

Education 310: Methods and Materials for Teaching Language Arts

University of Wisconsin – Stevens Point

3 credits

Section 1: Tuesdays 2:00-4:30 Rm CCC 234 & Monday Seminar 2:00-3:00 Rm CPS 116

Section 2: Thursdays 2:00-4:30 Rm CCC 234 & Monday Seminar 2:00-3:00 Rm CPS 116

Instructor:

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Office hours: Tuesday & Thursday 12:00 – 1:45 p.m. or by appointment

Course Philosophy:

Effective instruction and assessment of reading and writing relies on an integrated curriculum, researched-based instruction and a corresponding practicum: This course is designed to develop proficiency in the science and art of teaching language arts within an authentic elementary school setting. Course content will build upon the pre-service teachers' prior knowledge and assumptions of language and literacy as the base for how we understand, shape, and work in the world. Content will include major concepts and processes central to understanding literacy/language arts development, how learners become readers and writers, multiple contexts in which literacy learning develops, with particular emphasis on new literacies and technologies, the importance of selection of assessment and interventions, and the critical role of teachers in fostering literacy learning which must integrate the six language arts strands of reading, writing, speaking, listening, viewing and visually representing in elementary and middle school settings.

Course performance tasks will emphasize application of the Optimal Learning Model for teaching and include consideration of the following:

- The Common Core Standards (CCSS) as part of a larger vision of graduating every child college and career ready. <http://www.corestandards.org/ELA-Literacy/>
- Interstate Teacher Assessment and Support Consortium (InTASC) Standards http://education.uwsp.edu/central/intasc_core_standards.php
- Educator Effectiveness (EE) <http://ee.dpi.wi.gov/teacher/t-process-manual>
- Correlation of InTASC Standards & EE (DFFT) <http://maine.gov/doe/accountability/documents/Danielson%20Framework%20correlation%20with%20InTASC.pdf>
- edTPA Literacy Resources:
<https://www.colorado.edu/education/sites/default/files/attached-files/edtpaellhandbook.pdf>
<http://www.uwsp.edu/education/Pages/edtpa.aspx>

Prerequisite:

Admission to Professional Education and EDUC 302 or Department Approval

Required Textbooks:

- Writing essentials: Raising expectations and results while simplifying teaching. Routman, R. (2005). Portsmouth, NH: Heinemann **(To be purchased)**
- Language arts: Patterns of practice (8th edition). Tompkins, G. (2006). Upper Saddle River, NJ: Pearson. **(Rental)**

Course Resources used by Instructor:

- No More “I’m Done!” Jacobson, J. (2010). Portland, Maine: Stenhouse
 - Classroom strategies for interactive learning. Buehl, D. (2001). Schofield, WI: Wisconsin State Reading Association
 - The more ways you teach; the more students you reach. Forsten, C. (2006) U.S: Staff Development for Educators
 - Instruction for all students. Rutherford, P. (2010). Alexandria, VA: Just ASK Publication
 - Classroom Strategies for Dynamic Teachers. Medo, M & Marko, J. (2007). Milwaukee, WI: Stone Cottage Publishing
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Intended Course Outcomes:

As a result of their experiences in EDUC 310, students will:

- Demonstrate knowledge of language development theory and its application to language arts instruction. (InTASC Standards #1, 4, 7, 8)
- Explain that a comprehensive language arts unit includes the six strands of language arts instruction (reading, writing, speaking, listening, viewing and visually representing). (InTASC Standards #1, 4, 5)
- Utilize the Common Core State Standards to ensure that all children are held to high academic expectations in the teaching and learning of language arts. (InTASC Standard #6)
- Adapt language arts instruction to provide for a range of diverse student needs, (i.e., children with special needs, giftedness, and English Language Learners). (InTASC Standard #2)
- Provide effective feedback to foster learners’ mindful literacy, confidence, and inquiry. (InTASC Standard #7)
- Integrate instructional technology within the teaching of language arts. (InTASC Standard #5)
- Recall knowledge of the writing process and writer’s workshop approach. (InTASC Standard #1, 4)
- Communicate effectively with others using a variety of media to promote best practices in literacy. (InTASC Standards #3, 5)
- Demonstrate growth in professional dispositions essential to becoming an effective teacher of language arts. (InTASC Standards #9, 10)
- Develop appropriate formative assessments for language arts (aligned to curriculum standards and learning objectives) to inform planning, grouping, and multi-tiered differentiated instruction. (InTASC Standard #6)
- Meet edTPA (Elementary Literacy) Standards and InTASC Model Core Standards.

- Meet PI 34.15 Conceptual Framework 4 (f). Teaching reading and language arts using appropriate instructional methods including phonics for licenses to teach reading and language arts to pupils in grades PK to 6. In this paragraph "phonics" means a method of teaching beginners to read and pronounce words by learning the phonetic value of letters, letter groups and syllables.
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General Expectations and Information:

- Professionalism: It is fully expected that utmost professionalism, dedication and a strong belief that children come first be displayed by each UWSP preservice teachers at all times. Teacher education is a professional preparation program. You will be expected to adhere to standards of dependability, academic honesty and integrity, confidentiality, and writing achievement. Because it is important for teachers to be able to effectively communicate their ideas to students, colleagues, parents and administrators, writing that is original, clear and error-free is a priority of this course.
- Attendance, participation in class, and demonstration of UW- Stevens Point Professional Education Program Teacher Candidate Dispositions throughout all aspects of this course are expected and required. Concern over a pre-service teacher's disposition will be dealt with in a professional and private manner. If necessary, EMB faculty and the SOE Department Head will be involved.
- Students are responsible to check their UWSP email regularly.
- Students are expected to monitor their submissions to D2L, and to monitor D2L after an assignment is sent.
- Grades for course assignments will be posted to D2L. Students have up to 3 days to notify the instructor of concerns regarding grading discrepancy. After three days the grades are final.
- Late assignments will be accepted up to 48 hours past the due date, with a 50% reduction in points earned and Disposition points deducted (instructor's discretion).
- Late assignments submitted more than 48 hours past the due date will receive no assignment points, but will be counted toward Disposition points. In other words, better late than not at all!
- The course instructor does not keep copies of student work beyond the semester of enrollment. Students are advised to store their documents and edTPA portfolio artifacts on electronic back-up files.
- Complete all assigned readings and assignments before coming to class.
- Have all required materials with you in class each time as indicated by the course schedule. Points will be deducted from your final grade for coming to class unprepared (instructor's discretion).
- Laptops/ technology devices are allowed for taking notes and participating. In class emailing, texting, surfing, and cell phone use will result in loss of final points (instructor's discretion).
- Required papers should be typed in Word, double-spaced (12 point font), one inch margin, and properly cited using APA style.
- University and department policies for religious observance, academic misconduct, complaint, grade appeal, and sexual harassment will be followed.

University Policies:

- **The expectations** delineated in the UWSP Community Rights and Responsibilities are intended to help maintain a positive living and learning environment. It also includes policies regarding academic misconduct (found in UWSP Chp. 14) as well as nonacademic misconduct (found in UWSP Chp. 17 & 18). For additional information refer to <http://www.uwsp.edu/dos/Pages/Academic-Misconduct.aspx>
- **Copyright and File Sharing:** Posting instructor-created course material onto any websites directly violates the instructor's copyright on his/her academic materials. These materials are provided for your convenience as an aid to learning. Permission to post instructor-created material on any such site is undeniably denied.
- **Americans with Disabilities Act:** If you need special accommodations to meet any of the course requirements, you should register with the Disability Services Office (located on the 6th floor of LRC) and contact the instructor at the beginning of the course. The Americans with Disabilities Act is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. For more information, refer to <http://www.uwsp.edu/disability/Pages/default.aspx>
<http://www.uwsp.edu/dos/Pages/ADA.aspx>

Performance Tasks:

1. **Attendance.** Attendance is required. At least 15 points will be deducted from your final grade for each absence (instructor's discretion). Please inform the instructor by email, prior to class, if missing class, late to class, or leaving early. This is an important responsibility in demonstration of your professional dispositions. Students are responsible for all content missed due to absences.
2. **Participation.** Participation in this course should strengthen your abilities to collaborate with your peers and become a contributing member of a dynamic learning community. Your attendance and participation is essential. Participation points are earned through demonstrated growth in the Dispositions and also the quality of in-class contributions. **This includes** completed assigned readings prior to each class period. This will build background knowledge allowing you to participate in discussions and activities about those readings. Have your textbooks at class on the dates listed in the course schedule.
3. **EMB Seminars.** You are expected to participate in Monday EMB seminars. You are also required to participate in the EMB FINAL SEMINAR scheduled during final exam week. **Exceptions include: Early Childhood Majors, Special Education Majors & Others NOT part of the EMB Block.**

- 4. Practicum (20 points).** You are required to actively participate in and successfully complete an on-site practicum assignment. As many of your course projects involve your practicum placement, your grade for this course will be impacted by the practicum experience. See the EMB Guidelines for specific expectations concerning your placement. It is very possible that an unsatisfactory placement experience may result in a failing grade for this course. This course is part of the Elementary Methods Block and is scheduled so that the first 8 weeks are spent on campus in class. The final 8 weeks are spent in classrooms in Stevens Point Monday – Friday 8:30 a.m. -4:00 p.m. **Exceptions include: Special Education Majors & Others NOT part of the EMB Block. 20 hours of practicum is expected for those out of EMB block; attend the Practicum Fair on Sept. 20th to sign up for placement in your desired area of expertise.**
- 5. Dispositions (15 Points).** Your interactions and conduct in this class, with children, your peers, your cooperating teacher, school staff, and with parents/guardians should be positive, warm, and professional. Thus, the instructor is obligated to notify the SOE Dean and/or faculty members if there is a concern with a pre-service teacher's disposition. The disposition grading is found at the end of the syllabus and a peer evaluation will also be considered in your dispositions grade. UWSP Dispositions document found at <http://www.uwsp.edu/education/Documents/CurrentUndergrad/DispositionsModel.pdf>

Cross Walk: Teaching Standards	Danielson's Framework for Teaching
INTASC Standards	DFFT
<p>#1: Learner Development The teacher understands how learners grow & develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs & implements developmentally appropriate and challenging learning experiences.</p>	<p>Domain 1: Planning and Preparation 1b. Demonstrating Knowledge of Students 1c. Setting Instructional Outcomes 1e: Designing coherent instruction Domain 3: Instruction 3c: Engaging students in learning</p>
<p>#2: Learning Differences The teacher uses understanding of individual differences, diverse cultures, & communities to ensure inclusive learning environments that enable each learner to meet high standards.</p>	<p>Domain 1: Planning and Preparation 1b. Demonstrating Knowledge of Students</p>
<p>#3: Learning Environment The teacher works w/ others to create environments that support individual/collaborative learning that encourages positive social interaction, active engagement in learning/self-motivation.</p>	<p>Domain 2: Classroom Environment 2a: Creating environment of respect & rapport Domain 3: Instruction 3c: Engaging students in learning</p>
<p>#4: Content Knowledge The teacher understands 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 & meaningful for learners to assure mastery of the content.</p>	<p>Domain 1: Planning and Preparation 1a. Demonstrate Knowledge of Content & Pedagogy 1e: Designing coherent instruction Domain 3: Instruction 3c: Engaging students in learning</p>
<p>#5: Application of Content The teacher understands how to connect concepts & use differing perspectives to engage learners in critical thinking, creativity, & collaborative problem solving to real local/global issues.</p>	<p>Domain 3: Instruction 3a. Communicating with Students 3c. Engaging Students in Learning 3f. Demonstrating Flexibility & Responsiveness</p>
<p>#6: Assessment</p>	<p>Domain 1: Planning and Preparation 1f: Designing student assessments Domain 3: Instruction</p>

Course

<p>The teacher understands and uses 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.</p>	<p>3d: Using assessment in instruction</p>
<p>#7: Planning for Instruction The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, & pedagogy, as well as knowledge of learners and the community context.</p>	<p>Domain 1: Planning and Preparation 1b: Demonstrating knowledge of students 1e: Designing coherent instruction</p>
<p>#8: Instructional Strategies The teacher understands & uses a variety of instructional strategies to encourage learners to develop understanding of content areas and connections, & to build skills to apply knowledge meaningfully.</p>	<p>Domain 3: Instruction 3b. Using Questioning and Discussion Techniques 3c. Engaging students in learning</p>
<p>#9: Professional Learning and Ethical Practice The teacher engages in ongoing professional learning & uses evidence to evaluate his/her practice, the effects of his/her choices & actions on others (learners, families, other professionals, community), & adapts practice to meet the needs of learner.</p>	<p>Domain 4: Professional Responsibilities 4a. Reflecting on Teaching 4e. Growing and Developing Professionally 4f. Showing Professionalism</p>
<p>#10: Leadership and Collaboration The teacher seeks appropriate leadership roles & opportunities to take responsibility for student learning, collaborate with learners, families, colleagues, other school professionals, & community members to ensure learner growth, & to advance the profession.</p>	<p>Domain 4: Professional Responsibilities 4c. Communicating with Families 4d. Participating in a Professional Community 4f: Showing professionalism</p>

Assignments

- **Co-authoring a commentary** *EDUC 309 & 310 Integrated Assignment (**Due Date: Week 5**) **INTASC Standards #7 & 9 DFFT Domain #1**

Learning Objective: Preservice teachers will collaborate in a small group (PLC) to co-author a commentary that draws from a selected practicum experience, course materials, and edTPA resources—as measured by the Professional Collaborator Scoring Guide.

WHY: Writing together allows professionals to think through the writing process and product in a social context, similar to what they will want their students to experience. It embraces brainstorming, organizing, bouncing ideas off each other, and experiencing the recursive nature of the writing process to create purposeful nonfiction or fiction text. The planning commentary is an expository (nonfiction) piece (1 out of 3 required edTPA

commentaries). For EDUC 302, this assignment focuses on brainstorming ideas and the drafting portion. EDUC 310 will focus on revising the commentary for publishing (**Planning Commentary Draft: 302 Portfolio Artifact**).

WHAT: Preservice teachers decide on a planning commentary, from EDUC 302 practicum, that they will work on (draft in 302) and eventually complete (sections 3-5) in EDUC 310 to understand the format, language, content, and writing expectations for the edTPA. This in-class activity is more about *supporting* each other through this learning process than the end product. When questions arise, preservice teachers will dig deeper to understand how to complete a piece—which may mean thinking outside the box (i.e., improvise/make something up/email teacher) or investigating the confusing piece, term, section, and/or phrase.

HOW: First, small groups will analyze a completed planning commentary, using a thinking organizer and helpful hints guide. Then in the computer lab, small groups will complete sections 3-5 of a selected planning commentary from EDUC 302. *Select and **bold** literacy terms related to discipline.

PROFESSIONAL COLLABORATOR REQUIREMENTS/SCORING GUIDE: 30 Points (peer/self)					
	5—SURE DID!	4—MOSTLY DID	3-SOMEWHAT	2-BARELY	1-NOT EVIDENT
Did you (preservice teacher/group member) read through required material (specifically the edTPA literacy handbook planning section and glossary), go beyond the classroom (think outside box), and explore each sections requirements before asking questions?	1.	4	3	2	1
Did your (preservice teacher/group member) comments, active listening skills, body language, and professional interactions with group members and class reflect the integrating level (dispositions)?	5	4	3	2	1
Did you (preservice teacher/group member) bold terms , apply learning from applicable materials (i.e. support instruction with research), and create a quality draft using the writing process?	5	4	3	2	1

- **Designing lessons** *EDUC 309 & 310 Integrated Assignment (**Due Week 8**) **INTASC Standards #1, 5 & 8 DFFT Domain #1**

WHY: Student learning is maximized when lessons are designed in a meaningful and interactive way, and can be immediately applied to their lives. Teachers must create lessons that are differentiated to meet the needs of all the children in their classrooms, modeling and supporting, then gradually releasing the responsibility to the learner.

WHAT: Preservice teachers have selected teaching videos that were of interested to them (must have had a literacy and content component). With the prompt, “If this was my classroom, my next teaching move would be . . .” and from that created a lesson plan based on principles and practices supported by the gradual release of responsibility model. The instructor will provide lesson templates. Preservice teachers will then

take their lesson created in Educ. 309 and will complete their 310 Lesson Plan assignment to include all the components necessary for an EdTPA lesson plan. (*Please See SOE Lesson Template below).

HOW: Preservice teachers will use their chosen teaching channel video found at <https://www.teachingchannel.org/> and decided on a teaching segment. Using that teaching video and the lesson plan created in Educ. 309, the preservice teacher will “polish” lesson plan to fit all the components of the SOE “official” template. This template will be posted on D2L and discussed further in class.

Learning Objective:

Using valid teaching tools and videos of effective teaching practices, preservice teachers will co-design a complete literacy lesson that promote best teaching and learning practices, for all learners that is grade appropriate using the SOE “official” lesson plan template.

DESIGNING LESSON PLAN REQUIRMENTS/SCORING GUIDE: 20 Points (instructor/self)					
	5—SURE DID!	4—MOSTLY DID	3-SOMEWHAT	2-BARELY	1-NOT EVIDENT
Did you (preservice teacher) collaborate effectively, with your group and instructor, at the integrating level on the dispositions chart, use class time wisely, review the lesson plan template, infuse and reference required readings (BP handout)/course textbooks, and select a teaching video that aligns with your interests and developing knowledge of reading instruction to design a content-based literacy lesson?	5	4	3	2	1
Did you (preservice teacher) make sure that when you shared your lesson plan with your peers that it was meaningful and interactive (extra hard copy of lesson handed to instructor to view during your lesson presentation)? Was every lesson section completed?	5	4	3	2	1

- **Strategies Binder (Due Date: Prior to your last day of EMB placement) INTASC Standards #1, 2, 3, 4, 5 DFFT Domain 1 & 2**

You will collect a variety of additional strategies and resources throughout the semester by your instructor and your practicum placement teacher. This one-inch binder will be assembled to your liking which will include references such as mentor texts, picture books, activities, etc. Using a comprehensive approach to literacy, collect a variety of instructional strategies (i.e. reading aloud, mini-lessons, literacy games, etc.) in order to gradually release responsibility for writing/reading and construing meaning to children. Activities will include shared reading, phonemic awareness, phonics, decoding, spelling, writing, vocabulary and fluency. Preservice teachers are encouraged to use these writing/reading strategies during practicum. Examples of authentic teaching using a wide variety of contextual factors will be strongly scrutinized in the final grading of this binder.

GUIDED READING ACTIVITIES NOTEBOOK REQUIRMENTS/SCORING GUIDE: 30 Points (instructor/self)					
	5—SURE DID!	4—MOSTLY DID	3-SOMEWHAT	2-BARELY	1-NOT EVIDENT
Do you (preservice teacher) understand the central concepts, tools for inquiry, and structures of writing/reading (Language Arts) in order to collect learning experiences that make these aspects of writing/reading meaningful for children?	5	4	3	2	1
Do you (preservice teacher) understand how children with broad ranges of ability learn in order to provide strategies for instruction that supports their intellectual, social, and personal development in Language Arts?	5	4	3	2	1
Do you (preservice teacher) understand how to use a variety of instructional strategies, including the use of technology to encourage children’s development of critical thinking, problem solving, and performance skills for writing/reading (Language Arts)?	5	4	3	2	1

• **Philosophy of Teaching Language Arts Formal Paper: (Due Date: Week 7) INTASC Standards #ALL DFFT Domain 3 & 4**

An important question for concerned educators is: What philosophies will inform my classroom practice and materials, learned from my teacher education program, or my classroom experiences? Apparently homogeneous groups mask significant forms of diversity...cultural and linguistic diversity, as well as differences in home culture and life experiences (Nocon & Cole, 2009). To appreciate language in its social context, we need to focus not on language alone, but rather on...Discourses...ways of behaving, interacting, valuing, thinking, believing, speaking, and often reading and writing, that are accepted as instantiations of particular identities...by specific groups...They are “ways of being the world” ...they are socially situated identities (Gee, 2008).

Your philosophy paper should be 6 to 8 pages’ double spaced typed. (See rubric) APA Format Required

Define Language Arts - what is it?

1. **Explain why teaching language arts are important.**
2. **Think about the following components of literacy. Reflection using explicit examples and research to support your philosophy is recommended:**
 - Home/school cooperation and connections
 - Respect and appreciation of the diversity of all learners
 - Teacher models reading, writing and learning (Gradual Release of Responsibility)

- Integrate academic disciplines to enhance student learning
- Immerse students in reading and writing
- Allowing students to evaluate their own work, plan new learning and make choices about their reading and writing
- Students employ a wide range of strategies as they write for different audiences and a variety of purposes
- Use a variety of technological and information resources to create and communicate knowledge
- Teacher Life-long acquisition of knowledge
- Learning to listen, speak, read and write
- Positive atmosphere
- Diverse and Varied Resources
- Students are engaged in performance based learning and assessment tasks
- The construction and sharing of understandings
- Development of personal satisfaction
- Learning to apply a wide range of strategies to comprehend, interpret, evaluate and appreciate texts
- Varied approaches to teach writing/reading/speaking/listening/visual arts
- Print rich environments
- Students share their own ideas and understandings of text and their own written work with others
- Collaborative discussion and reflective thinking to clarify expectations of student work
- Word recognition/vocabulary
- Background knowledge and shared thinking – building comprehension
- WHY WRITING MATTERS

Philosophy of Language Arts Formal Paper Rubric (50 points) Due Week 7

	Proficient (5) Exceeds average performance standard	Basic (3) Average; meets performance standard	Minimal (1) Below average performance
Organization	The paper contains a well-developed introduction that explains the purpose, importance and plan/organization of the paper.	The introduction is lacking one of the key elements: purpose, importance and/or plan/organization.	No introduction or a very incomplete introduction is present.

	The paper contains a conclusion that highlights the main points in the paper. No new information has been presented in the conclusion.	The conclusion highlights some of the main points.	No conclusion is present OR the conclusion is incomplete or unrelated to the main ideas presented in the paper.
Focus	The focus of the paper is clearly stated through a strong thesis statement and organizational language.	The thesis statement could be clearer. More organizational language would be helpful.	The focus of the paper is not clear.
Depth of Knowledge	The writer has demonstrated an understanding of the topic by using relevant examples to support his/her ideas. The writer ties his/her knowledge of the K-8 learner observed with the aspect of literacy that is addressed.	The writer has demonstrated a general understanding of the topic.	The content of the paper is superficial and does not demonstrate understanding of literacy or the K-8 learner.
Accuracy	The content is accurate. Clearly cited.	A few questions regarding accuracy were noted. Somewhat cited.	A number of inaccuracies were noted. Lack of knowledge demonstrated.
Support	The writer has provided specific examples that help illustrate the main concepts (6 or more relevant citations – APA format)	The writer has provided examples; however, they need to be more specific OR more examples would make the ideas clearer (4 or less relevant citations – APA format)	More specific examples needed (weak citations ~ non relevant, etc.)
Writing	Word choice and voice demonstrate professional style of writing.	Professional style of writing is evident with some conversational idioms.	Word choice and voice are mostly conversational.
	There are a variety of grammatically correct sentence structures to show the relationship of clauses through use of connecting words.	There are some grammatical problems. Sentence structure lacks variety. There are few connecting words to show the relationship of ideas.	There are many grammatical problems and minimal variety of sentence types.
	Transitions have been incorporated between main ideas	Some transitions have been incorporated between main ideas.	Transitions are lacking.
	Few, if any, mechanical errors exist. APA Format correct	A few mechanical errors exist but they do not interfere with the meaning of the paper. Errors in APA format	The paper appears to be at draft stage. APA not used.

- **Teacher Journal & EMB Practicum (Weeks 9 - 16) INTASC Standards #ALL DFFT Domains 1-4**

- 1. Teacher Journal (20 Points: 4 journal check-ins, 5 points each):** As preservice teachers read the chapters in Routman, National Writing Project, and Tompkins, they will take notes on what they want to remember as important, teacher tips, and ideas to share with others. Note-taking format and requirements (e.g., other readings, length of notes, etc.) will be discussed. To obtain the full points for this assignment, have notes out during each session for instructor to check as completed (**Note: missing/incomplete notes or if preservice teacher is writing notes during book study group or class, - 5 or more points**).
- 2. EMB Practicum: (20 Points):** Complete 2 Authentic Language Arts Lesson Plans Used for Teaching during Practicum (using SOE lesson plan template). Use strategies and ideas from textbook Language Arts: Patterns of Practice. Reflection Commentary is required for each lesson. Hand in hard copies of lessons template during the last seminar meeting (**Note: -10 points if not completed and handed in**).

Lesson Plan Evaluation Rubric (Fall 2016)

Pre-Service Teacher: _____ Subject: _____ Grade Level: _____

Mentor/Teacher: _____ Date: _____ Educ. 310

Components	Emerging Performance		Proficient Performance	Advanced Performance	
	1	2	3	4	5
Contextual Factors	Does not list the DPI WINNS web site (http://www.dpi.state.wi.us/sig/index.html)	Lists the DPI WINNS (http://www.dpi.state.wi.us/sig/index.html)	Examines DPI WINNS web site from the Department of Public Instruction (http://www.dpi.state.wi.us/sig/index.html) to distinguish school district, the school and the classroom. The demographic information that informs planning.	Arranges the DPI WINNS web site (http://www.dpi.state.wi.us/sig/index.html) to construct school district, the school and the classroom. The demographic information that informs planning and engages unique	Arranges the DPI WINNS web site (http://www.dpi.state.wi.us/sig/index.html) to distinguish the school and the classroom and the community. The demographic information is used to guide the development of appropriate instruction that matches the needs of all learners. Attend to unique and specific

				classroom characteristics.	characteristics of the classroom.
Standards and Objectives	Standards and objectives are not identified.	Standards and objectives are listed.	Standards and objectives are measurable.	Standards and objectives are measurable and aligned with contextual factors.	Standards and objectives are measurable and aligned with contextual factors language, learning styles and modes.
Adaptions for Individuals/ Groups/Class	Adaptations are not identified or are not aligned with the targeted standards and objectives.		Adaptations are related to standards and objectives and are clearly identified. Planned adaptations focus on the characteristics of special populations.		Adaptations are central to the task and tied to specific learning objectives. Adaptations include questions or strategies for higher order thinking.
Differentiation	Differentiation techniques are not listed.	Differentiation techniques are listed.	Differentiation techniques are utilized for the general classroom population.	Differentiation techniques are utilized for more than one learner type as well as one language or background need.	Differentiation techniques are utilized to meet cognitive, language, and background needs.
Vocabulary Academic Language	Language demand and function are not identified or are vaguely related to the standards and objectives.	Language demand and function are identified.	Language demand and function are identified and aligned with the learning objective and focus on student needs and strengths.	Language demand and function align with objective as well as contextual factors. Language demand and function are designed to build declarative, and procedural fluency.	Language demand and function align with objective as well as more than one contextual factor. Language demand and function are designed to build declarative, procedural and conceptual fluency.
Anticipatory Set/ Motivator	Anticipatory Set/Motivator is not identified.	Anticipatory Set/Motivator are listed.	Anticipatory Set/Motivator are aligned to standards and objectives and draws on students' prior learning.	Anticipatory Set/Motivator are created to engage learners and are aligned to standards and objectives and draws on students' prior learning and new learning	Anticipatory Set/Motivator are created to engage learners. Set/motivator is related to standards and objectives and draws on students' prior learning and social/emotional development or interests.

Instructional Procedures	Tasks are listed. Tasks rely on previously learned material and recall.	Tasks are used and related to standards and objectives. Tasks develop recall or identification skills in PK12 students.	Tasks align with standards/objectives and engage students in application of previous learning. Students use multiple representations, but are not required to make connections among them.	Tasks synthesize objectives and standards that engage students in synthesis of new learning.	Tasks are clearly aligned with standards/objectives and engage students in application of previous learning. Tasks ask students to evaluate and make connections between new content/prior learning and multiple representations of concepts.
Closure	Closing activities are not addressed.	Closing activities review instructional procedures.	Closing activities are analyze learning by creating a final check for understanding, but are done by the teacher.	Closing activities are relevant to the objectives and provide an opportunity to conduct a final check for understanding. Students are active participants in synthesizing new learning.	Closing activities are relevant to the objective and provide an opportunity to evaluate new learning in a new way.
Rationale/Theoretical Reasoning	No theory or research listed.	Research and theory are listed.	Relevant research and/or theory relate to task, and objective.	Relevant research and theory relate to task, objective, and contextual factor.	Candidate uses examples of relevant research/theory to justify why learning tasks (or their adaptation) are appropriate. Candidate refers to relevant research and/or theory.
Reflections/Future Modification	Reflections/future modifications are not identified.		Reflections/future modifications are identified and tied clearly to students needs related to the standards and objectives. Individual student needs are identified.		Reflections/future modifications are identified and tied clearly to students needs related to the standards and objectives. Individual student needs are identified. Reflections/future modifications explain changes

					to teaching practice based on evidence of learning.
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Pre-service Teacher Disposition Rubric for EDU 310 Methods and Materials for Language Arts

	Unacceptable (0)	Acceptable (1)	Target (3)
Oral Communication	Poor listening and responding skills	Listens and responds to others most of the time; working towards target	Actively listens & responds to others; consistently participates in class discussions
Reliability and Conscientiousness	Habitually ignores class obligations or misses deadlines for readings and assignments; little participation in group work	Reliable in meeting obligations and deadlines	Thorough and reliable in meeting all classroom and practicum obligations and deadlines; deeply thinks about others and how their actions may affect others
Emotional Maturity and Ability to Collaborate	Aggressive or passive; obsessively dominates or recedes from interpersonal or group activities; impolite, negative, or condescending demeanor toward students, peers, or instructor	Somewhat assertive and effectively balances own needs with the need of others; most often a positive attitude in interactions with students, peers, or instructor	Assertive; effectively balances own needs with the needs of others; demonstrates perceptive understanding when dealing with others; consistent, thoughtful and positive attitude, shows maturity in interactions with students, peers, and instructor. Ability to listen to instruction, take notes, effective leadership skills.
Attitude Toward Responsibility; Reflection and Adaptability	Becomes defensive or difficult time with constructive feedback, rigid, unwilling or unable to adapt	Working on constructive feedback; yet takes responsibility for own actions and decisions. Adjusts most actions based on reflection; willing to learn from experience	Embraces and seeks constructive feedback; confidently take responsibility for own actions and decisions; artfully adjusts actions based on thoughtful reflection; learns quickly from experience and accurately
Professional Commitment	Indifference toward, or dismissive of, the need for professional excellence	Displays commitment to improving his/her effectiveness in the profession	Displays strong commitment to excellence in the profession; self-starter, knows what needs to be done

Evaluation: (Check the syllabus for expectations on each of these assignments.)

Assignments are due on the dates noted on the schedule and by the times listed on D2L. Extensions are granted only in cases of documented emergencies, and would require that you turn in what has been completed on the project to that point. **Written feedback*** of assignments will be given in paper format and not through the D2L gradebook/dropbox. The grades, however, will be posted on the D2L gradebook.

Assignment	Points Possible
Co-Created Lesson Plan (started in Educ. 309) DUE WEEK 6	20
Co-Created Commentary (started in Educ. 309)	30
Strategies Binder - Resources	30
Philosophy of Language Arts Paper Due Oct. 11th Or 13th, 2016 (Final Draft)	50
Dispositions/Peer Evaluation (Due Oct. 25th Or 27th) Completed in Class	15
Practicum Journal (Due Final Exam Dec. 20th)	20
Practicum Authentic Lesson Plans (2) (Lesson #1 DUE WK of Nov. 28th Lesson #2 DUE Wk of Dec. 12th)	20
Total	185

Grade	Point	Grade	Point
A	185-173	C+	143-140
A-	172-167	C	139-135
B+	166-163	C-	134-131
B	162-148	Failing Grade	130-125
B-	147-144	Failing Grade	124-below

Course Schedule: Methods and Materials for Teaching Language Arts EDU 310

The instructor of this course reserves the right to make adjustments or changes to the schedule as needed throughout the semester. Changes will be announced in class. Students who are absent will be responsible to learn about these changes.

Week	Topics	Assignments Due Before Class	Materials Needed at Class and Presentations
Week 1 Sept. 6 & 8	COMMUNITY OF LEARNERS <ul style="list-style-type: none"> ● Course Overview ● Expectations EXAMINE YOUR WRITING	-Preview material on D2L for EDU 310. -Read Tompkins Chapter 1: Learning and the Language Arts	-Print the entire course syllabus (Optional)
Week 2 Sept. 13 & 15	WHAT IS LANGUAGE ARTS? <ul style="list-style-type: none"> ● Tompkin's Six Strands ORAL LANGUAGE ORGANIZE THE WRITING BLOCK <ul style="list-style-type: none"> ● Launch the Year ● Dependent vs. Independent ● Management 	-Read Tompkins Ch. 5: Oral Language -Read Tompkins Chapter 9: Comprehending and Composing Stories	-Bring Routman's Text -Bring Tompkins' Text -Facts/Questions/Response (FQR)
Week 3 Sept. 20 & 22	RESEARCH AND THEORY <ul style="list-style-type: none"> ● Worksheets Don't Build Dendrites ● Lenses on Reading 	-Read Tompkins Chapter 2: Teaching Language Arts & Routman pgs. 259 - 290 -Work with partners on 309 Lesson Plan	-Bring Routman's text -FQR - Bring Because Writing Matters Text
Week 4 Sept. 27 & 29	<ul style="list-style-type: none"> ● Writers Workshop ● Using Text to teach writing ● Analyze and Assess Writing 	-Read Tompkins Chapter 6: Written Language: Reading & Writing -Read Routman pages 238-255 - Peer Work on Lesson Plan	-FQR -Bring Tompkins -PLC – Lesson Plans (309) -Bring Laptops for Lesson Plan Writing
Week 5 Oct. 4 & 7	WRITTEN LANGUAGE <ul style="list-style-type: none"> ● Examining Dispositions ● Lesson Procedures ● Conferencing/Work Time 	- Read Routman pages 141 - 172 -Rough Draft Philosophy Paper -309 co-assignments	-FQR -Bring Routman -Rough Drafts of Lesson Plan/Philosophy Paper -Computers needed

Week 6 Oct. 11 & 13	FOCUS ON WORDS <ul style="list-style-type: none"> ● Word Strategies ● Accommodate/ Modify ● Handwriting Debate: Written Conversation Method ● Save the Last Word Method 	-Read Tompkins pp. 225- 241 and pp. 379-390 Building Vocabulary/Grammar and complete FQR - Philosophy Paper - 309 Co-assignments	-FQR -Bring Routman's text AND Computers -PLC Lesson Plan Commentaries -Peer Editing Philosophy Paper -Philosophy Paper Due this week
Week 7 Oct. 18 & 20	CONTENT AREA LITERACY <ul style="list-style-type: none"> ● Strategies/Methods ● Technology ● Mentor Texts VISUAL LANGUAGE	-Read Tompkins Ch. 7: Visual Language -Read Tompkins Chapter 10: Investigating Nonfiction	-FQR Routman and Tompkin's Text -bring computers -PLC Lesson Plan Commentaries DUE WK 8 --Peer Editing/writing workshop
Week 8 Oct. 25 & 27	PRESENTATIONS AND CLOSURE <ul style="list-style-type: none"> ● Examine Writing Belief ● Sum It Up Method ● Peer Evaluations ● Course Evaluation 	-Read Tompkins Chapter 14: Putting It All Together	-FQR -Peer Editing/writing workshop -Commentaries DUE this week
Week 9	First Practicum Week	-Two Lesson Plans due (Lesson #1 DUE WK of Nov. 28th Lesson #2 DUE Wk. of Dec. 12th)	Place the following on your Task Performance Portfolios: Lesson plan & commentaries After final edits and professor Cate & Fernholz graded
Last Day		Final Exam Time	

