

**San José State University**  
**Department of English & Comparative Literature**  
**ENED 365.01: Seminar in English Education, Spring 2022**

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**Office Hours:** **English Credential Advising Hrs.:** M: 1:00-4:00; W: 10:30-12:30 & 3:00-5:00; F: 2:30-5:00  
Please go to the following link to make an appointment:  
<https://calendar.google.com/calendar/u/0/selfsched?sstoken=UVBKRUthNXRMajE5fGRlZmF1bHR8ZTQxYmYxMzUwNDY0ZmZmNDQ5MjhhYTE4MTQ3MzcyNDM>  
Th.: 4:30-6:45

**Class Days/Time:**

**Classroom:** SH 413; January 27 & February 10: Zoom

**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. Our “community of teachers” in the Seminar, additionally, and perhaps most importantly, offers support for completion of the CalTPA Cycle 2.

**Traditional student teachers**, for 184YZ, 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 is 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**

• Teacher Education Department Program Learning Objectives		TPE
<b>PLO 1*</b>	Plan for collaborative school/community partnerships with leaders, families, organizations, advocates, and other community members that center their interests, needs, and diverse expertise to reject deficit perspectives and augment students’ educational experiences.	1.2. 1.3. 1.6 2.5. 2.6 3.4 4.4. 4.6 5.4. 5.5. 5.6 6.4. 6.5
<b>PLO 2*</b>	Critically examine, design, and implement authentic, asset-based curricula and instructional methods that leverage students’ diverse cultural, linguistic, cognitive, and socioeconomic resources as disciplinarily relevant instructional and pedagogical resources.	1 (all) 2 (all) 3 (all) 4 (all) 5 (all)

<b>PLO 3*</b>	Critically examine, design, and implement ongoing feedback-based approaches to assessment that center formative guidance during the learning process as opportunities for students to revise, expand, and grow as learners.	1 (all) 3 (all) 4 (all) 5 (all)
<b>PLO 4</b>	Draw from educational literature to analyze and critique important intersecting aspects of history, policy, economics, race, class, language, and other facets of culture underlying societal and one’s own individual assumptions, values, and beliefs within education.	6.7
<b>PLO 5*</b>	Design and apply classroom inquiry cycles to address a problem of practice through culturally sustaining, holistic pedagogical practices and critical self-reflection.	6.1. 6.3

**Program Mission:** The purpose of the Single Subject Credential Program is to prepare educators who commit themselves to the goals of excellence and equity in education. It aims to help develop teachers who, according to the philosophical vision of the Secondary Education Department, are “critical and reflective practitioners who are prepared to 1) make informed and thoughtful decisions in their daily practice; 2) serve in diverse educational contexts; 3) promote equity, respect for persons, and social justice; and 4) provide fair-minded and responsive instruction for ethnically and linguistically diverse populations”

**Course Requirements:**

1. Attend and participate in each of the seven seminar meetings. It would be helpful for you to have a USB 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** \*\*\*

**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 Google Doc/portfolio of all materials you use/create during the semester for your two classes.** You 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 university supervisor access to all these each time she/he visits your classroom.

**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 25**. 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 **Friday, May 20** 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 25**.
- b. Summative Evaluations no later than **Friday, May 20**

## **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.

Laptops and/or iPhones 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. The [Late Drop Policy](#) is available at <http://www.sjsu.edu/aars/policies/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](#) , relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](#) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>).

**Course Recording Policy:** [University Policy S12-7](#), <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 2022**  
**Course Calendar**

Week	Date	Topics, Readings, Assignments, Deadlines – <b>***subject to change as we work through CalTPA Cycle 2 requirements and your needs/concerns***</b>
1	Th., January 27	Introduction to the Seminar and each other; “Write into the Evening” activity; Models of alternative assessment activities; Review of the course syllabus, requirements of CalTPA Cycle 2, and expectations; YA book review activity; Meet with university supervisors; ASSIGNMENT: Written Narrative: Contextual information due on February 10
2	Th., February 10	Academic Language for ELLs –Ivon Razo Yerba Buena HS, ESUHSD; <b>Teacher Candidates from other Single Subjects may join us for this seminar</b> ; Meet with university supervisors ASSIGNMENT: IF possible, bring video clips of anything recorded of your teaching (these could be from Cycle 1)
3	Th., February 24	“Write into the Evening” activity; CalTPA Cycle 2 Overview, Step 1, and Rubrics; Models of alternative assessment activities; Video reviews & discussion of teaching; Meet with university supervisors ASSIGNMENT: For class on March 10, bring a video clip of instruction and assessment of academic language development and students’ use of educational technology;
4	Th., March 10	“Write into the Evening” activity; CalTPA Cycle 2 Step 2: Teach and Assess Work Session; 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 April 7
5	Th., March 24	Session on interview tips/the Job Search process –Paula Robinson, HR Director, FUHSD –; <b>Teacher Candidates from other Single Subjects will join us for this seminar</b> ; Meet with university supervisors ASSIGNMENT: Complete Step 3: Reflect for workshop on April 7:
6	Th., April 7	“Write into the Evening” activity; Workshop of Step 4: Apply; Read Around of CalTPA Cycle 2 with recent ELA credential completers; Meet with university supervisors ASSIGNMENT: CalTPA Cycle 2 Final Submission deadline: <b>May – Studio/Canvas; May - Pearson</b>
7	Th., May 5	Session on How to Apply for Your Preliminary Credential-- <b>Teacher Candidates from other Single Subjects will join us for this</b>

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines – ***subject to change as we work through CalTPA Cycle 2 requirements and your needs/concerns***</b>
		<b>seminar;</b> Complete evaluations of university supervisors & of elements of the English Ed program