

Rhode Island College  
Feinstein School of Education and Human Development  
Educational Studies Department  
*Practicum in Secondary Schools (English Language Arts)*  
**SED 411 and SED 412**

Instructors: Dr. Jennifer Cook; Dr. Janet Johnson

Department: Chairperson, Dr. Ellen Bigler; 456-8170; ebigler@ric.edu

**Course Descriptions:**

**SED 411:** Content and Pedagogy in Secondary Education.

Students examine principles, methods, content and curriculum in the content area, and prepare lessons and units that incorporate needs of diverse learners and effective assessment strategies. 4 credit hours.

**SED 412:** Field Practicum in Secondary Education.

Teacher candidates under supervision of college and clinical instructors plan, develop, and implement lesson plans within middle/secondary clinical settings, drawing on content of concurrently-taken course SED 411. 2 credit hours.

**Course Organization**

**Module One: Identities and Relationships**

Overarching Goal: Candidates will demonstrate understanding and reflection of the intersections of teacher identities, student identities, school and classroom cultures in order to cultivate communication and community. (RIPTS 2,3,6; NCTE 2.1, 2.5,4.4; Knowledge, Diversity, Professionalism)

Objectives. Candidates will:	Readings/Resources	Assessments	Standards/Conceptual Framework
Articulate how their dispositional strengths and areas of growth, aspirations, and pedagogical knowledge will impact their teaching identities.	Christenbury	Pre-assessment; Dispositions Form; VSB assignment; small group work; class discussion (formative)	RIPTS 1, 8, 10; NCTE 2.3, 2.5; Knowledge, Pedagogy, Professionalism
Be a respectful, cooperative, compassionate, and thoughtful member of our classroom community.		Observation; Dispositions Form	RIPTS 7, 10; NCTE 2.3; Professionalism
Create a student learning inventory that addresses	Samples	Student Learning Inventory	RIPTS 3, 4, 8; NCTE 2.1, 3.7, 4.2, 4.3, 4.4; Knowledge, Diversity,

students' self-identified strengths, weaknesses, and preferences when it comes to learning, literacy and English; and their cultural and social experiences.		(formative); future lesson plans (summative)	Pedagogy
Develop an understanding of current definitions of literacies and discourses, and how these impact learning environments and individuals.	Power Point; NCTE position statement	Class discussion; in-class writing (formative); future lesson plans (summative)	RIPTS 1, 5; NCTE 2.1, 2.2, 2.5, 3.7, 4.3, 4.4; Knowledge, Diversity, Pedagogy
Apply culturally responsive and social justice-oriented discourses to their work with kids and teaching.	Kohl; WIDA standards; Christensen 1-11; chapter 1; Teaching Tolerance articles;	Class discussion (formative); future lesson plans (summative)	RIPTS 1, 3, 4, 5; NCTE 2.1, 2.2, 2.5, 3.7, 4.3, 4.4; Diversity, Pedagogy, Professionalism

### Module Two: The Bones of Teaching

Overarching Goal: Examine and apply theoretically sound models and strategies for the teaching of reading, writing, speaking, and listening skills to diverse student populations. (RIPTS 1,2; NCTE 2.1, 2.5, 3.1-3.7, 4.3)

Objectives. Candidates will:	Readings/Resources	Assessments	Standards
Develop the appropriate skills for planning, implementing and assessing lessons and a unit plan that create rich literacy experiences for students and are grounded in state and national standards.	Wilhelm 1; Monahan; NCTE, GLE's, WIDA standards; Power Point; model lessons; mini-TCWS; frontloading PPT	Wilhelm lesson plan (formative); mini-TCWS and implemented lesson plan(summative)	RIPTS 1,2, 5,9; NCTE 2.4, 3.2, 3.3, 3.5, 4.1-4.10; Pedagogy
Develop critical literacy practices as the means for analyzing a myriad of texts, including the canon, multicultural texts, web-based materials,	Atwell 9; Appleman 1,2, 4,5; Christensen 4; Beers handout	Class discussion; practice group lessons; reading log(formative); mini-TCWS and field-based lessons (summative);	RIPTS 1,2, 5,8,9; NCTE 2.4, 4.1, 4.5, 4.6, 4.7, 4.9; Pedagogy, Diversity

and various forms of media and popular culture.		critical analysis of media lesson plan (summative)	
Create a writing assessment (assignment and rubric) that addresses students' funds of knowledge, offers choice, is challenging, and meets state standards	Christensen 2,3, 6, 7; notes from Fletcher and Strong; models	Individual and group practice (formative); Mini-TCWS (summative)	RIPTS 2,3, 4,5 9; NCTE 3.2, 3.4, 4.10; Pedagogy; Diversity
Develop an understanding of how language shapes student experience; particularly in the case of ELL's.	Christensen 5; jigsaw handouts; WIDA standards	Individual and group practice (formative); Mini-TCWS (summative)	RIPTS 1,2,4; NCTE 3.1, 3.2, 4.7; Diversity
Address the place of teaching and assessing grammar and usage in student writing.	English content portfolio	Individual and group practice (formative); Mini-TCWS (summative)	RIPTS 2; NCTE 3.1, 3.2, 3.4; Pedagogy
Create appropriate and effective learning goals and objectives for a specific, culturally diverse group of students.	TCMWS; models; GLE's; RIPTS; WIDA; NCTE standards	Mini-TCWS (summative)	RIPTS 2, 3, 4,5; NCTE 2.1, 2.6, 4.2; Pedagogy, Diversity
Design an appropriate and effective assessment plan for a specific, culturally diverse group of students that includes differentiation, scaffolding, and frontloading so that all students have opportunities to succeed.	TCMWS; models; GLE's; RIPTS; WIDA; NCTE standards; NCTE Guidelines for "Standards for the Assessment of Reading and Writing"; "What Are Teacher-Made Tests?"	Mini-TCWS (summative)	RIPTS 2, 3, 4, 9; NCTE 2.1, 2.6, 4.4, 4.10; Knowledge, Pedagogy, Diversity
Create an appropriate and effective Design for Instruction (unit plan) for a specific, culturally diverse group of students.	TCMWS; models; GLE's; RIPTS; WIDA; NCTE standards	Mini-TCWS (summative)	RIPTS 2, 3, 4, 6; NCTE 2.1, 2.6, 4.4, 4.10; Knowledge, Pedagogy, Diversity
Utilize technology	models	Mini-TCWS	RIPTS 2, 4;

effectively in planning and implementation of lesson plans.		(summative)	NCTE 4.6; Knowledge, Pedagogy
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### Module 3: Field-based Work

Overarching Goal: Work collaboratively with colleagues and faculty in the schools and make positive contributions to the immediate learning communities (class, in the schools) and the profession. (RIPTS 7,10,11; NCTE 1.0, 2.3; Knowledge, Pedagogy, Professionalism)

Objective. Candidates will:	Readings/Resources	Assessments	Standards
Work collaboratively and cooperatively with peers, teachers, and students in the field.	Dispositions Form	Teacher and Supervisor observation reports (summative); blogs (formative)	RIPTS 7; NCTE 2.3; Professionalism
Act as a professional at all times in the field: be punctual, dress appropriately, abide by school rules.	Dispositions Form	Teacher and Supervisor observation reports (summative); blogs (formative)	RIPTS 8, 10; NCTE 1.0
Teach thoughtful, coherent lessons that meet the expectations above and fit the audience and curriculum.	See Modules 1 and 2 for resources	Implemented Lesson Plan; Teacher and Supervisor observation reports (summative); blogs (formative)	RIPTS 1, 2, 6, 7, 8; NCTE 1.0; Professionalism
Treat students, parents, teachers and school personnel with respect.		Implemented Lesson Plan; Teacher and Supervisor observation reports (summative); blogs (formative)	RIPTS 8, 10; NCTE 1.0; Professionalism
Maintain a professional teaching presence, keep classroom organized and well-managed with students engaged and on-task	Burke; Modules 1 and 2	Implemented Lesson Plan; Teacher and Supervisor observation reports (summative); blogs (formative)	RIPTS 6, 10; NCTE 1.0; Professionalism

### **Conceptual Framework**

Good teaching is not about creating the “perfect” lesson or unit plan—because there is no such thing. Good teaching is about identities and relationships, content and pedagogy. And, good teaching is specific, contextual, and asks the question: what do *these* students need at *this* particular time to learn *that* particular skill/content? This inquiry-oriented focus frames our course. To quote Alan Luke:

“...[our purpose is] *not* to find, standardize, and implement the one true method, but for teachers to develop **flexible repertoires** of field-, discourse-, and text-specific pedagogies, suited to particular textual artifacts, technologies, social and linguistic/interactional outcomes, and adaptable for students of different cultural and linguistic backgrounds” (2004, p. 90, italics his, bold mine).

Notice the term *repertoire*, which I find a more useful metaphor than the ubiquitous “toolbox.” A repertoire, according to Webster’s online dictionary, is, among other things, “a complete list or supply of skills, devices, or ingredients used in a particular field, occupation, or practice.” This definition implies flexibility and specificity. This course is designed to help enhance your already growing repertoire of ways of thinking and skills in analyzing a text, context, situation, relationship, student, or a colleague in order to identify possible approaches given your goals. A toolbox, on the other hand, implies a fixed set of tools—after all, there are only so many uses for a hammer or a screwdriver—or a fixed set of methods. Instead of giving you a toolbox full of tools that have limited use and will eventually lose their utility in this ever-changing field and fast-paced world, I expect you to learn various approaches and skills that you can change, improve, and adapt, given the rhetorical situation: purpose, context, audience.

Given the inquiry-oriented focus of this course, we will be looking at ways to disrupt traditional and current patterns and assumptions of what English is, who English teachers are, and how students learn (and why they do not). We will question the validity of canon- and standards-based curricula. We will also critically examine deficit-based notions of non-mainstream students, urban schools, and families. That is, we will attempt re-frame our field, our students, and ourselves by looking at what is there, instead of what is not.

To sum up: Teaching is personal and relational; ethical and political; pedagogical and intellectual. It involves a sophisticated understanding of the emotional investments we and our students have in certain ways of being, which may enhance or interfere with our goals in the classroom. Self-awareness is something you will develop throughout the course, as it is the key to reflection. Conversely, you will also learn that teaching is not all about *you*, it is about the students. We will be playing with this tension throughout the upcoming year.

In light of this critical inquiry orientation, and borrowing from William Ayers, the course is based on two overarching questions for you to consider throughout our journey over the next year:

**What am I teaching for? What am I teaching against?**

The following guiding questions will frame our work together:

- What do I need to know about myself? What are my intellectual, pedagogical, emotional, and social strengths and areas of growth? How do these features impact my teaching identity and my relationships with colleagues and students?
- What do we need to know about our students in order to develop positive relationships and cultivate a healthy and engaged learning community? How are students' identities and literacy practices affected by their lived experiences and forces outside of school?
- What instructional techniques, texts, and classroom procedures support a dynamic classroom that will further students' engagement with English and critical literacy learning?
- What is an English teacher's role in disrupting patterns and structures that perpetuate inequity in classrooms, schools, and the larger culture?

*[Elaboration of course parameters is provided in Appendix A]*

### Course Texts and Materials

Required:

Appleman, D. (2009). 2<sup>nd</sup>. Ed. *Critical Encounters in High School English: Teaching Literary Theory to Adolescents*. New York: Teachers College Press.

Burke, J. (2008). *Classroom Management*. New York: Scholastic.

Christensen, L. (2009). *Teaching for Joy and Justice: Re-imagining the Language Arts Classroom*. Milwaukee, WI: Rethinking Schools.

Chalk and Wire software package (available at the Campus Bookstore for \$82). We will be using Chalk and Wire as an assessment tool for sure next semester, but I hope we can get trained this fall. This resource also serves as a resource for job applications.

Other readings and materials will be provided on Blackboard (this replaces WebCT) or will be on e-reserve at the library. Please make paper copies of electronic texts and bring them to class on the day they will be discussed.

Course notebook (or laptop) and folder

Teacher notebook and folder for practicum

Membership in the National Council of Teachers of English (NCTE) is strongly recommended.

<http://www.ncte.org/store.membership/new/109491.htm> (\$20 for students)

### Course Requirements

Accommodations: If you are seeking reasonable classroom accommodations, you are required to register with Disability Services in the Student Life Office (Craig-Lee 127; 456-8061). To receive accommodations for this course, please obtain the *Request for Reasonable Accommodations* forms and meet with me at the beginning of the semester.

Standards for teachers are increasingly performance-based; thus the grading criteria for this course are related to hands-on individual and collaborative activities. Several of these performance-based assessments will also go into your Preparing to Teach Portfolio, which you must complete before going on to student teach.

### **Requirements for student teaching**

In order to student teach in spring 2010, you must meet the following criteria:

- Earn a B- or better in this course
- Successfully complete the Preparing to Teach portfolio
- Successfully complete the English content portfolio, which includes:
  - A 3.0 or above GPA in your English courses;
  - Passing scores on the PRAXIS II content exams (0041 and 0042);
  - A portfolio which includes papers from your English courses that demonstrate your ability to analyze literature, use MLA format correctly, and write skillfully. More information will be provided during this course.

### **Expectations for your work**

All work done outside of class must be typed in standard format: 12 point font and double-spaced with one-inch margins. In this class, you may be using and adapting materials from many different sources, so it is crucial that you acknowledge the author's work in MLA format.

Your written work should be typed, revised, edited, and turned in at the time it is due. Some assignments will be due in class and others will be due via Blackboard. **Your grade will be lowered if you do not turn in major assignments on time or if you do not fully participate in the collaborative activities.** If you have extenuating circumstances that are keeping you from doing your best work, talk to me about the situation ASAP.

### **A Note on Academic Integrity**

Students will be held accountable to Rhode Island College's policy in the student handbook regarding academic integrity. Word-for-word plagiarism, patchwork plagiarism, and unacknowledged paraphrases will result in a failing grade and possible disciplinary action. Also, although collaboration is often encouraged, any representation of another's student's work as your own is a breach of academic integrity and is subject to the same consequences as plagiarism of published texts.

### **Performance Assessments**

Handouts with specific expectations and scoring criteria will be provided in class and/or posted to Blackboard.

*\*Starred items are required for your Preparing to Teach portfolio.*

#### **A. Planning**

- You will create a two-week, inquiry-oriented unit plan based on teaching students to apply a critical lens (Appleman, 2009) to a short story. As we work on this unit throughout the semester, you will develop three lesson plans related to the guiding questions, learning goals & objectives, and the story you have chosen. These lesson plans will include the introductory

Wow! lesson, a critical lens lesson, and a critically analysis of media lesson. In addition, you will create a writing assignment and accompanying rubric for your unit.\*

- You will also practice individual and collaborative planning outside the context of your unit plan.

## **B. Action**

- To fulfill the SED 412 field experience requirement, you will spend three weeks in a middle school classroom and three weeks in a high school classroom. Your role in these placements is first as observer, then assistant, then teacher. You may be placed in a classroom by yourself or with a partner; if you are working with a partner, you are to work collaboratively. You will be on-site in your field placements during the same days and times as our class on campus (Tues, Wed, Thurs 9-12), though adjustments to your on-site schedule may be necessary depending on your cooperating teacher's schedule.
- You will teach two full-class lessons at each field site, which are called Implemented Lesson Plans. You will be evaluated on two of your ILP's (one at each site) by your cooperating teacher and by me.\*
- Outside reading and/or writing. Because there are so many demands on our time, it can be easy to forget why we wanted to be English teachers in the first place. Most of us are here because of our love for reading and/or writing. In order to stay in touch with this *raison d'être*, please spend 30 minutes, five days a week, reading or writing NON-SCHOOL texts. If you are reading, it has to be a book-length text. Your writing can be journaling, stories, poems, comics, etc. Keep track of your time in a log, and be ready to share reviews of your reading or excerpts from your writing at different times throughout the semester.

## **C. Reflection**

- We will spend time during each class session reflecting through writing or discussion.
- We will pilot the FSEHD Disposition Form. You will rate yourself at the beginning and end of the semester, and I will fill it out for the Preparing to Teach Portfolio.
- The Virtual School Bag (VSB) will be an opportunity for you to use a creative outlet—poetry or “This I Believe” statement—to show how your lived experiences and beliefs shape your teaching philosophy.

- During your field placements (6 weeks), you will share your experiences and reflections with your classmates via a weekly blog posted to Blackboard. By each Thursday night, you will post your blog. Between Thursday and Sunday nights, you are also to respond to at least one of your classmates' blogs. Your blog should be reflective and responsive: do NOT provide a blow-by-blow account of each day's activities in school. Instead, focus on a compelling incident, issue, or person that challenged your thinking and your practice. The blog is intended to stimulate your own thinking, read about others' experiences, and will be useful in keeping your field experiences linked to our work in class on campus.
- You will write a final essay reflecting on how you have met the RIPTS in your coursework up to this point and include goals for addressing other RIPTS. \*

#### D. Preparing to Teach Portfolio

- Mini Teacher Candidate Work Sample (see A)
  - Learning Goals and Objectives
  - Assessment Plan
  - Design for Instruction (Unit Plan)
- Critical Analysis of Media artifact (see A)
- Implemented Lesson Plan (see B)
- Reflection Essay (see C)
- Disposition Form (see C)

#### E. Professionalism

- During your field-based experiences and while you are on campus, you are expected to present and carry yourself as a professional. In schools, this may mean that you need to adjust the way you dress, the manner in which you address other adults, or the way in which you address adolescents. In our class on campus, your professionalism will be reflected in the way you accept constructive criticism from your teacher and peers, the thoughtfulness with which you treat your teacher and peers, and the high regard you give to your own voice and the voices of others in class. **In both settings, being on time and being prepared are essential.**
- I encourage you to join National Council of Teachers of English (NCTE) which provides an abundance of resources, including sample lesson plans, suggested readings on specific topics, discussion forums with experienced teachers, etc.
- **Conferences:** You are required to attend at least one conference that is relevant to the work we are pursuing in class and report back to us about 1-2 key issues that you found helpful. I encourage you to make copies of relevant handouts for the class. Possible conferences include:

- The Promising Practices Conference takes place on the RIC campus on Saturday, Nov. 6. Dennis Shirley is the keynote speaker and is known for his work on teacher renewal. See his website: [www.dennisshirley.com](http://www.dennisshirley.com). There will be many conference sessions conducted by teachers and professors on topics of interest. Information on registering is available on the RIC website.
- The NEATE Conference (New England Association of Teachers of English, the NE affiliate of NCTE) takes place on Oct. 22 and 23. See details and registration at [www.neate.org](http://www.neate.org).
- “Recharge Your Bard” conference on 9/24 and 9/25. Registration closes 9/15. <http://www.gammtheatre.org/TheaterEducation/Workshops/RechargeYourBard/tabid/316/Default.aspx>

#### F. Participation & Attendance

- Each of us is an integral part of this course. As such, each of us is responsible for completing the readings and other required assignments, contributing through discussion, sharing, in-class and out-of-class planning and writing, and working collaboratively.
- Because the Practicum is essential to your entry into the professional world of teaching, I want you to consider this course—on campus and in the field—as you would a job. Therefore, **no absences are acceptable unless an emergency arises**. Should such a situation occur, contact me either by phone or e-mail as soon as possible, preferably before class. Any unexcused absences will negatively affect your grade for this course, while three absences, excused or otherwise, will be grounds for automatic failure. Makeup work will be allowed only in the case of excused absences. **No Incompletes will be given.**

#### G. Outside of Class Requirements

- a. **BCI Check:** All school districts now require that people coming into their schools obtain a BCI. These are good for one year, so check the date on yours. If you have not gotten one yet, information on the procedure is here: <http://www.ric.edu/feinsteinSchoolEducationHumanDevelopment/bci.php>. Each school district requires a different way of displaying these, so check with me once you are placed.
- b. **Advising Appointment:** You **MUST** make appointments with your English advisor and your Education advisor to ensure that you have the correct number of credits, taken all of your core courses, and that you have completed all requirements of the program. After your appointments, send me an email and let me know what you still need to complete.

- c. **English Content Portfolio:** In addition to satisfactorily completing this course, there are other requirements you must meet before going on to student teaching. One of these is the English Content Portfolio. RITE students must pass the PRAXIS content exams 0041 and 0042. 1<sup>st</sup> and 2<sup>nd</sup> Degree Undergraduates and MAT students must do that AND collect your best papers written in English courses. You will write a 2-3 page rationale about your knowledge of literature analysis and use of MLA (see handout) using these papers as evidence. **\* You cannot student teach unless you get a “Satisfactory” grade or higher on your English content portfolio.**
- d. **Health Seminars:** You are also required to attend two Health Seminars before going on to student teaching. We will discuss what you learn in these seminars in light of what you are seeing in your field experiences. I will provide you with the information about dates and times when it becomes available.

### Course Outline and Assessment

#### Assessment:

Performance	Percentage of Course Grade
Fieldwork: participation, preparation, implemented lesson plans, blog (SED 412)	33% (231 points)
Course participation, preparation & activities (SED 411)	34% (238 points)
Preparing to Teach portfolio (except for ILP) SED 411	33% (231 points)

#### 700 points total

<b>A: 658-700 points</b>	<b>C+: 539-559 points</b>
<b>A-: 630-657 points</b>	<b>C: 518-538 points</b>
<b>B+: 609-629 points</b>	<b>C-: 490-517 points</b>
<b>B: 588-608 points</b>	<b>D: 420-489 points</b>
<b>B-: 560-588 points</b>	<b>F: 419 and below</b>

### Course Schedule

This schedule is subject to change due to working in the schools.

Week	Day	Concept/Focus	Assignments Due:
Week 1: <b>Setting the stage for our work together</b>	Aug 31	Cultivating community/Course expectations	<i>Pre-assessment and Teaching Dispositions assigned</i>
	Sept. 1	Working on the	Christensen, Ch. 1

	Sept. 2	self Teaching as an ethical act	<b>Pre-assessment and Teaching Dispositions</b> (share in small groups); <i>Virtual School Bag assigned</i>  <b>Class meets online:</b> Discussion Forum for Kohl (handout); Christenbury (e-reserve); Christensen Introduction (pages 1-11). Post responses by Friday midnight.
Week 2: <b>Identities and positioning: ourselves and our students</b>	Sept.7	Identities, Discourses, Literacies (PPT)	NCTE Standards (handout); NCTE position statement: <a href="http://www.ncte.org/positions/statements/21stcentframework">http://www.ncte.org/positions/statements/21stcentframework</a> .
	Sept.8	Teaching Diverse Students	<b>Class meets online:</b> Discussion Forum for People First Language handout and articles from Teaching Tolerance (e-reserve)
	Sept.9	Lesson Planning: Explicit and Inquiry (PPT)	Wilhelm (e-reserve); Monahan (e-reserve) <b>VSF Assignment (shared in class)</b> <i>Student Learning Inventory Assigned</i>
Week 3: <b>Matching Goals and Objectives with Standards</b>	Sept.14	Literacy Teaching (PPT): canonical & contemporary works	Christensen, Ch. 4; Appleman, Ch. 1; Atwell 9 (e-reserve); Beers handout (in-class) Model both kinds of lessons <i>Explicit Lesson Plan Assigned using critical lens and poem (Appleman 2, 4, or 5)</i>
	Sept.15	Frontloading (PPT); Developing Learning Goals and Objectives and an Assessment Plan	<b>Student Learning Inventory (share in small groups);</b> Read TCMWS (BB); NCTE Guideline: Standards for the Assessment of Reading and Writing; "What Are Teacher Made Tests?" (e-reserve)
	Sept.16	FIELDWORK	Observations at Feinstein Middle School
Week 4: <b>Critical approaches in a literacy classroom</b>	Sept.21	Practice applying critical lenses to canonical & contemporary works using explicit teaching model	Appleman, Ch. 2, 4, 5 (jigsaw); Debrief Observations <b>Explicit Lesson Plan Due</b>
	Sept.22	no campus class	<b>DRAFT of Learning Goals &amp; Objectives</b> due via email; short story must be chosen
	Sept.23	FIELDWORK	Observations at Classical or Hope HS
Week 5: <b>Unit</b>	Sept.28	Prepare for English	Review models of ECP; Dr. Reddy visits to

<b>Planning/Teaching Writing</b>		Content Portfolio; Model Wow! Lesson	discuss requirements for English Content Portfolio; <b>DRAFT of Assessment Plan</b> due in class
	Sept 29	No campus class	Gather English papers; draft ECP essay (on your own)
	Sept 30	Preparing for the field experience	Bring English papers; share drafts in writing groups; Panel of graduates discuss field experiences and teaching critical lenses to HS students (tentative)
<b>Week 6: High School Field Experience Week 1</b>	Oct. 5 Oct. 6 Oct. 7		Observing, Assisting Blog Conference with JJ <b>DRAFT of Design for Instruction due Oct. 8 via email.</b>
<b>Week 7: High School Field Experience Week 2</b>	Oct. 12 Oct. 13 Oct. 14		Assisting, Teaching Blog Conference with JJ
<b>Week 8: High School Field Experience Week 3</b>	Oct. 19 Oct. 20 Oct. 21		Teaching/Evaluation Blog Conference with JJ and CT
<b>Week 9: English Content Portfolio; Teaching Critical Lenses in Real World Classrooms</b>	Oct. 26	Debrief HS Experience; Students' rights to their own language	How is MS different from HS? Myths and Realities; Christensen, Ch. 5; ELL resources (Blackboard)
	Oct. 27	Assessing student writing; Strong handout; Model critical analysis of media LP.	Meet at 10 a.m. Christensen Ch. 2 & 3
	Oct. 28	Sharing & responding to student writing; the rhetorical situation; Fletcher notes	Christensen Chapters 6 & 7
<b>Week 10: Middle School Practicum Week 1</b>	Nov. 2 Nov. 3 Nov. 4	Field Experience at Feinstein Middle School	Observing, Assisting Blog Conference with JJ

<b>Promising Practices Conference</b>	Nov. 6	Saturday	<b>Attendance required if you have not already attended a conference</b>
Week 11: <b>Middle School Practicum Week 2</b>	Nov.9 Nov.10 Nov.11	Field Experience at Feinstein Middle School	Assisting, Teaching Blog Conference with JJ
Week 12: <b>Middle School Practicum Week 3</b>	Nov.16 Nov.17 Nov.18	Field Experience at Feinstein Middle School	Teaching/Evaluation Blog Conference with JJ and CT
<b>Thursday</b>	<b>Nov. 18</b>		<b>ENGLISH CONTENT PORTFOLIOS DUE AT NOON IN THE ENGLISH DEPARTMENT OFFICE at 4 P.M.</b>
Week 13:	Nov.23  Nov.24	(Thanksgiving week)	Debrief MS Teaching; Individual Conferences on TCMWS  NO CLASS
Week 14:	Nov 30 Dec. 1 Dec. 2	Dr. Johnson at LRA Conference	Meet Online; Blackboard Discussion Forum on Classroom Management: Burke text Work on your TCMWS (on your own)
Week 15: <b>Closure and Beginnings</b>	Dec. 7  Dec.8  Dec.9		Review Dispositions Form; Work on Final Reflections; Preparing for Student Teaching (Guest speakers?)  NO CLASS—finish polishing your TCMWS  Meet at 10 a.m. Course Evaluation & Celebration <b>Preparing to Teach Portfolios due in class and uploaded to Chalk and Wire Dec. 9</b>
Week 16	EXAM WEEK		NO CLASS

### Appendix A

**Relationship to the Professional Program:** SED 411 and SED 412 are the final courses preparing the candidate for the student teaching experience. In a sense, it is a summative course that demands the candidate to apply content area knowledge and previously studies professional knowledge to practice in the field. The blending of theoretical, practical and professional experiences in this course help equip the candidate with the necessary skills of a reflective practitioner.

## Appendix B

### Resources

- Atwell, Nancie. (2007). *The Reading Zone*. New York: Scholastic.
- Beach, R., & Myers, J. (2001). *Inquiry-based English instruction: Engaging students in literature and life*. New York: Teachers College Press.
- Bomer, R. (1995). *Time for meaning*. Portsmouth, NH: Heinemann.
- Christensen, L. (2003). The politics of correction: how we can nurture students in their Writing and help them learn the language of power. *The Quarterly*, 25 (4).
- Finders, M. J. (1997). *Just girls: hidden literacies and life in junior high*. New York: Teachers College Press.
- Finn, Patrick J. (1999). *Literacy with an attitude*. Albany, New York: State University of New York Press.
- Hull, G. & Schultz, K., eds. (2002). *School's out! Bridging out-of-school literacies with classroom practice*. New York: Teachers College Press.
- Kohn, A. (2004). Challenging students—and how to have more of them. *Phi Delta Kappan*. November 2004: pp. 184-193.
- Lemov, D. (2010). *Teach Like A Champion*. San Francisco: Jossey-Bass.
- Mahiri, J. Ed. (2004). *What they don't learn in school: literacy in the lives of urban youth*. New York: Peter Lang.
- Moll, L., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory into Practice*\_Vol. XXXI Number 2, Spring 1992.
- NCTE.org
- Readwritethink.org (great site for lesson plans)
- Vogt, M.; Echevarria, J; Short, D. *The SIOP Model for Teaching ELA to English Language Learners*. Boston: Pearson.