MEMORANDUM

TO: EPPC Committee Chair and CEHD Curriculum Committee
FROM: Stacy Ernst, OTE Director
DATE: February 10, 2015
RE: Proposed English Education M.Ed. Licensure Program Change with New Course (CI 5471: Clinical Experience in Teaching Secondary English) (3 credits)

The Office of Teacher Education’s Program Approval team (Jo Matson, Assessment & Accountability Coordinator; Amy Jo Lundell, Clinical Partnerships Coordinator; Shuji Asai, Licensure Officer; and Stacy Ernst, Director) reviewed the proposal from Communication Arts (English) Education received by Jessica Tierney. OTE’s team confirms that:

1. The proposed change does not impact the program’s current coverage of Standards of Effective Practice (SEP) or the Content Standards, which are fully covered by the current Communication Arts Request for Initial Proposal (RIPA).
2. The purpose of this recommendation by the Communication Arts program is to document the practicum hours and the course syllabus with the Minnesota Board of Standards (MNBOT) and University of Minnesota (UMN) to reflect the effort of the practicum within the Communication Arts Curriculum.
3. Although this will increase the program credits by three (3), there will be no impact on tuition. However, by assigning credits, the candidates' effort in this coursework will be reflected in the candidates' transcripts.

As the program is currently under review for continuing approval beginning July 2015, this change (if approved by EPPC, at CEHD’s Curriculum Council, and [if appropriate] the UMN’s Board of Regents), will be communicated to the MNBOT as a minor revision to the program proposal once the PERCA process has been completed.

Please let me know if you have any questions.

Sincerely,

Stacy Ernst, Ph.D
Director of the Office of Teacher Education (OTE)
College of Education and Human Development
University of Minnesota- Twin Cities
159 Pillsbury Drive SE
Peik 275, Minneapolis, MN 55455
**Proposed English Education M.Ed Program Change with New Course Proposal**  
**CI 5471: Clinical Experience in Secondary Teaching of English/Language Arts**

<table>
<thead>
<tr>
<th><strong>Current program:</strong></th>
<th><strong>After the program revision:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• The practicum course is required but students do not receive credit for it, and it is not reflected on students’ transcripts.</td>
<td>• Students receive 3 credits for the practicum, which is reflected on their transcripts.</td>
</tr>
<tr>
<td>• A graduate assistant organizes, teaches, and supervises the practicum but this work is attributed to program administration.</td>
<td>• A graduate assistant organizes, teaches, and supervises the practicum and this work is attributed to the appropriate budget category for graduate instructors.</td>
</tr>
<tr>
<td>• All content area and Board of Teaching standards are met in English Education methods courses and reinforced in the practicum.</td>
<td>• All content area and Board of Teaching standards are met in English Education methods courses and reinforced in the practicum.</td>
</tr>
<tr>
<td>• Students spend approximately 65 hours in the field.</td>
<td>• Students spend approximately 65 hours in the field.</td>
</tr>
<tr>
<td>• Students complete 42-45 hours of work outside of class for this practicum.</td>
<td>• Students complete 42-45 hours of work outside of class for this practicum.</td>
</tr>
<tr>
<td>• Students teach a five-day unit during intersession. The grade for this project is reflected in a separate methods course, CI 5441.</td>
<td>• Students teach a five-day unit during intersession. The grade for this project is reflected in the practicum course, CI 5471.</td>
</tr>
<tr>
<td>• Students complete a practice edTPA assignment and co-teaching strategy assignment for the practicum but do not receive a grade equivalent in any courses for this work.</td>
<td>• Students complete a practice edTPA assignment and co-teaching strategy assignment for the practicum and receive a grade equivalent for them in CI 5471.</td>
</tr>
<tr>
<td>• Participation in the practicum is worth 10% of the grade for a separate methods course, CI 5441.</td>
<td>• Participation in the practicum will be grade requirement for CI 5471.</td>
</tr>
<tr>
<td>• Reflection on the practicum experience is a final project requirement for CI 5441.</td>
<td>• Reflection on the practicum experience is a requirement for the final project for CI 5471.</td>
</tr>
</tbody>
</table>
January 12, 2015

To: Faculty in the Department of Curriculum and Instruction
From: Cynthia Lewis, Chair, C&I
Re: New course: CI 5471, Clinical Experience in Teaching Secondary English/Language Arts

I fully support this course, which formalizes the practicum that already exists within English Education but was organized, supervised, and taught with no course designator or credit requirements. Current practice is a problem for two reasons: (1) English Education students complete the work of practicum but receive no credits or documentation of the practicum on their University of Minnesota transcript, and (2) The Graduate Assistant who organizes, teaches, and supervises the practicum has an appointment that involves teaching/supervision but is attributed to program administration. Thus, the work of the appointment is not accurately represented or attributed to the correct budget category.

There are no negative financial implications for the program area, department, or students. The credits are within the banded credit limit so that students will not be charged additional tuition.
Memo: Proposed Course: CI 5471: Clinical Experience in Secondary Teaching of English/Language Arts
Date: October 27, 2014
Proposer: Jessica Dockter Tierney (jdt@umn.edu)

The Importance of the Proposed Course

The practicum experience allows teacher candidates in English Education to observe the teaching and learning experience in a school and classroom context, to implement approaches, assessments, and philosophies learned about in corresponding methods courses, to reflect upon the complexities of classroom life in a seminar format, and to co-plan and co-teach a five-day unit. This course meets on site at our fall practicum partner school for one half-day each week and includes opportunities for students to lead discussions, facilitate small groups, offer one-on-one support, observe professional teachers in the field, and to experience co-teaching a unit with a cohort colleague.

How the Proposed Course will be Embedded in the Program

Currently this fall practicum is required as part of the literature (CI 5441) and reading (CI 5451) methods courses for English Education ILP students. Students will continue to complete required assignments (such as a reading inventory and Intersession unit planning) and apply the concepts, theories, and readings from these methods courses in this fall practicum setting. But given the amount of time, work, and assessments that have been built into the practicum experience over the years, it makes sense for it to now stand as its own credit-earning course. This allows the program to continue to embed material and assessments (such as those related to the Teacher Performance Assessment) into the course for our ILP students and to offer them credit for their clinical hours (approximately 65 hours during the fall semester).

How work Required Outside of class is Appropriate for the Course Level and for University Expectations:

The total work for the class is compatible with the University of Minnesota requirement of more than 42-45 hours of work for professional and graduate courses, and at a level that challenges graduate level students. For example, students will engage in about 1.5 hours per week of reading and/or completing online training modules, about 1 hour per week of engaging in online reflection and dialogue with cohort colleagues, and more than 10 hours over the course of the semester in planning, teaching, and reflecting on the Intersession teaching unit and TPA instruction commentary.

Consultation Process:

Literacy faculty in the Department of Curriculum and Instruction and the department chair were consulted in this process, as were key licensure specialists in the Office of Teacher Education (Shuji Asai and Jo Matson) and chair of the Education Preparation Policy Council (Misty Sato). As per the established policy, a consultation statement was also posted on the CEHD Intranet regarding the proposed course.
**New Course Proposal Form**

Please TAB through this form.

Please See Page 6 for Course Field Terminology and Definitions

<table>
<thead>
<tr>
<th>Course designator and number</th>
<th>CI 5471</th>
<th>Effective term and year</th>
<th>Fall 2015</th>
</tr>
</thead>
</table>

**Course Title Short** (as seen on student transcript) Maximum 30 characters and spaces

English Ed Practicum

**Course Title Long** (as seen on Class Schedule) Maximum 100 characters and spaces

Clinical Experience in Secondary Teaching of English/Language Arts

Topics Course ☑ Yes ☐ No

Maximum credits: 3  Minimum credits: 3  Instructor Contact Hours 4 per week

**Catalog Description.** Maximum 350 characters and spaces

Initial licensure candidates in English Education will observe the teaching and learning experience in a school and classroom context, implement approaches, assessments, and philosophies learned about in corresponding methods courses, reflect upon the complexities of classroom life in a seminar format, and co-plan and co-teach a five-day unit.

Grading Basis: ☑ A-F only  ☐ A-F or Aud  ☐ No Grade  ☐ OPT No Aud  ☐ S-N only  ☐ S-N or Au

Honors Course: ☑ Yes  ☐ No

Select up to 3 components

<table>
<thead>
<tr>
<th>Component 1 Field Work</th>
<th>☑ has final exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>Component 2 Seminar</td>
<td>☑ has final exam</td>
</tr>
<tr>
<td>Component 3 Choose</td>
<td>☑ has final exam</td>
</tr>
</tbody>
</table>

Graded Component: Field Work

You must select one of the same values chosen in one of the component fields above.

**Delivery Mode(s):**

Choose up to 5 modes:

- ☐ Non-term based, online / correspondence
- ☑ Classroom/onsite
- ☐ Independent/directed study
- ☐ Study Abroad
- ☐ Partially Online
- ☐ Primarily Online
- ☐ Completely Online

Term(s) most frequently offered: ☑ Fall  ☐ Spring  ☐ Summer

Years most frequently offered: ☑ Every Academic Year  ☐ Even Years  ☐ Odd Years  ☐ Other

Repetition of Course:

- ☑ Allow repetition of course
- ☐ Allow multiple enrollments of course in a single term

Maximum Completions of course:  

Maximum Combined Credits of Course:

Prerequisites For Catalog: Enter all prerequisite information for this course as you want it to appear in the University catalog and on the Course Web site (http://onestop2.umn.edu/courses/).

Must register same semester as CI 5441 and CI 5451.

The prerequisites entered here will not be enforced through PeopleSoft to restrict course access. To enforce course access restrictions, you MUST re-enter the prerequisite information in the next three fields below.

Restrictions entered into any of the following three fields will be enforced through PeopleSoft and will limit student access to this course. Restrictions entered here may include an enforced level of consent required to enter the course, or enforced completion of certain courses prior to registration for this course, or an enforced specific status for registration (e.g., “senior history major”).

Course Equivalency:

Credit will not be granted if the student has already completed any course entered in this field.

Consent Requirement:

- Only ONE level of consent can be enforced. The level of consent you choose should be the level at which you plan to issue/control registration permission for entry into the course.

- ☑ No required consent
- ☐ Graduate school
- ☐ College
- ☐ Department
- ☐ Instructor
- ☐ Miscellaneous
- ☐ Continuing education
Enforced Prerequisites: (course-based or non-course-based)
You may enforce restricted access to a course based on prerequisite courses, or student standing, or both (e.g., "ARCH 3411, junior Arch major").

Faculty Sponsor Name:
(required for LE and/or WI courses) Max 50 characters and spaces
Jessica Dockter Tierney

Faculty Sponsor E-mail Address:
(required for LE and/or WI courses) Max 50 characters and spaces
jdt@umn.edu

Student Learning Outcomes MANDATORY FOR ALL 1000-4000 LEVEL COURSES

- The Student Learning Outcomes describe those things that we as an campus believe our undergraduates should know, or be able to do, at the time of receiving a bachelor's degree. The Student Learning Outcomes were approved by the Faculty Senate and became policy in May, 2007.
- Each undergraduate course at the University of Minnesota, Twin Cities, must address at least one Student Learning Outcome (but may address many).
- Check the box next to each learning outcome that this course addresses.
- Questions regarding Student Learning Outcomes can be sent to Cynthia Murdoch at macal001@umn.edu

Students in this course:

☐ Can identify, define, and solve problems

Please explain briefly how this outcome will be addressed in the course. Give brief examples of class work related to the outcome. (2000-character limit including spaces)

How will you assess the students' learning related to this outcome? Give brief examples of how class work related to the outcome will be evaluated. (2000-character limit including spaces)

☐ Can locate and critically evaluate information

Please explain briefly how this outcome will be addressed in the course. Give brief examples of class work related to the outcome. (2000-character limit including spaces)

How will you assess the students' learning related to this outcome? Give brief examples of how class work related to the outcome will be evaluated. (2000-character limit including spaces)

☐ Have mastered a body of knowledge and a mode of inquiry

Please explain briefly how this outcome will be addressed in the course. Give brief examples of class work related to the outcome. (2000-character limit including spaces)

How will you assess the students' learning related to this outcome? Give brief examples of how class work related to the outcome will be evaluated. (2000-character limit including spaces)

☐ Understand diverse philosophies and cultures within and across societies

Please explain briefly how this outcome will be addressed in the course. Give brief examples of class work related to the outcome. (2000-character limit including spaces)
How will you assess the students’ learning related to this outcome? Give brief examples of how class work related to the outcome will be evaluated. (2000-character limit including spaces)

☐ Can communicate effectively

Please explain briefly how this outcome will be addressed in the course. Give brief examples of class work related to the outcome. (2000-character limit including spaces)

How will you assess the students’ learning related to this outcome? Give brief examples of how class work related to the outcome will be evaluated. (2000-character limit including spaces)

☐ Understand the role of creativity, innovation, discovery, and expression across disciplines

Please explain briefly how this outcome will be addressed in the course. Give brief examples of class work related to the outcome. (2000-character limit including spaces)

How will you assess the students’ learning related to this outcome? Give brief examples of how class work related to the outcome will be evaluated. (2000-character limit including spaces)

☐ Have acquired skills for effective citizenship and life-long learning

Please explain briefly how this outcome will be addressed in the course. Give brief examples of class work related to the outcome. (2000-character limit including spaces)

How will you assess the students’ learning related to this outcome? Give brief examples of how class work related to the outcome will be evaluated. (2000-character limit including spaces)

Liberal Education

- Complete this liberal education section only if this course is being proposed as liberal education (LE) curriculum.
- You must enter a syllabus for any course proposed as LE in the “Course Syllabus” field below.
- No course may count for more than two LE requirements. Courses may count for a core and a theme, but not two themes.

Requirement this course fulfills:
- Arts and Humanities Core
- Biological Sciences Core
- Civic Life and Ethics Theme
- Diversity and Social Justice in the United States Theme
- The Environment Theme
- Global Perspectives Theme
- Historical Perspectives Core
- Literature Core
- Mathematical Thinking Core
- Physical Sciences Core
- Social Sciences Core
- Technology and Society Theme

Other requirement this course fulfills:
- Arts and Humanities Core
- Biological Sciences Core
- Civic Life and Ethics Theme
- Diversity and Social Justice in the United States Theme
- The Environment Theme
- Global Perspectives Theme
- Historical Perspectives Core
- Literature Core
- Mathematical Thinking Core
- Physical Sciences Core
- Social Sciences Core
- Technology and Society Theme
<table>
<thead>
<tr>
<th><strong>Criteria for Core Courses:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe how the course meets the specific bullet points for the proposed core requirement. Give concrete and detailed examples for the course syllabus, detailed outline, laboratory material, student projects, or other instructional materials or method.</td>
</tr>
<tr>
<td><strong>Core courses must meet the following requirements:</strong></td>
</tr>
<tr>
<td>• They explicitly help students understand what liberal education is, how the content and the substance of this course enhance a liberal education, and what this means for them as students and as citizens.</td>
</tr>
<tr>
<td>• They employ teaching and learning strategies that engage students with doing the work of the field, not just reading about it.</td>
</tr>
<tr>
<td>• They include small group experiences (such as discussion sections or labs) and use writing as appropriate to the discipline to help students learn and reflect on their learning.</td>
</tr>
<tr>
<td>• They do not (except in rare and clearly justified cases) have prerequisites beyond the University’s entrance requirements.</td>
</tr>
<tr>
<td>• They are offered on a regular schedule.</td>
</tr>
<tr>
<td>• They are taught by regular faculty or under exceptional circumstances by instructors on continuing appointments. Departments proposing instructors other than regular faculty must provide documentation of how such instructors will be trained and supervised to ensure consistency and continuity in courses.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Criteria for Theme Course:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe how the course meets the specific bullet points for the proposed theme requirement. Give concrete and detailed examples for the course syllabus, detailed outline, laboratory material, student projects, or other instructional materials or methods.</td>
</tr>
<tr>
<td><strong>Theme courses have the common goal of cultivating in students a number of habits of mind:</strong></td>
</tr>
<tr>
<td>• thinking ethically about important challenges facing our society and world;</td>
</tr>
<tr>
<td>• reflecting on the shared sense of responsibility required to build and maintain community;</td>
</tr>
<tr>
<td>• connecting knowledge and practice;</td>
</tr>
<tr>
<td>• fostering a stronger sense of our roles as historical agents.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Writing Intensive</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Complete this writing intensive section only if this course is being proposed as writing intensive (WI) curriculum.</td>
</tr>
<tr>
<td>• You must include a syllabus for any course proposed as WI in the Course Syllabus section.</td>
</tr>
<tr>
<td>• The proposal should explicitly document that the course meets the following requirements: Students need to complete a minimum of 10 to 15 finished pages of writing beyond informal writing and in-class exams. At least one writing assignment must be revised and resubmitted after feedback by the instructor or graduate TA. The Council strongly recommends that it is done early in the course so students have the benefit of the writing instruction. The overall course grade must be dependent to a significant extent on the quality and level of the writing, i.e., students cannot pass the course if they do not pass the writing component. At least a third (33%) of the course grade needs to be dependent on the quality and level of the writing.</td>
</tr>
</tbody>
</table>

**Propose this course as Writing Intensive curriculum?**  
☐ Yes  ☒ No

**Question 1:** What types of writing (e.g., reading essay, formal lab reports, journaling) are likely to be assigned? Include the page total for each writing assignment. Indicate which assignment(s) students will be required to revise and resubmit after feedback by the instructor or the graduate TA (2500-character limit including spaces)

**Question 2:** How does assigning a significant amount of writing serve the purpose of this course? (2000-character limit including spaces)
Question 3: What types of instruction will students receive on the writing aspect of the assignments? (2500-character limit including spaces)

Questions 4: How will the students’ grades depend on their writing performance? What percentage of the overall grade will be dependent on the quality and level of the students’ writing compared with the course content? (2000-character limit including spaces)

Question 5: If graduate students or peer tutors will be assisting in this course, what role will they play in regard to teaching writing? (2000-character limit including spaces)

Question 6: How will the assistants be trained and supervised? (2000-character limit including spaces)

Question 7: Write up a sample assignment handout here for a paper that students will revise and resubmit after receiving feedback on the initial draft.

Syllabus

Please provide a syllabus that includes the following information: course goals and description; format; structure of the course (proposed number of instructor contact hours per week, student workload effort per week, etc.); topics to be covered; scope and nature of assigned readings (text, authors, frequency, amount per week); required course assignments; nature of any student projects; and how students will be evaluated. The following links provide additional information.

- University Syllabus Requirements
- CEHD course syllabus guidelines
- University policy on credits

Strategic Objectives & Consultation

In order to prevent course overlap and to inform other colleges and departments within the university of new curriculum, circulate proposal to chairs and/or Directors of Undergraduate/Graduate Studies in relevant units and follow-up with direct consultation. Please summarize response from units consulted and include correspondence.

Name of Department Chair Approver: Nina Asher
How does this course improve the overall curricular objectives of the unit?

Currently this fall practicum is required as part of the literature (CI 5441) and reading (CI 5451) methods courses for English Education initial licensure students. Students will continue to complete required assignments (such as a reading inventory and Intersession unit planning) and apply the concepts, theories, and readings from these methods courses in this fall practicum setting, but given the amount of time, work, and assessments that have been built into the practicum experience over the years, it makes sense for it to now stand as its own credit-earning course. This allows the program to continue to embed material and assessments (such as those related to the Teacher Performance Assessment) into the course for our ILP students and to offer them credit for their clinical hours (approximately 65 hours during the fall semester). While this course will have an important connection with the methods courses for students in the English Education initial licensure program, course content will not overlap as the primary purpose of this course will be for students to interact with students and teachers in secondary English/Language Arts classrooms and to reflect upon that experience.

Does the unit consider this course part of its core curriculum?

This course is not part of the core curriculum for the Department of Curriculum and Instruction, although it will serve a central role in the preparation of teacher candidates in English Education.

In order to prevent course overlap and to inform other departments of new curriculum, circulate proposal to chairs in relevant units and follow-up with direct consultation. Please summarize response from units consulted and include correspondence. By consultation with other units, the information about a new course is more widely disseminated and can have a positive impact on enrollments. The consultation can be as simple as an email to the department chair informing them of the course and asking for any feedback from the faculty.

Literacy faculty in the Department of Curriculum and Instruction and the department chair were consulted in this process, as were key licensure specialists in the Office of Teacher Education. As per the established policy, a consultation statement was also posted on the CEHD Intranet regarding the proposed course. Since this course is a specific clinical experience for initial licensure students in English Education, duplication or overlap of other courses outside of the department or outside of CEHD is highly unlikely.

## Course Field Terminology and Definitions

<table>
<thead>
<tr>
<th>Field</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Effective Term</strong></td>
<td>This is a required field. You must choose one from the list of term codes and term/year descriptions available to you.</td>
</tr>
<tr>
<td><strong>Subject</strong></td>
<td>This is a required field. You must choose one from the list of subjects available to you. All subjects are 2 to 4 characters.</td>
</tr>
</tbody>
</table>
| **Course Number (also known as Catalog Number)** | This is a required field. Field is 4 to 5 characters; a 1 character letter suffix is allowed. Valid suffixes include:  
  - H - Honors course (excludes DUL)  
  - V - Honors and Writing intensive course (TC Only)  
  - W - Writing Intensive course (TC Only)  |
<p>| <strong>Department</strong>               | Department is determined automatically by your choice of subject.           |
| <strong>College</strong>                  | College is determined automatically by your choice of subject.             |
| <strong>Career</strong>                   | This is a required field. Career will default based on course number and may be changed. A career = &quot;grad&quot; will be enforced and undergraduate students will not allowed to register without special permission. |
| <strong>Effective Status</strong>         | This is a required field. New courses will default to &quot;Active.&quot; &quot;Inactive&quot; status should be chosen only to indicate that a course is being dropped from the curriculum. |
| <strong>Course Title Short</strong>       | This is a required field. It is limited to 30 characters, including spaces, and will appear on student transcripts. |
| <strong>Course Title Long</strong>        | This is a required field. It is limited to 100 characters, including spaces, and appears in the Catalogs, in the Class Schedule, and on the Course Web site. |
| <strong>Max - Min Credits for Course</strong> | This is a required field. Minimum and maximum credits may be equal, or minimum credits may be less than maximum credits. Minimum and maximum credits may = 0. |</p>
<table>
<thead>
<tr>
<th><strong>Catalog Description</strong></th>
<th>This is a required field. Enter a description of maximum 350 characters, including spaces (about 40 words). Data from this field appears in Catalogs and on the Course Web site.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Print in Catalog</strong></td>
<td>This is a required field. Is this course to be printed in the online course catalog? Default answer is &quot;yes&quot;</td>
</tr>
<tr>
<td><strong>CCE Catalog Description</strong></td>
<td>Enter a description for CCE Catalog only if it is different from the Catalog Description. There is a limit of 350 characters (about 40 words).</td>
</tr>
<tr>
<td><strong>Grading Basis</strong></td>
<td>This is a required field. Grading basis options are determined by the combination of college and career. Choose one grading basis from the list in the box.</td>
</tr>
<tr>
<td><strong>Topics Course</strong></td>
<td>Is this a topics course? Default answer is &quot;no.&quot;</td>
</tr>
<tr>
<td><strong>Honors Course</strong></td>
<td>Is this an honors course? Default answer is &quot;no.&quot;</td>
</tr>
<tr>
<td><strong>Online Offerings</strong></td>
<td>Will this course ever be offered online (no in-person meetings) or partially online (3 or fewer in-person meetings per term)? Default answer is &quot;no&quot;. Selecting &quot;Yes&quot; will display the course in the online course listing at <a href="http://onestop2.umn.edu/courses/idpid/designators.jsp">http://onestop2.umn.edu/courses/idpid/designators.jsp</a></td>
</tr>
<tr>
<td><strong>Years Most Frequently Offered</strong></td>
<td>This is a required field. Choose one option only. The data from this field will be used in the Graduation Planner application and also appears on the Course Web site. If the course is offered on an unpredictable schedule, choose &quot;other.&quot; The selection should be based on Academic Year, not fiscal.</td>
</tr>
<tr>
<td><strong>Terms Most Frequently Offered</strong></td>
<td>This is a required field. You may choose one, two, or all three terms. The data from this field will be used in the Graduation Planner application and also appears on the Course Web site.</td>
</tr>
<tr>
<td><strong>Component's</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Component 1</strong></td>
<td>This is a required field. Select the option that most nearly describes the main portion of the course; also check the checkbox if this component has a final examination. (You will have the option below to indicate which component is the graded component for the course.)</td>
</tr>
<tr>
<td><strong>Component 2</strong></td>
<td>Optional field. Select the option that describes other components of the course, and indicate if this component has a final examination. (You will have the option below to indicate which component is the graded component for the course.)</td>
</tr>
<tr>
<td><strong>Component 3</strong></td>
<td>Optional field. Select the option that describes other components of the course, and indicate if this component has a final examination. (You will have the option below to indicate which component is the graded component for the course.)</td>
</tr>
<tr>
<td><strong>DIS - Discussion</strong></td>
<td>Class sessions that can include discussions, demonstrations, or case studies.</td>
</tr>
<tr>
<td><strong>EXC - Extra Credit</strong></td>
<td>A class section where students previously or concurrently enrolled in a class undertake extra work for additional course credit. This component is for internal use only. Contact Office of Classroom Management (OCM) at <a href="mailto:ocmsched@umn.edu">ocmsched@umn.edu</a> to set up an EXC class section.</td>
</tr>
<tr>
<td><strong>FWK - Field Work</strong></td>
<td>Practical work or training conducted in the actual setting, rather than in a classroom.</td>
</tr>
<tr>
<td><strong>IND - Independent Study</strong></td>
<td>Independent study with guidance from instructor.</td>
</tr>
<tr>
<td><strong>LAB -</strong></td>
<td>Class session is taught in specialized setting with student participation. Specialized settings</td>
</tr>
<tr>
<td>Laboratory</td>
<td>include science laboratories, gymnasiums, rehearsal halls, and studios.</td>
</tr>
<tr>
<td>-----------</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>LEC - Lecture</td>
<td>Class session in which the instructor explains a given subject to students.</td>
</tr>
<tr>
<td>ROT - Rotation</td>
<td>Training in which students are required to rotate through different specialties and develop skills needed for professional practice.</td>
</tr>
</tbody>
</table>

**Auto-enroll**

This field will default to "yes", and should ONLY be changed to "no" if students have the option of registering for the class components separately. In other words, a "yes" answer here will automatically enroll students in all listed components when they register for one component; a "no" answer will allow/require students to enroll in each component separately. "No" should be selected for this field if the course has only one component.

**Graded Component**

This is a required field. Select the component to which the course grade will be attached. Only one component can be the graded component. If auto-enroll is set to "yes," the following rules apply:

- If there are two components and one is a lecture, the non-lecture component is automatically selected as the graded component.
- If there are two components and neither is a lecture, you will have to select which component is the graded component.
- If there are three components and one is a lecture, the lecture cannot be the graded component, but you will need to select which of the other two is the graded component.
- If there are three components and none is a lecture, you will have to select which of the three is a graded component.

If auto-enroll is set to "no," you may select any component as the graded component.

**Instructor Contact Hours**

This is a required field. Enter the number of instructor course contact hours per week.

**Academic Progress Units**

This is a required field; the default value will be the value entered for minimum credits. If this is a 0 credit course, you may select "bypass limits" if you wish to enter a number of credits to be used in calculating academic progress. You may also select bypass in a limited number of other cases where academic progress units differ from credits earned, but you may only select bypass if the Maximum and Minimum credit values are equal to each other.

**Financial Aid Progress Units**

This is a required field; the default value will be the value entered for minimum credits. If this is a 0 credit course, you may select "bypass limits" if you wish to enter a number of credits to be used in calculating progress for financial aid purposes. You may also select bypass in a limited number of other cases where financial aid progress units differ from credits earned, but you may only select bypass if the Maximum and Minimum credit values are equal to each other.

**Repetition of Course**

This is a required field. The checkbox should be checked ONLY if a student may repeat a course FOR CREDIT (i.e., the student receives credit for each time he/she completes the course). This is NOT the same as repeating a course for a better grade (under Senate policy, "a student may repeat a course once. When a student repeats a course, (a) both grades for the course shall appear on the official transcript, (b) the course credits may not be counted more than once toward degree and program requirements, and (c) only the last enrollment for the course shall count in the student's grade point average.")

**Maximum Completions**

This field will default at 1, and can only be changed if the checkbox above is checked.

**Maximum Combined Credits**

This field will default at the maximum credit limit; these fields cannot be changed unless the checkbox is checked. If the checkbox is checked and the number of completions is entered, the maximum number of combined credits should be the maximum credit limit times the number of repeats. i.e., if the maximum credits for the course is set at 3, and the course can be repeated three times, then the maximum combined credits must be nine.

**Allow multiple**

If a student may enroll in more than one section of the same course in a single term (for example, two different
<table>
<thead>
<tr>
<th>Enrollments in a single term</th>
<th>Check this box. This box can only be checked if the &quot;repetition of course&quot; checkbox is checked first.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prerequisites</td>
<td>Any course prerequisites that should appear in the Catalogs, the Class Schedule, and the Course Web site should be entered here. Prerequisites can include consent, class standing, or completion of specific courses. Twin Cities users SHOULD NOT include course equivalencies in this field; all other campuses should enter course equivalencies preceded by the &quot;=&quot; symbol. Any prerequisites that are advisory to the student can be entered here, as well as any information about additional course requirements. If you want to enforce any of these prerequisites, you may use the following three fields.</td>
</tr>
<tr>
<td>Course Equivalency</td>
<td>Optional field. Credit will not be granted if the student has already completed any course chosen (or entered) in this field. The default value is &quot;no course equivalency.&quot; You may also choose from predefined sets (i.e., other equivalencies that have been entered for the same designator) or create a new equivalency by using the third option. If the third option is chosen, this information will be entered into PeopleSoft manually. Data from this field appears in the Catalogs, the Class Schedule, and the Course Web site.</td>
</tr>
<tr>
<td>Consent Requirement</td>
<td>Optional field. The default value is &quot;no required consent.&quot; If you wish to enforce consent at any other level, select the radio button of the level at which you will actually control entry to the course (i.e., through magic numbers). If you would like consent requirements to appear in the Catalogs or on the Course Web site, enter the appropriate symbol for the level of consent in the Course Prerequisites field above.</td>
</tr>
<tr>
<td>Enforced Prerequisites</td>
<td>Optional field. The default value is &quot;no required consent.&quot; You may enforce restricted access to a course based on prerequisite courses, or student standing, or both (e.g., &quot;ARCH 3411, junior Arch major&quot;). If any prerequisite is entered into this field, PeopleSoft will ALWAYS restrict access to the course for those students who do not meet the requirements of the prerequisite, regardless of other student status information. You may choose from predefined sets (i.e., other prerequisites that have been entered for the same designator) or if a prerequisite group does not exist in the list below to fit this course, you may create a new prerequisite group. New groups are reviewed by OTR prior to implementation. If you want these prerequisites to appear in the Catalogs or on the Course Web site, re-enter the information in the Course Prerequisites field above.</td>
</tr>
<tr>
<td>Editor Comments</td>
<td>Optional field to be used by course entry staff to communicate about the course internally. Submitters/approvers of courses can use this field as a way of passing on information to whomever might be looking at the proposal as it goes through approval.</td>
</tr>
<tr>
<td>Proposal Changes</td>
<td>Optional field to be used by the department/college to indicate changes being made to the course for other staff or departments. This field is especially useful in noting for reviewers anything that has changed in an updated course.</td>
</tr>
<tr>
<td>History Information</td>
<td>Optional field used by the department/college to record historical information about courses. This field can be used to keep track of the changes a course goes through.</td>
</tr>
<tr>
<td>Faculty Sponsor Name</td>
<td>This field must be completed if this is a course being submitted for either Liberal Education or Graduate School approval.</td>
</tr>
<tr>
<td>Faculty Sponsor Email Address</td>
<td>This field must be completed if this is a course being submitted for Liberal Education or Writing Intensive approval.</td>
</tr>
<tr>
<td>Student Learning Outcomes</td>
<td>This is a required field. Choose 1-7 learning outcomes that will be addressed by the course. See SLO information at: <a href="http://www.slo.umn.edu">http://www.slo.umn.edu</a></td>
</tr>
<tr>
<td>How This Outcome Will be Addressed</td>
<td>This field must be completed for each outcome chosen. See the SLO website at <a href="http://www.slo.umn.edu/resources/ecas_examples.html">http://www.slo.umn.edu/resources/ecas_examples.html</a> for more information and examples.</td>
</tr>
<tr>
<td>Section</td>
<td>Description</td>
</tr>
<tr>
<td>---------</td>
<td>-------------</td>
</tr>
<tr>
<td>How This Outcome Will be Assessed</td>
<td>This field must be completed for each outcome chosen. See the SLO website at <a href="http://www.slo.umn.edu/resources/ecas_examples.html">http://www.slo.umn.edu/resources/ecas_examples.html</a> for more information and examples.</td>
</tr>
<tr>
<td>Liberal Education Requirement</td>
<td></td>
</tr>
<tr>
<td>Requirement This Course Fulfills</td>
<td>Optional field. Default value is &quot;None.&quot; Select another option ONLY if you are forwarding this course for review by the Council on Liberal Education. See CLE information at <a href="http://onestop.umn.edu/faculty/lib_eds/guidelines/index.html">http://onestop.umn.edu/faculty/lib_eds/guidelines/index.html</a></td>
</tr>
<tr>
<td>Other Requirement This Course Fulfills</td>
<td>Optional field. Default value is &quot;None.&quot; Select another option ONLY if you are forwarding this course for review by the Council on Liberal Education. See CLE information at <a href="http://onestop.umn.edu/faculty/lib_eds/guidelines/index.html">http://onestop.umn.edu/faculty/lib_eds/guidelines/index.html</a></td>
</tr>
<tr>
<td>Criteria for Core Courses</td>
<td>Optional field. Use this field only if course is being submitted to satisfy a Liberal Education Core requirement. See CLE information at <a href="http://onestop.umn.edu/faculty/lib_eds/guidelines/core.html">http://onestop.umn.edu/faculty/lib_eds/guidelines/core.html</a></td>
</tr>
<tr>
<td>Criteria for Theme Courses</td>
<td>Optional field. Use this field only if course is being submitted to satisfy a Liberal Education Theme requirement. See CLE information at <a href="http://onestop.umn.edu/faculty/lib_eds/guidelines/theme.html">http://onestop.umn.edu/faculty/lib_eds/guidelines/theme.html</a></td>
</tr>
<tr>
<td>LE Recertification - Reflection Statement</td>
<td>Optional field. Use this field only if a Liberal Education course is being re-certified.</td>
</tr>
<tr>
<td>Course Syllabus</td>
<td></td>
</tr>
<tr>
<td>Course Syllabus</td>
<td>Required for:</td>
</tr>
<tr>
<td></td>
<td>• Courses being submitted to satisfy a Liberal Education Core or Theme requirement</td>
</tr>
<tr>
<td></td>
<td>• Courses being designated as Writing Intensive</td>
</tr>
<tr>
<td></td>
<td>• Courses whose college(s) require Strategic Objectives &amp; Consultation data</td>
</tr>
<tr>
<td>Strategic Objectives &amp; Consultation</td>
<td></td>
</tr>
<tr>
<td>Name of Department Chair Approver</td>
<td>Chair or other authorized signature.</td>
</tr>
<tr>
<td>Strategic Objectives - Curricular Objectives and Core Curriculum</td>
<td>Please answer the following -</td>
</tr>
<tr>
<td></td>
<td>• How does adding this course improve the overall curricular objectives of the unit?</td>
</tr>
<tr>
<td></td>
<td>• Does the unit consider this course to be part of its core curriculum?</td>
</tr>
<tr>
<td>Consultation with Other Units</td>
<td>In order to prevent course overlap and to inform other departments of new curriculum, circulate proposal to chairs and/or Directors of Undergraduate/Graduate Studies in relevant units and follow-up with direct consultation. Please summarize response from units consulted and include correspondence.</td>
</tr>
</tbody>
</table>
CI 5471: Clinical Experience in Secondary Teaching of English/Language Arts
Fall 2015, Tuesdays: 8:15-12:15 or 11:15 to 3:15
Laura Jeffery Academy
3 Credits

Erin Stutelberg
English Education Graduate Instructor
Department of Curriculum & Instruction
33 Peik Hall
E-mail: stute023@umn.edu
Phone: 612-437-3635
Office Hours:

Course Description:
Your fall practicum experience is one of the many important steps on your journey to becoming a secondary English teacher. During this semester, you will be observing and teaching in an English/Language Arts classroom, and you will also co-develop and co-teach a five-day course during Intersession at Laura Jeffrey Academy. These experiences will allow you to be a student of teaching as well as a teacher yourself with small groups of students. In addition, you will get to experience work in a dynamic, girl-focused charter school, whose core values include critical literacy and social justice.

Prerequisites: None, but must take the same semester as CI 5441 and CI 5451.

Course Goals:
- To observe the teaching and learning experience in the school and classroom context
- To facilitate your understanding and appreciation for the complexities of classroom life
- To help you become a thoughtful practitioner who reflects on your own and others’ teaching
- To give you experience implementing approaches, assessments, philosophies, and techniques that you learn about in your reading and literature methods courses
- To co-plan and co-teach your own 5-day class (Intersession)
- To learn about and implement co-teaching strategies

Expectations and Requirements:

1. **Attendance and Active Participation. (20%)** You are required to attend LJA each Tuesday of the practicum and for the week of Intersession. Attendance includes approximately 3 hours of practicum work in the classroom and a 45-minute seminar meeting. If an emergency arises and you need to miss practicum, please contact Jessie Tierney (email, phone call, and/or text) and email your LJA teachers. You will be required to make up any session that you miss. You are expected to participate actively on Tuesdays, and complete any work that your mentor teachers or fall methods instructors ask you to do in preparation for your work with students. Teachers may, for example, ask you to lead discussion, facilitate small group work, offer one-on-one support for students, or lead mini-lessons.

2. **Reflective Dialogue Journal. (20%)** You will reflect on your practicum experiences and respond to one other student’s writing. We will go over some possible reflection topics in class, but you are free to write your own focuses responses if you wish. More details about the format and length of each reflection and response to a colleague will be given in class.
3. **TPA Teaching Video Clip and Instruction Commentary. (20%)** In preparation for the Teacher Performance Assessment, you will be taping a segment of your teaching during Intersession and writing a commentary to analyze your instruction and student engagement/learning. See page 9 of the syllabus for details.

4. **Co-Teaching Training and Strategy Implementation. (10%)** You will be responsible for completing the online Co-Teaching Foundations and Pairs training modules and incorporating co-teaching strategies in your Intersession unit (Note that the Pairs training must be completed with your Intersession teaching partner). You will also have opportunities to try out co-teaching strategies with your classmates and the teachers at your practicum site.

5. **Teaching and Reflecting on Your Intersession Unit. (30%)** During the week of Intersession (October 12-16), you will co-teach the unit that you planned in your literature methods course. You will need to take careful reflective notes after each teaching day with your students during the week of intercession. These need to be quite thorough and will probably take you half an hour for every hour spent teaching. Try to write your reflections as soon as possible after teaching so that the experience will be fresh in your mind. A dual notebook format works well for keeping these reflective notes. This will allow you to include observations of behaviors, actions, and conversations as well as reflections on those events and activities. If you use the dual notebook format, then the left side of your notebook would be for recording observations and the right side would be for reflections. We will discuss in class some things you might want to include in each section. Reflections (may be hand-written or typed).

**Content Standards Reinforced in the Clinical Experience**
*met in tandem with your literature methods course: CI 5441*

**Content Standards Alignment 3B:** A teacher of communication arts and literature demonstrates understanding and skills essential to the teaching and learning of reading, writing, speaking, listening, media literacy, and literature.

- **3.B.2.f:** the ability to plan instruction and select strategies that help students read and understand language arts texts and spur student interest in more complex reading materials, including the ability to help students planning and teaching 

- **3.B.8.a:** a repertoire of literary texts, including fiction and nonfiction, classic and contemporary works, and works written for preadolescents and adolescents by a diversity of authors 

**Content Standards Alignment 3C:** A teacher of communication arts and literature demonstrates an understanding of the teaching of communication arts and literature that integrates understanding of communication arts and literature with their understanding of pedagogy, students, learning,
classroom management, and professional development. The teacher of communication arts and literature to preadolescent and adolescent students in grades 5 through 12

- **3.C.3:** develop curriculum goals and purposes based on the central concepts of communication arts and literature and know how to apply instructional strategies and materials for achieving student understanding of this discipline
  
  *Intersession unit planning and teaching*

Middle level endorsement license for teachers of communication arts and literature:

2.B: A teacher of middle level students understands the teaching of an academic subject area that integrates understanding of the academic content with the teacher's understanding of pedagogy, students, learning, classroom management, and professional development. The teacher of middle level students in grades 5 through 8 must develop curriculum goals and purposes based on the central concepts of the academic specialty and know how to apply instructional strategies and materials that are appropriate for middle level students and are specific to the academic content area.

- **2.B.1:** develop curriculum goals and purposes based on the central concepts of the academic specialty and know how to apply instructional strategies and materials that are appropriate for middle level students and are specific to the academic content area
  
  *Intersession unit planning and teaching*

- **2.B.2:** understand how to integrate curriculum across subject areas in developmentally appropriate ways
  
  *Intersession unit planning and teaching*

- **2.B.4:** understand the need for and how to connect student's schooling experiences with everyday life, the workplace, and further educational opportunities
  
  *Intersession unit planning and teaching*

- **2.B.5:** know how to involve representatives of business, industry, and community organizations as active partners in creating educational opportunities
  
  *Intersession unit design incorporating local resources*

2.C: A teacher with a middle level endorsement for teaching communication arts and literature in grades 5 through 8 must demonstrate knowledge of fundamental concepts of communication arts and literature and the connections among them. The teacher must:

- **2.C.4:** possess the ability to use authentic assessment practices for the evaluation of young adolescents' development in literacy skills
  
  *Intersession unit planning and teaching*
<table>
<thead>
<tr>
<th>MN Board of Teaching Standards of Effective Practice</th>
<th>Course Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard 1 - Subject Matter:</strong> understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.</td>
<td>In this course, you will create and teach an Intersession unit plan that engages students’ interests and applies central tenets of the English/Language Arts discipline explored in your literature methods course.</td>
</tr>
</tbody>
</table>
| **Standard 2 - Student Learning:** understands how students learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development. | You will observe and practice response and analysis activities with students based on your understanding of:  
- Students’ ways of responding to literature and application of their experiences;  
- Students’ ability to use interpretive strategies and genre knowledge for understanding literary texts. |
| **Standard 3 - Diverse Learners:** understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities. | In this course, you will apply your understanding of how students’ cultural backgrounds shape their learning and will adapt lessons in your Intersession unit to reflect differing approaches to learning. |
| **Standard 4 - Instructional Strategies:** understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills. | In this course, you will:  
- Draw on Minnesota Academic Standards in Language Arts to develop objectives and criteria for assessing student learning in your Intersession units;  
- Devise lesson plans for your Intersession unit that draw on a range of different reading, writing, media, and drama tools designed to foster students’ critical thinking, self-assessment, and revision. |
| **Standard 5 - Learning Environment:** uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. | In this course, you will formulate learning objectives for your Intersession unit, which will assist in devising relevant activities designed to achieve those objectives. |
| **Standard 6 - Communication:** uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. | In this course, you will:  
- Understand and foster verbal and nonverbal interactions during your Intersession unit;  
- Generate questions designed to encourage students’ use of higher-order thinking and divergent responses to texts;  
- Acknowledge and reflect upon the cultural
<table>
<thead>
<tr>
<th><strong>Standard 7 - Planning Instruction:</strong></th>
<th>differences shaping students’ nonverbal and verbal participation in discussions.</th>
</tr>
</thead>
</table>
| plans and manages instruction based on knowledge of subject matter, students, the community, and curriculum goals. | In this course, you will:  
- Draw on knowledge of students’ grade level, prior knowledge, needs, reading ability, reading interests, and cultural attitudes to devise appropriate, motivating, and challenging Intersession units;  
- Draw on knowledge of the Minnesota ELA Common Core State Standards and the school’s curriculum standards/expectations to devise Intersession units. |

**Standard 8 - Assessment:** understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

In this course, you will:
- Devise criteria and rubrics consistent with learning objectives for a particular lesson plan or unit;  
- Incorporate self-assessment prompts and criteria in Intersession assignments.

**Standard 9 - Reflection and Professional Development:** is a reflective practitioner who continually evaluates the effects of her/his choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

In this course, you will:
- Reflect on and assess your performance in teaching/facilitation activities with students during practicum and Intersession to improve your teaching;  
- Define practices and expectations associated with being a professional, including participation in professional development activities and exploring aspects of teacher identity;  
- Observe teachers’ classroom discussion strategies and reflect on your observations.

**Standard 10 - Collaboration, Ethics, and Relationships:** communicates and interacts with parents/guardians, families, school colleagues, and the community to support students’ learning and well being.

In this course, you will:
- Work with your peers as partners in curriculum development for work at the practicum site;  
- Collaborate with your practicum site teachers and other staff members in developing units for Intersession.
## Course Schedule

<table>
<thead>
<tr>
<th>Class Day</th>
<th>Topics &amp; Activities</th>
<th>Readings, Resources, &amp; Assignments Due</th>
</tr>
</thead>
</table>
| Orientation | **Getting to Know LJA**  
  • Tour of the building, introductory meeting with LJA staff | **Resource:** LJA website (http://www.laurajeffreyacademy.org/)  
(Bring 1-2 questions to ask about the school or practicum experience) |
| Week 1 | **Professionalism and Boundaries**  
  • Case studies  
  • Reflective dialogue journal requirements | **Reading:** Helterbran: “Professionalism: Teachers Taking the Reins” |
| Week 2 | **EdTPA Introduction, Context for Learning & Planning Commentary**  
  • TPA Planning Commentary; discuss TPA assessment work | **Resource:** EdTPA documents |
| Week 3 | **Co-Teaching Strategies**  
  • What is the co-teaching model?  
  • How can we use core tenets of it in our Intersession teaching? | **Due:** Complete the online Foundations & Pairs Training Modules (Note: the Pairs training must be completed with your Intersession teaching partner) (http://www.cehd.umn.edu/TERI/Co-Teaching/Default.html) |
| Week 4 | **Writing Pedagogy Overview**  
  • Visit from writing methods instructor  
  • Writing pedagogy during Intersession | **Readings:**  
Anderson: *Ten Things Every Writer Needs to Know*, Overview & Chapter 1  
NCTE Beliefs about Teaching Writing (http://www.ncte.org/positions/statements/writingbeliefs)  
**Due:** First draft of Intersession units |
| Week 5 | **The Dialogic Classroom**  
  • What is a dialogic classroom?  
  • Classroom discussions and Intersession | **Reading:** Juzwik et al.: *Inspiring Dialogue: Talking to Learn in the English Classroom*, Chapters 1 & 2 |
| Week 6 | **Intersession Unit Workshop**  
• Discuss feedback on units  
• Discuss video clips and instruction commentary assignment (TPA Task 2, Parts A & B)  
• Discuss classroom management during Intersession | **Readings:**  
Kohn: “The Nature of Children,” from *Beyond Discipline*  
Landsman: *Tips for Creating a Manageable Classroom* |
|---|---|
| Week 7 | **INTERSESSION**  
• Teach intersession units |  |
| Week 8 | **Debriefing Intersession & Reflection**  
• What does it mean to be a reflective practitioner? | **Reading:**  
Rodgers: “Defining Reflection: Another Look at John Dewey and Reflective Teaching”  
**Due:** Intersession Reflections |
| Week 9 | **Reading Inventory**  
• Visit from reading methods instructor |  |
| Week 10 | **Teaching the Middle Adolescent**  
• The social construction of the adolescent: Brains, bodies, and beliefs | **Reading:**  
Wormeli: “Living With and Teaching Young Adolescents”  
[https://www.amle.org/portals/0/pdf/mlem/perspective.pdf](https://www.amle.org/portals/0/pdf/mlem/perspective.pdf)  
Finders: “Raging Hormones”  
Lewis: “A Response to ‘Raging Hormones’” |
| Week 11 | **Teaching in the Middle School**  
• Middle school philosophy  
• Successful middle grade schools and teachers | **Reading & Resource:**  
Association for Middle Education  
[http://www.amle.org](http://www.amle.org)  
*This We Believe* from AMLE |
| Week 12 | **Charter Schools & the Charter School Movement**  
• Speaker: Cindy Reuther, Executive Director of LJA | **Readings:**  
Karp: “Charter Schools and the Future of Public Education”  
[http://www.rethinkingschools.org/archive/28_01/28_01_karp.shtml](http://www.rethinkingschools.org/archive/28_01/28_01_karp.shtml)  
LJA articles:  
[http://www.tcdailyplanet.net/news/2012/05/02/laura-jeffrey-academy-nurture-strong-growing-women-st-paul](http://www.tcdailyplanet.net/news/2012/05/02/laura-jeffrey-academy-nurture-strong-growing-women-st-paul)  
**Required Readings and Resources:** (Books chapters & articles will be posted on a course Moodle)

Association for Middle Level Education. (2010). *This we believe: Keys to educating young adolescents.* Westerville, OH: NMSA/AMLE.


University Grading Policy. As per the university grading policy, letter grades for performance in the course will be assigned based on the following criteria:

A - achievement that is outstanding relative to the level necessary to meet course requirements.

B - achievement that is significantly above the level necessary to meet course requirements.

C - achievement that meets the course requirements in every respect.

D - achievement that is worthy of credit even though it fails to meet fully the course requirements.

S - achievement that is satisfactory, which is equivalent to a C- or better ---- (for undergraduates, a “C-” equals an “S” grade; for graduate students, achievement required for an S is at the discretion of the instructor but may be no lower than a C-).

F (or N) - Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I (see also I).

I - (Incomplete) Assigned at the discretion of the instructor when, due to extraordinary circumstances, e.g., hospitalization, a student is prevented from completing the work of the course on time. Requires a written agreement between instructor and student.

Policy for Incomplete Grades: As noted above, instructors may assign, at their discretion, an incomplete (I) grade due to extraordinary circumstances that prevent you from completing work before the end of the grading period for the semester.

For additional information, please refer to: http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html.

How to Access Your Grades
Go to OneStop for Students (http://onestop.umn.edu/onestop/), click on Grades & Transcripts; on the right side under Quick Links, click on Grades/Unofficial transcript.

Workload Expectations: Workload expectations in the University of Minnesota policy are an estimate of the amount of work needed for an average student to earn an average grade. Course grades are based on the quality of the work submitted, not on hours of effort. Also, workload expectations per credit do not vary with the method of delivery of the course or the length of the academic term. It is expected that the academic work required of Graduate School and professional school students will exceed three hours per credit per week.

Make-up policy
In circumstances other than illness and family emergencies, late assignments will not be accepted without prior approval from the instructor. In cases of illness and family emergencies, late work will be accepted at a later date mutually agreeable to the instructor and students. Incompletes will
not be issued without prior written agreement. Please note that an “I” is an arranged grade based on a specific agreement between student and instructor and will not be assigned based on student nonattendance.

**Evaluation of Student Performance:**
For all assignments, student performance is evaluated based on rubrics that include specific criteria for each segment of an assignment. Rubrics will be handed out and discussed in class prior to the assignment due date.

**Returning Papers, Exams, and Projects**
All graded work will be returned electronically to each student via the students x500 email account in the form of attached files.

**University Policies**

**Student Conduct Code:**
The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected adhere to Board of Regents Policy: Student Conduct Code. To review the Student Conduct Code, please see: [http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf](http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf).

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

**Use of Personal Electronic Devices in the Classroom:**
Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference: [http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html](http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html).

**Scholastic Dishonesty:**
You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code: [http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf](http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf)) If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and
may face additional sanctions from the University. For additional information, please see: 
http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html.

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: http://www1.umn.edu/oscai/integrity/student/index.html. If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

**Makeup Work for Legitimate Absences:**
Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see: http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html.

**Appropriate Student Use of Class Notes and Course Materials:**
Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html.

**Sexual Harassment**
"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy: http://regents.umn.edu/sites/default/files/policies/SexHarassment.pdf.

**Equity, Diversity, Equal Opportunity, and Affirmative Action:**
The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf.

**Disability Accommodations:**
The University is committed to providing quality education to all students regardless of ability. Determining appropriate disability accommodations is a collaborative process. You as a student must register with Disability Services and provide documentation of your disability. The course instructor must provide information regarding a course's content, methods, and essential
components. The combination of this information will be used by Disability Services to determine appropriate accommodations for a particular student in a particular course. For more information, please reference Disability Services: http://ds.umn.edu/student-services.html.

**Mental Health and Stress Management:**
As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: http://www.mentalhealth.umn.edu.

**Academic Freedom:**
Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.
LJA Intersession Mock edTPA: Instructing and Engaging Students in Learning

In this task, you will demonstrate how your instruction supported and engaged students in learning during Intersession through the evaluation of a teaching video clip.

What do I need to do?

1. **Video Clip:** Record yourself teaching during Intersession and choose a clip of 5-8 minutes that demonstrates how you interact with students in a positive learning environment to develop their ability to construct meaning from and respond to a text (think widely about what constitutes “text,” including students’ own produced texts). In your clip you may be engaging with the whole class of students or a smaller group of students during discussion or work with a text. **Your video clip must be continuous and unedited.** Your co-teacher can work the video equipment or you can set it up on a tripod. You and your students must be seen and heard in the video clip (your co-teacher may appear in the video as well, but you should be leading the activity or lesson).

2. **Instruction Commentary:** Respond to the prompts after you have viewed the clips several times. If there is something in the video—graphics, texts, or images—that is important to understanding your commentary, you may attach two additional pages to your response with that information.

**Paper Requirements:**

- Write your paper in three sections (listed below). Briefly summarize and/or provide context for the instruction in the video clip in an introduction.
- Total length of the paper is 5-8 pages (double-spaced, 12 point font, 1 inch margins).
- When you identify scenes or point to examples in your video clip, please indicate where in the clip (minute and second marker, i.e. 2:37) the scene takes place.

**Section 1: Promoting a Positive Learning Environment**

- Identify scene(s) in the video clip where you construct a positive learning environment and reflect on how you demonstrate mutual respect for, rapport with, and responsiveness to students with varied needs and backgrounds, and challenge students to engage in learning. Support your reflection with principles from theory and/or research in teaching and learning.

**Section 2: Engaging Students in Learning**

- Identify scene(s) where your instruction actively engages students in constructing meaning from and interpreting texts. Explain how and why your instruction deepens and develops students’ understanding.
- Describe how your instruction links students’ prior academic learning and personal, cultural, and community assets with new learning.
- Explain how you elicit an build on student responses (written, verbal, embodied) to promote thinking and develop students’ understanding of concepts and texts. Support your explanation with principles from theory and/or research in teaching and learning.

**Section 3: Analyzing Teaching**

- What changes would you make to your instruction to better support student learning in your lesson or build a more positive learning environment in your classroom (e.g. missed opportunities)? (Consider general improvements as well as the variety of learners in your class—students with special needs, English language learners, struggling readers, underperforming students, and/or gifted students—and what their specific needs might be).
- Why do you think these changes would improve student learning? Support your analysis with principles from theory and/or research in teaching and learning.