

Engaging diverse communities through leading and learning for social justice

Course & Section Nos.	EDUC 521: Sections 01 & 02
Course Title	Literacy in the Secondary School
Class Roster No.	Cohort 1: CRN 40301 Cohort 2: CRN 40302
Course Day(s)	Mondays
Time	Cohort 2: 7:30-10:00 Cohort 1: 1:30-4:00
Course Location	Cohort 2: UH 441 Cohort 1: UH 444
Semester / Year	Fall 2019
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Office Hours	By Appointment

SCHOOL OF EDUCATION MISSION & VISION STATEMENT

(Adopted by SOE Governance Community, January 2013)

Vision

To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

Mission

The mission of the School of Education community is to collaboratively transform education. We:

- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the School, College, University, and Community

BASIC TENETS OF OUR CONCEPTUAL FRAMEWORK

- Student centered education
- Research and theory specific to the program field inform practice
- Connections and links between coursework and application
- Strong engagement between faculty and candidates

- Co-teaching clinical practice
- Culturally responsive pedagogy and socially just outcome

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COURSE DESCRIPTION

This course explores the issues of literacy development—reading, writing, listening, and speaking—across core content areas of the school curriculum. This course addresses the needs of proficient readers and writers as well as those who struggle and students who are English Language Learners. It will help all teachers take responsibility for fostering attitudes and skills that encourage every student to utilize successful literacy for understanding and lifelong learning.

Additionally, SOE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs) in order to support and ensure your success on the edTPA and more importantly in your credential program.

Course Prerequisites

Admission to the Single Subject Program; EDUC 350, EDUC 364, EDUC 422.

Course Objectives

Upon successful completion of this course, candidates will be able to discuss core principles, apply them in the secondary classroom and answer the following essential questions.

Core Principles and Essential Questions we will pursue throughout the course:

1. **Reading Processes:** the literacy processes and factors that affect reading development and proficiency are complex.
 - How do elements of the reading process influence skilled or proficient reading?
 - What is the role of metacognition during the reading process?
 - What role does background knowledge play in reading?
 - How do teachers incorporate their knowledge of reading theories and processes into content lessons?
2. **Comprehension and Content Learning:** comprehension and content learning are increased through vocabulary development, and writing, listening, discussion, and reading texts.
 - How do teachers support adolescents' reading fluency, comprehension, and content learning?
 - How do teachers support comprehension of content text through vocabulary development?
 - How do teachers use writing in various genres to help adolescents understand nonfiction texts, including informational and expository texts?
 - How do teachers use discussion and instructional conversations to support reading comprehension?
3. **Adolescent Literacy:** Proficient adolescent readers engage in reading texts critically and deeply.
 - Given what we know about who adolescents are, how they learn, and what they read, how do teachers motivate them to engage meaningfully with text?
 - How do teachers draw on adolescents' multiple literacies to create a foundation for academic literacy?
 - How do teachers use critical literacy to deepen adolescents' comprehension of multiple texts?
 - How can teachers create classroom environments that facilitate the social interaction necessary for adolescents' literacy development?
4. **Assessment:** Informal and formal literacy assessments guide effective secondary content instruction.
 - How do content teachers use literacy assessments to determine their students' reading and writing abilities, backgrounds, and interests?
 - How do teachers use informal and formal assessment findings to guide the design and implementation of content lessons?

- How do teachers select and evaluate the appropriateness of texts for their particular students?
 - When and how should teachers refer students to a reading specialist or for special education services?
5. Differentiation: Adolescents learn most effectively when instruction addresses their academic, linguistic, and cultural needs and interests.
- What is differentiated instruction?
 - How do teachers effectively differentiate instruction?
 - In what ways do teachers select and adapt texts and other content materials for students with diverse literacy needs?
 - What instructional approaches and strategies should be selected to make content accessible for all students?
6. Planning and Integration: Effective content lessons include the integration of literacy strategies for the purpose of content learning.
- How do teachers use literacy strategies to promote literacy development and content learning?
 - How do teachers select and coordinate literacy strategies to support students' access to text?
 - How do teachers select and coordinate literacy strategies to help students develop into proficient writers?
 - How do teachers use literacy strategies to foster metacognition and critical thinking in their students?

REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS

Required Text for all content areas:

Daniels, H. & Zemelman, D. (2014). *Subjects Matter: Exceeding Standards Through Powerful Content-Area Reading, Second Edition*. Portsmouth, NH: Heinemann.

Additional Recommendation for Science Teachers:

Grant, M., Fisher, D., & Lapp, D. (2015). *Reading and Writing in Science: Tools to Develop Disciplinary Literacy, Second Edition*. Thousand Oaks, CA: Corwin.

Additional Recommendation for Mathematics Teachers:

Kenney, J., Hancewicz, E., Heuer, L., Metsisto, D., & Tuttle C. (2005). *Literacy Strategies for Improving Mathematics Instruction*. Alexandria, VA: ASCD.

Optional Resources Available in the Kellogg Library:

Fisher, D., Frey, N., & Lapp, D. (2012). *Teaching Students to Read Like Detectives: Comprehending, Analyzing, and Discussing Text*. Bloomington IN: Solution Tree Press.

Monte-Sano, C., De La Paz, S. & Felton, M. (2014). *Reading, Thinking, and Writing About History: Teaching Argument Writing to Diverse Learners in the Common Core Classroom*. New York: Teachers College Press.

Wineburg, S., Martin, D. & Monte-Sane, C. (2013). *Reading Like a Historian: Teaching Literacy in Middle and High School*. New York: Teachers College Press.

Reading and Writing across the High School Science and Math Curriculum. Teaching Resources in the ERIC Database (TRIED). <http://eric.ed.gov/?id=ED347518>

Cougar Courses

You have access to the Cougar Course website for EDSS 521 when you register for the class.

COURSE LEARNING OUTCOMES

Authorization to Teach English Learners

This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Candidates successfully completing this program receive a credential with authorization to teach English learners. *(Approved by CCTC in SB 2042 Program Standards, August 02).*

Teacher Performance Expectation (TPE) Competencies (2017)

The course objectives, assignments, and assessments have been aligned with the CTC standards for (Single Subject, Multiple Subject, Special Education, etc.) Credential. This course is designed to help teachers seeking a California teaching credential to develop the skills, knowledge, and attitudes necessary to assist schools and districts in implementing effective programs for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. You will be required to formally address the following CSUSM local TPEs in this course:

TPE 1: Engaging and Supporting all Students in Learning

- 1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests
- 1.3 Connecting subject matter to meaningful, real-life contexts
- 1.5 Promoting critical thinking through inquiry, problem solving, and reflection

TPE 4: Planning Instruction and Designing Learning Experiences for All Students

- 4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction.
- 4.3 Developing and sequencing long-term and short-term instructional plans to support student learning.
- 4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students.

TPE 5: Assessing Students for Learning

- 5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments.
- 5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction.
- 5.3 Review data, both individually, and with colleagues, to monitor student learning.
- 5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction.
- 5.5 Involving all students in self-assessment, goal setting, and monitoring progress.
- 5.6 Using available technologies to assist in assessment, analysis, and communication of student learning.
- 5.7 Using assessment information to share timely and comprehensible feedback with students and their families.

TPE 6: Developing as a Professional Educator

6.1 Reflecting on teaching practice in support of student learning.

6.7 Demonstrating professional responsibility, integrity, and ethical conduct.

Teacher Performance Assessment

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved Teacher Performance Assessment (TPA), as part of the credential program of preparation. During the 2018-19 academic year the CSUSM credential programs will use the CalTPA (California Teacher Performance Assessment)

CalTPA: To assist with your successful completion of the CalTPA, a series of informational seminars are offered over the course of the program. TPA related questions and logistical concerns are to be addressed during the seminars. Your attendance to TPA seminars will greatly contribute to your success on the assessment. The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials may be found on this website: <http://www.ctcpa.nesinc.com/Home.aspx>

Additionally, to support your success in your credential program and with TPA, SOE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs).

Expected Dispositions for the Education Profession

Education is a profession that has, at its core, certain dispositional attributes that must be acquired and developed. Teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions that must be evident in teacher candidates: social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning. These dispositions have observable actions that will be assessed throughout the preparation program. For each dispositional element, there are three levels of performance - *unacceptable*, *initial target*, and *advanced target*. The description and rubric for the three levels of performance offer measurable behaviors and examples.

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes a self-assessment by the candidate. The dispositions and rubric are presented, explained and assessed in one or more designated courses in each program as well as in clinical practice. Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate's Teaching Performance Expectation portfolio. Candidates are expected to meet the level of *initial target* during the program.

PROGRAM STUDENT LEARNING OUTCOMES (PSLOs)

Teacher Candidates will be required to complete a Teaching Performance Assessment, show proof of Teacher Performance Expectations (as referred to above) and complete critical assessment task-specific assignments for this course. It is the teacher candidate's responsibility to understand expectations and complete assignments by stated due dates.

COURSE SCHEDULE

Subject to Change As Needed; See LIVE/Updated Version of Course Schedule

Note: Assignments & Readings are due at the start of class for the listed week.

Week	Date	Agenda	Assignment(s) & Readings Due
1	August 26	The role of content teachers in ensuring equitable access via literacy instruction. <ul style="list-style-type: none"> • The “Reading Minute” 	Read: Chapter 1, <i>Subjects Matter</i> ; Due: Take Notes using handout provided. Submit to assignment slot by 7:30 a.m. on Aug. 26.
2	September 2 Labor Day [Online Session]	Online Session: What does it mean to read? <ul style="list-style-type: none"> • Understanding purpose • What are asking our students to do? 	Read: Chapter 2, <i>Subjects Matter</i> Due: Follow prompt in Cougar Courses & post your blog response; post 2 responses as well. Deadlines posted in CC.
3	September 9 Joint Session	Joint Session: Collaborative Vocabulary Lesson Planning	Read: Kinsella Article (see e-mail from Suzi). Due: N/A
4	September 16	What does quality, robust literacy instruction look like? <ul style="list-style-type: none"> • Additional Vocabulary Strategies • Strategy Presentation Prep (Due Week 6) 	Read: Chapters 5 & 11, <i>Subjects Matter</i> , mark strategies you might want to try). Due: TBD
5	September 23 Joint Session	Joint Session: Assessment	Read: TBD Due: TBD
6	September 30	Planning a Literacy mini-lesson (within your content lesson). <ul style="list-style-type: none"> • Strategy Presentations • Brainstorm For Your Mini-Lesson • Planning Time 	Read: Chapters 5 & 11, <i>Subjects Matter</i> Due: TBD
7	October 7	What should students be reading?	Read: Chapters 3 & 4, <i>Subjects</i>

		<ul style="list-style-type: none"> Moving beyond just the textbook. 	<p><i>Matter</i></p> <p>Due: TBD</p>
8	October 14	<p>But the textbook <i>is</i> important. So, how shall we use it?</p> <ul style="list-style-type: none"> Subject matter literacy <p>Literacy Plan Debrief</p> <ul style="list-style-type: none"> What questions do you have? What is your plan to video record your lesson(s)? 	<p>Read: Chapter 6, <i>Subjects Matter</i></p> <p>Due: Complete Templates 1, 2 and 3 of your Literacy Plan (Step 1 of CalTPA). Video record your Literacy Plan By Oct. 28.</p>
9	October 21	<p>Digital Literacy, Part I</p> <ul style="list-style-type: none"> Introduction to Digital Literacy for secondary students. Collecting tools and resources 	<p>Read: Reading(s) TBD (In Cougar Courses)</p> <p>Due: Video record your Literacy Plan By Oct. 28.</p>
10	October 28 Joint Session	<p>Joint Session: Peer Review of CalTPA-aligned Lesson Plans (with rubrics for each of the 5 templates).</p> <p>Note: <i>You will want to bring your videotaped literacy lesson to the joint session with you, along with your 5 completed CalTPA Cycle 1 templates. Even if you aren't sure you're doing it right, you should try to complete all of them.</i></p>	<p>Read:</p> <p>Due: Complete templates for Steps 3 and 4 of your literacy lesson; Video record your Literacy Plan By Oct. 28; bring all templates and video files to class.</p>
11	November 4	<p>Inquiry Project Part I (Done In Class):</p> <ul style="list-style-type: none"> How can inquiry projects engage students and help them deepen understanding of your content area? Inquiry as an equity tool 	<p>Chapters 8 & 9, <i>Subjects Matter</i> (read both chapters; mark passages you find intriguing); Chapter 10, <i>Subjects Matter</i>.</p>
12	November 11 [Online Session]	<p>Online Session: Digital Literacy, Part II</p>	<p>Read: Readings TBD (In Cougar Courses)</p> <p>Due: TBD</p>
13	November 18	<p>Inquiry Project (Part II):</p> <ul style="list-style-type: none"> Group Share Debrief <p>CalTPA Work Session: <i>Bring all of your materials to class for some guided revision and support.</i></p>	<p>Read: TBD</p> <p>Due: Bring your CalTPA materials to class for some last-minute support and work time.</p> <p>Good luck! You're going to do</p>

		<i>CalTPA Submission Due Thursday, Nov. 21 No Late Submissions!</i>	great.
14	November 25 [Online Session]	Online Session: Digital Literacy, Part III <i>Happy Thanksgiving!</i>	Read: Readings TBD (In Cougar Courses) Due: TBD
15	December 2 Joint Session	Joint Session: Semester Wrap-Up; Equity Presentations (for 555).	Read: TBD Due: TBD



COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

Course Assignments

Reading Minute (10 points)

You will sign up to present a “reading minute” at the start of one class during the semester. The assignment is very short, and takes just 5 minutes to deliver in class, but you must be on time for class the day you present in order to get the credit. This will be your opportunity to share relevant and timely articles of interest with your colleagues.

Vocabulary Lesson (3rd Focus Student (10 points)

You will craft a vocabulary lesson after our joint session during Week 3 that you will turn in to all 3 of your courses. Each course will focus assessment on a piece of the assignment. This class will focus on how you plan for your 3rd focus student, in addition to how you articulate your literacy strategies.

Literacy Lesson (Co-Planned) (30 points)

You will choose a strategy for teaching reading that is discussed in *Subjects Matter*, Chapters 5 or 11. You will a lesson that works for what you are doing in your student teaching. The lesson needs to include a literacy component (even if it is organized around a content standard). Then, you will go teach and video the lesson, bringing that back to class to discuss and debrief. This lesson plan will be aligned to the CalTPA. **Note: You *may* use this lesson for the CalTPA, but it is not required.** You will turn in 3 things for this assignment: Getting To Know Your Students template (completed); Lesson Plan; Lesson Plan Rationale.

Reading Reflection Blog Post (Chapter 2, *Subjects Matter*) (10 points)

For this assignment you will read something from your content class in your practicum. *As you read*, you'll jot down notes about what your *mind* is doing that is enabling you to make sense of what you're reading. Chapter 2 from *Subjects Matter* gave you some ideas. You'll then craft a 500 word reflection in which you consider what reading strategies you used along the way, and how your experience reading that text might help you prepare your own students to read the content you're hoping they'll learn. You'll post that reflection to a blog and respond to 2 others' posts.

Inquiry Unit Reflection & Product (20 points)

You will work in subject area teams to explore an area of interest related to literacy in your content area. The process will be a model for how you might use inquiry projects in your own classrooms.

Digital Literacy Deliverables (Points TBD)

As part of our exploration of digital literacy strategies and student needs, you will have several “deliverables” that will allow you to demonstrate understanding of key concepts and approaches. Since two of the sessions on digital literacy are online, you will be responsible for reading assignment materials, following directions, and turning in your deliverables in Cougar Courses.

- | | |
|--|-----------|
| ● Reading Minute | 10 points |
| ● Vocabulary Lesson (3rd Focus Student) | 10 points |
| ● Reading Reflection (Week 2) | 10 points |
| ● CalTPA-Aligned Literacy Lesson Plan & Reflection | 30 points |
| ● Inquiry Unit Reflection & Product | 20 points |
| ● Digital Literacy Deliverables | TBD |

Note: There will be additional assignments, including in-class reflections or discussion posts, that may be added throughout the course. Advanced notice of such assignments will be provided.

Grading Standards

Candidates may earn up to 100 points through the above assignments. A grading percentage scale for the final grade is as follows:

90-100% = A

80 – 89% = B

75 – 79% = C+

Final Exam Statement

There is no final exam for this course.

School of Education/Course Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates (course participants) are expected to attend all classes and participate actively. At a minimum, candidates (course participants) must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the candidate (course participants) have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

This course: Attendance and promptness reflect the professional dispositional behaviors required and expected in the teaching profession. A minimum grade of C+ is required in all credential courses to earn the single subject credential. Absences and late arrivals/early departures will affect the final grade. ***Teacher candidates may have one absence or portion of a class absence (late arrival or early departure) with no penalty. Second absence will result in a decrease of a half-letter grade (5%).*** Third absence, tardy, or early departure will result in a Statement of Concern and possible failure of class. Statement of Concern will require the candidate to write an action plan to resolve the issue. A total of three statements of concern on this and/or other issues combined warrant exit from the program.

No credit will be given if you miss an in class assignment or required presentation. If extenuating circumstances occur, the teacher candidate should contact the instructor as soon as possible to make appropriate arrangements.

Policy on Late/Missed Work

As a general rule, late work will not be accepted. However, teacher candidates are encouraged to discuss individual circumstances in regard to assignments should it become necessary. Instructors reserve the right to develop individual contracts based on the needs of the candidate. ***I encourage you to reach out to me as soon as you know you may have difficulty completing an assignment in a timely manner, and/or if you have any questions about assigned work.***

GENERAL CONSIDERATIONS

CSUSM Academic Honesty Policy

Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All assignments must be original work, clear and error-free. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated accordingly.

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Refer to the full Academic Honesty Policy at:

http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html

Plagiarism

As an educator, it is expected that each candidate (course participant) will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations must seek approval for services by providing appropriate and recent documentation to the Office of Disability Support Services (DSS). This office is in Craven Hall 4300, contact by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours. Alternatively, in order to ensure confidentiality, in a more private setting.

If you have any issues in this regard that you would like to bring to my attention, please do. I am happy to work with you to make sure your experience in my class is a comfortable one. Please don't hesitate to reach out to me if you think you might benefit from adjustments or accommodations.

Credit Hour Policy Statement

Per the University Credit Hour Policy:

- In this course with face-to-face instruction students are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning. (Note that for courses with a "lecture" mode of instruction over an entire semester, each unit of credit corresponds to an 'hour' of class-time and two hours of student learning outside of class).

All University Writing Requirement

Teacher Candidates will fulfill the writing requirement of 2500 words through written reflections, lesson plans, blogs, Action Research and Planning and Instructional Commentaries as required by CalTPA.

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and online discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and online discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

Per university policy, please use my CSUSM e-mail address to communicate with me about any issues (rather than my personal e-mail). That address is svansteenbergen@csusm.edu

Holistic Assignment Rubric
EDSS 521: Fall 2019

This holistic assignment rubric will be used on all assignments, except those with a specific scoring guide or rubric.

Work that earns an “A” (✓+) shows evidence that the student:

- ❑ Makes impressive progress toward meeting their own goals and the goals of the assignment.
- ❑ Actively engages in the reflection and reading processes, consistently developing thoughtful and sensitive responses, showing insightful interpretations, and using a variety of reading strategies (making connections, speculating, drawing inferences, reflecting, challenging the text, etc.).
- ❑ Actively and productively engages in reflective processes, demonstrating a genuine and consistent commitment to using the process to develop as a teacher.
- ❑ **Effectively uses evidence to support conclusions about their own learning.**
- ❑ Actively and responsibly participates in class discussions, sharing, and activities, always supporting the learning of the whole class, consistently showing motivation and self-discipline OR show impressive growth in doing so.
- ❑ Demonstrates serious commitment to their learning, making full use of the learning opportunities available to them and searching out the implications of their learning for future use.
- ❑ **Submits writing assignments that are well edited, properly formatted, thoughtfully composed (well organized, with a clear beginning, middle and end), and well supported by evidence, examples, quotes, etc.**

Work that earns an “B” (✓) shows evidence that the student:

- ❑ Makes reasonable progress toward meeting many personal goals and goals of the assignment.
- ❑ Actively engages in the reflection and reading processes, developing mostly thoughtful and sensitive responses, showing original interpretations, and using several reading strategies (making connections, speculating, drawing inferences, reflecting, forming opinions, etc.).
- ❑ Productively engages in reflective processes, demonstrating a fairly consistent commitment to using the process to develop as a teacher.
- ❑ **Somewhat effectively uses evidence to support conclusions about their own learning.**
- ❑ Actively and responsibly participates in class discussions, sharing, and activities most of the time, supporting the learning of the whole class, usually showing motivation and self-discipline or show growth toward doing so.
- ❑ Complies with the assignment expectations, making use of learning opportunities as they are presented but not consistently taking responsibility for “owning” the learning or for seeing implications for future use.
- ❑ **Submits writing assignments that are well edited, properly formatted, thoughtfully composed (with some organization and flow), and well supported by evidence, examples, quotes, etc.**

Work that earns an “C” (✓-) shows evidence that the student:

- ❑ Makes some progress toward meeting most personal goals partially OR meeting only a few goals of the assignment.

- ❑ Inconsistently engages in the reading and reflecting processes, attempting to respond to some readings thoughtfully but often producing limited or predictable responses, showing some understanding of the text, and using a few limited strategies (making personal connections, expressing opinions, etc.).
- ❑ **Adequately uses evidence to support conclusions about their own learning.**
- ❑ Partially engages in reflective processes, showing inconsistent commitment to using the process to develop as a teacher.
- ❑ Participates in class discussions, sharing, and activities half-heartedly but do not distract others.
- ❑ Demonstrates an **inconsistent** level of compliance to assignment expectations, missing one or more key requirements.
- ❑ **Submits writing assignments that are poorly edited, quickly composed (poor organization), and poorly supported by evidence, examples, quotes, etc.**

Note: Assignments that are woefully incomplete may earn ½ credit.