

**CALIFORNIA STATE UNIVERSITY, SAN MARCOS  
SCHOOL OF EDUCATION**

**EDSS 521 LITERACY IN THE SECONDARY SCHOOL  
FALL 2011  
CRN 41157 – EVENING COHORT**

**Tuesdays: 5:30- 9:45pm  
UH 440**

**Instructor: Jannis Brandenburg-  
Distinguished Teacher in Residence  
Phone: (760) 750- 8558  
E-Mail: [jbranden@csusm.edu](mailto:jbranden@csusm.edu)  
Office: University Hall 416  
Office Hours: Tuesdays 2:30 to 4 PM, before class and by  
appointment**

**SCHOOL OF EDUCATION MISSION STATEMENT**

The mission of the School of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and ongoing service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance.

*(Adopted by College of Education Governance Community, October, 1997).*

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## 2. SINGLE SUBJECT COURSE WORK INFORMATION & REQUIREMENTS

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.)*

### Teacher Candidate Learning Outcomes

Teacher Candidates will be required to complete a Teaching Performance Assessment, show proof of Teacher Performance Expectations and complete critical assessment tasks- specific assignments for this course. It is the teacher candidates responsibility to understand expectations and complete assignments by stated due dates.

### 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 online through Moodle Cougar Courses. TPA related questions and logistical concerns are to be addressed during the seminars. Your attention 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 seminars, and other TPA support materials can be found on the SOE website.

### 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. 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 encouraged and **expected** to attend all sessions during the course. Absences and late arrivals/early departures will affect the final grade much as it would affect evaluation in the work place. If you miss one session or leave early or arrive late for more than 2 sessions, you cannot receive a grade of A. With regards to partially missed sessions, for every 30 minutes that a student is not in class, their grade in this category will be reduced by 20%. If you miss two or more class sessions you cannot pass the class. Please remember to sign in at each session.

### 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.

### **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.

### **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.

**Classroom Courtesy:**

- Please turn off or silence your cellular phones.
- If you choose to bring food, please make sure that it does not interfere with presentations, your participation or instruction.
- Please refrain from having private conversations during class.
- Please refrain from texting and engaging in computer games during class.

### 3. EDSS 521 COURSE INFORMATION & REQUIREMENTS

#### COURSE DESCRIPTION:-SECONDARY LITERACY-

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.

SB 2042 Multiple Subject and Single Subject Preliminary Credential Program Standards:  
Commission on Teacher Credentialing

- A1.4
- A5.7
- A5.9
- B6.5
- B6.6
- C9.7
- C9.8

#### Objectives-

1. Reading Processes: 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**

Fisher, D. & Frey, N. (2012). *Improving adolescent literacy: Strategies at work*. (3rd ed). Pearson, Merrill, Prentice Hall: Upper Saddle River, NJ.

Any textbook that is used to teach your content area to middle or high school students. Check your school sites, teacher friends, student friends, etc. for borrowing rights. Let the instructor know if you are having trouble finding a textbook.

### **Course Requirements**

Teacher education is a professional preparation program. It is expected that teacher candidates will come to class prepared to discuss the readings, submit required assignments, and participate in class activities. Teacher candidates are expected to adhere to academic honesty and integrity, standards of dependability, confidentiality and writing achievement. Because it is important for teachers to be able to effectively communicate their ideas to students, parents, colleagues, and administrators, writing that is original, clear and error-free is a priority for the School of Education.

### **Teacher Performance Expectation (TPE) Competencies**

This course is designed to help teachers seeking the Single Subject Credential to develop the skills, knowledge, and attitudes necessary to assist schools and districts in implementing an effective program for all students. The successful candidate must be able to demonstrate their understanding and ability to apply each of the TPE's, that is, merge theory and practice in order to realize a comprehensive and extensive educational program for all students. Failure to meet a minimum competence in any of the TPE's by the completion of the program will prevent the acquisition of the Single Subject Credential. A full-text version of the TPE descriptions can be

downloaded from the School of Education website. This course will emphasize the following TPEs:

**Primary Emphasis:**

TPE 4 - Making Content Accessible  
TPE 3 - Interpretation and Use of Assessments

**Also Emphasized:**

TPE 6c - Developmentally Appropriate Practices in Grades 9 -12  
TPE 2 - Monitoring Student Learning During Instruction  
TPE 5 - Student Engagement  
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 13- Professional Growth  
TPE 14 – Educational Technology  
TPE 15 – Social Justice and Equity

**Format for Written Assignments:**

- Word – processed.
- 1” margins, double-spaced, 12 point in a standard font
- Correct use of grammar, spelling and punctuation.
- Submit assignments on time (late submission = one grade reduction for each day)
- Name and date on assignment (typed in)
- Written in APA format

**NOTES**

- Students must meet the attendance requirements to be eligible for the grade described. It is a “prerequisite” for earning a particular grade.
- No assignments will be accepted after one week past the due date.
- Students falling in between grade levels will earn a + or – depending on where they meet the criteria most fully.
- In order to receive a California State Teaching Credential, you must maintain a B average in your School of Education classes and receive no lower than a C+ in any one course. A grade lower than a C+ indicates serious concern about a student’s readiness for a teaching credential—significant concerns exist about his/her quality of learning, quality of work, etc. If you are concerned about meeting this requirement at any time, you should talk with your instructor immediately.

**SUMMATIVE ASSESSMENT RUBRIC/ GRADE DESCRIPTORS**

**A=Exceeds Expectations:** The student consistently performs and participates in an **exemplary** manner. Each assignment receives in-depth exploration and reflection based upon research, observations and classroom implementation, when possible. All work is submitted in a professional manner using APA style when appropriate. Presentations are consistent with professional expectations, providing appropriate visual aids, appropriate handouts, and are well prepared. Professional and responsible behavior, including timely attendance and submission of assignments, are practiced in a consistent manner.

**B=Adequately Meets Expectations:** The student meets outcomes expectations in a **satisfactory** manner. Each assignment is based upon research, observations and classroom

implementation, when possible. Generally, work is submitted in a professional manner using APA style when appropriate. Generally, presentations are consistent with professional expectations, providing appropriate visual aids, appropriate handouts, and are well prepared. Most of the time, professional and responsible behavior, including timely attendance and submission of assignments, are practiced in a consistent manner.

**C=Minimal Performance:** The student's skills are weak and do not meet expectations. Each assignment is based upon opinion rather than research, theory, and best practices. Reflection is shallow. Assignments are submitted without APA style, thorough proofreading and organization. The student needs a great deal of guidance. The student is consistently late with work and has classroom attendance problems.

**“D” or “F” students** fail to meet the minimum requirements of a “C.” The specific grade will be determined based on rate of assignment completion, attendance, etc.





#### 4. EDSS 521 COURSE ASSIGNMENT DESCRIPTIONS

**Learning Guide for Single Subject Credential program Handbook:** Please use the handout that you received at Orientation regarding the Single Subject Credential Program Handbook.

**Self Assessment on Teacher Dispositions:** Professionalism is an essential focus of the credential program. Awareness of your own behaviors is the road to growth as you learn all aspects of your chosen profession.. Download the dispositions self evaluation form from the Teacher Candidate Handbook forms section on the COE website. This should be word processed for submission. (TPE 13)

**Literacy Autobiography:** The literacy autobiography is 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)**

***Teacher education is a professional preparation program. Students will be expected to adhere to standards of dependability, academic honesty and integrity, confidentiality, and writing achievement. Because it is important for teachers to be able to effectively communicate their ideas to students, colleagues, parents, and administrators, writing that is original, clear and error-free is a priority in the School of Education.***

**Responses to Reading:** Assigned reading and the accompanying reader responses are to be completed before class and posted on Cougar Courses prior to the beginning of class, unless otherwise noted. Late reading responses will not be accepted. You will need to bring a copy of your reading response to class for reference during discussions. For each class session there will be a discussion or other activity based on information from the reading, for which everyone is expected to knowledgeably participate. To support the reading and learning each week, we will engage in different strategies designed to “hold your thinking.” **(Supports all principles)**

**Content Literacy Lesson Design (Critical Assessment Task):** Using an appropriate reading selection from your content area as the instructional focus, create a reading and writing lesson design. Use the single subject lesson design format. **Submit a paper copy of your lesson design along with a self assessment using the lesson design rubric included later in the syllabus.**

Principles 2, 5, 6, and TPE 4.

**Student Case Study (Critical Assessment Task):** The case study involves working closely with an adolescent who has special needs 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. It would also behoove you to interview a student that is dual-identified (Special needs and Second language learner) **Submit a paper copy of your Case Study along with a self assessment using the rubric included later in the syllabus.**

**(All principles) (Assists with TPA, 2, 3, 4)**

#### **Reflective Essay:**

Please submit a **one to two page reflective** paper that succinctly describes what you have learned over the duration of the course. Please include personal connections, explanations as to how and why your perspective as an educator has changed, or is changing, and what you think your next steps will be in understanding the needs of students. Please focus on Social Justice and Equity as it relates to literacy. (TPE 13, 15)

## COURSE REQUIREMENTS AND GRADE DISTRIBUTION:

Responses to Reading/ Credential Handbook Learning Guide	10%
Literacy Autobiography	10%
Content Literacy Lesson Design	25%
Student Case Study	25%
Self Assessment on Teacher Dispositions	10%
Reflective Essay	10%
Attendance and Participation	10%

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100%

## SUMMATIVE ASSESSMENT RUBRIC/ GRADE DESCRIPTORS

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**C=Minimal Performance:** The student's skills are weak and do not meet expectations. Each assignment is based upon opinion rather than research, theory, and best practices. Reflection is shallow. Assignments are submitted without APA style, thorough proofreading and organization. The student needs a great deal of guidance. The student is consistently late with work and has classroom attendance problems.

**“D” or “F” students** fail to meet the minimum requirements of a “C.” The specific grade will be determined based on rate of assignment completion, attendance, etc.

## 5. EDSS 521 COURSE CALENDAR

**TENTATIVE CALENDAR (SUBJECT TO CHANGE) PLEASE BRING ALL OF YOUR TEXTS TO CLASS EACH WEEK.**

Session	Topic	Learning for the week/ Reading	Assignment
Session I Date: 8-30	<ul style="list-style-type: none"> <li>• Introductions and course syllabus</li> <li>• Literacy and content teaching</li> <li>• Narrative and Expository text</li> <li>• Literacy Practices</li> <li>• Discuss Literacy Autobiography</li> </ul>	<ul style="list-style-type: none"> <li>• Bring text for the course</li> <li>• Please print out and bring a copy of the article "Relearning Oil Spill Lessons"</li> <li>• <b>Read:</b> Fisher and Frey Chp 1</li> <li>• <b>Online Reader:</b> Tovani p 17-21</li> <li>• <b>Read:</b> The Teacher dispositions document</li> </ul>	Learning Guide for Single Subject Credential Program Handbook- Write-up. Please bring a hard copy to class.
Session II Date: 9-06	<ul style="list-style-type: none"> <li>• Anticipatory Activities</li> <li>• Adolescent Literacy Jigsaw</li> <li>• Classroom Structures</li> <li>• Marking the text</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Read:</b> Fisher and Frey Chp 2</li> <li>• <b>Online Reader:</b> Tovani p 23-34</li> <li>• <b>Online Reader:</b> Autobiography (Read this before you complete your Literacy Autobiography)</li> <li>• Please print out and bring a copy of the article "Teenage Social Butterflies..."</li> <li>• Please have access to (either by hard-copy or electronic access) of, "What Content-Area Teachers Should Know About Adolescent Literacy" <b>AND</b> the accompanying Jigsaw and SQ3R handouts.</li> </ul>	<b>Due:</b> Literacy Autobiography <b>AND</b> Self-Assessment on Teacher Dispositions  Please bring hard copies to class
Session III Date: 9-13	<ul style="list-style-type: none"> <li>• Reading Processes</li> <li>• Writing Processes</li> <li>• Vocabulary Development</li> <li>• Charting the Text</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Read:</b> Fisher and Frey Chp. 3</li> <li>• <b>Online Reader:</b> Tovani pages 35-61</li> <li>• <b>Online Reader:</b> From Inside Out: <i>Grading and Evaluating</i></li> <li>• Please print out and bring a copy of the articles: "Limiting Drug Prices," <b>AND</b> "Reform without Drug price Limits..."</li> <li>• Choose the text you will use for your Literacy Lesson Design and bring it to class</li> <li>• Work on case study and lesson design</li> </ul>	<b>Due:</b> Reading Response #1 in the format of a Double Entry- Journal- Please bring hard-copy to class.
Session IV Date: 9-20	<ul style="list-style-type: none"> <li>• Guest Speaker: Mike Stanley</li> <li>• Read-alouds and Shared Readings</li> <li>• Writing in the Margins</li> <li>• Grading and Evaluating</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Read:</b> Fisher and Frey Chp 4, 5</li> <li>• <b>Online Reader:</b> Literacy in Science: A Natural Fit</li> <li>• Please bring in a copy of the article: "How Many Calories Would You Like With Those Fries?"</li> </ul>	<b>Due:</b> Reading Response #2  Post on Cougar Courses

Session V Date: 9-27	<ul style="list-style-type: none"> <li>Connecting to the Text</li> <li>Questioning Strategies</li> <li>Higher Order Thinking Skills</li> <li>Diverse Learners</li> <li>Differentiation Content Reading</li> <li>Planning and integration</li> </ul>	<ul style="list-style-type: none"> <li><b>Online Reader:</b> Tovani pages 67-70, 72-78, 80-86</li> <li>Bring a draft of your literacy lesson design.</li> <li>Bring in the beginnings of your case study.</li> </ul>	
Session VI Date: 10-4	<ul style="list-style-type: none"> <li>Graphic Organizers</li> <li>Writing Process</li> <li>Writing Strategies for English Language Learners</li> </ul>	<ul style="list-style-type: none"> <li><b>Read:</b> Fisher and Frey Chp 6</li> <li><b>Online Reader:</b> I Was Bitten By a Scorpion</li> </ul>	<b>Due:</b> Literacy Lesson Design Please bring a hard copy to class.
Session VII Date: 10-11	<ul style="list-style-type: none"> <li>Making and Taking Notes</li> <li>Teaching Discussion as a strategy</li> </ul>	<ul style="list-style-type: none"> <li><b>Read:</b> Fisher and Frey Chp 7</li> <li><b>Online Reader:</b> Silent Voices: What happens to quiet students during classroom discussions?</li> <li>Bring in a draft of your literacy case study</li> </ul>	<b>Due:</b> Reading Response #3 Post on Cougar Courses
Session VIII Date: 10-18	<ul style="list-style-type: none"> <li>Writing to Learn</li> <li>What will your literacy-rich classroom look like?</li> </ul>	<ul style="list-style-type: none"> <li><b>Read:</b> Fisher and Frey Chp 8</li> <li><b>Online Reader:</b> Thinking, Not Shuffling</li> <li>Download and bring a copy of full text of TPA 3</li> </ul>	<b>Due:</b> Literacy Case Study
Session IX Date: 10-25	<ul style="list-style-type: none"> <li>Guest Speaker: Doug Fisher- Class will be meet at 4PM in Kellogg 5102</li> </ul>	<ul style="list-style-type: none"> <li>Guest Speaker</li> <li>Course evaluations</li> <li>Textbooks not needed for this session.</li> </ul>	<b>Due:</b> Reading Response #4 How does writing to learn help you to provide differentiation in assessment? How can you scaffold and differentiate writing instruction for your students? Submit to Cougar Courses
Session X Date: week of 12-5 TBD	End of semester celebration and reflection		<b>Due:</b> Reflective Essay I <u>highly</u> suggest that you do this early because you will forget!

## 6. COURSE RUBRICS

Required reading responses are due at the beginning of the class session on which they are due. The responses will be used to inform class discussions and activities. Discussions will include summaries, descriptions or reactions to topics from the readings that demonstrate understanding of key concepts.

Reading Reflections **must** include:

- A written summary and/or analysis of the assigned topic that reflects understanding of the key concepts, including comments / analysis from the required readings.
- A reflection of the topic including connections that can be made between the topics and teaching adolescents, **with specific examples from teaching experiences, school observations, or other personal experiences in diverse settings.**

Reading Responses will be graded according to the comprehensiveness of the response, analysis of the response that demonstrates understanding of the issues, insightful connections of the readings to the candidate's experiences with adolescents.

<b>Readings Response Components/Criteria</b>	<b>No Credit</b>	<b>Partial Credit</b>	<b>Full Credit</b>
<b>Comprehensiveness</b>	Response did not reference the required readings	Response referenced some of the required readings	Response referenced all required readings
<b>Analysis</b>	Response did not include an analysis of the readings	Response included a partial analysis – of only one aspect and/or partial article / chapter of the assigned readings	Response included an analysis of each aspect and/or each article/chapter of the assigned readings
<b>Insightful Connections</b>	No connections were made between the topic(s) and the student's experiences with adolescents	A connection was made between the topic(s) and the student's experiences with adolescents that did not demonstrate understanding of the application of the reading topic(s) to practice	Connections were made between the topic(s) and the student's experiences with adolescents demonstrating application to practice



## EDSS Literacy Lesson Plan Rubric

<b>Design Component &amp; Criteria</b>	<b>Approaching</b>	<b>Meets</b> (Including the criteria for Approaching)	<b>Exceeds</b> (Including the criteria for Approaching, & Meets)
<b>Time frame and allotment</b> 2 pts	Describes the subject/content area, course, grade level & ...	. & describe the length of the lesson, number of class periods and length of periods. Brief summary of the lesson before and the lesson after this one.	& describe the length of unit, number of class periods & describes where it fits within the semester or trimester.
<b>Lesson Rationale</b> 2 points	Explain the importance of the lesson in the student's big picture of learning by citing and connecting to the CA Content Standards	& describes the <i>enduring understandings</i> - what student's will know and be able to do at the end of the unit	...& articulate what <i>essential questions</i> you will use to frame the lesson
<b>Student Facts</b> 5 points	Provide information about the whole class (demographics, readiness, interests, learning profile) ...	Accommodations for ELL's and Special Needs students are appropriate based on the requirements of the lesson and knowledge of the students...	& include information about students' affects and needs for their learning environment.
<b>Differentiation</b> 10 points	Describe the differentiation strategy(ies) for at least 4 individual students (2 different levels of ELL, 1 Special Needs and one of your choice)...	& label the strategy ( <i>lesson content, process or product</i> ) and the way it addresses the students identity and developmental needs ( <i>readiness, interest or learning profile</i> )...	& provide how the strategy will be assessed for effectiveness and altered if needed.
<b>Standards and Objectives</b> 5 points	Both CA Content and ELD Standards are identified and each is addressed in an objective that contains a statement of what students will be able to do as a result of the lesson...	& has the language objective that supports academic language development by practice in at least two of the four strands of literacy (listening, speaking, reading, writing)	& has an outcome statement (i.e. "as demonstrated by...")
<b>Assessment</b> 5 points	Provides an assessment for each objective ...	& describes how the formative assessment ensures knowledge of students' understanding for both teacher and student...	and rubrics provide clear criteria for content and behavioral expectations.  Additionally, addresses the summative assessment (for the unit in which the lesson is contained),
<b>Anticipatory Set/</b> 2 points	Provide an anticipatory set/ into, activity for the lesson ...	& describe in detail the steps the teacher will take to implement the lesson and any need materials (i.e. graphic organizer, ppt, model, rubric)...	& provide talking points for teacher and approximate times for this phase.
<b>Instruction/ Guided Practice</b> 5 points	Provide a description outlining what is part of the instruction	& each activity is student centered with multiple opportunities for the instructor to check for understanding...	& provide talking points for the teacher and approximate times for each activity in these phases.
<b>Independent Practice/ Closure</b> 5 points	Provide an activity to demonstrate that students will practice with the new knowledge/ concept...	& describe in detail the steps the teacher will take to implement the independent activities and any materials (i.e. graphic organizer, ppt, model, rubric)...	& provide examples of extension/ enrichment opportunities for advanced/ accelerated students.
<b>Materials &amp; Resources</b> 2 points	Describe all the materials needed to implement the lesson...	& the materials address a range of student needs and variety of interests and learning profiles...	& the materials display the candidates imagination and creativity.
<b>Self Evaluation/ Reflection</b> 5 points	Provide a marked copy of the rubric with the lesson plan...	Address reflection about differentiation, strengths and limits of the lesson, & effectiveness of lesson & describe what you learned about yourself and your students...	& identify what you would keep in mind for the next lesson. And provide written evidence for each criteria marked and identify the page for each item.
<b>Peer Evaluation</b> 2 points	Some evidence that a peer reviewed the lesson.	Evidence that two peers have reviewed and commented on the lesson is present on the rubric...	& written notations as to how/ why peer comments have been incorporated or rejected into the plan are evident.
<b>Spelling, Grammar, Mechanics</b> 0 points	Frequent errors in spelling and/or major errors in mechanics, grammar interfere with the readability of the paper.	One or two minor errors in grammar, spelling mechanics are acceptable. They do not interfere with the readability of the paper.	Grammar, spelling, mechanics are exemplary.

Peer Comments:

## EDSS 521 Student Case Study Rubric

Criteria Each category is worth 9 points, except for the last category	Does not meet/ Approaching	Meets	Exceeds
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.



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 (please provide a copy of this rubric with your final draft with your self-evaluation)	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  1 point	Frequent errors in spelling and/or major errors in mechanics, grammar interfere with the readability of the paper.	One or two minor errors in grammar, spelling mechanics are acceptable. They do not interfere with the readability of the paper.	Grammar, spelling, mechanics are exemplary.

Peer comments: (use another sheet if necessary)

