

San José State University
College of Humanities and Arts/Department of World Languages and Literatures
#28699/Student Teaching Seminar in Foreign Language Education/FLED
285/Spring 2018

Course and Contact Information

Instructor:	Anne Jensen
Office Location:	Clark Hall, Room 408P
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Email:	anne.jensen@sjsu.edu
Office Hours:	Th 1:00-4:00
Class Days/Time:	Th 4:30-6:30
Classroom:	Clark Hall, Room 205
Prerequisites:	EDSC 184X
Co-requisites:	FLED 184Y/FLED 184Z

Course Format: **In person**

Faculty Web Page and MYSJSU Messaging (Optional)

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on [Canvas Learning Management System](#) course login website at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through [MySJSU](#) at <http://my.sjsu.edu> (or other communication system as indicated by the instructor) to learn of any updates.

Course Description

As a companion course to the Phase II/III student teaching experience or intern experience in the Single Subject Credential program in world language, this seminar provides support for the CalTPA (California Teaching Performance Assessment) required of all credential candidates. The seminar also presents techniques and strategies in World Language Education for middle school and high school World Language teachers.

Single Subject Credential Program: Course Learning Outcomes (CLO)

Upon successful completion of this course, students will be able to:

1. Demonstrate a high level of professional responsibility for and involvement in their own professional development.
2. Explain a personal philosophy of teaching and learning that is grounded in theory and standards of professional practice.
3. Articulate conceptual frameworks relating to culture, power, and equity and how these influence teaching and learning.

4. Discuss legal issues and ethical choices that influence education.
5. Discuss interrelationships among family, community, student learning, and success in school.
6. Discuss and critique various theories and practices of language acquisition and literacy development (e.g. reading, writing, speaking, listening) across the content areas.
7. Design standards-based instructional objectives and activities that are developmentally appropriate, sequential and integrated, and actively engage all students.
8. Design, critique, and utilize a variety of formal and informal standards-based assessments that inform teaching and provide feedback on student learning.
9. Demonstrate teaching methodologies that reflect an effective use of standards, objectives, and strategies including technology for working with a diverse student population.
10. Reflect critically upon the relationship between their own teaching and student learning.

Required Texts/Readings

Textbook

Grahn, Leslie and David McAlpine. *The Keys to Strategies for Language Instruction*, ACTFL, 2017, ISBN: 978-0-9896532-7-5

Other Readings

California Teaching Performance Assessment (CalTPA): Candidate Handbook

<https://www.ctc.ca.gov/docs/default-source/educator-prep/tpa-files/candidatehandbook.pdf>

Other technology requirements / equipment / material

1. Ethena site for video uploads.
2. CalTPA site for document and video uploads.

Course Requirements and Assignments

1. Attend all of the required seminars.
2. Read and be prepared to discuss the 5 chapters from the required textbook, *The Keys to Strategies for Language Instruction*.
3. Complete the elements of the CalTPA Cycle 2 before **April 16, 2018**. **See secure website for description.**
 - a. Context for learning: Description of class context and description of student assets and needs.
Due February 8.
 - b. Learning Segment: Plan a content specific sequence of instruction and assessment that embeds informal and formal assessments, rubrics, and samples of student work.
Due February 22.
 - c. Teach and Assess: Analyze 3 video clips taken from any part of the multiple day learning segment lessons.
Due March 8
 - d. Reflect: Analyze the formal assessment results. Analyze the whole class and 3 selected student responses.
Due March 22
 - e. Apply: Teach or re-teach connecting activity and include video clip.

Due April 5

Completion of these course requirements and assignments will ensure that student teacher candidates receive a passing score on the CalTPA, develop the professional expertise needed to become a successful world language teacher, and continue to reflect upon best practices in the field.

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Final Examination or Evaluation

There is no final examination. The CalTPA Cycle 2 fulfills the requirements of a final exam. (See below.)

Grading Information

Student teachers, interns, and contract teachers are graded in FLED 285 with CR (Credit) or NC (No Credit). Candidates must fulfill all course requirements and complete the CalTPA Cycle 2 in order to receive for this course.

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.

University Policies

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

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Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	1/25/18	Orientation, planning semester
1		
2	2/1/18	No class. Work on context for learning. Read chapter 1
2		
3	2/8/18	Discuss Chapter 1. Written work on Context for Learning due (CalTPA)
3		
4	2/15/18	No class. Work on Learning Segment plan and assessment (Cal TPA Step 1). Read Chapter 2
4		
5	2/22/18	Discuss Chapter 2. Written work on Learning Segment and assessment due (CalTPA Step 1: Planing instruction and assessment)
5		
6	3/1/18	No class. Teach unit and video tape. Read chapter 3.
6		
7	3/8/18	Discuss Chapter 3. Written work/videos on Teach and Assess due. (CalTPA Step 2: Teach and Assess)
7		
8	3/15/18	No class. Work on Analysis of formal assessment results and reflection.
8		
9	3/22/18	Written work on Reflecting due. (CalTPA Step 3: Reflect)
9		
10	3/29/18	No class. SJSU spring break. Work on Step 4: Apply and Re-Teach/Connecting Activity.
10		
11	4/5/18	Written work/videos on Reflect and Re-Teach due. (Cal TPA Step 4: Reflect and apply)

Week	Date	Topics, Readings, Assignments, Deadlines
11		
12	4/12/18	Work on CalTPA for final review. Due on April 16, 2018. Read chapter 4
12		
13	4/19/18	Discuss Chapter 4.
13		
14	4/26/18	No class. Read chapter 5
14		
15	5/3/18	Discuss Chapter 5.
15		
16		
Final Exam		None.