# RIDER UNIVERSITY
1865

DEPARTMENT OF GRADUATE EDUCATION,
LEADERSHIP, & COUNSELING

**SCHOOL OF EDUCATION**

**Teaching English Language
Arts in Secondary Schools**
GLTP-504 / SED-400
**Syllabus**
Monday, 4:30-7:10 pm
Memorial Hall 210
**Fall 2013**

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**Office Hours**:
**Monday: 1:00 – 4:00** pm by appointment
Please schedule any/all appointments in advance.

## Course Description & Rationale

This course provides experience with various methods of teaching and learning integrated English language arts at the middle and secondary school levels. Using a constructivist approach, preservice English language arts (ELA) teacher candidates explore methods and strategies for teaching and learning through reading/literature, language development, writing/composing processes, speaking, listening, and viewing/creating media. All coursework assumes participants' active construction of their own learning and meaning-making.

To develop candidates' attitudes, knowledge, and pedagogy in the English language arts, each class session will consist of two distinct phases: experiential and reflecting on practice. Combined with required field-based observations in middle/secondary ELA classrooms and our work with 9th grade writers from a local high school, the course work should provoke theoretical and practical experiences to help candidates develop a repertoire of methods and professional attitudes about teaching and designing ELA for diverse adolescents.

ELA teacher candidates should develop and identify routines and strategies that will be useful in their own teaching practice and document such in an artifact collection developed throughout the course and submitted through TaskStream. The artifact collection consists of concrete work products that combine your personal perspectives with your emerging professional understanding and interests.

The InTASC Principles, NJ's Professional Standards for Teachers, and Rider's School of Education Teacher Dispositions—all used by Rider's Office of Field Placement in student teaching supervision guide the course and professional work. ELA content standards are derived from the National Council of Teachers of English and International Reading Association (NCTE/IRA) and Common Core State Standards recently adopted by NJ for ELA.

NCTE's *Guidelines for the Preparation of Teachers of English Language Arts* subsume these general teaching and curriculum standards by applying the concepts of attitudes, knowledge, and pedagogy across 5 principles: diversity, content knowledge (language, literature, composing, media), pedagogical skill and knowledge, opportunity, and dynamic literacy.

## Essential Question for the Course

*How can literacy practices support shared inquiry into the meanings of self, others, and the world?*

**Content Knowledge:** Language Development, Language History & Analysis, Written Discourse & Composition, Oral Discourse & Composition, Media Discourse & Composition, Reading, Literature, Research & Theory

Atttitudes, Knowledge, Pedagogy of/ for ELA

**Pedagogical Knowledge & Skills:** Instructional Planning, Performance, & Assessment

How can literacy practices support shared inquiry into the meanings of self, others, and the world?

How does my personal history shape the professional ELA teacher I am becoming?

What do I know and enjoy about adolescent learners?

**Content Pedagogical Knowledge & Skills:** Language, Literature, Media/Visual Literacy, Reading, Writing, Speaking/Oral Discourse/Listening

## Course Objectives

1. Reflect regularly in writing and discussion about your experiences, thinking, questions, and reading in education and specifically to English language arts teaching and learning *(InTASC 9; NJPST 8,10)*.
2. Professionally negotiate entry into a middle and/or secondary English language arts classroom to observe and discuss curriculum, teaching, learning, teachers, and students in context *(InTASC 3,9; NJPST 6,8,10)*.
3. Reflect on classroom observations and relate those observations to theory and implications for your own emerging practice and work with diverse adolescent learners as well as to the enjoyment of reading, writing, and the language arts *(InTASC 2,3,4,5,9; NJPST 1,3,6,7,10)*.
4. Collaborate with others, and use the social power of cooperative learning *(InTASC 1,3,10; NJPST 2,6,9)*.
5. Design unit curriculum/assessment plans with a variety of strategies to engage a variety of learners in individual, small group, and whole class work *(InTASC 2,4,5,6,7,8; NJPST 1,3,4,5)*.
6. Understand and demonstrate varying functions of formative and summative assessment as well as formal and informal assessment for *all* learners *(InTASC 6; NJPST 5)*.
7. Integrate the variety of English language arts like reading, writing, speaking, listening, and viewing into ELA curriculum unit/assessment planning *(InTASC 4,5,6,7,8; NJPST 1,4,5)*.
8. Plan opportunities to explore a variety of cultural influences relevant to ELA *(InTASC 4,5,7; NJPST 1,4)*.
9. Integrate a variety of non-print, technology, and media into planning *(InTASC 4,5,7; NJPST 1,4,8)*.
10. Study, discuss, experiment, and plan with various methods of teaching, learning, and assessing different genres of literacy—literature, reading, writing *(InTASC 4,5,7,9; NJPST 1,4,8,10)*.
11. Study, discuss, experiment, and plan with various methods of teaching, learning, and assessing various modes of presenting, speaking, listening, and viewing *(InTASC 4,5,7,9; NJPST 1,4,8,10)*.
12. Use NCTE/IRA and the Common Core standards to frame English language arts instructional plans for a variety of diverse adolescent learners *(InTASC 1,4,7; NJPST 1,2,4,10)*.
13. Develop a personal philosophy and body of work that reflects yourself as well as and your emerging beliefs about designing classroom environments, teaching, learning, and assessment in English language arts with and among a variety of diverse adolescent learners *(InTASC 1,2,3,4,5,6,7,8,9,10; NJPST 1,2,3,4,5,6,7,8,9,10)*.

# Required Course Texts

***Additional course reading will be assigned and distributed and/or posted on Canvas.***

Anderson, L. H. (1999). *Speak*. New York: Puffin Books.

Beach, R., Campano, G., Edmiston, B., & Borgmann, M. (2010). *Literacy tools in the classroom: Teaching through critical inquiry, Grades 5-12*

Hacker, D. & Sommers, N. (2011). *A writer's reference with resources for multilingual writers and ESL* (8th ed.). Boston: Bedford/St. Martin's.

Myers, W. D. (1999). *Monster*. New York: Amistad/HarperCollins Publishers Inc.

*ReadWriteThink*. (n.d.). From International Reading Association and National Council for Teachers of English Web site: http://readwritethink.org/
ReadWriteThink was established in April of 2002, is a partnership between the International Reading Association (IRA), the National Council of Teachers of English (NCTE), and the Verizon Foundation. NCTE and IRA are working together to provide educators and students with access to the highest quality practices and resources in reading and language arts instruction through free, Internet-based content.

Salzman, M. (2003). *True notebooks*. New York: Alfred A. Knopf.

Satrapi, M. (2003). *The complete Persepolis*. New York: Pantheon.

Simon, R. (2002). *Riding the bus with my sister: A true life journey*. New York: Plume Publishers.

# References

Albers, P. (2007). *Finding the artist within: Creating and reading visual texts in the English Language Arts classroom.* Newark, DE: International Reading Association.

Atwell, N. (1998). *In the middle: New understandings about writing, reading, and learning* (2nd ed.). Portsmouth, NH: Boynton/Cook Heinemann.

Council of Chief State School Officers, & National Governors Association. (2010). Common core state standards for English language arts & literacy in history/social studies, science, and technical subjects. Retrieved from http://ww.corestandardards. org/the-standards

Dean, D. (2010). *What works in writing instruction: Research and practices*. Urbana, Illinois: National Council of Teachers of English.

Flynn, R. M. (2007). *Dramatizing the content with curriculum-based Readers Theatre, grades 6–12*. Newark, DE: International Reading Association.

Graham, S., Harris, K., & Hebert, M. (2011). *Informing writing: The benefits of formative assessment. A Carnegie Corporation Time to Act report.* Washington, DC: Alliance for Excellent Education.

Graham, S., & Perin, D. (2007). *Writing next: Effective strategies to improve writing of adolescents in middle and high schools—A report to Carnegie Corporation of New York*. Washington, DC: Alliance for Excellent Education.

Langer, J. A. (2002). *Effective literacy instruction: Building successful reading and writing programs*. Urbana, Illinois: National Council of Teachers of English.

Loughran, J. (2006). Developing a pedagogy of teacher education: Understanding teaching and learning about teaching. New York: Routledge.

McCann, T. M., Johannessen, L. R., & Ricca, B. P. (2005). *Supporting beginning English teachers: Research and implications for teacher induction*. Urbana, IL: National Council of Teachers of English.

NCTE Standing Committee on Teacher Preparation and Certification (2006). *Guidelines for the preparation of teachers of English Language Arts* (2006 Edition). Urbana, Ill.: NCTE

Pierce, K. M., & Kash, L. R. (2012). Paralysis from analysis: Arguing for a break from tradition high school English. In D. Ambrose, R. J. Sternberg, & B. Sriraman (Eds.), *Confronting dogmatism in gifted education* (pp. 181-192). New York: Routledge.

Pierce, K. M. (2006). Posing, pretending, waiting for the bell: Life in high school classrooms. *The High School Journal 89* (2), 1-15.

Wiggins, G., & McTighe, J. (2005). *Understanding by design: Expanded 2nd edition*. Alexandria, VA: Association for Supervision and Curriculum Development.

# Course Requirements

*Most assignments will be detailed further in class and accompanied by some kind of assessment or scoring criteria.*

1. **Professionalism** (25%) Aspects of your professionalism connect with the School of Education Conceptual Framework and relate to the professional and reflective quality of class work and presentations as well as your apparent commitment and knowledge about ELA content and pedagogy. See <u>Teacher Disposition Rubric</u> in this syllabus. Professionalism includes but is not limited to the following expectations:
   - Weekly class attendance, punctuality in attendance, meeting work due dates and class obligations
   - Active class participation and collegial collaboration
   - Word-processed/proofread written work; APA (American Psychological Association) style for formally formatting papers and references in social sciences/education *Not MLA*
   - Reports and Narratives (1 set consisting of 2 reports/narratives from 2 different ELA classrooms)
   - As assigned, please read/watch and prepare to respond variously to:
     - Laurie Halse Anderson's ***Speak*** (<u>Individual</u> Response, shared with class)
     - Walter Dean Myers' ***Monster*** (<u>Small Group</u> Response, shared with class)
     - Mark Salzman's ***True Notebooks***
     - Marjane Satrapi's ***The Complete Persepolis***
     - William Shakespeare's ***The Tragedy of Romeo and Juliet*** (<u>Whole Group</u> Response to play, film)
     - Rachel Simon's ***Riding the Bus with My Sister: A True Life Journey***
     - Mary Zimmerman, ***Metamorphoses*** (Rider's Yvonne Theater, end of October)

2. **Instructional planning** (25%):
   - One curriculum unit plan with <u>5</u> separate lesson + assessment plans that integrate reading, writing, speaking, listening, and viewing to support the unit.
     - Clearly label plans with NCTE/IRA <u>and</u> Common Core ELA standards. Explicitly detail how the unit work anticipates and plans to engage a variety of diverse learners.
     - One collaboratively constructed curriculum unit/assessment plan based on your group's novel + <u>1</u> supporting original lesson plan from you. Clearly label plans with relevant NCTE/IRA and Common Core ELA standards. Explicitly detail how the unit work anticipates and plans to engage a variety of diverse learners.
   - Engage/teach class by using and sharing various teaching, learning, and assessing strategies.

3. **Presentations** (25%) include:
   - Individual, group responses to literature
   - Canvas Discussion Board and other assignments
   - Case Study of student learning in 9th grade Writing Partnership project
   - Discussion, writing about ELA scholarship and implications for teaching practice
   - Reflective Writing connecting experiences and artifacts from coursework to ELA Content Knowledge

4. **Final ELA Folio Collection** (25%) answers the course's Essential Question from your perspective and includes personal and professional artifacts relevant to your emerging professional identity and teaching practice. Present collection to the class and submit through TaskStream. See <u>Final ELA Folio Rubric</u>.

# Course Calendar & Assignments Fall 2013
## Teaching English Language Arts in Secondary Schools

*We will use this calendar to plan our work, but it is a work in progress. Expect more…and less; we will adjust as necessary. The most significant, authentic work we do will be with 9th grade writers, so the schedule will always accommodate the Writing Partnership work. We will conclude each class with a confirmation and/or revision of our plans for next week. Reading and assignment submissions **are due** on the class date indicated.*

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| | | |
|---|---|---|
| *Week 1* | | ***Start with yourself:*** Autobiography and professional development |
| *Monday,* | | Drafting your history as a reader, as a writer; considering the role of "the English teacher" |
| **September 9** | | Review course syllabus in light of student teaching, entering the profession |
| | | Using base groups; cooperative/collaborative learning in English language arts (ELA) |
| | | Using notebooks to reflect and respond to course and content |
| | | Entering the professional community: NCTE & IRA publications and student membership |
| | | **Web sites**: www.ncte.org; www.reading.org; www.readwritethink.org; http://www.njcccs.org/; http://www.corestandards.org/ |
| | ☑ | For each class, bring *A Writer's Reference* as well as the texts indicated for that session. |

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*Week 2*      ***Create classroom community and workshop environment.***
*Monday,*      Review Field Visit requirement English language arts classrooms
**September 16**      Setting up writing workshop for 9th Grade Writing Partnership
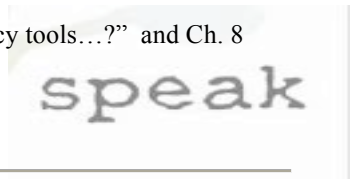
    ☞ **Read/respond:** 1. *Speak*
                     2. Beach et al: Introduction and Ch. 1 "What are literacy tools…?" and Ch. 8 "Reflective Writing…"

    ☑ **Submit:** *Speak* assignment, autobiographical drafts

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*Week 3*      ***Use intercultural inquiry to frame units: Big ideas and essential questions***
*Monday,*      Using standards in teaching, learning, and backward design to frame curriculum units:
**September 23**      ELA Content Standards: NCTE/IRA Standards for the English Language Arts, ELA Common Core
                 Professional Teaching: InTASC Standards, NJ Professional Standards for Teachers (NJPST)

    ☞ **Read/respond:** *Monster*
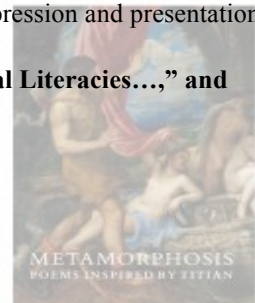
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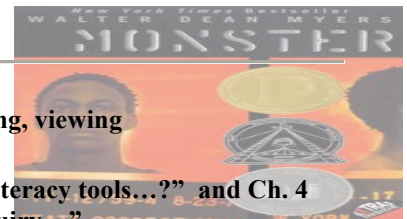
*Week 4*      ***Employ and critique multiple and multi-modal literacies.***
*Monday*,      **Develop language arts: reading, writing, speaking, listening, viewing**
**September 30**      **Writing workshop: visual history, unit planning**

    ☞ **Read/respond: Beach et al: Chapters 2 & 3 "How do we use literacy tools…?" and Ch. 4 "Narrative…" and Ch. 5 "Dramatic Inquiry…"**

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*Week 5*      ***Plan for <u>all</u> students.***
*Monday,*      Using ELA to explore diversity of strengths, needs, interests as well as multiculturalism,
**October 7**      transgenerational issues, other disciplines, various modes of expression and presentation

    ☞ **Read/respond:** Beach et al: Ch. 6 "Spoken Word…," **Ch. 7 "Digital Literacies…," and** Ch. 9 "Images and Video…"

| *Week 6* | *Conference one-on-one.* |
|---|---|
| *Monday,* | ☑ **Submit:** Individual Unit /Assessment plan + 5 lessons |
| **October 14** | ☑ **Submit:** Transcript Review, Personal Statement, Resume |
| | ⌨ **Canvas Discussion Group:** 3 ELA Strategies (Final folio requirement, refer to text) |

| *Week 7* | *Read, write, speak, view, listen to learn.* |
|---|---|
| *Monday,* | Using feedback and questioning to revise writing |
| **October 21** | In-class unit/lesson planning workshop |
| | **Bring:** Your group's novel, planning material |

| *Week 8* | *Integrate themes, disciplines, media in instructional planning.* |
|---|---|
| *Monday,* | In-class unit/lesson planning workshop |
| **October 28** | **Bring:** Your group's novel, planning materials |
| | *Metamorphoses, Yvonne Theater* |

| *Week 9* | *Consider research and evidence.* |
|---|---|
| *Monday,* | **Attend** *Metamorphoses, Yvonne Theater* |
| **November 4** | ⌨ **Canvas Discussion Group:** Feedback on writing research drafts |
| | *No class meeting on campus* |

| *Week 10* | *Ask questions.* |
|---|---|
| *Monday,* | Socratic seminar on *Metamorphoses* |
| **November 11** | Implications for learning through the arts |
| | ☑ **Submit:** 2 Field Report narratives with implications for ELA teaching |

| *Week 11* | *Assess learning.* |
|---|---|
| *Monday,* | Engage in multimodal strategies for learning and assessing learning |
| **November 18** | |
| | *PERSEPOLIS* |

| *Week 12* | *Share inquiry to learn about self, others, world.* |
|---|---|
| *Monday,* | Engage in multimodal strategies for learning and assessing learning |
| **November 25** | ☑ **Submit:** Student learning/writing case study report |
| | *RIDING THE BUS WITH MY SISTER* |

| *Week 13* | *Reflect on work, growth, emerging professional identities.* |
|---|---|
| *Monday,* | Engage in multimodal strategies for learning and assessing learning |
| **December 2** | |
| | ☑ **Submit and present:** Teaching English Language Arts portfolio and artifacts collection |
| | *TRUE NOTEBOOKS* |

| *Week 14* | *Celebrate students and student writing.* |
|---|---|
| *Monday,* | |
| **December 9** | Final meeting/celebration with Notre Dame High School at Rider |

# Standards for the English Language Arts

**Sponsored by NCTE and IRA**

**The 12 Standards:** The vision guiding these standards is that all students must have the opportunities and resources to develop the language skills they need to pursue life's goals and to participate fully as informed, productive members of society. These standards assume that literacy growth begins before children enter school as they experience and experiment with literacy activities—reading and writing, and associating spoken words with their graphic representations. Recognizing this fact, these standards encourage the development of curriculum and instruction that make productive use of the emerging literacy abilities that children bring to school. Furthermore, the standards provide ample room for the innovation and creativity essential to teaching and learning. They are not prescriptions for particular curriculum or instruction.

1. Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.

3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.

7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.

8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.

10. Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.

11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

# Common Core ELA

## *Key Points In English Language Arts*

### Reading

- The standards establish a "staircase" of increasing complexity in what students must be able to read so that all students are ready for the demands of college- and career-level reading no later than the end of high school. The standards also require the progressive development of reading comprehension so that students advancing through the grades are able to gain more from whatever they read.
- Through reading a diverse array of classic and contemporary literature as well as challenging informational texts in a range of subjects, students are expected to build knowledge, gain insights, explore possibilities, and broaden their perspective. Because the standards are building blocks for successful classrooms, but recognize that teachers, school districts and states need to decide on appropriate curriculum, they intentionally do not offer a reading list. Instead, they offer numerous sample texts to help teachers prepare for the school year and allow parents and students to know what to expect at the beginning of the year.
- The standards mandate certain critical types of content for all students, including classic myths and stories from around the world, foundational U.S. documents, seminal works of American literature, and the writings of Shakespeare. The standards appropriately defer the many remaining decisions about what and how to teach to states, districts, and schools.

### Writing

- The ability to write logical arguments based on substantive claims, sound reasoning, and relevant evidence is a cornerstone of the writing standards, with opinion writing—a basic form of argument—extending down into the earliest grades.
- Research—both short, focused projects (such as those commonly required in the workplace) and longer term in depth research —is emphasized throughout the standards but most prominently in the writing strand since a written analysis and presentation of findings is so often critical.
- Annotated samples of student writing accompany the standards and help establish adequate performance levels in writing arguments, informational/explanatory texts, and narratives in the various grades.

### Speaking and Listening

- The standards require that students gain, evaluate, and present increasingly complex information, ideas, and evidence through listening and speaking as well as through media.
- An important focus of the speaking and listening standards is academic discussion in one-on-one, small group, and whole-class settings. Formal presentations are one important way such talk occurs, but so is the more informal discussion that takes place as students collaborate to answer questions, build understanding, and solve problems.

### Language

- The standards expect that students will grow their vocabularies through a mix of conversations, direct instruction, and reading. The standards will help students determine word meanings, appreciate the nuances of words, and steadily expand their repertoire of words and phrases.
- The standards help prepare students for real life experience at college and in 21st century careers. The standards recognize that students must be able to use formal English in their writing and speaking but that they must also be able to make informed, skillful choices among the many ways to express themselves through language.
- Vocabulary and conventions are treated in their own strand not because skills in these areas should be handled in isolation but because their use extends across reading, writing, speaking, and listening.

### Media and Technology

- Just as media and technology are integrated in school and life in the twenty-first century, skills related to media use (both critical analysis and production of media) are integrated throughout the standards.

## The InTASC Model Core Teaching Standards
at a Glance (April 2011)

### *The Learner and Learning*

**Standard #1: Learner Development**
The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

**Standard #2: Learning Differences**
The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**Standard #3: Learning Environments**
The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

### *Content Knowledge*

**Standard #4: Content Knowledge**
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s), he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

**Standard #5: Application of Content**
The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

### *Instructional Practice*

**Standard #6: Assessment**
The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision-making.

**Standard #7: Planning for Instruction**
The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**Standard #8: Instructional Strategies**
The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

### *Professional Responsibility*

**Standard #9: Professional Learning and Ethical Practice**
The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**Standard #10: Leadership and Collaboration**
The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

# New Jersey Professional Standards for Teachers

**Standard One - Subject Matter Knowledge**
Teachers shall understand the central concepts, tools of inquiry, structures of the discipline, especially as they relate to the New Jersey Core Curriculum Content Standards (CCCS), and design developmentally appropriate learning experiences making the subject matter accessible and meaningful to all students.

**Standard Two - Human Growth & Development**
Teachers shall understand how children and adolescents develop and learn in a variety of school, family and community contexts and provide opportunities that support their intellectual, social, emotional and physical development.

**Standard Three - Diverse Learners**
Teachers shall understand the practice of culturally responsive teaching.

**Standard Four - Instructional Planning & Strategies**
Teachers shall understand instructional planning, design long- and short-term plans based upon knowledge of subject matter, students, community, and curriculum goals, and shall employ a variety of developmentally appropriate strategies in order to promote critical thinking, problem solving and the performance skills of all learners.

**Standard Five - Assessment**
Teachers shall understand and use multiple assessment strategies and interpret results to evaluate and promote student learning and to modify instruction in order to foster the continuous development of students.

**Standard Six - Learning Environment**
Teachers shall understand individual and group motivation and behavior and shall create a supportive, safe and respectful learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

**Standard Seven - Special Needs**
Teachers shall adapt and modify instruction to accommodate the special learning needs of all students.

**Standard Eight - Communication**
Teachers shall use knowledge of effective verbal, nonverbal and written communication techniques and the tools of information literacy to foster the use of inquiry, collaboration and supportive interactions.

**Standard Nine - Collaboration & Partnerships**
Teachers shall build relationships with parents, guardians, families and agencies in the larger community to support students' learning and well-being.

**Standard Ten - Professional Development**
Teachers shall participate as active, responsible members of the professional community, engaging in a wide range of reflective practices, pursuing opportunities to grow professionally and establishing collegial relationships to enhance the teaching and learning process.

**Standard Eleven – Professional Responsibility**
Teachers shall act in accordance with legal and ethical responsibilities and shall use integrity and fairness to promote the success of students.

# Professional Standards for Teaching Alignment Chart

| Interstate New Teacher Assessment and Support Consortium/**InTASC** <br> **&** <br> New Jersey Professional Standards for Teachers/**NJPST** | | *What <u>artifacts</u> from your teaching and students' learning provide <u>evidence</u> of your emerging practice meeting professional standards?* |
|---|---|---|
| *The Learner & Learning* <br> **InTASC Standard #1:** <br> Learner Development | **NJPST #2:** <br> Human Growth & Development | |
| *The Learner & Learning* <br> **InTASC Standard #2:** <br> Learning Differences | **NJPST #3:** <br> Diverse Learners; <br><br> **NJPST #7:** <br> Special Needs | |
| *The Learner & Learning* <br> **InTASC Standard #3:** <br> Learning Environments | **NJPST #6:** <br> Learning Environment | |
| *Content Knowledge* <br> **InTASC Standard #4:** <br> Content Knowledge | **NJPST #1:** Subject Matter Knowledge | |
| *Content Knowledge* <br> **InTASC Standard #5:** <br> Application of Content | | |
| *Instructional Practice* <br> **InTASC Standard #6:** <br> Assessment | **NJPST #5:** <br> Assessment | |
| *Instructional Practice* <br> **InTASC Standard #7:** <br> Planning for Instruction | **NJPST #4:** <br> Instructional Planning & Strategies | |
| *Instructional Practice* <br> **InTASC Standard #8:** <br> Instructional Strategies | | |
| | **NJPST #8:** <br> Communication | |
| *Professional Responsibility* <br> **InTASC Standard #9:** <br> Reflection and Continuous Growth | **NJPST #10:** <br> Professional Development; <br> **NJPST #11:** <br> Professional Responsibility | |
| *Professional Responsibility* <br> **InTASC Standard #10:** <br> Leadership & Collaboration | **NJPST #9:** <br> Collaboration & Partnerships | |

| RIDER UNIVERSITY SCHOOL OF EDUCATION TEACHER DISPOSITIONS RUBRIC | | | |
|---|---|---|---|
| | **Unacceptable** | **Acceptable** | **Target** |
| **Addressing Students Needs** | displays obliviousness about, or reluctance toward, meeting the diverse needs of all students | positive attitude toward meeting the diverse needs of all students | very enthusiastic about meeting the diverse needs of all students |
| **Oral Communication** | poor listening and responding skills | listens and responds to others | actively listens and responds to others very thoughtfully |
| **Reliability and Conscientiousness** | habitually ignores obligations or misses deadlines | reliable in meeting obligations and deadlines | very reliable in meeting obligations and deadlines |
| **Attitude toward Responsibility** | becomes defensive when justifiably criticized; externalizes responsibility | accepts constructive criticism; takes responsibility for own actions and decisions | embraces and seeks constructive criticism; takes responsibility for own actions and decisions |
| **Emotional Maturity and Ability to Collaborate** | aggressive or passive; excessively dominates or recedes from interpersonal or group interactions | assertive; effectively balances own needs with the needs of others | assertive; effectively balances own needs with the needs of others; demonstrates artful nuance in dealings with others |
| **Emotional Maturity and Ability to Collaborate** | demonstrates emotional volatility, instability | demonstrates emotional stability | demonstrates emotional stability and strong resilience |
| **Emotional Maturity and Ability to Collaborate** | self-obsessed, me-first demeanor in group settings | recognizes viewpoints of others in group settings | very inclusive of others in group settings |
| **Emotional Maturity and Ability to Collaborate** | surly, negative, or condescending demeanor toward students or peers | positive attitude in interactions with students or peers | very positive attitude in interactions with students or peers |
| **Reflection and Adaptability** | rigid; unwilling or unable to adapt | adjusts actions based on reflection; learns from experience | artfully adjusts actions based on thoughtful reflection; learns from experience quickly and accurately |
| **Honesty and Fairness** | demonstrates prejudice or dishonesty | treats others fairly, without bias | demonstrates strong ethical fiber and sense of fairness |
| **Professional Commitment** | indifference toward, or dismissive of, the need for professional excellence | displays commitment to improving his/her effectiveness in the profession | displays strong commitment to excellence in the profession |

## Teaching English Language Arts in Secondary Schools/GLTP 504/SED 400
## FINAL ELA FOLIO RUBRIC (Key→)

| Criteria | Unacceptable | Acceptable | Target | /100 |
|---|---|---|---|---|
| **Transcript Review and Reflective Writing** (NCTE Assessment #2) about relationship between your English program and emerging practice teaching English Language Arts in secondary schools [A] *(InTASC Standard #4:Content Knowledge/NJPST #1: Subject Matter Knowledge)* | Vague personal perspective and/or spotty specifics in one, the other or both theory and experiences **(No Credit)** | Personal perspective that references theoretical and experiential elements **(19-10)** | Substantive development of personal perspective with theoretical and experiential grounding **(20)** | |
| **Personal statement** about teaching and learning ELA in middle/secondary schools. Reflect and elaborate upon how your undergraduate or employment experiences might have implications for your teaching and students.[B] *(InTASC Standard #9: Reflection and Continuous Growth/NJPST #10: Professional Development)* | Vague personal perspective and/or spotty specifics in one, the other or both theory and experiences **(No Credit)** | Personal perspective that references theoretical and experiential elements **(5)** | Elaborate development of personal perspective with theoretical and experiential grounding that connects your emerging ELA teaching practice to self, to others, and to the world. **(10)** | |
| **Résumé** *(NJPST #10:Professional Development)* | **(No Credit)** | | Current, professional in appearance, education emphasis **(5)** | |
| Collection of varied, integrated ELA **unit/lesson + assessment plans for diverse** learners labeled w/ NCTE/IRA & Common Core ELA content standards Include your ELA Unit Plan [Also NCTE Assessment #3] & *Monster* assignment [Also NCTE Assessment #7]. *(InTASC Standard #6: Assessment, InTASC Standard #7: Planning for Instruction, InTASC Standard #8: Instructional Strategies/NJPST #5:Assessment, NJPST #4: Instructional Planning & Strategies)* **+** a **commentary note** about collaboration w/ other professionals and integrating subjects other than English into planning[C] *(InTASC Standard #4:Content Knowledge/NJPST #1: Subject Matter Knowledge)* | Your ELA plans are not posted to TaskStream and/or the plans lack complexity, integration of the language arts, and connection to appropriate content standards. **(No Credit)** | | Complex range of plans, ELA skills and content, enhancements modifications for a variety of diverse adolescent learners that feature connections to other disciplines **(10)** | |
| **Descriptions of 3 ELA classroom instructional/management strategies** for working with ①individual, ②small group, and ③whole class instruction. Briefly explain rationale for using the routine, and caption with NJPST & InTASC standards [D] *(InTASC Standard #3: Learning Environments/NJPST #6: Learning Environment; InTASC Standard #5: Application of Content)* | Description of routines and/or explanation of rationales lacks specific development or lacks appropriate integration of English language arts **(3 - No Credit)** | Descriptions of routines connect w/ integrated teaching/learning English language arts and include rationales **(19-10)** | Descriptions clearly connect routines w/ integrated teaching/learning of English language arts and include well-developed rationales **(15)** | |
| **Collect/Compose a Case Study** report that includes artifacts and descriptions of student learning in 9th grade writing partnership (Assessment #5) *(InTASC Standard #1: Learner Development/ NJPST #2: Human Growth & Development; InTASC Standard #2: Learning Differences/ NJPST #3: Diverse Learners, NJPST #7: Special Needs)* | Superficial or underdeveloped artifact presentation and/or demonstration of understanding of the 9th grade writing process, writing craft, adolescent development, and/or ELA pedagogy. **(19-No Credit)** | Artifacts from 9th grade writing partnership are presented with commentary that is underdeveloped in demonstrating understanding of the writing process, writing craft, adolescent development, and/or ELA pedagogy. **(39-30)** | Thoughtfully documented commentary on artifacts from 9th grade writing partnership that demonstrates an understanding of the writing process, writing craft, adolescent development, and ELA pedagogy. **(40)** | |

*The Final ELA Folio collection should answer the course's Essential Question: "How can literacy practices support shared inquiry into the meanings of self, others, and the world?" Create a portfolio within TaskStream, and upload documentation throughout the course. The collection should contain work samples, ideas, references, and routines for your own evolving knowledge, skills, and attitudes around teaching and learning ELA in middle/high schools. The collection includes practical, reflective, and theoretical components that reflect your unique personality and history as well as your emerging professional teaching identity.*

**Key**

**A:** **Your English Education Transcript Review and Written Reflection** should relate specific examples and artifacts from your undergraduate coursework to ELA Content Knowledge. In your own words, annotate your transcript/teacher preparation to specific implications for teaching ELA. Already posted as NCTE Assessment 2 in TaskStream, include this Review and Reflection in your Final ELA Folio.

**B:** **Your personal statement** should reflect your beliefs about and commitment to designing classroom environment, teaching, learning, and assessment with and among a variety of diverse adolescent learners. What do you believe about the relationship among curriculum, ELA, learning, and teaching in middle/secondary schools? Support your philosophy with concrete support from the field and by elaborating on how your education and life experiences might have implications for your teaching and students. Limit to 1 word-processed page, double-spaced.

**C:** Post all your unit and lesson plans in your Final ELA Folio. Be sure to include your Individual Unit Plan [also NCTE Assessment 3]and the *Monster* assignment [also NCTE Assessment 7].

Here's the reflective part for the portfolio collection: Reflect on your work and instructional planning with colleagues in this course and in field experiences so far, and compose a **commentary note** about what you have learned from consultation and collaboration. Speculate about planning for diverse learners, integrating content other than ELA, and **working with other professionals in education**.

**D:**List and describe **3** ELA instructional/management strategies or **routines** that you feel will be essential for working with ① **individual,** ② **small group, and** ③ **whole class instruction** in your secondary English language arts classroom. Justify the significance of each routine and rationale by connecting and labeling each routine to relevant professional teaching standards—NJPST and InTASC Standards. Limit summary to one well-developed paragraph for each routine.

**E:** **Case Study artifacts** combined with your **reflective commentary** demonstrate your understanding of the writing process, writing craft, adolescent development, and ELA pedagogy. Posted as NCTE Assessment 5 in TaskStream, include this Case Study in Writing in your Final ELA Folio.

| **Characteristics of Work Presentation** | |
|---|---|
| **Target:** | *Work presented is exemplary in its combining theory and practice.* |
| **Acceptable:** | *Work presented is well-developed and demonstrates an understanding of the concepts underlying the component.* |
| **Unacceptable:** | *Work presented is underdeveloped and barely addresses concepts underlying the component.* |

# RIDER UNIVERSITY
## School of Education

# CONCEPTUAL FRAMEWORK

## KNOWLEDGEABLE

The School of Education emphasizes content and pedagogical knowledge, which candidates implement in supervised classroom and field experiences. Candidates use acquired technological expertise and reference relevant standards for planning and reflecting on their classroom work.

## PROFESSIONAL

Novice and experienced educators enrolled in the School of Education are on a career-long path toward professionalism that does not end with graduation. We encourage candidates to become thoughtful, creative problem-solvers.

## REFLECTIVE

The School of Education defines reflection as the process of thinking clearly and deliberately to promote understanding about professional practice. Reflection, grounded in active experience, has value for developing educators through classroom observation, self-assessment, and journal writing.

## COMMITTED

Commitment, highly prized by the School of Education, serves as an essential cornerstone for teaching and learning. Commitment is a set of connected attitudes, values, and beliefs that result in professional behaviors expected of dedicated educators.

### WWW.RIDER.EDU/EDUCATION

*If you have a disability and believe you will need academic accommodations in this course, please make an appointment for an Intake Interview with Services for Students with Disabilities in the Vona Academic Annex, Rm. 8. The phone number is (609) 895-5492 and the email is serv4dstu@Rider.edu. They will ask for documentation of your disability to support your accommodation requests and to recommend services as appropriate to your individual situation.*