

# FORT HAYS STATE UNIVERSITY

## Reading and Language Arts Methods

### TEEL 365 (4 Credit Hours)

Spring 2007

Time & Day:	8:00-9:20 M/W/F	4:00-8:00 Th N	6:00 -9:50 M N
Location:	Rarick Hall 231	Colby, Pratt, Cloud, Barton	Seward, Garden, Dodge
Instructor:	Dr. Beth Walizer	Dr. Sue Jacobs	Ms. Martha Cutright
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Office hours:	Posted	Posted	Arranged

### COURSE DESCRIPTION

This course is intended to give candidates an opportunity to examine a variety of theoretical and pedagogical issues in language arts and reading instruction. Various approaches to the process, product, and assessment of reading and language arts will be explored. Emphasis will be placed on the importance of promoting receptive and productive skills to help children grow linguistically, socially, psychologically, and academically. Also the course will focus on integrating language arts in the school curriculum, methods of language arts and reading instructing, emergent literacy, assessment procedures, schema theory and its implications, and understanding the instructional needs of learners.

### TEACHER PREPARATION MISSION

Fort Hays State University prepares professional educators in a liberal education that combines an appreciation for pedagogical theory and research in a supportive environment for diverse learners. The professional educator integrates technology in the learning experience, uses multiple assessment and diagnostic techniques, and utilizes reflection as a tool for self-growth while assuming a professional role within the organizational system of the school.

### REQUIRED TEXTS (SAVE ALL TEXTS for TEEL 481)

In addition to the following textbooks, candidates will be provided with a variety of articles, handouts, and other supplementary materials. Candidates are expected to use the library for further reading, study, and research regarding issues discussed.

Burns, R., Row, B., & Smith, S. (2005). *Teaching reading in today's elementary schools*. 9<sup>th</sup> Edition. Boston: Houghton Mifflin Company.

Essex, N. L. (2006). *A teacher's pocket guide to school law*. Boston, MA: Pearson, Allyn and Bacon.

Shanker, J. & Ekwall, E. (2003). *Locating and correcting reading difficulties* (8<sup>th</sup> ed.).

Upper Saddle River, NJ: Merrill/Prentice Hall. ISBN 0-13-031395-5

Statewide Committee, (2003). *Kansas curricular standards for reading and writing*. Topeka, KS: Kansas State Board of Education.

Sullivan, C. R., Melcher, C. H., Blaga, J. J., Lucas, M. R., & Skoglund, P. L. (1999). *Daily reading: An innovative reading review and reinforcement program for grade 6*. Racine, WI: Grow Publications.

Sullivan, C. R., Melcher, C. H., Blaga, J. J., Lucas, M. R., & Skoglund, P. L. (1999). *Daily writing: An innovative writing development and reinforcement program for grade 6*. Racine, WI: Grow Publications.

Statewide Committee, (2005). *Kansas performance assessment*. Aug. 2005 revision. Topeka, KS:

Kansas State Board of Education. <http://www.ksde.org/cert/KPA.doc>

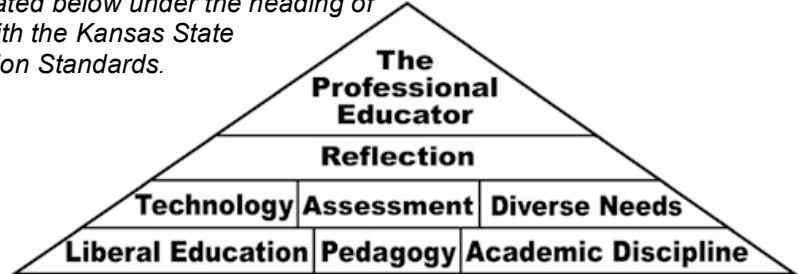
Tompkins, G. E. (2004). *50 literacy strategies step by step*. 2<sup>nd</sup> Edition. Columbus, OH:

Pearson/Merrill Prentice Hall.

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# THE CONCEPTUAL FRAMEWORK FOR PROFESSIONAL EDUCATORS

*The conceptual framework for professional educators at Fort Hays State University is defined in terms of the seven goals enumerated below under the heading of "The Professional Educator" in coordination with the Kansas State Department of Education Professional Education Standards.*



## The Professional Educator

- Goal I: The Professional Educator is liberally educated.** The Professional Educator develops the capacity and disposition to draw on diverse resources from the liberal arts and sciences to answer complex questions based on ethical considerations. S/he develops the capacity and disposition for self-criticism, healthy living and the appreciation for diverse cultures.  
{KSDE Professional Education Standards: 6, 7, 11 and 13}
- Goal II: The Professional Educator assumes a professional role within the organizational system of the school.** The Professional Educator interprets and implements regulatory, professional, and ethical standards, utilizing the resources from professional organizations and the knowledge bases from social, historical and philosophical foundations.  
{KSDE Professional Education Standard: 10}
- Goal III: The Professional Educator combines an understanding of relevant academic disciplines with an appreciation for pedagogical theory and research.** The Professional Educator develops teaching strategies based on the unique structure and method of inquiry of her/his particular discipline and current research-based pedagogy.  
{KSDE Professional Education Standards: 1, 2, 4, 6 and 7}
- Goal IV: The Professional Educator respects and values all persons and provides a supportive environment for diverse learners.** The Professional Educator implements teaching strategies and curriculum designs that accommodate the special needs of individual learners as well as the cultural differences that emanate from a multicultural environment in a global society.  
{KSDE Professional Education Standards: 3 and 5}
- Goal V: The Professional Educator integrates appropriate technology into the educational process.** The Professional Educator demonstrates a sound knowledge of educational technology in planning, designing, delivering and evaluating effective learning experiences.  
{KSDE Professional Education Standard: 12}
- Goal VI: The Professional Educator demonstrates knowledge and use of multiple assessment and diagnostic techniques.** The Professional Educator utilizes the appropriate measurement theories and a variety of information sources in evaluating student educational needs and achievements.  
{KSDE Professional Education Standard: 8}
- Goal VII: The professional Educator utilizes reflection as a tool for self-growth, program assessment and instructional effectiveness.** The Professional Educator uses self-reflection as well as the reflection of others such as peers, mentors, students, supervisors and parents to effect positive changes in curriculum, instruction, and classroom management.  
{KSDE Professional Education Standards: 9 and 13}

## **KSDE ELEMENTARY EDUCATION PROGRAM STANDARDS**

(Full standards, including knowledge and performance levels are available at: [www.ksde.org](http://www.ksde.org))

**Standard #1:** The elementary teacher demonstrates a high level of competence in use of the English language arts and knows, understands and uses concepts from emerging literacy, reading, language and child development to teach **reading, writing, speaking, viewing, listening, and thinking skills**, and to help all students successfully apply their developing literacy skills to many different situations, materials, and ideas.

**Standard #2:** The elementary teacher knows, understands, and uses the major concepts, procedures, and reasoning processes of mathematics that define numbers and operations, geometry, measurement, data analysis and probability, and algebra so that all students understand relationships that can represent phenomena, solve problems, and manage data.

**Standard #3:** The elementary teacher knows, understands, and uses fundamental concepts in the subject matter of science including physical, life, and earth and space sciences as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy for all students.

**Standard #4:** The elementary teacher knows, understands, and uses the major concepts and modes of inquiry from the social studies and the integrated study of history, geography, the social sciences, and other related areas to promote all students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.

**Standard #5:** The elementary teacher can design, implement, and evaluate arts experiences that a developmentally appropriate, meaningful and challenging for all students, that lead to positive learning outcomes, and that develop positive dispositions toward artistic explorations and expression.

**Standard #6:** The elementary teacher knows, understands, and uses the major concepts of health education and human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for all students.

**Standard #7:** The elementary teacher knows, understands, and uses formal and informal assessment strategies to plan, evaluate, and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each student.

**Standard #8:** The elementary teacher uses his or her understanding of children's characteristics and needs and of multiple interacting influences on children's development and learning to create environments that are healthy, respectful, supportive and challenging for all students.

## **DISPOSITION STATEMENT**

**The Professional Educator takes diversity\* into consideration when valuing:**

1. Multiple perspectives from the disciplines and ongoing professional discourse {Conceptual Framework Goals I and III}
2. The inclusion of students, families, communities, and cultures in the educational process {Conceptual Framework Goals I and IV}
3. The development of critical thinking and independent problem solving {Conceptual Framework Goals I, II, and III}
4. Planning educational strategies based on individual student growth in the areas of cognitive, emotional, linguistic, social and physical development {Conceptual Framework Goals IV, V, VI, and VII}
5. The refinement of practices based on reflection, multiple, and ongoing assessment strategies, and learning {Conceptual Framework Goals VI and VII}
6. Professional and ethical standards based on behaviors consistent with professional education roles in areas such as attire, preparation, participation, punctuality, appropriate language usage, communication skills, and interpersonal relationships {Conceptual Framework Goals II and III}
7. The importance of integrating technology in planning, designing, delivering and evaluating effective learning experiences {Conceptual Framework Goal V}

\*The definition for **diversity** in the Teacher Education program at Fort Hays State University is as follows: Differences among groups of people and individuals based on culture, ethnicity, race, socioeconomic status, gender, exceptionalities, language, migrant status, sexual orientation, and geographical area.

### **DEFINITION FOR DIVERSITY-Fort Hays State University Teacher Education Programs**

The following is the definition for diversity for Fort Hays State University Teacher Education programs. This definition is intended to make explicit the understandings that administrators, faculty, and candidates have about diversity. Diversity: Differences among groups of people and individuals based on culture, ethnicity, race, socioeconomic status, gender, exceptionalities, language, migrant status, religion, sexual orientation, and geographical area.

The FHSU definition incorporates the definitions of Cultural Background, Diversity, and Exceptionalities used by NCATE and the Kansas State Department of Education.

Selected items from the Glossary of NCATE Terms:

**Cultural Background.** The context of one's life experience as shaped by membership in groups based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area.

**Diversity.** Differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area.

**Exceptionalities.** A physical, mental, or emotional condition, including gifted/talented abilities, that requires individualized instruction and/or other educational support or services.

Additionally, FHSU recognizes the terms used by Kansas State Department of Education to describe diversity: Race/Ethnicity, Economically Disadvantaged, Students with Disabilities, Students with

Limited English Proficiency, Migrant Students and gender.

## READING AND LANGUAGE ARTS METHODS

### Objectives, Conceptual Framework, and KSDE Elementary Education Program Standards

Objectives	Conceptual Framework	KSDE Elem. Ed. Program Standards
1. To examine the fundamentals of the language mechanisms, traits and functions, and their relationship to learning and teaching through reflection.	Pedagogy (III) Reflection (VII)	Language Arts (1) Assessment (7)
2. To gain knowledge of varying definitions and models pertaining to language arts instruction.	Pedagogy (III)	Language Arts (1)
3. To understand the cognitive and affective aspects of the reading process along with how children construct their literacy in their language.	Pedagogy (III)	Language Arts (1)
4. To be familiar with different traditional and nontraditional approaches to language arts issues through an eclectic approach.	Pedagogy (III) Technology (V)	Language Arts (1)
5. To understand the phonics, syntactic, and semantic relations of language.	Pedagogy (III)	Language Arts (1)
6. To become sensitive to the needs of linguistically/culturally diverse students in multicultural environments.	Liberal Education (I) Diverse Needs (IV)	Language Arts (1)
7. To demonstrate ability in using language teaching methods in all language arts areas, including methods to teach reading, writing, speaking, listening, viewing, and thinking.	Pedagogy (III)	Language Arts (1) Assessment (7)
8. To become familiar with the professional literature on the study of language arts instruction.	Pedagogy (III) Professional Role (II)	Language Arts (1)
9. To apply strategies and assessments for language arts instruction.	Pedagogy (III) Assessment (VI)	Language Arts (1) Assessment (7)
10. To get acquainted with ways of using children's literature, including multicultural, to develop language and literacy skills.	Pedagogy (III) Diverse Needs (IV)	Language Arts (1)
11. To develop skills in utilizing various resources and methods for effective language arts and reading instruction.	Pedagogy (III) Technology (V)	Language Arts (1) Assessment (7)
12. To demonstrate ability in teaching and integrating reading in all content areas.	Pedagogy (III) Technology (V)	Language Arts (1)
13. To understand reading/writing connections and utilize the multifaceted aspects of reading and writing as they relate to instruction including multi-trait writing criteria.	Pedagogy (III) Technology (V)	Language Arts (1) Assessment (7)

## **INSTRUCTIONAL METHODS/STRATEGIES**

This class will be interactive in nature. A variety of instructional methods/strategies will be utilized depending on the objectives being taught. Candidates will participate in instructional methods/strategies, which may include, but are not limited to lecture, problem solving, cooperative learning, peer teaching, small and large group presentations and projects, group activities, collaborative grouping, direct instruction, adapting teaching styles to learning styles, modeling, games, reading assignments, class discussions, presentations, individual conferencing, research, computer/technology, and video-taped activities, as well as self-reflections.

## **EVALUATION/GRADING POLICY**

The responsibility for what is learned and how much is learned lies with the learner. Application of literacy skills through individualized instruction will be a major focus. Your final grade will be based on formal and informal evaluations. Several assessments will be given throughout the semester. Performance assessments, pop quizzes, and written or oral presentations demonstrating mastery of a skill or concept may be considered assessments. As part of this evaluation, you will be responsible for completing self and course evaluations. Coursework must be completed and turned in on time. Attendance and class participation, along with the timeliness and quality of work, are very important factors in determining the final grade. As a student you will receive many types of feedback, ranging from grades on tests, to written and verbal communication. Individual conferences will be scheduled as needed. General requirements to receive a passing grade in this course are listed below:

- Attendance requires **attentive and active** participation in small and whole class activities.
- Read all required literature assignments and articles.
- Participate in online discussions.
- Complete all assignments, exams, projects, and activities on time.
- Participate in all class projects and presentations.
- **Maintain professionalism at the highest level possible.**

Late work, if accepted, will be subject to grade penalty under the instructor's discretion. See policy.

## **TEACHER EDUCATION ACCEPTANCE OF LATE ASSIGNMENTS PROPOSED POLICY**

All assignments are due as assigned. Assignments submitted within one week past the due date will receive a minimum grade reduction of 20%. No assignment will be accepted more than one week past the due date. Exceptions may be made by the instructor.

## **WRITTEN ASSIGNMENT CRITERIA**

All written assignments must be typed and should conform to the basic principles of effective writing along with appropriate APA style guidelines, which is widely used in education. Also remember good writing involves an important balance of content and form. The **Writing Center** is an excellent place to write or to go for feedback on any kind of writing. Located in the basement of Forsyth Library (FL20), the Writing Center features a computer lab and trained writing consultants. Drop by or call ahead for an appointment (628-4106)--preferably well before your paper's due date. Hours are 9:30 a.m.-5:00 p.m. Monday-Thursday, 6:30 pm-8:30 p.m. Monday-Wednesday nights, and 9:30 a.m.-12:30 p.m. on Fridays. It's FREE. (Double check hours-they may change throughout the semester!)

## **ACADEMIC HONESTY**

Effective learning may involve differences between students and faculty. Students are responsible for learning the content of courses of study outlined by the instructor regardless of privately held judgements. They must also demonstrate their attainment in an honest manner. Students who compromise the integrity of the academic process are subject to disciplinary action on the part of the Department of Teacher Education, The College of Education, and Fort Hays State University. See the FHSU Student Handbook.

## **ADA- SERVICES FOR STUDENTS WITH DISABILITIES**

Fort Hays State University recognizes its obligation to provide reasonable accommodations to qualified students with disabilities. The university must make reasonable accommodations when the student has provided the Coordinator of Services for Students with Disabilities with objective and appropriately documented evidence supporting the request. If you have any disability, which may impede your access to or your work in this class please let me know as soon as possible. We will accommodate your situation as needed. **The Services for Students with Disabilities Office is located in the Office of Student Affairs, Sheridan 208, 628-4276.**

## **ASSIGNMENTS, ACTIVITIES, AND PROJECTS**

### **1. ATTENDANCE/PROFESSIONALISM (52 points)**

This course is designed around interactions requiring your presence. Enthusiasm and a positive attitude are essential for helping children be successful readers and writers. Your attendance and attentive, active participation are integral to this class. Your pre-class preparation, reading, and active involvement will have a significant impact on what you can and will learn in this class. Daily bell work, determined by the instructor, will be administered at the beginning of class and is one part of your attendance grade. If you are absent or tardy, you will not be allowed points for your bell work.

**Candidates are expected to attend class on time and on a regular basis**, in accordance with the FHSU Student Handbook, (see page 5), and action will be taken for missing class. Attendance, which will be taken at the beginning of class through participatory activities, is critical and will be a factor in determining your final grade. Unexcused absences and/or a poor attitude will adversely affect the course grade. Missing more than 2 classes will seriously impact your grade. If you know you must miss class in advance, please let the instructor know as soon as possible. Each student will receive points for each class attended for a maximum of **52 points**. (Absence -5, Tardy/Early Leave -2 pts.)

More is expected of a teacher than most other professions. Practicing professionalism will enhance chances of excelling in the teaching profession and bring rewards not thought possible! The disposition policy for this class is based on the Professional Educator values. A complete copy of the Fort Hays State University Teacher Education Unit Disposition Statement is available. Assignments for this course are detailed. The quality of work and growth as a professional are the most important considerations when considering the final grade. Expectations are high, best effort is expected for succeeding at a high level. The instructor is available for assistance and support through this process.

### **2. TEXT (Shanker and Ekwall, 2003) Reading and Group Activity/Presentation (36 points)**

Groups will select one of the following sections from the text and will be responsible for reading the section, presenting information over the reading, and creating an activity introduced in the section. The group will present the information and activity to their peers in class. (Form A-Rubric 1 & 2 only.)

- Pages xi-34 (Any appendix if it is included in the reading.)
- Pages 35-78 (Any appendix if it is included in the reading.)
- Pages 79-128 (Any appendix if it is included in the reading.)
- Pages 129-184 (Any appendix if it is included in the reading.)
- Pages 185-214 (Any appendix if it is included in the reading.)

### **3. TEXT (Burns, Row, and Smith, 2005) Schedule for BLOG Postings/Replies (52 points)**

Candidates are expected to complete the assigned reading **by 8:00 a.m.** of set date. After reading the assigned chapter(s) as outlined in the course schedule, candidates will **post** his or her comments, thoughts, ideas, questions, possible applications, etc. **and reply** to a colleague in the BLOG:

- **Walizer/Jacobs/Cutright Blog** TEEL 365 <http://teel365s07.blogspot.com>

**NOTE: Blog must include your first name, last name initial, date, and time you submit your post and reply. Suggestion: Type your post/reply in a word document, save, and copy it into the Blog.** Discussions are an integral part of the course agenda. The post is not a summary. **Four points** per BLOG (13 total BLOGS) will be given for **posting** (2 pts. each) the assigned daily requirement in the BLOG, re-visiting the BLOG, reading other threads, and **replying** (2 pts. each) to colleagues with a return post. The instructor will look for:

1. How did the reading reflect you or allow you to look at an issue differently?
2. Examples of your own experience. / Connecting the reading to you.
3. Questions about the reading/issue.
4. Analysis of the reading/issue.
5. Contradictions about the reading/issue.

**The schedule may be subject to change as conditions dictate. NO LATE post/reply accepted.**

Post in BLOG by:	Chapter	Reading Assignment
8 AM Jan. 22	1	The Reading Act (*read Ch. 13 to help with mgmt. plan)
8 AM Jan. 29	2	Emergent Literacy
8 AM Feb. 5	3	Word Recognition
8 AM Feb. 12	4	Meaning Vocabulary
8 AM Feb. 19	5	Comprehension: Part 1
8 AM Feb. 26	6	Comprehension: Part 2
8 AM Mar. 5	7	Major Approaches and Materials for Reading Instruction
8 AM Mar. 12	8	Language and Literature
8 AM Mar. 26	9	Reading/Study Techniques
8 AM Apr. 2	10	Reading in the Content Area
8 AM Apr. 9	11	Use of Technology for Literacy Learning
8 AM Apr. 16	12	Assessment of Student Progress and Text Difficulty
8 AM Apr. 23	13	*Classroom Organization and Management

#### **4. RESEARCH-BASED ARTICLE CRITIQUE AND PRESENTATION (10 points)**

Choose one recent article (within the last **three** years) from the professional literature (found in Forsyth Library or in RH 231) on issues pertaining to language arts instruction **related to diversity**. The article you choose to critique must deal with "workable" teaching methods and techniques of language and reading. You must rely on authoritative sources (i.e. don't rely on gossip-type sources) to obtain your articles; the articles must be research-based and original. The **3R format** is to be used when writing your critique that addresses the educational journal article you have selected relevant to the topic assigned. This is NOT meant to be a personal evaluative review of the article, but rather, a guided personal response to the article. The structured response is divided into three categories: affective, cognitive, and psychomotor. **Submit a copy of the article with your critique.**

Your critique must be typed using **Times New Roman, 12-point font, double-spaced with one-inch margins**. Include a cover page identifying the course, assignment, your name, date, instructor's name, and Fort Hays State University. Using a header, identify the assignment and page number in the upper right hand corner of the page. Staple your critique and a copy of the article together. Proofread and revise your critique carefully because content is equally important to form (grammar, diction, mechanics, & organization). Remember to pay close attention to the style of documentation avoiding any inconsistencies in citing sources. Your critique should be a maximum of two pages.

#### **5. MICRO TEACHING-STRATEGY - Tompkins, 50 literacy strategies step by step. (72 points)**

The purpose of the activity and presentation is to identify a relevant literacy strategy, investigate the strategy thoroughly, and present the obtained information that will help peers to become more effective in reading instruction. **(KSDE/NCATE data collection point-transfer to Form B.)** Process follows:

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1. An individual presentation approach will be used.
2. Select the strategy to be studied.
3. Determine what the audience should learn from your presentation.
4. Determine how to find the information (process), and how it will be analyzed.
5. Determine how the information will be reported (format), in the final document (product).
6. Present a lesson plan to the instructor prior to teaching the information in class. (20-25 minutes)
7. Immediately after the presentation, the intern self evaluates him/herself by completing an initial reflection (Form B) over the lesson taught.
8. The instructor and four of the interns' peers will conduct teaching evaluations (Form A).
9. After all peer and instructor evaluations have been collected and transferred to Form B, the intern does a final reflection over the lesson taught (Form B).
10. **\*Professionalism is very important, so please dress accordingly.**

## **6. INTEGRATED THEMATIC UNIT PLAN AND FORT HAYS STATE UNIVERSITY PERFORMANCE ASSESSMENT (FPA) –WHOLE GROUP PROJECT (120 points)**

During the semester, groups of 5 or 6 candidates will develop an integrated **reading and language arts** thematic unit plan consisting of 5 or 6 lesson plans. The group will select a title, theme, grade level, and subject area in which they will integrate social studies, reading and language arts, mathematics, science, music, art, health, and physical education. The group will develop a pre (diagnostic) and post (summative) assessment, write goals and objectives, incorporate graphic organizers and technology, evaluate each lesson through multiple assessments, and include modifications/adaptations for each lesson. The group will also calculate learning gains, show graphic representation of the pre/posttest for the whole class and two disaggregated groups (i.e. **gender** – males & females and **achievement** – above, ready, & below grade level, etc.), and write a group reflection/evaluation of their impact on student achievement.

Criterion 2, 6, and 7 of the Kansas Performance Assessment (KPA) will be used to describe goals and objectives, diagnostic (pre) and summative (post) assessments, and reflection and self-evaluation of the integrated thematic unit plan microteaching. The FHSU Performance Assessment (FPA) is to be typed, 12-point font, double-spaced with one-inch margins, and on one side of the page. The following standards will be addressed in TEEL 365 to better prepare the preservice teacher in writing a full FHSU Performance Assessment and Kansas Performance Assessment:

- Criterion 2. Learning Goals and Objectives
- Criterion 6. Analysis of Assessment Procedures
- Criterion 7. Reflection and Self-Evaluation

## **7. MICRO TEACHING-UNIT PLAN & FPA-WHOLE GROUP PRESENTATION (72 points)**

Using this class as the classroom, the group will team-teach **one** 75 minute **reading and language arts** lesson from their Integrated Thematic Unit Plan. Each team of 5 or 6 will administer a pre/post assessment and teach a lesson from their Integrated Thematic Unit Plan as a group for a grade. A sign-up sheet will be available for teams to select their presentation date. If the team fails to present their lesson on the date scheduled, points will be deducted each time the lesson is rescheduled. No presentation = 0 points. The microteaching will focus on the elements listed below as well as other criteria, which will be distributed later. **(KSDE/NCATE data collection point-transfer to Form B.)** Some points to remember:

1. Present detailed lesson plans (unit) to the instructor prior to your micro teaching presentation.
2. Evaluation of teaching objective(s) stated in Criterion 2 and lesson plan(s).
3. Use of instructional technology. Visit with the instructor if you have a specific need.
4. Involvement of students. However, this should not be to the extent that it deducts from the amount of time you have available to teach.

5. Creativity, overall effect of the presentation.
6. Immediately after the presentation, the intern self evaluates him/herself by completing an initial reflection (Form B) over the lesson taught.
7. The instructor and four of the interns' peers will conduct teaching evaluations (Form A).
8. After all peer and instructor evaluations have been collected and transferred to Form B, the intern does a final reflection over the lesson taught (Form B).
9. **\*Professionalism is very important, so please dress accordingly.**

#### **8. BULLETIN BOARD/TRI-FOLD (7 points)**

At the beginning of the semester, student(s) will assume responsibility for the creation of a bulletin board or tri-fold (outreach). On the date designated by the instructor, the bulletin board or tri-fold is to be in place in the hallway or brought to class for public viewing by candidates, faculty, and staff. Remember the theme is for a language arts classroom. Any student(s) not performing this activity will receive zero points. Points will be awarded according to the following criteria:

1. The bulletin board display reflects a reading and language arts theme.
2. The title of the theme is evident.
3. Border, background color, and other enhancements are utilized.
4. Creativity is evident. (No purchased bulletin boards.)
5. The bulletin board is attractive, informative, and colorful.
6. The bulletin board encourages student interaction and the student can self-check answers.
7. Include an answer key and your name(s).

#### **9. CHAPTER EXAMS (6 exams X 50 points = 300 points)**

Six chapter exams (with the sixth exam administered during the final) will cover **assigned** readings (see schedule for BLOG postings and replies). Exam dates will be announced during the semester.

#### **10. SIX-TRAIT WRITING (10 points)**

Candidates will be responsible for evaluating six-trait writing lessons. Further directions will be given during class.

#### **11. HANDWRITING (7 points)**

Candidates will be responsible for appropriate pencil grip and will demonstrate manuscript and cursive handwriting skills. Further directions will be given during class.

#### **12. CONSONANTS, VOWELS, AND PHONOGRAMS (12 points)**

Candidates will be responsible for learning sound/symbol relationships. A diagnostic (0 points) and summative assessment (12 points) will be administered to determine student learning. Further instruction will be given during class.

#### **13. SERVICE LEARNING-CURRICULAR EVENT (30 points)**

Candidates will be required to participate in an extra-curricular event, which will assist parents, teachers, and elementary students. The instructor will announce possible events during class (i.e. carnival, pancake feed, technology night etc.). No double dipping will be permitted (i.e. if you attend an event for Social Studies Methods then it will not count for Reading and Language Arts, etc.). The candidate will submit a one-page, **3R**, reflection on a **3-hour** service learning-curricular event.

#### **14. LAW MODULES (30 points)**

Candidates will read law modules 1, 2, and 5 located in Essex (2006) *A teacher's pocket guide to school law* and submit a one-page, **3R**, reflection for each law module.

**15. THEORIST OR RESEARCHER NEWSLETTER AND PRESENTATION (10 points)**

Candidates will be responsible for researching a theorist or researcher in the area of reading and language arts. The candidate will create a newsletter on the theorist or researcher and orally present their research to the class.

**TOTAL GRADE ASSESSMENT**

<b>Areas of Assessment TEEL 365 Reading and Language Arts Methods</b>	<b>Points Possible</b>	<b>Points Attained</b>
1. Class Attendance/Participation and Disposition/Professionalism	52	
2. Text Reading (Shanker & Ekwall) Activity/Group Presentation	36	
3. Text Reading (Burns, Row, & Smith) BLOG Post/Reply (13x4)	52	
4. Research-based Article Critique (3R paper)	10	
5. Micro Teaching-Tompkins Strategy (Transfer to Form B)	72	
6. Thematic Unit and FPA-Group Project	120	
7. Micro Teaching-Unit Plan/Group (Transfer to Form B)	72	
8. Bulletin Board	7	
9. Exam 1 (Chapters 1-2)	50	
9. Exam 2 (Chapters 3-4)	50	
9. Exam 3 (Chapters 5-6)	50	
9. Exam 4 (Chapters 7-9)	50	
9. Exam 5 (Chapters 10-11)	50	
9. Exam 6/Final (Chapters 12-13)	50	
10. Six-Trait Writing	10	
11. Handwriting w/Presentation	7	
12. Consonant, Vowel, Phonogram, & Diagram w/Presentation	12	
13. Service Learning-Curricular Event (Attendance & 3R paper)	30	
14. Three (3) Law Modules (10 points each)	30	
15. Theorist or Researcher Newsletter and Presentation	10	
<b>TOTAL POINTS</b>	<b>820</b>	

**\*Note: The syllabus, tentative schedule, and/or evaluation instruments are subject to change according to the needs of the candidates, instructor, materials, equipment, time constraints, or program requirements. Changes may also be due to additional materials or equipment being available or not being available. Number of points may change according to the needs of the class. Percentages (A=100-93%, B=92-85%, C=84-76%, D=75-67%, and U=66-0%) will be computed according to the number of points completed.**

<b>GRADE</b>	<b>PERCENTAGE</b>	<b>POINTS</b>
A	100-93%	820-762
B	92-85%	761-697
C	84-76%	696-623
D	75-67%	622-549
U	66-0%	548-0

**TEEL 365/365ca/365cb TENTATIVE SCHEDULE**  
**Spring 2007**

This is a **tentative schedule**, which may possibly change due to time constraints and other unforeseen matters. Therefore, it is very important that you **attend class so you are aware of any changes**.

<b>DATE</b>	<b>SCHEDULE</b>	<b>ASSIGNMENT DUE</b>
Week 1	KWL, Syllabus, & Phonogram Diagnostic Assessment	Bring Syllabus & Texts to Class and large 3-ring notebook for TEEL 365 (and 481)
	Consonant, Vowel, Phonogram Intro. Video	Select Group Activity (Shanker & Ekwall) and Grade Level for Presentation
Week 2	Letter Introduction	Select Bulletin Board Idea-one partner
	Candidates Introduce Letters-Aa, Bb, etc.	1 <sup>st</sup> BLOG Due
Week 3	Phonogram Introduction	Article Critique Due
	Candidates Introduce Phonograms	Theorist or Researcher Newsletter
Week 4	Word Introduction	Bulletin Board Due
	Candidates Introduce Word	
Week 5	Complete Sentence Introduction	Diagram Sentences-Pre/posttest
	Work on Presentation	Phonogram Summative Assessment
	Review and Highlight Chapters	Manuscript & Cursive Handwriting Due
	TEST #1 Chapters 1 & 2	
Week 6	Group Presentations (35 min.)	Activity Teachings-(Shanker & Ekwall)
	Group Presentations (35 min.)	Activity Teachings-(Shanker & Ekwall)
	Group Presentations (35 min.)	Activity Teachings-(Shanker & Ekwall)
Week 7	Review and Highlight Chapters	Select Individual Strategy (Thompson)
	TEST #2 Chapters 3 & 4	
	Guided Reading	Miscue Analysis Tri-fold, (in class)
	Miscue Analysis/Running Records	Micro Teaching Lesson Plan Due
Week 8	Individual Strategy Presentations (20 min)	Micro Teachings - Strategy (Thompson)
	Individual Strategy Presentations (20 min)	Micro Teachings - Strategy (Thompson)
	Individual Strategy Presentations (20 min)	Micro Teachings - Strategy (Thompson)
Week 9	Review and Highlight Chapters	
	TEST #3 Chapters 5 & 6	
	Individual Strategy Presentations (20 min)	Micro Teachings - Strategy (Thompson)
	Individual Strategy Presentations (20 min)	Micro Teachings - Strategy (Thompson)
Week 10	Individual Strategy Presentations (20 min)	Micro Teachings - Strategy (Thompson)
	Individual Strategy Presentations (20 min)	Micro Teachings - Strategy (Thompson)
	Individual Strategy Presentations (20 min)	Micro Teachings - Strategy (Thompson)
Week 11	Six Trait Writing	In Class Activity Due
	Review and Highlight Chapters	
	TEST #4 Chapters 7, 8, & 9	
Week 12	Thematic Unit/FPA Discussion	In Class-Select Group Thematic Unit
	Thematic Unit/FPA Discussion	In Class-Goal, Standards, Objectives
Week 13	Thematic Unit/FPA Discussion	In Class-Pre/Post Test & Lesson Plans
	Thematic Unit/FPA Discussion	In Class-Learning Gains & Graphs
Week 14	Review and Highlight Chapters	
	TEST #5 Chapters 10 & 11	Group Thematic Unit Notebooks Due
	Group Unit Presentation (75 min.)	Micro Teaching – Group Presentation

Week 15	Group Unit Presentation (75 min.)	Micro Teaching – Group Presentation
	Group Unit Presentation (75 min.)	Micro Teaching – Group Presentation
Week 16	Group Unit Presentation (75 min.)	Micro Teaching – Group Presentation
	Group Unit Presentation (75 min.)	Micro Teaching – Group Presentation
Week 17	Review and Highlight Chapters	
	TEST #6 Chapters 12 & 13	FPA Standards 6 & 7 Due (Group)