California State University SAN MARCOS | School of Education

333 South Twin Oaks Valley Road   San Marcos, California 92096-0001
Tel: 760.750.4300   Fax: 760.750.3160   www.csusm.edu/education

EDSS 521
Secondary Literacy

Section 1 CRN #48860	**Section 2 CRN #48861**
Mondays	**Mondays**
10:00 – 12:45 pm	**1:00 – 3:45 pm**
UH 444	**ACD 302**

Fall 2014

Conceptual Framework Theme: Engaging diverse communities through leading and learning for social justice.

Professor:	Pat Stall, Ph. D.
Phone:	760.750.4386
E-Mail:	pstall@csusm.edu
Office:	UH 412
Hours:	Before and after class, during lunch, and 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 outcomes

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COURSE DESCRIPTION

Focuses on developing a preliminary understanding of theory, methodology, and assessment of English Language Arts and secondary language learning in integrated and inclusive secondary classrooms.

Course Prerequisites

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

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. Teacher candidates successfully completing this program receive a credential with authorization to teach English learners. *(Approved by CCTC in SB 2042 Program Standards, August 02.)*

STUDENT LEARNING OUTCOMES

Teacher Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CTC standards for the Single Subject, 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 district 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 TPEs in this course:

Primary Emphasis
TPE 1 – Subject-specific Pedagogical Skills for Single Subject Teaching Assignments (focus on literacy development across content areas)
TPE 3 - Interpretation and Use of Assessments
TPE 4 - Making Content Accessible
TPE 5 – Student Engagement

Also Emphasized
TPE 6c - Developmentally Appropriate Practices in Grades 9 -12
TPE 2 - Monitoring Student Learning During Instruction
TPE 7 - Teaching English Language Learners
TPE 8 - Learning about Students
TPE 9 - Instructional Planning
TPE 11 - Social Environment
TPE 12 - Professional, Legal, and Ethical Obligation
TPE 14 – Educational Technology
TPE 15 – Social Justice and Equity

California Teacher Performance Assessment (CalTPA)

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved system of teacher performance assessment (TPA), to be embedded in the credential program of preparation. At CSUSM this assessment system is called the CalTPA or the TPA for short.

To assist your successful completion of the TPA, 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.

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 TPA and more importantly in your credential program.

The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials can be found on the SOE website: http://www.csusm.edu/education/CalTPA/ProgramMaterialsTPA.html

Assessment of Professional Dispositions

Assessing a candidate's dispositions within a professional preparation program is recognition that 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 – social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning—and developed an assessment rubric. 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.

School of Education Attendance Policy
Due to the dynamic and interactive nature of courses in the School of Education, all candidates are expected to attend all classes and participate actively. At a minimum, candidates 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 have extenuating circumstances, s/he should contact the instructor as soon as possible. Arriving late and leaving early have a direct impact on your attendance.
(Adopted by the COE Governance Community, December, 1997).

All University Writing Requirement
The writing requirements for this class will be met as described in the assignments. Every course at the university, including this one must have a writing requirement of at least 2500 words.

Students with Disabilities Requiring Reasonable Accommodations
Candidates with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Candidates authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

School of Education Attendance Policy
Due to the dynamic and interactive nature of courses in the School of Education, all teacher candidates are expected to attend all classes and participate actively. At a minimum, teacher candidates 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. In this course, one absence is allowed. Subsequent absences will result in a reduction of points. Attendance in online classes is awarded with assignment completion. Should the teacher candidate have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the College of Education Governance Community, December, 1997.)*

Instructor application of Attendance Policy: This course and teaching in general are participatory; therefore, your attendance and participation are important. Students are expected to attend all live sessions during the course and to fully participate in online sessions. Absences and late arrivals/early departures will affect the final grade much as it would affect evaluation in the work place.

Teacher Candidates with Disabilities Requiring Reasonable Accommodations
Teacher candidates with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Teacher candidates authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

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 written work and oral presentation assignments must be original work. All ideas/materials 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 with quotation marks.

Teacher candidates are responsible for honest completion of their work including examinations. There will be no 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.

Plagiarism
As an educator, it is expected that each teacher candidate 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.

Electronic Communication Protocol
Electronic correspondence is a part of your professional interactions. If you need to contact the instructor or other teacher candidates, 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 electronic correspondences are a very specific form of communication, with their own form of nuances, meanings, and etiquette. Please be mindful of courtesies and limitations with regards to professional e-mail, on-line 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. A guiding principle when writing an email is to assume that everyone in your school district will be reading it, including your principal.
Things to consider:
* Would I say in person what this e-mail specifically says?
* How could this e-mail be misconstrued?
* Does this e-mail represent my highest self?
* Am I sending this e-mail to avoid a face-to-face conversation?

In addition, if there is ever a concern with an email I send to you, let's talk in person so we can correct any confusion.

Technology
This course infuses technology competencies to prepare candidates to use technologies, emphasizing their use in both teaching practice and student learning. Candidates are expected to use technology for their own professional development and practice, as well as be able to strategically place it in the hands of students for their learning and understanding of concepts you teach.

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 TPA and more importantly in your credential program

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 Text
Tovani, Cris. (2004). Do I Really have to Teach Reading? Stenhouse.

Assignments
Reading Responses: Assigned reading from the text and resources posted on Moodle are to be completed before class. Each class session, there will be a discussion or other activity, based on information from the reading, in which everyone is expected to knowledgeably participate. To support the reading and learning each week, we will try a different strategy designed to "hold your thinking." **Label all reading responses as Reading Response #1, Reading Response #2, etc. as well as a citation of the specific resources. (Supports all principles)**

Literacy Autobiography: The literacy autobiography will be a chance for you to reflect upon and consider the implications of your own literacy history, both in and out of school. This constitutes a set of ideas about the nature of literacy and your ability to understand the teaching of it. **(Principles 1, 3)**

Vocabulary Lesson Design: Write and implement an appropriate vocabulary lesson. This may be a full class session, or a brief mini lesson that you repeat regularly to build independence with the strategy for your students. Focus on an ELD standard in addition to a content standard **You will submit a paper copy of your lesson design along with a self-assessment using the Single Subject lesson design format and rubric.**
(Principles 2, 6)

Content Literacy Lesson Design (Critical Assessment Task): Using an appropriate CA content standard from your content area as the instructional focus, you will create a lesson designed to address the standard. You will also incorporate one of common core standards and 2 ELD standards that address 2 of the language development domains – listening, speaking, reading, and writing. **You will submit a paper copy of your lesson design along with a self-assessment using the Single Subject lesson design format and rubric.**

Student Case Study (Critical Assessment Task): A detailed description of the Case Study is included later in the syllabus. The case study involves your working closely with an adolescent who has special needs or is an English Language Learner to identify his/her learning issues and preferences especially with regards to strengths and weaknesses in literacy, to develop differentiation strategies, and to reflect on the implications for your teaching. **You will submit a paper copy of your case study parts along with a self-assessment using the rubric included later in the syllabus.**
(All principles) (Assists with TPA, 2, 3, 4) This assignment cannot be resubmitted.

TENTATIVE CALENDAR
(Subject to Change. Bring your text to class each week.

WEEK	PURPOSES/LEARNING OUTCOMES	LEARNING FOR THE WEEK	ASSIGNMENT DUE
1 August 25	• Begin awareness of California Common Core Standards (CCCS) • Explore multiple literacies throughout the curriculum • Identify practices of proficient readers	• Viewing and reading posted on Cougar Courses • Bring text for the course • Download, print, or bookmark California's Common Core, English Language Development Standards and CA content standards for your subject area	Be ready for class, having viewed and read the assigned resources.
2 online	• Understand current Literacy Practices (your own and digital age adolescents)	• Literacy Autobiography	• Literacy Autobiography
3 September 8 *Review TPA Task 1	• Develop adolescent Literacy • Motivate your students • Teach practices and habits of Proficient readers and writers	Tovani Chapter 3 What do good readers do? What do good readers need to know?	• Read Literacy Case Study • Select your students and get permission letters • Reading Response #1.
4 September 15 Late Start for guest speakers	• Develop content vocabulary • Teach reading and writing Processes • Close Reading	• Fisher and Frey Chapter 3 • SIOP building background (555) • Observe and interview teachers at your site to get an idea of how they teach content vocabulary • Common Core Standards	• Reading Response #2:
5 September 22	• Develop oral language • Teach Comprehension	• Tovani chapter s 1 and 2 Develop and teach a lesson for using content vocabulary • Common Core Standards • Conduct student interviews	• Post draft vocabulary lesson design by Friday Sept. 26. Review your partner's post and provide feedback.
6 September 29 Joint session *Enroll in TPA Task 1	• Assess to inform your teaching	• Tovani chapter 8. • Vocabulary Lesson and Reflection Due	• Teach Vocabulary lesson • Reading Response #3

WEEK	PURPOSES/LEARNING OUTCOMES	LEARNING FOR THE WEEK	ASSIGNMENT DUE
7 October 6 *TPA Task 1 Due Oct. 13*	• Plan for and integrate literacy and meaning	• Tovani Chapters 6 and 7 • Bring data and a draft of your student case study • Common Core Standards	• Vocabulary lesson design and reflection • Reading Response #4
8 October 13 *Review TPA task 2.	• Use questions to design lessons • Teach for brain development and memory • Mind physical and emotional development	• Tovani Chapters 5 • Bring a much better draft of your case study • Common Core Standards	Post a draft of your literacy case study for peer review
9 October 20	• Write to understand • Teach to Engage student	• Fisher and Frey chapter 8 • Bring a draft of your literacy lesson design • Download and bring copy of full text of TPE 3 • Common Core Standards	
10 October 27	• Teach Discussion as a language and thinking strategy (oral language)	• Readings posted on Cougar Courses • Be sure you have access to the full text of TPEs 4 and 5 (paper or electronic)	Literacy Case Study
11 Online	Peer Review of Literacy lesson design and reflection		
12 November 10 *TPA Task 2 Due Nov. 24*	Learn about digital literacy practices of adolescents	• Project Tomorrow	Literacy lesson design and reflection
13 November 17	• Teach for Understanding • Write to learn • Differentiate for access • What will your literacy-rich classroom look like?	Focus on Common Core	
November 24 Thanksgiving week No class TPA 2 Due	Eat something healthy	Eat something you have never had before	TPA Task 2 Due
14 December 1	Reflection and professional development goal setting		

STUDENT CASE STUDY

General Information

"Teachers are committed to students and their learning. Accomplished teachers act on the belief that all students can learn. They treat students equitably, recognizing the individual differences that distinguish their students one from the other and taking account of these differences in their practice. They adjust their practice as appropriate, based on observation and knowledge of their students' interests, abilities, skills, knowledge, family circumstances and peer relationships" (from National Board Core Proposition I).

This assignment is designed to help you think about individual student needs within the context of whole class instruction and assessment. As a teacher, you will use assessment on a regular basis to determine how and what your students understand so that you can, not only monitor their progress, but inform your teaching decisions. The purpose of this assignment is for you to get to know a special needs student better, assessing his/her literacy strengths and needs as well as his/her attitudes about reading and writing and academic success in general. Knowing that you cannot do this type of in depth assessment with 150 students in a secondary setting, it is important to recognize that you need to "know" your students. There are parts of this case study that you can do with all students, e.g. attitudinal inventories, reading and writing practices surveys, analyzing results from standardized tests (especially if your school provides summary sheets), informally assessing writing samples, etc. A more involved assessment, like this case study, would be conducted with a few students who you know need additional help and you want to pin point their needs to more accurately modify your teaching practices.

For purposes of the class assignment, you will need to focus on a special needs student. That could be someone with an IEP or a 504 plan. Your cooperating teacher will be helpful in identifying someone who might benefit from the individual attention and learning plan. In addition, you will be able to use the information you learn in TPA 2. In TPA 2, you actually need two focus students, an English Learner and a Special Needs Student. I would suggest that you identify 2 students, one English Learner and one Special Needs students, if possible and get consent forms from both so that you can gather data for the case study. You will only need to write up ONE of the students for this class assignment; however, you will have information for both students for purposes of the TPA. An additional consideration is that sometimes you start working with a student and they somehow don't completely "come through" for you. In that case, you will have information on the "second" student so as to complete the case study class assignment. The consent form is in Word form so that you may customize as your school site may require additional information.

Analyzing and Writing your Findings:

This will be a written academic/narrative piece. It uses both data and your own personal observations to "tell the story of a student." While the general directions and guide questions should be addressed in your writing, they are provided as a guide only. They should not be answered in bullet form or brief comments with incomplete sentences. Academic writing and professionalism in your comments should be maintained at all times. Use a pseudonym to keep your students anonymous. Black out all names that appear on the data, evidence, and student work you attach to the written analysis. Be professional in your comments and writing.

Directions:
1. Selecting a special needs student and an English Learner student: Select two students, one who has an IEP or 504 plan and an English Learner. If you are having difficulty identifying appropriate students, speak with the course instructor, cooperating teacher, and/or On-site Liaison. It is very important to have your students bring in a signed permission letter from home (see attached). You may want to talk to one of the teachers with whom you are working or your site supervisor, explain the assignment and ask for some suggestions of students who might benefit from a case study assessment. It often helps to enlist the support of your students by explaining this is a requirement for your literacy class and letting him/her know how much you appreciate his/her help, etc.

Note: While you will be gathering data for both students, you will choose only one for the formal Case Study Paper. Data from both students will be used to complete CalTPA.

2. Prewrite/pre-reflect: Pre-write for a paragraph or two about the assumptions, questions and expectations you have about your student and her/his school experience before you spend time with her/him.

3. Individual Student Interview: Explain to your students why you are doing this assignment and what you hope to learn from it. Ask permission to gather some information about their school history and current interests. Much of this information could also be gleaned from a whole class Interest Inventory. Ask your teacher if one was administered in the beginning of the year or if you could devise one to administer now. Interview topics:
- Ask how many schools the student has attended.
- Find out if the student moved during the first three to four grades of elementary school
- Ask about the student's early memories of learning to read and write (use your own literacy autobiography as a guide here)
- Ask how the student felt about school in grades 1-3, 4-6, junior high/middle school, high school. Look for any changes in attitude and ask for details. (If the student doesn't really open up here, you may try telling him/her an experience you had in middle school where a kid picked on you or someone made fun of your hair, etc. and ask the student if anything like that ever happened and how that made the student feel.)
- Ask how the student feels about school now.
- Ask how the student to tell you about his/her experiences and background in your particular subject area. Encourage the student to be honest, assuring the student that you understand if the subject you teach isn't necessarily their favorite.
- Ask the student what other language he/she uses. Ask if he/she can read and write in both languages; ask which language is used with friends and family. Some students will be able to describe in which language they "think", and if they still move in and out of two languages when learning in different content areas—ask about this.
- Ask the student what his/her aspirations and goals are. Look for any connection with knowledge and skills in your content area that you can identify and explain to the student.
- Remember to ask about family influences on the student's literacy, e.g. Does the student read at home? Does his/her family have lots of reading material around the house? etc.
- Ask what extracurricular activities and interests the student has both in and outside of school. Is there a connection to your subject area that you can use to motivate the student.
- Ask what the student considers to be the best way for him/her to learn and what conditions keep him/her from learning.

Don't ask for information you are able to get from existing data (see list below). Use your own intuition and stop the questioning if your student seems to find all this too intrusive. Some students will be glad to talk about themselves and will offer even more information than you are asking, while others will be more reluctant to share information with someone they do not know well.

4. Gather existing data: You may or may not be able to access the following data. But it is valuable information and helps to add pieces to the puzzle. You may ask your on-site supervisor or the recommending teacher for access to this information.
- Ask if you can see the results of any pre-existing standardized test results.
- Ask if you can access the student's grades from past years.
- Ask if the teacher saved a writing sample from the beginning of the year and if there is a current writing sample. This writing sample may not be from the teacher with whom you are student teaching. It may be from the English teacher, if that teacher is different. Be sure to ask the circumstances surrounding the writing of the piece, e.g. was it a 10 min. journal entry, a prompt completed in one sitting, or a piece that went through the writing process with editing.
- Ask if the teacher distributed and collected any interest inventories or attitudinal surveys at the beginning of the year.

- Ask the teacher what he-she has noticed about the student, e.g. regular or irregular attendance, hands work in on time, seems to be socially acclimated, etc. anything that the teacher has noticed might be useful information.

5. Shadow your students: Spend 2-3 periods during the day with your student. It is beneficial to be a fly on the wall during breaks, lunch and/or an extracurricular activity that is related to school if the student is comfortable with that. Observe and include in your notes:
- Date of shadowing
- A description of each class; including size, length, number of students, expectations of student performance, and climate of the class.
- How the student responds in situations throughout the period
- Learning strategies your student demonstrates (especially reading and writing)
- Interaction your student has with teacher and peers
- Description of non-class time
- Reflection of the shadowing, your overall reaction to events you observed, where and why your students were most involved, any problem areas your students encountered.

4. Write the narrative: After collecting data, in your narrative include the following information. Suggested resources are included in parentheses:
- Gender and age of the student
- Explain why you selected this student.
- Explain the instructional challenge that he/she presents.
- Identify the student's linguistic background. Explain how the information will influence your academic instructional planning, including assessment.
- Explain what you learned about the student's academic language abilities in relations to his academic content area (ELD levels, information from current teacher, past teacher, AVID teacher, ELD teacher, cumulative records). Explain how the information will influence your academic instructional planning, including assessment.
- Describe the student's content knowledge and skills in this subject matter (electronic cumulative records, e.g. past grades in this content, current grades, standardized test scores in this content, ELD level). Explain how the information will influence your academic instructional planning, including assessment.
- Describe any physical, social, and emotional development relevant to this academic content area (interview, interest inventory, information from other teachers). Explain how the information will influence your academic instructional planning, including assessment.
- Describe the student's cultural background including family and home relevant to this academic content area (interview, cumulative records). Explain how the information will influence your academic instructional planning, including assessment.
- Describe any special considerations, including health issues relevant to this academic content area (cumulative records, information from cooperating teacher). Explain how the information will influence your academic instructional planning, including assessment.
- Identify any interests and aspirations relevant to this academic content area (interview). Explain how the information will influence your academic instructional planning, including assessment.
- Other relevant information especially related to any aspect of this academic content area and your particular class, e.g. attendance, extracurricular activities, etc. (interview). Explain how the information will influence your academic instructional planning, including assessment.
- Reflect upon your findings. Looking back on your original prewriting/pre-reflection, which assumptions held true and which did you have to struggle with in terms of disparities? What do your preliminary assumptions, etc. say about where you are as a teacher and what you need to focus on with future students? What implications does this experience have for you as a future teacher? What kind of "a-ha's" did you experience while completing this case study?

Student Case Study Rubric

Name: _____ **Date:** _____

You must include this rubric, feedback from a peer as well as your own self-assessment, with your final submission.

Criteria	Does not meet/ Approaching (1 pt.)	Meets (2 pts.)	Exceeds (3 pts.)
Background information on student (gender, age, etc).	Background information about student is incomplete.	Background information about student includes the basic information.	Background information about student is described and not only includes the basic information but other aspects so that the reader begins to know the student.
Selection rationale	Rationale is brief and no evidence is provided to the reader to understand why this student was chosen.	Reasons for selecting this student are explained.	Information provided includes an explanation and candidate goes "above and beyond," the requisite information.
Physical, social, emotional aspects	Information about student's physical, social, and emotional development is stated. Little or no information is provided as a connection to the academic achievement of the student.	Student's physical, social, and emotional development is described accompanied by an explanation of its relevance to the student's ability in this academic content area and its influence on academic instructional planning, including assessment.	Information provided addresses all of the criteria in the "meets" component, and candidate goes "above and beyond," the requisite information to make connections relevant to the student's academic needs.
Instructional challenge	Instructional challenge that the student represents is stated.	Instructional challenge that the student represents is explained.	Instructional challenge that the student represents is explained and candidate goes "above and beyond," the requisite information to make connections relevant to the student's academic needs.
Linguistic background	Student's linguistic background is stated.	Student's linguistic background is identified and accompanied by an explanation of its influence on academic instructional planning.	Student's linguistic background identified and accompanied by an explanation of its influence on academic instructional planning, assessment and classroom management.
Academic language background	Student's academic language abilities are stated.	Student's academic language abilities are described and accompanied by an explanation of the influence on academic instructional planning.	Student's academic language abilities are described and accompanied by an explanation of the influence on academic instructional planning, including assessment and classroom management.

Criteria	Does not meet/ Approaching (1 pt.)	Meets (2 pts.)	Exceeds (3 pts.)
Content knowledge and subject matter skills	Student's content knowledge and skills in your subject matter are stated. Little or no explanation of the influence on academic instructional planning, including assessment.	Student's content knowledge and skills in your subject matter are described and accompanied by an explanation of the influence on academic instructional planning, including assessment.	Student's content knowledge and skills in your subject matter are fully described and accompanied by an explanation of the influence on academic planning, including assessment. Information is provided and connections are made that go "above and beyond" the required information.
Cultural Background	Limited and/ or incomplete information is provided on the student's cultural background. OR background information is complete but there is little or no explanation as to how this information influences the student academically.	Student's cultural background, including family and home, are stated, accompanied by an explanation of its relevance to this academic content area and its influence on academic instructional planning, including assessment.	Student's cultural background, including family and home, are described accompanied by an explanation of its relevance to this academic content area and its influence on academic instructional planning, including assessment.
Interests and aspirations	Little or no information is provided as to the student's interests and aspirations.	Student's interests and aspirations are stated accompanied by an explanation of how the information influences academic instructional planning, including assessment.	Information provided includes an explanation as to the student's interests and aspirations. Candidate goes "above and beyond," the requisite information to help create a complete profile regarding this student.
Self- evaluation and reflection	Little or no reflection is provided.	Reflection indicates knowledge of student and its influences on academic planning, instruction, and assessment.	Candidate reflects and makes connections beyond that which is requisite. The reflection adds to the richness of the assignment.
Observations & Opinions	Observations and opinions are generally stated in a perfunctory manner that does not add to the case study in a meaningful way.	The writing includes observations and opinions supported by data to "tell a story."	The writing includes observations and opinions supported by data to "tell a story." Additionally, the candidate goes "above and beyond' the requisite information to write a rich, flowing "story" about the student.
Grammar, spelling, mechanics	Frequent and major errors in spelling, mechanics, and/or grammar interfere with the readability of the paper.	Minor errors in grammar, spelling, and/or mechanics are acceptable. They do not interfere with the readability of the paper.	Grammar, spelling, and mechanics are exemplary. (You could be a professional editor!)
Holistic Score:	Overall, this paper does not meet the criteria	Overall, this paper meets all of the criteria	Overall, this paper meets criteria in an exemplary manner

Category	Peer	Self	Instructor
Background information			
Selection rationale			
Physical, social, emotional aspects			
Instructional challenge			
Linguistic background			
Academic language background			
Content knowledge and subject matter skills			
Cultural background			
Interests and aspirations			
Self-evaluation and reflection			
Observations and opinions			
Grammar, spelling, mechanics			
Holistic score			

Free point_____ (1 pt.)

Total points _____

Peer comments: (use another sheet or the back of this sheet)

Self Comments:

Instructor Comments:

AUTHOR'S NAME _____

       DATE _____

<p align="center">**SINGLE SUBJECT LESSON TEMPLATE**</p>
<p align="center">For info on how to complete this form, see **http://lessoninstructions.weebly.com**</p>

1. **TITLE OF LESSON**

2. **CURRICULUM AREA & GRADE LEVEL**

3. **DATE OF LESSON/TIME NEEDED**

4. **RESOURCES:** *Attach materials needed to implement the lesson - e.g., power point presentation, text, graphic organizer*

5. **CA CONTENT STANDARD(S): Address the content area and/or common core standards**

6. **CA ELD STANDARD(S):** *Address how this lesson helps develop language*

7. **BIG IDEA ADDRESSED/ENDURING UNDERSTANDING:** *Why this material is important to teach; how it fits in with the unit*

8. **ESSENTIAL QUESTIONS:** *Open-ended, arguable questions that organize the purpose of learning*

9. OBJECTIVE(S) OR LEARNING GOAL(S): *Choose one: Cognitive, Affective, Psychomotor or Language Development*

10. ASSESSMENT(S): *Choose one: Diagnostic - entry level, Formative - progress-monitoring or Summative – evaluative*

11. INSTRUCTIONAL STRATEGIES: *What the teacher does*	12. STUDENT ACTIVITIES: *What the students do*
1. Anticipatory Set	1. Anticipatory Set
2. State Objective	2. State Objective
3. Input - Modeling	3. Input - Modeling
4. Check for Understanding	4. Check for Understanding
5. Guided Practice	5. Guided Practice
6. Independent Practice	6. Independent Practice
7. Closure	7. Closure

2014 SINGLE SUBJECT LESSON RUBRIC See Lesson Instruction Website for details:
http://www.lessoninstructions.weebly.com

Name _____ Lesson Title _____ Date _____

Design Component & Criteria	Approaching	Meets	Exceeds
Title, Curriculum Area & Grade Level	Provides a title that is related to the lesson activity.	Provides a title that is related to the lesson activity & addresses the unit it belongs to and in what curriculum area and grade.	Provides a title that is related to the lesson activity, addresses the unit it belongs to and in what curriculum grade level & describes where it fits within a unit plan, i.e. Third lesson in a 4-week unit on Colonization.
Date of Lesson & Time Needed	Provides the date or time.	Provides date the lesson will be taught and the time needed to teach the lesson.	Provides the day and time that the lesson will be taught indicating the period and the time needed, i.e. *Sept. 2nd, period 3, 10:00-10:50, 50 minutes*
Rationale: Big Ideas - Enduring Understanding & Essential Questions	The *big ideas - enduring understandings* and *essential questions* area aligned with the standard, objective, and assessment.	The *big ideas - enduring understandings* provide a rationale that makes sense of the content and makes the content relevant to students' lives. The *essential questions* are open-ended, arguable and provide purpose for the learning.	The lesson not only describes the *big ideas - enduring understandings* and *essential questions,* but goes beyond and rationalizes how the instructional strategies and the student activities are suited to meet the standard, objective and assessment of the lesson.
Standards, Objectives & Assessments	The CA Content, Common Core and ELD Standards are identified and each is addressed in an objective that contains a condition, verb, and criteria.	The CA Content, Common Core and ELD Standards are identified and each is addressed in an objective that contains a condition, verb, and criteria. In addition, each objective is labeled by the type (*cognitive, affective, psychomotor or language*), the number of the standard it addresses and the type of assessment is labeled (diagnostic, formative or summative).	The CA Content, Common Core and ELD Standards are identified and each is addressed in an objective that contains a condition, verb, and criteria. Each objective is labeled by the type (*cognitive, affective, psychomotor or language*), the number of the standard it addresses and the type of assessment is labeled (diagnostic, formative or summative). In addition, expectations are clearly communicated to students with a rubric, a model or a sample of student work.
Instructional Strategies	Provides a list of instructional strategies the teacher will use in lesson.	Provides an *anticipatory set, stated objective, input - modeling, check for understanding, guided practice, independent practice and closure* activity	The instructional strategies not only provide a written script for what the teacher will do and say in the *anticipatory set, stated objective, input - modeling,*

		for lesson with a *written script* of what the teacher will say and do including the times needed for each step.	*check for understanding, guided practice, independent practice and closure*, but scaffolds are provided for English Language Learners and students with special needs, i.e. graphic organizers, flipped instruction…
Student Activities	Describes what the students will do during the *anticipatory set, stated objective, input modeling, check for understanding, guided practice, independent practice and closure* activities of the lesson.	Describes what the students will do during the *anticipatory set, stated objective, input modeling, check for understanding, guided practice, independent practice and closure* activities of the lesson that are student centered with multiple opportunities for the instructor to check for understanding and provides times for each activity.	The student activities not only describe what the students will do during the *anticipatory set, stated objective, input modeling, check for understanding, guided practice, independent practice and closure* activities, but describes the criteria expectations that the students will have to meet for each activity.

Additional Criteria for literacy focused lessons

Literacy strategies	2 or more literacy strategies are in the lesson	2 or more literacy domains are used to support content learning and literacy development	2 or more literacy domains, and ELD strategies are used to support content learning and literacy development.
Peer and Self Assessment	Not included	Only self-assessment included	Peer and self-assessment on this rubric is included.
Reflection After the lesson	Reflection is included	Thoughtful reflection includes what worked, what didn't and modifications for teaching next time.	Reflection includes what worked, what didn't work, target student assessment and modifications for teaching next time.

ASSIGNMENT SHEET

Name_____e-mail_____

Subject area_____ School_____

_____ (10) Literacy Autobiography

_____ (15) Reading Responses #1_____, # 2_____, #3_____, #4_____, #5_____

_____ (15) Vocabulary Lesson Design

_____ (20) Literacy Lesson Design

_____ (40) Student Case Study