Teaching Portfolio

The portfolio was designed to represent my teaching in a holistic manner. Within this document, I have included not only a statement of my teaching philosophy alongside a listing of courses I have taught, but also syllabi, course assignments, and evaluations from students and faculty mentors. Taken together, these documents highlight my abilities to cultivate classroom community, develop and execute meaningful lessons, and continually reflect on my own practice.

Included within this portfolio are three complete syllabi for courses I have been the instructor-of-record while at Michigan State University. The first syllabus is from an undergraduate special topics course for students enrolled in the Urban Education Cohort Program (TE 291a). The second is from an instructional methods course for prospective English Language Arts teachers (TE 405). The final syllabus is from a graduate seminar for student teachers in Chicago (TE 802).

Within this teaching portfolio, I have included an assignment for the course TE 802: Reflection and Inquiry in Teaching Practice I [English Language Arts]. In this assignment, students were asked to engage in listening with and in their school communities. The assignment sheet provides guidelines and suggestions for students to engage in the work of listening. It also provides specific expectations for connecting what they hear to their students, school, and community.

In an effort to support student learning during and after class, I use Keynote as a tool for instruction. Not only does Keynote provide an opportunity for me to support student learning through visuals and videos, but it serves as a record of our shared learning when archived on our course site. This particular presentation, part of a special topics class, *TE 291a: School, Family, and Community-Strengthening School-Family Relationships* used to discuss myths about parents alongside geographies of different. As illuminated in the slides, I use to frame our weekly learning, outline class activities, and preview upcoming readings and assignments.

Teaching Philosophy Statement

My philosophy of teaching centers students' personal experiences and cultivates space for them to share multiple ways of knowing. I foreground students' personhood and lived experiences in our lessons, orient teaching and learning as collaborative creative ventures across class assignments, and personally engage in teacher-research as I too take to the task of reimagining teaching practices.

Foregrounding Personhood

At the start of each semester, I hand each student a blank book and ask them to design a cover that represents their understanding of literacies and who they are as a literacies teacher. We return to this artifact often as students' definition of literacies, and their role as a literacies teacher, shifts. I use this tool to establish a community that amplifies student voice and experience in order to create a space for students to share what they know. Working from a culturally sustaining perspective (Paris, 2012) and valuing students' funds of knowledge (Moll, et al., 1992), I situate conversations in current events and in my students' lived experiences as raced, classed, and gendered persons. In an undergraduate literacy methods course, for example, we stopped our literacy lesson to process the death of Freddie Gray and the resulting Baltimore uprising alongside students' concerns about systemic racism, police brutality, and #BlackLivesMatter. In turn, we discussed solutions to difficult questions of personal identity as related to their schools, communities, and wider society. Engaging in such conversations about identity and justice simultaneously challenges students' preconceived notions and fostered their civic voice. Yet, my goal is not just to teach my own students to engage their students as people, but to do this work myself. Ultimately, I seek to create a space for students to know, to be, and to be known as individuals in community by foregrounding their identity and personhood.

Orienting Teaching and Leaning as Collaborative Creative Ventures

Foregrounding students' personal identity also means I take seriously the responsibility of an instructor to create a community of learners committed to growth. For example, when I taught in MSU's online masters' program, I adapted my teaching to sustain a sense of community in the often-isolating, online environment. Students first shared introductory videos that highlighted their professional and personal selves. Simultaneously, and to establish a larger class community, I used a closed Facebook group as a space to pose questions or share literacy resources and took a backseat as students cultivated a collaborative community of practice. This community supported their capacity for learning, fostered space to share what they already knew, and remains a resource to which they can return. I took a similar approach in a senior-level, methods course by providing students the opportunity to try their hand facilitating a professional presentation. Through this assignment, students took pedagogical risks as they experimented with tasks like hacking children's picture books to de-/re-construct dominant narratives. In both classes, students participated in reciprocal acts of teaching and learning and cultivated their professional identity in a shared community.

Reimagining Teaching Practices

Because my ultimate goal is to cultivate teacher-activists that are aware of how literacy is operationalized as a regulatory mechanism for power, I must also personally put theory into practice and reimagine traditional teaching practices used in the methods classroom. Hence, my teaching is also grounded in the possibilities of teaching as inquiry (Cochran-Smith & Lytle, 2009). I engage in teacher-research to critically question how I can better prepare teachers to respond to the systemic challenges individuals encounter as raced, classed, and gendered persons. Recently, in undergraduate and graduate courses I teach, I have turned to sound as a tool for such an undertaking. As outlined in a recent article in *Multicultural Education Review*, I use digital media and sonic cartography as tools for students to explore how listening in and to communities can inform their understanding of literacies. In turn, I challenge students to be dedicated advocates for the communities they serve and to create space for *their* students to build upon their funds of knowledge.

Across my teaching, I argue that maintaining narrow perceptions of education only perpetuates inequitable structures that persistently position historically marginalized individuals at the bottom of an imagined hierarchy. Hence, my goal is to foster students' sense of power by using their expertise to facilitate our learning. By openly reflecting on my own teaching practice, I model how to sustain students' identities and how, together, we can value diverse persons and sets of knowledge by reimagining our pedagogies.

University Teaching Experience

Instructor of Record in the Department of Teacher Education
Michigan State University, August 2013 - July 2017
Developed course syllabi, lessons, and assignments; provided feedback on writing and instructional practice; graded all major assignments; assigned and submitted final grades.

Courses Taught:
TE 250: Human Diversity, Power, and Opportunity in Social Institutions
Comparative study of schools and other social institutions. Social construction and maintenance of diversity and inequality. Political, social and economic consequences for individuals and groups.

TE 291a: Special Topics in Urban Education
Issues in teaching and learning for prospective teachers. Strategies for professional development during and after one's teacher preparation program.

TE 405: Teaching of Language and Literacy to Diverse Learners - Elementary (K-8)
Teaching language and literacy to diverse learners at the elementary level (K-8). Inquiry into and construction of subject-specific meaning. Literacy subject matter adapted to learner diversity. Teachers' roles, including professional, intellectual, and sociopolitical responsibilities.

TE 802: Reflection and Inquiry in Teaching Practice I [English Language Arts] (Hybrid)
Qualitative and quantitative research methods on teaching and learning. Criteria for judging the validity and applicability of research-based knowledge. Framing educational problems worthy of inquiry. Designing and assessing studies of teaching practice.

TE 803: Professional Roles and Teaching Practice II [Social Studies] (Hybrid)
School-agency alliances for fostering student learning. Strategies for working with families and community groups to improve responsiveness of the school curriculum to student needs. Child advocacy in the school and community.

TE 846: Accommodating Differences in Literacy Learners (Online)
Developmental processes, instructional practices, and assessment principles that contribute to effective learning of reading and writing. Teaching methods for accommodating the different needs of individual literacy learners.

University Teaching Experience (continued)

Clinical Faculty in Institute of Educational Initiatives
University of Notre Dame, Summers 2012 & 2013
Developed and facilitated lessons and assignments; provided feedback on writing and instructional practice; graded all major assignments; assigned final grades.

Courses Taught:
EDU 60182: The Teaching of Reading
An exploration of the research and instructional strategies of reading instruction including emergent literacy, reading readiness, phonemic awareness, phonics, word recognition, vocabulary development, fluency, cultural literacy, and reading comprehension, as well as particular strategies for reading remediation.

EDU 60312: Exceptionalities in Childhood
A survey in exceptionality with emphasis on the elementary-aged child is followed by in-depth study of the common learning problems in the elementary grades, especially reading, writing and mathematics disability. Both teaching strategies and assessment are considered.

EDU 60234: Exceptionality in Early Adolescence
A survey in exceptionality with emphasis on the middle grades child is followed by in-depth study of the common learning problems in the middle school, especially reading, writing and mathematics disability. Both teaching strategies and assessment are considered.

EDU 60336: Exceptionality in Adolescence
A survey in exceptionality with emphasis on the high school student is followed by in-depth study of the common learning problems in the high school, especially reading, writing and mathematics disability. Both teaching strategies and assessment are considered.

TE291a: Special Topics in Urban Education

SECTION SPECIFIC INFORMATION:
TE 291a - Section 001

Cassie J. Brownell
Email: browne84@msu.edu
Twitter: @brownellcassie
Skype: cassie.brownell13
Office hours: By appt.

Facebook Group:
www.facebook.com/groups/
1012299702167061/

WEDNESDAY
1:50-5:40 PM

MSU SITE:
A104 Wells Hall

SCHOOL SITE:
Willow Elementary School
1012 W. Willow Street

School, Family and Community: Strengthening School-Family Relationships

Course Overview
This course considers the role of family and community in learning. Students will consider the ways that they, as urban teachers, can effectively work with families and communities as partner in promoting student learning and growth.

Course Description
This course seeks to introduce students to the rewards and challenges of teaching in an urban community and to explore the ways that schools, families, and communities can work together to strengthen the education of urban children. We will engage in readings, class discussion, school and community observations, school-based work with children, and interviews with students, teachers, and family members. We will explore the realities of urban education from the perspectives of students, teachers, and family members in order to better understand how we, as future teachers, might fit into an urban school community.

School Website:
http://www.lansingschools.net/schools/early-learning/willow/

MICHIGAN STATE UNIVERSITY

School's Facebook: https://www.facebook.com/WillowElementarySchoolLSD/

Guiding Questions

Through our learning experiences, we hope to answer the following questions:

How does the students' context affect how they view themselves as readers and doers of mathematics?

How do families support their children's education?

How do teachers connect with families?

How can teachers effectively engage with families as educational partners?

What do different conceptions of learning, school, and being a student mean for effective teaching?

How do teachers use "real world" experiences in the classroom & how do students use classroom knowledge in the "real world"?

Course Grading and Requirements

Grades are a reflection of the <u>quality</u> of your work in addition to your <u>effort</u>. Completing assignments and attending class is <u>not</u> enough to earn a 4.0 in this class. Such a grade is reserved for work of outstanding quality and requires more than just satisfactory completion of all assignments

Class Participation:
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.

Course Grading and Requirements

Assignment*	Type of Project	% of Final Grade
Attendance & Participation	Student Engagement	25%
Student Interview	Student Study	5%
Teacher Interview	Student Study	5%
Family Member Interview	Student Study	5%
Community Resources – Asset Mapping	Student Study	5%
Synthesis of Interviews & Resources	Student Study	20%
Parent Night Planning Meeting	Final Project	5%
Parent Night Activity	Final Project	10%
Parent Night Activity Write-Up	Final Project	15%
Parent Night Reflection	Final Project	5%

**Your grade for the course is comprised of the requirements listed above.
*Assignments will be described in an assignment sheet well before their due dates.**

Turning in Assigned Work:

Assignments are to be <u>uploaded to the D2L</u> drop box by the time specified in the syllabus and on D2L. Papers emailed directly to the instructor will not be considered (unless specifically arranged with the instructor ahead of time).

For the first assignment, we will work with students to ensure that items are properly uploaded and able to be read and opened. This is everyone's chance to work out the bugs in uploading. However, after the first assignment, "forgetting" to properly attach the paper, uploading a blank or unreadable format, and other such technical issues will not be accepted as excuses for a late paper. It is each student's responsibility to double check that the items are uploaded and visible and able to be opened. If the instructor must "track down" a paper, it will be considered late. I strongly recommend you double check your submissions by logging out, logging back in, opening the folder, clicking on the file and seeing if it opens properly. If you can't open it, I surely cant'!

If you need assistance with anything related to technology or accessing class items on <u>D2L,</u> contact the MSU Help Desk: 517-355-2345 or 1-800-500-1554. They are available 24 hours a day.

Incompletes:

No incomplete grades will be given. At the time that grades are due, we will evaluate what has been submitted and anything missing will receive a zero.

General Grading Rubric

4-Point Scale	Description
4.0	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	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	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	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	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, of 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.

A Note About "Late" Work:

All assignments are to be uploaded to the D2L drop box by the time specified in the syllabus and on D2L. Anything uploaded after the specified date and time is considered late. Late papers will be significantly penalized. A late paper, however, is preferable to no paper. Hence, all papers turned in will receive some credit. You should be proactive about contacting the instructor regarding late papers. Individual circumstances may be considered regarding due dates if the issue is addressed and discussed with the instructor **before** the due date. Explanations for late papers will not be considered after the due date (except for rare situations).

Course Assignments

Assignment 1: Student Study
This project will require students to investigate a student's perspective on learning and school and how his/her perceptions are/are not similar to the school culture.

Throughout the course, students will gather information from the student, teacher and family member which will be used to complete this project.

While the completed study will be due after Spring Break, students should be working on parts of this assignment from the beginning of the course. Students are <u>strongly advised</u> to complete individual sections of the paper as they are assigned rather than waiting until the due date approaches.

Assignment 2: Final Project – Family Math Night or Family Literacy Night
Students will work in groups to prepare a family math or family literacy activity. This activity will be presented to family members during the Family Night hosted by MSU students for students and family members at the school.

Course Logistics and Other Information

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 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.

Incidents of Plagiarism:
They will be taken very seriously and will be pursued. Students are strongly cautioned not to copy any text verbatim without appropriate quotations and source citations. For University regulations on academic dishonesty and plagiarism, please refer to:
http://www.msu.edu/unit/ombud/plagiarism.html

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.
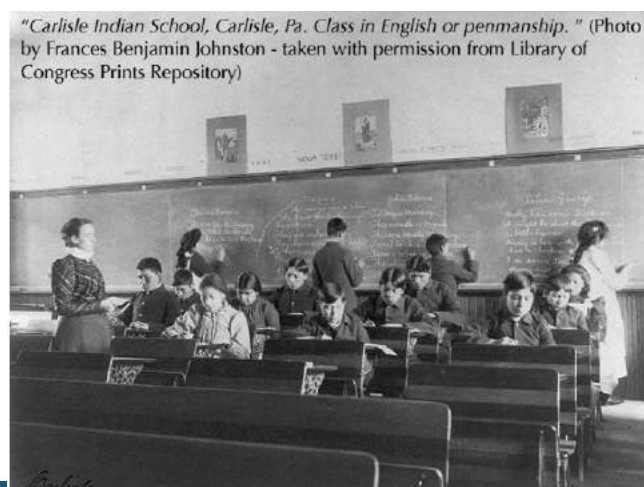
Photographs, Videotape, and Digital Recordings:
Always ask permission of the classroom teacher to make photographs, video-recordings, or audio-recordings of students. Occasionally there are circumstances that require a student's whereabouts to be kept private and photographs may not be allowed. Some 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 course instructor.

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)

Course Components

High-quality participation is characterized by the following:

1. **Submitting completed assignments on time.**
2. **Recording notes and/or questions you have from the day's readings before and/or during class.**
3. **Bringing the texts, readings and notes to class which you use to prompt your thinking and to contribute to the discussion.**
4. **Completing the readings and assignments in depth which includes noting sections of importance to which you may refer in class.**
5. **Contributing ideas in class in an appropriate manner.**

Attendance and Participation:

1) Attendance at the School Site and at MSU
   - The class will be working with a school and <u>some</u> of the classes will be held at the school site. Each visit will include working with students, interviewing students/teachers/family members and class time.
   - Students will be expected to use their own transportation or the city bus to get to the school. Because the class will work with students, it is imperative that students arrive ON TIME.

2) Class Participation
   - As a member of this class, you are responsible for the learning that takes place during each class meeting. Your contribution to other students' learning, clarity of your contribution, and your willingness to assume responsibility for making the discussions and activities work in our learning community are critical to a successful learning experience.

Course Format and Schedule:

The instructor and students share responsibility for fostering discussion on all topics. This course will include school visits and working with students, parents and teachers. It will also involve class discussions, group projects, and a culminating event. A collaborative learning approach will be used in which students work in groups to discuss and report on ideas, issues, and concepts provided by the instructor and in the course texts.

Course Expectations

Engagement in the Course:
Attendance is expected at all class sessions. Missing class can affect depth of understanding and is frequently reflected in the quality of written analysis and in the overall learning experience. I recognize that sometimes things come up that prevent students from attending class (e.g., illness, family or personal issues). <u>If this occurs, you should notify your instructor **before** class and make arrangements to get any missed material.</u> All absences, regardless of the reason, will affect your engagement grade. Three absences will result in an Attendance and Participation grade no higher than 2.0. Four absences will result in a zero grade for Attendance and Participation. Chronic unexcused absences may result in a failing grade for the course. Furthermore, you are expected to come to class on time. Two late arrivals equal one missed class.

Additionally, in order to be engaged, students must be focused and attentive to the discussion/activity at hand. Facebook, cell phone texting, g-chatting, crosswords, etc. are all signs that one is NOT engaged in the course. Choosing to do such things during class will be reflected in your grade.

Required Text:
We will draw on a wide array of scholarship concerning families and communities as readers and doers of mathematics. All course readings are available via the course pack available at Collegeville Bookstore.

Contacting the Instructor (a.k.a. the courtesy clause):
You should feel free to contact the instructor via email and I encourage you to do this. However, you should remember that this is a formal means of communication; complete sentences and appropriate grammar and punctuation are expected. Any email which is not in keeping with this formal nature may be disregarded by the instructor. Emails will be attended to in a reasonable amount of time (1-2 days) but you should not expect an instant response at all times. This means you should plan ahead with questions or concerns related to assignments.

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.

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 s at http://www.rcpd.msu.edu/.
Regarding Assistance: 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/.

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.

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, students 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 Writing Center at 300 Bessey Hall, 432-3610 is also available. Grammar Hotline: 432-1370.

Student Instructional Rating System (SIRS):
Michigan State University takes seriously the opinion of students in the evaluation of the effectiveness of instruction, and has implemented the SIRS (Student Instructional Rating System) process to gather student feedback. This course utilizes the "online SIRS" system. You will receive an e-mail from the TE Department during the last two weeks of class asking you to fill out the SIRS online form at your convenience. **According to TE Department policy, please note the final grade for this course will not be accessible on STUINFO during the week following the submission of grades for this course unless the SIRS online form has been filled out.** You will have the option on the online SIRS form to decline to participate in the evaluation of the course – we hope, however, that you will be willing to give us your frank and constructive feedback so that we may instruct students even better in the future.

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.

The citation format for this course will be APA. This requires you to include both parenthetical citations in the body of your work as well as a complete and properly formatted reference list at the end of your paper. A manual is available in the library. A guide for most citations is also located on the TE 291a D2L site. Additionally, you may check out the following website:
http://www.liu.edu/cwis/cwp/library/workshop/citapa.htm

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.

Week	Session Topic & Guiding Questions	Course Reading(s)	Assignment(s) Due
Week 1 Jan. 13 (MSU)	**Home, School, and Family Connections: Laying the Ground Work** - What do are the expectations for the course? - What do you expect from your classmates? Your instructor? - What topics will be covered in the course?	**ALL readings can be found in the course pack and are to be completed <u>PRIOR</u> TO CLASS.** **-** Lightfoot. (2004). "Some parents just don't care: Decoding the meanings of parental involvement in urban schools." *Urban Education* 39(1):25-43. - Compton-Lilly, C. (2004). "Twelve Myths about Poor and Diverse Parents." *Confronting Racism, Poverty, and Power: Classroom strategies to the world."* Portsmouth, NH: Heinemann. p. 32-50.	**DUE 01/20:** Community Asset Map *Note: Data can be gathered through the following sites: **Great Schools** **School Digger** **EdLine**
Week 2 Jan. 2 (MSU)	**The Community as a Resource: Getting to Know the Community**	- Buendia, E., Ares, N., Juarez, B., & Peercy, M. (2004). The geographies of difference: The production of the East side, West side, and central city school. *American Education Research Journal.* 41(4):833-863.	**DUE:** Community Asset Map **DUE 01/27:** 1 Page Typed Reflection (completed after readings)
Week 3 Jan. 27 (MSU)	**Literacy and Math in the Family, Community, and School: What's a Reader?** - What does it mean to "be a reader"? Is this the same for everyone? Why? - Why do home and school visions of learning differ? For whom do the differ?	Compton-Lilly, C. (2003). *Reading Families: The Literate Lives of Urban Children.* - Introduction & Chapter 1 (p.1-31)	**DUE:** 1 Page Typed Reflection - What doe you think a reader is, does, looks like, thinks about, reads, etc.? - Are you a reader? - Where did you learn about what it means to be a "reader"?

Week	Session Topic & Guiding Questions	Course Reading(s)	Assignment(s) Due
Week 4 Feb. 03 (School)	**Students' Views of Reading and Being a Reader** - How does the school's/ teacher's conception of reading differ from the conception families and/or children may hold? - What resources do children bring to class about being a reader? How do students see reading? - How does reading appear in other aspects of our lives? What do we learn from those experiences?	Compton-Lilly, C. (2003). *Reading Families: The Literate Lives of Urban Children.* - Chapters 3 and 4 (p. 45-76) Jigsaw: - Moje, E. (2000). "To be part of the story: The literacy practices of gangsta adolescents. *Teachers College Record*. 102(3): 651-690. - Morell, E. (2002). "Towards a critical pedagogy of popular culture: Literacy development among urban youth." *Journal of Adolescent and Adult Literacy*. 46(1): 72-77. - Mahiiri, J. and Sablo, S. (1996). "Writing for their lives: The non-school literacy of California's urban African American youth." *The Journal of Negro Education*. 65(2): 164-180.	**DUE:** Draft 8-10 questions you would like to ask students, family members, and teachers about being a reader.
Week 5 Feb. 10 (School)	**Teachers' View on Reading and Being a Reader** - How do teachers view learning to read? - How do teachers use "real world" experience in the classroom?	Compton-Lilly, C. (2003). *Reading Families: The Literate Lives of Urban Children.* - Chapters 5 and 6 (p.77-109) - Ladson-Billings, G. (1991). "Reading between the lines and beyond the pages: A culturally relevant approach to literacy teaching." *Theory into Practice*. 31(4): 312-320.	**DUE IN-CLASS:** Interview a student about their ideas on reading and being a reader. **DUE 02/24:** Completed Student Interview Transcript

Week	Session Topic & Guiding Questions	Course Reading(s)	Assignment(s) Due
Week 6 Feb. 17 (School)	**Family Members' Views on Reading and Being a Reader** - What do families and communities have to do with the learning of school reading? - How do families support their children's learning to read?	Compton-Lilly, C. (2003). *Reading Families: The Literate Lives of Urban Children.* - Chapters 7 (p.110-122) Jigsaw: Li, G. (Ed.) (2008). *Multicultural Families, Home Literacies and Mainstream Schooling.* Charlotte, NC: Information Age Publishing - Chapter 5: Immigrant Asian Families and Literacy - Chapter 7: Immigrant Latino Families and Literacy - Chapter 9: White Working Class Families and Literacy	**DUE IN-CLASS:** Interview your cooperating teacher about their ideas about reading and being a reader. **DUE 03/02:** Completed Teacher Interview Transcript
Week 7 Feb. 24 (TBD)	**Literacy and Families Wrap-Up** - How do these different conceptions of learning to read, of school, and of being a student affect our teaching? - How can we teach differently?	Compton-Lilly, C. (2003). *Reading Families: The Literate Lives of Urban Children.* - Chapters 8 (p.124-142) **One additional piece by Compton-Lilly** -Compton-Lilly, C. (2004). "Building on the knowledge that children bring: Using jump rope rhymes in the classroom." *Confronting Racism, Poverty, and Power: Classroom strategies to change the world."* Portsmouth, NH: Heinemann. p. 67-74 -Duke, N. & Purcell-Gates, V. (2003). "Genres at home and at school: Bridging the known to the new." *The Reading Teacher*. 25(1)30-37.	**DUE 02/22 (PRIOR TO CLASS):** Email Cassie 2 questions for Dr. Compton-Lilly to address during our virtual conversation. **DUE 02/24:** Completed Student Interview Transcript **DUE 03/02:** Completed Teacher Interview Transcript

Week	Session Topic & Guiding Questions	Course Reading(s)	Assignment(s) Due
Week 8 Mar. 02 (School)	**Hosting a Family Night—What is it all about?**	- Schussheim, J.Y. (2004). Large-scale family nights: A primer for collaboration. *Teaching Children Mathematics,* 10(5), 5-7. - McCarthey, S. (1999). "Identifying teacher practices that connect home and school." *Education and Urban Society.* 32(1): 83-107. - Hutchins, D., Greenfield, M., & Epstein, J. "Introduction," *Family Reading Night*.	**DUE IN-CLASS:** Interview a family member about their ideas about reading and being a reader. **DUE 03/02:** Completed Teacher Interview Transcript **DUE 03/16:** Completed Family Member Interview Transcript
	MSU Spring Break Mar. 03-11 No Class		
Week 9 Mar. 16 (School)	**What is a Doer of Mathematics?** - What does it mean to be a doer of mathematics? - Is this the same for everyone? Why? - Why do home and school visions of learning differ? For whom do they differ?	- Larson-Billings, G. (1997). It doesn't add up: African American students' mathematics achievement. *Journal for Research in Mathematics Education,* 28(6), 697-708.	**DUE:** Student Study **DUE 03/16:** Completed Family Member Interview Transcript

Week	Session Topic & Guiding Questions	Course Reading(s)	Assignment(s) Due
Week 10 Mar. 23 (School)	**Students' Views on Mathematics** - How does the students' context affect how students view themselves as doers of mathematics? - How do students use classroom knowledge in the the "real world"?	- Sanchez, K., Zimmerman, L., & Ye, R. (2004). Secondary students' attitudes toward mathematics. *Academic Exchange*, 56-60. - Steele, D. (2000). Enthusiastic: Voices from young mathematicians. *Teaching Children Mathematics, 6(7)*, 464-468. - Tate, W.F. (1994). Race, entrenchment, and the reform of school mathematics. *Phi Delta Kappan, 75(6)*, 477-480, 482-484.	
Week 11 Mar. 30 (School)	**Teachers' Views on Mathematics** - How do teachers view the learning of mathematics and what it means for students to participate in mathematics? - How do teachers use "real world" experiences in the classroom?	- Richardson, J. (2009). An interview with Deborah Ball and Bob Moses. *Phi Delta Kappan, 91(2)*, 54-59. - Peterson, B. (2006). Introduction AND Teaching math across the curriculum. In E. Gustein & B. Peterson (Eds.). *Rethinking mathematics: Teaching social justice by the numbers* (p. 1-15), Milwaukee, WI: Rethinking Schools, Ltd.	**DUE IN-CLASS:** Drafts of: - Parent handout explaining activity - Sample activity
Week 12 April 06 (MSU) *Lansing Schools Spring Break*	**Planning for Family Night** - What have you planned for family night? Why? - What concepts will be focused on? - What ages is it appropriate for? - How can it be differentiated for different learners?	*No readings due this week *Groups will meet with instructor	**DUE:** - Parent handout explaining activity - Sample activity

Week	Session Topic & Guiding Questions	Course Reading(s)	Assignment(s) Due
Week 13 April 13 (School)	**Family Member's View of Mathematics** - What do families and communities have to do with the learning of school mathematics? - How do families support their children's learning of mathematics?	Martin, D.B. (2006). Mathematics learning and participation as radicalized forms of experience: African American parents speak on the struggle for mathematics literacy. *Mathematical Thinking and Learning*. 8(3): 197-229. Wiley, C. (2008). Immigrant Latina mothers' participation in a community mathematization project. *Adults Learning Mathematics-An International Journal,* 3(2a), 29-40.	
Week 14 April 20 (School)	***Family Night!*** **Wednesday, April 20th, 4 PM-6PM** **Willow Elementary School Gym** *Please arrive at regular time for set-up**		
Week 15 April 27 (School)	**Mathematics and Families Wrap-Up** - How do these different conceptions of learning mathematics, of school, and of being a student affect our teaching?	- Moses, R.B., & Cobb, C.E. (2002). Algebra and civil rights? In *Radical equation: Civil rights from Mississippi in the Algebra Project*. Beacon Press.	
	Finals Week **Monday, May, 2, 2016** **3:00-5:00 PM** **A104 Wells Hall**		

SS 14: TE 405

TEACHING ENGLISH LANGUAGE ARTS TO DIVERSE LEARNERS

TUESDAY:
9:10 - 12:00 PM
128
ERICKSON HALL

Introduction to the Course:

What is English Language Arts (ELA) education?

Welcome to your next professional education course within the MSU Elementary Team K-8 sequence (MSU-ET, K-8)*. This course will focus primarily on introducing you to teaching and learning in English language arts (reading, writing, speaking, listening, viewing, and literature study). Other subject matter areas may be brought in as we consider various definitions of "literacy," ways in which English language arts can support content area learning, ways in which integration across subject matters enhances learning, and specific cases of student learning.

Subject matter emphasis in the course: "Literacy" is a term that is used in a variety of ways when teachers discuss student learning, both within English language arts (reading, writing, speaking, listening, viewing, and literature study) and across other subject matter areas (mathematics, science, social studies, the arts). One issue we will explore in TE 405 is the role of both written language (literacy) and spoken language (orality) in supporting students' learning. In some portions of the course, the role of language will be fore-grounded. That is, we will learn about ways teachers can support children to become better readers (of a variety of kinds of printed texts), writers, speakers, listeners, and viewers. We will also explore ways new technologies and phenomena (e.g., the rise of convergence culture, social networking, Web 2.0) may support subject matter learning. This exploration will focus on how to help students develop knowledge, skills, and dispositions needed in these areas. At other times in the course we will focus on the teaching of subject matter knowledge, primarily in the context of learning about literature and genres of writing. We will explore ways in which the language modes can be used effectively in support of subject matter goals.

Investigation of central course theme: We will begin the course by investigating a central theme: What does it mean to build an inclusive learning community? How teachers respond to this question brings in ideas that relate to all three course goals (described below), and requires careful thought about how to provide meaningful educational experiences for diverse learners. We will investigate how "difference" among learners is not a deficiency or a problem to solve, but rather a resource for teaching and learning. Difference represents the cultural, linguistic, socioeconomic and racial variability as well as the inevitable range of abilities that one expects to find in today's classrooms. We will continue to revisit this theme throughout the course as we work toward the course goals.

* This course is designed to complement your learning in TE 301 where you focused on developing a knowledge base for teaching language arts and investigated how children learn and how to assess this learning. It also builds on what you learned in TE 403 and TE 404 about teaching science and social studies to diverse learners.

Key Questions:

Two categories of questions drive our course: questions concerning *content* and questions concerning *praxis and teaching*

English Language Arts Content:

- *What is English Language Arts (ELA) education, and what is its purpose?*
- *What does teaching literacy mean?*
- *What content belongs in English Language Arts?*
- *What are the most effective ways to increase students' knowledge and skills in English Language Arts?*
- *What values should teaching literacy promote?*

Teaching and Praxis:

- *How does one design curriculum to meet the needs of all learners?*
- *How does one integrate technology into the curriculum in pedagogically effective ways?*
- *How does one assess students' learning in a variety of ways?*
- *How does one teach for global understanding?*
- *How does one teach in culturally relevant and sustaining ways?*
- *How does one create a classroom community that is supportive, organized, and well-managed?*

Course Goals:

Goals for the course span three interrelated areas that are all intended to help you work toward the MSU Teacher Preparation Program Mission (http://www.education.msu.edu/te/Elementary/Elementary-Mission.asp) and the Teacher Preparation Program Standards (http://www.education.msu.edu/te/Elementary/Policies/Professional-Teaching-Standards.asp). In some cases, you have already begun learning about some areas in prior course work, and there are other areas that you will be introduced to in this course. You will continue your learning in these areas during your internship and across your teaching career. You will also be working to meet the Professional Standards for Michigan Teachers (adopted May 13, 2008), including the 7th Standard, Technology Operations and Concepts.

Goal #1: Developing Your Vision of Standards-Based Teaching

You began to develop your teaching philosophy in other TE courses as you thought about and refined your attitudes, beliefs and goals for teaching. In this course, you will think about those issues in subject-specific contexts and be supported in developing and articulating a research-based, principled stance toward teaching diverse learners in English language arts. Part of your vision will include developing your ideas about technology integration for teaching K-8 learners, and the range of ways you want to provide responsive instruction for all learners.

Goal #2: Developing Your Pedagogy

Pedagogy is a word that encompasses many aspects of teaching, including the work a teacher does "behind the scenes" to plan for instruction, as well as the teaching and assessing that take place in the classroom itself. In developing your pedagogy, you will build upon the knowledge and prior experiences you bring in the three areas listed below, and will have some opportunities to develop your pedagogy in your field placement classroom.

- Building a Teaching Repertoire: Building upon your exposure to various teaching strategies in prior courses, you will deepen your knowledge of and skill in using a repertoire of teaching strategies, tasks, and resources (including technology) in language arts. You will consider carefully the extent to which your repertoire is consistent with your vision and meets the needs of diverse learners. You will learn to make analysis and reflection a regular and ongoing part of your teaching activity.

- Developing Knowledge of Curriculum, Planning and Assessment: You will begin to construct knowledge of English language arts curriculum based on State and National Curriculum Frameworks. By examining a *differentiated instruction* approach, you will also learn how to select and organize content, skills, and strategies that are responsive to the learners you will be teaching, including English language learners and learners with special needs. You will engage in assessment, lesson planning and teaching in language arts. You will also appraise instructional resources (including technology-based resources), make decisions that are consistent with your philosophy, and share your learning with colleagues.

- Understanding Children and Adolescents as Learners: Observing, working with, and assessing diverse students as readers, writers, speakers, listeners, and viewers will help you learn how their knowledge, skills, reasoning processes and dispositions develop over time. You will learn to adapt your planning to the learning needs of individuals and groups, which includes paying attention to identified disabilities, race, ethnicity, culture, socio-economic status, ability, linguistic characteristics, and gender.

Goal #3: Engaging in Ongoing Self-Assessment

Self-assessment is a key practice that enables new and experienced teachers to continue learning throughout their careers. We will target two main areas that will inform your teaching philosophy and your pedagogy:

- Understanding Yourself as a Learner: You will examine yourself as a learner in English language arts and as a technology user. This will enable you to compare and contrast the kinds of instruction you experienced throughout your schooling and the approach to teaching you want to develop across your career. Learning to pay attention to your prior experiences as a learner will help you articulate, challenge, and revise assumptions about teaching and learning. Personal reflections will also enable you to identify areas in your own knowledge that need further development and to pursue a particular issue or question in depth to extend your learning.

- Understanding Yourself as a Colleague: Collaborating in a variety of professional activities (e.g., learning collaboratively with your colleagues, sharing resources for projects, participating in an elementary or middle school classroom, observing your colleagues teach) and reflecting on your participation will initiate you into collaborating with colleagues during your internship year and across your career.

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 meet a field visit commitment. You will make up all field absences. If you are unable to attend school, you need to call your mentor teacher in advance. Do not rely on your peers 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. **Note: this policy means that you are not entitled to two absences. There are no "freebie" absences in this 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 405. In order to pass TE 405, 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 teachers in the field experiences during TE 405.

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; <u>and</u> (b) has done satisfactory work in the course; <u>and</u> (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:

https://www.msu.edu/~ombud/academic-integrity/index.html

Problem Solving:

If problems arise, **first contact the course instructor**. If the problem is not resolved, please contact the Subject Area Leader, Cheryl Rosaen; or, the Elementary Coordinator, Andrea Kelly.

Accommodations for 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: https://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. TPP's instructors or cluster leaders might be able to help. Also, MSU 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. Website:
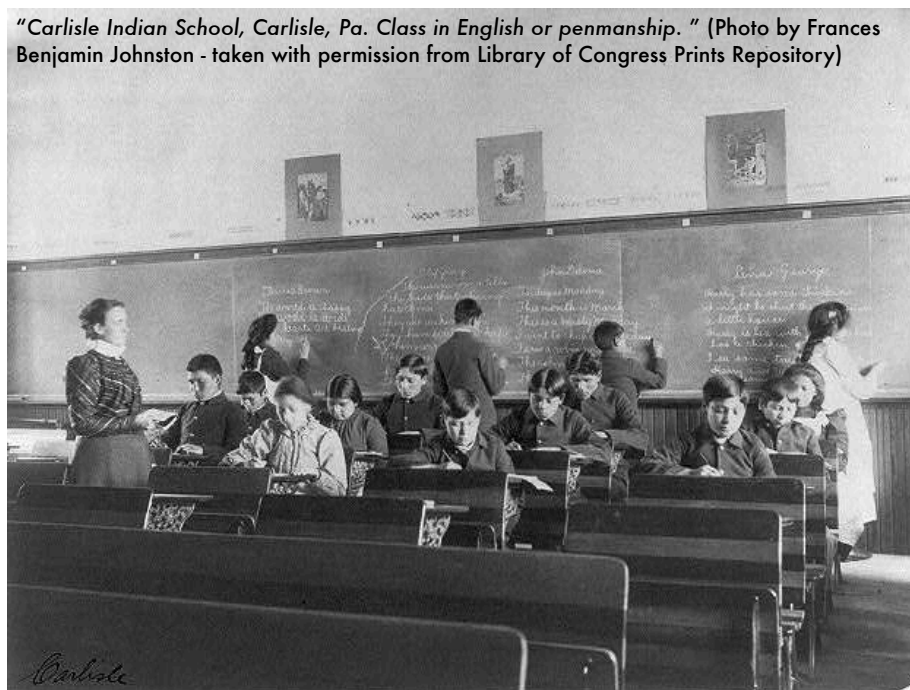
Writing Center:

Teachers are models and coaches of writing for their students, and must communicate effectively in writing with colleagues, parents, and others. For those reasons, teacher candidates are expected to write effectively and conventionally. If you need more help in meeting those expectations than you can get from your instructors and other teacher candidates, try the College of Education Office of Student Writing Assistance (OSWA), 513 F Erickson Hall, phone 517-432-0425 or e-mail campbell@msu.edu. In addition, the Writing Center at 300 Bessey Hall.

Michigan State University takes seriously the opinion of students in the evaluation of the effectiveness of instruction, and has implemented the SIRS (Student Instructional Rating System) process to gather student feedback. This course utilizes the "online SIRS" system. You will receive an e-mail sometime during the last two weeks of class asking you to fill out the SIRS online form at your convenience. Please note the final grade for this course will not be accessible on STUINFO during the week following the submission of grades for this course unless the SIRS online form has been filled out. You will have the option on the online SIRS form to decline to participate in the evaluation of the course – we hope, however, that you will be willing to give us your frank and constructive feedback so that we may instruct students even better in the future.

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

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 Elementary Coordinator

FOCUS ON URBAN EDUCATION:

This section of TE 405 is an urban infused section. As such, when we walk into school and classroom spaces, we should be aware of how education has the ability to shape, negate, and transform students' identities and sense(s) of self across contexts. When we examine the "field," special attention will be paid to issues such as: class, race & ethnicity, federal policy, space, and place.
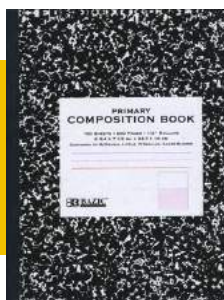
How will course goals help you work toward program and state standards?

The following table illustrates the assignments you will complete to help you work toward the course goals. They are consistent with the Teacher Preparation Program Standards (http://www.education.msu.edu/te/Elementary/Policies/Professional-Teaching-Standards.asp) and Professional Standards for Michigan Teachers (adopted May 13, 2008), including the 7th Standard, Technology Operations and Concepts.

Course assignments are aligned with MSU Teacher Prep Standards and Tech Ops in the following ways

Assignment(s)*	MSU Teacher Preparation Program Standards	Technology Operations and Concepts
	1. employ a liberal education 2. teach a subject matter 3. create and manage a classroom learning community 4. organize a class 5. use an equipped school room 6. join a faculty and a school 7. engage guardians and community 8. teacher as professional and reflective learner	7a: understand issues associated with technology use in K-12 schools 7b: participate in collaborative online learning experiences 7c: create online learning experiences 7d: plan, design, evaluate effective technology-enhanced learning environments aligned with standards 7e: implement curriculum plans that include technology-enhanced methods and strategies 7f: apply technology to facilitate a variety of effective assessment and evaluation strategies 7g: use technology for continued professional growth
School / Field Participation	Standards 1 - 8	7 a, g
Language Arts Reflection and Lesson	Standards 1 - 5, 8	7 d, e, f
Course Participation	Standards 1 – 6, 8	7 a, b, g
Differentiating ELA Instruction Project	Standards 1 – 6, 8	7 a, b, c, d, e, f, g

Course Grading and Requirements:

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

Assignment(s)*	Type of Project	% of Final Grade
Classroom & Field Participation	Individual	20
Weekly Reading Responses (10x)	Individual	10
Entering the Conversation Activity	Group	10
ELA Lesson Plan & Reflection	Individual	30
Differentiating ELA Instruction Project	Individual	30

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

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.

Turning in Assigned Work:

Assignments are due as indicated on the course schedule and you are responsible for knowing what the due dates are. 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.

Extra Credit (Maximum - 2 points):

The Annual Meeting of the Michigan Reading Association will be held in Grand Rapids, Michigan, March 27 - 30 (for program and registration information, see http://www.michiganreading.org/). If you choose to attend this conference (or another conference related to the Language Arts content of TE 405), you may write a two page paper reflecting on the experience to receive up to 2 points credit for attending. You may also choose to attend other conferences that help you develop your understanding of teaching language arts.

Field Experiences:

We are eager to build substantive connections between your work here at the university and your work in the field. We hope that your readings and activities in the course help make you a more observant and effective participant in the field. Moreover, we hope your field experiences help you make better sense of the theories and readings we discuss in class.

Your field experiences are a critical component of your learning in TE405. In the field is where you often apply much of the learning from the readings and class discussions, and where you complete several assignments. We are eager to hear about your experiences in the field and how you are interpreting the actions, moves, decisions, and language used of both your cooperating teacher and the children in the classroom.

As a class, we will determine how to have conversations about the field. They may occur "live" (in class), or online, in discussion boards. They may involve the whole class or small groups. In small groups, you might be asked to lead a discussion of field experiences that connect to course themes, readings, or broader topics in education. The groups might remain the same over the semester or change to give you an opportunity to hear from others.

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.

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 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 (such as for the field-based lesson).

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. **In order to engage at the level of synthesis and creation, weekly reading quizzes will be given. This is not punitive, as the points on the reading quizzes will merely reflect a fragment of your participation grade. 6 quizzes will be given with your lowest score dropped.**

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, sidetalking 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.

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, of 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 Readings:

The two books are available for purchase at the Spartan Bookstore in the International Center. Supplementary readings can be found on our course website hosted on Desire2Learn (D2L).

Books

- Johnson, D. (2014). Reading, Writing, and Literacy 2.0: Teaching with Online Texts, Tools, and Resources, K-8. NewYork: Teachers College Press.
- Gunning, T. G. (2013). Creating literacy instruction for all students. Boston: Pearson.

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. You will surf a textbook (Gunning, 2013) differently than you would a classroom article or journal. 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 D2L 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.
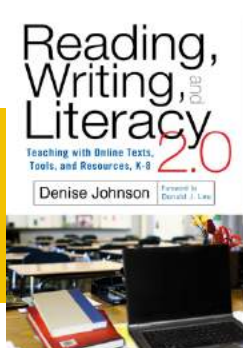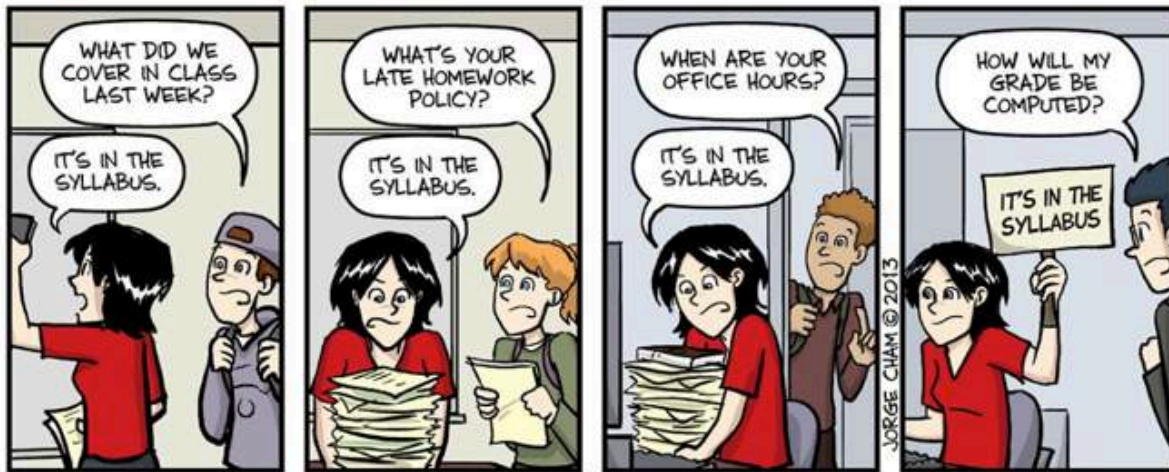
IT'S IN THE SYLLABUS

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Final Thoughts; Or, How Can a Course Inform my Vision for Social Justice

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 to is 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 405 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 April.

TE 405 is a course that will in part be shaped by the needs and experiences of each teacher candidate. 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!

THE BOOK TO READ IS NOT THE ONE THAT THINKS FOR YOU BUT THE ONE WHICH MAKES YOU THINK.

— HARPER LEE

Week	Session Topic & Guiding Questions	Course Reading(s)	Assignment(s) Due
Week 1 Jan. 12	**Our Learning Community & Our Own Diversity** - *How doe my own experiences in language arts influence my ideas about teaching and learning?* - *Who is in our learning community and what types of diversity are represented?*	**Reading(s) Due:** - Course Syllabus - Paris (2012). Culturally Sustaining Pedagogy. - Moll et al. (1989). Funds of Knowledge. *Gunning:* - Ch. 1: The Nature of Literacy *Johnson:* - Ch. 1: What is Literacy 2.0 and What Happened to Literacy 1.0? ***NOTE:*** - *You are encouraged to purchase the course texts (Gunning & Johnson) before the Week 1 class.* - *Please purchase your assigned Book Club text ASAP after class.*	**DUE 1/12:** As you read, make a list of your goals for your learning in the course. **Field Experience:** - Arrange to participate for 2 hours during the ELA block at your field placement - Discuss arrival time and ways to be involved on a regular basis with you MT - No School on MLK. Jr. holiday
Week 2 Jan. 26	**Exploring, defining and creating meaningful approaches to literacy learning** - *What is literacy?* - *What are my beliefs about effective literacy instruction?* - *What are meaningful approaches to literacy learning for all learners?*	**Reading(s) Due:** - Differentiated Instruction (DI) Assignment Sheet - New London Group (1996). A Pedagogy of Multiliteracies. *Johnson:* - Ch. 2: A Framework for Literacy 2.0 Thinking *K-2:* - Diller (1999). Opening the Dialogue: Using Culture as a Tool in Teaching African American Children. *3+:* - Risko & Walker-Dalhouse (2007). Tapping Students' Cultural Funds of Knowledge to Address the Achievement Gap.	**DUE 1/26:** - "Reading Myself as ELA Teacher" Book Due **Field Experience:** - Participate in ELA routines - Discuss DI Assignment with MT

Week	Session Topic & Guiding Questions	Course Reading(s)	Assignment(s) Due
Week 3 Feb. 02	**Exploring learner diversity & knowing students from multiple perspectives** - *Who are "diverse learners"?* - *What are ways to learn about students and their families?* - *What types of support do diverse learners need to participate fully in the learning community?* - *What cultural capital do learners bring to school and how does this affect their learning opportunities?*	**Reading(s) Due:** - Maples (2007). Opening Quality Lines of Communication: Seeing Myself the the Eyes of Their Parents. - Compton-Lilly (2009). Listening to Families Over Time: Seven Lessons Learned about Literacy in Families. *Gunning:* - Ch. 2: Teaching All Students (p. 27-53) - Ch. 3: Assessing for Learning (p.56-119) *Johnson:* - Ch. 3: Creating Classroom Communities and Connecting with Families (p. 29-43) ** Ch. 9: Assessment in a Literacy 2.0 Environment (p. 137-152) is encouraged to assist in preparation for the MTTC	**DUE 2/02:** **Field Experience:** - Participate in ELA routines - Discuss potential DI focal students with MT - Develop DI Part A assessment tool
Week 4 Feb. 09	**Discourse and teaching for understanding literature What do interactive discussions look like?** - What role can classroom discourse play in teaching for understanding in language arts? - What teacher and student roles are important for engaging in meaningful discussions? - What support do learners need to participate fully in discussions and group work?	**Reading(s) Due:** - Almasi (1996). A New View of Discussion. *Gunning:* - Ch. 4: Reading to Students (p.123-140) - Ch. 8: The Roles of Questions in Comprehension (p. 370-376) - Ch. 10: Experiencing Literature (p. 435-448) *K-2 (Choose One):* - Leland (2005). Out of the Box: Critical Literacy in a First Grade Classroom. - Hassett & Curwood (2009). Theories and practices of multimodal education instructional dynamics of picture books and primary classrooms. *3+ (Choose One):* - Moller (2002). Providing support for dialogue in literature discussion about justice. - Enciso (1994). Cultural identity and response to literature: Running from Maniac McGee.	**DUE 2/09:** **ETC Group 1 Opener: Sam, Kaitlin, Sarah, Megan** **ELA: Objective and Assessment DRAFT** (Bring complete draft to class) **Field Experience:** - Participate in ELA routines - Select DI focal students with MT

Week	Session Topic & Guiding Questions	Course Reading(s)	Assignment(s) Due
Week 5 Feb. 16	**Fostering Emergent/Early Literacy & Foundational Skills** - What is emergent literacy? - How do children develop as readers and writers? - How do teachers prepare the environment and provide instruction to support literacy development for all learners?	**Reading(s) Due:** *Gunning:* - Ch. 4: Fostering Emergent/Early Literacy (p. 155-183) - Ch. 5: Teaching Phonics, High-Frequency Words, and Syllabic Analysis (p.184-258) *Johnson:* - Ch. 4: Activities for Fluency Development (p.60-63)	**DUE 2/16:** **ETC Group 2 Opener: Sarah, Allyson, Robyn** **ELA: DRAFT of Lesson (Submit to D2L)** **- Bring 3 texts to class** (Be sure texts align to objective and assessment!) **Field Experience:** - Participate in ELA routines - Collect assessment data for DI focal students - No school Mon., 2/16
Week 6 Feb. 23	**Voices in the Middle** - What are effective teaching approaches for middle grades learners? - How do teachers assess individual learning needs? - How can literature be used to discuss cultural pluralism and difference?	**Reading(s) Due:** *Gunning:* - Ch. 11: Section on Learning Centers (p.490-492) Book Club Text - Brown Girl Dreaming: Sarah, Kathryn, Lucy, Mallory, Jenny - Esperanza Rising: Allyson, Robyn, Becca, Elise - Number the Stars: Emily, Nicole, Erika, Allie, Megan - 1001 Cranes: Jenna, Yvonne, Sarah, Jon, Brynlee - Boy Meets Boy: Kaitlin, Sam, Melissa, Natalie	**DUE 2/23:** **ETC Group 3 Opener: Mallory, Jenna** **ELA: FINAL Lesson Plan (Submit to D2L)** **DI: Part A (Submit to D2L)** **Field Experience:** - Participate in ELA routines - Gather feedback from MT on ELA assignment plan

Week	Session Topic & Guiding Questions	Course Reading(s)	Assignment(s) Due
Week 7 Mar. 02	**Vocabulary** - Why is vocabulary instruction important for developing readers and writers? - What are effective approaches to teaching vocabulary?	**Reading(s) Due:** *Gunning:* - Ch. 6: Building Vocabulary (p. 260-305) - Ch. 2: English Language Learners (p. 31-43)	**DUE 3/02:** **ETC Group 4 Opener:** **Lucy, Kathryn, Yvonne** **ELA: TEACH!** (Be sure to **AUDIO RECORD** and gather feedback from your MT) **Field Experience:** - Participate in ELA routines - Gather feedback from MT on ELA assignment plan
Mar. 09	**SPRING BREAK (No in-class meeting)**		**DURING BREAK…** **ELA: Transcribe ELA Lesson** **Field Experience:** - Tell your MT it's break!
Week 8 Mar. 16	**Planning for differentiated instruction** - How can I draw upon 'difference' as a resource to plan instruction? - How can assessment inform instruction and ongoing adaptations?	**Reading(s) Due:** - Afferbach (1993). STAIR. - Sample STAIR Hypothesis and Reflection. - Kurth (2013). A Unit-based Approach to Adaptation in Inclusive Classrooms. - Xu (2012). Strategies for Differentiated Instruction for English Learners.	**DUE 3/16:** **ELA: Transcript (Submit to D2L)** **Field Experience:** - Participate in ELA routines

Week	Session Topic & Guiding Questions	Course Reading(s)	Assignment(s) Due
Week 9 Mar. 23	**Reading Comprehension** - What are essential skills and strategies for improving reading comprehension? - What role does metacognition play in comprehension? - How can I use the Gradual Release or Responsibility Model to teach comprehension strategy?	**Reading(s) Due:** *Gunning:* - Ch. 7: Comprehension: Theory and Strategies (p. 309-357) ***Extra Credit Opportunity:*** Attendance at Michigan Reading Association Conference in Grand Rapids (March 27-30th)	**DUE 3/23:** **ETC Group 5 Opener: Elise, Emily, Jon** **ELA:** Work on Reflection **DI: Objective and Assessment DRAFT** (Bring to class with New Literacy selection) **Field Experience:** - Participate in ELA routines
Week 10 Mar. 30	**Approaches to Teaching Reading** - How can I evaluate different approaches to teaching reading? - How can I modify approaches to meet learner's needs?	**Reading(s) Due:** *Gunning:* - Ch. 11: Approaches to Teaching Reading (p. 469-494)	**DUE 3/30:** **ETC Group 6 Opener: Erika, Nicole, Melissa** **ELA:** Work on Reflection **DI: Part B DRAFT for class; Part B FINAL to D2L by 12 noon on Wed., April 2nd** **Field Experience:** - Participate in ELA routines

Week	Session Topic & Guiding Questions	Course Reading(s)	Assignment(s) Due
Week 11 April 06	**Text Structures and Teaching Procedures** - How do text structures influence comprehension? - What is guided reading? - How do I promote critical reading of text?	**Reading(s) Due:** *Gunning:* - Ch. 8: Comprehension: Text Structures and Teaching Procedures (p. 360-395) - Ch. 10: Reading Literature (p.448-465) *Johnson:* - Ch. 6: Using E-Tools to Scaffold Comprehension of E-Literature (p.81-98)	**DUE 4/06:** **ETC Group 7 Opener: Natalie, Jenny** **ELA: ALL Materials Due (Submit to D2L)** **DI: <u>TEACH!</u>** **Field Experience:** - Collect 5 writing samples
Week 12 April 13	**Learning to Write and Writing to Learn** - What are stages in the writing process? - How can writing in a range of genres and using a range of writing tools create authentic writing tasks? - Why is publication important? - How do we assess writing?	**Reading(s) Due:** *Gunning:* - Ch. 4 (p.141-155) - Ch. 12: Writing and Reading (p. 497-526) *K-2:* - Solomon (2012). *"Why can't you just say, "It's cute"?"*… *3+:* - *Lenters & Winters (2013). Fracturing Writing Spaces…*	**DUE 4/13:** **5 Writing Samples** **Field Experience:** - Spring Break for Public Schools
Week 13 April 20	**Writing Instruction in a Changing World** - How can approaches to writing instruction support and/or constrain children's writing development? - How can writing instruction draw upon student diversity as a resource?	**Reading(s) Due:** - Writing Now: A Policy Research Brief, NCTE. - Dyson (2008). Staying in (Curricular) Lines. - Morton-Standish (2014). Using Online Media… - Whitin & Whitin (2012). Empower Children as Composers… *Johnson:* - Ch. 7: Writing Online (p. 99-118)	**DUE 4/20:** **ETC Group 8 Opener: Brynlee, Allie, Becca** **DI: Part C (Submit to D2L)** **Field Experience:** - Participate in ELA routines

Week	Session Topic & Guiding Questions	Course Reading(s)	Assignment(s) Due
Week 14 April 27	**Disciplinary Literacy: Reading and Writing in the Content Areas** - How does writing support content area learning? - What roles can technology play?	**Reading(s) Due:** *Gunning:* - Ch. 9: Reading and Writing in the Content Areas, and Study Skills (p. 396-431) *Johnson:* - Ch. 8: Technology Across the Curriculum (p. 119-136)	**DUE 4/27:** **DI: Part D (Submit to D2L)** **Field Experience:** - Last week!
Week 15 May 05	**Looking Forward to the Internship**	**FINALS WEEK May 05 7:45 AM to 9:45 AM**	**DUE 5/05: Complete the SIRS form**

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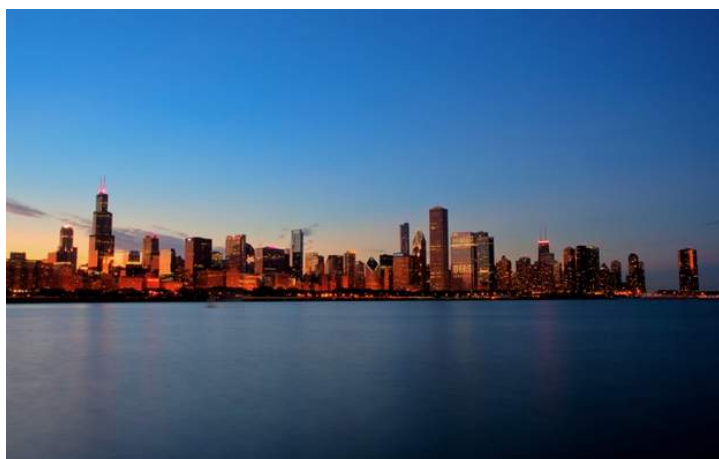
This course supports the internship's school-based experiences and is intended to help you learn about the teaching of diverse academic subjects through the lens of literacy. Since learning literacy is a primary responsibility of students, and since we use literacy to learn throughout our lives, we do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

Throughout your learning experiences in TE 301 and TE 401/2, 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**: 1) Teacher 2) Student 3)What is taught 4)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?

Goal #3: Usinga Data Anslysis, Refleciton and Writing to Contribeute 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

Assignment Overview

Inquiry 1: Understanding Contexts for Teaching Reading (30 points)
 Assignment Focus: *What can I learn 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 and personal needs, especially as related to small group reading?*
 Product: *Storymap JS Screencast, Lesson Plans, Assessment Plan, Reflection*

Assignment 2: Planning and Executing Writing Instruction in a Responsive Way (30 points)
 Assignment 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, Reflection*

Assignment 3: Reflections on Teaching and Learning (30 points)
 Assignment Focus: *How can data analysis, reflection on my practice, and writing contribute to my own and others' professional learning?*
 Product: *Visual Representation and Talking Points Document for Sharing Professional Learning with Mentor Teacher and Field Instructor*

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.
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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, of 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 Grade
Classroom, Facebook, & Field Participation	Individual	20
Assignment 1: Understanding Contexts for Reading Instruction	Group (Part A) Individual (Parts B & C)	30
Assignment 2: Planning & Executing Writing Instruction in a Responsive Way	Individual	30
Assignment 3: Reflections on Teaching & Learning	Individual	30

Collaboration:

You may co-plan Assignment 2 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 Assignment 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.

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.

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

Books:

- Fletcher & Portalupi. (2007). Craft Lessons: Teaching Writing K-8. Stenhouse Publishers. ISBN-13: 978-1571107060   ISBN-10: 1571107061

- Duke, N.K., Caughlan, S., Juzwik, M.M. & Martin, N.M. (2012). *Reading and writing genre with purpose in K-8 classrooms.* Portsmouth, ME: Heinemann. ISBN-10: 0325037345   ISBN-13**:** 978-0325037349

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

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

TE 301:

- McKenna, M. C., & Stahl, K. A. D. (2009). *Assessment for reading instruction,* second edition. New York: Guilford.

- Leslie, L. & Caldwell, J. S. (2011). *Qualitative reading inventory-5.* Boston: Pearson.

TE 405:

- Fletcher, R., & Portalupi, J. (2001). *Writing workshop: The essential guide.* Portsmouth, NH: Heinemann.

- Scanlon, D. M., Anderson, K. L., & Sweeney, J. M. (2010). Early intervention for reading difficulties: The interactive strategies approach. New York, NY: Guilford Press.
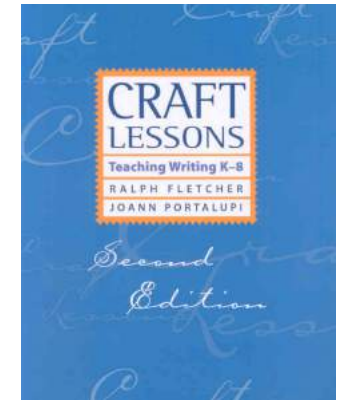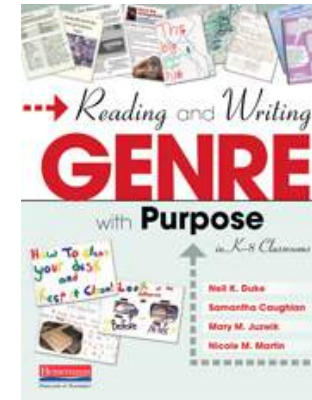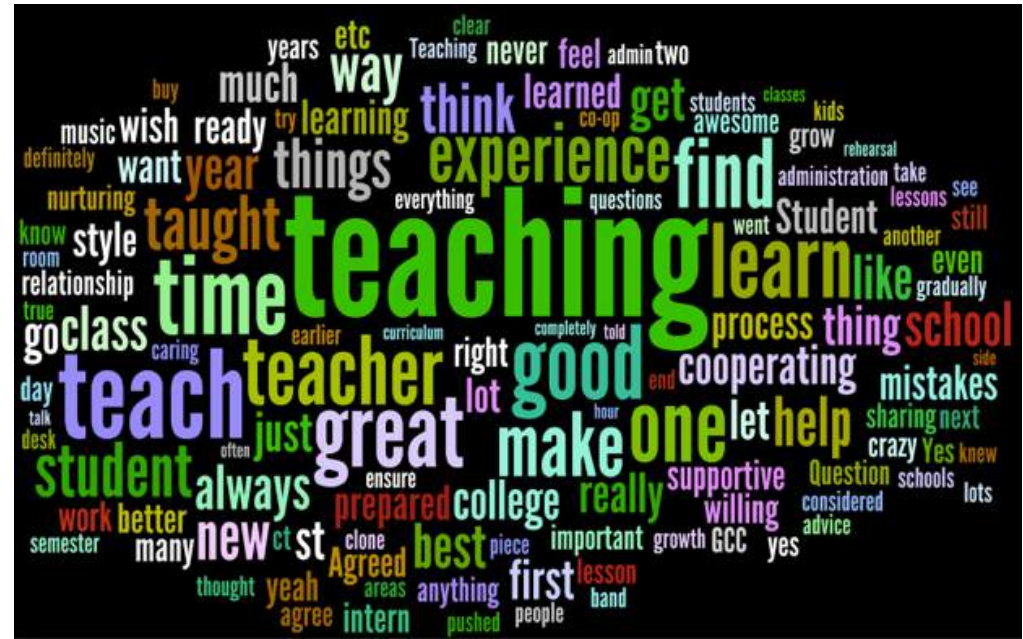
We strongly recommend you "surf" each of these books at the beginning of the semester. By "surfing," we don't mean reading the books in entirety, but skimming them to get a sense of their contents and purposes. When surfing a textbook, you should examine the table of contents, the index, the chapter 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 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 through Reflection, and 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 meet a field visit commitment. You will make up all field absences. If you are unable to attend school, you need to call your mentor teacher in advance. Do not rely on your peers 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. **Note: this policy means that you are not entitled to two absences. There are no "freebie" absences in this 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 Coordinator, Ms. Lana Brown (brownl64@msu.edu).

Regarding Assistance:

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 300 Bessey Hall, 432-3610 is also available. Grammar Hotline: 432-1370.

Student Instructional Rating System (SIRS):

Michigan State University takes seriously the opinion of students in the evaluation of the effectiveness of instruction, and has implemented the SIRS (Student Instructional Rating System) process to gather student feedback. This course utilizes the "online SIRS" system. You will receive an e-mail from the TE Department during the last two weeks of class asking you to fill out the SIRS online form at your convenience. **According to TE Department policy, please note the final grade for this course will not be accessible on STUINFO during the week following the submission of grades for this course unless the SIRS online form has been filled out.** You will have the option on the online SIRS form to decline to participate in the evaluation of the course – we hope, however, that you will be willing to give us your frank and constructive feedback so that we may instruct students even better in the future.

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)

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 (brownl@msu.edu).

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 browne84@msu.edu.

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 to is 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!

How do we prepare for current contexts of teaching while also preparing to advocate for ourselves and our students?

THE BOOK TO READ IS NOT THE ONE THAT THINKS FOR YOU BUT THE ONE WHICH MAKES YOU THINK.

HARPER LEE

Week	Session Topic & Guiding Questions	Course Reading(s)	Assignment(s) Due
Week 1 Sept. 8 (Cassie)	**Introduction to Reflection & Inquiry in Teaching Practice** - 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)	**Reading(s) Due:** - TE802 Syllabus - Paris (2013). Culturally Sustaining Pedagogy. - Moll (1989). Funds of Knowledge. - Pollock, et al., (2010). *What Can I Do?* - Duke, N.K. & Martin, N.M. (2011). *10 Things Every Literacy Educator Should Know About Research. The Reading Teacher: A Journal of Research-Based Classroom Practice, doi: 10.1598/RT. 65.1.2* http://ezproxy.msu.edu:2047/login?url=http://www.jstor.org.proxy1.cl.msu.edu/stable/41331568?pq-origsite=summon	**DUE 9/08:** **Reading Self as ELA Teacher** **NOTE: Purchase course texts <u>before</u> Week 1 class** **In-class:** https://edwp.educ.msu.edu/new-educator/2016/studying-literacies-and-community-through-hearmyhome/
Week 2 Sept. 15 (Zoom)	**Reading Comprehension: Exploring Structures, Strategies, & Assessments** - How do you get to know who your kids are as readers? - What key decisions is your MT making and how does he/she make those decisions? - How can assessment inform instruction? - What are key approaches to teaching and assessing reading comprehension? - How do teachers teach with the end in mind for strategy sessions and assess what they have taught?	**Reading(s) Due:** *Reading and Writing Genre with Purpose* - Ch. 1 Reading and Writing in a World of Varied Texts (p.1-21) - Kersten & Pardo (2007). Finessing and hybridizing: Innovative literacy practices in reading first classrooms, *The Reading Teacher, 61(2)*, 146-152. - Boyd-Batstone, P. (2004). Focused anecdotal records assessment: A tool for standards-based authentic assessment. **Jigsaw Readings:** *Early Intervention* - Ch. 2 Responsive Classroom Instruction (p. 26-50) - Ch. 13 Comprehension and General Knowledge (p. 276-297) - Palincsar, A. S., & Schutz, K. M. (2011). Reconnecting strategy instruction with its theoretical roots. Theory Into Practice, 50(2), 85-92. http://dx.doi.org/10.1080/00405841.2011.558432	**DUE 9/15:** **Facebook Group Post #1 (Due on Tuesday)** **Collaboratively work on Assignment 1, Part A with your small group** **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 3.**

Week	Session Topic & Guiding Questions	Course Reading(s)	Assignment(s) Due
Week 3 Sept. 22 (Cassie)	**Talk in the Classroom** - 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? **Formative Assessment** - How can anecdotal records help me understand my students as literacy learners?	**Reading(s) Due:** - What Doesn't Work: Literacy Practices We Should Abandon by @nellkduke: http://edut.to/22CwJdN - Glasswell, K., & Ford, M. (2011). Let's start leveling about leveling. Language Arts, 88(3), 208-216. - Aukerman, M. (2015). How should readers develop across time? Mapping change without a deficit Perspective. Language Arts, 93(1), 55. **Jigsaw Readings:** - Berne & Clark (2008). Focusing literature discussion groups on comprehension strategies. *The Reading Teacher, 62(1)*, 74-79. - Parsons (2008). Providing all students ACCESS to self-regulated literacy learning. *The Reading Teacher, 61(8),* 628-635. - Pincus (2005). What's a teacher to do? Navigating the worksheet curriculum. *The Reading Teacher, 61(5),* 75-79.	**DUE 9/22:** **Assignment 1, Part A (Storymap JS Screencast, co-authored)** **Anecdotal records** YOU take based on Boyd-Batstone **Assignment 1, Part B:** DRAFT* objectives & assessments for GLT *Please use the shared template and be sure to plan accordingly. **Facebook Group Post #2 (Due on Tuesday)**
Week 4 Sept. 29 (Zoom)	**Approaches to Teaching & Assessing Writing** - How are various approaches to teaching writing implemented? - How can I incorporate *writing to learn* and *learning to write* in the classroom? - How can I support the revision process? - How can I learn about writers' needs through classroom interaction?	**Reading(s) Due:** - NCTE's 2016 statement on the *Professional Knowledge for the Teaching of Writing* http://www.ncte.org/positions/statements/teaching-writing *Reading and Writing Genre with Purpose* - Ch. 2 Sharing and Making Meaning of Experience: Narrative Genres (p.22-51) - Ch. 3 Learning How and Teaching Others: Procedural Genres (p. 52-77)	**DUE 09/29:** **Assignment 1, Part B* (Small Group Lessons & Assessments)** *In the next week, TEACH! Reflection due Saturday, 10/13 **Facebook Group Post #3 (Due on Tuesday)**

Week	Session Topic & Guiding Questions	Course Reading(s)	Assignment(s) Due
Week 5 Oct. 06 (Zoom)	**Planning for Instruction** - 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 are key approaches to assessing student writing?	**Reading(s) Due:** *Reading and Writing Genre with Purpose* - Ch. 4 Developing and Communicating Expertise: Informational Genres (p. - Ch. 6 Effecting Change: Persuasive Genres (p.136-169) *Writing Workshop: The Essential Guide* - Ch. 5 Conferring with Writers (pp. 47 – 60) **NOTE:** You must schedule a <u>30 minute</u> meeting with Cassie to discuss Assignment 2.	**DUE 10/06:** **Writing samples** YOU take demonstrating a range of writing knowledge and skills **Assignment 1, Part B: TEACH!** **Assignment 2, Part A: Target area & DRAFT objectives & assessments for 10-day GLT** **DUE 10/13:** Assignment 1, Part C (Reflection)
Week 6 Oct. 13 (Zoom)	**Planning for Instruction** - 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 are key approaches to assessing student writing?	**Reading(s) Due:** *Reading and Writing Genre with Purpose* - Ch. 5 Exploring Meaning Through Performance: Dramatic Genres (p. 110-135) **NOTE:** You must schedule a <u>30 minute</u> meeting with Cassie to discuss Assignment 2.	**DUE 10/13:** **Assignment 2, Parts A & B: Complete Drafts & GLT Start Date Due** **DUE 10/13:** Assignment 1, Part C (Reflection) **Facebook Group #4 (Due on Tuesday)**

Week	Session Topic & Guiding Questions	Course Reading(s)	Assignment(s) Due
Week 7 Oct. 20 (Zoom)	**Planning for Instruction** - 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? **How Assessment Informs Teaching** - What are key approaches to teaching and assessing literacy instruction? - What forms of support are needed for content area literacy?	**Reading(s) Due:** *Craft Lessons: Teaching Writing K-8* - To Be Announced - Wargo, J. M. (2016). *Modal Memoirs, Collaborative Composing, and Wearable Writing.* https://www.literacyworldwide.org/blog/literacy-daily/2016/08/19/modal-memoirs-collaborative-composing-and-wearable-writing	**DUE 10/20:** **Assignment 2, Parts B & C: DUE 4 DAYS PRIOR TO THE START OF YOUR GLT** **NOTE:** Revisions to Assignment 2 based on instructor feedback MUST be made prior to beginning your GLT **Facebook Group #5 (Due on Tuesday)**
Week 8 Oct. 27 Week 9 Nov. 03 Week 10 Nov. 10	**GUIDED LEAD TEACHING** **(No in-class meetings)**		**Assignment 2, Parts B & C: DUE 4 DAYS PRIOR TO THE START OF YOUR GLT** **NOTE:** Revisions to Assignment 2 based on instructor feedback MUST be made prior to beginning your GLT

Week	Session Topic & Guiding Questions	Course Reading(s)	Assignment(s) Due
Week 11 Nov. 17 (Zoom)	**Using Data Analysis, Reflection, & Writing to Support Professional Learning** - 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:** - Boyd, Maureen P. (2016) *Calling for Response- Ability in our Classrooms.* http://ezproxy.msu.edu.proxy2.cl.msu.edu/login?url=http://search.proquest.com.proxy2.cl.msu.edu/docview/1758211530?accountid=12598 - Palmer, D. K., & Martínez, R. A. (2016). developing biliteracy: What do teachers really need to know about language? http://ezproxy.msu.edu.proxy2.cl.msu.edu/login?url=http://search.proquest.com.proxy2.cl.msu.edu/docview/1791882660?accountid=12598 - Durán, L. (2016). Revisiting family message journals: Audience and biliteracy development in a first-grade ESL classroom. Language Arts, 93(5), 354.	**DUE 11/17:** **Facebook Group Post #6** **Assignment 2, Part D** (Reflection) **DUE <u>NO LATER THAN</u> 11/12** **DUE IN-CLASS 11/17:** **Assignment 3, Part A** (Steps 1&2) **DUE 11/19:** **Assignment 3, Part A** (Steps1-3)
Week 13 Nov. 24	**THANKSGIVING HOLIDAY** **(No in-class meeting)**		
Week 12 Dec. 01	**Peer Review Writing Workshop** - 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?	**Online PD Session** **(No in-class meeting)**	**DUE 11/28:** **Inquiry 3, Part B** (Complete Draft for Peer Review) **DUE 12/01:** **Inquiry 3, Part B** (Complete Peer Review Due)

| Week	Session Topic & Guiding Questions	Course Reading(s)	Assignment(s) Due
Week 14 Dec. 08 (Cassie)	**Using Data Analysis, Reflection, and Writing to Support Professional Learning** - What happened? - Why did it happen? - What might it mean? - What are the implications for my teaching practice? **What is Balanced Literacy?** - 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)	**Roundtable Discussions**	**DUE 12/08:** **Assignment 3, Part C:** (Roundtable Discussion and 1-page handout)
Week 15 Dec. 12	**FINALS WEEK** **(No in-class meeting)**		**DUE 12/12 @ 9 AM:** **Assignment 3**

PART A – (Re)Learning to Listen to Community Literacies

As new communicative landscapes emerge, English educators and research in the teaching of English(es) have enthusiastically embraced digital and visual culture in their classrooms. Through this project, we will examine how producing soundscapes to inquire how *hearing* difference and how *listening* to community re-educates the senses to attune us towards community. Developing materials that hear, recognize, and sustain community, this project asks us to attune to the frequencies and rhythms of culture as we architect, design, and teach towards more equitable landscapes for literacy learning. Through this project, we will consider the following: How does composing community through sound and remixing reflection help us listen for difference?

Across the next two weeks, you will use a variety of tools (e.g., StoryMapJS, screencasts, Soundcloud) to compose community through sound. We will (re)educate ourselves to listen to community literacies. Assignment 1 – Part A will involve talking to your students and their parents, your MT, and contacting other professionals in the building, as well as finding out about district resources for *learning* literacy, *learning about* literacy, and *learning through* literacy.

- Part I is a co-authored presentation that you will create with the other interns at your school to represent what you learned with your TE 802 colleagues, instructor, and others. You will have 8-10 minutes to share your final project during class on September 22nd. Your final project will need to be uploaded to YouTube or Vimeo.
- Part II is a solo-authored reflection that you will complete to reflect upon your experiences across Part I as it relates to your understandings of community.

PART I: PATHWAYS FOR UNDERSTANDING
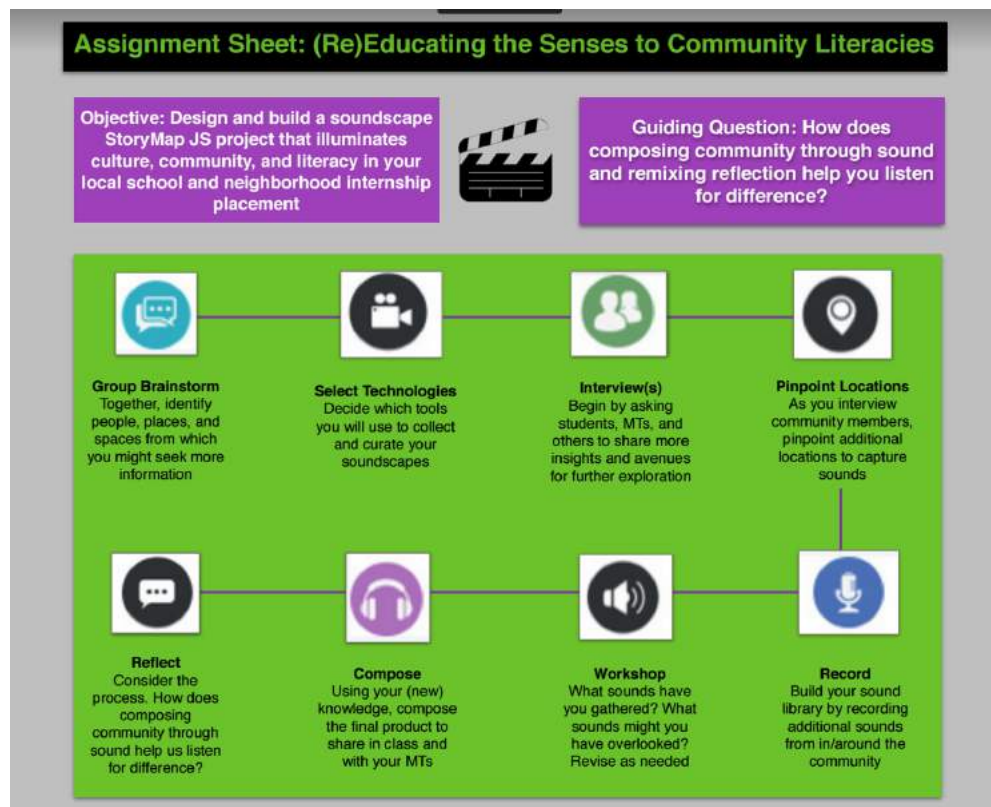
QUESTIONS AND CONTEXTS THAT GUIDE OUR LISTENING

COMMUNITY
- What is the community setting of your school?

SCHOOL DISTRICT
- What is the overall picture of your school district? Be sure to include demographics that highlight the diversity of its student body, administration, staff, and local contexts.
- What are the district's local and national histories in educating all children? Are there current tensions and dilemma's facing the district?

SCHOOL COMMUNITY
- **School philosophy and mission statement**
  - What is the school's philosophy? How does that influence opportunities for teaching literacy to diverse learners?
  - How does your schools mission statement and philosophy foster equity? Does it align with Paris's (2013) vision for culturally sustaining pedagogies?
  - In what ways does your school's vision connect to outside stakeholders such as community members, families, guardians, etc.?
  - What are the 'big ideas' for supporting students and families and fostering student learning?

- **School population:**
  - What is the makeup of your student body (i.e. *Do students receive free/reduced lunch? How many students are identified/identify as linguistically diverse? What proportion of students utilizes school and outside resources and service to meet cognitive, behavioral, and/or physical needs?)* Historically, have these demographics remained constant?
  - What are your school's histories for standardized academic achievement?
  - What funds of knowledge are present in the school's larger student body?

- **Resources available for teaching literacy.**
  - What resources are available in the school building and school district?
    - Physical resources (e.g., book sets, posters, storage options, technology hardware and software, computer labs, "book" rooms)
    - Human resources (e.g., librarian, reading consultant, community members who can share their experiences and expertise).
    - Cultural resources (e.g., bilingual resources and materials, events connected to the school's local community/ies, etc.)
  - **Think of a resource as a source of information, support, or expertise.**

For each item you include, provide the following information:
- What/Who is the resource?
- Where is it/he/she located?
- How can you and your colleagues access the resource?
- How can this resource be used/helpful in a variety of grade levels and subject matters?

But, Cassie, I don't even know where to start!

Examples of how soundscapes highlighting the sounds comprising communities (including exemplars shared in class in addition to others):

- http://www.npr.org/series/241804615/how-it-sounds
- http://soundaroundyou.com/

For those longer commutes:

- http://www.thisamericanlife.org/radio-archives/episode/487/harper-high-school-part-one
- http://www.thisamericanlife.org/radio-archives/episode/488/harper-high-school-part-two

A few easy and quick tips and tricks for recording sound(s):

- hearmyhome.matrix.msu.edu
- http://npr.tumblr.com/post/60363337839/recording-your-sounds-for-npr-howitsounds

Getting to Know StoryMapJS:
https://www.youtube.com/watch?v=NBZ_EpSA3hg

Slide 1

TE 291A–SECTION 001: URBAN EDUCATION SPECIAL TOPIC – SCHOOL, FAMILY, AND COMMUNITY: WORKING TOGETHER TO STRENGTHEN A CHILD'S EDUCATION

WEEK 2

Slide 2

READING REVIEW

Slide 3

JANUARY 20, 2016

AGENDA	
1:50–2:20	Reading Review I: Compton–Lilly & Lightfoot
2:20–2:45	Where are you from?
2:45–2:55	Break
2:55–3:25	Reading Review II: Geographies of Difference
3:25–3:45	(Re)Learning to Listen to Community
3:45–4:00	Close Out: What is Due When to Cassie & Next Steps

Slide 4

12 Myths about Poor and Diverse Parents

Compton–Lilly generates a list of 12 myths.
Have you heard these myths before? Where?
Do you agree that these are popular beliefs?
Are there some that you believe?
Does this mean that every stereotype is incorrect?

In your group, select the myth your group thought stood out.
What's the myth?
Why did you select it?
What did you learn about the myth?

66

Some parents just don't care . . . .

-*Lightfoot*

66

Only by understanding the rules we play by can we hope to change them, (p. 106)."

-*Lightfoot*

THINK–PAIR–SHARE

Think of one key concept, sentence, or idea from reading.
Pair to talk about why you chose it and if you (dis)agree.
Share with the whole group.

WHERE ARE YOU FROM?

GEOGRAPHIES OF DIFFERENCE

As you entered, you received a slip of paper with an area of campus highlighted. Please find those who also have your area of campus.

In that group, discuss the following:

What is that location known for across campus (accurate or not)?

Choose 5 adjectives to describe that space.

Who lives/works in that space?

What "kind" of people? How would you describe them?

Who would not enjoy that space?

Would anyone not be welcome?

Does everyone in your group have the same ideas about the space you discussed?

Be prepared to share!

GEOGRAPHIES OF DIFFERENCE

What do the authors mean by "socially constructed" boundaries?

Find a sentence or two where they use this language. What does this mean? Write this on a post-it and put your definition on the wall near your group.

What other concepts do they see as being socially constructed?

GEOGRAPHIES OF DIFFERENCE

In what ways do the terms "West Side" and "East Side" serve as shorthand for race and class?

Why do people use this shorthand? Is it always wrong?

Do we have this in the larger Lansing/East Lansing/Okemos community?

Did you have this where you grew up?

GEOGRAPHIES OF DIFFERENCE

Groups 1 and 2:
Describe the West Side schools and students.

Can you think of a schools or neighborhoods in your community that might be similar to these schools?

Groups 3 and 4:
Describe the East Side schools and students.

Can you think of a schools or neighborhoods in your community that might be similar to these schools?

GEOGRAPHIES OF DIFFERENCE

How did the ideas about an "East Side School" or a "West Side School" impact the schools' choice of literacy programs?
Do you think this was the right way to do this?
Would it have been better if all of the schools used the same texts?
Why?

EAST
WEST

GEOGRAPHIES OF DIFFERENCE

CHALK TALK!

What are some of the terms that were used to describe students that were especially powerful in influencing teachers' attitudes and practices?

GEOGRAPHIES OF DIFFERENCE

RETURN OF THE CHALK!

What are some of the terms that were used to describe students that were especially powerful in influencing teachers' attitudes and practices?

GEOGRAPHIES OF DIFFERENCE

STAND UP, HAND UP:

The authors state that their "study found that students and families had differential rights to education across the space of the valley." How do you interpret this statement?

The authors say, "these distinctions take on a neutral and natural aura so that they, ultimately, become a local knowledge." What does this mean to you?

CLOSE OUT & NEXT STEPS

GEOGRAPHIES OF DIFFERENCE

BIG IDEA:

Socially Constructed/Shared Understandings of these locations

These understandings – whether real or not, shape who feels a sense of belonging, a sense of entitlement, a sense of possibility in that space

Foucault (1978) calls this "regimes of truth"

WHAT IS DUE WHEN TO CASSIE

| Week 2 Jan. 2 (MSU) | The Community as a Resource: Getting to Know the Community | - Buendía, E., Ares, N., Juarez, B., & Peercy, M. (2004). The geographies of difference: The production of the East side, West side, and central city school. *American Education Research Journal,* 41(4):833-863. | **DUE:** Community Asset Map **DUE 01/27:** 1 Page Typed Reflection (completed after readings) |
| Week 3 Jan. 27 (MSU) | **Literacy and Math in the Family, Community, and School: What's a Reader?** - What does it mean to "be a reader"? Is this the same for everyone? Why? - Why do home and school visions of learning differ? For whom do the differ? | Compton-Lilly, C. (2003). *Reading Families: The Literate Lives of Urban Children.* - Introduction & Chapter 1 (p.1-31) | **DUE:** 1 Page Typed Reflection - What do you think a reader is, does, looks like, thinks about, reads, etc.? - Are you a reader? - Where did you learn about what it means to be a "reader"? |

WHAT IS DUE WHEN TO CASSIE

What is a Reader – 1-2 Page Reflection (Typed)
What do you think a reader is, does, looks like, acts like, thinks about, reads about, etc.
Where/From whom did you learn to be a reader?
Will be part of your Student Study

How to read: Huh, Duh, Hmm, Uh…

QUESTIONS?

Sample Course Evaluations

Students voluntarily and anonymously participate in a 20-question evaluation each semester. Students evaluate their interactions with the instructor as well as the overall course. A Likert scale wherein 1.0 is excellent, 2.0 is good, 3.0 is fair, 4.0 is poor, and 5.0 is unacceptable is used each semester. The calculated mean across all sections I taught is listed below along with select student comments.

- **TE 250 (FS 2013, SS 2014)**   1.58
- **TE 291 (SS 2014)**   1.86
- **TE 405 (SS 2013 & SS 2014)**   2.38
- **TE 802 (FS 2013 - 2016) [Hybrid]**   2.49
- **TE 846 (SS 2017) [Online]**   1.58

Below are select comments from online/hybrid students' anonymous evaluations (TE 802, TE 803, & TE 846)

- "Cassie is great and so organized. The course started off with a group project about our community, which was neat to learn more about but maybe it would be beneficial to put it at the VERY beginning of the course and make it take less time somehow, since this was a busy time for everyone. Overall, great course." (*TE 802 student*)

- "I very much appreciated the commitment and organization put into this course. I felt the discussions I had in this class really helped me grow as a teacher." (*TE 802 student*)

- "I feel I was pushed and held to high expectations that I appreciate. The content is difficult and there is not always a clear answer. I appreciate that she allowed us to discuss and figure out the answer for ourselves." (*TE 803 student*)

- "Cassie was great at keeping communication open with us every week." (*TE 846 student*)

- "I really appreciate the instructor's eagerness to help us and clarity as well as quick and thorough feedback!" (*TE 846 student*)

Below are select comments from face-to-face / in-person students' anonymous evaluations (TE 250, TE 291a, & TE 405)

- "Our instructor Cassie was incredible. The content of this course can be sensitive, and not only did she set up a safe environment where everyone could communicate openly, she also gently guided our learning in the right direction while still allowing us to come to realizations on our own. This is one of the best courses that I've taken so far at MSU. Everything that we did in the class served a purpose within the curriculum while still keeping our interest captures. I think that every student should take this course at MSU. This isn't just about teaching, the things I learned, and the person that I've grown to be in just the past semester will stick with me for the rest of my life. The way I see the world has changed, in the best way possible." (*TE 250 student*)

- "Cassie was AMAZING! She was always there for support both in and outside of the classroom and really valued making sure everyone was okay and had the accommodations they needed. She was flexible and worked with us even if it meant more work for her in the end." (*TE 291a student*)

- "Cassie can sometimes talk really fast when excited, it can be hard to follow at first. It got better as we were in class longer and became used to it, but the first class was a struggle." (*TE 405 student*)

- "Although the work load was extremely difficult at times, I feel much more prepared to engage in literacy practices in my future career. I developed strategies, ideas, lesson plans, and much more to take with me and share with my future students. I may have complained along the way, but the assignments were beneficial to my learning process." (*TE 405 student*)

September 1, 2017

To Whom It May Concern,

I submit this letter in recommendation of Cassie Brownell's teaching. In 2016, Cassie taught a course entitled "TE 291a: - Strengthening School-Family Relationships" at Willow Elementary School in the Lansing Public School District, where I acted as her site liaison. Her competencies in educational leadership, her commitment to excellence, and her contributions to Willow Elementary School students went above and beyond the requirements and expectations of her assignment, and set her apart as a university collaborator.

I worked with Cassie as a community partner during the Spring of 2016. I had the unique opportunity to work collaboratively with Cassie as we integrated 26 of her students into 9 classrooms at Willow Elementary School. Her leadership to the MSU students provided the critical understanding necessary for the class to learn how integrally community relationships can impact student success. This foundational understanding led the way for her class to develop a high-impact parent involvement event for Willow Elementary School, where students developed and facilitated academic games for the Willow students to play with their families in order to improve their math and literacy skills. It was the emphasis on the relationships with the students and their families and the academic relevancy that made this event such a success. Cassie expertly modeled for her class how to develop genuine relationships with the students, families, and staff in a school. With over 50 students and 40 parents, this was the most well attended family event of the year. Our school staff continue to use these games as model activities for our parent engagement strategies, and this event was a quality example university-community partnerships and a testament to the excellence that Cassie brought to her engagement with Lansing Public Schools.

During the initiation of this partnership, Cassie took the time to ensure that there was mutual clarity on the purpose of our collaboration and that the engagement with MSU would meet the needs of Willow's students and families. Throughout this partnership with a high-needs student body, she was sensitive to both logistical obstacles during the implementation of the programming as well as to complex situations around student behavior. Her ability to navigate and enable an organic process of interviews with the parents, teachers and students at Willow exemplified her commitment to serving our community with diligence and flexibility.

Cassie Brownell's efforts in community outreach and her leadership to her MSU class in their development of authentic student relationships highly impacted the students and families at Willow Elementary School. Knowing her outstanding commitment to all students, it is with great conviction that I endorse her as a university teacher.

Please feel free to contact me regarding this recommendation for Cassie Brownell by telephone at (269) 599-5242, or by email at Julia.a.cawvey@gmail.com.

 Sincerely,
Julia A. Cawvey, M.A.
Communities In Schools of Michigan