

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

EDSS 521 – Literacy in the Secondary School (3 credits)

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Students with Disabilities Requiring Reasonable Accommodations. Students are approved for services through the Disabled Student Services Office, located in Craven Hall 5205. Qualified students with disabilities needing appropriate academic adjustments should contact me as soon as possible to ensure your needs are met in a timely manner.

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)

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.

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 1b- Subject Specific Pedagogical Skills
TPE 3 - Interpretation and Use of Assessments

Secondary Emphasis:

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

Countryman, J. (1992). *Writing to learn mathematics, strategies that work*. Heinemann: Portsmouth, NH.
 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 teacher reading? Content comprehension, grades 6-12*. Stenhouse Publishers, Portland, Maine.

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.

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. **You would not use a different strategy with your students every day or week.** Rather, you would teach a strategy and practice it with them often over a period of time. How many different strategies you teach them and use is up to you and them. Quality and mastery are always preferred to quantity. We are using a different strategy each week for the purpose of you learning it, practicing it, and sharing with your colleagues, not only your learning, but your opinion of the strategy. **(Supports all principles)**

Literacy 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 to identify his/her reading and writing strengths and weaknesses, to develop intervention strategies, and to reflect on the implications for your teaching. This will be a written report. **After submitting a hard copy of your literacy case study, reflect on the process in your Taskstream Portfolio TPE 3. (All principles)**

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

Literacy Unit and Lesson Plans: This assignment will be completed with a content partner. Using an appropriate selection of text from your content area as the instructional focus, you will create a cohesive plan that would span

about a week. The unit may consist of 2-5 individual lesson plans, depending on the daily structure of the school where you teach. For example, if you are teaching at a school that is on a modified block, you might have classes which are 1.5 hours in length that meet 2-3 times a week. If you are teaching at a school with a more traditional schedule of classes that meet for 50 minutes 5 days of the week, you may have a lesson plan for each day, or you may have fewer lesson plans, realizing that some lesson plans span more than one day. Each individual plan must include one or more research-based strategies designed to enhance text access and comprehension; the strategies must make “curricular sense” individually and in combination. Strategies can be used to achieve a variety of literacy-related goals, including but not limited to developing/activating background knowledge (schemata); enhancing vocabulary/concept vocabulary acquisition; analyzing text structure; improving metacognition, including instruction in reciprocal teaching and questioning strategies, think aloud protocol, and levels of critical thinking (factual, inferential, applied). Each lesson plan must include appropriate explanation of modifications for English language learners (SDAIE) and struggling readers. Use the unit and lesson plan format in Taskstream.

After submitting a hard copy of your unit/lesson plan, reflect on the process in your Taskstream portfolio TPE 1B . (Principles 2, 6)

Strategy Presentation: With your content partner, you will select a strategy from your Literacy Unit/Lesson Plan to share with the class. 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)**

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 seven sessions. Missing one session would constitute over 20% of the course; consequently, you should not be absent. Should you have extenuating circumstances, you must contact the instructor as soon as possible.

CROSS-CULTURAL, LANGUAGE AND ACADEMIC DEVELOPMENT (CLAD) 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. Intragroup 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
II. Theories and Factors in First- and Second-Language Development	III. Language and Content Area Assessment	C. How teachers can use what they learn about their students (culturally- responsive pedagogy)
A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	A. Purpose	III. Cultural Contact
B. Psychological factors affecting first- and second-language development	B. Methods	A. Concepts of cultural contact
C. Socio-cultural factors affecting first- and second-language development	C. State mandates	B. Stages of individual cultural contact
D. Pedagogical factors affecting first- and second-language development	D. Limitations of assessment	C. The dynamics of prejudice
E. Political factors affecting first- and second-language development	E. Technical concepts	D. Strategies for conflict resolution

TPE Reflective Writing for TaskStream—Single Subject Program

The goal: each instructor will take a few “priority” TPEs (according to the grid below) and have his/her students write summary reflections toward the end of the course to be submitted, responded to, and archived via TaskStream. This will prepare students for final TPE assessments and for creating their final portfolios. See below for a statement to use on syllabus and a possible scoring guide (drafts).

TPE	EDUC 422 Educ. Tech.	EDSS 511 Second. Teaching & Learning	EDSS 530 Second. Schools of the 21 st Century	EDSS 521 Secondary Literacy	EDSS 541 Interdis. Methods	EDSS 531 Reflect. Profess.	EDSS 555 Theories & Methods Bilingual Education	BCLAD I and II
1B: Subject-specific Pedagogical Skills for Single Subject Teaching Assignments				X				
2: Monitoring Student Learning During Instruction					X			
3: Interpretation and Use of Assessments				X				
4: Making Content Accessible							X	
5: Student Engagement					X			
6C: Developmentally Appropriate Practices in Grades 9-12		X						
6D: Special Education		X						
7: Teaching English Learners							X	
8: Learning about Students			X					
9: Instructional Planning		X						
10: Instructional Time	Student Teaching.							
11: Social Environment			X					
12: Professional, Legal, and Ethical Obligations						X		
13: Professional Growth						X		
14: Educational Technology	X							
15: Social Justice							X	X

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	<ul style="list-style-type: none"> • Introductions • literacy and content teaching 	<ul style="list-style-type: none"> • Bring all texts for the course • Countryman, Ch. 3 	
#2	<ul style="list-style-type: none"> • Adolescent Literacy • Reading Reasons 	<ul style="list-style-type: none"> • Tovani, ch. 5 • 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 • Bring draft of literacy autobiography to share with writing group • Read Literacy Case Study 	
#3	<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, • Countryman, ch. 4 • Work on case study 	<ul style="list-style-type: none"> • Reading Response • Final copy of literacy autobiography
#4	<ul style="list-style-type: none"> • Assessment • Teaching for Understanding • The Brain and Memory Lanes 	<ul style="list-style-type: none"> • Tovani, ch. 8 • Fisher & Frey ch. 1, 2, 10 • Countryman, ch. 7 • Work on case study • Bring draft of case study and data to share with writing group 	<ul style="list-style-type: none"> • Reading Response
#5	<ul style="list-style-type: none"> • Writing to learn • Diverse Learners • Differentiation 	<ul style="list-style-type: none"> • Countryman, ch. 1, 2, 6 • Fisher & Frey, ch. 8 • With your content partner, choose the text you will use for your Unit/Lesson Plan and bring it to class 	<ul style="list-style-type: none"> • Reading Response • Completed Case Study • Taskstream Portfolio • TPE 3
#6	<ul style="list-style-type: none"> • Content Reading • Planning and integration 	<ul style="list-style-type: none"> • Tovani, ch. 4 • Countryman, ch. 5 • Fisher & Frey, ch. 3, 4, 5, 7 • Bring the draft of your Unit/Lesson Plan to receive critical feedback you're your colleagues 	<ul style="list-style-type: none"> • Reading Response
#7	<ul style="list-style-type: none"> • Writing Process • Discussion • Writing Strategies for English Language Learners 	<ul style="list-style-type: none"> • Tovani, ch. 7 • Fisher and Frey, ch. 9 	<ul style="list-style-type: none"> • Reading Response • Literacy/Unit Lesson Plan
#8	<ul style="list-style-type: none"> • The energy to teach • What will your literacy-rich classroom look like? 	<ul style="list-style-type: none"> • Tovani, ch. 9 • Countryman, ch. 8 	<ul style="list-style-type: none"> • Taskstream Porfolio TPE 1B

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.
- 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.

TaskStream TPE Reflection

It is important to recognize that the TPEs are threaded throughout the credential program, as a whole, and are addressed multiple times in each course, as indicated in the TPE matrix for this course. Even though we are referencing and seeking to understand several TPEs in this course, you are specifically responsible for writing a reflective statement for TPEs 1B and 3 in the TaskStream Electronic Portfolio. Each assigned reflection will follow a pertinent assignment, discussion, and/or reading, which provides a deeper understanding of the specified TPE. The reflection should be approximately 250-350 words (the goal is to be succinct not to count words) and focus on a description, analysis, reflection sequence. You must attach one or more artifacts to support your ideas in the reflection. One artifact will be the pertinent assignment accompanying the specific TPE. You may attach other artifacts, such as assignments from other classes, which also support your ideas. The same artifact may appear in multiple TPE reflections. When you submit each TPE reflection, you will receive feedback from me. When the reflection is finalized, it will become a permanent record in your TaskStream Portfolio. You may return to the TPE at another point in your program and make modifications as your understanding deepens.

Scoring Guide (using a 4-point rubric)

4 = A “4” score indicates that the work has met all the criteria of a “3” and has additional characteristics that make it exemplary: extremely well written, highly insightful, shows significant learning with respect to the identified TPE, etc.

3 = A “3” score has the following criteria:

Write-up includes:

- a description of the teacher candidate’s learning with respect to the specific TPE being addressed
- an analysis of how the attached artifact(s) is (are) evidence of that learning
- a reflection describing personal significance of this learning and/or next steps in the journey toward continuing to meet this TPE

Demonstrates adequate progress toward meeting the specified TPE

Writing is well organized, well developed, and professional (few, if any, mechanical errors)

2 = A “2” score indicates that the work has not met all of the criteria of a “3” but is approaching it.

1 = A “1” score indicates that the work is significantly underdeveloped and it is difficult to discern the teacher candidate’s learning with respect to the specific TPE being addressed.

Presenters: _____ Date: _____

Strategy Presentation

With a partner, you will develop and present/model a literacy-developing strategy to your colleagues. The lesson may not include all of the elements of literacy (reading, writing, vocabulary development, oral language), but it must include at least one. The presentation will not consist of the “full blown” lesson you would present to students. Rather, begin by telling where this lesson might “fit” in your curriculum. Then, introduce the strategy as you would with students, present any visual aids or supplemental material you might use and tell us how the lesson would unfold. You may involve us in an activity or part of an activity. In a follow-up discussion, you will tell us how the rest of the lesson would “play out” and how you would assess it. You will also need to identify or suggest SDAIE strategies that are a part of the lesson and ask how this lesson might be modified or used in other content areas. Think of the “partial lesson demonstration” as taking 10-15 min. with the follow-up at 5-8 min. for a total of about 20 min. **Following each presentation, we will give the “teachers” written feedback indicating one area of special strength in the lesson and one suggestion for improvement.**

Rubric for Lesson Demonstration: Each criteria is rated on a scale of 4-1 with 4 indicating excellence and 1 needing improvement. Assess yourselves at the conclusion of your presentation and submit the rubric.

Criteria	4	3	2	1
Lesson objective(s) clearly stated and accomplished				
Lesson has interesting and relevant “hook” (anticipatory set)				
Lesson sequence is logical, with appropriate scaffolding				
Lesson uses multiple modalities to aid in learner understanding				
Literacy development and support is evident in the lesson				
Assessment is appropriate and directly tied to the objective(s)				
Visuals or handouts are readable and aid in understanding				
Presentation style is enthusiastic, clear, and motivational (Oscar potential)				
Both teachers participate equitably				
Overall: Effective lesson				

Comments:

EDSS 521 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).

The purpose of this assignment is for you to get to know an individual 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 can not 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.

Conducting the Case Study

1. Selecting a student: In an ideal situation you would have access to an AVID, ED, 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.

3. 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. Sample 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.
- ◆ Try to discover how the student feels about his/her own literacy levels
- ◆ Ask what subjects the student likes, dislikes, and why
- ◆ Find out if English is the student’s second language. If so, 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 about favorites: sports, music, activities, etc.
- ◆ Try to find out if the student reads when he/she doesn’t have to.
- ◆ 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 the student considers to be the best way for him/her to learn and what conditions keep him/her from learning.

Remember, these questions are suggestions only (and you wouldn't ask all of them!). 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.

4. Gather existing data: You may or may not be able to access the following data. But it is valuable information and helps to add pieces to the puzzle. You may ask your on-site supervisor or the recommending teacher for access to this information.

- Ask if you can see the results of any pre-existing standardized test results.
- Ask if you can access the student's grades from past years.
- Ask if the teacher saved a writing sample from the beginning of the year and if there is a current writing sample. This writing sample may not be from the teacher with whom you are student teaching. It may be from the English teacher, if that teacher is different. Be sure to ask the circumstances surrounding the writing of the piece, e.g. was it a 10 min. journal entry, a prompt completed in one sitting, or a piece that went through the writing process with editing.
- Ask if the teacher distributed and collected any interest inventories or attitudinal surveys at the beginning of the year.
- Ask the teacher what he-she has noticed about the student, e.g. regular or irregular attendance, hands work in on time, seems to be socially acclimated, etc. anything that the teacher has noticed might be useful information.

5. Shadow your 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.

6. Collect/administer reading assessments

You will need to triangulate your data to draw more accurate conclusions. That means you need at least three pieces of data or information to compare and analyze for trends and conclusions. One required piece of data is the Content Area Reading Inventory (CARI).

Content Area Reading Inventory (CARI). In subject area groups, take a passage from a content text. Brainstorm and write 15 questions (who, what, when, where, why, how). At least 5 of the questions will be **fact/recall** questions. From the remaining questions, include at least two questions each on **inference, main idea, vocabulary**. When you administer the CARI ask the student to read the sample out loud. Listen for "significant" miscues. Self-corrections, minor omissions, or difficulty with a couple of words are not "glaring" miscues. Rather, look for miscues (mistakes) that change the meaning of the passage and inhibit comprehension. Do not help the student unless there is a 10-15 second pause. When the student is finished reading, ask him/her to retell the passage (Tell me as much as you can about what you have just read. What is the passage about?) Note an "R" on the comprehension questions that are answered in the retelling. Ask the remaining comprehension questions indicating which are answered correctly with a "+" and which are answered incorrectly with a "-".

Comprehension Scoring guide for CARI

Level	Significant miscues	Retelling	Comprehension Questions Missed
Independent	0-1	Recalls key events, remembers important facts, retains sequence of events, relates events in an organized manner	0-2
Independent/Inst.	2		2.5-4
Instructional	3	Recalls most key events, remembers some important	4.5-6

		facts, retains the general sequence of events, relates an overall sense of the content	
Instr./Frustration	4		6.5-8
Frustration	5+	Recalls bits of information in a haphazard manner with little organization.	8.5+

Two other sources: Choose two more pieces of information from the following list.

- Standardized test
- Grades from the previous 2-3 years
- Results from a Cloze procedure
- Graded word list
- Other? When/if you are able to access the student's cumulative file, there may be other "reading level" information you can use. Discuss this with the instructor.

7. Writing Analysis

Collect 2-3 writing samples. If possible, get a range of samples—a journal entry, a piece that has been through the writing process, a nonfiction piece, etc. If you are unable to get writing samples, just give the student a prompt and ask him/her to write for at least ten minutes without stopping. The prompt could be about something you discovered in the interview or interest inventory. It must be something the student knows.

Analyzing and Writing the Case Study Note: Use a pseudonym to keep your student anonymous. Black out all names that appear on the data, evidence, and student work you attach to the analysis.

Introduction: Summarize all of the contextual information you've gathered from the student interview. Include age, grade, and any pertinent background information; include what you know about this student's general attitudes toward school, sports, family, and other interests as well as her/his specific attitudes about reading, writing. If your student expresses any strong likes or dislikes include that information here.

Reading Assessment:

Summarize your findings from the informal reading conference. Include the title of the book and why the student chose the book. As the child read orally, what errors did the running record evidence? During the oral reading, what teaching strategies did you use, e.g. breaking words into parts, using onsets and rimes, read on and then come back to the difficult word, etc. What strengths and weaknesses from your notes did you discuss with the reader? What goals did you and the student set for reading the next time? Your analysis is not that of a reading specialist, rather it is an informal set of conclusions based on close observation.

Writing Sample(s):

Summarize your findings from the writing sample(s). Analyze your findings by looking for patterns and/or behaviors that are consistent or inconsistent with other information you know about this student. Is the writing level consistent with the reading level? Look for depth of ideas as well as "significant" syntax, spelling, and grammar errors. What kind of vocabulary does the student use in writing? You are asking yourself what kind of ability, confidence, and interest this student has in writing?

Instructional Plan

Now that you have all this information about this student, what do you do with it? What would you do both individually for this student, and for your whole group instruction to modify your instruction? Identify two specific strategies, one that comes from the goals you set with the student, and one that would help this student as well as be used in whole class instruction.

Reflection

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 RUBRIC FOR STUDENT CASE STUDY

Name: _____ **Date:** _____

Be sure to self-assess on this rubric and hand it in with your case study analysis.

Criteria	Very competent	Adequate competence	Limited competence	Resubmit with revisions
The narrative includes an introductory paragraph (s) describing the reader and the book choice.				
The narrative provides clear evidence of the teacher’s (that’s you) ability to record and analyze student errors.				
The narrative provides clear evidence of the teacher’s ability to use appropriate and varied teaching strategies during oral reading.				
The narrative evidences the teacher’s ability to engage him/herself and the student in analytical conversation when discussing strengths and weaknesses and goal setting.				
The analysis evidences an ability to describe, analyze and evaluate student writing.				
The analysis shows evidence of editing and proofreading final draft so that errors in spelling, punctuation, capitalization and usage do not impede comprehension.				

Comments:

Assignment Sheet

Name _____ e-mail _____

Subject area _____ School _____

_____ (10) Literacy Autobiography

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

_____ (25) Literacy Unit/Lesson Plan

_____ (5) Taskstream Portfolio Reflection TPE #

_____ (25) Literacy Case Study

_____ (5) Taskstream Porfolio Reflection TPE#

_____ (5) Taskstream Portfolio Reflection TPE #

_____ (15) Strategy Presentation