MALT 605 Course Overview

Multiple Subject Methods II: English Language Arts Methods

MALT 605 course is the first in a sequence of two, which prepares multiple subject candidates to build their understanding of developing K-8 students’ knowledge, skills, and abilities. Candidates will enhance their conceptual and practical experiences on language and literacy learning as socially and culturally situated practices that will empower them to interact with diverse groups of learners (i.e. English language learners, English native speakers, Students with special needs, Students of different levels of SES). The central focus of this course is on English Language Arts content and methods for developing literacy instruction in K-8 classrooms, as well as methods concerning issues related to equity for diverse population of learners.

**Semester One**

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| MALT 601: Foundations of Education (1st 7 weeks)  | MALT 601: Foundations of Education (2nd 7 weeks)  |
| MALT 603: Multiple Subject Methods I (STEM Methods) | MALT 605: Multiple Subject Methods II (English Language Arts Methods) |

**The Objectives:** There are 6 objectives for this course that are aligned with the 6 TPEs (Teacher Performance Expectations. These objectives center around engagement in literacy-oriented lesson plans, development of curriculum designs, understanding issues surrounding school/ district wide literacy challenges, as well as establishing a repertoire of teacher resources (i.e. digital tools, teacher handbooks or manuals, basal readers, teacher-created websites.).

**The Assignments:** There are 5 key assignments that will fulfill the requirements or objectives of this course:

1. Lesson plans – teacher candidates will be immersed in instructional methods by creating lesson plans that demonstrate competency in curriculum and lesson design. This assignment will be done in class with working pairs and immediate feedback will be provided by the instructors. A variety of lesson plan templates may be used such as the Into-Through-Beyond Lesson Plan, 7-step lesson plan, or the 5E Model. Some examples or models of lesson making can be found in the following teacher-created websites:

<https://www.teachingchannel.org/>

<https://iris.peabody.vanderbilt.edu/>

<http://www.edudemic.com/best-video-sites-for-teachers/>

1. Micro-Lesson Demonstration – teacher candidates will teach a portion of the lesson plans created from the first key assignment. Students will answer the question: “How can I translate a lesson plan into a teaching demonstration that provides hands-on experiences with evidence of differentiated instruction for diverse groups of learners.?”. Examples of lesson plans that may be demonstrated are the following: interactive read-aloud, literature circle, shared/performed reading, reading workshop, guided reading, shared writing.
2. Case Study Assignment
* Teacher candidates will develop a deep, on-the-ground understanding of a specific program or policy of interest in a selected or assigned school site/school district.
* The case study will draw on interviews with various educational stakeholders or focus groups, school site documents, and observation data.
* Teacher candidates may identify a problem or issue (e.g. challenges in meeting the needs of individual students in terms of assessment) at a school site, provide background information/relevant facts, as well as offer one specific and realistic solution or recommendation to the problem.
* Instructors of this MALT 605 course may reinforce the notion of “teacher-researcher” (introduced in MALT 601) to students as they develop a case study of their choice.
* Instructors may also highlight the importance of the revised CalTPA Design (with 2 full instructional cycles) in providing direction towards the students’ development of a case study. Case scenarios may be provided in class to enhance further understanding.
* Some examples of case studies in K-12 education:

Evaluation of Long Beach Skills for Success Program

<https://www.sri.com/work/projects/evaluation-long-beach-skills-success-program>

Biliteracy, Spelling, and Writing: A Case Study (Midgette & Philippakos, 2016) <https://files.eric.ed.gov/fulltext/EJ1108464.pdf>

Evaluation of IDEA Public School’s Race to the Top- District Grant

<https://www.sri.com/work/projects/evaluation-idea-public-schools-race-top-district-grant>

1. Thematic Unit Plan – teacher candidates will demonstrate their competency in developing an equity-centered curriculum by providing current and relevant research-based methods of instruction that revolve around a theme. Using 4 different lesson plans from different core subject areas, the unit plan should describe the grade level, the time frame, essential questions, 21st century skills, and summary of the unit. Technology and assessment tools (including a rubric for at least 1 lesson plan) should be incorporated into each lesson plan. A list of children’s books/materials and teacher web-based resources should also be included in the unit plan.
2. Class Participation, Literacy News, and Reaction Paper – teacher candidates are expected to actively participate in class discussions based on the required and/or recommended readings each week. They are also expected to present in class a variety of literacy news that are current and relevant for the selected topic per week/session. A weekly reaction paper is also required of the students to submit based on the readings assigned every week.

**The Course Schedule:** Course readings are assigned prior to each session based on the topic(s) indicated in the course schedule. Instructors have the choice to select from the required as well as the recommended readings deemed appropriate for the content being discussed in class. For any questions, concerns, or suggestions, please feel free to contact Dr. Nirmla Flores at nirmla\_flores@redlands.edu or call at 909-748-6252.