



**READ 4233-201 Methods of Teaching Intermediate-Secondary Reading
Spring 2022**

Midwestern State University
Gordon T. & Ellen West College of Education

Class Meets

Bridwell Hall Room 205
Tuesdays & Thursdays 9:25 AM- 11:05 AM

Instructor/Contact Information:

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Office Hours: Monday 9AM-10AM, Tuesday 11:30 AM-1:30PM, Thursday 11:30AM-1:30PM. Appointments recommended to avoid conflicts. Zoom appointments also available for other times.

Instructor Response Policy

The best way to contact me is via email. I will check my email between the hours of 8:00AM and 5:00PM Mon-Fri. I will attempt to contact you within 24 hours; however, this does not apply on weekends or holidays. Once you contact me via email, we can then set up a virtual, phone, or in-person meeting, depending on your needs.

Course Description

Theoretical and evidence-based foundations of reading processes and TEKS-based instruction. Assessment practices and instructional approaches to support a balanced and responsive literate environment that fosters comprehension.

Textbook & Instructional Materials

Maxwell, R., Meiser, M., & McKnight, K. (2011). *Teaching English in Middle and Secondary Schools*(5th ed.). Pearson.
ISBN-13: 978-0-13-513530-3 ***We will actively use the book weekly.

Required Technology

All students must have Internet access and the following technology applications: appropriate hardware in order to access D2L, Word Processing software.

Course Objectives/Standards

Objectives	TEXES Exam	NCTE & ILA	STR Stds/ Exam	Commissioner's Standards	Assessments, Assignments
The candidates will use their knowledge of research-based strategies to plan and implement effective, culturally responsive, standards-based instruction for reading and the study of literature to promote learning for a diverse group of students.	Dom I Compet. 002 Dom II Compet. 004,005, 006,007	Std. 1 Std. 2 Std. 3 Compnt 3.1 Std.4 Compnt 4.1 ILA Std. 4, 5, 7	Dom III Compet. 010, 011	Std. 1 A,B,C Std. 3 B,C	Lesson Plan and Delivery with Observation Unit Plan Certify Teacher Reading Text Activities
The candidates will design and implement appropriate assessments for reading and the study of literature to promote learning for a diverse group of students.	Dom I Compet, 002 Dom IV Compet, 013	Std. 3 Compnt 3.2 Std.4 Compnt 4.2, 4.3 ILA Std. 3	Dom IV Compet. 013	Std. 1 F Std. 5 A,B,C,D	Lesson Plan and Delivery with Observation Unit Plan Certify Teacher Reading Text Activities
The candidates will plan and	Dom I Compet, 002	Std. 1 Std. 2		Std. 1 A,B,C	Lesson Plan and Delivery with

Objectives	TEXES Exam	NCTE & ILA	STR Stds/ Exam	Commissioner's Standards	Assessments, Assignments
implement effective, culturally responsive, standards-based instruction for composing texts (oral, written, and visual) to promote learning for a diverse group of students.	Dom III Compet, 008,009	Std.3 Compt 3.1 Std.4 Compt 4.1 ILA Std. 4, 5, 7		Std. 3 B,C	Observation Certify Teacher Unit Plan Writing Text Activities
The candidates will design and implement appropriate assessments for composing texts (oral, written, and visual) to promote learning for a diverse group of students.	Dom I Compet, 002 Dom IV Compet, 013	Std. 3 Compt 3.2 Std.4 Compt 4.2, 4.3		Std. 1 F Std. 5 A,B,C,D	Lesson Plan and Delivery with Observation Unit Plan Certify Teacher Constructed Response Writing Text Activities
The candidates will plan, implement, assess, and reflect on research-based, culturally	Dom I Compet, 002 Dom V Compet, 014	Std. 3 Compt 3.1 Std.4 Compt		Std. 5 D Std. 6 A,B	Lesson Plan and Delivery with Observation Lesson Reflections

Objectives	TEXES Exam	NCTE & ILA	STR Stds/ Exam	Commissioner's Standards	Assessments, Assignments
responsive, instruction that increases motivation and active student engagement, and responds to diverse students' needs.		4.1 Std.5 Compnt 5.2 ILA Std. 5			Post-Observation Reflection Conferences Unit Plan Certify Teacher Co-Teaching Log

See Appendix A for Complete Standards.

WCoE Philosophy & Conceptual Framework Overview

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. The outcomes for graduates and undergraduates 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.

Student Handbook

Refer to: [Student Handbook-2020-21](#)

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.

[Office of Student Conduct](#)

Table 1- Assignments and Points

Assignments	Points
Certify Teacher and Plan	50
Timelogs Documentation	50
Unit Plan Parts (5 @ 20)	100
Constructed Response	50
Unit Plan Final	100
Classroom Notebook	150
Final Observation Portfolio	100
Total Points	600

Table 2- Grading

The percentage of total points will determine final grade.

Grade	Percentage of total points
A	90%-100%
B	80%-89%
C	70%-79%
D	60%-69%
F	59% or less

Course Assignments and Assessments

Participation and Reading

Read all assignments carefully. Take notes during reading and any related lecture and /or discussion. You are responsible for the content of **all assigned reading**. Take notes over your reading and review these periodically. Participation is very important and contributes to the quality of your learning experience. You are expected to participate in all class activities; therefore, regular attendance (logging in frequently and participating in discussions) is crucial.

Coursework Notebook- Textbook Assignments and Reading and Writing Textbook Activities

As stated above you will need to complete all readings and keep notes over the text. You will keep a notebook that contains all activities completed in the classroom as well as the assigned textbook activities. An outline for the textbook activities are in D2L and the due dates for the notebook are posted below in the calendar. To complete the classroom activities, you must be in attendance and these, too, will be documented in your course notebook.

Field Experience Portfolio

The Field Experience Portfolio is a collection of the work completed during the field placement. You will be receiving feedback throughout the semester on your lesson plans and delivery; however, you are expected to submit the following for documentation in TK20.

Table of Contents

Lesson Plans: lesson plans for three 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: a time log AND a validation slip signed by the classroom teacher- approved screenshots from TK20 for hours

Mentor Evaluation Form: see mentor letter for instructions (include unopened and signed envelope in portfolio)

Certify Teacher Plan and Documentation/ TExES Preparation

All students in the course are required to pass the practice exam for all the exams you need to take (e.g., content, PPR, STR) with an overall 80% and 80% in each area. You will complete a plan and supply documentation that you have completed the Certify Teacher requirements in accordance with the policy in the WCoE handbook.

<https://msutexas.edu/academics/education/certification-exam-testing-policy.php>

Co Teaching Log

You will use the co-teaching model in your placement and utilize and document all of the models. See Appendix C.

Unit Plan

You will plan and design a unit which is focused on a theme and includes ELAR focused goals and objectives. Additionally, you will incorporate ELAR standards. There are five pieces which will be turned in throughout the semester with the final draft being turned in together near the end of the course.

Field Hours, Teaching, and Observations

You will be placed in a school where you will observe an expert teacher. With this in mind, you are a guest, but you are also expected to abide by all school policies. Additionally, as you are not an employee, your behavior, dress, speech, and general conduct must be above reproach. You need to speak and dress professionally at all times. If for any reason you are asked to leave or the mentor teacher or school deems your presence is no longer wanted on campus, you will not be given a new placement and you will not be able to finish the course and will receive an "F." In less severe cases you may receive a Fitness Alert, which you can read about in your student handbook. Also see Appendix C for dispositions related to being in the teacher education program.

You are expected to attend every observation and stay the whole amount of time (equivalent to the amount of time of class.) Leaving early or being late will be considered lack of professionalism and will not be tolerated. Three instances will be counted as an absence. Three absences from the class and the field combined will result in a "F" for the course- that means three absences total in our class on campus combined with the field. You are also not allowed to schedule hours on other days to substitute for missing your assigned days. Per TEA, there are no virtual hours when in the field so if you have an illness that prevents you from attending, you will need to drop and take the course at a later time.

During this placement, you will engage in the co-teaching model and eventually teach three lessons on your own with both the mentor and your university supervisor present and accumulate a combined total of no fewer than 36 hours of observations and teaching. You will have a lesson plan prepared and ready for that day for both your mentor teacher and supervisor. What you teach will be based on a collaboration between you and your mentor teacher and when you teach will be coordinated with both your supervisor and mentor. The plans, reflections, observations, etc., are what you include in your portfolio for the class. Failure to complete any of these tasks or documentation of will result in either a failing grade or an "Incomplete."

Timelog Documentation

Throughout the course of your field observations, you will be submitting timelogs in TK20 that are sent to your cooperating teacher to verify your attendance and participation in the field. You must have at least 36 hours and they must be approved by the cooperating teacher. This needs to be done weekly and you need to verify that they have been approved by logging in to TK20 periodically and checking. At the end of the course, date listed on the calendar, you need to upload a screen shot of every approved timelog to the appropriate dropbox in D2L. There is a place in TK20 where this is all on one screen so this will be one, maybe two pages that you submit.

MSU-TEXAS Policies and Procedures:

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 a 100% 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) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request). For specific information and information regarding financial aid policies, contact the MSU business office.

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](#).

Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by MSU. 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

Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

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](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor. *All assignments must be submitted to D2L/BRIGHTSPACE for this course unless otherwise specified in the assignment guidelines.*

Instructor Class Policies

Students are expected to assist in maintaining a classroom environment which is conducive to learning. Inappropriate behavior in the D2L online classroom or face-to-face classroom shall result, minimally, in a request to drop the class and/or a Professional Fitness Form will be filed for review with the college. If the instructor must file a Fitness Alert Form for any reason, including failure to demonstrate appropriate classroom behaviors, the student may receive an instructor drop with an "F" for the course.

An instructor may drop a student any time during the semester for failure to participate, for consistently failing to meet class assignments, for an indifferent attitude, or for disruptive conduct. The instructor must give the

student a verbal or written warning prior to dropping the student from the class. An instructor's drop of a student takes precedence over the student-initiated course drop of a later date. The instructor will assign a grade of either WF or F through the first 8 weeks of a long semester, the first 6 weeks of a 10 week summer term, or the 11th class day of a 4 or 5 week summer term consisting of 20 days. After these periods the grade will be an F. The date the instructor drop form is received in the Office of the Registrar is the official drop date.

Attendance

Professional teachers are dependable, reliable, and responsible. Therefore, candidates are expected to be on time and in attendance at every class, and to stay for the entire class. Tardiness, leaving early, and excessive absences are considered evidence of lack of dependability and professionalism and are taken seriously.

You are expected to attend every class meeting and observation and stay the whole amount of time (equivalent to the amount of time of class.) instances will be counted as an absence. Three absences from the class and the field combined will result in an "F" for the course- that means three absences total in class on campus combined with the field. You are also not allowed to schedule hours on other days to substitute for missing your assigned days. Per TEA, there are no virtual hours when in the field so if you have an illness that prevents you from attending, you will need to drop and take the course at a later time in order to complete your hours and/or teaching.

Late Work

Assignments are expected to be turned in by the due date. Late work will receive 50% maximum credit.

Written Work

All written work should be completed in a professional style. Using correct spelling and grammar are important writing skills you must know well because your students will learn from you. Therefore, all written assignments will have 10% -20% of the grade based on spelling and grammar. Expectations are for quality work.

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 through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor. All assignments must be submitted to D2L/BRIGHTSPACE for this course and should be in a PDF unless otherwise

specified in the assignment guidelines. A minimum of 5% of the total points will be deducted for assignments not submitted through BRIGHTSPACE.

Plagiarism

"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." from [Student Handbook](#). All assignments submitted in BRIGHTSPACE will also be checked through Turn It In for originality. Assignments with more than 50% match will be given a 0.

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.

Research Based Content and Pedagogy

This course utilizes research on best practices in the field of teaching. Additionally, content delivered for this course is based on accepted up to date research in the field. The following are some of the resources utilized to provide quality instruction to students enrolled in the class.

The English Journal: National Council for Teachers of English

Voices from the Middle: National Council for Teachers of English

Research in the Teaching of English: National Council for Teachers of English

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

Berk, L. E. (2021). *Infants, Children, and Adolescents* 9th ed.). Pearson Education Inc: Boston.

Wong, H., Wong, R. (2018). 2nd Edition. *The Classroom Management Book*. Canada, Transcontinental Printing.

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

Silver, H. F., Strong, R. W., & Perini, M. J. (2000). *So each may learn: Integrating learning styles and multiple intelligences*. Alexandria, VA: ASCD.

Durwin, C. C., & Reese-Webber, M. (2019). *EdPsych: Modules*. (4th) Sage: Los Angeles, CA.

Appendix A Standards/Competencies List

Commissioner's Rules Concerning Educator Standards Texas Administrative Code Chapter 149 Subchapter AA Rule §149.1001

(1) Standard 1--Instructional Planning and Delivery. Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.

(A) Teachers design clear, well organized, sequential lessons that build on students' prior knowledge.

(i) Teachers develop lessons that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes.

(ii) Teachers effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement.

(iii) Teachers connect students' prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities.

(B) Teachers design developmentally appropriate, standards-driven lessons that reflect evidence-based best practices.

(i) Teachers plan instruction that is developmentally appropriate, is standards driven, and motivates students to learn.

(ii) Teachers use a range of instructional strategies, appropriate to the content area, to make subject matter accessible to all students.

(iii) Teachers use and adapt resources, technologies, and standards-aligned instructional materials to promote student success in meeting learning goals.

(C) Teachers design lessons to meet the needs of diverse learners, adapting methods when appropriate.

(i) Teachers differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation, and implementation of individual education plans.

(ii) Teachers plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning.

(iii) Teachers integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to teach key concepts.

(D) Teachers communicate clearly and accurately and engage students in a

manner that encourages students' persistence and best efforts.

(i) Teachers ensure that the learning environment features a high degree of student engagement by facilitating discussion and student-centered activities as well as leading direct instruction.

(ii) Teachers validate each student's comments and questions, utilizing them to advance learning for all students.

(iii) Teachers encourage all students to overcome obstacles and remain persistent in the face of challenges, providing them with support in achieving their goals.

(E) Teachers promote complex, higher-order thinking, leading class discussions and activities that provide opportunities for deeper learning.

(i) Teachers set high expectations and create challenging learning experiences for students, encouraging them to apply disciplinary and cross-disciplinary knowledge to real-world problems.

(ii) Teachers provide opportunities for students to engage in individual and collaborative critical thinking and problem solving.

(iii) Teachers incorporate technology that allows students to interact with the curriculum in more significant and effective ways, helping them reach mastery.

(F) Teachers consistently check for understanding, give immediate feedback, and make lesson adjustments as necessary.

(i) Teachers monitor and assess student progress to ensure that their lessons meet students' needs.

(ii) Teachers provide immediate feedback to students in order to reinforce their learning and ensure that they understand key concepts.

(iii) Teachers adjust content delivery in response to student progress through the use of developmentally appropriate strategies that maximize student engagement.

(3) Standard 3--Content Knowledge and Expertise. Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.

(A) Teachers understand the major concepts, key themes, multiple perspectives, assumptions, processes of inquiry, structure, and real-world applications of their grade-level and subject-area content.

(i) Teachers have expertise in how their content vertically and horizontally aligns with the grade-level/subject-area continuum, leading to an integrated curriculum across grade levels and content areas.

(ii) Teachers identify gaps in students' knowledge of subject matter and

communicate with their leaders and colleagues to ensure that these gaps are adequately addressed across grade levels and subject areas.

(iii) Teachers keep current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline.

(B) Teachers design and execute quality lessons that are consistent with the concepts of their specific discipline, are aligned to state standards, and demonstrate their content expertise.

(i) Teachers organize curriculum to facilitate student understanding of the subject matter.

(ii) Teachers understand, actively anticipate, and adapt instruction to address common misunderstandings and preconceptions.

(iii) Teachers promote literacy and the academic language within the discipline and make discipline-specific language accessible to all learners.

(C) Teachers demonstrate content-specific pedagogy that meets the needs of diverse learners, utilizing engaging instructional materials to connect prior content knowledge to new learning.

(i) Teachers teach both the key content knowledge and the key skills of the discipline.

(ii) Teachers make appropriate and authentic connections across disciplines, subjects, and students' real-world experiences.

(5) Standard 5--Data-Driven Practice. Teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.

(A) Teachers implement both formal and informal methods of measuring student progress.

(i) Teachers gauge student progress and ensure student mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning.

(ii) Teachers vary methods of assessing learning to accommodate students' learning needs, linguistic differences, and/or varying levels of background knowledge.

(B) Teachers set individual and group learning goals for students by using preliminary data and communicate these goals with students and families to ensure mutual understanding of expectations.

(i) Teachers develop learning plans and set academic as well as social-emotional learning goals for each student in response to previous outcomes from formal and informal assessments.

(ii) Teachers involve all students in self-assessment, goal setting, and monitoring progress.

(iii) Teachers communicate with students and families regularly about the importance of collecting data and monitoring progress of student outcomes, sharing timely and comprehensible feedback so they understand students' goals and progress.

(C) Teachers regularly collect, review, and analyze data to monitor student progress.

(i) Teachers analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning.

(ii) Teachers combine results from different measures to develop a holistic picture of students' strengths and learning needs.

(D) Teachers utilize the data they collect and analyze to inform their instructional strategies and adjust short- and long-term plans accordingly. (i) Teachers design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes.

(ii) Teachers regularly compare their curriculum scope and sequence with student data to ensure they are on track and make adjustments as needed.

(6) Standard 6--Professional Practices and Responsibilities. Teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.

(A) Teachers reflect on their teaching practice to improve their instructional effectiveness and engage in continuous professional learning to gain knowledge and skills and refine professional judgment.

(i) Teachers reflect on their own strengths and professional learning needs, using this information to develop action plans for improvement.

(ii) Teachers establish and strive to achieve professional goals to strengthen their instructional effectiveness and better meet students' needs.

(iii) Teachers engage in relevant, targeted professional learning opportunities that align with their professional growth goals and their students' academic and social-emotional needs.

(B) Teachers collaborate with their colleagues, are self-aware in their interpersonal interactions, and are open to constructive feedback from peers

and administrators.

(i) Teachers seek out feedback from supervisors, coaches, and peers and take advantage of opportunities for job-embedded professional development.

(ii) Teachers actively participate in professional learning communities organized to improve instructional practices and student learning.

(C) Teachers seek out opportunities to lead students, other educators, and community members within and beyond their classrooms.

(i) Teachers clearly communicate the mission, vision, and goals of the school to students, colleagues, parents and families, and other community members.

(ii) Teachers seek to lead other adults on campus through professional learning communities, grade- or subject-level team leadership, committee membership, or other opportunities.

(D) Teachers model ethical and respectful behavior and demonstrate integrity in all situations.

(i) Teachers adhere to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at their specific school placement(s).

(ii) Teachers communicate consistently, clearly, and respectfully with all members of the campus community, including students, parents and families, colleagues, administrators, and staff.

(iii) Teachers serve as advocates for their students, focusing attention on students' needs and concerns and maintaining thorough and accurate student records.

NCTE Standards for Initial Preparation of Teachers of English Language Arts-Initial Licensure 7-12

LEARNERS AND LEARNING IN ELA

Standard 1: Candidates apply and demonstrate knowledge of learners and learning to foster inclusive learning environments that support coherent, relevant, standards-aligned, differentiated, and antiracist/antibias instruction to engage grade 7–12 learners in ELA.

- Component 1.1: Candidates gather and interpret comprehensive data on learners' individual differences, identities, and funds of knowledge to foster inclusive learning environments that actively engage all learners in ELA.

- Component 1.2: Candidates apply and demonstrate knowledge of how the constructs of adolescence/adolescents and learners' identities affect learning experiences to foster coherent, relevant, inclusive, and antiracist/antibias instruction that critically engages all learners in ELA.

- Component 1.3: Candidates apply and demonstrate knowledge of learning processes that involve individually, collaboratively, and critically accessing, consuming, curating, and creating texts (e.g., print, digital, media).

ELA CONTENT KNOWLEDGE

Standard 2: Candidates apply and demonstrate knowledge and theoretical perspectives, including antiracist/antibias ELA, pertaining to texts, composition, language, and languaging.

- Component 2.1: Candidates apply and demonstrate knowledge and theoretical perspectives about a variety of literary and informational texts—e.g., young adult, classic, contemporary, and media—that represent a range of world literatures, historical traditions, genres, cultures, and lived experiences.

- Component 2.2: Candidates apply and demonstrate knowledge and theoretical perspectives of the relationships among form, audience, context, and purpose by composing and critically curating a range of texts (e.g., print, digital, media).

- Component 2.3: Candidates apply and demonstrate knowledge and theoretical perspectives of language and languaging, including language acquisition, conventions, dialect, grammar systems, and the impact of 3 languages on society as they relate to various rhetorical situations (e.g., journalism, social media, popular culture) and audiences.

INSTRUCTIONAL PRACTICE: PLANNING FOR INSTRUCTION IN ELA

Standard 3: Candidates apply and demonstrate knowledge of theories, research, and ELA to plan coherent, relevant, standards-aligned, differentiated, antiracist/antibias instruction and assessment.

- Component 3.1: Candidates use a variety of resources and technologies to plan coherent, relevant, standards-aligned, antiracist/antibias, and differentiated instruction that incorporates theories, research, and knowledge of ELA to support and engage all learners in meeting learning goals.

- Component 3.2: Candidates identify and/or design formative and summative assessments that reflect ELA research, align with intended learning outcomes, and engage learners in monitoring their progress toward established goals.

INSTRUCTIONAL PRACTICE: IMPLEMENTING INSTRUCTION IN ELA

Standard 4: Candidates implement planned coherent, relevant, standard saligned, differentiated, and antiracist/antibias ELA instruction and assessment to motivate and engage all learners.

- Component 4.1: Candidates implement coherent, relevant, standards aligned, differentiated and antiracist/antibias instruction that uses a variety of resources and technologies and incorporates theories, research, and knowledge of ELA to support and engage all learners in meeting learning goals.

- Component 4.2: Candidates implement formative and summative assessments that reflect ELA research, align with intended learning outcomes, engage learners in monitoring their progress toward established goals, and guide the next steps of ELA instruction.
- Component 4.3: Candidates communicate with learners about their performance in ELA in multiple ways that actively involve them in their own learning (e.g., learning management systems, digital communication tools, conferencing, written feedback).

PROFESSIONAL RESPONSIBILITY OF ELA TEACHERS

Standard 5: Candidates reflect on their ELA practice, use knowledge and theoretical perspectives to collaborate with educational community members, and demonstrate readiness for leadership, professional learning, and advocacy.

- Component 5.1: Candidates reflect on their own identities and experiences and how they frame their practices and impact their teaching of ELA.
- Component 5.2: Candidates use feedback and evidence from a range of sources to reflect upon and inform their practice.
- Component 5.3: Candidates apply and demonstrate knowledge in collaboration with learners, families, colleagues, and ELA-related learning communities.
- Component 5.4: Candidates demonstrate readiness for leadership, professional learning, and advocacy for learners, themselves, and ELA.

Texas State Board for Educator Certification Teacher Standards

English Language Arts and Reading Grades 4-8 (TExES Standards)

Standard I. Oral Language: Teachers of students in grades 4–8 understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for students to develop listening and speaking skills.

Standard II. Foundations of Reading: Teachers of students in grades 4–8 understand the foundations of reading and early literacy development.

Standard III. Word Analysis Skills and Reading Fluency: Teachers understand the importance of word analysis skills (including decoding, blending, structural analysis, sight word vocabulary) and reading fluency and provide many opportunities for students to practice and improve their word analysis skills and reading fluency.

Standard IV. Reading Comprehension: Teachers understand the importance

of reading for understanding, know the components of comprehension, and teach students strategies for improving their comprehension.

Standard V. Written Language: Teachers understand that writing is a developmental process and provide instruction that helps students develop competence in written communication.

Standard VI. Study and Inquiry Skills: Teachers understand the importance of study and inquiry skills as tools for learning and promote students' development in applying study and inquiry skills.

Standard VII. Viewing and Representing: Teachers understand how to interpret, analyze, evaluate, and produce visual images and messages in various media and to provide students with opportunities to develop skills in this area.

Standard VIII. Assessment of Developing Literacy: Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement instruction.

English Language Arts and Reading Grades 7-12 (TExES Standards)

Standard I. Teachers of students in grades 7–12 know how to design and implement instruction that is appropriate for each student, that reflects knowledge of the Texas Essential Knowledge and Skills (TEKS), that integrates all components of the English language arts (i.e., writing, reading, listening/speaking, viewing/representing), and that is based on continuous assessment.

Standard II. Teachers of students in grades 7–12 understand the processes of reading and teach students to apply these processes.

Standard III. Teachers of students in grades 7–12 understand reading skills and strategies for various types of nonliterary texts and teach students to apply these skills and strategies to enhance their lifelong learning.

Standard IV. Teachers of students in grades 7–12 understand an extensive body of literature and literary genres and provide students with opportunities to read diverse types of literature and to view literature as a source for exploring and interpreting human experiences.

Standard V. Teachers of students in grades 7–12 understand that writing is a recursive, developmental, integrative, and ongoing process and provide students with opportunities to develop competence as writers.

Standard VI. Teachers of students in grades 7–12 understand how to write effectively for various audiences and purposes and provide students with opportunities to write in a variety of forms and contexts.

Standard VII. Teachers of students in grades 7–12 understand the structure and development of the English language and provide students with opportunities to develop related knowledge and skills in meaningful contexts.

Standard VIII. Teachers of students in grades 7–12 understand oral communication and provide students with opportunities to develop listening and speaking skills.

Standard IX. Teachers of students in grades 7–12 understand how to interpret, analyze, and produce visual images and messages in various media and provide students with opportunities to develop skills in this area. (Texas State Board for Educator Certification, 2020).

TExES English Language Arts Exam Framework for Grades 4-8 (217)

Domain I—Foundations of Reading

Competency 001—(Foundations of Teaching Reading): Understand research-based, evidence-based, and culturally relevant foundational concepts, principles, and best practices related to reading instruction and assessment.

Competency 002—(Foundational Reading Skills): Understand concepts, principles, and best practices related to the development of foundational reading skills, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level foundational reading skills.

Competency 003—(Word Analysis Skills and Reading Fluency): Understand concepts, principles, and best practices related to the development of word analysis skills and fluency, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level word analysis skills and reading fluency.

Competency 004—(Vocabulary Development): Understand concepts, principles, and best practices related to vocabulary development, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level vocabulary knowledge and skills.

Domain II—Text Comprehension and Analysis

Competency 005—(Reading Comprehension Development): Understand concepts, principles, and best practices related to the development of reading comprehension, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level reading comprehension strategies.

Competency 006—(Reading Literary Texts): Understand the genre-specific characteristics, structures, and purposes of diverse traditional, contemporary, and classical literary texts; analyze how authors use these elements and characteristics to achieve specific purposes; and demonstrate knowledge of research-based strategies and best practices for promoting students' ability to engage in text-based analyses of a range of complex literary texts.

Competency 007—(Reading Informational and Argumentative Texts): Understand the elements and characteristics of informational and argumentative texts, analyze how authors use these elements and characteristics to achieve specific purposes, and demonstrate knowledge of

research-based strategies and best practices for promoting students' ability to engage in text-based analyses of complex informational and argumentative texts.

Domain III—Oral and Written Communication

Competency 008—(Composition): Understand the characteristics of various genres of written text; apply knowledge of strategies for developing well-organized, engaging, written texts that achieve specific purposes for specific audiences; and apply knowledge of research-based strategies and best practices for promoting students' ability to develop well-organized, engaging, written texts that achieve specific purposes for specific audiences.

Competency 009—(Inquiry and Research): Demonstrate knowledge of strategies for conducting focused inquiry and research and presenting the results in an appropriate, responsible, and ethical manner and of research-based strategies and best practices for promoting students' ability to conduct focused inquiry and research and present the results in an appropriate, responsible, and ethical manner.

Competency 010—(Listening and Speaking): Demonstrate knowledge of strategies for critical listening and collaborative speaking and of research-based strategies and best practices for promoting students' skills in critical listening and collaborative speaking, including using differentiation strategies that are culturally and academically appropriate for all students.

Domain IV—Educating All Learners and Professional Practice

Competency 011—(Differentiation Strategies in Planning and Practice): Understand how to identify and implement developmentally and culturally appropriate strategies and data-driven practices to effectively teach and engage all learners.

Competency 012—(Culturally Responsive Practices): Understand how to identify and implement culturally responsive, developmentally appropriate practices to effectively teach and engage all learners.

TEGES Exam Framework for English Language Arts Grades 7-12 (231)

Domain I Integrated Language Arts, Diverse Learners and the Study of English

Competency 001—The teacher understands and applies knowledge of relationships among the language arts and between the language arts and other aspects of students' lives and learning.

Competency 002—The teacher is aware of the diversity of the student population and provides instruction that is appropriate for all students

Competency 003—The teacher understands the structure and development of the English language and provides students with opportunities to develop

related knowledge and skills in meaningful contexts.

Domain II Reading Processes and Skills for Reading Literary and Nonliterary Texts

Competency 004—The teacher understands reading processes and teaches students to apply these processes

Competency 005—The teacher understands reading skills and strategies for various types of nonliterary texts and teaches students to apply these skills and strategies to enhance their lifelong learning.

Competency 006—The teacher understands literary elements, genres and movements and demonstrates knowledge of a substantial body of literature.

Competency 007—The teacher understands strategies for reading literary texts and provides students with opportunities to formulate, express and support responses to literature.

Domain III Written Communication

Competency 008—The teacher understands and promotes writing as a recursive, developmental, integrative and ongoing process and provides students with opportunities to develop competence as writers.

Competency 009—The teacher understands effective writing and teaches students to write effectively in a variety of forms and for various audiences, purposes and contexts.

Domain IV Oral Communication and Media Literacy

Competency 010—The teacher understands principles of oral communication and promotes students' development of listening and speaking skills.

Competency 011—The teacher understands and teaches basic principles of media literacy and provides students with opportunities to apply these principles in interactions with media.

Science of Teaching Reading Standards

Texas Administrative Code

Chapter 235

Subchapter E

Rule §235.101

- (a) Science of Teaching Reading (STR) Standards.

The STR standards identified in this section are targeted for classroom teachers of early learners (birth through age eight). The standards address the discipline that deals with the theory and practice of teaching early reading. The standards inform proper teaching techniques, strategies, teacher actions, teacher judgements, and decisions by taking into

consideration theories of learning, understandings of students and their needs, and the backgrounds and interests of individual students. The standards are also aligned with the Texas Prekindergarten Guidelines and Chapter 110 of this title (relating to Texas Essential Knowledge and Skills for English Language Arts and Reading). The standards address early reading content knowledge in Prekindergarten-Grade 6, with an emphasis on Prekindergarten-Grade 3, in order to meet the needs of all early learners and address vertical alignment. Candidates in the following categories of classroom teachers will be assessed by the STR standards:

- (1) Early Childhood: Prekindergarten-Grade 3;
- (2) Core Subjects with Science of Teaching Reading: Early Childhood-Grade 6;
- (3) Core Subjects with Science of Teaching Reading: Grades 4-8;
- (4) English Language Arts and Reading with Science of Teaching Reading: Grades 4-8; and
- (5) English Language Arts and Reading/Social Studies with Science of Teaching Reading: Grades 4-8.

(b) Knowledge of Reading Development Components.

Classroom teachers identified in subsection (a) of this section demonstrate understanding of Kindergarten-Grade 6 Texas Essential Knowledge and Skills and the Texas Prekindergarten Guidelines pertaining to reading and apply knowledge of developmentally appropriate, research- and evidence-based assessment, and instructional practices to promote students' development of grade level skills within the following components of reading:

- (1) oral language development;
- (2) print awareness and alphabet knowledge;
- (3) phonological and phonemic awareness;
- (4) phonics (decoding and encoding);
- (5) reading fluency;
- (6) vocabulary development;
- (7) syllabication and morphemic analysis;
- (8) comprehension of literary text;
- (9) comprehension of informational text; and
- (10) beginning strategies and reading comprehension skills.

(c) Reading Pedagogy.

Classroom teachers identified in subsection (a) of this section demonstrate understanding of the principles of reading instruction and assessment and use a range of instructional strategies and assessment methods to promote students' development of foundational reading skills, including:

- (1) providing explicit, systematic instruction that is sequential and multimodal (e.g., sequential lessons, gradual release model,

- structured literacy);
- (2) implementing both formal and informal methods of measuring student progress in early reading development;
 - (3) implementing, designing, and executing developmentally appropriate, standards-driven instruction that reflect evidence-based best practices; and
 - (4) acquiring, analyzing, and using background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage all students in reading, including students with exceptional needs and English learners.

Science of Teaching Reading Exam Framework

Domain I—Reading Pedagogy

Competency 001—(Foundations of the Science of Teaching Reading): Understand foundational concepts, principles, and best practices related to the science of teaching reading.

Competency 002—(Foundations of Reading Assessment): Understand foundational concepts, principles, and best practices related to reading assessment.

Domain II—Reading Development: Foundational Skills

Competency 003—(Oral Language Foundations of Reading Development): Understand foundational concepts, principles, and best practices related to the development of oral language, including second-language acquisition, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level oral language skills.

Competency 004—(Phonological and Phonemic Awareness): Understand concepts, principles, and best practices related to the development of phonological and phonemic awareness, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level phonological and phonemic awareness skills.

Competency 005—(Print Concepts and Alphabet Knowledge): Understand concepts, principles, and best practices related to the development of print concepts and alphabet knowledge, including understanding of the alphabetic principle, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level print concepts and alphabet knowledge and their understanding of the alphabetic principle

Competency 006—(Phonics and Other Word Identification Skills): Understand concepts, principles, and best practices related to the

development of phonics and other word identification skills, including related spelling skills, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level phonics and other word identification skills and related spelling skills.

Competency 007—(Syllabication and Morphemic Analysis Skills): Understand concepts, principles, and best practices related to the development of syllabication and morphemic analysis skills, including related spelling skills, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level syllabication and morphemic analysis skills and related spelling skills.

Competency 008—(Reading Fluency): Understand concepts, principles, and best practices related to the development of reading fluency, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level reading fluency.

Domain III—Reading Development: Comprehension

Competency 009—(Vocabulary Development): Understand concepts, principles, and best practices related to vocabulary development, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level vocabulary knowledge and skills.

Competency 010—(Comprehension Development): Understand concepts, principles, and best practices related to the development of reading comprehension, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of reading comprehension strategies in order to gain, clarify, and deepen understanding of appropriately complex texts.

Competency 011—(Comprehension of Literary Texts): Understand concepts, principles, and best practices related to the comprehension of and critical thinking about literary texts, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of gradelevel comprehension and analysis skills for literary texts.

Competency 012—(Comprehension of Informational Texts): Understand concepts, principles, and best practices related to the comprehension of and critical thinking about informational texts, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level comprehension and analysis skills for informational texts.

Domain IV—Analysis and Response

Competency 013—(Analysis and Response): Analyze assessment data related to reading development in foundational reading skills and reading comprehension, and prepare an organized, developed written response based on the data and information presented.

ILA Standards

Standard I- Candidates demonstrate knowledge of the theoretical, historical, and evidence-based foundations of literacy and language and the ways in which they interrelate and the role of literacy professionals in schools.

Standard II- Curriculum and Instruction- Candidates use foundational knowledge to critique and implement literacy curricula to meet the needs of all learners and to design, implement, and evaluate evidence-based literacy instruction for all learners.

Standard III- Candidates understand, select, and use valid, reliable, fair, and appropriate assessment tools to screen, diagnose, and measure student literacy achievement; inform instruction and evaluate interventions; participate in professional learning experiences; explain assessment results and advocate for appropriate literacy practices to relevant stakeholders.

Standard IV- Candidates demonstrate knowledge of research, relevant theories, pedagogies, essential concepts of diversity and equity; demonstrate and provide opportunities for understanding all forms of diversity as central to students' identities; create classrooms and schools that are inclusive and affirming; advocate for equity at school, district, and community levels

Standard V- Candidates meet the developmental needs of all learners and collaborate with school personnel to use a variety of print and digital materials to engage and motivate all learners; integrate digital technologies in appropriate, safe, and effective ways; foster a positive climate that supports a literacy-rich learning environment.

Standard VI- Candidates recognize the importance of, participate in, and facilitate ongoing professional learning as part of career-long leadership roles and responsibilities.

Standard VII- Candidates apply theory and best practice in multiple supervised practicum/clinical experiences

Appendix B

Scientific data shows that being fully vaccinated is the most effective way to prevent and slow the spread of COVID-19 and has the greatest probability of avoiding serious illness if infected in all age groups. Although MSU Texas is not mandating vaccinations in compliance with Governor Abbot's executive orders, we highly encourage eligible members of our community to get a vaccination. If you have questions or concerns about the vaccine, please contact your primary care physician or health care professional. Given the recent rise in cases, individuals are also strongly encouraged to wear facial coverings when indoors among groups of people, regardless of vaccination status. Although MSU Texas is not currently requiring facial coverings, they have been an effective strategy in slowing the spread.

Appendix C

Teacher Education Program Requirements

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 and graduate 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 information, 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. Teacher 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.

Course Calendar

Week	Activities/Assignments/Exams	Due Date
Week 1 1/10-1/16	Boot Camp Key Assessments, Certify Teacher sign up and plan, Standards Background checks, Child Safety Training Chapter 1 & 2- Read and Complete Textbook Activities Co-Teaching Model	Sunday 11:59 PM Certify Teacher Sign Up Verification
Week 2 1/17-1/23	Chapter 11- Foundations and Unit Planning Read and Complete Textbook Activities Unit Plan Discussion Chapter 3 -Teaching about MUGS and Vocabulary Read and Complete Textbook Activities	Sunday 11:59 PM Certify Teacher Personal Plan
Week 3 1/24-1/30	Chapter 5-Writing- Writing Process Read and Complete Textbook Activities 5 Brushstrokes: Poetry & other modes/genres	
Week 4 1/31-2/6	Chapter 6 - Writing Assessments- Constructed Response, rubrics holistic/analytic Read and Complete Textbook Activities	Sunday 11:59 PM Constructed Response
Week 5 2/7-2/13	Chapter 7 & 10- Reading Read and Complete Textbook Activities Genres, assessment	
Week 6 2/14-2/20	Chapter 8- Reading Teaching Shakespeare Read and Complete Textbook Activities	In-class notebook check-(75 points)
Week 7 2/21-2/27	Field Observations	
Week 8 2/28-3/6	Field Observations/ Co-teaching	
Week 9 3/7-3/13	Field Observations/ Co-teaching	Sunday 11:59PM Unit Part 1&2
Week 10 3/14-3/20	Spring Break	
Week 11 3/21-3/27	Field Observations/ Teaching	Sunday 11:59 PM Unit Part 3
Week 12 3/28-4/3	Field Observations/Teaching	Sunday 11:59 PM Unit Part 4

Week	Activities/Assignments/Exams	Due Date
Week 13 4/4-4/10	Field Observations/ Teaching	Sunday 11:59 PM Unit Part 5
Week 14 4/11-4/17	Field Observations/ Teaching	No class on Thursday, 4/14
Week 15 4/18-4/24	Field Observations/ Teaching	Sunday 11:59 Final Unit Plan (using the external link/TK20)
Week 16 4/25-5/1	Field Observations/ Teaching 4/25 Class 5/1 Chapter 12 Read and Complete Textbook Activities	Notebook final Due In Class 5/1 The following is due 5/1 by 11:59PM Field Observation Portfolio Due in TK20 Timelog Documentation Due in D2L Certify Teacher Completed

Notice

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor with notice. Any changes will be posted on the D2L News Item for the course.