



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

READ 4233

Spring 2019

**Instructor/Contact Information**

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**Required Text:** 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.

Syllabus, handouts, announcements will be posted on D2L/BRIGHTSPACE. (Go to

[www.mwsu.edu](http://www.mwsu.edu)) You must check D2L at least 2 times a week and remain active in the course.

**Catalog/Course Description:** Assessment and models of instructional planning, emphasis on learning with technology and the models of instruction. Field experience required.

**Conceptual Framework Overview**

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

- **Learner Development - understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and design and implements developmentally appropriate and challenging learning experiences.**

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

**TEXES Preparation:** All students in this course are required to pass the Certified Teacher Test to pass the course.

**Course Objectives based upon the State Standards:**

The goals of the course is based on the NCTE Standards for Initial Teacher Preparation Standards 7-12 and the TExES English Language Arts and Reading Standards.

**Standards/Objectives:**

NCTE Standards for Initial Teacher Preparation Standards 7-12

Content Pedagogy: Planning Literature and Reading Instruction in ELA

III. Candidates plan instruction and design assessments for reading and the study of literature to promote learning for all students.

Content Pedagogy: Planning Composition Instruction in ELA

IV. Candidates plan instruction and design assessments for composing texts (i.e., oral, written, and visual) to promote learning for all students.

Learners and Learning: Implementing English Language Arts Instruction

V. Candidates plan, implement, assess, and reflect on research-based instruction that increases motivation and active student engagement, builds sustained learning of English language arts, and responds to diverse students' context-based needs.

Professional Knowledge and Skills

VI. Candidates demonstrate knowledge of how theories and research about social justice, diversity, equity, student identities, and schools as institutions can enhance students' opportunities to learn in English Language Arts.

VII. Candidates are prepared to interact knowledgeably with students, families, and colleagues based on social needs and institutional roles, engage in leadership and/or collaborative roles in English Language Arts professional learning communities, and actively develop as professional educators.

TExES English Language Arts and Reading

English Language Arts and Reading 7–12

Standard IV: English language arts teachers 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. English Language Arts and Reading 7–12

Standard V: English language arts teachers 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. English Language Arts and Reading 7–12

Standard VI: English language arts teachers 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. English Language Arts and Reading 7–12

Standard VII: English language arts teachers 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. English Language Arts and Reading 7–12

Standard VIII: English language arts teachers in grades 7–12 understand oral communication and provide students with opportunities to develop listening and speaking skills. English Language Arts and Reading 7–12

Standard IX: English language arts teachers 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.

### **Human Diversity Standards**

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

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

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

**Assessment:** Student performance of knowledge and skills will be formally assessed by Certified Teacher Test (pass/fail), dispositions (pass/fail), thematic unit (rubric provided), literature circles (rubric provided), and a lesson plan portfolio (rubric provided).

### **Calendar:**

TBA - See attached.

### **Field Experience Portfolio:**

The intern will prepare and organize a portfolio which documents the intern's experience in the public school classroom. The portfolio will also be submitted electronically via TK20.

- **Field Experience Portfolio**
  - **Table of Contents**
  - **Lesson Plans:** lesson plans for four lessons (lessons will be determined by your mentor teacher)
  - **Lesson Reflections:** a reflection is required for each lesson. Use your own experiences and lesson feedback (from cooperating teacher and university instructor) to guide your data driven reflections.
  - **Summary of Field Experience:** summary of the overall field experience
  - **Student Artifacts:** examples of pupils' work
  - **Field Experience Validation:** a time log AND a validation slip signed by the classroom teacher
  - **Mentor Evaluation Form:** see mentor letter for instructions (include **unopened** and signed envelope in portfolio)

**Grading Procedures:**

<b>Assignment</b>	<b>Percentage/Points</b>
Text Discussions (12)	36
Certify Teacher PPR	10
Certify Teacher Content	10
Portfolio	15
Field Reflections	9
Time Log	5
Unit Plan	10

**Attendance Policy:**

Be on time and don't leave early. Students who arrive after class or field work has started or leave before it ends will be counted absent. Class and field attendance and promptness to class are crucial to successful completion of this course. Points will be deducted for each absence as follows: 1 absence = 2 points from final grade; 2 absences = an additional 3 points from final

grade; 3 absences = an additional 5 points from final grade; 4 absences = dropped from the class. For example, if you have two absences, five points will be deducted from your final grade.

### **Other Class Policies:**

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

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

### **Senate Bill 11**

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

This does not extend to the WFISD campuses.

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

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

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

### **Additional Readings:**

*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

*The Kappan*: Phi Delta Kappa

Additional Important Information for WCOE teacher candidates:

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

### **Dispositions**

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

- Candidates respect learners' differing strengths and needs and are committed to using this information to further each learner's development.
- Candidates believe that all learners can achieve at high levels and persist in helping each learner reach his/her full potential.
- Candidates are committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.
- Candidates realize that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. He or she keeps abreast of new ideas and understandings in the field.
- Candidates value flexible learning environments that encourage learner exploration, discovery, and expression across content areas.
- Candidates are committed to using multiple types of assessment processes to support, verify, and document learning.

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

- Candidates are committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.
- Candidates take responsibility for student learning and use ongoing analysis and reflection to improve planning and practice.
- Candidates actively share responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.

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

### **Data Literacy Assignment**

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

### **Lesson Planning**

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

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

1. Questions and concerns listed in the directions given to you by your instructor
2. Setting purposes ("Today we will be...I want you to...because you will...")
3. Method(s) for engaging students in the lesson
4. Any questions asked during the lesson should be in **bold**
5. Higher order thinking reflected in questions
6. Instructional Strategies: Modeling, Discussion, "Hands-on", Inquiry, etc.
7. Grouping: when and how
8. Instruction that addresses learners' needs (ELLs, Special Education, 504, Gifted, Struggling Learner)
9. Closure

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

### **Unit Plan**

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

### **Co-Teaching**



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

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

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

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

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

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

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

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

### **MISL- Midwestern Impact on Student Learning**

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

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

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

