

**California State University San Marcos
COLLEGE OF EDUCATION**

**EDSS 521 – Literacy in the Secondary School (3 credits)
Fall 2008-Evening Cohort
Sec. 1, CRN 40289**

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College of Education Mission Statement

The mission of the College 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 COE Governance Community October, 1997*)

Students with Disabilities Requiring Reasonable Accommodations

Students 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 5205, and can be contacted 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 or, in order to ensure confidentiality, in a more private setting.

Infused Competencies

Authorization to Teach English Learners

This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in 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. Students successfully completing this program receive a credential with authorization to teach English learners.

Special Learning Needs

Consistent with the belief that education is inclusive for all students, this course will demonstrate the collaborative infusion of teaching strategies for learners.

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.

Course Pre-requisite:

Admission to the Single Subject/CLAD Teacher Credential program.

Teacher Performance Expectation 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 district in implementing an effective program 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. The following TPE's are addressed in this course:

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 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, COE 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 Texts

Fisher, D. & Frey, N. (2004). *Improving adolescent literacy: strategies at work*. Pearson, Merrill, Prentice Hall: Upper Saddle River, NJ.

Tovani, C. (2004). *Do I really have to teach reading? Content comprehension, grades 6-12*. Stenhouse Publishers, Portland, Maine.

EDSS 521 Reader purchased at Copyserve, 754 S. Rancho Santa Fe. Rd. San Marcos, CA 92078, 760-599-9923

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.

All University Writing Requirement

Every course at the university must have a writing requirement of at least 2500 words. This will be met through written responses in assignment required such as assessments, lessons plans, reading and reflections.

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.

Students 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 student 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, 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. E-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. Because e-mail is convenient and is used for both personal and professional purposes, you should be mindful of courtesies and limitations. Reading and responding to e-mail takes a great deal of time. Often the response is more involved and complicated than can be adequately conveyed in e-mail form. If you have a multifaceted question or issue, it would probably be best to have a verbal discussion face to face or on the phone. E-mail sent in all upper case (or lower case) letters, major typos, slang, salutations that are very personal, etc. often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the College 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 or on the phone what this electronic message specifically says?
- How could this message be misconstrued?
- Can this message wait until I see the recipient in person?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

Most importantly, 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.

Assignments

Responses to Reading: Assigned reading and the accompanying reader responses 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." The strategies will come from your texts. **(Supports all principles)**

Ticket to Class Question Card: In addition to the other types of reading responses we will try out, each week you will prepare a 3x5 note card with a question and answer related to the text. On each note card you will include your name, the question and answer, the type of question, source and page for the answer. This will provide you with practice in writing and asking a variety of questions when preparing for teaching and constructing a Content Area Reading Inventory (CARI described in the Student Case Study Assignment) as well as provide the class with questions for review. Question types are identified as: Vocabulary knowledge and Strategies, e.g. defining words,

inferring meaning from context, finding and applying definitions from dictionary or glossary , Comprehension: text-explicit information (fact/recall), Comprehension: text-implicit information (inferential meaning). Learning aids, e.g. graphs, charts, tables, maps, study questions, etc. (2-3 questions). Question construction can be varied, including multiple choice, fill in the blank, short answer. This becomes your “Ticket to Class” each week. **(Supports all principles)**

3x5 Ticket to Class Question Card:

<p>Your name:</p> <p>Question:</p> <p>Answer:</p> <p>Type of Question: Source and Page:</p>
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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)**

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

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 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 lesson plan along with a self assessment using the rubric included later in the syllabus.** **(All principles) (Assists with TPA, 2, 3, 4)**

Self Assessment on Teacher Dispositions: Professionalism is an essential focus of your credential program. Awareness of your own behaviors is the road to growth as you learn all aspects of your chosen profession. You will complete a self assessment at the beginning and end of the first half of the semester. Download the dispositions self evaluation form from the Teacher Candidate Handbook forms section on the COE website. This should be word processed for submission.

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 College of Education.

Attendance

This course is participatory; therefore, your attendance and participation are important. Absences and late arrivals/early departures will affect the final grade. The College of Education attendance policy states, “At a minimum, students 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.” We have 8 sessions. Missing one session would constitute 20% of the course; consequently, you can not be absent. Should you have extenuating circumstances, you must contact the instructor as soon as possible. If you miss one session or leave early or arrive late for more than 3 sessions, you can not receive a grade of A. If you miss two class sessions you can not pass the class.

Summative Assessment Rubric

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.

NOTES

- Students must meet the attendance requirements to be eligible for the grade described. It is a “prerequisite” for earning a particular grade.
- Half credit for any late assignments turned in within one week of the original due date.
- No assignments will be accepted after one week.
- 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 College 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.

SB 2042 - AUTHORIZATION TO TEACH ENGLISH LEARNERS COMPETENCIES

PART 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT	PART 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION	PART 3: CULTURE AND CULTURAL DIVERSITY
I. Language Structure and Use: Universals and Differences (including the structure of English)	I. Theories and Methods of Bilingual Education	I. The Nature of Culture
A. The sound systems of language (phonology)	A. Foundations	A. Definitions of culture
B. Word formation (morphology)	B. Organizational models: What works for whom?	B. Perceptions of culture
C. Syntax	C. Instructional strategies	C. Intra-group differences (e.g., ethnicity, race, generations, and micro-cultures)
D. Word meaning (semantics)	II. Theories and Methods for Instruction In and Through English	D. Physical geography and its effects on culture
E. Language in context	A. Teacher delivery for <u>both</u> English language development <u>and</u> content instruction	E. Cultural congruence
F. Written discourse	B. Approaches with a focus on English language development	II. Manifestations of Culture: Learning About Students
G. Oral discourse	C. Approaches with a focus on content area instruction (specially designed academic instruction delivered in English)	A. What teachers should learn about their students
H. Nonverbal communication	D. Working with paraprofessionals	B. How teachers can learn about their students
I. Language Change		C. How teachers can use what they learn about their students (culturally responsive pedagogy)
II. Theories and Factors in First- and Second-Language Development	III. Language and Content Area Assessment	fact
A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	A. Purpose	A. Concepts of cultural contact
B. Psychological factors affecting first- and second-language development	B. Methods	B. Stages of individual cultural contact
C. Socio-cultural factors affecting first- and second-language development	C. State mandates	C. The dynamics of prejudice
D. Pedagogical factors affecting first- and second-language development	D. Limitations of assessment	D. Strategies for conflict resolution
E. Political factors affecting first- and second-language development	E. Technical concepts	IV. Cultural Diversity in U.S. and CA
		A. Historical perspectives
		B. Demography
		C. Migration and immigration

Tentative Calendar (Subject to Change) You should bring all of your texts to class each week.

Week	Topic	Learning for the week	Assignment Due
#1 Date: _____	<ul style="list-style-type: none"> • Introductions • literacy and content teaching 	<ul style="list-style-type: none"> • Bring all texts for the course • Reader: <i>Articles that begin on p. 19, p. 26</i> • Read the Teacher dispositions document in your syllabus 	<ul style="list-style-type: none"> • Ticket to Class
#2 Date: _____	<ul style="list-style-type: none"> • Adolescent Literacy • Reading Reasons 	<ul style="list-style-type: none"> • Tovani, ch. 5 • Reader: <i>Articles that begin on p. 120</i> • Download and bring the full text of <i>Adolescent literacy: A position statement for the commission on Adolescent Literacy of the International Reading Association.</i> www.reading.org • Review CA-TPA Task #3, Step 2. 	<ul style="list-style-type: none"> • Ticket to Class • Self assessment on Teachers dispositions • Literacy Autobiography • Read Literacy Case Study
#3 Date: _____	<ul style="list-style-type: none"> • Reading Processes • Writing Processes • Practices and habits of Proficient readers and writers 	<ul style="list-style-type: none"> • Tovani, ch. 1, 2, 3, • Reader <i>Articles that begin on p. 101, p. 1, p. 6,</i> • Choose the text you will use for your Literacy Lesson Design and bring it to class 	<ul style="list-style-type: none"> • Ticket to Class • Reading Response #1
#4 Date: _____	<ul style="list-style-type: none"> • Assessment • Teaching for Understanding • The Brain and Memory Lanes 	<ul style="list-style-type: none"> • Tovani, ch. 8 • Reader: <i>Articles that begin on p. 89 and p. 130</i> • Fisher and Frey (in class jigsaw reading: ch. 1, 2, 10) • Work on case study and lesson design 	<ul style="list-style-type: none"> • Ticket to Class • Reading Response #2
#5 Date: _____	<ul style="list-style-type: none"> • Writing to learn • Diverse Learners • Differentiation 	<ul style="list-style-type: none"> • Reader: <i>Articles that begin on p. 101, p. 12, p. and p. 63 (choose 1)</i> • Fisher and Frey, ch. 8 • Bring draft of literacy lesson design • 	<ul style="list-style-type: none"> • Ticket to Class • Reading Response #3
#6 Date: _____	<ul style="list-style-type: none"> • Content Reading • Planning and integration 	<ul style="list-style-type: none"> • Tovani, ch. 4, <i>Articles that begin on p. 30, p. 43</i> • Bring a draft of your case study 	<ul style="list-style-type: none"> • Ticket to Class • Reading Response #4 • Literacy Lesson Design
#7 Date: _____	<ul style="list-style-type: none"> • Writing Process • Writing Strategies for English Language Learners 	<ul style="list-style-type: none"> • Tovani, ch. 7 • Bring a much better draft of your case study • Download and bring copy of full text of TPE 3 	<ul style="list-style-type: none"> • Ticket to Class
#8 Date: _____	<ul style="list-style-type: none"> • Teaching Discussion as a strategy 	<ul style="list-style-type: none"> • Reader: <i>Article that begins on p. , p. 137</i> • Bring your student teaching handbook for a review 	<ul style="list-style-type: none"> • Ticket to Class (must be from the Handbook) • Reading Response #5 • Literacy Case Study
#9 Date: _____	<ul style="list-style-type: none"> • Vocabulary Development 	<ul style="list-style-type: none"> • Fisher and Frey , ch. 8 • Download and bring a copy of full text of TPE 4 	<ul style="list-style-type: none"> • Ticket to Class

#10 Date: _____	<ul style="list-style-type: none"> • What will your literacy-rich classroom look like? 	<ul style="list-style-type: none"> • Tovani, ch. 9 • Fisher and Frey ch. 9 (in class reading) • Download and bring copy of full text of TPE 4 	<ul style="list-style-type: none"> • Ticket to Class
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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 are understanding 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.

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 are meant to be addressed in your writing, they are provided as a guide only. They are not meant to 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 student: In an ideal situation you would have access to an AVID, ELD, or other content-area classroom where, after talking with the teacher and spending some time in the classroom, you would make a student selection. If this is not possible, do your best to find a willing student—someone you don’t know particularly well. It is very important to have your student 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. Select a student who the classroom teacher recommends as someone who is having some difficulty with reading. It often helps to enlist the support of your student by explaining this is a requirement for your literacy class and letting him/her know how much you appreciate his/her help, etc.

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.

Instruments to assist you with gathering data:

1. Individual Student Interview: Explain to your student 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.

2. 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.

3. Shadow your student: Spend 3 periods during the day with your student as well as breaks, lunch and/or an extracurricular activity that is related to school. 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 day; your overall reaction to events of the day, where and why your student was most involved, any problem areas your student encountered.

4. Design and administer a Content Area Reading Inventory (CARI). You may only want to administer the CARI to your two selected students; however, it can easily be administered to a whole class and helps you to determine any difficulties the class may have in reading your required textbook.

In subject area groups, take a passage from a content text.

Modified from:

Dornan, R., Rosen, L., & Wilson, M. ((1997). *Multiple voices, multiple texts: Reading in the secondary content areas*. Portsmouth, NH: Heinemann.

The CARI is a teacher-made group or individual reading assessment tool based on the core text or reading material in the classroom. It measures students' performance reading subject material. The CARI is different from just previewing the text in that it helps to diagnose your students' ability to independently read and comprehend the text. There is no standardized way to create a CARI; however, most sources recommend that it contain questions covering the use of text components and study aids, vocabulary knowledge and strategies, and comprehension.

Construct about 15 questions from the following areas:

Vocabulary and Comprehension: Choose a selection from the textbook, 1-2 pages, depending on the amount of text on each page.

- Vocabulary knowledge and Strategies, e.g. defining words, inferring meaning from context, finding and applying definitions from dictionary or glossary (5-6 questions)
- Comprehension, e.g. finding text-explicit information (fact/recall), finding text-implicit information (inferential meaning) (8-10 questions)
- Learning aids, e.g. graphs, charts, tables, maps, study questions, etc. (2-3 questions). You may combine text and a chart or graph if that is more typical of the types of reading your students will do, e.g. math text.

Question construction can be varied, including multiple choice, fill in the blank, short answer.

Sample questions for American history:

This section of the Reading Inventory deals shows how well you can deal with academic vocabulary as well as your ability to understand what you read in this text. Turn to page 599 and read Section Three, “The Great Depression shatters the prosperity of the 1920s.” Then answer the following questions based on the reading.

1. In the middle of the 1st paragraph, why is the word **prosperity** highlighted in dark print? Write your own definition of this word, using information from the paragraph.
2. Examine the chart on p. 600. What industries were most negatively affected by the economy during the Depression?
3. The section survey at the end identifies important terms. If you can’t find a term, where do you look for information?
4. How did overproduction and overspeculation lead to the stock market crash of 1929? (inferential)
5. How did the Hoover administration respond to the Great Depression? (fact/recall)
6. Why were farmers hit hardest by the Depression? (inferential)
7. What influence did the auto license tag on p. 604 have on the 1932 election? (inferential) ETC.

Administration of the CARI:

Although the CARI is designed to be administered to a whole class, you may choose to administer it only to your selected students. Be sure students know that the CARI is for their benefit—to help you plan for instruction—not as a grade in the grade book.

Observe students, especially your case study student(s), as they take the inventory, noting who looks stressed, who can’t seem to find the answers to the questions, who breezes through the inventory, and who just gives up. Recording these observations and comparing them to the CARI scores will give additional insight into each student’s inventory results and reading abilities as well as into the text’s “friendliness.”

Analyze the results with item analysis. If the first 4 questions deal with text organization and structure, then determine how students did in that particular section. If the next 4 questions deal with vocabulary, then analyze that section separately, as well. Do the same for the comprehension questions, even identifying which are fact/recall, and which are inferential. Although analyzing the “whole” inventory score is helpful, item and section analysis will yield more beneficial information for particular strengths and weaknesses.

While there are certain questions that you will want to look at yourself, one suggestion is to ask students to exchange papers for correction. This allows you to “teach” parts of the book as you review the questions and answers. Once scores are calculated, go over the CARI with the class, giving students a chance to discuss where and why they had problems. This also helps to inform your teaching and identify areas of strength and weakness.

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 (CELDT scores, Content Area Reading Inventory (CARI), 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 (cumulative records, e.g. past grades in this content, current grades, standardized test scores in this content, CARI). 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?

ASSESSMENT Checklist and Rubric FOR STUDENT CASE STUDY

Name: _____ **Date:** _____

You must include feedback from a peer as well as your own self assessment on this checklist and rubric.

Check for review

Peer	Self	Instructor	
___	___	___	Gender and age of the student
___	___	___	Reasons for selecting this student are explained.
___	___	___	Instructional challenge that the student represents are explained.
___	___	___	Student’s linguistic background identified and accompanied by an explanation of its influence on academic instructional planning, and assessment.
___	___	___	Student’s academic language abilities 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 described and accompanied by an explanation of the influence on academic instructional planning, including assessment.
___	___	___	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.

—	—	—	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.
—	—	—	Student’s interests and aspirations are described accompanied by an explanation of how the information influences academic instructional planning, including assessment.
—	—	—	The analysis shows evidence of editing and proofreading final draft so that errors in spelling, punctuation, capitalization and usage do not impede comprehension.
—	—	—	Reflection indicates knowledge of student and its influences on academic planning, instruction, and assessment.
—	—	—	The writing includes observations and opinions supported by data to “tell a story.”

Peer Comments:

Self Comments:

Instructor Comments:

Lesson Creator: _____ Peer
 Reviewer: _____

EDSS 521 Lesson Plan Rubric

Check off each of the criteria that are present and acceptable. If any area needs revision, do not check it off.

Criteria	Peer	Self	Inst .
1. Student Facts: <ul style="list-style-type: none"> • Facts about the whole class strengths and needs indicate knowledge of students and considerations for teaching. • Accommodations for ELL and Spc. Needs students are appropriate based on the requirements of the lesson and knowledge of students. 			
2. Lesson Objective(s): <ul style="list-style-type: none"> • Content objective clearly defines what students will do to demonstrate their mastery of the content and literacy processes that are the goals of the lessons. • Language objective supports academic language development. • Practice in at least 2 of the language skills (reading, writing, listening, speaking) is provided. (TPE 5)			
3. Assessment: <ul style="list-style-type: none"> • Formative and summative assessment ensures knowledge of students' understanding for both teacher and student. • Where appropriate and helpful, rubrics provide clear criteria for content and behavioral expectations. 			
4. Lesson Plan: <ul style="list-style-type: none"> • Steps/components of the lesson plans are thoroughly described to show a coherent sequence and progression of the lesson for building content-related concepts and language skills. (TPE 9) • Questions and prompts are included when specified in the lesson plan • Differentiation for Special Needs and English Learners addresses content, process, and/or product • Management and procedures are outlined for such activities as bell work, forming groups, etc. 			
5. Instructional Activities: <ul style="list-style-type: none"> • Activities provide scaffolding and practice for mastery of key concepts and academic vocabulary. (TPE 6) 			

Peer Comments:

Instructor Comments:

***The Maintenance and Development of Positive Teacher Dispositional Behaviors
in the College of Education Courses***

(These are the AFFECTIVE objectives for our single subject courses.)

Purpose/Rationale

A variety of practitioner and university research suggests the importance of linking affective objectives (feelings, attitudes, values, and social behaviors) to all cognitive objectives (mental operations, content knowledge) in all subject areas (Roberts and Kellough, 2000). Krathwohl, Bloom and Masia (1964) developed a useful taxonomy for teachers to use in defining and implementing affective objectives. These student behaviors are hierarchical from least internalized to most internalized: 1) receiving; 2) responding; 3) valuing; 4) organizing; 5) internalizing and acting. There is a correlation between students' academic success and the degree to which teachers incorporate these affective objectives (Roberts and Kellough, 2000; Baldwin, Keating and Bachman, 2003).

In order for teachers to facilitate and integrate these affective expectations into their own teaching, it is essential that they demonstrate corresponding personal attributes (characteristics, qualities) in their own learning. In light of this, it is critical for pre-service teachers to be given an overall dispositional model (a range of these personal attributes) that can be used by them, as future teachers, and that illustrates the importance of and encourages the practice of these attributes. This dispositional model generally reflects the high expectations of quality teaching such as enthusiasm, positive attitudes, positive interactions and supportive interpersonal relationships within the teaching environment. In summary, there is a general consensus within the educational community that these attributes are considered highly desirable professional qualities in teachers (with an obvious range of individual manifestations) that will assist in promoting successful teaching and learning outcomes (Stone, 2002; McEwan, 2002; Dewey, 1910).

Scoring Criteria

On each of the eight dispositional attributes you will score yourself on a 4-point scale in terms of level of accomplishment. Reflective and "supported" assessment is the goal; you will be asked for evidence in support of your scores. "Perfection" (all 4's) is NOT the goal. While these dispositional attributes define professional and collegial behavior to which we expect all teacher candidates (and our students) to aspire, it is recognized that individuals will have areas in need of improvement (we are, after all, human!). Earning full credit for this "assignment" (at the end of the course) is predicated on your ability to provide evidence of your assessments and your ability to work conscientiously toward increased accomplishment. This is what reflective practitioners do, monitor and self-evaluate their own performances as well as that of their students. Peer input, self-evaluation, and intermediate conferences during your EDSS courses will assist in formative assessments.

Exceeds expectations (4): Teacher candidate demonstrates an especially high level of functioning with respect to this attribute (no sub par examples).

Meets expectations (3): Teacher candidate demonstrates an acceptable level of functioning with respect to this attribute (some qualities may be high while others are more limited; while there is room for continued growth, this candidate is generally solid; no concerns exist).

Below expectations (2): Teacher candidate demonstrates inconsistent levels of functioning with respect to this attribute; the candidate is on his/her way to meeting expectations, but needs time or a conscientious focus on this attribute in order to do so (numerous limitations or examples noted).

Well below expectations (1): Teacher candidate demonstrates a low level of functioning with respect to this attribute (serious overall limitations noted in this area).

Download the dispositional self-evaluation form from the Teacher Candidate Handbook on the COE website.

Assignment Sheet

Name _____ e-mail _____

Subject area _____ School _____

_____ (10) Literacy Autobiography

_____ (10) Reading Responses #1 _____, # 2 _____, #3 _____, #4 _____, #5 _____

_____ (30) Literacy Lesson Plan

_____ (40) Student Case Study

_____ (10) Attendance and Performance on Teacher Dispositions

3x5 Question Card Ticket to Class:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____