*Engaging diverse communities through leading and learning for social justice.*

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**www.csusm.edu/education**

California State University
SAN MARCOS

SCHOOL OF EDUCATION

**EDMI 522**
**Middle Level Literacy Methods II**
**CRN # 20825**
**Dates listed on page 11-12**
**9:00-11:45 OR 12:45-3:30**
**Woodland Park Middle School (SMUSD)**
**Spring 2018**

| | |
|---|---|
| Professor: | Laurie Stowell |
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| Office: | UH 427 |
| Hours: | By Appointment |

## School of Education Mission & Vision Statement

*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

*Conceptual Framework Theme: Engaging diverse communities through leading and learning for social justice.*
## 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

## COURSE DESCRIPTION

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 EDMI 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. (12th ed.) (2016) *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

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**Recommended (optional)**
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Zarrillo, J. J. (2016). (4th ed.) *Ready for RICA: A test preparation guide for California's Reading Instruction Competence Assessment.* Merrill Prentice Hall.

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**Choice Books (You will choose one to read)**
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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)

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**Authorization to Teach English Learners**
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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)*

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**TEACHER CANDIDATE LEARNING OUTCOMES**

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

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**California Teacher Performance Assessment (CalTPA)**
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Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved system of teacher performance assessment (TPA), to be embedded in the credential program of preparation.  At CSUSM this assessment system is called the CalTPA or the TPA for short.

To assist your successful completion of the TPA, a series of informational seminars are offered over the course of the program.  TPA related questions and logistical concerns are to be addressed during the

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seminars.  Your attendance to TPA seminars will greatly contribute to your success on the assessment.

Additionally, SOE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs) in order to support and ensure your success on the TPA and more importantly in your credential program.

The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials can be found on the SOE website: http://www.csusm.edu/education/CalTPA/ProgramMaterialsTPA.html

## 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)*

## 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).

Check with your program coordinator to determine which assessment is used for your credential program.

## 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

## edTPA
Beginning in fall 2015, for newly entering initial candidates, the CSUSM assessment system is the edTPA. To assist with your successful completion of the edTPA, a capstone class is part of your curriculum. In this class edTPA related questions and logistical concerns are addressed. Additional support materials are available on the edTPA website: http://www.edtpa.com/PageView.aspx?f=GEN_Candidates.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).


## GENERAL CONSIDERATIONS

**This syllabus is subject to change.**

### 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.

## 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.***

## Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations must seek approval for services by providing appropriate and recent documentation to the Office of Disability Support Services (DSS). This office is in Craven Hall 4300, contact 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. Alternatively, 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 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.

Candidates are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole."

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

## 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 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 19, 2018) | 45 |
| Literacy Lesson Plan (sign up) *Focus: Writing Strategy* | 10 |
| Passion Project and reflection (March 13, 2018) | 20 |
| Reading Responses | 25 |
| 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 |

**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 (some are bad, some sponsored by homeschool parents who are not credentialed), 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 along with contributing teachers) http://movingwriters.org
4. Three Teachers talk (3 high school teachers with good ideas for all grades): https://threeteacherstalk.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 (25 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!**

**PASSION PROJECT/20 TIME PROJECT and reflection (20 pts)**:  We will begin this project during class and do some of during class including a Passion Project workshop.   But you will need to do some of the work outside of class.  You will:
1. Choose a real (driving) question: A need to know and something that serves others
2. Utilize your own voice and make choices
3. Use 21$^{st}$ c. literacy skills
4. Pursue inquiry online
5. Get feedback and revision
6. Publicly present a product of your inquiry

You will write up a description of your process and present your findings, what you discovered in your search for an answer (or answers) to your question on_____
Your final paper should describe your process in each of the steps listed above. The final paragraphs of your paper should include a description of how you might apply this process to your own classroom. You can describe how you might adapt these principals to pursue Project Based Learning in your classroom. **Due March 13.**

**Case Study (45 points) DUE: March 19**
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.

You will write this up **as a paper**. It should include an introduction that includes information about the student you worked with, body paragraphs and a conclusion. You may use bullet points for certain aspects like the student's strengths and weaknesses.  But for the most part, this is a formal paper. You are a professional writing up a report of your assessment, your analysis and recommendations.

> 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 your process and decision making during the reading assessment.  Then summarize the information gained from the 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 5 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 19, 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 22 am Session 1 | Overview Revisit CA CCSS Writing strategy lessons | Toussant, M. "Hey Matt! There's a reason we write like every day!" |
| Jan. 25 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" (moodle) |
| Jan. 26 am Session 3 | Assessment/case study | Beers Chpt. 3, 10 Johns chpt 1, 2, 3 (Bring Johns book to class) |
| January 29 am Session 4 | 6 traits and writing | "Spence, L. "Generous reading: Seeing students through their writing" (moodle) Smith, N.B. "A principled revolution in the teaching of writing" (moodle) Jeter, G. "Fostering 'good' writers: Making writing meaningful" (moodle) Atwell, N. "How to thrive in the middle" (moodle) "Why so many student essays miss the mark". (moodle) |
| Feb. 2 pm Session 5 | Writing workshop/ Teaching writing 20 time | Wolpert-Gawron. Introduction & chapts. 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) Marchetti, A. & R. O'Dell, "How to think, talk and write your way into better teaching" (moodle) Sampson, M., E. Ortlieb, C. Leung "Rethinking the writing process: What best selling and award winning authors have to say" (moodle) Rowlands, K. "Slay the monster! Replacing form-first pedagogy with effective writing instruction" (Moodle) |
| Feb. 5 pm Session 6 | Teaching writing/mentor texts | VanDeWeghe, R. "Writing Next and the Power to teach" (moodle) Rief, L. "Teachers who write (as teachers of writing)" Wilhelm, J. "Writing as struggle: The power of practice" (moodle) DelliCarpini, "Success with ELLs" (moodle) 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" (moodle) |
| Feb. 9 am Session 7 | Comprehension and prior knowledge | Beers Chpts 1. 2, 6 Lenters, "Resistance, struggle and the adolescent reader." (moodle) 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 21st |

| | | century-schools" (moodle)<br>Schwartz, K. "Strategies to help students go deep when reading digitally"<br>Evans, E. "Learning form high schools students lived experiences of reading e-books and printed books" (moodle) |
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| Feb. 12 pm<br>Session 8 | Comprehension<br>Vocabulary | Beers Chpts. 4, 5<br>Cooper et al chpt. 7<br>Nilsen & Nilsen, "Latin revived: Source-based vocabulary lessons courtesy of Harry Potter" (moodle)<br>Fisher and Frey, "Engaging the Adolescent learner: What happens after reading?" (moodle)<br>Fang, Z & B. Pace "Teaching with challenging texts in the disciplines" (moodle) |
| Feb. 16 am<br>Session 9 | Writing Workshop<br>Effective feedback<br>Teaching information<br>CC writing | Wolpert-Gawron chpt. 3, 5<br>Benko, S. "Scaffolding: An ongoing process to support adolescent writing development."<br>Robbins, "Grading writing…" (moodle)<br>"The secret of effective feedback" (moodle)<br>"Pytash, K., E. Testa, K.Geise & C. Kovalchick, "Guide on the side: Collaboratively writing and revising with students"<br>Fisher, D., "Responding to students who disclose the violence in their lives" (moodle)<br>Laman, T.T. "Talking with English Language Learners about their writing" (moodle)<br>Ciampa, K. "Implementing a digital reading and writing workshop model for content literacy instruction in an urban elementary (K-8) school" (moodle)<br>Schunn C., A. Godley & S. DeMartino, "The reliability and validity of peer review of writing in high school AP English classes" (moodle)<br>Diamond, "Blogging: Writing in the real world"<br>Gartland, L & L. Smolkin, "The histories and mysteries of grammar instruction" (moodle)<br>Rief, Writing – that's the real test". (moodle)<br>"Boys can write!" from ASCD (moodle)<br>**Bring at least one draft of a piece of writing** |
| Feb. 19 am<br>Session 10 | Struggling/striving<br>readers/Motivation<br>and engagement | Beers Chpts. 7, 11, 14, 15<br>Cooper, et al chpt. 10<br>Jacobson, Lapp & Flood, "A seven-step instructional plan for teaching English language learners…"<br>Lenters, K. "Resistance, struggle and the adolescent reader"<br>Fagan, B. "Scaffolds to help ELL readers"<br>Coombs, D.L., C. Howard, "'What kind of reader are you?' Self regulating middle school reading practices" (moodle)<br>Allington, "Reading intervention in middle grades." (moodle)<br>Parsons, S., J. Malloy, A. Ward Parsons & S. Cohen Burrowbridge "Students' engagement in literacy tasks" (moodle)<br>Aflerbach, P. & C. Harrison, "What is engagement, How is it different from motivation and how can I promote it?" (moodle) |
| Feb. 23 am<br>Session 11 | Content reading and<br>writing | Beers Chpt. 8,9<br>Fisher & Frey, chpt. 1<br>Wolpert-Gawron chpt. 2, 6<br>Johnson, H.,P. Watson, "What it is they do: Differentiating knowledge and literacy practices across content disciplines" (moodle) |

| | | Shanahan, T. & C. Shanahan, "Disciplinary literacy comes to middle school" (moodle) Matsumura, L.C., E. Wang & R. Correnti, "Text based writing assignments for college readiness" Fisher, D. & Frey, N. "Teacher modeling using complex informational texts" (moodle) |
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| Feb. 26 am Session 12 | 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" (moodle) Baker, L. "Under discussion: Teaching speaking and listening" (moodle) Lupo, S., et al, "Building Background knowledge through reading: Rethinking text sets". (moodle) |
| March 2 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" (moodle) Cervetti & Pearson, "Read, write, think like a scientist" (moodle) Lesley, M. "Spacecraft reveals recent geological activity on the moon" (moodle) Simonson, S. & F. Gouvea, "How to read Mathematics" (moodle) Roman, D., F. Jones, D. Basaraba, S. Hironaka, "Helping students bridge inferences in science texts using graphic organizers" (moodle) Wilhelm, J. & M. Lauer, "Teaching literacy in the disciplines: more complicated than we think! (moodle) |
| March 5 am Session 14 | Case study workshop/ Passion project workshop | Bring all case study data and Johns Birmingham, C. "From resistance to reading" (moodle) "Jones, J., K. Conradi, S. Amendum, "Matching interventions to reading needs: A case for differentiation" (moodle) "5 tips for managing the grading grind" |
| March 12 pm Session 15 | Media literacy RICA prep Wrap up | Palmer, E., "The real problem with fake news" (moodle) Crovitz, D. & S. Smoot, "Wikipedia: Friend or foe" (moodle) Smith, T. "An open letter to prospective and new middle grades teachers" (moodle) **20 time project and process reflection due** |
| March 19 | | **Case Study due** |