“The Teacher as Competent Professional Educator”

I. **Catalog Course Description and Credit Hours of Course:** A study of reading and writing as tools for learning in the middle school content areas. (3)

II. **Prerequisite (s):** Successful completion of Block I and admission to the teacher education program; concurrent enrollment in Block II courses for Middle School majors

III. **Purposes or Objectives of the Course:**
    The teacher candidate will:

A. explain the physical, social, psychological and language development of middle grade students.

B. identify, understand and utilize instructional strategies for the various levels of reading competency found in the middle grades.

C. demonstrate how to integrate and plan reading, writing, word study and information literacy in to the middle grade content areas.

D. explain the use of writing to enhance reading comprehension and learning.

E. explain and demonstrate assessment methods for the reading and writing of middle grade students.

F. be able to describe and plan an interdisciplinary approach of literature-based reading and writing.

G. explain how an understanding of oral language learning relates to the development of reading, writing, and thinking.

H. identify and plan for the accommodation of special needs students and English language learners in the content area classroom

I. Identify develop basic skills and professional dispositions of a professional middle level teacher.
<table>
<thead>
<tr>
<th></th>
<th>Course Objective</th>
<th>COE (Conceptual Framework) Standard Met</th>
<th>DESE Standard Met</th>
<th>INTASC Standard Met</th>
<th>Assessment Ensuring that the Objective has been met</th>
<th>Number of Hours Allocated (15 per credit hour)</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>Explain the physical, social, psychological, and language development of middle grade students.</td>
<td>1.2</td>
<td>2.2</td>
<td>2.1 2.5</td>
<td>Middle school students traits activity, Jigsaw activity, Responses to the written prompt</td>
<td>5</td>
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<td>B</td>
<td>Identify, understand and utilize instructional strategies for the various levels of reading competency found in the middle grades.</td>
<td>1.1</td>
<td>1.2.2.1</td>
<td>2.1 2.5</td>
<td>Aliteracy discussion, Textbook Swap Activity, Interview of Middle Level Student, Reading Strategies Reflections, Differentiated Instruction Reflection, Middle level textbook evaluation.</td>
<td>8</td>
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<td>C</td>
<td>Demonstrate how to integrate and plan reading, writing, word study and information literacy into the middle grade content areas.</td>
<td>1.5</td>
<td>1.2.4.(1,3)</td>
<td>1.3 1.5</td>
<td>Reading Strategies Reflections Writing Prompt Project, Book Review and Lesson Plan, Vocabulary Activity Demonstrations and candidate vocabulary reflections, Round Robin Writing and lesson plans</td>
<td>9</td>
</tr>
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<td>D</td>
<td>Explain the use of writing to enhance reading comprehension and learning.</td>
<td>1.2</td>
<td>1.2.2.4 1.2.5.(1,2)</td>
<td>1.5 2.5</td>
<td>Group work, discussion of writing prompts</td>
<td>3</td>
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<td>E</td>
<td>Explain and demonstrate assessment methods for the reading and writing of middle grade students.</td>
<td>1.4</td>
<td>1.2.8 (1-3)</td>
<td>2.5 8.1</td>
<td>Cloze Activity, Readability discussion. Six Trait remedial activities. Grading example papers, Creation of rubric for writing prompt project</td>
<td>6</td>
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<td>F</td>
<td>Be able to describe and plan an interdisciplinary approach of literature-based reading and writing.</td>
<td>1.1</td>
<td>1.2.1.5 1.2.5.(1,2)</td>
<td>1.5 4.1</td>
<td>Book review and accompanying content lesson plans.</td>
<td>3</td>
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<td>G</td>
<td>Explain how an understanding of oral language learning relates to the development of reading, writing, and thinking.</td>
<td>1.2</td>
<td>1.2.2.(1,4)</td>
<td>2.5 3.1</td>
<td>Jig Saw Reading Activity, Group discussions and responses to written prompts.</td>
<td>3</td>
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</tbody>
</table>
Identify and plan for the accommodation of culturally diverse populations, special needs students and English language learners in the content area classroom.

Identify & develop basic skills and professional dispositions of a professional middle level teacher

Dyslexia and ADD Simulations, Myths of English Language Learners Survey, “Language as a Barrier” Article

Language as a Barrier Article

Dyslexia and ADD Simulations, Myths of English Language Learners Survey, “Language as a Barrier” Article

Jig Saw Reading Activity, Discussion of special needs students in classroom. Internet Teacher Literacy Tools Textbook review (Readability statistics using WORD) Reflection on literacy in the field experience classroom

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<th>3.2</th>
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<th>1.2.5.1</th>
<th>1.2.7.1</th>
<th>3.3</th>
<th>3.4</th>
<th>3.5</th>
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<th>7.1</th>
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<td>H</td>
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<td>2.3</td>
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<td>3.4</td>
<td>1.2.7.2</td>
<td>1.2.9.1</td>
<td>1.2.10.1</td>
<td>1.2.11.5</td>
<td>4.3</td>
<td>7.2</td>
<td>7.4</td>
<td>9.1</td>
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IV. Student Learning Outcomes

The students will:

A. Compare the academic, social, physical and language development of middle school students to the development of high school and elementary students.

B. Identify strategies for the various levels of reading competency found in the middle grades.

C. Demonstrate how to integrate writing, into the middle grade content areas.

V. Relationship of the Conceptual Framework to Standards

Southeast Missouri State University’s Conceptual Framework is predicated on the belief that all students can learn and every child deserves dedicated teachers who have a firm grasp of content, are effectively trained, and know how to teach to high standards. An increasing emphasis on professional standards for educators reinforces the relevance of the College of Education’s vision of a competent, reflective, and caring professional as the grounding tenant of our conceptual framework as well as a commitment to proficiency in literacy, diversity and technology. As the lists of expected achievement indicators, competencies, and dispositions issued by government and professional groups become more extensive, only a competent professional who actively reflects on his/her teaching, while maintaining a caring attitude, is and/or will be capable of meeting the intent of those standards.

VI. Expectations of Students:

Students will be expected to complete the following course requirements:

A. Class participation
B. Written Reflections
C. Class presentations
D. Application of literacy integrated in lesson plans.

VII. Course Content

A. Definition and scope of learning
B. Application of theory
C. Oral language learning
D. Responding to reading as writers
E. Reading
F. Reading process
G. Needs of multicultural students
H. Writing
I. Student development as readers, writers and word skill growth
J. The reading and writing tooled classroom
K. the application of reading methods and strategies
L. Integrating the curriculum
M. Thematic teaching
N. Special needs students
   1. Who are special needs students?
   2. How are special students different?
   3. English Language Learners

VIII. Textbook and/or Required Readings:

IX. Basis for Student Evaluation:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due Date</th>
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<tr>
<td>Discussions, Group Work and Reflections</td>
<td>30%</td>
<td>Weekly</td>
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<td>Written assignments</td>
<td>44%</td>
<td>Biweekly</td>
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<td>Student Interview</td>
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<td>Differentiated Instruction Reflection</td>
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<td>Reading Strategies Chart</td>
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<td>Textbook evaluation</td>
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<td>Book Review</td>
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<td>Lesson Plan</td>
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<td>Writing Prompt</td>
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<td>Rubric for Writing Prompt</td>
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<tr>
<td>Active Learning Experiences</td>
<td>20%</td>
<td>Weeks</td>
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</table>
Jig Saw Reading  
Middle School Student Traits  
Text Book Swap Activity  
Field assignments  
Student Interview  
Grading Example Papers  
Vocabulary Activities  
Class Participation

Quizzes  6%  Weeks 1 & 8

Note: The weight of the evaluation criteria may vary according to each instructor and will be communicated at the beginning of the course.

X. Grading Scale
100-90% = A  
89-80% = B  
79-70% = C  
69-60% = D  
59% and below = F

XI. Academic Policy Statement:
Academic honesty is one of the most important qualities influencing the character and vitality of Southeast Missouri State University. Academic misconduct or dishonesty is inconsistent with membership in an academic community and cannot be accepted. Violations of academic honesty represent a serious breach of discipline and may be considered grounds for disciplinary action, including dismissal from the University. Academic dishonesty is defined to include those acts which would deceive, cheat, or defraud so as to promote or enhance one's scholastic record. Knowingly or actively assisting any person in the commission of an above-mentioned act is also academic dishonesty. Students are responsible for upholding the principles of academic honesty in accordance with the "University Statement of Student Rights" found in the STUDENT HANDBOOK. The University requires that all assignments submitted to faculty members by students be the work of the individual student submitting the work. An exception would be group projects assigned by the instructor. In this situation, the work must be that of the group. Academic dishonesty includes: Plagiarism and Cheating.

XII. Student with Disabilities:
Southeast Missouri State University and Disability Support Services remain committed to making every possible educational accommodation for students with disabilities. Many services and accommodations which aid a student's educational experience are available for students with various types of disabilities. It is the student's responsibility to contact Disability Support Services to become registered as a student with a disability. Accommodations are implemented on a case by case basis. For more information visit the following site: http://www6.semo.edu/lapdss/index.htm

XIII. Civility and Harassment
The University strives to offer learning experiences and opportunities designed to help students think effectively, develop the capacity to communicate, discriminate among values, and make relevant
judgments. A major determinant of a successful educational experience is a shared sense of respect among and between the students and their instructor. Mutual respect for all as well as a no tolerance policy on harassment of any kind is expected. Every student at Southeast is obligated at all times to assume responsibility for his/her actions, to respect constituted authority, to be truthful, and to respect the rights of others, as well as to respect private and public property.

XII. **Professional Dispositions for Teacher Education**

The **Dispositions**, as assessed within Teacher Education are guided by the central core of the **Conceptual Framework**. The beliefs and attitudes related to the areas of **competence, reflection and caring**, were the guiding force in establishing the 11 current **dispositions** assessed beginning in Block II within the initial teacher preparation program and the clinical experiences at the graduate level. These **dispositions** continue to be validated by P-12 personnel, faculty and the candidates themselves as the evaluation process evolves. In 2007, an Improvement **Disposition Plan** (IDP) form was created to inform and remediate the candidates who did not meet or exceed the expectations of the unit. The IDP form is available for faculty to utilize during supervision of field experiences, as well as in the classroom setting.

The following assessed **dispositions** are listed under the applicable Conceptual Framework Term.

**Competent:**
- Self-initiative/Independence
- Reliability/Dependability
- Attendance/Punctuality

**Reflective:**
- Response to feedback
- Desire to improve teaching performance

**Caring:**
- Tact judgment (with peers and/or instructors)
- Interaction with students, peers, teachers and others
- Collegiality
- Attitudes towards learners/Fairness
- Attitudes towards cultural, ethnic and socioeconomic diversity
- Commitment to the profession

DEPARTMENTAL APPROVAL DATE: 4-7-10, 4-25-12
COLLEGE COUNCIL APPROVAL DATE: 05-13-10, 5-8-12