Conceptual Framework: The Professional Educator
Boise State University strives to develop knowledgeable educators who integrate complex roles and dispositions in the service of diverse communities of learners. Believing that all children, adolescents, and adults can learn, educators dedicate themselves to supporting that learning. Using effective approaches that promote high levels of student achievement, educators create environments that prepare learners to be citizens who contribute to a complex world. Educators serve learners as reflective practitioners, scholars and artists, problem solvers, and partners.

Course overview:
Assumptions about teaching and professional development:

“The goal of teacher education…is not to indoctrinate or train teachers to behave in prescribed ways, but to educate teachers to reason soundly about their teaching as well as to perform skillfully. Sound reasoning requires both a process of thinking about what they are doing and an adequate base of facts, principles, and experience from which to reason. Teachers must learn to use their knowledge base to provide the grounds for choices and actions. Therefore, teacher education must work with the beliefs that guide teacher actions, with principles and evidence that underlie the choices teachers make” (Fenstermacher, 1978).

Guiding students’ development of knowledge, skills, and positive dispositions in the area of literacy will be one of the most essential aspects of your role as an elementary teacher. The goal of this course is to help you develop and deepen knowledge about writing processes, elements of written products, and thoughtful teaching practices that promote successful literacy learning and positive dispositions toward writing in elementary classrooms. In order to achieve this goal we will develop links between theory, research, and teaching practices. Since we will conceptualize writing as both a way of learning as well as of representing learning, we will engage in a variety of writing activities. We will write across several genres in order to explore and reflect on: (1) the connections between processes and products, (2) personal/social purposes for writing.

Commitment to Diversity: In accordance with Idaho State Standards for teachers, learning activity in this course will provide opportunity for students to develop understandings of cultural/linguistic diversity and other special needs for students. We will address issues of student diversity in the context of teaching and assessment practices in writing instruction.

Commitment to Technology: Consistent with understandings of preparing children for an ever-increasing role of technology in our society, we will examine how students can use computers and the Internet as writing tools for digital composition. You will be expected to use such communicative tools in this class and demonstrate knowledge of how to apply the ISTE Technology Standards to your lesson.

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designs. A Blackboard site has been established for this class to support and enrich your learning opportunities.

**Course standards and assessment:**
Learning opportunities provided in this course are based on 2010 professional standards from the International Reading Association/National Council of Teachers of English, Idaho State Standards for teacher candidates in literacy, the Danielson Framework for Effective Teaching, and Idaho Core Standards in ELA. During this course you will opportunity to develop and demonstrate knowledge of the following standards.

<table>
<thead>
<tr>
<th>Course standards</th>
<th>Assessment</th>
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<tr>
<td><strong>IRA Standard 1. Foundational Knowledge</strong>&lt;br&gt;Candidates understand the theoretical and evidence-based foundations of reading and <strong>writing processes and instruction.</strong>&lt;br&gt;Idaho Standard 4. Content Knowledge&lt;br&gt;Danielson: Domain 1a-Knowledge of Content and Pedagogy</td>
<td>Responses to reading/freewrites&lt;br&gt;Participation in class discussions&lt;br&gt;6+1 Step books&lt;br&gt;Quiz&lt;br&gt;Writing portfolios&lt;br&gt;Lesson plans&lt;br&gt;Writing across curriculum project</td>
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<td><strong>IRA Standard 5. Creating a Literate Environment</strong>&lt;br&gt;Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.&lt;br&gt;Idaho Standard 3. Learning Environments&lt;br&gt;Danielson: Domain 2-Classroom Environment</td>
<td>Responses to reading/freewrites&lt;br&gt;Participation in class discussions&lt;br&gt;Writing across curriculum project&lt;br&gt;Student profiles</td>
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<td><strong>IDAHO Standard 1. Learner Development</strong>&lt;br&gt;Danielson: Domain 1b-Knowledge of Students</td>
<td>Student profile&lt;br&gt;Buddy Journals</td>
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<td><strong>IRA Standard 4. Diversity</strong>&lt;br&gt;Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.&lt;br&gt;Idaho Standard 2. Learner Differences&lt;br&gt;Danielson: Domain 1b-Knowledge of Students</td>
<td>Student profile&lt;br&gt;Diversity reading responses</td>
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<td><strong>Idaho Standard 7. Planning for Instruction</strong>&lt;br&gt;Danielson: Domain 1</td>
<td>Student profile&lt;br&gt;Lesson plans&lt;br&gt;Writing across curriculum project</td>
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<td><strong>IRA Standard 2. Curriculum and Instruction</strong>&lt;br&gt;Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and <strong>writing.</strong>&lt;br&gt;Idaho Standard 8. Instructional Strategies (knowledge level)&lt;br&gt;Danielson: Domain 3-Instruction</td>
<td>Responses to reading&lt;br&gt;Lesson Plans&lt;br&gt;Writing across curriculum project&lt;br&gt;Student profile&lt;br&gt;6+1 step book</td>
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<td><strong>Idaho Standard 5. Application of Content (knowledge level)</strong>&lt;br&gt;Idaho Core Standards</td>
<td>Student profile&lt;br&gt;Lesson Plans</td>
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<td><strong>Standard 3. Assessment and Evaluation</strong>&lt;br&gt;Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and <strong>writing instruction.</strong>&lt;br&gt;Idaho Standard 6. Assessment&lt;br&gt;Danielson: Domain 3d-Using assessment in instruction</td>
<td>Student profile&lt;br&gt;Lesson Plan&lt;br&gt;Writing portfolio&lt;br&gt;Pocket Guide to Assessment</td>
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<td><strong>IRA Standard 6. Professional Learning and Leadership</strong>&lt;br&gt;Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.&lt;br&gt;Idaho Standard 9. Professional Learning and Ethical Practice&lt;br&gt;Idaho Standard 10. Leadership and Collaboration&lt;br&gt;Danielson: Domain 4-Professional Responsibilities</td>
<td>Responses to reading/freewrites/reflections&lt;br&gt;Participation in class discussion&lt;br&gt;Professional and respectful behaviors in class&lt;br&gt;Writing across curriculum project</td>
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**Instructional Methods Employed**
In order to achieve these standards, this course will use a variety of instructional methods including, but not limited to: discussion, small group work, interactive lecturette, peer conferencing, writing, modeling by instructor and students, group presentations, in class reading, and viewing/discussing videos.
Teaching/learning activity in this course will also include a Blackboard website and interactive technology applications.

**Required Materials**
- *Pearson Custom Book for ED-LTCY 345: Teaching Writing*, Tompkins and Chapman
- Selected articles to be found on our BlackBoard site and/or on-line.
- Laptop, tablet, OR flashdrive

**Professionalism & Course Expectations (See Standards Above)**
In this course you will be taking a major step in your development as a teacher. As you are moving closer to this role, the expectations in this course are focused on professional attitudes and behaviors typical of teachers in the workplace.

The expectations include:
- communicate concerns and issues to your instructor
- demonstrate responsibility and reliability through active self-monitoring, problem solving, regular attendance, completing assignments on time, using active study and organizational skills
- participate productively in writing workshop, class discussions, small group work, and other class activity
- respect the views and efforts of others
- assume an inquiring attitude toward what you disagree with or do not understand.
- maintain a flexible and positive attitude: Shift happens!
- act as you expect your own students to act
- technology is to be used respectfully--cell phones are to be put away during class time. Please step out of the room if you need to call, text, or tweet, computers and tablets are to be used for class activity only.

We expect that you will show up to class on time and fully prepared to participate thoughtfully in the various kinds of activities and discussions that will constitute the ways of learning in this course. It is essential that you have done the reading assigned/completed assignments for each day in order to fully participate in and appreciate class discussions and activities. In-class assignments will often involve collaboration with peers. If you must be absent, let your instructor know ahead of time via email. Please make arrangements in advance and obtain assignments, class notes, etc. from another student.

We expect to meet these expectations ourselves. We will also demonstrate effective teaching and concern for your learning. If you have any questions or concerns about this course or your own learning do not hesitate to talk with your instructor. Your instructor will be happy to meet with you during office hours or at another time convenient for us both. Expectations specific to various aspects of this course are explained below.

**Assignments and Performance Evaluation**

“I understand that I cannot truly evaluate your learning, I can only evaluate the evidence of it.” (Unknown)

The following projects and assignments will be used to measure the course objectives.
- 20 - Participation in class activity/discussion/reading responses/freewrites/writing workshop
- 5 - Buddy journals
- 10 - One subject matter quiz
- 20 –Student profile focused on writing
- 10 - Two lesson plans at 5 points each
- 20 –Writing In Content Areas Project
- 15 - Portfolio of modes/genres of writing
Assignments:
If an assignment or the expectations are not clear to you, it is your responsibility to ask for further details BEFORE the assignment is due! All assignments will be evaluated on quality, scholarship, professional presentation (i.e. standard English mechanics, spelling, language, effort), clarity of thought, and fulfillment of objectives. If you have any questions about an assignment or project, please see me during my office hours or make an appointment.

1. Participation in class activity/discussion/response to readings/freewrites/tools for tool box
In this course you will need to participate actively and thoughtfully in all processes and activities. What this means is that you take some responsibility for ensuring that you are learning and that you are helping create an environment that enables others to learn. As part of this active participation, you will be asked to prepare written responses to our reading, complete homework activities, work in class throughout the quarter, particularly full engagement in writing workshop and discussion with classmates.

Evaluation: Twenty points of your grade will be based on engagement with and completion of learning activity both within and outside of class time. Most activities count 1-3 points.

1. Within class time:
   - Attendance: There will be no penalty for one absence. Each absence afterward counts as five points off your participation grade.
   - Tardies and partial attendance will also affect your participation grade.
   - Arriving on time with all necessary materials. Chronic lateness will result in point reduction.
   - Active involvement in both large and small group discussions--asking questions, listening to, and responding to classmates’ ideas;
   - Active involvement in class writing workshop
   - Using technology respectfully--cell phones are to be put away, step out of the room to call, text, or tweet. Computers and tablets are used frequently for class activities. Please shut the lid or turn your devices over when we are in discussions so you can be fully engaged.
   - Working with peers effectively in groups
   - Displaying a positive attitude towards course
   - Completing all in-class assignments; activities.

2. Outside of class time.
   - Read weekly Reading and Response found on Bb each week and engage meaningfully with all the activities. These activities will include responding to reading and videos through graphic organizers, creation of booklets, and other learning activities.
   - Being prepared for in-class activity by completing all assignments on time and bringing them to class.
   - Communicating with professor about absences and other concerns

3. Self-assessment of social activity
   - Additionally, you will set a goal for your participation and assess this at the end of the term. Five points of the twenty-five points will be self-assessed by you.

Additional guidelines and assessment criteria for the projects below can be found in the Assignments link on Bb. We will discuss these further in class.

2. Buddy Journals (5)
You will be corresponding weekly with one-two “early childhood” students. Your correspondence with this student will be conducted on a weekly basis. At the end of the semester, the child will keep the journal. Full points will be awarded if you follow the guidelines on Blackboard and remember to turn in
the journal on the due dates. If you are absent from class, it is your responsibility to make sure the journal gets turned in to me by the agreed upon time or to the school (Anser Charter) by 8:30 a.m. on the specified day. If I have to chase you down (remind you) for the journal, you will lose 1 point for each time that happens after Week 3.

3. **One content area quiz (10 points)**
A study guide will be posted.

4. **Student Profile focused on writing (20 points)**
You will have the opportunity to observe a child’s writing development, learn about and utilize various writing assessments, and then write a final profile on a student based on data you have collected. Links between assessment and instruction are also expected.

5. **Two Lesson Plans (5 points each)**
You will complete two writing lesson plans.

4. **Writing Across Curriculum Project (20 points)**
In this multi-purpose project you will learn about a specific genre and then write collaboratively to create a product using science content.

5. **Writing Portfolio (15 points)**
For this assignment, you will keep a portfolio/folder of the different forms/genres of writing that we explore this quarter, and personal samples of each. The purpose of the portfolio is to: enhance awareness of the different forms and functions of writing in the classroom and to encourage reflection on individual processes and needs in writing.

Grading scale for course:

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<th>100-94</th>
<th>93-90</th>
<th>89-87</th>
<th>86-83</th>
<th>82-80</th>
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