

**WILMINGTON UNIVERSITY  
COLLEGE OF EDUCATION  
BASIC COURSE INFORMATION**

**COURSE NUMBER:** EDU 407

**COURSE TITLE:** Integrated Approaches to Teaching Middle Level Language Arts/Reading

*College of Education Program Attributes*

*The manner in which we prepare educational personnel is informed by eight essential attributes: (1) ensuring that programs are knowledge-based; (2) viewing educational personnel as learners, including a focus on deconstructing past experiences as learners in coursework and field experiences and developing appropriate knowledge of the content and discourse of the disciplines to be taught; (3) contextual and cultural sensitivity; (4) facilitating inquiry and reflection, i.e., providing structured opportunities for critical reflection on and taking action in one's daily work; (5) enabling authentic participation, collegiality and collaboration; (6) building an ongoing developmental program that allows for continuous improvement, experimentation, and professional growth; (7) ensuring that programs are standards-driven; and (8) ensuring that programs promote the effective use of technology.*

**I. PROGRAM COMPETENCIES: Bachelor of Science in Education**

**Competency 1:**

Create learning experiences that make content meaningful to students and reflect an understanding of the core concepts and structure of education. **(NMSA Standards 1, 3, and 4)**

**Learning Outcomes/Learning Activities:** The student will understand concepts of language arts by:

- 1.1 Describing the components of the language arts.
- 1.2 Developing a philosophy of teaching the language arts.

**Competency 2:**

Provide learning opportunities that support the intellectual, social, emotional, and physical development of students based on an understanding of childhood development and learning. (NMSA Standards 1 and 2)

**Learning Outcomes/Learning Activities** : The student will address the developmental needs of 6-8 students by:

- 2.1 Demonstrating competency in lesson design and delivery.
- 2.2 Preparing teaching experiences especially for understanding in language arts and reading and developing multicultural awareness.

**Competency 3:**

Adapt instruction for diverse learners based on an understanding of how students differ. (NMSA Standard 1)

**Learning Outcomes/Learning Activities**: The student will design effective lessons for 6-8 students by:

- 3.1 Writing lesson plans to meet the needs of individual students.
- 3.2 Making provisions in lessons for a variety of learning styles.
- 3.3 Showing consideration for linguistically different students and support for English as a second language.
- 3.4 Demonstrating knowledge of and sensitivity to differently able students.

**Competency 4:**

Demonstrate proficiency in oral and written communication (NMSA Standard 5)

**Learning Outcomes/Learning Activities**: The student will demonstrate appropriate and correct English usage:

- 4.1 Applying correct English mechanics in written assignments, oral presentations, and classroom participation.
- 4.2 Using good language expression in all forms of communication in class work and homework assignments.

**Competency 5:**

Create a learning environment that fosters active engagement, self-motivation, and positive social interaction by understanding individual and group behavior. (NMSA Standard 5)

**Learning Outcomes/Learning Activities:** The student will understand the interrelatedness of the language arts (reading, writing, speaking listening) and the content areas by:

- 5.1 Designing and developing a thematic unit integrating the language arts and the content areas.

**Competency 6:**

Design instruction based upon knowledge of the disciplines, the community, and Delaware's student content standards to demonstrate knowledge of instructional planning. (NMSA Standard 3)

**Learning Outcomes/Learning Activities:** The student will know the importance of using the Delaware Content Standards by:

- 6.1 Exhibiting competency in design and delivery of instruction using a variety of objectives aligned with the Delaware Content standards.
- 6.2 Designing lessons for teaching oral language, listening, spelling, grammar, and content area study skills based on the Delaware Content Standards.

**Competency 7:**

Apply a variety of instructional approaches that promote student thinking, understanding, and application of knowledge. (NMSA Standard 5)

**Learning Outcomes/Learning Activities:** The student will understand the evolution and stages of an effective writer by:

- 7.1 Articulating the Delaware Content Standards for English Language Arts in grades 6-8.
- 7.2 Describing the stages of the writing process.
- 7.3 Describing the Delaware Writing Assessment process.
- 7.4 Explaining how the writing process benefits emergent writers.
- 7.5 Explaining how the Writers' Workshop works.

**Competency 8:**

Use multiple assessment strategies for the continuous development of students (NMSA Standards and 5)

**Learning Outcomes/Learning Activities:** The student will become familiar with formal and informal techniques for assessment and evaluation by:

- 8.1 Showing examples of checklists for language arts skills.

- 8.2 Explaining portfolio assessment.
- 8.3 Explaining how scoring rubrics can be applied to assessing students' progress.
- 8.4 Describing the role of standardized testing in the language arts.

**Competency 9:**

Pursue opportunities to improve teaching and thereby enhance professional growth. (NMSA Standard 5.2)

**Learning Outcomes/Learning Activities:** The student will handle the day-to-day challenges of the language arts classroom by:

- 9.1 Observing, assisting, and teaching for a minimum of twelve hours in language arts classes at the middle school level. (SEA. See VI.)

**Competency 10:**

Collaborate with colleagues, parents/guardians, and other members of the community to support student learning and demonstrate knowledge of the school in the community. (NMSA Standards 2, 6, and 7)

**Learning Outcomes/Learning Activities:** The student will identify the challenges of the 6-8 classroom by:

- 10.1 Discussing with others the issues and concerns of the daily life of the K-4 language arts classroom.
- 10.2 Brainstorming effective teaching and management strategies as they relate to teaching the language arts subjects.

**Competency 11:**

Use educational technology as an instructional and management tool. (NMSA Standards 3 and 4)

**Learning Outcomes/Learning Activities:** The student will use technology in the classroom by:

- 11.1 Incorporating the use of technology and technological processes in the development of the thematic unit.

**Competency 12:**

Understand and maintain standards of professional conduct guided by legal and ethical principles. (NMSA Standard 7)

**Learning Outcomes/Learning Activities:** The student will conduct a professional evaluation of instructional materials by:

- 12.1 Evaluating basal and literature-based reading/literature arts programs.
- 12.2 Identifying bias and stereotyping in materials for teaching the language arts subjects.

**Competency 13:**

Exhibit enthusiasm, vigor, strength of inner self, humor, fairness, and concern for students.

**Learning Outcomes/Learning Activities:** The student will take seriously the need to make every student have a sense of belonging by:

- 13.1 Designing lessons and choosing materials that will expose students to a wide variety of cultures.
- 13.2 Incorporating the diversity of the students into the design and delivery of language arts instruction.

**Competency 14:**

Obtain and retain successful employment in the profession of education

**Learning Outcomes/Learning Activities:** The student will be a reflective practitioner by:

- 14.1 Becoming aware of the levels of questioning, the quality of student and teacher interactions, and the teaching and management strategies utilized in the teaching of language arts.

**II. ATTENDANCE POLICY:**

**College of Education Policy:**

In the College of Education, faculty must approve all requests for exceptions to the University policy. Vacations are not considered to be legitimate reasons for missing classes. Faculty must be contacted prior to class in all cases except for valid emergencies. Failure to attend class may result in lowering the final grade or assigning an FA (failure due to absence). Early departures and late arrivals will be cumulative and will result in missing a whole class period. It is the student's responsibility to obtain and complete assignments on the due dates.

**Structured External Assignment:**

Using the *Pathwise* Lesson Format, and the Delaware Student Content Standards, the teacher candidate will complete and submit an age-appropriate unit of lesson plans which includes a variety of methods and materials to teaching reading across content areas, including the application of critical thinking and problem-solving skills. The thematic lesson must address cultural differences, different developmental levels, different learning styles and ability levels. For those with a concentration in English/language arts only: The teacher candidate will write a description, analysis, and reflection (relative to these lesson plans and addressing the scoring elements below) to demonstrate knowledge of each of the elements of this competency/standard.

For Fall 2008 program starters, this Structured External Assignment is to be completed on your EDU 102 E-Folio site (the ePortfolio) under the course EDU 407.

**III. REFERENCES:**

Delaware State Curriculum: <http://www.doe.state.de.us/programs/pcs/default.shtml>

### STRUCTURED EXTERNAL ASSIGNMENT

**COURSE: EDU 407**

**TITLE: Integrated Approaches to Teaching Middle Level Language Arts/Reading**

**PROGRAM COMPETENCY 6: Design instruction based upon knowledge of the disciplines, students, and the community, and Delaware's Student Content Standards to demonstrate knowledge of instructional planning.**

**CONCEPTUAL FRAMEWORK PROGRAM ATTRIBUTE 1: Programs are Knowledge-Based; 3: Programs are sensitive to Context and Culture**

**DELAWARE PROFESSIONAL TEACHING STANDARD #6: The teacher understands instructional planning and designs instruction based upon knowledge of the disciplines, students, the community, and Delaware's student content standards.**

**DELAWARE PROFESSIONAL TEACHING STANDARD 2: Human development and learning; 3: Diverse learners**

**NCATE STANDARD 1: Candidate Knowledge, Skills, and Dispositions; 4: Diversity**

**STRUCTURED EXTERNAL ASSIGNMENT:** Using the *Pathwise* Lesson Format, and the Delaware Student Content Standards, the teacher candidate will complete and submit an age-appropriate unit of lesson plans which includes a variety of methods and materials to teaching reading across content areas, including the application of critical thinking and problem-solving skills. The thematic lesson must address cultural differences, different developmental levels, different learning styles and ability levels. For those with a concentration in English/language arts only: The teacher candidate will write a description, analysis, and reflection (relative to these lesson plans and addressing the scoring elements below) to demonstrate knowledge of each of the elements of this competency/standard.

For Fall 2008 program starters, this Structured External Assignment is to be completed on your EDU 102 E-Folio site (the ePortfolio) under the course EDU 407.

<b>SCORING ELEMENTS</b>	<b>UNSATISFACTORY 1</b>	<b>EMERGING 2</b>	<b>BASIC 3</b>	<b>PROFICIENT 4</b>	<b>DISTINGUISHED 5</b>
Understanding of major elements of instructional planning.  <b>Score:</b> _____	The candidate was able to accurately describe and give examples of how to incorporate <b>fewer than two</b> of the following five elements of instructional planning into the planning process: (1) learning theory, (2) content, (3) curriculum development, (4) assessment, and (5) student	The candidate was able to accurately describe and give examples of how to incorporate <b>two</b> of the following five elements of instructional planning into the planning process: (1) learning theory, (2) content, (3) curriculum development, (4)	The candidate was able to accurately describe and give examples of how to incorporate <b>three</b> of the following five elements of instructional planning into the planning process: (1) learning theory, (2) content, (3) curriculum	The candidate was able to accurately describe and give examples of how to incorporate <b>four</b> of the following five elements of instructional planning into the planning process: (1) learning theory, (2) content, (3) curriculum development, (4)	The candidate was able to accurately describe and give examples (in the lesson plans) of how to incorporate the following <b>five</b> elements of instructional planning into the planning process: (1) learning theory, (2) content, (3) curriculum development,

	levels of development.	assessment, and (5) student levels of development.	development, (4) assessment, and (5) student levels of development.	assessment, and (5) student levels of development.	(4) assessment, and (5) student levels of development.
<p>Understanding that effective instructional planning requires alignment of assessment and instruction prior to lesson delivery.</p> <p>Score: _____</p>	<p>The candidate was unable to describe the alignment between assessment and instruction because he/she clearly addressed fewer than two of the following elements: (1) statement of objectives, (2) description of instructional strategies used in the lesson, (3) description of assessment strategies used in the lesson, (4) rationale for how the assessments described align with the stated learning objectives and instructional strategies, and (5) examples of that alignment.</p>	<p>The candidate was able to describe the alignment between assessment and instruction by clearly addressing two of the following elements: (1) statement of learning objectives, (2) description of instructional strategies used in the lesson, (3) description of assessment strategies used in the lesson, (4) rationale for how the assessments described align with the stated learning objectives and instructional strategies, and (5) examples of that alignment.</p>	<p>The candidate was able to describe the alignment between assessment and instruction by clearly addressing three of the following elements: (1) statement of learning objectives, (2) description of instructional strategies used in the lesson, (3) description of assessment strategies used in the lesson, (4) rationale for how the assessments described align with the stated learning objectives and instructional strategies, and (5) examples of that alignment.</p>	<p>The candidate was able to describe the alignment between assessment and instruction by clearly addressing four of the following elements: (1) statement of learning objectives, (2) description of instructional strategies used in the lesson, (3) description of assessment strategies used in the lesson, (4) a rationale for how the assessments described align with the stated learning objectives and instructional strategies, and (5) examples of that alignment.</p>	<p>The candidate was able to describe the alignment between assessment and instruction by clearly addressing all five of the following elements: (1) statement of learning objectives, (2) description of instructional strategies used in the lesson, (3) description of assessment strategies used in the lesson, (4) a rationale for how the assessments described align with the stated learning objectives and instructional strategies, and (5) examples of that alignment.</p>
<p>Understanding of how to develop long (unit) and short range (lesson) plans.</p> <p>Score: _____</p>	<p>The candidate demonstrated an unsatisfactory* level of understanding of how to develop long and short range plans consistent with curriculum standards/goals, learner diversity, and learning theory.</p>	<p>The candidate demonstrated an emerging* level of understanding of how to develop long and short range plans consistent with curriculum standards/goals, learner diversity, and learning theory.</p>	<p>The candidate demonstrated a basic* level of understanding of how to develop long and short range plans consistent with curriculum standards/goals, learner diversity, and learning theory.</p>	<p>The candidate demonstrated a proficient* level of understanding of how to develop long and short range plans consistent with curriculum standards/goals, learner diversity, and learning theory.</p>	<p>The candidate demonstrated a distinguished* level of understanding of how to develop long and short range plans consistent with curriculum standards/goals, learner diversity, and learning theory.</p>

Understanding of how to connect student experiences with education goals in planning.  <b>Score:</b> _____	The candidate did not provide examples demonstrating an understanding of how to make connections between student experiences and educational standards/goals in the planning process.	The candidate provided and described <b>one</b> specific example demonstrating an understanding of how to make connections between student experiences and educational standards/goals in the planning process.	The candidate provided and described <b>two</b> specific examples demonstrating an understanding of how to make connections between student experiences and educational standards/goals in the planning process.	The candidate provided and described <b>three</b> specific examples demonstrating an understanding of how to make connections between student experiences and educational standards/goals in the planning process.	The candidate provided and described <b>four</b> specific examples demonstrating an understanding of how to make connections between student experiences and educational standards/goals in the planning process.
Understanding of how to maximize the participation and engagement of students with disabilities in a general or expended curriculum.  <b>Score:</b> _____	The candidate provided <b>fewer than two</b> specific examples from the lesson plans demonstrating an understanding of how to maximize the participation and engagement of students with disabilities in classroom lessons. Examples include strategies selected from the following areas: (1) providing equal response opportunities during discussion, (2) providing wait time for answers during discussion, (3) rephrasing questions/giving clues, (4) providing individual help during practice activities, (5) engaging all students in higher level questioning and/or activities, (6) providing activities that meet the developmental	The candidate provided a description and specific examples from the lesson plans demonstrating an understanding of how to maximize the participation and engagement of students with disabilities in classroom lessons. Examples included strategies in <b>two</b> of the following areas: (1) providing equal response opportunities during discussion, (2) providing wait time for answers during discussion, (3) rephrasing questions/giving clues, (4) providing individual help during practice activities, (5) engaging	The candidate provided a description and specific examples from the lesson plans demonstrating an understanding of how to maximize the participation and engagement of students with disabilities in classroom lessons. Examples included strategies in <b>three</b> of the following areas: (1) providing equal response opportunities during discussion, (2) providing wait time for answers during discussion, (3) rephrasing questions/giving clues, (4) providing individual help during practice activities, (5) engaging	The candidate provided a description and specific examples from the lesson plans demonstrating an understanding of how to maximize the participation and engagement of students with disabilities in classroom lessons. Examples included strategies in <b>four</b> of the following areas: (1) providing equal response opportunities during discussion, (2) providing wait time for answers during discussion, (3) rephrasing questions/giving clues, (4) providing individual help during practice activities, (5) engaging	The candidate provided a description and specific examples from the lesson plans demonstrating an understanding of how to maximize the participation and engagement of students with disabilities in classroom lessons. Examples included strategies in <b>five</b> of the following areas: (1) providing equal response opportunities during discussion, (2) providing wait time for answers during discussion, (3) rephrasing questions/giving clues, (4) providing individual help during practice activities, (5) engaging all students in higher level questioning and/or

	<p>needs of students by differentiating instruction and/or assessment, (7) planning for the optimal use of time for learning, (8) providing materials at a level promoting student understanding.</p>	<p>all students in higher level questioning and/or activities, (6) providing activities that meet the developmental needs of students by differentiating instruction and/or assessment, (7) planning for the optimal use of time for learning, (8) providing materials at a level promoting student understanding.</p>	<p>all students in higher level questioning and/or activities, (6) providing activities that meet the developmental needs of students by differentiating instruction and/or assessment, (7) planning for the optimal use of time for learning, (8) providing materials at a level promoting student understanding.</p>	<p>all students in higher level questioning and/or activities, (6) providing activities that meet the developmental needs of students by differentiating instruction and/or assessment, (7) planning for the optimal use of time for learning, (8) providing materials at a level promoting student understanding.</p>	<p>activities, (6) providing activities that meet the developmental needs of students by differentiating instruction and/or assessment, (7) planning for the optimal use of time for learning, (8) providing materials at a level promoting student understanding.</p>
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