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California State University San Marcos
COLLEGE OF EDUCATION

EDSS 521 – Literacy in the Secondary School (3 credits)
Fall 2007
Tuesdays, 5:30 – 8:15 PM, UNIV 441

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College of Education Mission Statement

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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)*

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Students with Disabilities Requiring Reasonable Accommodations

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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.

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Infused Competencies

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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.

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Course Description

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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 Prerequisite:
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

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

Allen, J. (2004*). Tools for teaching content literacy*. Stenhouse Publishers, Portland, Main.
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 to readings, lesson plans and assessments required in this course.

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.

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)**

California Teaching Performance Assessment (CA-TPA)Task #3:, Steps 1, 2, and 3 Assessment of Academic Learning Goals. This assignment includes a Literacy Case Study (Critical Assessment Task): A detailed description of the assignment is included later in the syllabus. Guide questions are also on Task Stream. This will be a written report. **After submitting a paper copy of CA-TPA task #3 in your Taskstream Portfolio TPE 3. (All principles) Note: Step 4 of Task 3 will be conducted during student teaching, collecting assessment data. The narrative portions of steps 4 and 5 will be addressed in the second semester in EDSS 531.**

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)**

Literacy Lesson Plans: Using an appropriate selection of text from your content area as the instructional focus, you will create a reading plan and a writing plan. Use the lesson plan format in Taskstream for your lesson plans. **You will submit a paper copy of your lesson plans along with a self assessment using the lesson plan rubric included later in the syllabus.**

Strategy Presentation: You will select a strategy from one of your Literacy Lesson Plan to share with a small group of your colleagues. The presentation will not consist of the "full blown" lesson you would present to students. Introduce the strategy as you would with students, present any visual aids or supplemental material you might use and discuss why you chose the strategy and how it would support English language students and struggling readers. Think about a presentation that lasts 10-15 min. **(Principles 2, 3, 5, 6)**

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 of the semester, followed by feedback from a colleague 3-4 weeks later. See Teacher Disposition handout later in the syllabus.

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." 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.
➢ Assignments are due on time and will not be accepted late.
➢ Half credit for any late assignments turned in within one week of the original due date.
➢ No assignments will be accepted after one week.
➢ 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 both English language development and 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**		tact	
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: _____	• Introductions • literacy and content teaching	• Bring all texts for the course • Reader: *Articles that begin on* p. 19, p. 26 • Read the Teacher dispositions document in your syllabus	
#2 Date: _____	• Adolescent Literacy • Reading Reasons	• Tovani, ch. 5 • Reader: *Articles that begin on* p. 120 • Download and bring the full text of *Adolescent literacy: A position statement for the commission on Adolescent Literacy of the International Reading Association.* www.reading.org • Review CA-TPA Task #3, Step 2.	• Self assessment on Teachers dispositions • Literacy Autobiography • Read CA-TPA Task #3 Assessment Assignment
#3 Date: _____	• Reading Processes • Writing Processes • Practices and habits of Proficient readers and writers	• Tovani, ch. 1, 2, 3, • Bring draft of CA-TPA Task #3 Step 2. • Reader *Articles that begin on* p. 101, p. 1, p. 6, • Choose the text you will use for your Literacy Lesson Plans and bring it to class	• Reading Response #1
#4 Date: _____	• Assessment • Teaching for Understanding • The Brain and Memory Lanes	• Tovani, ch. 8 • Reader: *Articles that begin on* p. 89 and p. 130 • Bring draft of CA-TPA Task #3, Step 2 and data to share with writing group. • Review CA-TPA Task #3, Steps 1 and 3.	• Reading Response #2 • Reading Lesson Plan (include your self-assessment on the rubric provided)
#5 Date: ____	• Writing to learn • Diverse Learners • Differentiation	• Reader: *Articles that begin on* p. 101, p. 12, p. and p. 63	• Reading Response #3 • CA-TPA Task #3, Step 2 • Mid point self assessment on Teacher dispositions
#6 Date: _____	• Content Reading • Planning and integration	• Tovani, ch. 4, Articles that begin on p. 30, p. 43 • Download and bring copy of full text of TPE 3	• Reading Response #4 • Writing Lesson Plan due
#7 Date: _____	• Writing Process • Writing Strategies for English Language Learners	• Tovani, ch. 7	• CA-TPA Task #3, Step 1
#8 Date: _____	• Teaching Discussion as a strategy	• Reader: *Article that begins on* p. , p. 137 • Bring draft of CA-TPA Task #3, Step 3 to get feedback from writing group	• Reading Response #5
#9 Date: _____	• Vocabulary Development		• CA-TPA Task #3, Step 3
#10 Date: _____	• What will your literacy-rich classroom look like?	• Tovani, ch. 9 • Download and bring copy of full text of TPE 4 • Bring electronic copy of your Task 3 narrative to cut and paste into Taskstream	• Brief-lesson demonstrations

Reminder: You should complete a self assessment using this rubric and attach it to your lesson plan when submitting.

EDSS 521 Lesson Plan Rubric

Rubric created with www.taskstream.com
TaskStream THE TOOLS OF ENGAGEMENT

Criteria	Level 1	Level 2	Level 3	Level 4	Your Score
1. Overview: The overview of the unit in which the lesson occurs provides a coherent rationale for teaching the unit to a class with ELD students based on K-12 content and performance standards in the selected content-area and on the ELD Standards. (TPE 1)	The rationale inadequately explains why the theme was chosen and how it relates to the content standards.	The rationale adequately describes how the content standard(s) is addressed through the unit's theme and content coverage.	The rationale is amply elaborated so as to fully describe the relevance and logical progression of the subject area and sequence of content standards.	The rationale is strong in situating the unit's theme and content into the larger scope and sequence of the subject area.	
2. Lesson Objective(s): The lesson objective(s) clearly defines what students will do to demonstrate their mastery of the content and literacy processes that are the goals of the lessons. (TPE 5)	The lesson objectives fail to define the behaviors students will engage in to demonstrate their mastery of the lessons' content, critical thinking, literacy processes and growth in language skills.	The lesson objectives use behavioral descriptors related to a few of the general goals of the lesson to define minimal student mastery of content and processes.	The lesson objectives are accurately categorized into content, critical thinking and language objectives and describe the most relevant behaviors that students will engage in to demonstrate mastery of most of the lessons' goals.	The lesson objectives are tightly related to the sub-components of the content standards and ELD standards and fully articulate the behaviors that students will engage in to demonstrate mastery of cognitive and linguistic goals of the lesson.	
3. Lesson Plan: The 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)	All or most of the steps of the lesson plan are insufficiently described so as to convey the logical progression and inter-connectedness of the activities and tasks. One or more steps in the lesson lack coherence with the other steps or is inadequately addressed to achieve its purpose and function within the lesson.	Most of the steps in the lesson plan adequately describe how each step achieves its objectives for building content knowledge and language skills. Some weaknesses in one or more step in achieving growth in content-area knowledge or English language development are evidenced. Steps are adequately interconnected and progressive.	All steps in the lesson plan are sufficiently elaborated to demonstrate accomplishment of each one's role within the complete lesson structure. The steps demonstrate a tight interconnectedness and progression of content coverage and language practice to achieve mastery of the lessons' objectives. The steps contain some level of creativity or innovation to suggest attention to factors of motivation	All steps of the lesson plan are robust in descriptive detail and are logically interconnected. Each step of the lesson builds logically in a clear sequence toward students' mastery of language and content objectives. Steps articulate forms of motivation and formative and summative assessment of students' progress.	

			and student engagement in learning tasks.		
4. Proficiency Levels: Lessons are appropriate for the targeted proficiency level of the students. (TPE 7)	The language level of the one or more of the lessons is too advanced, too easy, or incomprehensible for the proficiency level of the students.	The lessons are written at a comprehensible language level, but lack the complexity to advance the students' language learning and/or cognitive development related to the content standards taught.	The activities and tasks in the lessons match the level of challenge and complexity for the corresponding level of students' academic English proficiency and also advance ELLs' comprehension of the content standards taught.	The activities and tasks in the lessons are closely aligned with the level of challenge and complexity for the corresponding level of students' academic English proficiency and significantly advance ELLs' cognitive development related to the content standards taught.	
5. The Four Language Arts Skills: The lesson appropriately incorporates 2 or more skills of the language arts: listening, speaking, reading, and writing. (TPE 7)	One or none of the Language arts skills are not clearly addressed. The activities or tasks among the language skills are fragmented and disconnected.	Addresses at least two of the language skills, in a balanced fashion, but lacks clear inter-relationships among the skills.	Addresses at least two of the skills through well-articulated direct instruction and student tasks.	Addresses two or more of the skills so each skill builds on the other and manipulates or transforms the same language in the different forms.	
6. Instructional Activities: The lesson contains activities that provide scaffolding and practice for mastery of key concepts and academic vocabulary. (TPE 6)	The lesson design does not provide sufficient linguistic supports through visual aids, etc. and appropriate teaching strategies and opportunities for practicing academic English to contribute meaningfully to students' growth in English proficiency	The lesson design contains some activities with instructional supports and application of appropriate scaffolding strategies to achieve a minimum level of practice of language to be comprehensible but not challenging for ELL	The lessons' activities delineate effective scaffolding techniques and engage ELL in sufficient language practice to advance their learning of academic English to the next level of proficiency along with adequate acquisition of some content knowledge.	The lesson as whole clearly articulates the use of effective strategies and appropriate instructional materials to build vocabulary knowledge, conceptual understanding and critical thinking for ELL to achieve higher levels of language and content learning.	

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California Teacher Performance Assessment
Task #3 Classroom Assessment of Academic Learning Goals
All Steps are described here; however, only steps 1, 2, and 3 are assignments

General Information
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"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.

In addition, this assignment helps to prepare you for successful completion of part of the California Teacher Performance Assessment, a legislatively mandated evaluation.
Reminder: Step 4 of Task 3 will be conducted during student teaching, collecting assessment data. The narrative portions of steps 4 and 5 will be addressed in the second semester in EDSS 531.

Analyzing and Writing your Findings:
This will be a written academic piece. 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. The information gleaned can be transferred to TaskStream for the CA-TPA assessment and scoring. 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 analysis. Remember that you are only responding to Steps 1, 2, and 3 now. You will teach the unit and collect student samples of one assessment in order to complete steps 4 and 5 in the next semester. Keep in mind that, while I will be reading and evaluating your work and offering feedback, when you post your responses to TaskStream you will have another scorer. Be professional in your comments and writing.

Step I: Assessment Selection and Planning for the Whole Class (2-3 pages):

Directions: To plan classroom assessment, a teacher determines his or her current point within the instructional sequence of a unit of study and identifies the student academic learning goals to measure. "Ideally, assessment and instruction are linked inextricably within any curriculum. The key to using assessment effectively and efficiently in a program of instruction is to recognize above all that different types of assessment tools must be used for different purposes." (Reading/language Arts Framework for California public Schools, 1999, p. 215). Select one class, a content area, and a unit of study to work with as you complete this performance task. You will check and assess student learning at many points along the way. For this assignment, you will need to identify one particular assessment, formative or summative, administer it to students, collect samples, and analyze the sample to determine students' accomplishments and needs. Further, within the whole class assessment, you will more deeply analyze two particular students, an English Learner and a Special Needs Student, to determine whether the accommodations and adaptations you used were successful and/or what you need to do differently for those students.

A. Academic Content Selection

It is to your advantage to discuss this assignment with your cooperating teacher early on so that the unit you design will be used during student teaching and so that you have access to appropriate students to complete the required elements.

- Describe the grade level, content area and subject matter you will be teaching and your unit will address.
- What are the state-adopted academic content standards for students you will cover at this time. While there may be several content standards you address throughout the unit, choose 1-3 primary content standards and identify them by content, (geometry), number 22.0), and a brief, annotated sentence or two (Students know the effect of rigid motions on figures in the coordinate plane and space, including rotations, translations, and reflections.) DO NOT include half page or even quarter page verbage from the full text of the standard. Your readers know these standards and are more interested in YOUR writing and responses to the prompts.
- Describe the unit of study that addresses the standards you chose. Although you are addressing state mandated content standards, what is your rationale for choosing the concept focus, the types of activities, and the "big ideas" you want for your students to understand. Include the academic learning goals for the unit and how they "fit" into the overall plan for the year.
- Identify the sequence in the unit where the assessment occurs, e.g. the beginning, middle, or end.

B. Assessment Planning

Directions: If you are at the beginning of your unit, you will give your students a **pre-assessment or entry level assessment**. If you are moving through the unit, you will use **formative or progress-monitoring** assessments. If you are at the end of the unit, you will use a **summative assessment**. In your narrative, include the following information:
- Purpose of the assessment. Identify whether the assessment is entry level, progress-monitoring, or summative.
- Type of assessment (verbal response, multiple choice, short essay, oral presentation, performance task, etc.)
- Knowledge and skills your students will need to be able to complete the assessment. In other words, what will you students need to know and/or be able to do to complete the assessment?
- Evidence of student learning you will collect.
- Explain how the evidence you collect will document student achievement of the academic learning goal(s).
- Explain how the student assessment evidence will be measured or scored, e.g. rubric, answer key, progress from the beginning or entry assessment, combination, etc.
- Describe the implementation sequence of the assessment. Address each of the following and provide a rationale for your decisions.
    - Teaching strategies including communicating the purpose of the assessment, the scoring criteria, and the procedures for completing the assessment.
    - Student activities
    - Student grouping
    - Materials, technology, and/or resources, including the use of instructional aides, parents, or other adults in the room
- Explain how you will use the assessment results
- Describe how you will share the assessment results with students, families, and other colleagues and support personnel when necessary.
- Identify the originator of the assessment. Is it one that you developed, you adopted, or you adapted from another source such as a district, publisher, internet, or another teachers?

Include a copy of the assessment, any additional directions if provided, answer key, rubric, scoring, guide, etc.

Step 2. Learning about Students: Whole Class and Two Focus Students (4-6 pages):

Directions: An important step in planning assessment is to learn about your students. Provide information about the whole class and two students, an English learner and a student identified with special need who presents a different instructional challenge. Consider your selected content area when describing what you learned about the two focus students. For each of the items below be sure to include a description of what you learned about each

student and an explanation of how the information will influence your academic instructional planning, including assessment. Begin your narrative with overall class information: age range of students, total number of students, number of female students, number of male students, number of English language learners, and number of students with IEP or 504 plans. Instruments that will help you gather the required information are included later in this section and are referenced in parentheses in the required information bullets.

A. Student 1: An English learner

It is to your advantage to discuss this assignment with your cooperating teacher early on so that the unit you design will be used during student teaching and so that you have access to appropriate students to complete the required elements.

In your narrative include the following information. Suggested resources are included in parentheses:
- Gender and age of the student
- Describe what you learned about the student's linguistic background (CELDT scores, cumulative records, interview, interest inventory). 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 students 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.
- Describe other relevant information especially related to any aspect of this academic content area and your particular class, e.g. attendance, extracurricular activites, etc. (interview). Explain how the information will influence your academic instructional planning, including assessment.

B. Student 2: A student with an identified special need

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 how the instructional challenge that he/she presents is different from that of the ELL student.
- 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.

Instruments to assist you with gathering data for Step 2:

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.

Step 3: Assessment Adaptations for Two Focus Students

Directions:
Consider your plan for assessment in Step I and what you learned about the two focus students and the implications for instruction and assessment that you identified in Step 2. It may be helpful to reference your information in Step I, Part B.

Begin your narrative with an explanation of what each student will need to know and be able to do to complete the assessment. Determine what adaptations you will make to the assessment for each student. If you determine that no adaptations are needed for a part of the plan, indicate that decision.

A. Adaptations for Student 1: An English Learner

- Identify the evidence of student learning you will collect. Explain your decisions about assessment adaptations and a rationale for those decisions.
- Explain how the student assessment evidence will be measured or scored. Explain your decisions about assessment adaptations and a rationale for those decisions.
- Describe the implementation of the assessment including:
    - Teaching strategies for communicating the purpose of the assessment, the scoring criteria, and the procedures for completing the assessment.
    - Student activities
    - Student grouping
    - Materials, technology, and/or resources, including the use of instructional aides, parents, or other adults in the room.

  Explain your decisions about assessment adaptations and a rationale for those decisions.
- Describe ways you will use the assessment results. Explain your decisions about assessment adaptations and a rationale for those decisions.
- Identify ways you will share the assessment results with students, families, and other colleagues and support personnel, when appropriate. Explain your decisions about assessment adaptations and a rationale for those decisions.

B. Adaptations for Student 2: A student with an identified special need

- Identify the evidence of student learning you will collect. Explain your decisions about assessment adaptations and a rationale for those decisions.
- Explain how the student assessment evidence will be measured or scored. Explain your decisions about assessment adaptations and a rationale for those decisions.
- Describe the implementation of the assessment including:
    - Teaching strategies for communicating the purpose of the assessment, the scoring criteria, and the procedures for completing the assessment.
    - Student activities
    - Student grouping
    - Materials, technology, and/or resources, including the use of instructional aides, parents, or other adults in the room.

  Explain your decisions about assessment adaptations and a rationale for those decisions.
- Describe ways you will use the assessment results. Explain your decisions about assessment adaptations and a rationale for those decisions.
- Identify ways you will share the assessment results with students, families, and other colleagues and support personnel, when appropriate. Explain your decisions about assessment adaptations and a rationale for those decisions.

Step 4: Giving the Assessment to the Whole Class, Including Two Focus Students (to be accomplished during first semester student teaching and submitted second semester in EDSS 531)

Directions: Give the assessment to your class during the first semester of student teaching. Collect and score all the evidence of student learning from the assessment. Consider all the assessment responses and select three responses that represent the range of achievement within the class. Label these responses as Student 3, Student 4, and Student 5. Label the two focus students' assessment responses as Student 1 and Student 2. Submit all five assessment responses. Review carefully the evidence of student learning you are submitting. Briefly explain why you selected each of the five students to represent the range of responses in the class.

If the assessment is oral or represents a student performance, provide your description of the students' responses and your assessment of those responses, including the class as a whole, the three responses that represent the range of achievement in the class, and the two focus student responses.

Step 5: Analyzing Evidence of Student Academic Learning and the Assessment (to be completed and submitted in EDSS 531

Step 6: Reflection on Assessment Implementation and Student Learning (to be completed and submitted in EDSS 531

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

Each of these seven dispositional attributes will be scored 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).

Teacher Dispositions

(As seen in preservice programs - Roberts & Kellough, 2000; Stone, 2002; McEwan, 2002; Baldwin, Keating & Bachman, 2003; Johnson & Johnson, 1994; COE Mission Statement, 1997)

The following will be used as a guideline for defining each disposition:

1. General classroom attendance, promptness, and participation: is on time; respects time boundaries (breaks, etc.); regularly attends class; and actively participates.

2. Attention to classroom discussion protocols: respects time limitations; recognizes and respects the perspectives of fellow classmates; gives wait time; listens actively; uses non-interruptive skills; mediates disagreements by working to understand others' perspectives & finding common ground; and genuinely encourages all to participate.

3. Social and cooperative skills (as illustrated in cooperative projects): assumes responsibility of one's roles; is open to consensus and mediation; effectively communicates ideas; communicates in respectful manner in online discussion (as noted in electronic communication protocol); attends group meetings; is dependable; respects others' ideas; expects quality work from self and colleagues; manages time effectively; uses organizational skills and leadership skills; is assertive but not aggressive; uses reflection as a means of evaluation; and motivates and offers positive reinforcement to others.

4. Attention to assignments: meets time deadlines; produces quality products; responds cooperatively to constructive criticism; uses rubrics or other stipulated criteria to shape an assignment; and prioritizes tasks and performs/supervises several tasks at once.

5. General classroom demeanor: is professional, creative, kind, sensitive, respectful, has a sense of humor; is supportive of fellow classmates and instructors; recognizes others' perspectives as valid and works to include all "voices" in the classroom; is aware of & responsive to issues & behaviors that might marginalize colleagues in the classroom; does not conduct personal business during class time; uses personal computer appropriately, clearly taking notes when warranted; and computer is closed during discussions so that eye contact can be maintained.

6. Flexibility: is responsive when reasonable adjustments to the syllabus, curriculum, schedule, and school site assignments become necessary (common to the educational arena); can work through frustrations by problem-solving with others and not letting emotional responses dominate or impair thinking; "bounces" back easily; and can work calmly under stress.

7. Openness to and enthusiasm for learning: can engage with a variety of educational ideas with an open mind and a sense of exploration; demonstrates passion for and metacognition of learning across the curriculum and within discipline areas; and takes advantage of learning opportunities and seeks out additional opportunities for learning.

<div align="center">TEACHER DISPOSITION Self - EVALUATION</div>

1. General classroom attendance, promptness, and participation:
   a. Is on time
   b. Respects time boundaries (breaks, etc.)
   c. Regularly attends class
   d. Actively participates

RATING: Mid Semester: _____
COURSE EVIDENCE:

2. Attention to classroom discussion protocols:
   a. Respects time limitations
   b. Recognizes and respects the perspectives of fellow classmates
   c. Gives wait time
   d. Listens actively
   e. Uses non-interruptive skills
   f. Mediates disagreements by working to understand others' perspectives & finding common ground
   g. Genuinely encourages all to participate

RATING: Mid Semester: _____
COURSE EVIDENCE:

3. Social and cooperative skills (as illustrated in cooperative projects):
   a. Assumes responsibility of one's roles
   b. Is open to consensus and mediation
   c. Effectively communicates ideas
   d. Communicates in respectful manner in online discussion (see electronic communication protocol)
   e. Attends group meetings
   f. Is dependable
   g. Respects others' ideas
   h. Expects quality work from self and colleagues
   i. Manages time effectively
   j. Uses organizational skills and leadership skills
   k. Is assertive but not aggressive
   l. Uses reflection as a means of evaluation
   m. Motivates and offers positive reinforcement to others

RATING: Mid Semester: _____
COURSE EVIDENCE:

4. Attention to assignments:
   a. Meets time deadlines
   b. Produces quality products
   c. Responds cooperatively to constructive criticism
   d. Uses rubrics or other stipulated criteria to shape an assignment
   e. Prioritizes tasks and performs/supervises several tasks at once

RATING: Mid Semester: _____
COURSE EVIDENCE:

5. General classroom demeanor:
   - Is professional, creative, kind, sensitive, respectful, has a sense of humor
   - Is supportive of fellow classmates and instructors
   - Does not conduct personal business during class time.
   - Uses personal computer appropriately, clearly taking notes when warranted.
   - Computer is closed during discussions so that eye contact can be maintained.
   - Recognizes others' perspectives as valid and works to include all "voices" in the classroom
   - Is aware of and responsive to issues and behaviors that might marginalize colleagues in the classroom
   - Does not conduct personal business during class time
   - Uses personal computer appropriately, clearly taking notes when warranted and computer is closed during discussions so that eye contact can be maintained.

RATING: Mid Semester: _____
COURSE EVIDENCE:

6. Flexibility:
   - Is responsive when reasonable adjustments to the syllabus, curriculum, schedule, and school site assignments become necessary (common to the educational arena)
   - Can work through frustrations by problem-solving with others and not letting emotional responses dominate or impair thinking
   - "Bounces" back easily
   - Can work calmly under stress

RATING: Mid Semester: _____
COURSE EVIDENCE:

7. Openness to and enthusiasm for learning:
   - Can engage with a variety of educational ideas with an open mind and a sense of exploration
   - Demonstrates passion for and metacognition of learning across the curriculum and within discipline areas
   - Takes advantage of learning opportunities and seeks out additional opportunities for learning

RATING: Mid Semester: _____
COURSE EVIDENCE:

Assignment Sheet

Name_____e-mail_____

Subject area_____ School_____

_____ (10) Literacy Autobiography

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

_____ (15) Reading Lesson Plan

_____ (15) Writing lesson Plan

_____ (15) CA-TPA Task #3 Step 1

_____ (15) CA-TPA Task #3 Step 2

_____ (15) CA-TPA Task #3 Step 3

_____ (5)   Attendance and Performance on Effective Teacher Attributes