

# Course Syllabus: Trends and Issues in Learning and Teaching

Gordon T. & Ellen West College of Education

# EDUC 6013- X20/DX1

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## Contact Information

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## Course Description

A study in contemporary issues relating to ways students learn and best practice in instruction. Emphasis will be placed on a broad spectrum of perspectives.

## Textbook & Instructional Materials

Marzano, Robert J. (2017) The New Art and Science of Teaching. Bloomington, IN: ASCD.

Koonce, Glenn L. (Ed) (2018). Taking Sides: Clashing views on educational issues 19th Edition. New York, NY: McGraw Hill.

In addition to the texts, students must have access to a current (6th Edition) APA Publication Manual and to professional education journals. (These are best accessed via the Moffett Library Research Data Bases.).

## WCoE Philosphy and Conceptual Framework

The West College of Education believes that learning changes both the individual and society. Developing resiliency and tolerance enhances an individual’s potential. The individual becomes a critical thinker and an effective problem solver. Individuals with a cause beyond self-contribute to an informed, democratic, and synergistic society. We will establish a reflective and collaborative community to enhance the potential of both the learner and society.

Our philosophy broadens the scope of the learning potential beyond the individual and into society. John Dewey firmly believed in the power of young minds in both learning the values of democracy and tackling its problems. Opportunities for “cause beyond self” are modeled by faculty and provided in their coursework. For example, MSU participates in the American Democracy Project sponsored by AACSU, and many of our syllabi reflect required service learning components. Giving back to the community is another way of opening doors.

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.

## Standards and Assessment

Content and methodological standards for this course are held by West College of Education (WCoE), American Educational Research Association (AERA), the National Board for Professional Teaching Standards (NBPTS), and the Midwestern State University Graduate Catalog. Ethical standards are those required by HSRC/OHRP. Manuscript style is set by the *Publication Manual* of the American Psychological Association, 7th Edition. Although the C&I program does not lead to NBPTS certification, all courses are aligned with the following NBPTS Core Propositions.

WCoE Master’s degree candidates:

are committed to students and their learning;

know the subjects they teach and how to teach those subjects to students;

are responsible for managing and monitoring student learning;

think systematically about their practice and learn from experience;

and are members of learning communities.

## Objectives

Students will relate contemporary issues concerning teaching and learning to their teaching practice (1,2)[online discussion, literature review, written responses, position paper].

Students will explore the philosophical and theoretical foundations of contemporary school reform efforts (1,2) [online discussion, literature review, position paper].

Students will investigate recent school reform movements (1,2) [literature review].

Students will learn the role of educational research in school reform (4) [literature review].

Students will learn the role of teachers and educators in school reform (5) [online discussion, literature review].

Students will participate in professional dialogues focusing on "trends and issues in teaching and learning" (5) [online discussion].

## Dispositions

Students will demonstrate openness to diverse perspectives and new ideas (4) [online discussion].

Students will actively engage in scholarly discourse. (5) [online discussion, position paper]

Students will demonstrate scholarly habits and persistence in the pursuit of learning (4 ) [online discussion, literature review, position paper].

Students will reflect upon their professional practice and the impact of the application or adaptation of new teaching methods (4) [online discussion, position paper]. (Standards: NBPTS Core Propositions\*)

## Assessment

Online Discussion (preparation for and engagement in online discussion)

Literature Review Article Summaries (relevance of selection, detail and depth of summary and comments, scholarship, and quality of written expression)

Position paper (scholarship, originality, quality of argument, and quality of written expression)

Written Responses (preparation for and quality of responses to relevant, course topics)

## Student Handbook

Refer to: [Student Handbook 2017-18](https://mwsu.edu/Assets/documents/student-life/student-handbook-2017-18.pdf)

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual’s to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

[Student Handbook 2017-18](https://mwsu.edu/Assets/documents/student-life/student-handbook-2017-18.pdf)

## Grading

Article Summaries, Online Participation, and Written Responses are all worth 5 points each.

Assignments not submitted on or before the due date and time will not be accepted. (No credit for late work.) See the assignment tool In Brightspace/D2L for dates and times for each assignment.

| Assignments | Points |
| --- | --- |
| Article Summaries  | 30 |
| Online Discussion Participation | 30 |
| Position Paper | 30 |
| Written Responses | 30 |
| Total Points | 120 |

Table 2: Total points for final grade.

| Grade | Points |
| --- | --- |
| A | 90-100% |
| B | 80-89.9% |
| C | 70-79.9% |
| D | 60-69.9% |
| F | Less than 60 |

## Assignment Descriptions

Assignments will not be accepted for credit after the published due date and time. See the assignment tool and calendar below for dates. 11:59 PM is always the cutoff time. Do not wait until the last minute to submit as occasionally there are technical difficulties to deal with. All late work will receive zeroes. Please take note and record all due dates on your personal calendar.

Feel free to call me on the phone or email me with questions; however, all assignments are submitted and returned electronically via D2L/BRIGHTSPACE. It is your responsibility to check that your assignment was submitted and in the correct location on D2L/BRIGHTSPACE. If you are a poor writer, you should seek the assistance of a writing tutor as assignment grades will all be based partially upon quality of expression (grammar, punctuation, organization, etc.).

**Online Discussions:** Participation in a series of graded online discussions throughout the course is required. First, discuss the question/ questions posted in the corresponding module. Next, respond to one other classmate. These discussions are in place so that we may engage in student interaction and discourse simulating a class discussion; therefore, they are a very important component of the course. Discussions for each module end at the same time the Written Response questions are due. See additional instructions below:

In a short Flipgrid video, students should initially respond to the assigned discussion prompt that is in the module and again in Flipgrid. To receive full credit for this activity, you should post an initial response to the question, listen to and watch at least three classmates’ responses and respond to one classmate in a response video. Your contributions to the discussion should be keyed to the text and to personal experience and reveal thoughtful reflection.

Online discussions begin and end when study questions are due. For instance, when Module 1 study questions are due, Discussion 1 ends and Discussion 2 begins. Each discussion is graded separately.

**Written Responses:** Formal written responses to the readings are due on the date shown on the online assignment tool. The calendar on the syllabus also contains this information. The objective is to demonstrate what you have learned from the reading and make a personal connection. If you choose, use the double-note journal format. Examples are available in the course documents.  There is a lot of reading; your double-note journal should be reflective of all of the reading, but you are not responding to every single thing in the text. Pick out what is meaningful to you and respond. During the weeks when you are to read from both course texts, focus on responding to Taking Sides. When you see connections from the Art and Science text, you may add those in.

**Literature Review Article Summaries:** Articles should relate to the study questions and/or issues and topics from the text and of course interest you and your field of study. These should be ones published in peer reviewed professional journals. All documentation should be formatted using the APA Publication Manual 7th ed.Online sources are not acceptable unless they are peer reviewed online journals or were previously published in a peer reviewed journal and you can provide appropriate documentation (reference statement). Articles from the popular media (magazines and newspapers) are not acceptable.

Head each article summary with the following information in APA style:

* Title of article or book
* Author (s)
* Publisher (or name and volume number of journal)
* Copyright (or publishing) date

The article summaries should include an introduction, body, and conclusion.

* The introduction should introduce and contextualize the article.
* The body should be a complete and accurate summary paraphrase of the article.
* The conclusion should reflect on the reading/course topics and relate the content/tone to your personal and professional lived experience. You may want to include if you agree or disagree with stance if applicable.

Article summaries should be 1-2 pages in length double-spaced, in twelve point, Times New Roman font.

**Position Paper:** This is a 3-5 page essay (double-spaced, in twelve point, Times New Roman font) supported by at least 5 properly documented, peer reviewed sources. Choose one of the many current trends or issues addressed by the course. APA style and rules must be followed for text citations and references. You may use any of the articles from the Literature Review Summary articles to include; however, they must be relevant to your position and cited within the paper. This paper should have an introduction, body and conclusion.

Again, make sure all of your writing is free from grammar and punctuation errors and that you are using standard English.

## Desire-to-Learn (D2L)/Brightspace

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](https://d2l.mwsu.edu/) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

## Attendance

As this is an online course, no attendance is required. However, regular and timely participation in online discussions and on-time submission of other assignments are required.

## Online Computer Requirements

Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings. Computers are available on campus in various areas of the buildings as well as the Academic Success Center. Your computer being down is not an excuse for missing a deadline!! There are many places to access your class! Our online classes can be accessed from any computer in the world which is connected to the internet. Contact your instructor immediately upon having computer trouble If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into [D2L](https://d2l.mwsu.edu/).

## Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

## Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exists in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

## Services for Students With Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](http://www.mwsu.edu/student-life/disability).

## College Policies

### Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](https://mwsu.edu/campus-carry/rules-policies)

### Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. Adult students may smoke only in the outside designated-smoking areas at each location.

### Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

## Grade Appeal Process

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [Undergraduate Catalog](http://catalog.mwsu.edu/content.php?catoid=14&navoid=655#Appeal_of_Course_Grade)

Notice
Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

## Course Format

## Module 1

1. Read Chapters 1-3 in *Art and Science*.
2. Article Summary: (see instructions) Any article related to the reading assignment and/or the following questions:
	1. What are the current trends in curriculum and instruction and how are they influencing your teaching? How are you made aware of these trends?
	2. What qualities may be used to define “best practice” in teaching, no matter the subject you teach? What is best practice as it relates to the subject or subjects that you teach? How well does this describe typical practice in your school?
	3. Describe the efforts your school or district is using to bring about meaningful instructional reform. What should they be doing?
3. Written Response- Double Note Journal

## Module 2

1. Read Chapters 4-6 in *Art and Science*.
2. Article Summary: (see instructions) Any article related to the reading assignment or the following questions:
	1. Why is anything related to schools and teaching so difficult to change? How might real and meaningful changes be brought about?
	2. How are schools and teaching different in the city, in the suburbs, and in the country? Why?
3. Written Response- Double Note Journal

## Module 3

1. Read Unit 1 in *Taking Sides* (Basic Theoretical Issues)
2. Article Summary: Any article related to the reading assignment and/or the following questions. See instructions.
	1. Should curriculum be standardized? Should all schools across the nation study the same curriculum?
	2. Should current conceptions of public school be redefined, re-imagined, totally overhauled?
3. Written Response- Double Note Journal

## Module 4

1. Read Unit 2 *Taking Sides* (Current Fundamental Issues) and 7-8 in *Art and Science*
2. Article Summary: Any article related to the reading assignment and/or the following questions. See instructions.
	1. What does a democratic classroom look like? Is this important?
	2. What is the purpose of public schools and how is current curriculum satisfying this purpose?
	3. What is the essential role of public schools? What does it include? What does it not include?
3. Written Response- Double Note Journal

## Module 5

1. Read the first half Unit 3 *Taking Sides* (Current Specific Issues) and 9-10 in *Art and Science*
2. Article Summary: Any article related to the questions or readings. See instructions.
3. Position Paper: Write a 3 to 5 page position paper developing a position on a critical issue studied in this course. Include citations and references to at least 5 scholarly sources (articles, books, etc.). Use APA style and conventions. See additional instructions below.
	1. Under what circumstances (if any) should certain children not be allowed to attend public schools?
	2. To what extent should the public schools be responsible for the health, welfare, and continuing development of young children?
	3. How do private and charter schools differ from regular public schools?
	4. What are the advantages and disadvantages of inclusion programs for students with special needs? How about more traditional segregation or “pull out” programs? Is RTI the solution?
	5. What can be done to reduce the number of school dropouts?
	6. Should the public schools include specific religious doctrine such as intelligent design in the curriculum?
4. Written Response- Double Note Journal

## Module 6

1. Read the second half of Unit 3 *Taking Sides* (Current Specific Issues) and 11 in *Art and Science*
2. Article Summary: Any article related study questions. See instructions.
3. Position Paper: Write a 3 to 5 page position paper developing a position on a critical issue studied in this course. Include citations and references to at least 5 scholarly sources (articles, books, etc.). Use APA style and conventions.
	1. Make a case for or against single sex schools and/or classrooms.
	2. Argue for or against zero tolerance policies in school.
	3. Describe the current and ultimate roles of computers and computer technologies in schools.
	4. Describe a reliable method of identifying exceptional teachers.
	5. How would merit pay influence teaching and learning in your school?
	6. Describe what you believe to be the best model for teacher preparation.
4. Written Response- Double Note Journal

## Course Schedule

| Date  | Activities/Assignments/Exams |
| --- | --- |
| Jan 20-24 | Read the syllabus. Scan Introductions in both course texts. Introduce yourself on Flipgrid. |
| Jan 29 | Article Summary I due |
| February 5 | Written Response I due and Discussion I ends |
| February 12  | Article Summary II due |
| February 19 | Written Response II due and Discussion II ends |
| February 26  | Article Summary III due |
| March 5  | Written Response III due and Discussion III ends |
| March 12  | Article Summary IV due |
| March 26  | Written Response IV due and Discussion IV ends |
| April 2  | Article Summary V due  |
| April 8  | Written Response V due and Discussion V ends |
| April 16  | Article Summary VI due  |
| April 23  | Written Response VI due and Discussion VI ends |
| May 7  | Position Paper due |

## Other Class Policies

As the faculty of the West College of Education, we are dedicated to helping meet the needs of our students with disabilities and are eager to provide the accommodations to which such students are entitled.  If you have a documented disability and are registered with the Office of Disability, please let your instructor know to expect a letter from that office describing the accommodations to which you are entitled.  If you have a documented disability but are not registered with the Office of Disability, please contact that office immediately to register.

Plagiarism Statement

“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, authenticity, and educational purposes.” (Student Handbook)

Plagiarism is defined as claiming credit for the work of another or improper/inadequate citation and documentation of sources of information (ideas) or direct quotations. Plagiarism is a serious form of academic dishonesty. If you are found to have committed plagiarism in this class, you will be dropped from the class with an F.

## Additional Program Information for WCOE Teacher Candidates:

Clinical experiences at the WCOE, including both initial clinical experiences (e.g. classroom observations) and clinical teaching, are an essential part of the professional preparation program. Clinical experiences vary across many WCOE undergraduate programs and are designed and implemented through collaboration with school district and community partners. WCOE teacher candidates gain essential knowledge, skills, and dispositions through observations and teaching opportunities in a wide variety of diverse settings (e.g. urban/rural, SES, special needs, race/ethnicity). WCOE believes in gradual release of responsibilities and exposes and evaluates teacher candidates throughout the program so as to provide them with the best learning experience. Below are the assessments that are used across courses and programs to effectively monitor teacher candidates’ progress.

## Dispositions

Candidates in the teacher education program are evaluated on their dispositions towards the 10 InTASC standards three times (beginning, middle, end) during their program in Educational Psychology, Professional Methods Block A, and Clinical Teaching  in the following areas:

• Candidates respect learners’ differing strengths and needs and are committed to using this information to further each learner’s development.

• Candidates believe that all learners can achieve at high levels and persist in helping each learner reach his/her full potential.

• Candidates are committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.

• Candidates realize that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. He or she keeps abreast of new ideas and understandings in the field.

• Candidates value flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

• Candidates are committed to using multiple types of assessment processes to support, verify, and document learning.

Candidates respect learners’ diverse strengths and needs and are committed to using this information to plan effective instruction.

• Candidates are committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.

• Candidates take responsibility for student learning and use ongoing analysis and reflection to improve planning and practice.

• Candidates actively share responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.

Candidates are evaluated by faculty in those courses at a developing, beginning, and mastery level of competency as determined by the academic committee on program quality. The evaluation is based upon evidence gathered through classroom participation, assignments, observed field experiences and unit planning.

## Data Literacy Assignment

Teacher candidates are expected to demonstrate the ability to interpret standardized test data and make instructional decisions based on the test data from students. At the conclusion of Classroom Assessment/Assessment in PE, students will develop an understanding of assessment practices that enable them to accurately read and interpret testing data. In addition, teacher candidates will apply concepts learned in the course to explain what the data means and what, if any, interventions should be implemented for targeting specific groups of students. By identifying weak areas of conceptual understanding of their students, teacher candidates can create appropriate instructional strategies that lead to greater student success.

## Lesson Planning

Teacher candidates must demonstrate the ability to plan, assess, and implement instruction. This begins in the Foundational block where the teacher candidates create and write lessons for effective teaching. Teacher candidates are required to develop lesson plans. The specific format can be adapted, but should always include the objectives (TEKS), procedures, materials/resources, and assessment. Student engagement is a key element in a good lesson with a goal of student learning/success is the ultimate goal.

Candidates must form an assessment strategy to determine the extent to which students are able to master learning of objectives. Candidates also describes the instructional delivery method addressing the following step-by-step procedures:

1. Questions and concerns listed in the directions given to you by your instructor

2. Setting purposes ("Today we will be…I want you to…because you will…")

3. Method(s) for engaging students in the lesson

4. Any questions asked during the lesson should be in bold

5. Higher order thinking reflected in questions

6. Instructional Strategies: Modeling, Discussion, "Hands-on", Inquiry, etc.

7. Grouping: when and how

8. Instruction that addresses learners’ needs (ELLs, Special Education, 504, Gifted, Struggling Learner)

9. Closure

After teaching the lesson, candidates are then required to reflect on the lesson delivery, appropriateness of instructional strategies, impact for future planning, and opportunities for collaboration with mentor teacher. The skills acquired during lesson planning provides the foundation and are also built upon for unit planning and other key assessments.

## Unit Plan

Teacher candidate's ability to  demonstrate the ability to plan, assess, and implement instruction continues in the professional block with the Unit plan assessment. The unit plan assessment is a modified form of Midwestern Impact on Student Learning  (MISL) that requires teacher candidates to plan a unit of teaching. Candidates are required to determine a set of multiple learning objectives aligned to state content standards Texas Essential Knowledge and Skills (TEKS) appropriate to the lesson(s) the candidate is preparing.

## Co-Teaching

West College of Education adopts a co-teaching model for the candidates during their clinical experiences.  These strategies include the following:

One Teach, One Observe — One teacher has primary instructional responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to have a focus for the observation.

• One Teach, One Assist — One teacher has primary instructional responsibility while the other teacher assists students with their work, monitors behaviors, or corrects assignments.

• Station Teaching — The co-teaching pair divide the instructional content into parts and the students into groups. Groups spend a designated amount of time at each station. Of-ten an independent station will be used.

• Parallel Teaching — Each teacher instructs half of the students. The two teachers are addressing the same instructional material and present the lesson using the same teaching strategy. The greatest benefit is the reduction of student to teacher ratio.

• Supplemental Teaching — This strategy allows one teacher to work with students at their expected grade level, while the co-teacher works with those students who need the information and/or materials extended or remediated.

• Alternative/Differentiated Teaching — Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students, however the instructional methodology is different.

• Team Teaching — Well planned, team taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a student’s perspective, there is no clearly defined leader, as both teachers share the instruction, are free to interject in-formation, and available to assist students and answer questions. (Adapted from Cook & Friend (1995)

## MISL- Midwestern Impact on Student Learning

Successful completion and submission of a MISL portfolio is required during the first six weeks of clinical teaching. Teachers candidates are required to plan, implement, and assess student learning within a unit of study. The Midwestern Impact on Student Learning (MISL) measures content knowledge, pedagogical knowledge, and effect on student learning in the following areas/domains : Learning Environments; Individual Development and Diversity; Collaboration; Planning Process and Content; Assessment; Strategies and Methods; Reflection; Professional Development; and Communication.

Each of the 10 areas is scored with one of 4 ratings: Exemplary 4, Competent 3, Needs Improvement 2, and Unsatisfactory 1. An overall score of 20 (meets expectations) is required for successful completion of student teaching for all teacher candidates.

The MISL is a record of candidates’ ability to carefully consider all contextual factors that influence instruction and to then use those factors to plan and design a unit of instruction, including an assessment plan that can demonstrate changes in student knowledge, skills, or dispositions resulting from instruction. The MISL includes both reflexive (description of instructional decision making during the unit) and reflective components that encourage candidates to plan instruction strategically and to approach teaching in a purposeful, thoughtful, and methodical manner.