

**READ 4233-101 Methods of Teaching Intermediate-Secondary Reading
Fall 2025**

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

Class Meets

Bridwell Hall Room 109
Tuesdays & Thursdays 9:25 AM- 11:05 AM

Instructor/Contact Information:

Christina Wickard, PhD
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Office Hours: Tuesdays & Thursdays 11:30 AM-1:30PM, Wednesdays 9:00-10:00 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

Gehsmann, K., & Templeton, S. (2021). *Teaching Reading and Writing: The Developmental Approach, 2nd Ed.* Pearson

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

READ 4233 builds mastery of the following competencies/learning outcomes (Competencies are aligned to the TExES Examination Frameworks/Standards for 4-8 & 7-12, STR, TAC Educator Standards, Technology Standards for Teachers, INTASC, and the National Council for the Teachers of English and International Literacy Association, Knowledge and implementation 4-12 TEKS, and ELPS, standards geared instruction and developmentally appropriate practices are required:

Course Objectives

Objectives	Assessments, Assignments
The candidates will use their knowledge of research-based strategies to plan and implement effective, standards-based instruction for reading, vocabulary and the study of literature to promote learning for all students.	Lesson Plan and Delivery with TTESS Observation Unit Plan Certify Teacher Reading Text/class Activities
The candidates will design and implement appropriate assessments for reading, vocabulary, and the study of literature to promote learning for all students.	Lesson Plan and Delivery with TTESS Observation Unit Plan Certify Teacher Reading Text/Class Activities
The candidates will plan and implement effective, standards-based instruction for composing texts (oral, written, and visual) to promote learning for all students.	Lesson Plan and Delivery with TTESS Observation Certify Teacher Unit Plan Writing Text/Class Activities
The candidates will design and implement appropriate assessments for composing texts (oral, written, and visual) to promote learning for all students.	Lesson Plan and Delivery with TTESS Observation Unit Plan

Objectives	Assessments, Assignments
	Certify Teacher Constructed Response Writing Text/class Activities
The candidates will plan, implement, assess, and reflect on research-based, instruction that increases motivation and active student engagement, and responds to students' needs.	Lesson Plan and Delivery with TTESS Observation Lesson Reflections (in Field Observation Portfolio) Post-Observation Reflection Conferences Unit Plan Certify Teacher Co-Teaching Log

Course assignments are aligned to the following: [TExES ELAR 4-8 271 Exam Framework](#), the [TExES 7-12 331 Exam Framework](#), and the [Texas Essential Knowledge and Skills, English Language Proficiency Standards](#), and the [College and Career Readiness Standards](#). Students in the program follow the *TEACHER STANDARDS, Texas Administrative Code, Chapter 149, Subchapter AA, §149.1001*). For a complete list of standards and alignment see D2L folder.

Note: Ideas and opinions expressed in course materials are those of the respective authors and do not imply endorsement by the professor or university.
See D2L for Complete Standards.

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](#)

Table 1- Assignments and Points-

Certification Test Prep and Plan	50
Timelogs Documentation (includes 1 st 15 Days)	50
First 15 Days Reflection	50
Unit Plan Parts (5 @ 20)	100
Constructed Responses	50
Writing & Reading Module	50
Unit Plan Final (TK20)	100
Classroom Notebook (Reading/Writing Text/Class Activities)	150
Field Observation Portfolio (TK20)	100
Total Points	700

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.

Textbook Assignments, Reading and Writing Classroom Activities

As stated above you will need to complete all readings and keep notes over the text. You will turn in all classroom activities completed in the classroom as well as the assigned textbook activities. A chart for the textbook activities is in D2L and the due dates for the class and textbook activities are posted below in the calendar. To complete the classroom activities, you must be in attendance. These activities include, but are not limited to the following topics,

TEKS and ELPS mapping and analysis; ethics cases, language arts strands pedagogy, with an emphasis on reading instruction and assessment.

Reading Module

You will be completing a targeted module for reading and writing instruction that focuses on teaching and assessing developing readers and writers as well as characteristics and skill development.

Constructed Response: Reading

You will assess a student artifact focusing on reading comprehension in which you will compose a response that, among other things, addresses the student's strengths and weaknesses and provides an intervention strategy and an assessment of its efficacy. This will be discussed in detail in class and also will be provided in D2L.

Field Experience Observation and Reflection 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 university supervisor-observed lessons (lesson topics and dates will be determined by your mentor teacher)

Lesson Reflections: a reflection is required for each lesson that you have taught. Use your own experiences and lesson feedback in the post-observation conferences (from cooperating teacher and university instructor) to guide your data driven reflections.

TTESS Observation Forms: a copy of your observation completed by your university supervisor will be provided to you at your post-observation reflection conference. You will provide your mentor with a copy and you will include a copy in your portfolio signed by your mentor, university supervisor and yourself.

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)

Failure to complete and upload legible and complete documentation for the above mentioned to TK20 will result in an Incomplete for the course unless you are otherwise failing.

Certification Test Preparation and Documentation

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 WCoEPS handbook. The study modules contain very important information that will complement the classroom instruction that you are receiving; therefore, utilize the information for improving your knowledge and skills and not just for test prep. [Certification Exam Policy](#)

In this course you will need to complete the WCoEPS requirements for ELAR 7-12, 4-8 and STR- whichever is your certification area. Failure to complete and upload documentation to D2L will result in an Incomplete for the course unless you are otherwise failing.

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 in TK20 near the end of the course. If this is not uploaded to TK20 you will receive an Incomplete in the course unless you are failing otherwise and in that situation you will receive an F for the course. Detailed activity instructions will be provided in class.

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 at least half of which need to be when you are engaged in instructional activities and coded as such. 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, and signed observations forms are what you include in your portfolio for the class and must be uploaded to TK20. Failure to complete any of these tasks or documentation of will result in either a failing grade or an “Incomplete.” In order to begin clinical teaching, you must have earned no fewer than 50 hours of field observation time and at least half of that must be considered instructional time. We build this time in your foundational and methods courses, but you are ultimately responsible for keeping track of this and making sure you get your time completed.

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, at least half of which need to be when you are engaged in instructional activities and coded as such. You will also complete a first 15 days observation experience and a reflection which will be uploaded to Tk20 with a corresponding timelog. 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. If you do not complete your timelogs and reflections that reflect the required number of hours and experiences, you will receive an Incomplete in the course unless you are failing otherwise and in that situation you will receive an F for the course.

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) exists 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

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](#).

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.

Inclement Weather: In the event that the university is closed for a short time due to inclement weather, course work that is posted in the course calendar is still due unless a notification is posted in D2L on the News page stating otherwise. In most cases courses will not be offered digitally synchronously unless the closing extends beyond a brief period and is otherwise noted on the D2L News page. Students enrolled in courses with observations, internships, and field work, will follow their placement district's schedule.

Late Work

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

Incomplete "I" Grade Designation

If you receive an Incomplete for the course due to unforeseen circumstances or because you did not complete one of the required WCOEPS or TEA assessments/activities or upload correctly to TK20, you will be notified only once. Neither the registrar nor your instructor will send reminders. It is your responsibility to download the necessary materials from D2L before the course closes and to contact your instructor for guidance on submitting the work to remove the Incomplete. The "I" will become an "F" two weeks after the course is complete (into the next long semester) if the required assignment is not complete and documented in TK20.

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.

Acceptable Use of Artificial Intelligence (AI) Tools:

AI is an amazing tool and can be a powerful reference and resource; however, it should be used as a reference/resource only. Passing another person or entity’s work off as your own is dishonest and can also prevent you from properly learning the material you should in this course. Therefore, using AI to compose/create your assignments for you will not be tolerated. Assignments in which the professor suspects the majority was composed by AI will receive a zero. If a student receives a zero, the student may resubmit the work, revised in their own writing for half credit. The following are acceptable ways to use AI in this course but a citation must be provided to give credit to the AI program used:

- providing you an example answer to a question as resource (put answer into your own words)
- give you a template or provide you a format to follow
- assist with wording difficult concepts (then put into your own words for your assignment)
- researching topics to give you additional information or other viewpoints on a topic
- ideas for lesson activities

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.

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

Appendix A

Additional Information

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."](#)

Obligation to Report Sex Discrimination under State and Federal Law: Midwestern State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. State and federal law require University employees to report sex discrimination and sexual misconduct to the University’s Office of Title IX. As a faculty member, I am required to report to the Title IX Coordinator any allegations, personally observed behavior, or other direct or indirect knowledge of conduct that reasonably may constitute sex discrimination or sexual misconduct, which includes sexual assault, sexual harassment, dating violence, or stalking, involving a student or employee. After a report is made, the office of Title IX will reach out to the affected student or employee in an effort to connect such person(s) with resources and options in addressing the allegations made in the report. You are also encouraged to report any incidents to the office of Title IX. You may do so by contacting:

Laura Hetrick
Title IX Coordinator
Sunwatcher Village Clubhouse
940-397-4213
laura.hetrick@msutexas.edu

You may also file an online report 24/7 at [Online Report Form](#)

Should you wish to visit with someone about your experience in confidence, you may contact the MSU Counseling Center at 940-397-4618. For more information on the University’s policy on Title IX or sexual misconduct, please visit [this link to view the policy online](#)

Appendix B

Teacher Education Program Requirements

Clinical experiences at the WCOEPS, 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 WCOEPS undergraduate and graduate programs and are designed and implemented through collaboration with school district and community partners. WCOEPS teacher candidates gain essential knowledge, skills, and dispositions through observations and teaching opportunities in a wide variety of settings (e.g. urban/rural, SES, special needs, race/ethnicity). WCOEPS 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 three times (beginning, middle, end) during their program in Educational Psychology, Professional Methods Block A,B and Clinical Teaching.

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. Teachers candidates are required to plan, implement, and assess student learning within a unit of study. The Midwestern Impact on Student Learning (MISL) measures content knowledge, pedagogical knowledge, and effect on student learning.

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.

*In the calendar below, bold items indicate assignments/tasks that are to be uploaded to D2L by the date to the right.

Course Calendar

Week	Activities/Assignments/Exams	Due Date
Week 1	Key Assessments, Certify Teacher; Stndrds Background checks, Child Protection Training , Ethics, Co-Teaching Model Chapter 1 & 2- Read and Complete Textbook Activities Certify Teacher Sign Up Verification	Sunday 8/31 11:59 PM
Week 2	Chapter 11- Foundations and Unit Planning Read and Complete Textbook Activities; Unit Plan Chapter 3 -Teaching about MUGS and Vocabulary Read and Complete Textbook Activities Certify Teacher Personal Plan- D2L	Sunday 9/7 11:59 PM
Week 3	Chapter 5-Writing- Writing Process Read and Complete Textbook Activities 5 Brushstrokes: Poetry & other modes/genres	Sunday 9/14 11:59 PM
Week 4	Chapter 6 - Writing Assessments- Constructed Response- D2L Rubrics-holistic/analytic Read and Complete Textbook Activities	Sunday 9/21 11:59 PM
Week 5	Chapter 7 & 10- Reading Read and Complete Textbook Activities Genres, assessment	Sunday 9/28 11:59 PM

Week	Activities/Assignments/Exams	Due Date
Week 6	Chapter 8- Reading Teaching Shakespeare Read and Complete Textbook Activities	Sunday 10/5 11:59 PM
Week 7	Field Observations/ Observe Chapter 4- Reading and Responding Read and Complete Textbook Activities	Sunday 10/12 11:59PM
Week 8	Field Observations/ Co-teaching Reading/Writing Module- D2L	Friday 10/19 11:59 PM
Week 9	Field Observations/ Co-teaching Unit Plan Part 1&2- D2L	Sunday 10/26 11:59PM
Week 10	Field Observations/ Teaching Chapter 9 Read and Complete Textbook Activities	Sunday 11/2 11:59PM
Week 11	Field Observations/Teaching Unit Part 3&4- D2L	Sunday 11/9 11:59 PM
Week 12	Field Observations/ Teaching Unit Part 5- D2L	Sunday 11/16 11:59 PM
Week 13	Field Observations/Teaching Final Unit Plan (to TK20)	Sunday 11/23 11:59 PM
Week 14	Field Observations/ Wrap Up Chapter 12 Read and Complete Textbook Activities Completed Timelog Screenshots Documentation Due in D2L	Tuesday 12/2 11:59 PM

Week	Activities/Assignments/Exams	Due Date
Week 15	Field Observation Portfolio Due in TK20 Certify Teacher Completed- documentation uploaded to D2L	Sunday 12/7 11:59 PM
Week 16	Finals Week Week 16 and 17 may be used for field observation hours in the event that inclement weather or other issues caused school closures that resulted in block students not completing their required hours.	

Notice

Due to the nature of school placement, this calendar will likely change. 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 in D2L.