

**Midwestern State University**

**Gordon T. & Ellen West College of Education**

EDUC 4023 –X20/DX1 Methods of Elementary-Middle- Secondary School Teaching

Spring 2020

# Instructor/Contact Information

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Remind 101 app: Required

By appointment only during the hours of: Tuesdays 10:00AM-2:00PM, Wednesdays 10:00AM-12:00PM, Thursdays 10:00AM-2:00PM

# Required Text:

ELAR Block, Pearson. ISBN: 13 978-1-269-51027-1

Syllabus, handouts, announcements will be posted on D2L and Revel. (Go to the [MSU Website](http://www.msutexas.edu/)

# Required Communication:

Remind 101 is how you will message me with questions for consistent and efficient communication. Join our Remind 101 Class the following ways:

* + - link: [Remind Communication Link](http://www.remind.com/join/ec6s) or
		- if you already have the app, course code: **ec6s** or
		- Send a text to 81010 and text the message @ec6s

# Catalog/Course Description:

Prerequisites: EDUC 3203, 3213, and EPSY 3803.

Models of instructional planning and assessment strategies for teaching in the elementary, middle, and secondary schools with emphasis on content specific strategies and learning with technology. Course may not be used for students seeking teacher certification.

# Conceptual Framework Overview

**The outcomes for graduates of professional programs are based upon knowledge, skills, and dispositions in the following elements:**

* **Learner Development -** understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and design and implements developmentally appropriate and challenging learning experiences.
* **Learning Differences -**understand individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
* **Learning Environment -** work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
* **Content Knowledge -** understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
* **Application of Content -** understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
* **Assessment -** understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.
* **Planning for Instruction -** plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
* **Instructional Strategies -** understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
* **Professional Learning and Ethical Practice -** engage in ongoing professional learning and use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
* **Leadership and Collaboration -** seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

# TExES Preparation:

The Language Arts and Reading content preparation test and review for the EC-6 Generalist and 4-8 Generalist or Language Arts certifications will be given during this block.

# Course Objectives based upon the State Standards:

The goals of the Reading Block are based on the *Standards for Reading Professionals* developed by the Professional Standards and Ethics Committee of the International Literacy Association (ILA).

# Standards/Objectives:

## Foundational Knowledge:

*Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.* As a result, candidates will:

* + Recognize major theories of reading and writing processes and development, including first and second literacy acquisition and the role of native language in learning to read and write in a second language.
	+ Explain language and reading development across elementary years (e.g., word recognition, language comprehension, strategic knowledge, and reading–writing connections) using supporting evidence from theory and research.
	+ Demonstrate knowledge about transfer of skills from the primary or home language (L1) to English (L2) as it affects literacy learning across these components.
	+ Explain the research and theory about effective learning environments that support individual motivation to read and write (e.g., choice, challenge, interests, and access to traditional print, digital, and online resources).
	+ Show fair-mindedness, empathy, and ethical behavior in literacy instruction and when working with other professionals.
	+ Use multiple sources of information to guide instructional planning to improve reading achievement of all students.

## Curriculum and Instruction:

*Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.* As a result, candidates will:

* + Explain how the reading and writing curriculum is related to local, state, national and professional standards.
	+ Implement the curriculum based on students’ prior knowledge, world experiences, and interests.
* Evaluate the curriculum to ensure that instructional goals and objectives are met.
	+ Plan with other teachers and support personnel in designing, adjusting, and modifying the curriculum to meet students’ needs in traditional print, digital, and online contexts.
	+ Select and implement instructional approaches based on evidence-based rationale, student needs, and purposes for instruction.
	+ Differentiate instructional approaches to meet students’ reading and writing needs.
	+ Implement and evaluate instruction in each of the following areas: concepts of print, phonemic awareness, phonics, vocabulary, comprehension, fluency, critical thinking, motivation, and writing.
	+ Incorporate traditional print, digital, and online resources as instructional tools to enhance student learning.
* As needed, adapt instructional approaches and materials to meet the language- proficiency needs of English learners.

## Assessment and Evaluation:

Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction. As a result, candidates will:

* + Demonstrate an understanding of established purposes for assessing student performance, including tools for screening, diagnosis, progress monitoring, and measuring outcomes.
	+ Explain district and state assessment frameworks, proficiency standards, and student benchmarks.
	+ Select or develop appropriate assessment tools to monitor student progress and to analyze instructional effectiveness.
	+ Administer classroom and school-based assessments using consistent, fair, and equitable assessment procedures.
	+ Interpret and use assessment data to analyze individual, group, and classroom performance and progress.
	+ Collaborate with other teachers and with support personnel to discuss interpretation of assessment data and their uses in responding to student needs and strengths.
	+ Use assessment data to plan instruction systematically and to select appropriate traditional print, digital, and online reading resources.
	+ Use assessment data to evaluate students’ responses to instruction and to develop relevant next steps for teaching.
	+ Interpret patterns in classroom and individual students’ data.
	+ Collaborate with other reading professionals to modify instruction and to plan and evaluate interventions based on assessment data.
	+ Use assessment data and student work samples to discuss relevant implications and goals for reading and writing instruction.

## Diversity:

*Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.*

* Demonstrate an understanding of the ways in which diversity can be used to strengthen a literate society, making it more productive, more adaptable to change, and more equitable.
* Demonstrate an understanding of the impact of urban, suburban, and rural environments on local culture, language, and learning to read and write.
* Demonstrate an understanding of the ways in which the various forms of diversity interact with reading and writing development.
* Demonstrate an understanding of the relationship between first- and second- language acquisition and literacy development. Assess the various forms of diversity that exist in students as well as in the surrounding community.
* Provide differentiated instruction and instructional materials, including traditional print, digital, and online resources that capitalize on diversity. Provide instruction and instructional materials that are linked to students’ backgrounds and facilitate a learning environment in which differences and commonalities are valued (e.g., use literature that reflects the experiences of marginalized groups and the strategies they use to overcome challenges).
* Provide instruction and instructional formats that engage students as agents of their own learning.
* Demonstrate how issues of inequity and opportunities for social justice activism and resiliency can be incorporated into the literacy curriculum

## Literate Environment:

Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments. As a result, candidates will:

* + Modify the arrangements to accommodate students’ changing needs.
	+ Demonstrate a respectful attitude toward all learners and understand the roles of choice, motivation, and scaffolded support in creating low-risk and positive social environments.
	+ Model and teach students routines for establishing and maintaining positive social environments (e.g., appropriate ways to interact with each other and adults).
	+ Create supportive environments where English learners are encouraged and given many opportunities to use English.
	+ Understand the role of routines in creating and maintaining positive learning environments for reading and writing instruction using traditional print, digital, and online resources.
	+ Create and use routines to support instructional and social goals (e.g., regular steps for sharing and responding to stories, formats for reporting, and efficient transitions among activities, spaces, and online resources).
	+ Use evidence-based rationale to make and monitor flexible instructional grouping options for students.
	+ Model and scaffold procedures, so students learn to work effectively in a variety of classroom configurations and activities.
	+ Use various practices to differentiate instruction (e.g., cooperative learning, literature circles, partner work, and research/investigation groups).

## Professional Learning and Development:

Candidates view professional development as a career-long effort and responsibility. As a result, candidates will:

* + Display positive reading and writing behaviors and serve as a model for students.
	+ Promote student appreciation of the value of reading traditional print, digital, and online resources in and out of school.
	+ Work collaboratively and respectfully with families, colleagues, and community members to support students’ reading and writing.
	+ Identify specific questions and goals about the teaching of reading and writing and plan specific strategies for finding answers to questions.
	+ Implement plans and use results for their own professional growth.
	+ Demonstrate effective use of technology for improving student learning.

# Human Diversity Standards

* + 2. To learn to apply concern for diversity to the learning process
	+ 6. To ensure responsiveness to diverse sociological, linguistic, cultural and other factors that may affect students’ development and learning

# Dispositions:

The reading faculty expects students to demonstrate the performances essential for meeting the reading instructional needs of all students.

* + *Reading education professionals are committed to using research-based instruction.*
	+ *Reading education professionals assess learner needs to plan appropriate instruction.*
	+ *Reading education professionals are aware that best assessments are conducted over time and compare the child’s past and present abilities.*
	+ *Reading education professionals display positive dispositions related to reading and the teaching of reading.*
	+ *Reading education professionals value students’ interests, reading abilities, and backgrounds as foundations for the reading and writing program.*
	+ *Reading education professionals model reading and writing enthusiastically as valued lifelong activities.*
	+ *Reading education professionals help parents find ways to support learning begun at school in enjoyable ways*.

# Focus of the Course:

* + - Effective **Scientifically-Based Reading Instruction**: The Teacher Makes the Difference
		- Developing Children’s Oral Language
		- Early Reading Instruction: Teaching the Essentials **(Phonological/Phonemic Awareness & Alphabetics)**
		- **Phonics** and Word Identification
		- Developing Children’s Reading **Fluency**
		- Increasing Reading **Vocabulary**
		- Teaching Reading **Comprehension**
		- Writing
		- **Evidence-Based Programs, Interventions, and Standards** for Reading Instruction
		- Assessment
		- Effective Reading Instruction and Organization in Grades K-3
		- Effective Academic Literacy Instruction and Organization in Grades 4-8

# Assessment:

Student performance of knowledge and skills will be formally assessed by Revel Quizzes, preparation of a portfolio (evaluation rubrics), lessons taught in a public school classroom (evaluation rubrics), and documentation of class activities.

# Field Experience Portfolio

Table of Contents

Lesson Plans: lesson plans for four lessons (lessons will be determined by your mentor teacher)

Lesson Reflections: a reflection is required for each lesson. Use your own experiences and lesson feedback (from cooperating teacher and university instructor) to guide your data driven reflections.

Summary of Field Experience: summary of the overall field experience

Student Artifacts: examples of pupils’ work

Field Experience Validation: digital/TK20

Co-Teaching Log : Log of co-teaching activities/see co-teaching module

# Calendar:

See attached.

# Grading Procedures:

Thematic Unit (20%): The student will plan and organize an integrated thematic unit with 4 lessons (including technology integration); activities for learning centers, diversity in the classroom assignment, and related children’s literature. TEKS are to be included for each lesson. Specific instructions for the thematic unit will be given in class and posted on D2L.

Revel/D2L Coursework (30 %): This course will be taught as an online course. All D2L modules assigned will be graded.

* To Join our Revel Course: It's time to access Revel Literacy for the 21st Century: A Balanced Approach, 7e, the course materials for EC-6 Reeves and McIntyre ELAR Block

Get started by going to: [Pearson Textbook Link](https://console.pearson.com/enrollment/vo1mfh)

Portfolio (25%): Twenty-five percent of the intern’s final grade will be determined by the preparation, implementation, and organization of the portfolio which documents the intern’s experience in the public school classroom (lesson plans, lesson presentations, time log, etc.) The intern’s teaching will be observed by the instructor and the mentor teacher.

Certify Teacher (10%): See handout in D2L/BRIGHTSPACE.

Reflections (15%): Three reflections are required throughout the semester. Prompts will be provided in D2L.

Disposition (pass/fail): Although the course requires a thorough understanding of the readings and assignments, participation in class discussions/activities will provide the basis for learning and assessment. See attendance policy for points deducted for absences from class.

# Late Work Policy:

Work will be accepted early. No late work will be accepted. Any work submitted after the due date will result in a zero.

# Attendance Policy:

Be on time and don’t leave early. Students who arrive after class has started or leave before it ends will be counted absent. Class attendance and promptness to class are crucial to successful completion of this course. Points will be deducted for each absence as follows: 1 absence = 2 points from final grade; 2 absences = an additional 3 points from final grade; 3 absences = an additional 5 points from final grade; 4 absences = dropped from the class. For example, if you have two absences, five points will be deducted from your final grade.

# Other Class Policies:

Please turn off all communication devices during class (both in the MSU class and in the field assigned classroom).

# Academic Honesty:

MSU students demand of themselves the highest level of academic honesty as delineated in their honor creed. Academic honesty involves the submission of work that is wholly the student’s own work, except in the case of assigned group work. Additionally, academic honesty involves the proper citation of other author’s works.

# Senate Bill 11

Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. For more information regarding campus carry, please refer to the University’s webpage at: http://mwsu.edu/campus-carry/.

**Please note**: *By enrolling in this course, the student expressly grants MSU a “limited right” in all intellectual property created by the student for the purpose of this course.*

*The “limited right” shall include but shall not be limited to the right to reproduce the student’s work product in order to verify originality and authenticity, and for educational purposes.*

*\*\*\*In accordance with the law, MSU provides students with documented disabilities academic accommodations. If you are a student with a disability, please contact your instructor as well as Disability Support Services, Clark Student Center, Room 168, Phone: 397-4140.*

# References:

International Reading Association (2012). *Standards for Reading Professionals: A Reference for the Preparation of Educators in the United States*. Newark, DE. Available: [IRA article link](http://www.reading.org/)

# Additional Readings:

*The Reading Teacher*: International Reading Association

*Journal of Adolescent and Adult Literacy*: International Reading Association

*Reading Research Quarterly*: International Reading Association

*The Language Arts Journal*: National Council of Teachers of English *Young Children*: National Association for the Education of Young Children *The Kappan*: Phi Delta Kappa

Elementary Methods Spring 2020 Course Calendar

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Module****/Week** | **Dates** | **Content** | **Work Expectation** | **Sunday by midnight** |
| 1 | 1/20-1/25 | Enjoy Martin Luther King Day Monday and look around the course the rest of the week.Mark your calendar and get organized, make sure you are set to start next week.\*Complete the Certify Teach paperwork. This is CRITICAL, do not delay.\*\*Join our Remind 101 class:* link: [Remind Communication Link](http://www.remind.com/join/ec6s) or
* if you already have the app, course code: **ec6s** or
* Send a text to 81010 and text the message @ec6s

\*\*\*Log into Revel with your textbook access. **You may take quizzes early but may not take them late.** Use this time to become with the Compendium and Instructional Procedures – it will help you learn how to use Revel and give you tools to use for your assignments/planning. *See details to join our Revel class below.* |
| 2 | 1/27-2/2 | Chapter 1Chapter 2 | Chapter quizzes Certify Teach Content | Revel Quizzes Chapters 1 & 2 |
| 3 | 2/3-2/9 | Chapter 3Chapter 10 | Chapter quizzes Certify Teach Content | Revel Quizzes Chapters 3 & 10 |
| 4 | 2/10-2/16 | Chapter 12 Thematic Unit Introduction | Chapter quiz Thematic UnitCertify Teach Content | Revel Quiz Chapter 12Certify Teach Content |
| 5 | 2/17-2/23 | Chapter 4Chapter 13 | Chapter quizzes Thematic Unit Certify Teach PPR Field Work | Revel Quiz Chapter 4Oral Language Graphic (chapter 13)Reflection 1 |

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| --- | --- | --- | --- | --- |
| **Module****/Week** | **Dates** | **Content** | **Work Expectation** | **Sunday by midnight** |
|  |  |  |  | Thematic Unit Stage 1 |
| 6 | 2/24-3/1 | Chapter 5 | Chapter quiz Thematic Unit Certify Teach PPR Field Work | Revel Quiz Chapter 5 |
| 7 | 3/2-3/8 | Chapter 6 | Chapter quiz Thematic Unit Certify Teach PPR Field Work | Revel Quiz Chapter 6 Thematic Unit Stage 2 |
| 8 | 3/9-3/15 | Chapter 7Chapter 15 | Chapter quiz Thematic Unit Certify Teach PPR Field Work | Revel Quiz Chapter 7Chapter 15 choice: plot profile (p. 570), character traits chart (p. 571), or setting map (p. 573)Thematic Unit Stage 3 |
| Enjoy Spring Break! |
| 9 | 3/23-3/29 | Chapter 8Chapter 9 | Chapter quizzes Thematic Unit Certify Teach PPR Field Work | Revel Quiz Chapter 8 Revel Quiz Chapter 9Thematic Unit Stage 4 Lesson 1 |
| 10 | 3/30-4/6 | Chapter 11 | Chapter quiz Thematic Unit Certify Teach PPR Field Work | Revel Quiz Chapter 11Reflection 2 Certify Teach PPR |
| Enjoy the Holiday Break! |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Module****/Week** | **Dates** | **Content** | **Work Expectation** | **Sunday by midnight** |
|  |  |  |  |  |
| 11 | 4/13-4/19 | Chapter 14 | Thematic Unit Field Work | Chapter 14 choice related to or from your thematic unit: step-by-step (p. 583),step-by-step (p. 542), or step-by-step (p.549) |
| 12 | 4/20-4/26 | Chapter 16 | Thematic Unit Field Work | Chapter 16 choice related to or from your thematic unit: step-by-step (p. 610),step-by-step (p. 611), or step-by-step (p.615) |
| 13 | 4/27-5/3 |  | Thematic Unit Field Work | Thematic Unit Stage 4 Lessons 2-4 & Learning Center |
| 14 | 5/4-5/10 |  | Thematic Unit Field Work | 5/10: Final Thematic Unit with Stage 55/10: Reflection 35/10: Final Field Portfolio |

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