

San José State University
College of Humanities and Arts/Department of World Languages and Literatures
#20638/Student Teaching II - Classroom Teaching/FLED 184Y/Spring 2018
#20639/Student Teaching III - Classroom Teaching/FLED 184Z/Spring 2018

Course and Contact Information

Instructor:	Anne Jensen
Office Location:	Clark Hall 408P
Telephone:	(408) 924-4628 or (650) 804-5028
Email:	anne.jensen@sjsu.edu
Office Hours:	Th 1:00-4:00
Class Days/Time:	TBA
Classroom:	TBA
Prerequisites:	Prerequisite: Joint approval of major and Education departments.

Course Format: In person.

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on my faculty 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

Minimum 80-120 class periods of classroom teaching or field teaching in appropriate single subjects, grades K-12 and related teaching activities and seminar.

Course Learning Outcomes (CLO)

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

1. Demonstrate a high proficiency in the language and culture that allows them to conduct their classes in the target language and to the extent possible in authentic cultural settings.
2. Demonstrate the ability to teach in a proficiency-oriented program with a commitment to teaching and learning, using the three communicative modes (interpretive, interpersonal and presentational).

3. Demonstrate the ability to incorporate authentic resources, represented in diverse formats, into their classroom teaching.
4. Demonstrate the ability to teach students to write argumentative and expository text in the target language
5. Demonstrate knowledge of the nature of language, basic linguistics, and a thorough understanding of the structural conventions and practical use of the target language.
6. Demonstrate an in-depth knowledge and understanding of the cultures and societies in which the target language is spoken.
7. Demonstrate that they have the requisite knowledge necessary to plan and deliver challenging lessons and to assess their students using a variety of formative and summative assessments tools by using current methodology in second language acquisition, with attention to critical thinking and evidence of student learning to inform their best practices in teaching.
8. Demonstrate that they have the knowledge of using technology to support and enhance their instruction.

Required Texts/Readings:

Textbook

Clementi, Donna and Laura Terrill. *The Keys to Planning for Learning*, The American Council on the Teaching of Foreign Languages, 2017. ISBN: 978-0-9896532-2-0

Other Readings

- California Teaching Performance Expectations (TPE's)
<https://www.ctc.ca.gov/docs/default-source/educator-prep/tpa-files/tpes-full-version.pdf>
- Single Subject Credential Program Student Teaching Handbook
http://www.sjsu.edu/secondary/students/student_teaching/index.html#handbook

Other technology requirements / equipment / material

Computer and internet access to set up an account on Lesson Plan Generator, Language Acquisition Center, San Diego State University.

<https://lpg.sdsu.edu>

Course Requirements and Assignments

1. Complete successfully the Phase II/III student teaching or internship.
2. Meet with your university supervisor to debrief 6 different observations of your teaching throughout the semester.
3. Write a one-page reflection of the supervisor's observation report including your own reactions to the class you taught and responding to the comments provided by your supervisor.
4. **Maintain a 3-ring binder/portfolio of all materials you use/create during the semester for your two classes.**
Please give your up-to-date binder/portfolio to your university supervisor each time she/he visits your classroom.
Your portfolio should include:
 - a) unit plans (from Lesson Plan Generator)

- b) all lesson plans detailing standards, objectives, activities, sequencing, implementation, and assessments (from Lesson Plan Generator)
- c) variety of student work, including essays, with assessments/rubrics
- d) tests and quizzes with assessments
- e) PPTs and visuals 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) reflections on your observation reports

5. Meet with your mentor teacher or your on-site evaluator periodically to discuss your teaching.

6. Observe your mentor teacher's classes, if possible, or other highly-qualified teachers in the department.

7. Dress appropriately for your work environment to project the image of a professional educator.

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 exam for your student teaching or internship. Completion of your binder and summative evaluation signed by you and your university supervisor fulfill this requirement.

Grading Information

Student teachers, interns, and contract teachers are graded in FLED 184Y/Z with CR (Credit) or NC (No Credit). Candidates must fulfill all course requirements and complete the full semester of teaching under supervision of the mentor teacher and university supervisor in order to receive credit.

Classroom Protocol

As a student teacher or intern please remember that you are representing the Secondary Education Department and World Languages and Literatures Department at San Jose State University. You should fully integrate yourself into the life of the school where you are assigned, respect the school culture, and collaborate with your colleagues on a professional level. You should use this semester as a opportunity to elicit feedback on your teaching and subject matter competence. Dress as a professional so that you earn the respect of your students and colleagues in the school.

University Policies (Required)

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/>

#20638/Student Teaching II - Classroom Teaching/FLED 184Y/Spring 2018
#20639/Student Teaching III - Classroom Teaching/FLED 184Z/Spring 2018

Week	Date	Topics, Readings, Assignments, Deadlines
1	TBA	Get to know your mentor teacher, subjects taught, school schedule, etc
1		
2	TBA	Teach assigned classes and prepare lesson plans
2		
3	TBA	Observation #1
3		
4	TBA	Teach assigned classes and prepare lesson plans
4		
5	TBA	Observation #2
5		
6	TBA	Teach assigned classes and prepare lesson plans
6		
7	TBA	Observation #3
7		
8	TBA	Teach assigned classes and prepare lesson plans
8		
9	TBA	Observation #4
9		
10	TBA	Teach assigned classes and prepare lesson plans
10		
11	TBA	Teach assigned classes and prepare lesson plans
11		
12	TBA	Observation #5
12		
13	TBA	Teach assigned classes and prepare lesson plans

Week	Date	Topics, Readings, Assignments, Deadlines
13		
14	TBA	Observation #6
14		
15	TBA	Final evaluation report. Binders due. May 10
15		
16		
Final Exam		None.