This course is focused on critical theory as it relates to the practices of teaching and learning, including curriculum development, content standards, methods of integrating literacy into content areas, and assessments for individual content areas in secondary schools. The overview of the course is designed to offer some guidelines and tips about how to approach the MALT 606 syllabus. MALT 606 represents the 3rd of two methods courses single-subject candidates are taking during their second semester. They will be taking MALT 611, Foundations of Literacy, along with MALT 606 and MALT 608 during their second semester.

**Semester Two**

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| MALT 611: Foundations of Literacy (1st 7 weeks) | MALT 611: Foundations of Literacy (2nd 7 weeks) |
| MALT 606: Single Subject Methods II: Content Area Teaching | MALT 608: Single Subject Literacy Methods II: Content Area Literacy and Assessment |

**The Objectives.** There are ten objectives set forth for this course; they vary among disciplinary and cross disciplinary unit planning and design, teaching practices for students of diverse backgrounds, the integration of assistive technology, supporting students developing English language proficiency, classroom management strategies, assessment and progress monitoring, and written and oral reflection on the complexities of teaching and learning in secondary schools. For example, in their introduction to *Instruction: A Models Approach* (Estes, Mintz, & Gunter, 2015) the authors emphasize the importance of becoming aware of the processes involved in learning how to make adaptations, modifications, and changes in the curriculum based on the knowledge and background of students. Critical theory or critical pedagogy “embraces a critical demystifying moment in which structures of domination are laid bare and political engagement is imperative. This unique fusion of social theory, moral outrage, and political praxis constitutes a kind of pedagogical politics of conversation in which objects of history constitutes themselves as active subjects of history ready to make fundamental differences in the quality of the lives they individually and collectively live” (West, 1993). McLaren says of critical pedagogy that teaching and learning should be a process of inquiry, of critique; it should also be a process of construction, of building a social imagination that works within a language of hope. If teaching is cast in the form of … “a language of possibility,” then a great potential exists for making learning relevant, critical, and transformation. Knowledge is relevant only when it begins with the experiences students bring with from the surrounding culture; it is critical only when these experiences are shown to sometimes be problematic (i.e. racist, sexist); and it is transformative only when students begin to use the knowledge to help empower others, including individuals in the surrounding community (McLaren, 1994a).

A models approach allows for the study of and practice of designing lessons and unit plans keeping in mind the importance of intentional selection of an instructional practice to meet the abilities and needs of students. Direct instruction, problem centered inquiry, and Socratic seminars are examples of models teacher candidates will learn about and practice throughout the course. Knowledge of assessment practices are foundational to the course in that they are critical for making decisions when planning and practicing a models approach. We hope you will emphasize the interconnectedness of curricular planning and the roles and practices of a range of assessments tools and strategies. In *Teacher-Made Assessments: How to Connect Curriculum, Instruction and Student Learning* the authorsGareis and Grant define assessment “as the process of using tools and techniques to collect information about student learning. In other words, assessment is the way teachers *see* their students learning.” Gareis and Grant also emphasize the importance for teacher candidates to practice “the integrated nature of the teaching and learning process. Teaching is *not* a singular event that perfectly and inevitably leads to learning. Rather, teaching is a recursive, interdependent activity that relies on teachers to determine accurately what students are learning, to what degree they are learning, and what they are *not* learning. Teaching relies on teachers’ ability to collect information about students learning to make decisions about what to teach and how to teach next. In others words, assessment is integral to decisions that classroom teachers must make about both instruction and curriculum. “

**The Assignments.**

Professional engagement and participation in discussion boards includes expectations for class attendance and active engagement in class activities. Four discussion boards are required and evidence responses to course readings. For each discussion board there will be a broad discussion question, and as you peruse course materials we leave it to the individual instructors to determine these questions based on their own interests and critical responses to text readings and class discussions. Discussion questions and anticipated responses are expected to illuminate aspects of the readings and their application to theory and practice. Five hours of fieldwork experiences target specific observation topics and if possible encourage engagement with individual and/or small groups of students as well as the classroom teacher to better understand the context for which observation experiences occur. Key Assignment #1 includes the development of three full lesson plans using the (Universal Design for Learning) UDL lesson plan template with an emphasis on project based learning (PBL). Lessons are presented in class and given the short, 7-week duration of the course, and only 2-hour meetings, we advise that the mini-teaching implementations are conducted with groups of two or three students each, allowing for collaboration among candidates, and that these teaching episodes do not take up more than about 20-minutes each. Each lesson emphasizes different models studied in the Estes text and individual instructors of the course may choose other models in the Estes text that are not represented in the current syllabus to replace those recommended. Course instructors will have varying degrees of expertise with the various models and may replace on model with another keeping in mind the objectives of the course. Key Assignment #2 focuses on the creation of parent/mentor involvement strategies for instructional support based on the PBL unit. For this assignment candidates will design an instructional support web-site for parents and/or guardians that introduces the unit plan and provides recommendations and resources aligned with the unit goals and objectives. Design platforms such as Breezi, Wix, Weebly, and Google are options candidates may use as website builders. Finally, Key Assignment #3 is the development of a 15-day set of sequenced lesson plans, three of which will be fully developed lessons (one for each week of the unit). Unit plans and assessment tools are all to be presented on the , web pages candidates create and must include observable and measurable learning objectives including cognitive and behavioral elements, effective strategies to meet the needs of multiple intelligences, and showcase lessons that address critical, creative, and caring thinking. Activities related to reading and writing across the curriculum and authentic assessment strategies for the culminating project are also emphasized.

**The Course Schedule.**

Week #1 is made up of introductions, review of the syllabus, and instructor modeling of one instructional approach: Socratic Seminar. Interdisciplinary teams are formed mirroring grade level planning. We recommend developing a range of student profiles representing ELLs, Special Needs, and Resilient Student characteristics, in addition to general education levels high, medium, and low. Each interdisciplinary team engages in a process of identifying strategies, techniques, and assessment practices for the same student profiles which triggers discussion, collaboration, and planning specific to subject specific learning goals along with rationales for specific teaching and learning activities. Interdisciplinary teams will sign up for presentation of mini-lessons and divide readings into chunks of chapters or whole chapters to be studied by one team member and presented during team time with notes on salient ideas emphasized in an outline handed out to team members. Weeks #2 and #3 emphasize an overview of the UDL lesson planning and an introduction to the instructional models. We recommend instructional model walk-throughs where instructor and candidates examine the presentation of a model and explore strategies for working with aspects of that model when designing parent/mentor resource links, unit planning and mini-lesson presentation planning, and assessment decisions. Weeks #4, #5 and #6 focus on closer examination of instructional models as candidates prepare mini-lessons and work with their interdisciplinary teams. At this point we recommend instructors take on more of a role of a facilitator, engaging with interdisciplinary groups, prompting further discussion of course readings, and assessing aspects of unit planning that could support elements of critical theory. Week #7 provides time for website and unit plan presentations, further follow up on Discussion Board responses and their influence on the preparation of unit, lesson plans, and authentic assessments as they are intentionally designed to promote reflection on student learning and preparation of follow-up lesson plans and additional assessments.

Questions are sure to arise as you explore the MALT 606 syllabus and your are encouraged to contact [greg\_hamilton@redlands.edu](mailto:greg_hamilton@redlands.edu) with additional input and recommendations for adhering to the framework of the curriculum while making it your own. Thank you for your work with our master’s degree students as they engage in this intense graduate level experience.