

EDMI 522, Section 1	
Middle Level Literacy Methods II	
CRN # 22185	
Dates listed on page 11-12	
9:00-11:45 OR 12:45-3:30	
Woodland Park Middle School (SMUSD)	
Spring 2017	
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Office Hours	By Appointment

WELCOME

SCHOOL OF EDUCATION MISSION & VISION STATEMENT

(Adopted by SOE Governance Community, January 2013)

Vision

To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

Mission

The mission of the School of Education community is to collaboratively transform education. We:

- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the School, College, University, and Community

BASIC TENETS OF OUR CONCEPTUAL FRAMEWORK

- Student centered education
- Research and theory specific to the program field inform practice
- Connections and links between coursework and application
- Strong engagement between faculty and candidates
- Co-teaching clinical practice
- Culturally responsive pedagogy and socially just outcomes

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COURSE DESCRIPTION

Middle Level Literacy II

Focuses on developing a preliminary understanding of theory, methodology, and assessment of English Language Arts and second language Learning in self-contained or departmentalized settings.

The primary aim of this course is for students to develop an understanding of the theory, methodology, and assessment of English language arts and second language learning in integrated and inclusive elementary and middle school classrooms.

Course Prerequisites

Successful completion of EDM1 521.

Course Objectives

KNOWLEDGE - Teacher candidates will:

- Gain an understanding of how a first and second language is acquired.
- Gain an understanding of the reading process and its relationship to thought, language and learning and the knowledge of reading content including: word analysis, fluency, vocabulary- academic language- and background knowledge, reading comprehension, literary response and analysis.
- Gain understanding of how to learn to read and write in first and second languages.
- Become familiar with how to “deliver a comprehensive program of systematic, explicit instruction in reading, writing, listening, and speaking aligned to the California Common Core State Standards.
- Become familiar with “multiple monitoring measures within the three basic types of assessments to determine students’ progress towards state adopted content standards.”
- Become familiar with “differentiated reading instruction and interventions to meet the needs of the *full range of learners (including struggling readers, students with special needs, English learners, speakers of non-standard English, and advanced learners)* who have varied reading levels and language backgrounds.”

SKILLS - Teacher candidates will:

- Become sensitive observers of children’s language using behaviors.
- Demonstrate knowledge and ability to utilize multiple monitoring measures within the three basic types of assessments to determine students’ progress towards state adopted content standards: entry level assessment for instructional planning, monitoring student progress, post test or summative assessment.
- Be able to analyze and interpret results [of children’s reading and writing behaviors] to plan effective and differentiated instruction and interventions.
- Demonstrate knowledge of components of effective instructional delivery in reading, writing and listening and speaking.
- Develop the ability to select appropriate materials and instructional strategies to meet the individual needs of students and use “State Board of Education (SBE)-adopted core instructional materials for both instruction and intervention.
- Develop the ability to differentiate literacy instruction in order to provide Universal Access.
- Learn how to organize the classroom for teaching reading and writing to the *full range of learners (including struggling readers, students with special needs, English learners, speakers of non-standard English, and advanced learners)* who have varied reading levels and language backgrounds

ATTITUDES AND VALUES – Teacher candidates will:

- Develop an appreciation for the natural language abilities children possess for processing and producing print.
- To appreciate the need and value of integrating reading writing into all curricular areas
- Affirm the importance of a rich environment for an effective language arts program.
- Develop a sensitivity to and appreciation for culturally and linguistically diverse learners.

- Develop a sensitivity to and appreciation for the importance of reading and writing for students' own personal and professional growth.
- Develop a respect for each student, his/her abilities and background and the student's right to instruction that meets his/her individual needs.

REQUIRED TEXTS

- Beers, K. (2003) *When kids can't read*. Portsmouth: Heinemann.
- Johns, J. (11th ed.) (2012) *Basic Reading inventory*. Iowa: Kendall Hunt.

Wolpert-Gawron, H. (2014) *Writing behind every door: Teaching common core writing in the content areas*.

Fisher, D. & Frey, N. (2015) 4th. Ed. *Improving Adolescent Literacy: Strategies at work*

National Common Core Initiative: <http://www.corestandards.org/read-the-standards/> (view College and Career Anchor Standards here)

ELA/ELD Framework: (download the full framework approved July 2015):

<https://www.mydigitalchalkboard.org/cognoti/content/file/resources/documents/4b/4b6b5574/4b6b5574ba634f2a0d505cc4b0e78013ab4a7f9a/FrameworkFINAL72415.pdf>

ELA/ELD Framework chapter by chapter: <http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp>

Recommended Texts (optional)

Zarrillo, J. J. (2010). (3rd ed.) *Ready for RICA: A test preparation guide for California's Reading Instruction Competence Assessment*. Merrill Prentice Hall.

Choice Books (You will choose one to read)

Hesse, K. *Letters from Rifka*
 Lai, T. *Inside out and back again*
 Alvarez, J. *Return to sender*
 Applegate, K. *Home of the brave*
 Senzi, N.H. *Shooting Kabul*
 Jimenez, F. *Breaking through* (also available in Spanish)

TEACHER CANDIDATE LEARNING OUTCOMES

Teacher Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CTC standards for the Multiple Subject Credential. This course is designed to help teachers seeking a California teaching credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing effective programs for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. You will be required to formally address the following TPE in this course:

TPE 1A- Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments: Reading Language Arts.

Teacher Performance Assessment

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved Teacher Performance Assessment (TPA), as part of the credential program of preparation. During the 2015-16 academic year the CSUSM credential programs will use either the CalTPA (California Teacher Performance Assessment) or the edTPA (Educative Teacher Performance Assessment). This course will utilize:

CalTPA

To assist with your successful completion of the CalTPA, a series of informational seminars are offered over the course of the program. TPA related questions and logistical concerns are to be addressed during the seminars. Your attendance to TPA seminars will greatly contribute to your success on the assessment. The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials may be found on the SOE website:

<http://www.csusm.edu/education/CalTPA/ProgramMaterialsTPA.html>

Additionally, to support your success in your credential program and with TPA, SOE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs).

Authorization to Teach English Learners

This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Candidates successfully completing this program receive a credential with authorization to teach English learners. (*Approved by CCTC in SB 2042 Program Standards, August 02*)

Expected Dispositions for the Education Profession

Education is a profession that has, at its core, certain dispositional attributes that must be acquired and developed. Teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions that must be evident in teacher candidates: social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning. These dispositions have observable actions that will be assessed throughout the preparation program. For each dispositional element, there are three levels of performance - *unacceptable*, *initial target*, and *advanced target*. The description and rubric for the three levels of performance offer measurable behaviors and examples.

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes a self-assessment by the candidate. The dispositions and rubric are presented, explained and assessed in one or more designated courses in each program as well as in clinical practice. Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate's Teaching Performance Expectation portfolio. Candidates are expected to meet the level of *initial target* during the program.

GENERAL CONSIDERATIONS

This syllabus is subject to change.

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates are expected to attend all classes and participate actively. At a minimum, candidates must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the candidate have extenuating

circumstances, s/he should contact the instructor as soon as possible. (Adopted by the COE Governance Community, December, 1997).

For this course: Students missing two class sessions will see their grades reduced by one full grade. Students missing three or more class sessions will see their grades reduced by two full grades. Leaving early or arriving late by more than 15 minutes constitutes one absence. Illness and emergencies are considered on a case-by-case basis; however, notification of an absence does not constitute an excuse.

Candidates with Disabilities Requiring Reasonable Accommodations

Candidates with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. 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.

All University Writing Requirement

Every course at the university, including this one, must have a writing requirement of at least 2500 words. Writing requirements for this class will be met through the signature assignments as described below.

CSUSM Academic Honesty Policy

Teacher candidates will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All assignments must be original work, clear and error-free. All ideas/material 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 accordingly.

Academic Honesty and Integrity: Teacher Candidates are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero 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.

Refer to the full Academic Honesty Policy at:

http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html

Credit Hour Policy

Students are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning.

Plagiarism

As an educator, it is expected that each candidate (course participant) 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.

Class Behavior Expectations

Students in this class are expected to follow these basic principles:

- Demonstrate respect for oneself and for others.
- Treat others with dignity and behave in a way which promotes a physically and psychologically safe, secure, and supportive climate.
- Allow all community members to engage as full and active participants where the free flow of ideas is encouraged and affirmed.

Use of Technology

Candidates are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Moodle, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. All assignments will be submitted online, and some will be submitted in hard copy as well. Details will be given in class.

Assume that technology will fail at some point. Do not assume that everything will go smoothly when it comes to computers. Plan ahead. Do not leave completion/submission of assignments/projects for the last possible moment.

Contact Information for Technical Support Assistance

If you need any technical support, contact IITS Student Help Desk: <http://www.csusm.edu/sth/>.

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

COURSE REQUIREMENTS

Assignments are to be turned in on the due date, no exceptions. Hand-written work is not accepted. Assignments should use size 12 font and be double-spaced. Proofread and edit word-processed assignments prior to submission to ensure the text is error-free (grammar, spelling), and ideas are logically and concisely presented. All citations, where appropriate, should use American Psychological Association (APA) format.

Assignment	Points Possible
Reading Case Study (March 20, 2017)	45
Literacy Lesson Plan (sign up) <i>Focus: Writing Strategy</i>	10
Digital Writing Portfolio and reflection (March 13, 2017)	15
Reading Responses	30
Total Points	100

Grading Standards

A	93-100	A-	90-92		
B+	87-89	B	83-86	B-	80-82
C+	77-79	C	73-76	C-	70-72

In both the Literacy courses (EDMI 521 and EDMI 522), you will study topics in literacy instruction related to RICA domains.

RICA DOMAINS COVERED
Embedded in each area: Assessment, Universal Access/Differentiated Instruction, Oral Language and Writing
Domain 1: Planning Reading Instruction based on Assessment
Domain 2: Word Analysis
Domain 3: Fluency
Domain 4: Vocabulary, Academic Language, and Background Knowledge
Domain 5: Comprehension

Assignments

Writing Strategy Lesson Plan (10 points) (Due on Cougar Courses by the morning you share your lesson)

You will write and present a writing strategy lesson plan for a small group or whole class activity that takes into account the needs of your students. They can be mini-lessons, direct instruction, inquiry, or any format you choose. This is also an opportunity to try a writing-in-the-content-areas lesson. Make your lesson active, interesting, fun and meaningful. The lesson should be about a writing **strategy**, not, for example, a whole long unit on how to write a story. Write a lesson about aspects of writing the story (or whatever genre you choose), the elements of writing, like how to develop character or setting. The biggest mistake student teaches (and some teachers) make is thinking teaching writing is making an assignment and then grading it. That's not teaching students HOW to write. Another common mistake is teaching grammar and surface features, like comma use and then practicing it on sentences. That's test prep, not really teaching writing. Grammar needs to be taught in the context of writing.

Keep in mind when writing your lesson: What is the purpose of your lesson? How does it relate to real writing? What part of the writing process does your lesson address (pre-writing – getting started, drafting, revising, editing, etc.) What are your learning goals? How are they aligned with the CA ELA standards? How will you present the lesson (instructional strategies, resource materials, time frame)? How will you group students for the lesson? How will you assess your students? What accommodations will you provide for students who need additional support?

Examples of possible strategies include:

- How to begin a piece of writing
- Writing an engaging opening
- Narrowing or expanding topics
- Using a piece of literature as a model for writing
- Paragraphing within a piece of writing
- Developing characters
- Developing a central idea
- Linking evidence to claim in argument writing
- Organizational structure for a particular kind of writing (compare/contrast, persuasion, etc.)
- Editing writing
- Determining if source/evidence is credible
- Making transitions between paragraphs
- Using active verbs
- Sentence variety or interesting sentence structure
- Peer response – teaching students how to provide effective feedback
- Strategies specific to a particular domain (like informative, argument, etc.)
- Writing in science, social studies, math, art, music, P.E.

***Note:** I am not assigning chapter 7 “Techniques to teach writing that work” in the Wolpert-Gawron text. Please refer to this and base any of your lessons on the ideas in this chapter. But you can also use the following sites or others that are good.

Recommended sites for literacy lessons (in no particular order): There are many websites with lesson plans. The following are some of my favorites because they are good. You don’t have to use these. I’m just trying to save you some time. There are many more out there, just be aware of who sponsors the site and what the sponsor might be trying to sell you or what their philosophical orientation might be.

1. **Readwritethink:** Co-sponsored by NCTE and IRA the two premier literacy professional organizations: <http://www.readwritethink.org/>
2. **Teaching that makes sense:** www.ttms.org
3. **Writing Fix:** Sponsored by the Northern Nevada Writing Project: <http://writingfix.com/>
4. **Always write:** Corbett Harrison, creator of Writing Fix’s website created his own site with many of the Writing Fix resources and more: <http://corbettharrison.com>
5. **Achieve the Core:** <http://achievethecore.org>
6. **Teaching Channel:** https://www.teachingchannel.org/videos?categories=topics_common-core
7. **Scholastic:** <http://www2.scholastic.com/browse/home.jsp>
8. **Ted Ed:** Teacher created lessons using TED videos: <http://ed.ted.com>
9. **Edutopia:** <http://www.edutopia.org> Use “Browse Topics” bar at the top and you can browse by topic or grade level
10. **Web English Teacher:** <http://webenglishteacher.com/>
11. **English Companion:** <http://www.englishcompanion.com/> Materials by Jim Burke, high school teacher and author of many excellent books. Go to “classroom resources” on top bar.
12. **The Learning Network of the New York Times:** <https://www.nytimes.com/section/learning/lesson-plans> Scroll down and you can find lesson plans for L.A., SS, Science, math and the arts.

A few of my favorite blogs by teachers, that often have great lesson ideas.

1. Pernille Ripp (middle school teacher) <http://pernillesripp.com>
2. Two writing teachers (actually now kept up by about 7 teachers) <https://twowritingteachers.wordpress.com>
3. Moving Writers (two high school teachers who published a book on using mentor texts) <http://movingwriters.org>
4. Three Teachers talk (3 high school teachers with good ideas for all grades): <https://threeteachertalk.wordpress.com>
5. Teachers and writers magazine: <http://teachersandwritersmagazine.org>
6. Scholastic bloggers (14 different teacher’s blogs from across the country teaching all grade levels: <https://www.scholastic.com/teachers/lessons-and-ideas/>)

Reading reflections (30 pts.): It is expected that everyone will understand all the readings and will come to class prepared to discuss them. Write at least 3 comments or questions from the readings for that session. **Do not summarize.** Please give thoughtful reactions, responses, and reflections. If the readings are from more than one book, try to comment on more than one book. We will use these as the basis of our discussion at the beginning of some classes. These should be posted in Cougar Courses **before** each session and they should show that you have done the reading. Do NOT do reading reflections for the adolescent novels. **You have 2 free passes!**

Digital Writing Portfolio, reflection and assessment (15 points)

We will be doing several pieces of different kinds of writing primarily in class. You will keep all drafts in a digital folder. You will need to create a portfolio in google or Dropbox or something similar that you provide access to me. Not every piece of writing will be finished, but at least one or more will be completed. You will write a reflection about your portfolio and your writing process. Your reflection will identify which pieces you think are your best writing and which pieces illustrate learning about writing. When you reflect upon your process please address the following questions: How did you get started? What was it like writing the first draft? What was difficult for you? What was easy? What kinds of decisions did you have to make in the writing? Did you consider an audience when you were writing? Who was your audience? **Especially respond to: What did you learn about fostering student’s writing.** DO NOT BEGIN THIS ASSIGNMENT UNTIL IT IS DISCUSSED IN CLASS!

You will create your own assessment for this assignment and assess yourself.

Bring a draft of a piece of writing to class February 13.

Final reflection and portfolio due: March 13

Case Study (45 points) DUE: March 20

Choose a student at your school site who struggles with reading and writing (the teachers will help identify students). Choose a student who is reading at least at a first grade level. Identify a student as quickly as possible after starting your observation. Ask your master teacher for a good candidate. Prepare a reading and writing case study on this student:

Important: Take notes as you work with your student. Include your anecdotal notes in the final appendix. (for example, your student’s behavior during the activity, reactions to the activity, comments, etc.) in your analysis of the student and in your design of an appropriate instructional plan. Record all the student’s oral responses. Don’t try to assess the child in only one day. If you think the child is getting tired, stop the assessment for the day and pick up another day. An important part of the assessment is developing a rapport with the child in which s/he is comfortable to fully participate.

Your case study will include:

1. Learning about your student: This section includes the students age, grade level, interests, ethnic and linguistic background, etc. Select 3 students, however, you are only going to be working with one student. The other two will be backups- just in case students move or change schools.

Conduct a reading interview: Use an attitude survey. Surveys are included with this assignment. Summarize the interview and include the original responses in an appendix.

3. Reading assessment: Summarize the information gained from a Informal Reading Inventory and include the original data in an appendix. Insert the following chart at the appropriate place:

Independent	Instructional	Frustration
Grade level	Grade level	Grade level

Word list. Use the graded word lists to ascertain the level at which you will have your student begin to read the reading passage. Start at 2 to 3 grade levels below your student’s grade level placement.

Miscue Analysis. Use an expository and narrative text. Record the student reading to be able to conduct the analysis.

Recording and Analysis. Listen to the tape. Record the miscues on a piece of paper containing a duplication of the reading selection. Use the *Johns* to record and analyze the miscues. Analyze

the miscues made by your student using what you know about this student. What cues did your student use to make meaning? What are the strengths of your student? Use the analysis sheets in the John's and transfer that information to the assessment grid provided to record data about your student. Write your analysis in a clear manner. As you write your analysis, consider your original reading interview and consider how the answers given by the student during the interview connect to the miscues. Also consider the quality of the retelling and how you think that is related to the miscues.

Retelling. Before your student reads the expository or narrative text, be sure to tell him/her that you will be asking him/her to retell the story. Ask the comprehension questions as listed in the John's IRI. Also use the criteria provided in the John's to analyze the student's retelling.

5. Recommendations: based on the information you have gathered about the student, discuss his or her strengths (very important - what can he or she do) and weaknesses: what does this student need to work on. Make specific instructional recommendations for how a teacher could work with this student in the future. You might also make recommendations for the student and parents: what can the student do on his or her own that is not dependent on the teacher.
6. Instructional Plan: Design an instructional plan for your student. You are the teacher. Knowing what you know about your student as a result of assessment, what areas would an appropriate instructional plan focus on? Why? Refer to the standards in the reading/language Arts Framework for CA Public Schools for your child's grade level to guide you as you design the intervention plan.
7. Reflection: Based on your classroom observations of reading and writing as well as on what you learned in the assessment process and intervention process, what would you do differently or try differently? What other scaffolds or strategies would you use? How would you use them? What other interventions would you try? What would your next steps in assessment be?
8. Appendix: Include the reading and writing interviews, the John's forms, writing samples, and writing rubric.

Bring the data that you have to class March 6 and we will troubleshoot, and analyze your data. If you need more time with your student, please contact me. For every day late after March 20, 5 points will be automatically deducted.

No final exam.

Assessment of Professional Dispositions

Assessing a candidate's dispositions within a professional preparation program is recognition that teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions – social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning—and developed an assessment rubric. For each dispositional element, there are three levels of performance - *unacceptable*, *initial target*, and *advanced target*. The description and rubric for the three levels of performance offer measurable behaviors and examples.

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes a self-assessment by the candidate. The dispositions and rubric are presented, explained and assessed in one or more designated courses in each program as well as in clinical practice. Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate's Teaching Performance Expectation portfolio. Candidates are expected to meet the level of *initial target* during the program.

SCHEDULE/COURSE OUTLINE

Date	Topic	Readings
January 23 pm Session 1	Overview Revisit CA CCSS Writing strategy lessons	Toussant, M. "Hey Matt! There's a reason we write like every day!"
Jan. 26 pm Session 2	Assessment/case study Miscue analysis	Beers Chpt 3 Bring Johns book Duke, N. "Reading and writing informational texts- keys to student success"
Jan. 27 pm Session 3	Assessment/case study	Beers Chpt. 3, 10 Johns chpt 1, 2, 3 (Bring Johns book to class)
January 30 am Session 4	6 traits and writing	"Spence, L. "Generous reading: Seeing students through their writing" (moodle) Gourley, "Why so many students' essays miss the mark" Jeter, G. "Fostering 'good' writers: Making writing meaningful" Atwell, N. "How to thrive in the middle"
Feb. 3 am Session 5	Writing workshop/ Teaching writing	Wolpert-Gawron. Introduction & chaps. 1 & 4 Zumbrunn, S. & K. Krause, "Conversations with leaders: Principles of effective writing instruction" (moodle) Graves, D. "Conditions for effective writing" (moodle) Stowell, "Why write" (moodle) Sampson, M., E. Ortlieb, C. Leung "Rethinking the writing process: What best selling and award winning authors have to say" Rowlands, K. "Slay the monster! Replacing form-first pedagogy with effective writing instruction" (Moodle)
Feb. 6 am Session 6	Teaching writing/mentor texts	VanDeWeghe, R. "Writing Next and the Power to teach" (moodle) Wilhelm, J. "Writing as struggle: The power of practice" (moodle) DelliCarpini, "Success with ELLs" Gallagher, K. "Making the most of mentor texts" (moodle) Fry, E. L. Bradbury, L. Gross, "Teaching students to compose informational poetic riddles to further scientific understanding"
Feb. 6 pm Session 7	Comprehension and prior knowledge	Beers Chpts 1, 2, 6 Lenters, "Resistance, struggle and the adolescent reader." Fisher & Frey, "Text complexity and close readings" (moodle) Newman, S. & K. Roskos, "Helping children become more knowledgeable through text." Styslinger, M., Walker, N. & Lenker, T. "Beyond the sticky note and Venn diagram: Comprehension strategies for the 21 st century-schools" Schwartz, K. "Strategies to help students go deep when reading digitally"
Feb. 10 pm Session 8	Comprehension Vocabulary	Beers Chpts. 4, 5 Nilsen & Nilsen, "Latin revived: Source-based vocabulary lessons courtesy of Harry Potter" Fisher and Frey, "Engaging the Adolescent learner: What happens after reading?" Fang, Z & B. Pace "Teaching with challenging texts in the disciplines"
Feb. 13 pm Session 9	Writing Workshop feedback Teaching information CC writing	Wolpert-Gawron chpt. 3, 5 Benko, S. "Scaffolding: An ongoing process to support adolescent writing development." Robbins, "Grading writing..." (moodle) "The secret of effective feedback" (moodle) Fisher, D., "Responding to students who disclose the violence in their lives" Laman, T.T. "Talking with English Language Learners about their

		writing” Ciampa, K. “Implementing a digital reading and writing workshop model for content literacy instruction in an urban elementary (K-8) school” (moodle) Diamond, “Blogging: Writing in the real world” Gartland, L & L. Smolkin, “The histories and mysteries of grammar instruction” Rief, Writing – that’s the real test”. (moodle) “Boys can write!” from ASCD (moodle) Bring at least one draft of a piece of writing
Feb. 20 pm Session 10	Struggling readers/Motivation and engagement	Beers Chpts. 7, 11, 14, 15 Jacobson, Lapp & Flood, “A seven-step instructional plan for teaching English language learners...” Williams, “Metamorphosis hurts: Resistant students...” Allington, “Reading intervention in middle grades.” (moodle) Parsons, S., J. Malloy, A. Ward Parsons & S. Cohen Burrowbridge “Students’ engagement in literacy tasks”
Feb. 24 am Session 11	Language Arts/Social Studies Discussion strategies Curriculum integration	Read and bring immigration books Brett, A. “Seeking balance: Discussion strategies that foster reading with authorial empathy” Baker, L. “Under discussion: Teaching speaking and listening”
Feb. 27 pm Session 12	Content reading and writing	Beers Chpt. 8,9 Fisher & Frey, chpt. 1 Wolpert-Gawron chpt. 2, 6 Johnson, Watson, et al, “What is it they do: Differentiating Knowledge and literacy practices across content disciplines.” (moodle) Washburn, E. & A. Cavagneto, “Writing argument as a tool for integrating science and literacy” (moodle) Fisher, D. & Frey, N. ‘A range of writing across the content areas’ Fisher, D. & Frey, N. “Teacher modeling using complex informational texts”
March 3 am Session 13	Content reading and writing	Fisher & Frey (Bring), jigsaw chapters Everyone read: Fisher and Frey chapt 8 Wolpert-Gawron chpt. 8 Cummins, S “Reading about real scientists” Wikipedia: Friend, not foe (moodle) Cervetti & Pearson, “Read, write, think like a scientist” (moodle) Lesley, M. “Spacecraft reveals recent geological activity on the moon” Simonson, S. & F. Gouvea, “How to read Mathematics”
March 6 pm Session 14	Case study workshop/ Assessing writing	Bring all case study data and Johns Birmingham, C. “From resistance to reading” “5 tips for managing the grading grind”
March 13 am Session 15	RICA prep Wrap up	Digital writing portfolio and process reflection due
March 20		Case Study due