubric/criteria, including a definition of proficient student performance; Evidence submitted: Blank copy of the formal assessment, Formal assessment rubric and/or scoring criteria

### **II. Step 2: Teach and Assess**

1. Conduct the instruction and assessment activities in your learning segment
2. Video-record your learning segment. Select 4 clips that include
  - a. instruction and assessment of academic language development

- b. students' use of educational technology
  - c. instruction and informal assessment of content
  - d. instruction and student self-assessment of content
3. Annotate the 4 video clips. Annotations include a title and a brief rationale for assessment practices recorded. Annotation titles include
    - Assessing Student Learning and Development of Academic Language
    - Students Using Educational Technology
    - Providing Content-Specific Feedback to Students
    - Assessing Student Learning and Use of Higher Order Thinking Skills

Evidence submitted: 4 annotated video clips (up to 5 minutes each)
  4. Provide samples of the informal and student-self assessments and/or description of the materials and criteria/rubric
 

Evidence submitted: Informal and student-self assessments and/or description of materials and criteria/rubric (description may be up to 2 pages)
  5. Provide an analysis of the informal and student self-assessments; Evidence submitted: Written Narrative: Analysis of Informal and Student Self-Assessments (up to 2 pages)

### **III. Step 3: Reflect**

1. Score the formal assessment results (products, processes, or performances) for the whole class, using a rubric and/or scoring criteria
2. Select 3 examples of student responses (products, processes, or performances) with your feedback from the formal assessment that demonstrate a range of achievement: a response that
  - (a) Exceeds the learning goal(s)
  - (b) Meets the learning goal(s)
  - (c) Does not yet meet the learning goal(s) with feedback to these students;

Evidence submitted: Scored assessments from 3 students that represent evidence of learning (products, processes, or performances) with detailed, content-specific rubric and/or scoring criteria feedback to the 3 students
3. Analyze student results from the informal and formal assessments used throughout the learning segment; Evidence submitted: Written Narrative: Analysis of Formal Assessment Results and Reflection for Whole Class and individuals (up to 5 pages)
4. Reflect on the evidence you observed of student learning and accomplishment of the learning goal(s), and describe what was most and least effective as well as a target for increasing instructional effectiveness.

### **IV. Step 4: Apply**

1. Plan and conduct a follow-up instructional activity based on your analysis of all assessments: either
  - A re-teaching activity with a new instructional approach for students who did not achieve the learning goal(s)
  - OR**
  - An extension activity that builds on what your students demonstrated they learned.
2. Describe how you decided on your instructional approach in the follow-up re-teaching or extension activity and how that change was informed by your analysis of assessment

results. Evidence submitted: Re-teaching or connecting content-specific activity description

3. Video-record the entire follow-up activity and select **1** video clip that demonstrates how you adjusted or built on your instruction based on your analysis of assessment results. Evidence submitted: 1 Annotated video clip (up to 5 minutes) of follow-up instruction (re-teaching or extension activity)

**4. Maintain a 3-ring binder/portfolio of all materials you use/create 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) PPTs/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 (because you've been in your schools for a couple weeks, you have likely completed # 5 and 6)**

5. **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.
6. **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.
7. 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.
8. **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.
9. **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 13**. 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 your student teaching. 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 and in Secondary Ed.

By **Tuesday, May 19** 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 13**.
- b. Summative Evaluations no later than **Tuesday, May 19**

## **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 Professor Paula Oakes, Coordinator of the Single Subject Credential Program, then Professor 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**

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. is available on the Office of Graduate and Undergraduate Programs' Syllabus Information web page at <http://www.sjsu.edu/gup/syllabusinfo/>

**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 2020**  
**Course Calendar**

| Week | Date             | Topics, Readings, Assignments, Deadlines – <b>***subject to change as we work through CalTPA Cycle 2 requirements***</b>  |
|------|------------------|---|
| 1    | Th., January 23  | Introduction to the Seminar and each other; Review of the course syllabus, requirements of CalTPA Cycle 2, and expectations; and meet with university supervisors;<br>ASSIGNMENT: Written Narrative: Contextual information due on February 20  |
| 2    | Th., February 6  | Academic Language for ELLs --Rosemary Kuhn, Piedmont Hills HS, ESUHSD; <b>Student Teachers from other Single Subjects may join us for this seminar;</b> meet with university supervisors  |
| 3    | Th., February 20 | CalTPA Cycle 2 Overview, Step 1, and Rubrics– via Podcasts and possibly Fall’19 cred grads; meet with university supervisors<br>ASSIGNMENT: For class on March 5, bring a video clip of instruction and assessment of academic language development and students’ use of educational technology; <u>Evidence submitted</u> : Written Narrative: Assessment Descriptions (pp. 37-39 CalTPA Performance Assessment Guide) |
| 4    | Th., March 5     | CalTPA Cycle 2 Step 2: Teach and Assess Work Session; meet with university supervisors<br>ASSIGNMENT: Step 2, Parts 3 & 4: Teach and Assess, bring a video clip of instruction and informal assessment of content instruction and student self-assessment of content for workshopping/sharing on April 9  |
| 5    | Th., March 19    | Session on interview tips/the Job Search process –Paula Robinson, HR Director, FUHSD –; <b>Student Teachers from other Single Subjects will join us for this seminar</b><br>ASSIGNMENT: Complete Step 3: Reflect for workshop on April 9:   |
| 6    | Th., April 9     | Workshop of Step 4: Apply; Read Around of CalTPA Cycle 2 with Fall ’19 credential grads; meet with university supervisors<br>ASSIGNMENT: CalTPA Cycle 2 Final Submission deadline: <b>May 6 - Pearson</b>   |
| 7    | Th., May 7       | Session on How to Apply for Your Preliminary Credential   |