

**Rhode Island College
Feinstein School of Education and Human Development**

**ELED 435: Teaching Language Arts in the Elementary School
Fall 2010**

Instructors: James Barton, Eni Desmond, Martha Horn, Madeline Nixon, and Margaret Swann

Department of Elementary Education, Dr. Patricia Cordeiro, Chair
Horace Mann 217, 401-456-8016

1. Course Information

Current Catalog Course Description

a. Catalog **Bulletin of Rhode Island College**

ELED 435: Teaching Language Arts in the Elementary School

The role of language arts in elementary schools and the development of teaching/learning strategies related to teaching language arts to all children are examined, including special populations. Laboratory/conference required. (5) 3 credit hours. Prerequisite; ELED 300, with minimum grade of B-; admission to the Elementary Education teacher preparation program; or consent of Department Chair. Offered Fall and Spring.

b. Extended

This course is taught on the principle that in order to help others to develop lifelong literate behaviors, we must understand and engage our own literacy. Readings, discussions and class experiences analyze recent shifts in the field of literacy away from a separate, out of context, discrete, skill-based approach to language instruction towards a more integrated, holistic, theme cycle, literature focused units and writing and reading workshops approach. The language arts are viewed as functional uses of reading, writing, viewing, visually representing, listening and speaking. Class participants engage in readers' and writers' workshops so that their own experience becomes a means of analyzing the interplay of theory and practice in language arts as it exists in many classrooms today. Participants will also observe teachers and children at work and will engage in teaching and learning with small groups. Teacher candidates will use "real" literature or trade books and involve diverse, urban ring children in meaningful, functional and genuine activities with an awareness of the Universal Design for Learning.

c. Relationship to Professional Program

This course is designed to help the developing teacher candidate understand the relationships of the language arts to the total school curriculum. The language arts including, skills and strategies are taught within the context of the class' existing curriculum. Candidates will work with teachers and students in classrooms, teach small groups, participate in class discussions and work cooperatively in small groups. The teacher candidates will act as Reflective Practitioners and Plan, Act and Reflect within the Conceptual Framework, employing the themes of knowledge, diversity, pedagogy and diversity during their experience with the children in either the primary or elementary grades at the Stadium Elementary School in Cranston. The teacher candidates will develop a Notebook of their lessons, artifacts and reflections, and their creative writings. Required grade level and setting for teaching will provide a diversity of both cultural and special needs populations. Teacher candidates will employ technology such as BLACKBOARD, Chalk and Wire, word-processing, WWW access and E-mail in assignments. This course is designed to

provide teacher candidates with a foundation in the role of language arts in all other methods courses, student teaching and ultimately teaching. Lecture, small and large group discussions, computers, on-site visits, guest speakers and working with children in Cranston are included in the course.

- d. Relationship to the Feinstein School of Education and Human Development Conceptual Framework, the Rhode Island Professional Teacher Standards and the Standards of the Association for Childhood Education International as used by NCATE in national accreditation, National Council of Teachers of English and the International Reading Association Standards for the English Language Arts, and the NCTE/IRA Professional English Language Arts Standards, NECAP grade level expectations and the Rhode Island Literacy Policy PreK-12:

ACEI 2.1 states that the candidates demonstrate a high level of competence in use of the English Language Arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help teacher candidates successfully apply their developing skills to many different situations, materials, and ideas.

The Teacher Education Conceptual Framework clearly emphasizes the fundamental importance of the four themes of professionalism, pedagogy, knowledge and diversity. In this course the six themes of reading, writing, listening, viewing, visually representing and speaking weave the four themes of diversity, knowledge, professionalism and pedagogy as a constant throughout the teaching experience in a multicultural diverse setting in the Stadium Elementary School in Cranston. In Cranston in the elementary grades, the teacher candidates incorporate these four themes of the Conceptual Framework with the six themes of the language arts through their teaching experience as they plan, act and reflect. At the Stadium Elementary School in Cranston and in the classroom at Rhode Island College the teacher candidates are engaged in both a sense of the diversity of the learner and also the global perspective from which to address much of the learning. This provides a natural springboard for the use of a global perspective throughout the lessons with the children. All the language arts lessons are taught with a literature focus and employing the readers' and writers' workshop teaching and learning the language arts in the broader context of the class' existing curriculum. The Rhode Island Literacy Policy PreK-12, the Grade Level Expectations in the English/ Language Arts, the Standards of the Association of Childhood Education International and the IRA/NCTE English/ Language Arts Standards, are discussed in class and teacher candidates incorporate the Standards into their lesson plans, action and reflections using model indicators and demonstrations of the Standards. Teacher candidates will experience the use of multiple forms of assessment including the use of rubrics in the assessment process, incorporating performance assessments into their lessons. The use of technology as a tool in education is practiced in the search for information for lessons and in the use of word processing for all lessons and reflections. The technology environment at the FSEHD with the opportunities for the use of computers for BLACKBOARD, Chalk and Wire, searching the WWW and involvement with e-mail for the benefit of lesson plans among many other uses tie the teacher candidates to a hands-on experience. This course represents, in part, the infusion of the Conceptual Framework into the core of the undergraduate program in teacher education. Throughout the course, reflective teaching is modeled and experienced. Teacher candidates use the Reflective Practitioner model and apply it in a variety of ways. Teacher candidates study, experience, and reflect on various instructional strategies and processes as they teach and reflect on the students' learning and their teaching at the Stadium Elementary School in Cranston. It should further serve as a common framework for interdisciplinary inquiry among teacher candidates and faculty in professionalism, pedagogy, knowledge and diversity. In addition to the Conceptual Framework as a basis for reflection, teacher candidates will incorporate in their reflections the Rhode Island Professional Teacher Standards and the Standards of the Association of Childhood Education International as a guide to assess their plans and lessons with the children. As a contributing piece to the Elementary Education PORTFOLIO,

teacher candidates will add an artifact, the third writing lesson plan, Teaching a Writing Craft using Children's Literature, reviewed and implementation with children and a reviewed reflection from the practicum experience. These will contain comments/grades by the professor and the cooperating teacher.

2. Text:

Tompkins, Gail E. Language Arts: patterns of practice. Upper Saddle River, NJ, Columbus, Ohio, 2005. 6th Ed.

3. Course Schedule, Topics and Assignments

Date	Location	Topics	Assignments	Due
8/30	RIC	Calendar, syllabus, lesson plan, artifact. Bio poems interview.	Tompkins-preface, overview RIDE for GLE's and the RIPTS.	
9/1	RIC	Goals for LA, Literary elements, writing workshop, dialog journal, group for Cranston, GLE's, RIPTS. Cooperating teacher feedback forms	Select and read Children's award books, annotations on all books 5 per assignment via BLACKBOARD, see due dates.	Copy of transcript and copy of GLE's for reading and writing and RIPTS. Introduce partner-bio poem
9/8	Stadium	Orientation with the principal	Tompkins 1.	
9/13	RIC	Questions for interviews. 6 language arts for lessons, reading, writing, listening, speaking, viewing and visually representing. Writing a book review.	Go to public library to choose literature	6 different level (e.g. knowledge, analysis) questions designed from Chapter 1.
9/15	Stadium	Interview with the teacher and the children	Tompkins 2,	First group of annotations (Integrated curriculum) via BLACKBOARD due to professor
9/20	RIC	Review of lesson 1. Share award books, LA systems, Language Experience charts. Rubric for artifact. Handwriting	Revise lesson 1. Practice handwriting.	Draft of lesson 1 Award books.
9/22	Stadium	Teach lesson 1	Write reflection for lesson 1	Hard copy of lesson 1 for cooperating teacher.
9/27	RIC	Peer review lesson 2 GLE's, dialog journals. Literature circles, video and book talks for choice.	Tompkins 3, Revise lesson 2	Draft of lesson 2 Hard copy of reflection of lesson 1 to the professor.
9/29	Stadium	Teach lesson 2	Write reflection for lesson 2 Tompkins 4, Read for lit circle	Hard copy of lesson 2 for teacher.
10/4	RIC	Teaching a writing craft to children (the artifact)		Second group of annotations

				(teaching the L.A. using Children's literature) due via BLACKBOARD Hard copy of reflection of lesson 2 to the professor.
10/6	RIC	What is a literature log? Work in Literature circles. #1, Form Memory book committee, Enjoy past Memory Books.	Continue reading for lit circle. Write lit log 1	Explore www sites about authors and books. Lit circle book.
10/12	RIC	Reading Workshop	Read book for Lit Circle in class. Tompkins 5	Literature Circle book
10/13	RIC	What I learned about teaching literacy. Writers' workshop, Work in Lit circle #2 5 questions for the Grand Conversation	Write lit log #2	Literature circle book. Memory book draft for peer review. Lit log #1 due
10/18	RIC	Peer review lesson 3. Grand Conversation for literature circles.	Revise lesson 3	Draft of lesson 3 Lit log #2 due
10/20	Stadium	Teach lesson 3	Write reflection lesson 3	Hard copy of lesson 3 to teacher. Annotations for Third set of children's Literature (Reading Comprehension Skills) via BLACKBOARD.
10/25	RIC	Types of writing, assessing writing, peer review lesson 4. Memory book workshop.	Revise lesson 4 Tompkins 6 Revise Memory book piece.	Draft of lesson 4 Lit log #3 about Grand Conversation due Hard copy of reflection on lesson 3 to the professor. Draft of Memory book piece.
10/27	Stadium	Teach Lesson 4	Reflection Lesson 4	Hard copy of Lesson 4 to the teacher.
11/1	RIC	Peer review of lesson 5, How to write a professional journal review.	Revise lesson 5, read a professional journal article and write a hard copy review of it.	Draft of lesson 5 Hard copy of reflection of lesson 4 to professor.

11/3	Stadium	Teach Lesson 5	Write Reflection of lesson 5. Tompkins 7	Hard copy of Lesson plan 5 to the teacher.
11/8	RIC	What to do after we read a book. Drama with children's literature.	Tompkins 8	Hard copy of Reflection on lesson 5 to Professor. Have 3 folk tales read and ready to share.
11/15	RIC	The dramatization. Peer review of lesson 6.	Revise lesson 6. Tompkins 9	Draft of lesson 6. Fourth set of annotated children's literature (vocabulary study) due via BLACKBOARD.
11/17	Stadium	Teach lesson 6	Write reflection lesson 6. Tompkins 10.	Submit hard copy of Lesson 6 to the teacher.
11/22	RIC	Peer review Lesson 7 Oral share of professional journal review.	Revise lesson 7	Draft of Lesson plan 7. Hard copy of Prof. Journal review.
11/24	Stadium	Teach lesson 7	Reflection on lesson 7	Submit plan for Lesson 7 to the teacher.
11/29	RIC	Memory book assembly workshop. Peer review Lesson 8 Children's poetry, Share favorites.	Revise lesson 8.	Memory book final copies "camera ready". Draft Lesson plan 8. 3 books of children's poetry. Reflection lesson 7
12/1	Stadium	Teach lesson 8	Write Reflection lesson 8.	Hard copy of lesson 8 for the teacher.
12/6	RIC	Sign up for final conference with the professor *		Reflection on lesson 8 to the professor. Fifth set of Children's literature (Writing craft) submitted via BLACKBOARD.
12/8	RIC	Learning Celebration	Memory book from committee.	
12/13	RIC	Final conference with prof*	Return of all work	Notebook
12/15	RIC	Final conference with prof*	Return of all work	Notebook

*Final conference with the professor HM 211

4. Course Outcomes

The outcomes of this course will demonstrate a Reflective Practitioner approach to teaching and learning as exemplified by the PAR paradigm. The outcomes of this course will have links to the National Council for Accreditation of Teacher Education, Association for Childhood Education International, Conceptual Framework and the Rhode Island Professional Teacher Standards and the Rhode Island Literacy Policy PreK-12. The broad based categories of these outcomes that follow will be specifically linked throughout the semester.

The following all address the ACEI curriculum standard 2.1 English Language Arts and keyed to the NCATE attributes of knowledge, skills, dispositions and teacher candidates' ability to have positive effects on student learning that are expected of the teacher candidates at the conclusion of this course. NCATE knowledge = K, skills/abilities = S, dispositions = D, positive influence on students = I. The outcomes are all linked to the Conceptual Framework (Knowledge=K, Professionalism=Pr, Diversity=D, Pedagogy=P) and the specific Rhode Island Professional Standards #1-11.

As a result of this course, the teacher candidates will be able to perform and be assessed in their ability to:

1. Explain the Conceptual Framework and its relationship to the reflective practitioner model of teacher preparation.(CF: K) As Reflective Practitioners, using the PAR acronym be able to infuse the relationship of the four themes of knowledge, diversity, professionalism and pedagogy into all aspects of the planning for lessons, the action of teaching in Cranston and the post reflections on this plan and action to continue the cycle for the next lesson plan.(CF: K; NCATE: K,S, D, I; RIPTS: 2,3,4,5,6,7 ACEI 2.1) Use as a base for planning and actions for all lessons, the knowledge obtained in the general education courses, extensive reading (journals, newspapers, books) the human learning and development studied, understand the context of schooling and experience strength in an area of specialization.(CF: K; NCATE: K,S,D; RIPTS #1 ACEI 1) Plan lessons incorporating the theory (including the Universal design for learning) and practice of teaching and learning for all students. (CF:K; NCATE: K; RIPTS #2,3,4,5,6,7 ACEI 2.1,3.1,3.2,4) Plan and employ the use of instructional technology in searching the Internet for lessons to personalize for use in teaching in the elementary grades in the Stadium Elementary School in Cranston.(CF: K,P; NCATE:S,I; RIPTS #8 ACEI 3.5) Use word processing for all lessons and reflections. (CF: Pr; NCATE:S; RIPTS:#8) Use e-mail to communicate with the professor and submit annotations via BLACKBOARD and artifact via Chalk and Wire. (CF: Pr; NCATE:S; RIPTS#8)
2. Demonstrate how to develop and to incorporate authentic alternative forms of assessment (check lists, rubrics), pre-assessments, formative and summative, formal and informal as a part of a lesson plan to aid practice and to provide a basis for reflection and generation of new learning. (CF:P; NCATE:K,S,I; RIPTS#9 ACEI 4)
3. Discuss and practice professional ethics. (CF: Pr; NCATE: K,S; RIPTS#11) Collaborate with other teacher candidates in discussions and lesson planning, action and reflection. (CF: Pr; NCATE:K,S,D; RIPTS#7)
4. Demonstrate an understanding of current thinking (e.g. journals, newspapers, books, www) and literature in the field of language arts instruction. (CF:K,P; NCATE: K,S; RIPTS:#2 ACEI 2.1) Develop lesson plans that approach language arts instruction as integrated, thematic and cross-curricular convergences.(CF:P; NCATE K,S; RIPTS#2 ACEI 2.1) Develop lesson plans that view language use as functional implementation of reading, writing, viewing, visually representing, listening and speaking for all student populations, including working with specialized populations, both cultural diverse and special needs.(CF:D;NCATE: K,S,D,I; RIPTS:#2,4 ACEI 3.2) Plan, act and reflect on teaching lessons with particular emphasis on multi-cultural and global perspectives.(CF: D; NCATE: K,S,D; RIPTS:#4 ACEI 3.2)

5. Develop an understanding of and practice in applying National and State Standards and the Literacy Policy with grade level expectations in Language Arts in the planning, action and reflection of lessons.(CF:K,Pr; NCATE: K,S; RIPTS:#11)
6. Develop lesson plans and actions that demonstrate an understanding of the role of language arts in the inquiry process in a child-centered classroom.(CF: P; NCATE:K,S,D,I; RIPTS:#2,3,5,6 ACEI 2.1,3.2) Demonstrate growth in personal literacy by reading (e.g. children's literature and writing e.g. Class Memory book) and develop an understanding and appreciation of how personal use of the arts of the language influence children as students model and demonstrate their own literate behaviors.(CF: Pr; NCATE: K,S,D,I; RIPTS:#1)
7. Describe appropriate materials for teaching the language arts, particularly trade books for children, and materials for a teacher's continued professional growth.(CF: K,P; NCATE: K,S,D,I; RIPTS:#2,3,4,11 ACEI 2.1) Analyze trade books for children and print and audio-visual curriculum materials for both their potential in the development of multi-cultural awareness and understanding and for possible stereotyping.(CF:K,D; NCATE: K,S,D,I; RIPTS:#4) Plan and teach individual lessons as part of the established class curriculum.(CF: P; NCATE K; RIPTS:#2) Use a variety of teaching strategies and materials effectively in hands-on experiences. (CF:P; NCATE: K,S,D,I; RIPTS:#2,3,5,6) Develop lessons that have active viewing and visually representing features in them.(CF: P;NCATE: K,S,I; RIPTS:#2,3,7) Develop an awareness of Literacy in the Arts and Image-Making within the Writing Process. (CF: P; NCATE:K,S,I; RIPTS:#2,3,7)
8. Observe children's language skill and growth and develop appropriate experiences for them based on these observations.(CF: P; NCATE: K,S,I; RIPTS:#3 ACEI 2.1)
9. Develop a knowledge base (via www, journals, newspapers) and philosophy while seeking to become a community of teachers and learners. (CF K,P; NCATE:K,D; RIPTS:#1,7) Reflect on experiences and self-evaluate throughout the course.(CF:K,P; NCATE: K,S; RIPTS:#10) Explore technological advances available to enhance language arts/literacy.(CF:P; NCATE: K; RIPTS:#8) Observe technology uses in the classrooms in the Stadium Elementary School in Cranston. (CF:P; NCATE:K,I; RIPTS:#8)
10. Experience how and when to teach skills and strategies in vocabulary development, spelling, handwriting and grammar.(CF:P, NCATE: K,S,I; RIPTS:#2,3,4,8 ACEI 2.1)
11. Read, view, listen, visually represent, speak and write (e.g. Class Memory book, children's literature) in various genres of literature. (CF:D; NCATE: K,S; RIPTS:#1,2,8) Read, view, listen, visually represent, speak and write in various types of literacy.(CF:P; NCATE: K,S; RIPTS:#1,2) Develop strategies for dealing with language differences by building on the rich cultural heritage of all children.(CF: D,P; NCATE: K,S,D; RIPTS:#2,4 ACEI 3.2)
12. Demonstrate an understanding of the value of using the computer in the writing process and in researching the www.(CF: P; NCATE: K,S,I; RIPTS:#8)
13. Review and assess a variety of language arts textbooks that are available to the teachers in Rhode Island.(CF: K,P,D; NCATE: K,S,D; RIPTS:#2,3,4)
14. Develop a Notebook that contains 4 lesson plans that are developmentally appropriate for children in the elementary classes and have reflections on each lesson. Writing lesson three will be the class artifact. The Notebook will also contain a section on creative writing (e.g. class Memory book). (CF: K,Pr,P; NCATE: K,S,I; RIPTS: #2 ACEI 2.1,3.1,3.2,4,5.)
15. Interview with the professor for a debriefing on their experience and learning in the course. (CF:P; NCATE:K,S,D; RIPTS:#8)

16. Demonstrate a high level of competence in the use of English language arts in reading, writing and speaking.(CF:K,P,Pr,D;; NCATE: K,S; RIPTS:#2,8 ACEI 2.1) Know, understand and use concepts from reading, language, and child development to teach reading, writing, speaking, viewing, listening, and teaching skills. (CF: K,D,Pr,P; NCATE:K,S,I; RIPTS:#2,3,4,8) Know, understand and use concepts from reading, language, and child development to help students successfully apply their developing skills to many different situations, materials, and ideas. (CF: K,D,P,Pr; NCATE: K,S,I; RIPTS:#1,2,3,4)
17. At the conclusion of this course the teacher candidates will be able to know these links to the outcomes and possess the skills and disposition needed for success to continue in the program and be able to explain current research and theory on the acquisition of language learning. (Conceptual Framework: Knowledge, Pedagogy, Diversity, and Professionalism, RIPTS 1,2)
18. Describe how the Standards in the English Language Arts can be implemented and how these standards relate to the Rhode Island Literacy Policy, the NECAP GLE's and the curriculum standard of the ACEI 2.1 English language arts. (Conceptual Framework: Knowledge, Pedagogy, Diversity and Professionalism, RIPTS 1,2,3,4,5,6,7,8,9,10,11 ACEI 2.1).
19. Adapt teaching strategies and materials to the needs of second language learners. (Conceptual Framework: Knowledge, Pedagogy, Diversity, and Professionalism. RIPTS 1,2,3,4,5,6,7, 8,9,10,11 ACEI 3.2)
20. Employ multiple forms of assessment; pre-assessment, formative and summative, formal and informal assessment procedures. (Conceptual Framework: Knowledge, Pedagogy, Diversity, and Professionalism. RIPTS 1,2,3,4,5,6,8,9,10 ACEI 4)

5. Course Requirements – Requirements and assignments and expectations are coordinated with outcomes and aligned with standards.

Descriptions and Assessments	Conceptual Framework	RIPTS	Course Outcomes	ACEI
Class attendance, preparation, professionalism, and participation	Knowledge, Professionalism	1, 2, 3, 4, 5, 6, 7, 8, 10, 11	1-20	1, 2.1, 3.1, 3.2, 3.3, 3.5, 4, 5.2
Notebook	Knowledge, Pedagogy, Diversity, Professionalism	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 14, 15, 19, 20	1, 2.1, 3.1, 3.2, 3.5, 4, 5
Lesson Plans	Plan, Knowledge, Professionalism, Diversity, Pedagogy	1, 2, 3, 4, 5, 6, 7, 8, 9, 11	1, 2, 4, 5, 6, 7, 8	1, 2.1, 3.1, 3.2, 3.5, 4
Teaching	Act, Knowledge, Professionalism, Diversity, Pedagogy	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	3, 4, 5, 10, 19, 20	2.1, 3.2, 4
Reflections	Reflect, Knowledge, Professionalism, Diversity, Pedagogy	2, 3, 4, 5, 6, 7, 8, 9	1, 4	1, 2.1, 3.1, 3.2, 3.5
The third Language Arts lesson - the course artifact. Teaching the Craft of Writing Using Children's Literature	Plan, Act, Reflect, Knowledge, Professionalism, Diversity, Pedagogy	2, 3, 4, 9	1, 2, 4, 6, 7, 8, 10, 14, 19, 20	2.1, 3.1, 3.2, 4, 5.2

Individual conferences will be scheduled with the professor on a regular basis in HM 211 (office) on Mondays and/or Wednesdays during Office Hours 2-4 pm and by appointment. Conferences with the cooperating teachers will be scheduled at the Stadium Elementary School in Cranston.

Attendance

Attend and participate in classes and conferences. Attendance at each session is necessary so that continuity can be maintained. Much of the material in this class happens during class session. Your full participation and positive contribution for all class activities is essential. It is an indicator of your knowledge and interest. Active participation of various types are required in class. You need to attend class to get the most benefits. The class, your groups and your partners will depend upon your input, sharing and responses to develop as a community of learners and our own knowledge. Therefore, you must come to class, be on time, and be prepared with all your necessary writing and reading materials. Arriving late and leaving early count as absences. If absent, designate a classmate to inform you of new assignments or changes in schedules and to collect handouts for you. If you will be absent, for an emergency, on the day that you are scheduled to work with children, call the Stadium School, the professor and the teacher as other arrangements need to be made.

RIC email accounts

All candidates are to use the assigned RIC email account for correspondence about the course. The college email will be used by the Elementary Education Department for notices to candidates.

B.C.I.

All candidates will have available to present in schools for the practicum experience a Bureau of Criminal Identification certificate that identifies the candidate as a person that does not have an adult criminal record at the Bureau of Criminal Identification in Rhode Island.

Chalk and Wire

The Feinstein School of Education and Human Development has adopted Chalk and Wire as its data collection and assessment system. All students admitted to the Feinstein School and/or enrolled in any education course are required to purchase a Chalk and Wire electronic code at the RIC bookstore. The Chalk and Wire electronic code purchase is a required one-time textbook purchase. The code allows students to access Chalk and Wire for a four-year period while enrolled at Rhode Island College. The electronic code is a personal code and cannot be exchanged among students. Students receiving financial aid may use their financial aid to purchase the Chalk and Wire electronic code.

Chalk and Wire allows students to submit assignments electronically and receive electronic feedback from Education course instructors. Students also have the opportunity to create personal portfolios on Chalk and Wire. To assist students with this transition, instructions about how to use Chalk and Wire system will be available in one or more of their education courses. In this course the course artifact, Teaching craft of Writing using Children's Literature, will be submitted via Chalk and Wire.

BLACKBOARD

BLACKBOARD is Rhode Island College Learning Management System which allows you to post course materials and course activities such as tests, assignments, chats, discussions, blogs, journals, and more. Since BLACKBOARD is web based, you will be able to access the BLACKBOARD course anywhere you have access to the internet. Your login is exactly the same as your Network/Email Account. We will be using BLACKBOARD for our children's literature reviews.

Confidentiality

All candidates will sign a confidentiality statement that confirms the adherence of the candidate to the RIPTS to uphold the professional principles of ethical behavior in the confidentiality of all discussions as to the grades, scores, levels, testing and personal information shared in the planning, teaching and reflections about any student in the practicum placement.

Assignments

Do all assigned professional readings before class and be ready for class discussions. All assignments, written and oral, must exhibit careful, thoughtful preparation. You are expected to submit assignments in class on the due date. The grade for the assignments will be reduced one letter grade if submitted after the due date.

Professional Qualities

You are expected to behave in a developmentally appropriate professional manner as outlined in the Professional Standards section of the Student Teaching Handbook for the Feinstein School of Education and Human Development. This means that you must attend all classes, be on time, and actively engage in all the activities of the class period. You must openly and willingly accept the suggestions of the professor, peers and teachers in the practicum classes. You must demonstrate that your listening, speaking, writing, viewing, visual representations, reading and thinking abilities are on the same level of those required of pre-professional educators.

The professional standards adopted by the faculty of the Teacher Education Program in the Feinstein School of Education and Human Development are listed below. Rhode Island College Teacher preparation candidates must demonstrate:

- I. Content and Pedagogy Skills
 - Knowledge of subject matter areas;
 - Ability to adapt subject matter to grade level or the needs of the individual child;
 - Ability to motivate students;
 - Ability to use various assessment procedure;
 - Ability to adapt instruction to meet the needs of mainstreamed students;
 - Ability to adapt instruction to meet the needs of students diverse cultures;
 - Ability to plan meaningful or significant learning activities;
 - Ability to encourage self-direction;
 - Ability to use effective classroom management procedures.

- II. Professional Qualities
 - Ability to separate personal from professional roles;
 - Ability to relate to and cooperate with students, parents, peers, supervisors and other school personnel;
 - Ability to use appropriate verbal communication skills;
 - Ability to use appropriate written communication skills;
 - Ability to admit fallibility, accept criticism, and consider opposing opinions, ideas or feelings;
 - Ability to use and benefit from constructive criticism;
 - Ability to be aware of needs and interests of students and to take into account individual differences including ethnic and racial diversity;
 - Ability to demonstrate ethical behavior as evidenced by, but not limited to, respecting the rights of student confidentiality of records, integrity, adherence to school rules, maintaining appropriate interpersonal relationships with students.

- III. Personal Traits and Qualities
 - Ability to present an appropriate professional appearance in practica and student teaching sites;
 - Ability to maintain a calm demeanor when confronted with a volatile classroom situation and/or acting out students;
 - Ability to perform the physical demands of teaching with minimum absenteeism;
 - Ability to demonstrate dependability/responsibility to the extent that this affects the student's performance in his/her academic program;
 - Ability to demonstrate initiative to the extent that this affects the student's performance in his/her academic program.

Language Arts section of the Notebook

You will develop a **Language Arts section of a Notebook** that contains 4 lesson plans (consistent with the form distributed in class) each, children's writing samples from each lesson, the classroom teacher's *feedback form* of each lesson) and a reflection on each lesson. The lessons will be developmentally appropriate for children in the elementary placements. As part of each lesson a dialog journal will be shared with each child in your group. Modifications for each child's literacy learning, reading, writing, listening, speaking, viewing and visualizing will be recorded in future lesson plans, reflections will also include assessments of particular children's progress. Children's literacy learning will be based on observations of their literacy learning, written work and interviews. The *third* Language Arts lesson plan, implemented lesson and its reflection will be the class artifact (***Teaching Craft of Writing Using Children's Literature***) and be entered in the ELED PORTFOLIO, as part of the application for student teaching. Include in your Notebook pictures of you teaching (use captions/ computer generated refer to the standards and what the students are learning) and samples of the children's work. A copy of their dialog journals is an effective addition. (Remember to get permission for pictures of children and use of their work from the teacher).

The Notebook will also contain your creative work, memoirs, essays, poetry, short stories, letters, etc. This will include all drafts, revisions, and "camera ready" copies. We will work on this in class and outside of class. This will be part of our *Writers' Workshop*. When we have Literature Circles and write in our Literature Logs, these writings will also become part of your Notebook. To be effective and to develop writers in your classroom, you need to experiment with writing yourself. Therefore, a significant part of this class is dedicated to helping you to become a confident writer. You will participate in a *Writers' Workshop*, in which you will write, read, and share with peers. I will help by teaching mini-lessons on genre, form, conventions, etc. to help you develop your own voice and style. You are expected to conference and respond to the writing of your partner/ peer group. You will need to provide evidence of growth in process, types of writing and risk taking, so you will need to write at least ten minutes daily. This is important and must be done as an outside of class assignment. This will demonstrate your understanding of the research and theory in language arts and your skill in using the writing process. We will have sharing sessions throughout the semester, in pairs, in small groups and with the entire class. At the end of the semester, we will publish a piece from each candidate in a "Class Memory Book". Selected piece due "camera ready" see schedule #3.

Children's Literature

You will read in class and out of class children's literature of your choice. You will view DVD's, videos and films, listen to literature on tapes and CDs. You will pay special attention to author's style, theme, setting, plot, character development, etc., all the essentials of good writing. You will engage in Literature Circles, write in Literature Logs and reflect both aesthetically and efferently to the literature. You will use this as a model and take risks in your own writing. You will read Children's magazines, picture books and several chapters from a fiction or a non-fiction book weekly. You will submit via BLACKBOARD an annotated review of each of the books that you are using with children and/or reading for your professional growth. (about 100 word reviews, check schedule for due dates). There should be a minimum of 25 picture books including 2 chapter books read during the semester. Some of these books may be used with children, some used later in your career. These will serve as a model for your writing and as literature to share in your lessons with the children at the Stadium Elementary School in Cranston. You will keep an annotated bibliography on a computer file of the children's books as you are reading them. You will sort the annotations: a, Integrated curriculum, b, Teaching the Language Arts, c, Reading Comprehension Skills, d, Vocabulary Instruction, e, The Writing Craft. These can be used in future methods courses, in student teaching and ultimately teaching. Be aware of your "voice", "lead sentences", use of language, etc. It is essential to know good literature for children in order to teach language arts in literature focus units, reading and writing workshops and theme cycles. You must be able to identify good writing in order to help your students become good writers and readers.

Practicum Experience

Throughout the semester, you will plan lessons and teach a small group of students at the Stadium Elementary School in Cranston. A copy of the teaching plan is presented to the cooperating teacher before the lesson begins. Usually elementary lessons are 45-60 minutes. As part of your lesson each week you will do a dialog journal with each child in your group. The teacher will let you know ahead of time how long a particular day's lesson should be. You will conference with the teacher immediately after the lesson. The conference with the teacher usually lasts between 15-30 minutes. You also will receive a written feedback from the teacher. This will be shared with the professor. The professor's evaluation and the return of the teacher's *Feedback Form* will be given to you in a timely manner, usually the next class on campus. A 250-300 word reflection will be written after each lesson. You will teach 4 lessons either in a first grade or in a fifth grade. You will incorporate some form of technology in at least one of your lessons. The lessons and the feedback forms are to be included in your Notebook. During conference time and class time lessons and reflections will be shared and reviewed with the professor.

The Lesson Plan is based on the form distributed in class and must include:

Rhode Island College and FSEHD

Your name

- Course and section
- Date of teaching
- Grade
- Lesson #
- Objectives/outcomes of the particular lesson aligned on the Rhode Island Grade Level Expectations
- Learner factors based on the Universal Design for Learning and the multiple intelligence theory.
- Materials, including www sites used for ideas
- Model being used (inductive, deductive, inquiry, DRTA, DWTA, guided, etc.) with appropriate procedure (from set induction, through closure)
- A variety of assessment plans for the students (pre-assessments, formative and summative, formal/informal method planned e.g. rubric, check list being used to measure each objective/outcome of the lesson)
- Bibliography/www site give credit to source of the plan

All lesson plans need to be done on a word-processor/computer

The requirements for the lesson plan are based on the lesson plan format distributed and discussed in class

Wear a name tag Have a name tag for the children.

Reflections

In your reflections, (250-300 words) write a post-teaching self-evaluation that reflects on the Conceptual Framework of the Feinstein School of Education and Human Development and one of its four themes of pedagogy, knowledge, professionalism and diversity. Review the Rhode Island Professional Standards stated in your lesson plan and based on them reflect on how you assess your growth. Write about the learning that the children are showing based on your objectives aligned with the grade level expectations and assessment plan. Write about your reaction to the lesson, referring to: What I know now that I didn't know before, What I am good at, What I need to learn next, and How I plan to learn it. Evaluate your students' learning by making reference to your professional readings. Look honestly and critically at strengths as well as areas of need, make appropriate suggestions for next teaching, write according to conventions of language. All reflections are to be included in the LANGUAGE ARTS section of the Notebook.

Assessment of children

Be aware of differential pre-assessments of children. Use formative assessment during the lesson to guide your teaching. Use summative assessment to guide your next lesson. Base the assessment of children's learning on your objectives/outcomes that will be planned for in each of the lesson plans. The actual assessment of the children's learning will appear in the reflection following each lesson.

Final Conference

You are required to have a final conference with the professor to evaluate your growth and progress as a reflective practitioner. A sign-up book will be circulated in class. Conferences will be individual and conducted in professor's office HM 211.

Recommendations

At the end of this course, as in all methods courses, the professor must decide whether to recommend the teacher candidate for continuation in the Elementary Education Program. This recommendation is independent of the grade that the teacher candidate receives, although if there is a failing grade, the teacher candidate will automatically not be recommended. The professor can choose to recommend, recommend with concerns, or not recommend. The decision is based upon the professional judgment of the professor as to the teacher candidate's ability and suitability to become a teacher. The teacher candidate's attitude, teaching performance, and professional conduct as outlined in the Student Teaching Handbook is considered. In order to receive a recommendation for continuation in the program, a student needs to:

- Successfully complete all teaching experiences. Make-up for absence must be arranged with the cooperating teacher. Make-up for unsuccessful teaching experience needs to be discussed with the professor and the cooperating teacher.
- Receive a grade of B- or higher in this course. C+ for undergraduate student entering the program before August, 2005.
- Maintain an overall cumulative index of 2.50 or higher, 3.00 for graduate students
- Meet the Professional Standards of behavior stated in the Feinstein School of Education and Human Development, Student Teaching Handbook.

6. Course Evaluation

The course grade will be determined in the following manner:

<u>Participation and Professionalism</u>	<u>Recommend/ Recommend with concerns/Do not recommend</u>
Literature Logs	9%
Memory Book writing	10%
Professional Journal Review	5%
Annotated children's literature	15%
Lesson plans	24%
Teaching	24%
Reflections	8%
<u>Oral participation in class</u>	<u>5%</u>
Total	100%

Grading Scale

<u>Grade</u>	<u>Numerical Equivalent</u>
A Excellent	95-100
A-	90 - 94
B+	87 - 89
B Above Average	84 - 86
B-	80 - 83
C+	77 -79
C Average	74 -76
C-	70 -73
D Below Average	65 -69
F Failure	Below 65
I Incomplete	
W Withdraw	

Grade Definitions

A, A- Carefully completes all assignments. Frequent, active participation in class discussions. Communicates clearly in writing and speaking. Demonstrates excellence in planning, implementation of plans, reflecting upon the teaching/learning process, a command of the theory and research supporting effective teaching, a creative flair, and a strong commitment to education. The teacher candidate is expected to be outstanding during the remainder of the professional sequence. Demonstrates a command of theory and research with the ability to analyze, evaluate and synthesize application to practice. Behaves in an extremely professional manner.

B+, B Completes all assignments at a satisfactory level. Participates in class discussions. Communicates clearly in writing and speaking. Demonstrates competence in planning, implementation of plans, reflecting upon the teaching/learning process; understanding the theory and research supporting effective teaching, a commitment to education. Behaves in an expected professional manner.

B-, C+ Completes all assignments at a satisfactory level. Participates in class experiences. Demonstrates competence in most areas. The teacher candidate will need special attention during future courses in the professional sequence to ensure success and certification. Behaves in a minimally acceptable manner. Graduate student and students entering the program after August 2005 need a B- to be recommended to continue in the Elementary Education Program.

C, C- The teacher candidate does not demonstrate the competencies necessary for the remaining courses in the professional sequence. Infrequent participation in class experiences. The teacher candidate does not complete all assignments and will not be allowed to continue in the Elementary Education Undergraduate Program.

D, F Complete failure early in the term will signal a grade of D or F. The teacher candidate will be counseled to drop the class.

You will be assessed continuously and at final conference.

Accommodations

If you have a registered/documented handicap or disability, please inform the professor in writing during the first week of class so that special provisions will be made to accommodate learning or physical disability. Rhode Island College is committed to making reasonable classroom accommodations under the Americans with Disabilities Act and / or Section 504 of the Rehabilitation Act of 1973, you are required to register with the Student Life Office located in Rm. 127 in Craig-Lee Hall. The telephone number is 456-8061. To receive academic accommodations for this class, please obtain the proper forms from the Student Life Office and meet with the professor during the first few weeks of the semester.

7. References (suggested readings, Internet and Multi-Media Resources)

In addition to the following suggested readings, a comprehensive listing of classic books, new professional literature, both books and journals, in the field of teaching language arts in the elementary school will be discussed and distributed in class on a continuing basis. Comprehensive lists of the best in children's literature will also be discussed, read and shared in class on a continuing basis.

Allen, V.A. (1991). Teaching bilingual and ESL children. In J. Flood, J.M. Jensen, D. Lapp, & J.R. Squire (Eds). Handbook of research on teaching the language arts (pp.356-364). Upper Saddle River, NJ: Prentice Hall/Merrill

Clay, M.M. (1991). Becoming literate: The construction of inner control. Portsmouth, NH: Heinemann.

Fountas, I.C., & Pinnell, G.S. (2001) Guiding readers and writers, grades 3-6 Portsmouth, NH: Heinemann.

Daniels, H. (2002). Literature Circles: Voice and choice in book clubs & reading groups. York, ME: Stenhouse.

Gentry, J.R., & Gillet, J.W. (1993). Teaching kids to spell. Portsmouth, NH: Heinemann.

Goodman, K. S. (1993) Phonics phacts. Portsmouth, NH: Heinemann.

Graves, D.H. (1994). A fresh look at writing. Portsmouth, NH: Heinemann.

Harwayne, S. (1992). Lasting Impressions: Weaving literature into writing workshop. Portsmouth, NH: Heinemann.

Keene, E.O., & Zimmermann, S. (1997). Mosaic of thought: Teaching comprehension in a reader's workshop. Portsmouth, NH: Heinemann.

Norton, D.E. (1995). Through the eyes of a child; an introduction to Children's Literature. Englewood Cliffs, NJ: Prentice-Hall.

Routman, R. (1996). Literacy at the crossroads: Crucial talk about reading, writing and other teaching dilemmas. Portsmouth, NH: Heinemann.

Standards for the English Language Arts. (1996). Urbana, IL: National Council of Teachers of English and the International Reading Association.

Rhode Island PreK-12 Literacy Policy, First Edition December 2005

Trelease, J. (1995). The new read -aloud handbook (4th ed.). New York: Penguin.

In addition to the following suggested www sites, a comprehensive listing of suggested WWW sites appropriate for teachers of the Language Arts will be distributed in class on a continuing basis.

[Http://www.ncte.org/](http://www.ncte.org/) National Council of Teachers of English

[Http://babelfish.altavista.digital.com/cgi-bin/translate](http://babelfish.altavista.digital.com/cgi-bin/translate) Translation Service

[Http://www.acs.ucalgary.ca/~dbrown/index.html](http://www.acs.ucalgary.ca/~dbrown/index.html) Children's Literature

[Http://www.ala.org/parentspage/greatsites/lit.html](http://www.ala.org/parentspage/greatsites/lit.html) American Library Asso. Children's Literature

[Http://advicom.net/~e-media/kv/poetry1.html](http://advicom.net/~e-media/kv/poetry1.html) Exploring students' writing