Course Syllabus: Content Literacy
Gordon T. & Ellen West College of Education
READ 4403 Section 201
Spring 2024
Tuesdays/Thursdays 8:00am-9:20am

Contact Information
Instructor: Dr. Suzanne F. Lindt
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Office Hours: Tues 11:00am-12:00pm, 2:00-3:00pm; Wed 12:00pm-2:00pm;
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Instructor Response Policy
Instructor will respond to email and voicemail messages by noon each weekday and at least once over weekends and holidays.

Course Description
This is a field-based course utilizing the integration of literacy strategies in all areas of certification. Candidates will learn methodology of expanding critical analysis of content areas.

Textbook & Instructional Materials
Vacca, R. T., Mraz, M., & Vacca, J. A. (2021). *Content Area Reading: Literacy and Learning Across the Curriculum* (13th ed.). Pearson Education Inc.: Hoboken, NJ. ISBN-13: 9780136912170

Required Technology
All students must have Internet access and the following technology applications: Google docs, Word Processing software.

Course Objectives/Standards
Students will demonstrate the skills needed to use a wide range of curriculum materials in effective reading instruction for learners at different stages of reading and writing development and from differing cultural and linguistic backgrounds. As a result, they will be able:

- To prepare lessons using strategies to enable all students to learn in various

content areas.
- To prepare and teach learning strategies designed to help students who have difficulty reading in the content areas.
- To be knowledgeable of varied strategies useful in supporting secondary content reading.
- To be aware of the important role a secondary teacher plays in helping readers
  continue their progress.
- To learn critical components of reading in relation to content text reading.
- To learn how to support writing in relation to content reading.
- To learn how to assess text for readability and user friendliness.

See Appendix A for a complete list of standards/competencies (if applicable)

Student Handbook

Refer to: Student Handbook

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Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given).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

Since writing, analytical, and critical thinking skills are part of the learning outcomes of this course, all writing assignments should be prepared by the student. Developing strong competencies in this area will prepare you for a competitive workplace. *Therefore, AI-generated submissions **are not** permitted and will be treated as plagiarism.*

Grading Assessment

Assignments	Percentage
Co-teaching Practice & Reflection (2)	10%
Observations (2)	5%
Lesson Plans (2)	10%
Lesson Evaluations	30%
Reading Checks and Activities (10)	20%
ELL Portfolio (3 parts)	10%
Professionalism (2 grades)	10%
Observation Hours (20 total)	5%
Total Points	100%

Table 2: Total points for final grade.

Grade	Percent
A	90% or Greater
B	80% to 89.9%
C	70% to 79.9%
D	60% to 69.9%
F	Less than 60%

Co-Teaching & Reflection
Within the first few weeks of your field experience, you will be required to use one of the co-teaching strategies during a lesson. You will reflect on the experience and how this will help you teaching during the semester.

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)

Observations
During the first few weeks of your field experience you will complete two observations to get to know more about the classroom you will be working in throughout the semester. Details for each observation will be shared on D2L.

Logging Hours in TK20
Part of the requirement for this course is that you log at least 20 hours in the field. You will be assigned to a teacher in your certification area where you will conduct observations, co-teaching, and teaching with observations. Each time you are in the field, you need to log your time in TK20 and send to your classroom teacher for approval. Be sure to include a description of what you do each time (i.e. helped with small groups).

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.

Lesson Plans
Using the provided template in D2L, you will write two complete lesson plans that you will teach in your assigned field placement. The first lesson plan will be worth 40% and the second lesson plan will be worth 60%.

Reading Checks
To check your comprehension of the textbook chapters, you will complete an online quiz on assigned class meeting weeks prior to Tuesday class. The purpose of these reading checks is to ensure that you have prepared for class. You will have a total of reading checks to be completed throughout the semester. The lowest grade will be dropped.

Lesson Evaluation
You will teach 2 complete lessons on your own in your assigned field placement. The first lesson plan will be worth 30% and the second lesson plan will be worth 70%.

Activities
Prior to class, you will often have assignments to complete. These assignments are formative assessments to check students' understanding of knowledge on each of the topics covered. Students are provided with different types of questions or tasks they are required to answer based on readings, in-class activities, and lectures.

ELL Portfolio
The ELL Portfolio is comprised of three parts to help you become familiar with the ELPS and strategies for teaching ELL students. Part I is comprised of three quizzes (25%), Part II requires that you document ELL strategies for teaching (25%), and Part III requires that you design a lesson plan, and then record a video of you teaching your lesson to a student (50%). This is a required assessment and must be submitted throughout the course and as a final portfolio through TK20.

TK20 and Documents
Time logs will be submitted through TK20 and validated by your mentor teacher. You will submit your first time log check as a screen shot ½ way through the course and the final time log at the end of the course. You are required to have at least 20 hours of observations during the course. Incomplete or missing time logs not submitted will result in an incomplete or failure for READ 4403.

Professionalism
Students are expected to be in class on assigned days, submit assignments on time, and respond to communication from the professor. Students who miss class, leave early, show up late, or fail to respond to emails, will have points deducted for professionalism. Students who do not maintain professional

behavior and dress at the school will also lose points. A grade will be given ½ way through the course and again at the end of the course. Unprofessionalism or dismissal from the school site will result in a READ 4403 failure and a fitness alert.

Late Work

Assignments are expected to be turned in by the due date. 50% of the total points will be deducted if submitted after the due date, and any assignment submitted more than one week late will not be accepted. **Arrangements must be made at least two days in advance for any exceptions to be given.**

Important Dates

Last day for term schedule changes: January 16-19. Check date on [Academic Calendar](#).
Deadline to file for May graduation: February 12. Check date on [Academic Calendar](#).
Last Day to drop with a grade of "W:" March 25. Check date on [Academic Calendar](#).
Refer to: [Drops, Withdrawals & Void](#)

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.

Course Delivery Method and Attendance Policy
This course is delivered via face-to-face at the university campus, and face-to-face at your assigned k-12 campus. Access to the MSU D2L online management system will be made available to each student. 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.

Students are expected to attend all meetings of the classes in which they are enrolled. Although in general students are graded on intellectual effort and performance rather than attendance, absences may lower the student's grade where class attendance and class participation are deemed essential by the faculty member. A tentative course schedule has been posted on D2L. All course content, assignments, and due dates have been outlined.

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 (3) are considered evidence of lack of dependability, and are taken seriously. Candidates will receive a grade of F on the third absence. If a candidate is taking 'blocked' courses that are taught at a Professional Development School, requiring field experience, the candidate will be dropped with an F from those classes as well.

Online Computer Requirements
Taking this 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 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 class page 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**.**

Instructor Class Policies
Students are expected to assist in maintaining a classroom environment which is conducive to learning. To ensure that all students have the opportunity to gain from time spent in class, unless otherwise approved by the instructor, students are prohibited from engaging in any form of distraction—this includes, but is not

limited to, pagers and cell phones. Electronic communications devices will be turned off anytime the class member is in the school building—in our classroom or in a field experience classroom. Inappropriate behavior in the classroom shall result, minimally, in a request to leave class and 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 teaching dispositions, 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 excessive absences, 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.

Inclement Weather
In the case of campus closure due to inclement weather, please log on to D2L to check whether any changes will be made to course assignments and due dates. Changes will be posted in the NewsFeed on D2L and will be emailed to students. Depending on the date, online assignments may be required to complete if meeting face to face is not possible.

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) 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.

College Policies

Campus Carry Rules/Policies
Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit: Campus Carry Rules and Policies.

Active Shooter
The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit Safety / Emergency Procedures. Students are encouraged to watch the video entitled "*Run. Hide. Fight.*" which may be electronically accessed via the University police department's webpage: *"Run. Hide. Fight."*

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

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

Course Schedule READ 4403

Week	Dates	Activities/Assignments/Exams	Due Date
Week 1	1/16, 1/18	• Orientation and Syllabus • **Background Check** • **Child Protection Training** • **Availability - Google Form**	 1/18 1/18 1/18
Week 2	1/23, 1/25	• **Reading Check 1** • Chapter 1 • Bloom's Taxonomy, TEKS, CCRS, Objectives • **Activity 1 – Unpacking TEKS** • Chapter 2 • ISTE Standards	1/23 1/23
Week 3	1/30, 2/1	• **Reading Check 2** • Chapter 3 • Culturally Responsive Pedagogy, SIOP • **ELL Portfolio – Part I** • Chapter 5 • **Activity 2 -Lesson Plan Review**	1/30 1/30 2/1
Week 4	2/6, 2/8	• NO CLASS - Observations in the field	
Week 5	2/13, 2/15	• NO CLASS - Observations in the field • **Observation Reflection 1**	 2/13
Week 6	2/20, 2/22	• NO CLASS - Observations in the field • **Observation Reflection 2**	 2/22
Week 7	2/27, 2/29	• **Reading Check 3** • Chapter 6 • **Initial Observation Hours Approval** • Chapter 7 • Co-Teaching Model	2/27 3/1
Week 8	3/5, 3/7	• NO CLASS -Co-Teaching in the Field • **Co-Teaching Reflection 1**	 3/7

Week	Dates	Activities/Assignments/Exams	Due Date
		• **ELL Portfolio – Part II**	3/7
		• SPRING BREAK	
Week 9	3/19, 3/21	• NO CLASS - Co-Teaching in the Field • **Co-Teaching Reflection 2**	3/21
Week 10	3/26	• **Reading Check 4** • Chapter 8 • **Activity 3 – Lesson Plan Critique**	3/26 3/28
Week 11	4/2, 4/4	• NO CLASS - Observations in the field • **Lesson Plan 1 Due** • Sign up for Pre-Conference • Sign up for Observation 1	4/2
Week 12	4/9, 4/11	• NO CLASS - Observations in the field • Sign up for Post-Conference • **Submit Lesson Reflection 1**	4/11
Week 13	4/16, 4/18	• **Reading Check 5** • Chapter 9 • **Activity 4 – Writing Assignment** • Chapter 10	4/16 4/18
Week 14	4/23, 4/25	• **Reading Check 6** • Chapter 11 • NO CLASS 4/25 • Sign up for Pre-Conference • **Lesson Plan 2 Due** • Sign up for Observation 2	4/23 4/25
Week 15	4/30, 5/2	• NO CLASS - Observations in the field • **ELL Portfolio – Part III** • **Submit Lesson Reflection 2** • Sign up for Post-Conference • **Final Observation Hours Approval**	 5/2 5/2 5/3
Week 17	5/9	• NO CLASS	

References/Standards

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.

International Reading Association (2018). Standards for Reading Professionals: A Reference for the Preparation of Educators in the United States. Newark, DE.

Pratt, S. M., Coleman, J. M., & Dantzler, J. A. (2022). A mixed-methods analysis of fourth-graders' comprehension and their reported strategies for reading science texts. Literacy Research and Instruction, 1–33. https://doi.org/10.1080/19388071.2022.2039334

Siebert, D. K., Draper, R. J., Barney, D., Broomhead, P., Grierson, S., Jensen, A. P., Nielson, J., Nokes, J. D., Shumway, S., & Wimmer, J. (2016). Characteristics of literacy instruction that support reform in content area classrooms. Journal of Adolescent & Adult Literacy, 60(1), 25–33. https://doi.org/10.1002/jaal.526

Steven Kushner & Nathan C. Phillips (2020) Mentoring Preservice Teachers in Disciplinary Literacies: A Model of Content Area Literacy Instruction, The New Educator, 16:3, 229-246, DOI: 10.1080/1547688X.2019.1672844

Suh, Y., & Hinton, K. V. (2020). Navigating disciplinary boundaries: Two stories of collaborative teaching in English and Social Studies. Action in Teacher Education, 43(3), 321–338. https://doi.org/10.1080/01626620.2020.1726836

Appendix A: Standards/Competencies

Domain II- Literature, Reading Processes and Skills for Reading Literary and Nonliterary Texts

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

A.   Understands and promotes reading as an active process of constructing meaning (e.g., knows how readers' backgrounds and experiences influence meaning).
B.   Understands reader response and promotes students' responses to various types of text.
C.   Knows how text characteristics and purposes for reading determine the selection of reading strategies and teaches students to apply skills and strategies for reading various types of texts for a variety of purposes.
D.   Knows how to use, and teaches students to use, word analysis skills (e.g., graphophonics, semantics), word structure (e.g., affixes and roots), word order (syntax) and context for word identification and to confirm word meaning.
E.   Demonstrates an understanding of the role of reading fluency in reading comprehension and knows how to select and use instructional strategies and materials to enhance students' reading fluency.
F.   Knows and applies strategies for enhancing students' comprehension through vocabulary study.
G.   Understands and teaches students comprehension strategies to use before reading (e.g., predicting, recalling prior knowledge), during reading (e.g., note taking, mapping, paired reading) and after reading (e.g., retelling, summarizing, responding).
H.   Understands the role of visualization, metacognition, self-monitoring and social interaction in reading comprehension and promotes students' use of these processes.
I.   Understands levels of reading comprehension and strategies for teaching literal, inferential, creative and critical comprehension skills.
J.   Knows how to intervene in students' reading process to promote their comprehension and enhance their reading experience (e.g., using questioning, guiding students to make connections between their prior knowledge and texts).
K.   Knows how to provide students with reading experiences that enhance their understanding of and respect for diversity and guides students to increase knowledge of cultures through reading.
L.   Knows how to use technology to enhance reading instruction.
M.   Demonstrates an understanding of informal and formal procedures for monitoring and assessing students' reading, such as using reading- response journals.
N.   Uses assessment results to plan and adapt instruction that addresses students' strengths, needs and interests and that builds on students' current skills to increase their reading proficiency.

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.

A.   Demonstrates knowledge of types of nonliterary texts (e.g., textbooks, newspapers, manuals, electronic texts, memoranda) and their characteristics.
B.   Understands purposes for reading nonliterary texts (e.g., for information, for pleasure), reading strategies associated with different purposes and ways to teach students to apply appropriate reading strategies for different purposes.
C.   Knows strategies for monitoring one's own understanding of nonliterary texts and for addressing comprehension difficulties that arise (e.g., by rereading, using other resources, questioning) and knows how to teach students to use these strategies.
D.   Demonstrates knowledge of skills for comprehending nonliterary texts (e.g., identifying main ideas and supporting details, summarizing, making inferences, drawing conclusions, analyzing historical and contemporary contexts) and knows how to provide students with opportunities to apply and refine these skills.
E.   Understands types of text organizers (e.g., overviews, headings, tables of contents, graphic features) and their use in locating and categorizing information.
F.   Demonstrates knowledge of types of text structure (e.g., chronological order, compare/contrast, cause/effect) and strategies for promoting students' ability to use text structure to facilitate comprehension of nonliterary texts.
G.   Knows strategies for helping students increase their knowledge of specialized vocabulary in nonliterary texts and for facilitating reading comprehension (e.g., creating graphic organizers, using study strategies such as skimming and scanning, note taking and outlining).
H.   Knows how to locate, retrieve and retain information from a range of texts, including interpreting information presented in various formats (e.g., maps, graphs) and uses effective instructional strategies to teach students these skills.
I.   Knows how to evaluate the credibility and accuracy of information in nonliterary texts, including electronic texts, and knows how to teach students to apply these critical-reading skills.
J.   Demonstrates an understanding of the characteristics and uses of various types of research tools and information sources and promotes students' understanding of and ability to use these resources.
K.   Understands steps and procedures for engaging in inquiry and research and provides students with learning experiences that promote their knowledge and skills in this area.
L.   Demonstrates an understanding of informal and formal procedures for monitoring and assessing students' reading of nonliterary texts.
M.   Uses assessment results to plan and adapt instruction that addresses students' strengths, needs and interests and that builds on students' current skills to increase their proficiency in reading nonliterary texts.

Appendix B: Conceptual Framework Overview

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

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

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 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. 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.

Appendix C: Note about COVID

Scientific data shows that being fully vaccinated is the most effective way to prevent and slow the spread of COVE-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.