

Education 310: Methods and Materials for Teaching Language Arts

University of Wisconsin – Stevens Point

Three credits

Section 1: Tuesday 2:00-4:30 Rm CCC 205 & Monday Seminar 2:00-3:00 Rm CPS 233

Section 2: Wednesday 2:00-4:30 Rm CPS 230 & Monday Seminar 2:00-3:00 Rm CPS 233

Instructor:

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Office hours: Mon. & Wed. 9:30-11:30 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 will 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/><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><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><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>
<https://www.colorado.edu/education/sites/default/files/attached-files/edtpaellhandbook.pdf>
<http://www.uwsp.edu/education/Pages/edtpa.aspx>
<http://www.uwsp.edu/education/Pages/edtpa.aspx>
<http://www.wisconsinrticenter.org>
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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)**
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Intended Course Outcomes: At the end of this course 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 achieve 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 six. 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

University Policies:

1. **The expectations** delineated in the UWSP Community Rights and Responsibilities 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 Chap. 17 & 18). For additional information refer to <http://www.uwsp.edu/dos/Pages/Academic-Misconduct.aspx>
2. **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 provided for your convenience as an aid to learning. Permission to post instructor-created material on any such site denied.
3. **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 sixth 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>

Performance Tasks:

1. **Attendance.** Attendance is required. At least 15 points 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, EMB, practicum 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 earned through demonstrated growth in the Dispositions and 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 will participate in Monday EMB seminars. You are also required to participate in the EMB FINAL SEMINAR scheduled during final exam week. **Practicum hours will assigned for majors not included in EMB with a separate final (TBD). Plan to attend the Practicum Fair. The Practicum Fair will be on January 31 and February 1 from 10-2 in 378 DUC.**

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, therefore, your grade for this course includes the practicum experience. See the EMB Guidelines for specific expectations concerning your placement. An unsatisfactory placement experience may result in a failing grade for this course. This course is part of the Elementary Methods Block. The first 8 weeks you will be on campus in class. The final 8 weeks you will be in classrooms in Stevens Point Monday – Friday 8:30 a.m. -4:00 p.m. **Exception: Special Education Majors & Others NOT part of the EMB Block. 20 hours of practicum expected for those out of EMB block. Attend the Practicum Fair on January 31 and February 1 from 10-2 in 378 DUC.**
 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. UWSP Dispositions document found at: <http://www.uwsp.edu/education/Documents/CurrentUndergrad/DispositionsModel.pdf>
 6. **Learning Objectives** provide the bridge to access and complete the learning outcomes. The instructor of this course reserves the right to make adjustments or changes to the schedule as needed throughout the semester. Any changes discussed in class. If absent, you be responsible to learn about these changes from your peers.
 7. **Course Assignments & Rubrics.** To understand teaching responsibilities, DFFT divides the complexity of teaching in 4 domains: (1) planning and preparation, (2) the classroom environment, (3) instruction, and (4) professional responsibilities. The **Learning Outcomes** (InTASC Standards) describe what preservice teachers should accomplish by the end of this course.
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✓ **Assignment 1 (co-counts for Written Communications Requirement/SOE) (100 pts) See Appendix A**

Philosophy of Teaching Formal Paper: (Due Date: Week 6) INTASC Standards #1, 2, 3, 4, 5 Domains # 1, 2, 3

You will update your philosophy paper written for Educational Psychology. This paper will be evaluated using the standards outlined above. Additionally, the rubric below will be used to score your writing skills. This *new* philosophy paper will be 5 to 7 pages double-spaced typed. APA Format Required. ***Bring a hardcopy of your teaching philosophy paper written during your Education Psychology course to the FIRST face-to-face class.**

Teachers who perform with a purpose will find themselves more focused, rejuvenated and excited. Through the various highs and lows, a teaching philosophy or “mission statement” helps an educator stay true to one’s core beliefs. Every educator benefits from

creating a philosophical teaching statement. New graduates and tenured professors alike can grow by thinking upon, summarizing, and defining their personal beliefs in how they best teach. This reflective process should be revisited repeatedly. People change and their values evolve. Professional growth will be reflected in a philosophy that is constantly updated and maintained. Teachers should remember this statement is always a work in progress. Great teaching philosophy statements include specific examples of course topics, assignments, assessments, and strategies drawn from actual courses and curriculum. These examples demonstrate the range of expertise and illustrate objectives, methods, and approaches. Consider the following when writing your paper: 1. Include your core beliefs of how education works best citing resources to support your stance. 2. Avoid teacher jargon. Make your own voice come alive in your statement. 3. Highlight your own personal strengths and show how they play into your success as an educator. 4. Be honest. *Feedback is a gift.* Bring a hard copy of your rough draft to class week 4 for peer review and editing practice. Additionally, rough drafts may be sent to me via email attachment up until one week prior to due date (week 5). First come, first serve basis.

✓ **Assignment 2 – Book Study Groups (30 points) See Appendix B**

Book Study Groups (BSG). Preservice teachers read and discuss teacher resources, *Writing essentials: Raising expectations and results while simplifying teaching* and *Language arts: Patterns of practice (8th edition)*. BSG plan what they will read and when. How preservice teachers partake (dispositions) and apply what they learn (knowledge & Skill) from the BSG determines the points earned (not given). *For this assignment:*

- Form BSGs with others teaching at the same grade level
- Create a reading plan w/Instructor support & approval
- Create a "keeping track of thinking" artifact for instructor assessment
- Bring BSG teacher resources to EVERY class
- Share ideas and provide feedback related to the readings. (noted on "thinking" artifact)
- Document learning from resources (and discussions) using "thinking" artifact
- Watch video(s) and document in artifact as assigned (Library eReserves)
- Complete with reverence and integrity. Rise to the occasion and share your "thinking" and new understandings.

✓ **Assignment 3: Inquiry-based teaching (EDUC 309 & 310 – integrated assignment) 100 Points See Appendix C**

1. **Collaboration & Inquiry.** Working together to form Professional Learning Communities (PLC's), a framework for reading, writing and research will be developed to support the content and literacy skills required in your upcoming EMB placement. Reading and language arts is not just about behaviors, it is about thinking. Reading is always about meaning/comprehension. Today we understand that teachers must teach all the elements of reading and language arts together in all content areas so that

children constantly practice what proficient readers do: put it all together and understand. We must extend reading, thinking, and learning across the entire school day.

2. **Collaboration & Inquiry.** Your PLC will determine a grade level and content area/topic (science/social studies) in which to focus your explicit instruction in comprehension and writing. Together you will collaborate and create a framework to guide lesson design and planning for the instruction of your topic. This framework will explicitly map out the responsibilities of the teacher and the children while providing lesson outcomes that will allow for rich and meaningful thinking about the topic of study. This framework will include four major components: (1) activate, explore, and build background knowledge (2) read to learn and understand information (3) summarize and synthesize information and big ideas and (4) shared learning and demonstrate understanding.
3. **Collaboration & Inquiry.** PLC's will present their frameworks using media of choice to the class. Grade will be based on each part of the framework which will describe what the teacher will do to guide instruction and how children will engage in these varied learning experiences (strategies used to build reading, writing, listening, speaking and comprehension skills)

✓ **Assignment 4 – Teacher Journal & EMB Practicum (Weeks 9 - 16) (60 points) See Appendix D**

1. **Teacher Journal (25 Points):** Will be created during practicum. Reflective, thoughtful, useful and answers “so what” and “why”.
2. **EMB Practicum: (20 Points):** Complete two authentic language arts lesson plans used for teaching children during Practicum (using SOE lesson plan template). Must use strategies and ideas presented in Educ. 310. A reflection commentary is required for each lesson. Hand in hard copies of lessons during Friday 4/28 seminar meeting).
3. **Pre-Service Teacher Dispositions (15 Points):** This rubric scored in collaboration with your practicum mentor.
4. **Authentic Lesson Plans – See Appendix E**

Assignment(s)	Points Possible
Revised Philosophy of Education Formal Paper	100
Book Study Group Artifact/Collaboration	30
Inquiry Project Collaboration	50
Inquiry Project Presentation	50
Dispositions/Practicum	15
Practicum Journal	20
Practicum Attendance/Group Participation & Attendance/Share lesson plans and strategies during weekly EMB meetings in schools	50
Two language arts lesson plans including a teaching reflection for each lesson	50
Total	365

Grades based on percentages:

A = 93 – 100; A- = 90 – 92; B+ = 89; B = 83 – 88; B- = 80 – 82; C+ = 79; C = 73 – 78; C- = 70 – 72; D+ = 68-69; D = 65 – 63; D- = 60 - 62

DATE	TOPIC	ASSIGNMENTS
Week 1	Collaborative Communities Learning is a social act Knowing your students	Read Chapter 1-2 Tompkins Due Week 2
Week 2	Writing Communities & The Writing Process The Peer Edit with Perfection! PowerPoint Tutorial Editing Checklist. Strategy in Practice: <ul style="list-style-type: none"> The writing process involves teaching students to write in a variety of genres, encouraging creativity, and incorporating writing conventions. This process can be used in all areas of the curriculum and provides an excellent way to connect instruction 	The writing process—prewriting, drafting, revising and editing, rewriting, publishing—mirrors the way proficient writers write. Studies show that students who learn the writing process score better on state writing tests than those who receive only

	<p>with state writing standards.</p> <p>The following are ways to implement each step of the writing process:</p> <ul style="list-style-type: none"> ● Prewriting—This step involves brainstorming, considering purpose and goals for writing, using graphic organizers to connect ideas, and designing a coherent structure for a writing piece. ● Drafting—Students work independently at this stage. Confer with students individually as they write, offering praise and suggestions while observing areas with which students might be struggling and which might warrant separate conference time ● Revising and Editing—Show students how to revise specific aspects of their writing to make it more coherent and clear ● Teach students to reread their own work more than once as they think about whether it really conveys what they want to their reader. ● Reading their work aloud to classmates and other adults helps them to understand what revisions are needed. Your ELLs will develop greater language proficiency as they collaborate with their peers when revising. ● Rewriting—Have students incorporate changes as they carefully write or type their final drafts. ● Publishing—Encourage students to publish their works in a variety of ways, such as a class book, bulletin board, letters to the editor, school newsletter, or website. The 	<p>specific instruction in the skills assessed on the test.</p> <p>This type of authentic writing produces lifelong learners and allows students to apply their writing skills to all subjects.</p> <p>Success in writing greatly depends on a student’s attitude, motivation, and engagement.</p> <p>We will think carefully about each stage of writing.</p> <p>Revised Teaching Philology paper is due Week 7</p> <p>Students will practice each strategy and will demonstrate/participate in each writing stage as their rewrite their Philosophy of Teaching paper.</p>
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	<ul style="list-style-type: none"> • Rubrics help to make expectations and grading procedures clear, and provide a formative assessment to guide and improve your instruction. • Peer review, with clear guidelines for students to give feedback on each other's work, motivates students, allows them to discuss their writing with their peers, and makes the work load a little lighter for you. • You can also have students can edit their own work using a checklist Editing is when students have already revised content but need to correct mistakes in terms of spelling, grammar, sentence structure, punctuation, and word choice. 	BSG's prepare material to present ideas and strategies for teaching writing. DUE Week 3 (use required textbooks)
Week 3	Writing, Spelling, Grammar <ul style="list-style-type: none"> • BSG's Present Chapters (stories, personal journals, dialogue journals, reading logs, double-entry diaries, learning logs and simulated journals, other) • Because Spelling Matters Power Point • Words and Their Meanings 	Continue writing DUE WEEK 7 BSG's present strategies for words and their meanings ~ History of the English Language. DUE WEEK 4
Week 4	Language Art Strategies <ul style="list-style-type: none"> • BSG's Present Chapters (History of English Language, targeting words to teach, word walls, word-study activities, synonyms and antonyms, homonyms, multiple meanings, idioms) • The six language arts • Literature Focus Units • Reading and Writing Workshop • Read, Write and Talk Video 	Continue writing DUE WEEK 6 BSG's present strategies and ideas for teaching non-fiction reading, the research process, multi-genre projects and expository text structures. DUE Week 5
Week 5	Reading and Writing Workshops <ul style="list-style-type: none"> • Establishing a workshop environment • How to develop a thematic unit • Using content-area textbooks 	Continue writing DUE WEEK 6 BSG's present information about their EMB placement. Share ideas for Inquiry Based Topic and Outcomes DUE Week 6

	<ul style="list-style-type: none"> • WHAT do I need to KNOW about my EMB Classroom/Students? • Teaching Non-fiction Video 	
Week 6	<p>Paper is DUE</p> <ul style="list-style-type: none"> • Peer editing • Reading paper aloud • Taking thinking public <p>Inquiry Based Learning Projects Developed</p>	<p>Bring a completed “hardcopy” of your philosophy paper to class today Feb. 26/Mar. 1st.</p> <p>BSG’s present information about their EMB placement. Share ideas for Inquiry Based Topic and Outcomes</p>
Week 7	<p>Paper Final Revision and submitted to D2L no later than March 10th 3 p.m.</p> <p>Collaboration/Inquiry and pulling it all together</p>	<p>BSG’s present strategies and ideas for teaching handwriting, comprehension, thinking, listening, reader’s theatre and comparing non-fiction and fiction books.</p>
Week 8	<p>Presentations ~ Inquiry Projects</p>	

RUBRICS

Planning, Preparation & Growth as a Professional - Formal Paper Assignment 1

APPENDIX A - Assignment 1 Formal Written Essay

Learning Objective: Preservice teachers will read, edit, revise and re-submit their Philosophy of Education Essay written during Educational Psychology and uploaded to their professional portfolio

Learning Outcomes: (50 Points)

#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.

0 2 3 4 5 6 7 8 9 10 (peers/instructor-in class)

#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.

0 2 3 4 5 6 7 8 9 10 (peers/instructor-in class)

#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.

0 2 3 4 5 6 7 8 9 10 (peers/instructor-in class)

#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.

0 2 3 4 5 6 7 8 9 10 (peers/instructor-in class)

#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.

0 2 3 4 5 6 7 8 9 10 (peers/instructor-in class)

Philosophy of Teaching Writing Skills Rubric (50 points) Due Week 6

	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 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 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 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 noted. Somewhat cited.	Several inaccuracies 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)	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.

	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 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.

Leadership & Collaboration - Book Study Groups Assignment 2

APPENDIX B – Assignment 2 Book Study Groups (30 points)

Learning Objective: Preservice teachers participate in a professional book study group (PLC) to learn about effective language arts (reading, writing, research, comprehension, presentation and speaking) teaching practices and the qualities of an effective teacher to design effective lesson plans during EMB/Practicum Placements.

Learning Outcomes:

#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.

0 2 3 4 5 6 7 8 9 10

#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.

0 2 3 4 5 6 7 8 9 10

#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.

0 2 3 4 5 6 7 8 9 10

Learning Environment, Knowledge & Application – Inquiry Based Teaching Assignment 3

APPENDIX C – Assignment 3 Inquiry Based Teaching (100 pts)

Learning Objective: Preservice teachers will read about, discuss, view and present inquiry-based teaching techniques using lessons from teacher resources—as measured by Inquiry-based teaching rubrics.

Learning Outcomes:

#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.

0 2 3 4 5 6 7 8 9 10 (peers/instructor-in class)

#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.

0 2 3 4 5 6 7 8 9 10 (peers/instructor-in class)

#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.

0 2 3 4 5 6 7 8 9 10 (peers/instructor-in class)

#6: Assessment

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 and the learners' decision-making.

0 2 3 4 5 6 7 8 9 10 (peers/instructor-in class)

#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.

0 2 3 4 5 6 7 8 9 10 (peers/instructor-in class)

**A Framework for Reading, Writing, and Research/SCORING GUIDE: 30 Points
(Self-Evaluation/Instructor)**

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) to create learning experiences that make these aspects of writing/reading meaningful for children in an inquiry based collaborative environment?

0 2 3 4 5 6 7 8 9 10 (peers/instructor-in class)

Do you (preservice teacher) understand how children with broad ranges of ability learn to provide strategies for instruction that supports their intellectual, social, and personal development in Language Arts?

0 2 3 4 5 6 7 8 9 10 (peers/instructor-in class)

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)?

0 2 3 4 5 6 7 8 9 10 (peers/instructor-in class)

**PRESENTATION SCORING GUIDE: 30 Points (instructor/peers)
A Framework for Reading, Writing, and Research**

5— SURE DID! 4—MOSTLY DID 3 - SOMEWHAT 2 - BARELY 1 - NOT EVIDENT

Did preservice teacher/group members show knowledge of the content, speak clearly, so others could understand, and make it interesting with visuals, handouts, activities, video or other method?

0 2 3 4 5 6 7 8 9 10 (instructor)

Did preservice teacher/group member participate fully and professionally with other members, (**Evidence: Understanding of Inquiry Based Teaching using the Framework for Reading, Writing, and Research**), use citations of research-based strategies and examples and weaved these strategies for comprehension and collaboration for increased literacy and learning into an 8-10 minute presentation?

0 2 3 4 5 6 7 8 9 10 (instructor)

Classroom Environment & Practice - Assignment 4 & 5

APPENDIX D - Journaling, Practicum and Dispositions (55 points)

Learning Objective: Preservice teaches work with others to create a positive teaching and learning environment, build and maintain a collaborative environment through an ongoing anchor chart and modeling collaborative lessons—as measured by evaluation of standard 3 & 9.

Learning Outcomes:

#3: Learning Environment

The preservice teacher works with others to create environments that support learning that encourages positive social interaction, active engagement in learning & self-motivation.

#9: Professional Learning and Ethical Practice

The preservice teacher engages in professional learning communities and continually evaluate and reflect on his/her practice, particularly the effects of choices and actions on others (peers, instructor, learners, etc.)—adapting practice and [dispositions] when necessary.

DISPOSITIONS RUBRIC

	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	Somewhat assertive and effectively balances own needs with the need of others; most often a positive attitude in interactions with	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

	demeanor toward students, peers, or instructor	students, peers, or instructor	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

LESSON PLANS – FROM THEORY TO PRACTICE

APPENDIX E – Putting Theory Into Practice (25 pts. Each_

Learning Objective: the preservice teacher will create authentic language arts lessons that include all the components necessary for effective instruction for all learning abilities.

Lesson Plan Evaluation Rubric

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

Mentor/Teacher: _____ Date: _____ Educ. 310

	Emerging Performance		Proficient Performance	Advanced Performance	
Components	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 classroom characteristics.	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 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	Differentiation techniques are utilized to meet cognitive, language, and background needs.

				one language or background need.	
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.
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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 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 and learners' decision-making.</p>	<p>Domain 1: Planning and Preparation 1f: Designing student assessments Domain 3: Instruction 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</p>	<p>Domain 3: Instruction 3b. Using Questioning and Discussion Techniques 3c. Engaging students in learning</p>

<p>content areas and connections, & to build skills to apply knowledge meaningfully.</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>