



**Professional Education Unit
Department of Middle Grades and Secondary Education**

Fall 2009

English Professional Block (face-to-face; on-site, WCHS)

ENG 400-099: Studies in English for Teachers

EDSE 483-099: Classroom Organization and Management for Secondary Teachers

EDSE 312-099: Educational Methods and Technology

Crosslisted with:

CMSP 495: Secondary Methods for Theatre Teachers

Dr. Robert Lockhart, r.lockhart@moreheadstate.edu

Ginger Hall 301, 606-783-2834

Office Hours: Tuesdays 2:00-6:00, or by appointment

Course Description: ENGLISH PROFESSIONAL BLOCK. (9-0-9); I. *Prerequisite: senior standing and admission to TEP.* This block of courses is designed 1) to meet National Council of Teachers of English and Kentucky Department of Education guidelines to prepare candidates for the clinical semester in the areas of dispositions, content knowledge, pedagogy, curriculum, and assessment (Eng 400); 2) to provide assistance in establishing organized, well managed regular classrooms, labs, and other settings in secondary schools, with emphasis placed upon developing procedures, adaptations, and rules for class organization and management (EDSE 483); and 3) to explore various classroom teaching skills and methods, with emphasis upon lesson preparation and presentation, including mediation of instruction, long-term and short-term instructional planning, and human interaction skills (EDSE 312). Students will also be exposed to various and current technologies including (but not limited to) web design, web-based research, Smart Board instruction, podcasting, record-keeping, blogging, online communication and publishing, etc; students will produce a digital portfolio modeled on the TPA as a summative assessment project. Students will be expected to meet from 9:00-2:00 on a MWF1 schedule on the campus of West Carter High School in Olive Hill, Kentucky.

Required Field Experience Hours: 60 hours

“Community Engagement: A Light to and from the Mountains”

The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia- preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.

Conceptual Framework Outcomes (CFO's):

The Unit and the faculty within individual programs assess the degree to which its graduates:

- 1) Master the content knowledge, professional and the twenty – first century skills need to make an optimal contribution to “whole” student learning in education settings.
- 2) Are competent in the collection and use of data to inform decision – making and to demonstrate accountability for student learning.
- 3) Demonstrate professional dispositions
- 4) Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively “bridge the gaps” (economic, achievement, and geographic) ensuring optimal learning for all students.
- 5) Engage in authentic field experiences in collaboration with committed school – based partners and are empowered to improve the quality of education throughout this region and beyond.

Student Learning Outcomes (SLO's):

The block is designed to familiarize students with and provide practice in current research-based theories and practices in English pedagogy;

- 1.1 Standards-based curriculum design for language arts classes, including planning and modeling lessons and units aligned with NCTE/IRA standards, KDE Program of Studies and Core Content;
- 1.2 Inquiry-based, student-centered, and collaborative instruction;
- 1.3 Recognition and identification of a variety of classroom situations with correct application of appropriate classroom management strategies to establish and maintain a positive learning environment
- 1.4 Integrating assessment with instruction (evaluation instruments in English, e.g. rubrics, holistic scoring, and portfolios) and currency with KDE portfolio and CATS assessment processes;
- 1.5 Understanding of and respect for diversity in language across cultures, ethnic groups, geographic regions, and social and gender roles;
- 1.6 Reflective teaching to serve diverse individual learning styles and needs;

1.7 Authentic teaching situations, using academic content and processes that are necessary to promote effective teaching and learning.

In addition, the block is designed to familiarize students with extensive use of technology:

- 2.1 Planning and writing classroom lessons with technology.
- 2.2 Basic principles of technology evaluation.
- 2.3 Instructional methods for education technology and interdisciplinary subjects.
- 2.4 The principles of education technology curriculum theory and practice.
- 2.5 The use of identified education technology and materials.
- 2.6 Integrating student use of technology for learning.

As a result of field experience for this class, students will be able to:

- 3.1 Hone skills to promote student inquiry in the classroom;
- 3.2 Demonstrate discretion in the use of instructional strategies to most adequately meet student needs;
- 3.3 Reflect on the effectiveness of instruction and initiate professional change;
- 3.4 Consider essential links between assessment and planning instruction;
- 3.5 Contemplate diversity issues as they arise in classroom settings;
- 3.6 Prepare lessons that meet the needs of various learning styles.

NCATE/ EPSB Accreditation Alignment of CFO's and SLO's:

Program: Theatre Education		Secondary Methods (CMSP 495)		
Aligned with▶ Assessment▼ (point values)	Kentucky Teacher Standards (KYS)	Kentucky Education Reform Act (KERA)	Education Professional Standards Board (EPSB)	National Association of Schools of Theatre (NAST)
Attendance 100 points CFO: 3, 5 SLO: N/A	1-10	N/A	N/A	N/A
Field Experience 100 points CFO: 1, 3, 4, 5 SLO: 1, 2, 3	1, 3, 4	Core Content and Program of Studies – All Standards	Diversity, assessment, literacy, achievement gap, technology	Personal Qualities, Theatre Competencies, Teaching Competencies, Procedures
TPA 100 points CFO: 1, 2, 3, 4, 5	1-10	Core Content and Program of Studies –	Diversity, assessment, literacy,	Personal Qualities, Theatre

SLO: 1, 2, 3		All Standards	achievement gap, technology	Competencies, Teaching Competencies, Procedures
Digital Portfolio 100 points CFO: 1, 2, 3, 4, 5 SLO: 1, 2, 3	1-10	Core Content and Program of Studies – All Standards	Diversity, assessment, literacy, achievement gap, technology	Personal Qualities, Theatre Competencies, Teaching Competencies, Procedures
KTIP Lesson Plans 100 points CFO: 1, 2, 3, 4, 5 SLO: 1, 2, 3	1 2 3	Core Content and Program of Studies – All Standards	Assessment, technology	Teaching Competencies, Theatre Competencies, Procedures
Observations 100 points CFO: 1, 3, 4, 5 SLO: 1, 2, 3	1-10	Core Content and Program of Studies – All Standards	Diversity, assessment, literacy, achievement gap, technology	Teaching Competencies, Procedures
Reflection Log 100 points CFO: 1, 2, 3, 4, 5 SLO: 1, 2, 3	7, 9, 10	N/A	Diversity, assessment, literacy, achievement gap	Personal Qualities, Teaching Competencies, Procedures

Assignment Descriptions:

Program: Secondary		English Professional Block (Eng 400/ EDSE 483/ EDSE 312)	
Assessment (point value)	Description		
Attendance (100 points)	Attendance is an important professional disposition within the College of Education. Attendance at all class meetings and Field Experiences is required.		
Field Experience (100 points)	The English Professional Block is field experience-based; all work will be done in the field. The candidate will consult with his/ her cooperating teacher for appropriate topics to plan and teach.		
TPA (100 points)	In preparation for their student teaching experience, students will complete an entire TPA document.		
Observations (100 points)	In addition to their teaching, students will observe every English teacher in the school. The focus of these observations will be classroom management, technology, and professional development.		
KTIP Lesson Plans (100 points)	The candidate will develop many complete KTIP lesson plans, to include <i>Action – Impact – Refinement Reflections</i> . These lesson plans will be based		

	upon the advisement of his/ her cooperating teacher.
Digital Portfolio (100 points)	For their final summative project, students will create a digital portfolio that will include a philosophy statement, classroom management plan, and TPA. Students will also reflect upon the work of the semester and anticipate their student teaching experience. The Digital Portfolio is a program Critical Performance and must be submitted on tk20.
Reflection Log (100 points)	Throughout the semester, students will be prompted to reflect upon their experiences in the English Professional Block

Field Experience Requirements

The block presents a seamless dual seminar/field experience character. Due to the nature of the block, it is impossible to provide a prescribed set of field experience requirements. Students will be expected to complete various Level I, II, and III requirements. The field experience requirements will be clearly articulated through the negotiations between the block instructor and the principal partners at West Carter High School.

In their guided field experience, students will engage in a variety of activities that will allow them to practice the knowledge and skill gained over the course of their entire teacher preparation program (content, foundations, and methods) and connect this knowledge and skill to the school environment. To this end:

- I. Students will be expected to explore the entire school culture and climate to fully understand school organization, governance, parental involvement, teacher/administration relationships, etc.
- II. Students will be expected to explore and evaluate the technological environment of the school and school system.
- III. Students will be expected to explore the secondary teacher's role in the entire educational spectrum (pre-K through post-secondary education).
- IV. Students will be expected to fully investigate the nature of the local curriculum and its connection to Program of Studies, Core Content, etc.
- V. Students will be expected to design mini-lessons, support materials, focused lessons, and Units of Study for use in the English/Language Arts Classroom.
- VI. Students will be expected to design web documents for instruction, employ a variety of publishing software for instruction and assessment, and integrate digital video and photography in instructional documents.
- VII. Students will be expected to collaborate with classroom teachers to identify classroom needs and assess appropriate methods and strategies for addressing these needs.
- VIII. Students will design various assessment tools and analyze assessment data for instruction.

Grading Scale:

90-100: A

80-89.9: B
70-79.9: C
60-69.9: D
59.9 and below: E

Required Textbooks:

Texts and materials will vary according to needs but students *may be required* to purchase the following the texts:

Bridging English, 4th Ed. by Joseph O’beirne Milner and Lucy Floyd Morcock Milner

Classroom Management – Models, Applications, and Cases by M. Lee Manning and Katherine T. Bucher

National Education Technology Standard for Teachers: Preparing Teachers to Use Technology, ISTE publications

Students will also carefully study high school curriculum materials ranging from local curriculum documents including adopted textbooks to state mandated curriculum documents including Program of Studies and Core Content.

- KDE Core Content for Assessment:
<http://www.kde.state.ky.us/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Core+Content+for+Assessment/default.htm>
- KDE Program of Studies:
<http://www.kde.state.ky.us/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Program+of+Studies/default.htm>
- KDE Attributes of a Standards Based Unit of Study:
<http://education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Connecting+Curriculum+Instruction+and+Assessment/Attributes+of+a+Standards+Based+Unit+of+Study.htm>
- KDE Connecting Curriculum, Instruction, and Assessment:
<http://education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Connecting+Curriculum+Instruction+and+Assessment/>
- NAST Standards

The primary text for this block will derive from the connections student make between their field experiences and the content of the class (learning theories, classroom management and organization models and application, general and specific teaching methods and strategies, and technological teaching and learning applications).

Course Evaluation:

Students will exhibit their competency in this course through a variety of activities; although these activities must remain unspecified at this time due to the nature of the block experience, student performance will be assessed through mini-research presentations (various theories related to EDSE 483 and/or CMSP 495), unit and lesson planning documents, mini-lessons, technology applications (webquests, encyclomedia, Smart Board, podcasting, blogging, Clickers Systems, Digital Video and Photography, etc.), regular disposition assessments, weekly reflection writings, teaching demonstrations, individual instruction and conferencing, etc. All students will complete a culminating digital portfolio based upon the Teacher Performance Assessment.

Due to nature of the block, grades are assigned to the block of courses rather than for individual courses. Failure in one area results in a failing grade for all three courses. Students are expected to attend every scheduled activity.

Attendance Policy:

Attendance at both class meetings and field experiences is a professional disposition for the candidate. Therefore, attendance is a requirement for this course. The candidate may be excused from only two class-meetings/ field experiences. Every candidate begins the semester with 100 attendance points. The student loses 50 points for the 3rd excused or unexcused absence. Fourth excused/ unexcused absence results in a loss of 50 points for a total of zero points in attendance. Missed Field Experiences MUST be made up by the student, and are arranged by the candidate

Academic Honesty

Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/ or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read the Eagle: Student Handbook or ask your instructor. An example of plagiarism is copying information from the internet when appropriate credit is not given. The policy is located at <http://morehead-st.edu/units/studentlife/handbook/academicdishonesty.html>

Americans with Disabilities Act (ADA)

In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, services are best applied when they are requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator in the Office of Academic and Career Services, 223 Allie Young Hall, 606-783-5188, www.moreheadstate.edu/acs/

Campus Safety Statement

Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at <http://www.moreheadstate.edu/emergency>

Tentative Semester Schedule Overview

Students will meet from 9:00 am until 2:00 pm on Mondays, Wednesdays, and Fridays for the entire semester (Lunch Break will be coordinated with the West Carter High School English Department). This equates to 200 hours of whole group and small group seminars, individual conferencing, and field experience over the course of the semester. These hours may need to be adjusted to meet specific department or university requirements.

Week 1 (15 hrs)	MWF (15 hrs.) Whole Group Seminar <ul style="list-style-type: none"> • Orientation • Individual Conferences • Course Content • KDE Documents
Week 2 (25 hrs)	MW (10 hrs) Whole Group Seminar - 7 hrs <ul style="list-style-type: none"> • Course Content (Classroom Management Theories) • TPA - Contextual Factors • KDE Documents Guided Level I Field Experience - 3 hrs (Observation, 1 class period) Reflection Log
Week 3 (40 hrs)	MWF1 (15 hrs) Whole Group Seminar - 10 hrs <ul style="list-style-type: none"> • Course Content • KDE Documents • Preparation for Level II and III Field Experience Guided Level I Field Experience - 5 hrs
Week 4 (50 hrs)	MW (10 hrs) Whole Group Seminar - 2 hrs

	Level I, II, and III Field Experience - 8 hrs Reflection Log
Week 5 (65 hrs)	MWF1 (15 hrs) Whole Group Seminar - 3 hrs Level I, II, and III Field Experience - 12 hrs
Week 6 (75 hrs)	MW (10 hrs) Whole Group Seminar - 2 hrs Level I, II, and III Field Experience - 8 hrs Reflection Log
Week 7 (90 hrs)	MWF1 (15 hrs) Whole Group Seminar - 3 hrs Level I, II, and III Field Experience - 14 hrs
Week 8 (100 hrs)	MW (10 hrs) Whole Group Seminar - 2 hrs Level I, II, and III Field Experience - 8 hrs Reflection Log
Week 9 (115 hrs)	MWF1 (15 hrs)
Mid-Term	Whole Group Seminar - 15 hrs Mid-Term Reflection and Evaluation
Week 10 (125 hrs)	MW (10 hrs) Whole Group Seminar - 2 hrs Level I, II, and III Field Experience - 8 hrs Reflection Log
Week 11 (140 hrs)	MWF1 (15 hrs) Whole Group Seminar - 3 hrs Level I, II, and III Field Experience - 12 hrs
Week 12 (150 hrs)	MW (10 hrs) Whole Group Seminar - 2 hrs Level I, II, and III Field Experience - 8 hrs Reflection Log
Week 13 (165 hrs)	MWF1 (15 hrs) Whole Group Seminar - 3 hrs Level I, II, and III Field Experience - 12 hrs
Week 14 (175 hrs)	MW (10 hrs) Whole Group Seminar - 2 hrs Level I, II, and III Field Experience - 8 hrs

	Reflection Log
Week 15 (190 hrs)	MWF1 (15 hrs) Whole Group Seminar - 15 hrs
Week 16 (200 hrs)	MW (10 hrs) Whole Group Seminar - 10 hrs Reflection Log
Week 17	Final Exam Week (8 hrs - not included in total hrs) Whole Group Seminar - 8 hrs Digital Portfolio Presentations