

SECTION SPECIFIC INFORMATION:

TE 802- Section 011

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FS14: TE 802

REFLECTION & INQUIRY IN TEACHING PRACTICE I: LITERACY

THURSDAY
9:10 - 12:00 PM
(EST)

HYBRID COURSE



Welcome to the Windy City: Setting a Vision for the Chicago Internship

Chicago is a city rich in history, diversity, and community. As you embark on your internship year, you will soon realize “context” means everything. Being the third largest public school system in the nation, Chicago Public Schools is home to over 400,000 students. You, like the countless other educators, administrators, and staff that line the halls of CPS, are now a part of this community. TE 802, the first course in a sequence of four methods courses asks you to research, reflect, and build relationships, through the disciplinary domains of reading and writing. Prior to providing an overview of the course, it is important that we begin to develop a vision for the

backdrop of the year-long internship experience.

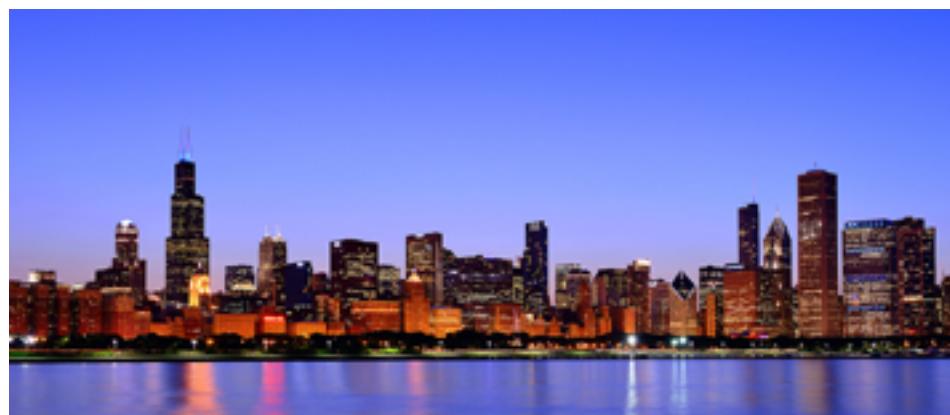
A Brief History

As Chicago was started as a trading outpost in the early 1800s, it took several years for a citywide school system with adequate funding and instructional personnel to emerge. As early as 1848 during the first term of the Chicago's 10th Mayor (James Hutchinson Woodworth), the city's need for a Public School System was recognized by the city council, and a higher educational standard for the system was stated by the Mayor, both to reflect his philosophy as a former teacher, and to add an attribute to Chicago that would continue to attract

productive citizens. Hence, Chicago Public Schools became a viable, albeit divided, institution.

Despite its success and diversity, Chicago Public Schools is now known for its rhetoric and politics of reform.

In September 2012, CPS teachers went on a nine-day strike, walking off the job for the first time in 25 years. The work stoppage, which began during the second week of the 2012 school year, culminated with a march on City Hall. Thus, Chicago Public Schools became a contemporary microcosm in highlighting the politics of a much larger question, what makes a good teacher? Your work begins with this question and this course is but one of many to help you respond to it.



Overview of the Course

This course supports the internship's school-based experiences and is intended to help you learn about the teaching of diverse academic subjects through the lens of literacy. Since learning literacy is a primary responsibility of students, and since we use literacy to learn throughout our

lives, we do not think of literacy as itself a “school subject.” Rather it is foundational to all other school learning. Although the ways that literacy affords learning in various school subjects and across the elementary school grade varies, as teachers of elementary and/or middle school

students, we are all deeply concerned with literacy.

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Overview of the Course (continued)

Throughout your learning experiences in TE 301 and TE 405, you examined the concept of literacy from multiple perspectives—key components of literacy students develop and learn; how to learn about a child's literacy development; what we should teach when we teach literacy; the range of literacies present in today's society; instructional models, methods and resources for teaching literacy; and building inclusive learning communities that support literacy development. In this course we will build on those experiences in a number of ways. We will investigate the language events that students experience in schools to consider when and how they have opportunities to:

- **Learn language:** "doing" language through talking, listening, reading, writing and viewing
- **Learn about language:** exploring how language functions and the conventions that are used to communicate
- **Learn through language:** using reading, writing, speaking, listening and viewing as a tool to explore concepts and ideas and to learn about or critique our world.

We will also consider whether and how these three language components are "balanced" across language events and ways in which the balance that exists provides meaningful learning opportunities. This exploration involves understanding how literacy curriculum, instruction and assessment all work together in unique community, school and classroom contexts. Therefore, we will investigate the interrelationship among what Joseph Schwab referred to as **four commonplaces of education:**

- **Teacher**
- **Student**
- **What is taught**
- **Context of teaching-learning**

Guiding these investigations are core beliefs—supported by theory, research and practice—that we as educators hold about the purpose of education, the role of the teacher, the goals and needs of learners, and their responsibility to teach all learners.

Dual obligations:

Literacy teachers have the dual obligation of teaching all children in (1) age appropriate ways and with age appropriate text; and (2) at their individual instructional levels with instructional guidance.

Literate Communities: Literacy education helps to create citizens who can sustain a democratic society in which there is social justice. Literacy teachers likewise create socially just and educationally sound literate classroom communities in which whole class, small group, and individualized instruction all play a part in learning to read and write for authentic purposes.

Ownership and Responsibility:

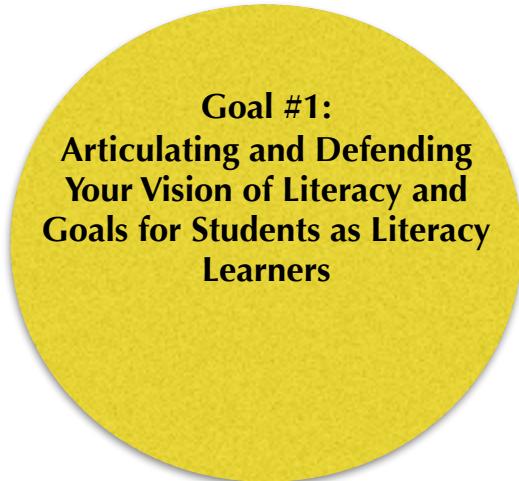
We teach students, not programs. Teachers are not merely receivers of programs; they take ownership of and responsibility for programmatic curriculum, instruction, and assessment within their classrooms and across the grades within their school.

Common Professional Language:

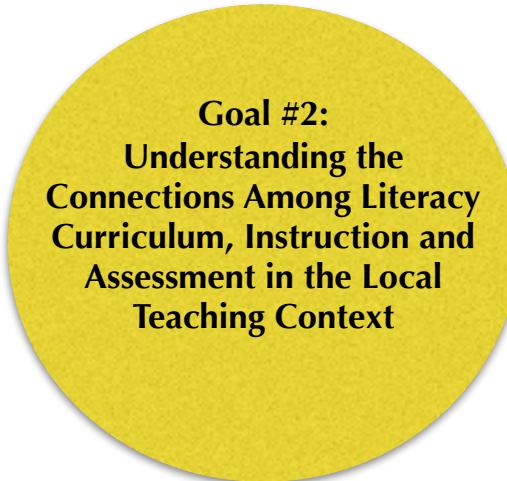
As professionals, we work together to develop a curriculum that leads all the students in our school to become good readers/writers. We seek a common language for openly talking about our practice—its elements and its problems.

Course Goals:

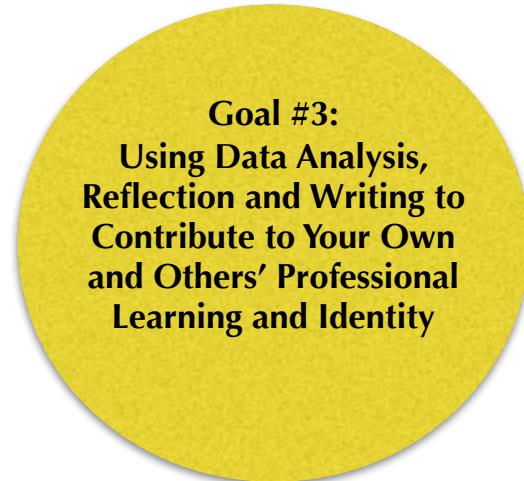
Goals for the course span three interrelated areas that are all intended to help you work toward the MSU Teacher Preparation Program Standards. To work toward these goals, we will investigate ten CENTRAL QUESTIONS and continuously tie them to your experiences in your school and classroom, to your planning and teaching during guided lead teaching, and to the reading, writing, speaking, listening and viewing you do within our class.



Goal #1:
Articulating and Defending Your Vision of Literacy and Goals for Students as Literacy Learners



Goal #2:
Understanding the Connections Among Literacy Curriculum, Instruction and Assessment in the Local Teaching Context



Goal #3:
Using Data Analysis, Reflection and Writing to Contribute to Your Own and Others' Professional Learning and Identity

Goal #1: Articulating and Defending Your Vision of Literacy and Goals for Students as Literacy Learners

Core beliefs are deeply held values or ideas that contribute to one's vision for teaching and learning. Professionals must work continuously to clarify, articulate, think critically about and defend core beliefs for teaching and learning—their own, and those of others involved in the educational process. It is out of the sharing of beliefs and vision, the negotiation of meaning within, across, and in the face of differences that we create a democratic society.

In this course you will identify core beliefs about literacy and their connection to curricular, instructional and assessment decisions. In reflecting on, discussing, writing about, and comparing core beliefs about literacy and students as literacy learners, and considering the ideas discussed in professional literature, you will make explicit your vision and the things you stand for as an educator. We will learn about how our beliefs, made explicit, enable us to think critically about what we do, the choices we make, and the values we hold. It permits us to make our positions public, open them to review, and use them to take a pro-active stance on our professional learning and our practice.

Central questions related to Goal #1 are:

- What are my core beliefs and values about literacy teaching and learning?
- What is my vision of a good reader/writer when she/he finishes my grade and progresses through school?
- How can my vision guide the decisions I make as a teacher?
- How can I anticipate and negotiate the complexities of my teaching environment to enact my vision?

Goal #2: Understanding the Connections Among Literacy Curriculum, Instruction and Assessment in the Local Teaching Context

There is a close relationship among curriculum, instruction and assessment that influences the quality of learning experiences made available to students. The main content focused on in TE 802 include reading comprehension, writing, and assessment. In addition, you will familiarize yourself with the literacy curriculum, instruction and assessment materials in your context. You will learn to use multiple forms of assessment in order to know your students well. This knowledge will enable you to appropriately use resources to design, organize, differentiate, and teach a unit of literacy instruction that meets the multiple needs of your students. You and your Mentor Teacher will negotiate the target area in literacy that will be the focus of your unit.

Central questions related to Goal #2 are:

- What do my students already know and what do they need to learn in their progress toward learning language, learning about language and learning through language?
- What are my instructional and curricular responsibilities to help my students reach their goals?
- What are “core practices” that effective literacy teachers need to develop?
- How do I assess what students know, what they need to learn, and what they have learned?

Goal #3: Using a Data Analysis, Reflection and Writing to Contribute to Your own and Others' Professional Learning and Identity

Interns are not expected to have a fully developed and refined practice as literacy teachers, particularly during the early months of their intern year. As reflected in MSU's Teacher Preparation Program Standard 8, you will learn to demonstrate your ability to reflect on and improve your teaching to show that you are making steady progress toward refining a practice that engages students in meaningful learning. You will use the information you gather throughout your Guided Lead Teaching (from formal, standardized and informal assessments, conversations with each student, work samples and anecdotal observations) to interpret assessment information and summarize what you know about students as literacy learners relative to your unit teaching. These interpretations will help you reflect on your practice (e.g., teaching, your students' learning, ways you would revise and improve your teaching in the future), and your emerging professional identity in order to share with your colleagues.

Central questions related to Goal #3 are:

- How do I assess my instructional effectiveness?
- How do I use data, reflection and writing to plan for and promote my professional learning and identity as a literacy educator?
- How can my vision guide the decisions I make as a teacher?
- How can I anticipate and negotiate the complexities of my teaching environment to enact my vision?

Course Principles

This course should help you to maximize learning from your experiences of literacy teaching in various content areas and among diverse students. Your school and classroom experiences should in turn enrich the course experience. This is a Master's level course. As such, it requires you to take more responsibility for your learning from class activities, written assignments, and course readings than in the past. The course also aims to reflect good "Professional Development" or continuing education for the working teacher, in that it grounds your course activities, assignments, and readings in your classroom and school practice. The following principles will guide our work together in the course:

- Work in the course and in the field are mutually supportive;
- We must work together to learn as individuals and as part of a school faculty;
- The course is organized in the form of group and individual inquiry activities that connect to, support, and provide a context for learning from your lead teaching of literacy this semester;
- As a class we will share experiences from the field but will also create our own community in class within which we will simulate the experience of a school faculty working on standards-based literacy instruction.

My role is to encourage each of you to become thoughtful and reflective educators. I see my role as being multifaceted: a teacher, a coach, and a facilitator who both listens to and questions you. I see my role as challenging you to pull all of your experiences and knowledge together in order to produce plans, units, and organizational tools to improve your own instruction. I hope we are able to problem solve together! In addition to office hours, individual meetings, and impromptu after-class conversations, I check my email daily, and will make every effort to respond to questions and concerns within 24 hours.

Your role is no longer as "student" but as teacher and problem solver. The inquiries in this class are not designed as assignments for you to complete and forget about. Rather, they are a series of activities designed for you to experience what it is like to be a reflective teacher--one who actively investigates his or her own teaching and uses data to target areas for improvement.

Course Grading and Requirements

Your final grade in this course will be based on class and school participation (including attendance) and written projects. All course requirements must be completed satisfactorily to receive a passing grade in this course. The point value (100 points possible) for the four course requirements are listed below. Detailed information on all course requirements is provided on our course website.

Class Participation (20 points)

Your attendance, discussion on Facebook, and active participation in class will count in your grade because it is vital to the course and to your learning. Your colleagues and I depend on you to share your load of reading for meaning, generating ideas, making presentations, participating in peer teaching activities, giving feedback on lesson plan drafts, sharing classroom observations and experiences, and so on. You cannot do your share if you are not *prepared, present and active*.

Three Inquiry Assignments are linked and inter-dependent. Each reflects an aspect of the work of teaching. All have the following features, and more detailed information about each assignment is provided in separate documents:

- They involve work in and out of class;
- They require both collaborative and individual effort;
- They are sequenced and organized to create a professional community in our class;
- They provide context, support, and opportunities for lesson design, teaching of the lessons, and analysis of and reflection upon that teaching;
- Taken together the three inquiries are a sequence of teacher action research intended to investigate local practice in your own teaching and in the learning of your students;

Inquiry Overview

Inquiry 1: Developing a Literacy Field Guide for the Internship Context (20 points)

Inquiry Focus: What do I need to know about my school district, school and classroom? What curriculum, instruction and assessment materials are available in my teaching context in order to plan instruction that is responsive to my students' learning needs?

Product: The Literacy Field Guide

Inquiry 2: Designing for Learning (40 points)

Inquiry Focus: How will I/we design our curriculum and instruction so that students learn what they need in order to become good literacy learners?

How do I select and/or create appropriate assessments so that I have evidence that my students have learned?

Products: Unit Overview, Daily Lesson Plans, Assessment Plan

Inquiry 3: Going Public Through Professional Writing (20 points)

Inquiry Focus: How can data analysis, reflection on my practice, and writing contribute to my own and others' professional learning?

Product: Written narrative shared during a round table discussion with colleagues

General Grading Rubric

4 - Point Scale	Description
4.0 (95-100)	This represents outstanding and exemplary work. The student uses and integrates readings, classroom discussions, and field experiences (where appropriate) to inform his/her writing. The student meets all the requirements of the assignment, is deeply thoughtful, and provides many details and examples to support writing. The writing contains no errors in grammar, punctuation, and spelling.
3.5 (90-94.9)	This represents high quality work. The student uses many readings, classroom discussions, and field experiences (where appropriate) to inform the writing. Meets all the requirements of the assignment, is thoughtful and provides some details and examples to support writing. The writing contains very few errors in grammar, punctuation, and spelling.
3.0 (85-89.9)	This represents high quality work. The student uses many readings, classroom discussions, and field experiences (where appropriate) to inform the writing. Meets all the requirements of the assignment, is thoughtful and provides some details and examples to support writing. The writing contains very few errors in grammar, punctuation, and spelling.
2.5 (80-84.9)	This represents work below expected level of quality for the TE program. The student does not include appropriate references to relevant readings, class discussions, and field experiences to inform writing. The student does not meet all requirements of assignment. The student's writing represents a limited attempt to engage with the purposes of the assignment, few details and examples to support writing. The writing includes many errors in grammar, spelling, and punctuation.
2.0 (75-79.9)	This represents work significantly below expected level of quality. The student's writing includes many errors in grammar, spelling and punctuation. The work shows little evidence of having read course readings, or uses of classroom discussions or of field experiences. The writing meets few of the assignment's requirements. The student demonstrated a shallow attempt to engage with the purposes of the assignment, no details or examples to support the writing.

Course Grading and Requirements

Your grade for the course is comprised of the following requirements:

Assignment(s)*	Type of Project	% of Final Grade
Classroom, Facebook, & Field Participation	Individual	20
Inquiry 1: Developing a Field Guide for Internship Context	Group (Part A) Individual (Parts B & C)	20
Inquiry 2: Designing for Learning	Individual	40
Inquiry 3: Going Public with Professional Learning	Individual	20

*These assignments will be described in the form of an assignment sheet well before their due dates.

Turning in Assigned Work:

Assignments are due as indicated on the course schedule and you are responsible for knowing what the due dates are. All assignments and requirements must be completed satisfactorily to receive a passing grade in the course. Unless arrangements are made with me well *in advance* of the due date, the instructor reserves the right to reduce the grade on late assignments, depending on the circumstances. Extracurricular activities do not fall into this category. It is very important to keep up with the due dates that are outlined since most of the assignments build on prior assignments.

A Note About “Late” Work:

Assignments may be marked down as much as 10% for each day they are turned in late without arrangements made with the instructor well in advance. Moreover, as noted in the course participation and field guide, excessive lateness may result in a failing grade on an assignment and/or the course.

Collaboration:

You may co-plan your Guided Lead Teaching Unit and lessons with another intern at your grade level. This allowance mirrors what practicing teachers often do. If you elect to do so, you would each still turn in separate written products. Additionally, you should attach a log with activities, dates and times to Inquiry 2 describing the tasks each person completed. Please note that the individual assignments should be each student's own work. Even when students are planning together and sharing resources, their written work must be their own—there should not be verbatim or even similar text across students' assignments. For example, two students who have been planning together should not turn in assignments that use the same text.



Course Readings:

The two books are available for purchase. Supplementary readings can be found on our course website.

Books:

- Harvey, S. & Goudvis, A. (2007). *Strategies that Work: Teaching Comprehension for Understanding and Engagement*, Second Edition. Portsmouth, ME. ISBN 1-57110-481-X (PLEASE NOTE: Make sure you purchase the 2nd edition since it has important revisions that draw upon current research)
- Routman, R. (2005). *Writing Essentials: Raising Expectations and Results While Simplifying Teaching*. Portsmouth, NH: Heinemann. ISBN

You are expected to print assigned readings and bring them to class on the day they are due, and/or bring your laptop for electronic accessibility.

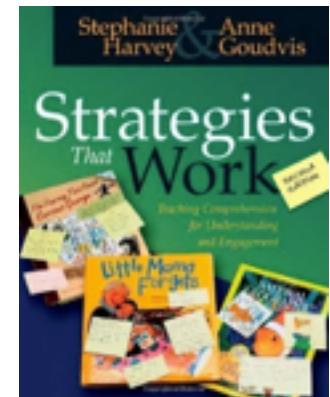
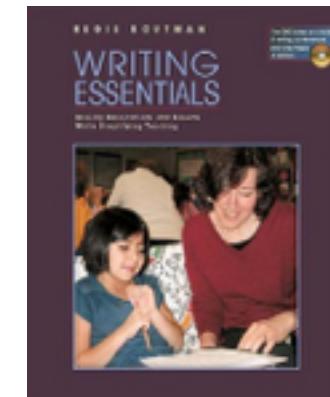
The following previous course texts will be valuable resources for you:

TE 301:

- The New Brunswick Group (D. Strickland, C. Snow, P. Griffin, M. S. Burns, P. McNamara) (2002). *Preparing our teachers: Opportunities for better reading instruction*. Washington, DC: Joseph Henry Press.
- McKenna, M. C., & Stahl, K. A. D. (2009). *Assessment for reading instruction*, second edition. New York: Guilford.
- New Standards Primary Literacy Committee (2004). *Reading and writing grade by grade: Primary literacy standards for kindergarten through third grade*. Washington, DC: National Center for Education and the Economy.

TE 405:

- Tompkins, G. E. (2010). *Literacy for the 21st Century: A Balanced Approach*, Fifth Edition. Upper Saddle River, New Jersey: Merrill, Prentice-Hall.
- Gibbons, P. (2002). *Scaffolding Language, Scaffolding Learning: Teaching Second Language Learners in the Mainstream Classroom*. Portsmouth, NH: Heinemann. ISBN: 0-325-00366.
- Weinstein & Mignano, *Elementary Classroom Management*, 4th edition.
- Course pack articles



We strongly recommend you “surf” each of these books at the beginning of the semester. By “surfing,” we don’t mean reading the books in entirety, but skimming them to get a sense of their contents and purposes. When surfing a textbook, you should examine the table of contents, the index, the chapter highlights, the preface, appendices, etc. to understand the main goals and topics. For course readings that are supplemented on our course website you should read them closely, spending time unpacking the findings and classroom application. These reading skills are important to helping you get a sense of the books’ purposes—skills you will teach to your future students.

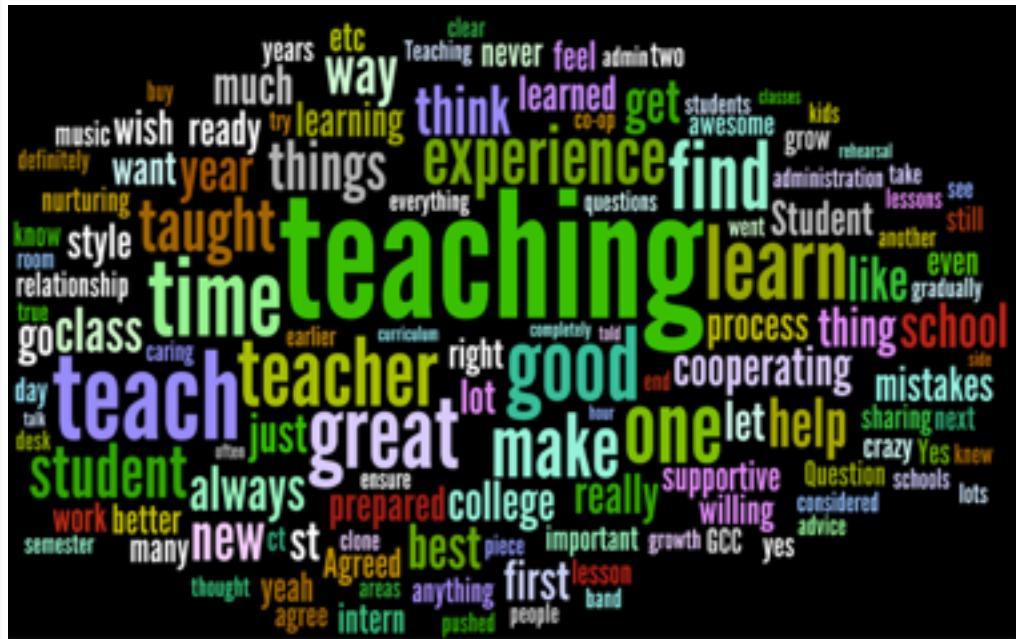
Written Assignments:

All assignments should be typed, double spaced, with one inch margins and a standard 12 point font. Include your name and course section number. References to course readings or outside texts should be cited using APA style, the citation protocol for the social sciences (which includes the field of education).

Scholarly work is more than opinion and the simple description of readings. It requires reflection and inquiry as well as citation of readings and the literature as evidence in support of your position(s). Good writing is critical in communicating effectively to your future students and their families. Because communication is so important in school settings, good writing skills are critical. As teachers, you will write report cards, student evaluations, lesson plans, curricular documents, letters home to parents, memos to other staff, reports, e-mails with parents, your principal, and other staff members, among other things. It is very important you communicate clearly, efficiently, with proper grammar, and with an appropriate tone. Thus, we hold your writing for this course to these same high expectations. We will discuss methods of improving the readability, clarity and content of your written communication. We will inform you right away if your writing does not meet these standards, and we may ask you to rewrite assignments. Proofreading is essential! If you are prone to making errors and have difficulty catching them yourself, get in the habit of having someone else read your work.

As teachers, we need to be able to articulate reasons for what we do and justify the claims and assertions we make about children, curriculum, and teaching to our students, their parents, other teachers and administrators. Therefore, you are expected to use descriptions (including specific quotations), examples, copies of children's writings or drawings (with identifying information removed), or vignettes to support claims that you make about student learning, or a piece of curriculum.

All work will be uploaded (and marked and returned) using the dropbox feature on **Desire2Learn (D2L)**. Each assignment will have a particular name. You must save the assignment as directed (generally, as yourlastname.nameofassignment.doc or .docx). Please do not copy and paste your assignment into the textbox. Please note that **D2L** has a timestamp feature that indicates at what time you post your assignment



Communication and Professional Responsibilities:

In the schools, you are expected to dress, act, and talk in a professional manner. This means being respectful of children and school staff and of their need for learning and teaching to go on without unnecessary interruption. The confidentiality of the children and their families should be maintained at all times.

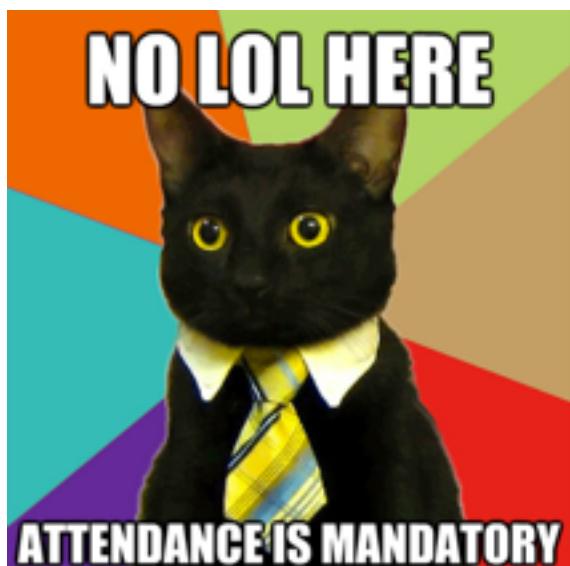
Students should check their e-mail and the course D2L site frequently for messages from the instructor or from classmates. Note: on the occasion that you must be absent or tardy, call or e-mail in advance. I welcome communication from each of you via office hours visits, questions after class (but not before, when I am preparing to teach and setting up online), and e-mail. A word of caution, however, when using e-mail: please re-read your messages for clarity and tone. If your questions are unclear, or if your questions and/or my responses are complicated, the instructor may suggest a meeting in place of an e-mail conversation. Also, do not e-mail attachments of assignments requesting review. We may suggest you send an excerpt from an assignment if your question can be best answered by a quick look at your work. However, as a principle, we do not review entire drafts of assignments except when such drafts are assigned.

Attendance and Participation:

In line with the general TE Program Requirements, we expect regular on-time attendance and active participation, and we recognize the importance of attendance and participation by making it 20% of your final grade. Learning to teach is, in part, a function of being a member of a community of learners who interact to build knowledge about teaching and learning. We expect you to make regular contributions to class activities, discussions, and group projects. Your active participation, in which you knowledgeably discuss readings and assignments for the day, is expected. Thoroughly preparing for class by careful reading and reflection, timely completion of assignments, and thoughtful in-class participation is expected in order for all students to have a good learning experience in this course. Our many and diverse ideas enrich all our experiences. Therefore, we work to create an environment where students can respectfully and thoughtfully disagree since different perspectives are often central to substantive conversation. Learning to question, argue, support one's viewpoints, compromise, and consider alternative perspectives are all part of democratic participation.

This approach to discussion is also practice for your own classroom experience where you will undoubtedly have students with varying viewpoints. As teachers, you will be responsible for engaging children in discussion of difficult and often controversial topics. To become a productive leader of such discussions, you must learn to use effective discussion skills yourselves. To prepare you for this responsibility, this course requires your oral participation in small and large group contexts. Participating is *not* the equivalent of talking. Often just one comment or question may demonstrate deep thinking and curiosity.

This course is planned on the assumption that you will come on time and come prepared to participate. I reserve the right to adjust your grade as a response to absences or excessive tardiness. However, the degree to which you actively participate is up to you, but there are also some requirements we ask you comply with to ensure that as few distractions as possible interfere with everyone's learning. Although people think they are productive when multi-tasking, research shows that, for most people, their ability to focus and be productive is compromised during multi-tasking. **Cell phones must be switched off during the class.** Receiving calls or text messages or writing text messages is highly distracting to you, your classmates, and the instructor. Other distractions such as crossword puzzles, side talking with classmates, and surfing the internet are also not permitted. **We encourage you to bring your laptop for educational use, but they will only be needed during certain designated learning activities.** Please do not open your laptop until indicated that they will be used. There will be a ten minute break during every class period during which you can use your cell phone and laptop or tablet. **Limit personal use of these devices to break time ONLY.**



Norms of Communicating in a “Blended” Professional Development Seminar:

- **Build Relationships, Value Perspective, Exhibit Humility**
- **Focus on Knowledge Building, Seek Understanding, Question Practice**
- **Solve Problems, Make Decisions, Strategize**



Teacher Education Program General Requirements:

Attendance and Participation. Regular on-time attendance and full participation in class is critical to learning. Of course, illness and other emergencies cannot be avoided. If you are unable to attend a class session, you must call or e-mail the instructor in advance. Similarly, you must call your mentor teacher in advance if you are unable to attend school. If you are unable to attend school, you need to call your mentor teacher in advance. Do not rely on your peers and school colleagues to relay messages—make sure you communicate directly with your mentor teacher.

This course is planned on the assumption that you will come on time and come prepared to participate. **The instructor reserves the right to adjust your grade as a response to absences or excessive tardiness. Late arrivals or early departures will be factored into your attendance and participation grade.**

In accordance with the Teacher Preparation Program's Professional Conduct Policy, attendance and punctuality in class meetings and field experiences are critical to your success in this course and in the Program. It is your responsibility to familiarize yourself with the policy that is on the web at:

<http://education.msu.edu/academics/undergraduate/professional-conduct.asp>

In the case of recurring absences or tardiness, your Team Coordinator will be notified and you may be required to attend a meeting regarding your attendance. More than two absences in class or in your field placement will affect your grade and may result in a failing grade for the course. **Attendance is mandatory and factored in your grade.**

Grading:

All assignments and requirements must be completed satisfactorily to receive a passing grade in the course, including those assignments related to your field placement.

Grading for TE 802. In order to "pass" TE 802, you must receive a 2.0 or higher. If you do not earn a 2.0 or higher, you will need to repeat the course in order to continue in the Teacher Preparation Program. Also, a satisfactory report must be received from the mentor teacher, field instructor, and school administration during TE 802.

The Grade "Incomplete." MSU policy is that "the 'I' (incomplete) grade may be given only when the student (a) has completed at least 12 weeks of the semester, but is unable to complete the class work and/or take the final examination because of illness or other compelling reasons; and (b) has done satisfactory work in the course; and (c) in the instructor's judgment can complete the required work without repeating the course." For the entire grading policy at MSU, please visit:

<http://www.reg.msu.edu/academicprograms/Print.asp?Section=521>

Since each course from TE 301 on is a prerequisite for each succeeding course, incompletes must be cleared before the first meeting of the succeeding course. Therefore, it is wise to avoid incompletes entirely.

Academic Honesty and Integrity:

We assume that the student is honest and that all course work and examinations represent the student's own work. Violations of the academic integrity policy such as cheating, plagiarism, selling course assignments or academic fraud are grounds for academic action and/or disciplinary sanction as described in the university's student conduct code. **Incidents of plagiarism are taken very seriously. For all incidents of plagiarism, the instructor is required to complete an Academic Dishonesty Report, which will be added to the student's record.** Students are strongly cautioned not to copy any text verbatim on class quizzes, tests, reports, projects, or other class assignments without using appropriate quotations and source citations. For University regulations on academic dishonesty and plagiarism, refer to:

Problem Solving:

Interns should address problems that might arise by **first contacting the course instructor.** If the problem is not resolved, interns may contact the Chicago Internship Coordinator, Lana Brown (lanabrown@comcast.net)

Regarding Handicaps:

Students who have special needs and require accommodations in testing or aspects of course-taking should speak to me as soon as possible. You can also request information and support by calling the Office of Programs for Handicapped Students at 353-9642 or accessing the website at <http://www.msu.edu/unit/ophs/>.

Accommodations for Students with Disabilities:

It is Michigan State's policy not to discriminate against qualified students with documented disabilities in its educational programs. If you have a disability-related need for modifications in this course, contact your instructor and the Resource Center for Persons with Disabilities. Instructors should be notified as early in the semester as possible. For an appointment with a counselor, call 353-9642 (voice) or 355-1293 (TTY). Instructors in the course may request a VISA Form (Verified Individual Student Accommodations Form) from a student requesting services. The OPHS website is at <http://www.rcpd.msu.edu/>

Counseling Center:

Even normal, capable, intelligent, and reasonable persons like the members of this class sometimes face situations and problems that they find difficult to deal with by themselves. Instructors or program coordinators may be able to help. MSU also has an Office of Student Affairs and Services, with a Counseling Center, for which the phone number is 355-8270. The Center is at 207 Student Services Building.

Student Resources

Writing Center:

Teachers are models and coaches of writing for their students, and must communicate effectively in writing with colleagues, parents, and others. For those reasons, interns are expected to write effectively and conventionally. If you need more help in meeting those expectations than you can get from me or your colleagues, try the College of Education Office of Student Writing Assistance (OSWA), 513 Erickson Hall, 517-432-0425. In addition, the Writing Center at 30 Bessey Hall, 432-3610 is also available. Grammar Hotline: 432-1370.

Office of Student Writing Assistance (OSWA):

Through the College of Education, Professor Douglas Campbell is available to support COE undergraduate and graduate students in improving their writing. This assistance includes attention to the specifics of English grammar and vocabulary, and meeting the substantive requirements of particular course assignments. The office is located in 513F Erickson Hall, and Professor Campbell can be reached by phone at 517-432-1425 (OSWA) or 517-449-1849 (cell) c email at campbell@msu.edu. Weekly office hours are as follows for walk-in meetings and scheduled appointments: Monday, Tuesday and Friday: 9:30 a.m. – 12 noon and 1:30 – 5 p.m.; Thursday: 1:30 – 6 p.m. Your writing pieces can be emailed in advance of your meeting to allow Professor Campbell time to review and comment.

Student and Instructor Rights and Responsibilities

The following link outlines information about student and instructor rights and responsibilities. It is important for you to review it carefully: <http://splife.studentlife.msu.edu/rights-and-responsibilities>

"Carlisle Indian School, Carlisle, Pa. Class in English or penmanship." (Photo by Frances Benjamin Johnston - taken with permission from Library of Congress Prints Repository)



Extra! Extra! TE 802 Newsletters and Communicating with the Field...



As a way to promote transparency, create collaboration, and foster communication this semester, TE 802 instructors will be documenting and sending out a weekly newsletter. This newsletter will survey course topics, themes, and focal areas of instruction.

Moreover, we hope to also use this newsletter to highlight some of the amazing work our interns, mentor teachers, and field instructors are doing! In partner with your field instructor, mentor teacher, and 801 instructor we hope to better align the course's larger goals, aims, and projects. If you would like for something to be included in the newsletter please email me at wargojon@msu.edu

Field Experiences:

Confidentiality of Field Experiences:

Classroom Discussions

Your field experiences are an important part of your learning and you will be discussing them in this course. Just as teachers are expected to respect the privacy and dignity of the children and families with whom they work, we expect you to use discretion. In casual conversations or social situations, and on social networking sites such as Facebook, do not relate stories from classrooms or schools that may be embarrassing to teachers or students or that include sensitive information about a child or family. When discussing classroom situations in class, do so carefully. Use a fictitious name (pseudonym) for the student involved. Mask the name of a student on any written or visual work shared in class or used in an assignment. When discussing teaching practice you have observed in the field, be mindful of maintaining a tone of professional courtesy.

Interviews

Use pseudonyms and screen or mask identifying information when reporting interviews with children or youth or adults. If an assignment requires you to interview an adult other than your mentor teacher, you should clearly state or give the interviewee, in writing, the purpose of the interview and the uses you will make of the material.

Photographs, Videotape, and Digital Recordings:

Always ask permission of the classroom teacher to make photographs, video-recordings, or audio-recordings of students. Occasionally there are circumstances that require a student's whereabouts to be kept private and photographs may not be allowed. Some schools and districts require written permission from parents/guardians for taking any photographs, videotapes, or audiotapes. Be sure to check with the classroom teacher on what is needed. You should destroy audio and video-recordings after you have used them.

If you have concerns, problems, or questions about any aspect of your course work or field work, you should first address them with the instructor or team person who is most directly involved. This applies to situations at the university as well as in the field. If the situation is not resolved at that level, you should request assistance from the Chicago Internship Coordinator - Lana Brown.

Final Thoughts; Or, How Can a Course Inform my Vision of Teaching for Social Justice? For a More Just Society?

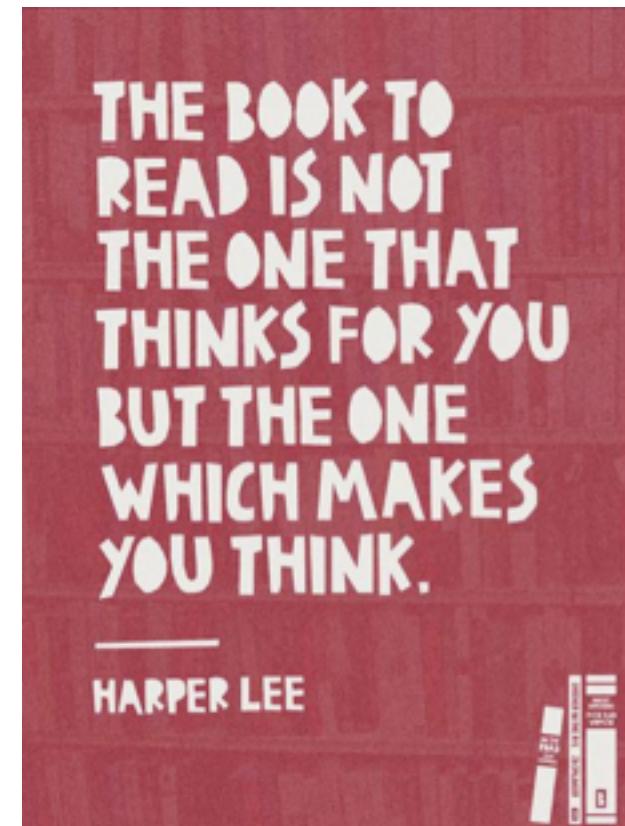
A Word About Teacher Activism:

As Picower (2012) notes, "Teacher activists understand the challenges that students face because of institutionalized oppression and commit to help students to deconstruct and transform their contexts" (p. 13). Similarly to Picower, one of the central goals of this course is to understand how English language arts and literacy are operationalized as a regulatory mechanism for power. What makes the orientation of teacher activists vital is that "they are willing to continue the fight even in the face of loss, because they are committed to realizing their vision for justice. They [teacher activists] recognize that their vision may not be realized in their lifetime, but they commit to pushing back against the forces of oppression, rather than sitting back and doing nothing," (Picower, 2012, p.13) By exploring how teacher researchers, teacher activists, and education researchers have come to understand urban, rural, and other peripheral communities and cultures, we hope to "create liberatory spaces while standing up to injustice," empowering ourselves and "...more educators to take on this vital work," (Picower, 2012, p.14). Ultimately, our goal over the course of the semester is to engage you in the development of empathy to address the needs of marginalized populations, analyze political oppression, and expand our understanding of teacher activism.

Course Summary:

As you can see from reviewing this syllabus, we have a lot of work ahead of us. Evaluations from past TE 802 students have indicated that they felt somewhat overwhelmed at the beginning, but with some organization on their part, and continued support from their Mentor Teachers and course instructors, they were able to meet the assignment dates without too much stress. They also have felt they learned a great deal from their hard work! I hope that you will feel the same when you give me feedback at mid-semester and in December.

TE 802 is a course that will in part be shaped by the needs and experiences of each teacher intern. I believe that each of us brings important understandings and experiences to each class session and that we can all learn a great deal from each other. I also believe that each of us needs to shape our own learning in meaningful ways and there is ample room for individual responses to learning opportunities and assignments. I look forward to working with you this semester. I plan on learning a lot—and having some fun, too!



Week	Session Topic & Guiding Questions	Course Reading(s)	Assignment(s) Due
Week 1 Sept. 4	Introduction to Reflection & Inquiry in Teaching Practice <ul style="list-style-type: none"> - What can I do? (a question of teacher agency & identity) - What can I do? (a question of teacher readiness) - What can I do? (a question of teacher action) 	<p>Reading(s) Due:</p> <ul style="list-style-type: none"> - TE802 Syllabus - Paris (2013). Culturally Sustaining Pedagogy. - Moll et al. (1989). Funds of Knowledge. - Pollock et al. (2010). <i>What Can I Do?</i> <p>*Handout posted on course site: Costa's Levels of Inquiry</p>	<p>In-Class Task: <i>Strategies that Work</i></p> <ul style="list-style-type: none"> - Ch.1 Reading is Thinking (p.11-21) - Ch.2 Reading is Strategic (p. 22-29) - Ch.3 Effective Comprehension Instruction (p.30-43) <p>NOTE: Purchase course texts before Week 1 class</p>
Week 2 Sept. 11	Developing Core Practices for Effective Literacy Instruction <ul style="list-style-type: none"> - What are the components of a balanced literacy curriculum and how do these components reflect, address, and/or extend literacy in my internship context (Inquiry 1)? - How do learned <i>learn</i> about literacy and <i>learn through</i> literacy? - How can I support authentic literacy learning by developing expertise to implement core practices? 	<p>Reading(s) Due:</p> <ul style="list-style-type: none"> - Ch. 4 Tools for Active Literacy (p.44-59) - Kersten & Pardo (2007). Finessing and hybridizing: Innovative literacy practices in reading first classrooms, <i>The Reading Teacher</i>, 61(2), 146-152. 	<p>Facebook Group Post #1</p>

Week	Session Topic & Guiding Questions	Course Reading(s)	Assignment(s) Due
Week 3 Sept. 18	<p>Approaches to Teaching & Assessing Writing</p> <ul style="list-style-type: none"> - How are various approaches to teaching writing implemented? - How can I incorporate <i>writing to learn</i> and <i>learning to write</i> in the classroom? - How can I support the revision process? - How can I learn about writers' needs through classroom interaction? <p>Formative Assessment</p> <ul style="list-style-type: none"> - How can anecdotal records help me understand my students as literacy learners? 	<p>Reading(s) Due: <i>Writing Essentials</i></p> <ul style="list-style-type: none"> - Ch. 7 Be Efficient and Integrate Basic Skills (p.141-169) - Ch. 8 Organize for Daily Writing (p.173-204) - Ch. 9 Conference with Students (p.205-237) <p>Boyd-Batstone (2004). Focused anecdotal record assessments.</p> <ul style="list-style-type: none"> - Talk with your MT about the type of records kept in your classroom. - In the coming week, you will take anecdotal records (adapting the ideas in the article to your own session and bring these records to Class 4. 	<p>DUE 9/18: Inquiry 1, Part A (Literacy Reserouces in School District & School, co-authored)</p> <p>Facebook Group Post #2</p>
Week 4 Sept. 25	<p>Talk in the Classroom</p> <ul style="list-style-type: none"> - What do interactive discussions look like? - What types of support do students need to participate in interactive discussions? - What classroom norms need to be in place? - How do rich conversations help promote reading comprehension and appreciation of literature? 	<p>Reading(s) Due: <i>Strategies that Work</i></p> <ul style="list-style-type: none"> - Ch. 5 Text Choice Matters (p.60-74) - Ch. 6 Monitoring Comprehension (p.77-89) <p>Berne & Clark (2008). Focusing literature discussion groups on comprehension strategies. <i>The Reading Teacher</i>, 62(1), 74-79,</p>	<p>DUE 9/25: Anecdotal records YOU take based on Boyd-Batstone</p> <p>Inquiry 2, Part A (Target area & Core Practice for GLT)</p> <p>Facebook Group Post #3</p>

Week	Session Topic & Guiding Questions	Course Reading(s)	Assignment(s) Due
Week 5 Oct. 2	How Assessment Informs Teaching <ul style="list-style-type: none"> - How can assessment inform instruction? - What are key approaches to teaching and assessing reading comprehension? - What are key approaches to assessing student writing? - How do teachers teach with the end in mind for strategy sessions and assess what they have taught? 	<p>Reading(s) Due:</p> <p><i>Writing Essentials</i></p> <ul style="list-style-type: none"> - Ch. 10 Make Assessment Count (p.238-255) <p><i>Strategies that Work</i></p> <ul style="list-style-type: none"> - Ch.7 Activating and Connecting to Background Knowledge (p. 91-108) <p>JIGSAW:</p> <p>Parsons (2008). Providing all students ACCESS to self-regulated literacy learning. <i>The Reading Teacher</i>, 61(8), 628-635.</p> <p>Pincus (2005). What's a teacher to do? Navigating the worksheet curriculum. <i>The Reading Teacher</i>, 61(5), 75-79.</p>	<p>DUE 10/2: Writing samples YOU take demonstrating a range of writing knowledge and skills</p> <p>Inquiry 1, Part B (Literacy Programs in the Classroom) & C (Assessment)</p> <p>Facebook Group Post #4</p>
Week 6 Oct. 9	Planning for Instruction <ul style="list-style-type: none"> - How do I write instructional objectives that align with my unit goals? - How do I scaffold students' learning? - How do I build ongoing assessment into my daily plans? - How do I differentiate instruction? - What do I need to incorporate into my plans to implement my core practice? 	<p>Reading(s) Due:</p> <p><i>Strategies that Work</i></p> <ul style="list-style-type: none"> - Ch. 8 Questioning (p.109-129) - Ch. 9 Visualizing and Inferring (p.130-154) <p><i>Writing Essentials</i></p> <p>JIGSAW:</p> <p>Read one 5-day writing lesson plan based on your interest and review the sample student writing for your selected topic on the DVD (see Student Gallery)</p> <ul style="list-style-type: none"> - Narrative p. 292 (DVD: Secrets of Second Grade) - Poetry p.305 (DVD: Heart Poems) - Informational p. 316 (DVD: Procedures in Room 108...) - Hero-writing p. 323 (DVD: Hero Writing) - Persuasive p. 330 (DVD: ColecoVision) 	<p>DUE 10/9: Bring strategy for either StW Ch. 8 or Ch. 9 to share; bring a book to plan</p> <p>Inquiry 2, Part D (Assessment Plan)</p> <p>Facebook Group #5</p> <p>Inquiry 2, Parts B & C DUE 4 DAYS PRIOR TO THE START OF YOUR GLT</p> <p>NOTE: Revisions to Inquiry 2 based on instructor feedback MUST be made prior to beginning your GLT</p>

Week	Session Topic & Guiding Questions	Course Reading(s)	Assignment(s) Due
Week 7 Oct. 16	<p>Planning for Instruction</p> <ul style="list-style-type: none"> - How do I write instructional objectives that align with my unit goals? - How do I scaffold students' learning? - How do I build ongoing assessment into my daily plans? - How do I differentiate instructions? - What do I need to incorporate into my plans to implement my core practice? <p>How Assessment Informs Teaching</p> <ul style="list-style-type: none"> - What are key approaches to teaching and assessing reading comprehension? - What forms of support are needed for content area literacy? 	<p>Reading(s) Due: <i>Strategies that Work</i></p> <ul style="list-style-type: none"> - Ch. 10 Determining Importance (p.155-178) - Ch. 11 Summarizing and Synthesizing Information (p.179-202) 	<p>DUE 10/16: Book Club</p> <p>Inquiry 2, Parts B & C DUE 4 DAYS PRIOR TO THE START OF YOUR GLT</p> <p>NOTE: Revisions to Inquiry 2 based on instructor feedback MUST be made prior to beginning your GLT</p>
Week 8 Oct. 23			Inquiry 2, Parts B & C DUE 4 DAYS PRIOR TO THE START OF YOUR GLT
Week 9 Oct. 30			NOTE: Revisions to Inquiry 2 based on instructor feedback MUST be made prior to beginning your GLT
Week 10 Nov. 11		<h2 style="text-align: center;">GUIDED LEAD TEACHING</h2> <h3 style="text-align: center;">(No in-class meeting)</h3>	<p>Facebook Group Post #6 Inquiry 2, Part E (Reflection on 2 lessons) DUE 2 DAYS AFTER TEACHING</p>

Week	Session Topic & Guiding Questions	Course Reading(s)	Assignment(s) Due
Week 11 Nov. 13	Using Data Analysis, Reflection, & Writing to Support Professional Learning <ul style="list-style-type: none"> - How can I gather and use multiple sources of information to determine what my students learned? - How can I use assessment data to make decisions about curriculum, instruction, and student achievement? - How do teachers communicate about curriculum, instruction, and student achievement to multiple stakeholders? 	Reading(s) Due: <i>Writing Essentials</i> <ul style="list-style-type: none"> - Ch. 11 Build on Best Practice and Research (p.259-280) - Ch. 12 Make Every Minute Count (p.281-287) 	Facebook Group Post #6 Inquiry 2, Part E (Reflection on 2 lessons) DUE 2 DAYS AFTER TEACHING DUE IN-CLASS 11/13: Inquiry 3, Part A (Steps 1&2) DUE 11/15: Inquiry 3, Part A (Steps1-3)
Week 12 Nov. 20	Peer Review Writing Workshop <ul style="list-style-type: none"> - How can I provide specific and concrete feedback to my colleague to improve their narrative? - How can I use feedback to improve my own narrative? 	<p style="text-align: center;">Online PD Session</p> <p style="text-align: center;">(No in-class meeting)</p>	DUE 11/19: Inquiry 3, Part B (Complete Draft for Peer Review)
Week 13 Nov. 27		<p style="text-align: center;">THANKSGIVING HOLIDAY</p> <p style="text-align: center;">(No in-class meeting)</p>	

Week	Session Topic & Guiding Questions	Course Reading(s)	Assignment(s) Due
Week 14 Dec. 4	<p>Using Data Analysis, Reflection, and Writing to Support Professional Learning</p> <ul style="list-style-type: none"> - What happened? - Why did it happen? - What might it mean? - What are the implications for my teaching practice? <p>What is Balanced Literacy?</p> <ul style="list-style-type: none"> - What <i>can</i> I do? (a question of teacher agency & identity) - What <i>can I</i> do? (a question of teacher readiness) - What can I <i>do</i>? (a question of teacher action) 	Roundtable Discussions	DUE 12/4: Inquiry 3, Part C (Roundtable Discussion and 1-page handout)
Week 15 Dec. 9		<p style="text-align: center;">FINALS WEEK</p> <p style="text-align: center;">(No in-class meeting)</p>	DUE 12/9 @ 9 AM: Inquiry 3, Part B