San José State University
Department of English & Comparative Literature
ENED 365: Seminar in English Education, Fall 2020

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Office Hours:	Online, by appt.
Class Days/Time:	7 Thursdays, 4:30PM - 6:45PM
Classroom:	Online
Prerequisites:	Successful completion of EDSC 184X: Phase I Student Teaching

> *It seems to me that the reason we gather people into classes called "reading" or "language arts" rather than just turning everyone loose to lie on their stomachs or walk into poles or relax in their cars is precisely so that we can step away from the practices themselves for a moment and become self-conscious about those practices. We gain control over and become better users of that which we can at least momentarily hold up to the light; school offers a safe place to do this with our literacies.*
> —Anne Whitney, "In Search of the Authentic English Classroom"

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 184Y and Z, 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 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 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 the 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.

Course Requirements

1. Attend and participate in each of the seven seminar meetings.

2. Read and follow the requirements delineated in the <u>Student Teacher Handbook</u> – especially pp. 8-20.

3. Complete the CalTPA Cycle 2 Tasks (in relation to one class you are teaching; detailed descriptions below). The CalTPA 2 submission date is <u>Dec. 1 – Studio/Canvas; Dec. 3 – Pearson</u>. (Note: CalTPA Cycle 1 must be submitted prior to submitting Cycle 2).

Step 1: Plan

1. Provide contextual information about one class you are teaching within your placement.

   <u>Evidence submitted</u>: Part A: Written Narrative: Contextual information (no more than 4 pages)

2. Develop plan for series of 3-5 content-specific lessons & complete Learning Segment Template including:
   - CA Content Standards & Curriculum Frameworks
   - Learning goal(s) for content & ELD, as appropriate
   - Evidence & description of assessments of learning (informal, student self-assessment, & formal)
   - How each lesson links to prior learning &/or builds on previous lessons
   - Learning activities including how you & your students will use educational technology & how you will ensure equitable access to content
   - Instructional strategies
   - English language development (ELD) & Academic language development (ALD)
   - Instructional adaptations & accommodations.

   <u>Evidence submitted</u>: Part B: Learning Segment Template.

3. Describe one planned informal assessment, a student self-assessment, & a formal assessment & explain how they are aligned to & measure the content-specific & (if appropriate) ELD learning goal(s).

   <u>Evidence submitted</u>: Part C: Written Narrative: Assessment Descriptions (no more than 7 pages, including additional materials if necessary)

4. Provide a description or blank copy of the Informal Assessment, Student Self-Assessment, & Formal Assessment & each of the corresponding rubrics, including a definition of proficient student performance;

   <u>Evidence submitted</u>: Part D: Description or blank copies of both the Informal Assessment instrument & corresponding rubric; Part E: Description or blank copies of both the Student

Self-assessment & corresponding rubric; Part F: Description or blank copies of both the Formal Assessment instrument & corresponding rubric.

Step 2: Teach & Assess

1. Conduct the instruction & assessment activities in your learning segment (three to five lessons). Video-record your learning segment lessons. Select 4 clips (each up to 5 minutes of unedited video) that demonstrate:
   - instruction & assessment of academic language development
   - students' use of educational technology
   - instruction and informal assessment of content
   - instruction and student self-assessment of content

2. Annotate video clips. Annotations include a title & a brief rationale (the "why") for instruction & assessment practices recorded. Annotation titles include:
   - Assessing Student Learning & Development of Academic Language
   - Students Using Educational Technology
   - Providing Content-Specific Feedback to Students
   - Assessing Student Learning & Use of Higher Order Thinking Skills

   Evidence submitted: Part G: 4 annotated video clips (no more than 5 minutes each).

3. Provide an analysis of the informal & student-self assessments

   Evidence submitted: Part H: Written Narrative: Analysis of Informal & student-self Assessments (no more than 3 pages).

Step 3: Reflect

1. Score the formal assessment responses (products, processes, or performances) for the whole class, using a rubric.

2. Select 3 examples of student responses (products, processes, or performances) with your detailed, content specific, rubric-based 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)

   Evidence submitted: Part I: Formal Assessment Responses from 3 students (products, processes, or recorded performances) that represent evidence of learning (labeled "exceeded," "met," and "not yet met") with feedback.

3. Analyze student results from the informal assessment, student self-assessment, and formal assessment used throughout the learning segment.

Evidence submitted: Part J: Written Narrative: Analysis of Formal Assessment Results and Reflection for Whole Class and 3 students (no more than 5 pages) If detailed, content-specific, rubric-based feedback is not included with responses in Part I, include the feedback with this written narrative; feedback does not count toward the 5-page limit.

Step 4: Apply

1. Analyze 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 goal for increasing instructional effectiveness

2. Plan and conduct a follow-up instructional activity for the whole class or group of students based on your analysis of the range of assessments (informal, student self, formal) Your follow-up activity will be either:
   - Re-teaching: For those students who did not meet the content-specific learning goal(s), provide a new approach to instruction to support their continued progress
   - Extension: if students met or exceeded the content-specific learning goal(s), connect or apply instruction to develop new learning by building on what your students were able to demonstrate during the learning segment.

   Evidence submitted: Part K: Written Narrative: Next steps for Learning and Re-Teaching or Extension Activity Description (no more than 7 pages) for whole class or group of students.

3. Describe how you decided on your instructional approach in the follow-up re-teaching or extension activity & how that change was informed by your analysis of the range of assessment results from Steps 2 and 3.

4. 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 the range of assessment results.

   Evidence submitted: Part L: 1 Annotated video clip (no more than 5 minutes) of Follow-Up Instruction (Re-Teaching or Extension Activity) for whole class or group of students.

Maintain a portfolio of all materials you use/create during the semester for your two classes. Your portfolio should include:

- unit plans
- all lesson plans detailing standards, objectives, activities, sequencing, implementation, and assessments
- variety of student work, including essays, with assessments/rubrics
- tests and quizzes with assessments
- PPTs/overhead transparencies that display content
- grade documents for the current grading period
- seating charts

- observation reports and assessments from your mentor teacher & university supervisor; for interns from your on-site coach & university supervisor

Please make sure your university supervisor has access to your portfolio and update it prior to each observation.

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, October 2 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, December 15 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, October 2.
  b. Summative Evaluations no later than Tuesday, December 15.

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/

ENED 365 Fall 2020 Course Calendar (subject to change)

Week	Date	Topics, Assignments, Deadlines

1	Th., 8/20	Introduction to the seminar & each other; Review course syllabus, requirements of CalTPA Cycle 2, expectations; meet with university supervisors; course co-construction. ASSIGNMENT: Written Narrative: Contextual information due on September 3rd.
2	Th., 9/3	CalTPA Cycle 1 review; learning from Fall 2019 Credential grads; Cycle 1 workshop.
3	Th., 9/17	CalTPA Cycle 2 Overview, Step 1, & Rubrics– via Podcasts and possibly Fall'19 cred grads; meet with university supervisors. ASSIGNMENT: For class on 10/1, bring a video clip of instruction and assessment of academic language development and students' use of educational technology.
4	Th., 10/1	Academic Language for ELLs --Rosemary Kuhn, Piedmont Hills HS, ESUHSD; Student Teachers from other Single Subjects may join us for this seminar; meet with university supervisors. 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 October 22.
5	Th., 10/22	Workshop of Step 4: Apply; Read Around of CalTPA Cycle 2 with Fall 2019 credential grads; meet with university supervisors.
6	Th., 11/12	Session on interview tips/the Job Search process w/ Paula Robinson, HR Director, FUHSD; Student Teachers from other Single Subjects will join us for this seminar. Workshop of Step 4: Apply; Read Around of CalTPA Cycle 2 with Fall '19 credential grads; meet with university supervisors. ASSIGNMENT: CalTPA Cycle 2 Final Submission deadline: Dec. 1 – Studio/Canvas; Dec. 3 – Pearson
7	Th., 12/3	Session on How to Apply for Your Preliminary Credential