

Course & Section Nos.	EDRL 610
Course Title	Creating Conditions for Engagement and Independence
Class Roster No.	43539
Course Day(s)	Modules run Saturday-Saturday
Time	Online
Course Location	Online
Semester / Year	Fall 2020
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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

EDRL 610 is a discussion of theories and practices that create the conditions for engagement and independence, which in turn affect literacy development in PreK through adolescent learners. This course is designed to develop Masters students' understandings of how to create cultures of literacy and to develop literacy skills necessary in the 21st century for all learners. Components of research-based best practices will be a focus of the course with emphasis on creating cultures of literacy, supporting the development of information/technology/library skills and abilities, designing curriculum and instruction, and use of assessment as a means of fostering engagement. This course is aligned with the California Commission on Teacher Credentialing's standards for the Reading and Literacy Added Authorization and the Reading and Literacy Leadership Specialist Credential.

Course Prerequisites

Admission to the Master of Arts Reading, Language, and Literacy program

GUIDING PRINCIPLES

Graduates with a literacy specialization from the CEHHS at CSUSM possess a set of skills, knowledge, and dispositions that frames their understanding of literacy development in PreK through adolescent learners. This conceptual framework of abilities, knowledge, and beliefs influences and guides the work they do with students, colleagues, administrators, and policy makers. The eight principles that ground EDRL 610 are:

Highly effective literacy teachers of monolingual and multilingual students . . .

1. Demonstrate the role of professional judgment in order to use foundational and historically shared knowledge to design or implement an integrated, comprehensive, and balanced literacy curriculum. (guiding principle #2)
2. Create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, authentic literature, curriculum materials, and the appropriate use of assessments (guiding principle #3)
3. Employ a wide range of texts (e.g. narrative, expository, and poetry) from traditional print, digital, and online resources for a wide range of purposes and students' needs (guiding principle #4)
4. Integrate tools of technology in literacy settings to gather, synthesize, critically evaluate information and to create and communicate knowledge (guiding principle #7)
5. Display positive dispositions related to their own reading and writing and the teaching of reading and writing and pursue the development of individual professional knowledge and behaviors (guiding principle #8)
6. Design, facilitate, lead, and evaluate effective and differentiated literacy programs for students and professional development programs (guiding principle #9)
7. Investigate questions, examine assumptions and beliefs, collect and analyze data to improve teaching and students' learning (guiding principle #10)
8. Create and implement strategies to advocate for equity, excellence and social justice for all students (guiding principle #12)

STUDENT LEARNING OUTCOMES

2.1: The program provides opportunities for candidates to review current research on elements of an effective culture of literacy at the classroom, school, district, and community levels, including the clear and strategic use of reading, writing, listening, and speaking throughout the day, across a variety of contexts using narrative, expository, and other texts, and developing online and offline

reading and writing skills to meet the diverse needs of students, and the effective implementation of the adopted curriculum including the use of peer coaching and professional development.

2.2: The program provides opportunities for candidates to review current research on the role of a culture of literacy for acknowledging the language and literacy experiences of the individual child, classroom, school, district, and community, honoring and capitalizing on students' diverse knowledge, skills, abilities, and backgrounds to engage students, their families, and the community in the acquisition of English literacy skills.

2.3: The program provides opportunities for candidates to review current research on the role of a culture of literacy for developing a strong, coherent, and shared vision of a culture of literacy that aligns resources to support high academic expectations for student achievement in reading and literacy.

2.4: Candidates foster students' independence, engagement, motivation, and positive attitude towards reading, and development of a lifelong habit of reading and writing for pleasure and information.

2.5: The program provides opportunities for candidates to review current research on factors that support/develop a culture of literacy at the classroom, school, district, and community levels. Candidates demonstrate a deep understanding of and ability to use theoretical and research-based strategies that assist students to become proficient readers, including direct instruction, flexible grouping, strategies to cognitively engage and sustain students' interest and focus, and developing students' strategies to self-regulate and learn independently, in order to meet the needs of English learners, students with reading difficulties, students who are proficient and advanced readers and writers, and students at every age, including preschool and adolescent learners.

8.A5: Candidates demonstrate a deep understanding of and ability to use theoretical and research-based strategies that assist students to become proficient readers, including direct instruction, flexible grouping, strategies to cognitively engage and sustain students' interest and focus, and developing students' strategies to self-regulate and learn independently, in order to meet the needs of English learners, students with reading difficulties, students who are proficient and advanced readers and writers, and students at every age, including preschool and adolescent learners.

8.B5: Candidates demonstrate professional knowledge about the characteristics of effective professional development, including relevant research, adult learning theory, and best practices, in order to plan, implement and evaluate professional development that will enhance teachers' content knowledge, assessment, and instruction in all aspects of a comprehensive literacy program at the county, district, school and classroom levels.

Credit Hour Policy Statement

Per the University Credit Hour Policy: The combination of online class time, field time, and assignments associated with the course totals to at least the minimum 45 hours per unit of credit, which means that 135 hours will be spent engaged with this course. Because this is a fully-online 8-week course, you should plan on spending approximately 16 hours per week engaged with the learning activities, deliverables, and course (homework) assignments

REQUIRED TEXTS

Scholarly articles posted in the Cougar Courses container

Recommended

Csikszentmihalyi, M. (1990). *Flow: The psychology of optimal experience*. New York: Harper Perennial.

COMPREHENSIVE EXIT PORTFOLIO (CEP)

The CEP allows students to demonstrate their understanding of the 12 guiding principles as well as their ability to create teaching and learning contexts reflective of those concepts. Throughout the program, students place examples of their learning into the [RLL Comprehensive Exit Portfolio](#), which is found on the [Cougar Courses "Community" platform](#). One signature assignment from each course, with the exception of EDUC 622 and EDRL 698, is specifically designed to show mastery of the Guiding Principles and will be placed in the CEP. The signature assignment for EDRL 610 is *Investigations Into Practice*.

GENERAL CONSIDERATIONS

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: Completion of all tasks within each module constitutes "attendance" for that week. The learning activities in each module take the place of the time you would traditionally spend in class if this were a face-to-face course. The signature assignments are what traditionally constitute "homework." Modules run from Saturday to Saturday, and all learning activities must be completed each Saturday by midnight. Students who leave two (2) modules incomplete cannot receive an A for the course. Students who leave three (3) modules incomplete cannot receive a B.**

Students 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 Disability Support 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. Candidates 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.

Graduate Writing Assessment Requirement

The California State University maintains a Graduation Writing Assessment Requirement (GWAR) for Master's candidates. This requirement must be achieved prior to Advancement to Candidacy. A Master's candidate will satisfy the graduate writing requirement in EDUC 622 by receiving a passing score on a written product as assessed with the GWAR rubric. Toward the goal of providing opportunity for students in the School of Education to satisfy the writing requirement, papers in graduate classes are expected to adhere to writing and format style guidelines described in the 7th edition of the Publication Manual of the American Psychological Association (aka, APA Manual). This manual is a required across all graduate-level (600-level) courses.

CSUSM Academic Honesty Policy

Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

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

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

Plagiarism

As an educator, it is expected that each 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, CSUSM's library has many useful [plagiarism prevention resources](#). If there are questions about academic honesty, please consult the University catalog.

All work in this course must be the original work of the credential candidate. Scanning of student work via Turnitin™ software may be used to verify student authorship and accurate citation of copyrighted materials or thoughts, ideas, and/or work of others. The instructor may require that some assignments in the course be submitted using the built in Turnitin™ software feature. Students making unauthorized copies of copyrighted materials or microcomputer software will receive a failing grade.

All University Writing Requirement

This course ensures that the university's minimum 2,500-word per course writing requirement is met through the course assignments and each module's learning activities.

Course Format

Per the CSUSM Online Instruction Policy, EDRL 610 is considered to be online instruction. All course learning experiences will be communicated via the Internet, and students should plan on spending approximately 16 hours per week on course activities. Each module begins with a box on Cougar Courses called "Step-By-Step Instructions," which detail the guiding questions and learning outcomes, explain the learning activities in which students will engage, and describe what deliverables must be submitted to earn credit for completing that module.

Necessary Technical Competency Required of Students

Candidates are required to have the technical expertise to use online browsers to access information, use the Cougar Courses platform to access and download course content posted at Cougar Courses and submit assignments, and use various forms of technology (e.g., word processing, CSUSM electronic mail, presentation tools such as PowerPoint) to produce course assignments and instruct others for assignments requiring in-class instruction by candidates.

Contact Information for Technical Support Assistance

For technical support assistance, please contact the [CSUSM Help Desk](#).

Effective Communication Strategies

Electronic correspondence is a part of your professional interactions. 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, professors, classmates, and other people 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

Grading Scale (in percentages)

A: 93-100 A-: 90-92 B+: 78-89 B: 83-86 B-: 80-82 C+: 78-79

NOTE: The minimum acceptable grade for a course in the professional education credential sequence is C+. A “B” average must be maintained for continuation in the program.

Assignment	Points Possible
Theory ~ Practice Connections (Due 9/19/20)	25
Technology Analysis (Due 10/3/20)	24
Investigation Into Practice (Due 10/17/20)	25
Reflections on Learning (Due each module)	16
Annotated Bibliography (Due 10/24/20)	10
Total Points	100

Final Exam Statement

There is no final exam for this course.

General Considerations

All assignments are expected to be completed by the assigned due date. If you have extraordinary circumstances that impact completion of your assignments or have questions or concerns, please contact the instructor(s) immediately. Notification of a concern does not constitute an excuse.

All written work should be word-processed and submitted to the appropriate space in the Cougar Courses container as a Word document by midnight of the due date specified in this syllabus.

Specific instructions for each assignment are listed below, and rubrics for each are found in the top section of our Cougar Courses container. I do not provide sample assignments as I want each candidate to focus on their own construction of meaning as opposed to attempting to replicate an arbitrary example. Similarly, I do not specify page minimums or maximums as I want you to focus on the content of the work. If you do not like your grade on one of the following papers, you are welcome to revise and resubmit based upon the feedback I provide through the “track changes” feature of Word.

~ Theory ~ Practice Connections (Due on Cougar Courses: September 19, 2020)

(assessment of standard 2.4)

Effective practice is necessarily informed by theory. Researchers conduct both qualitative and quantitative studies in order to test hypotheses, explore phenomena, and understand the meaning individuals make from various experiences. The theories that evolve from research then inform the strategic decisions practitioners make as they teach, lead, and advise. By learning to do this, teachers will foster students’ independence, engagement, motivation, and positive attitude towards reading, and development of a lifelong habit of reading and writing for pleasure and information (standard 2.4). The purpose of this assignment is to think critically about what the research says about motivation and how it does or does not reflect itself your own professional practice.

You will explore the following questions: ***What does the research tells us about how, why and when individuals are motivated? How does motivation theory manifest itself in your own professional practice? How will your new learning about motivation theory inform the ways in which you create the conditions for engagement and independence?***

Write a paper that does the following:

1. Explains what the theorists say about motivation. Identifies themes or big ideas you see repeated across multiple theories as well as the differences that distinguish each.
2. Describes what your own professional practice looks like. What are your goals for your students? How do you support your students in achieving those goals?
3. Explains how you will make changes that develop a lifelong habit of reading and writing for pleasure and information (standard 2.4)
4. Discusses the intersection between motivation theory and your professional practice. Explain areas of divergence on which you might focus during this course.

~ Technology Analysis (Due on Cougar Courses: October 3, 2020)

Sara Kajder (an educator and technology expert) asks, “Does doing something old with new technology mean that I’m teaching with technology and that I’m doing so in a way as to really improve the literacy skills of the students in my classroom?” Wrestling with this question is the purpose of this assignment, and you will think about the shifting literacy demands on our students and on members of society in general by analyzing both your goals (learning outcomes, standards, informal goals) for your students and the ways you use technology in your professional practice. Feel free to use your reading reflection on technology/digital tools from EDRL 606 as a jumping off point if you would like!

You will explore the following questions: ***How do I develop innovative literacy skills in the students with whom I work? In what ways do I use what is known about motivation theory to develop students' abilities to integrate information, technology, and library skills across a variety of tasks and demands?***

Write a paper that does the following:

1. Provides research-based background information about what knowledge and technology skills are essential for the students with whom you work.
2. Evaluates your own professional practice in terms of your goals for your students and the ways in which you integrate technology to achieve them. Include a discussion of what you are learning about ways to create motivating and engaging learning environments for all learners.
3. Analyzes how technology is used as a vehicle for achieving those goals and reflects on whether it is the means to an end or the end itself. Be sure to make connections between the motivation theories you learn in this course and the manner in which you and your students use technology.

~ Investigation Into Practice (Due on Cougar Courses: October 17, 2020)

(introduction to and practice with standards 8.A5 & 8.B5; assessment of standard 8.A5)

Teaching and learning are reciprocal process with the latter being the goal of the former. Carefully crafted lesson plans that have instructional activities closely aligned to standards and/or to learning outcomes are essential, but they alone do not foster motivation. In order for students of any age to learn what is taught, they need to be actively engaged in the classroom environment and learning experience. By integrating motivation theory into daily instruction, teachers are able to use theoretical and research-based strategies that assist students to become proficient readers (standard 8.A5).

Additionally, graduates of the RLL program are encouraged to become leaders from whatever their professional position is. As such, it is important to increase your professional knowledge about the characteristics of effective professional development. This will allow you to enhance your colleagues' content knowledge, assessment, and instruction in all aspects of a comprehensive literacy program (standard 8.B5).

The purpose of this assignment is to analyze how your current practices foster engagement in your classroom (or other professional space). This will allow you to improve your ability to develop students' strategies to self-regulate and learn independently (standard 8.A5). Using your understanding of what theories and practices create conditions for engagement and independence, you will examine your own practice through the lens of motivation theory.

You will explore these questions: ***How well does your current practice foster engagement in your classroom or other professional space? How do you know? What can you do to better create conditions for engagement and independence for the students with whom you work?***

Do the following:

1. Conduct a status check on the motivation of your students (this can take any form you choose).
2. Review your *Theory~Practice Connections* paper to identify what motivation theories are most prevalent in your practice.
3. Identify the motivation theories you have learned this semester that resonate with you and explain why.

4. Create a plan for strengthening your professional practice by reinforcing what you already do and implementing or revising additional strategies. Explain the rationale behind your thinking.
5. Represent your thinking about numbers 1-4 in any form you desire—narrative paper, graphic organizer, or a combination thereof. Be sure that you remain focused on the bolded questions above.

~ Reflections on Learning (Due Saturday each week)

The purpose of this assignment is for you to draw connections between key concepts from the readings, weekly learning activities, and your own professional practice. These reflections also serve as a “self-check” where you reflect on your thinking about the course concepts, and they also allow me multiple opportunities to provide feedback about your learning. At the beginning of each module, read the guiding questions and learning outcomes; then read the assigned chapters or articles and engage in the learning activities with those questions and outcomes in mind. You will post your reflection in the specified place on Cougar Courses at the end of each module and feel free to use non-traditional formats to demonstrate your understanding. Each week’s reflection should include:

- A brief summary of the key ideas or major themes from the readings and learning activities
- Connections between those abstract concepts and the way they are (or might be) operationalized in your professional practice

~ Annotated Bibliography (Due October 24, 2020)

Add to the Annotated Bibliography (AB) that you began in EDRL 606. As a reminder, the purpose of an AB is to assist researchers in keeping a systematic and accessible record of relevant literature that they can access later in the inquiry process. A thorough AB saves researchers time as it provides a record of previously read studies and has all the critical elements in one place. You will use this bibliography in EDRL 614 & EDRL 623, which are focused on designing research-based interventions for students. You will also use it in EDRL 619 & EDUC 622, which are focused on synthesizing your learning from the program as you build on existing knowledge and create new avenues for inquiry and/or application in a Culminating Experience (EDRL 698).

Include articles that are identified with this notation (**Annotated Bibliography**) in the schedule below. Consider adding articles from EDRL 613 that you may want to reference in later courses or your Annotated Bibliography.

For this assignment you will:

1. Organize the articles by theme or big idea and begin the document with a summary of those themes
2. Begin each section with further detail about the theme
3. Include the full APA-citation for each entry
4. Summarize the key points of each peer-reviewed article identified (**Annotated Bibliography**) in the weekly schedule below
5. Describe both the literacy content and research methodology
6. List questions the article raises for you and/or ideas that you want to investigate further

COURSE SCHEDULE

Module/Date	Topic	Preparation Required
Module 1 August 31 – September 5, 2020	What is engagement?	<p>Read: Daniels, E. (2016). Motivation. In S. B. Mertens, M. M. Caskey, & N. Flowers (Eds.), <i>The encyclopedia of middle grades education</i> (2nd ed., pp. 262-266). Information Age Publishing.</p> <p>Read: Chapter 1 from Anderman, E.M., & Anderman, L.H. (2014). <i>Classroom Motivation, 2nd Edition</i>. Pearson.</p> <p>Read: Baskin, N. (2017). Helen Keller, Annie Sullivan, Mr. Thomsen, and Me, Nora Raleigh. <i>Voices From the Middle</i>, 24(4), 28-29. (Annotated Bibliography)</p> <p>Due: Reflection on Learning #1</p> <p>Submit: All deliverables as described in the step-by-step instructions for module 1</p>
Module 2 September 5 – 12, 2020	Understanding conditions for engagement	<p>Read: Wigfield, A., & Eccles, J. (2000). Expectancy-value theory of achievement motivation. <i>Contemporary Educational Psychology</i>, 25, 68-81. (Annotated Bibliography)</p> <p>Read: Fredricks, J., Blumenfeld, P., & Paris, A. (2004). School engagement: Potential of the concept, State of the evidence, <i>Review of Educational Research</i>, 74(1), 59-109. (Annotated Bibliography)</p> <p>Due: Reflection on Learning #2</p> <p>Submit: All deliverables as described in the step-by-step instructions for module 2</p>
Module 3 September 12 – 19, 2020	Creating motivating learning environments and strong cultures of literacy	<p>Read: Ryan, R., & Deci, E. (2000). When rewards compete with nature: The undermining of intrinsic motivation and self-regulation. Chapter 2 in <i>Intrinsic and Extrinsic Motivation</i>. Academic Press.</p> <p>Read: Harackiewicz, J., & Sansone, C. (2000). Rewarding competence: The importance of goals in the study of intrinsic motivation. Chapter 4 in <i>Intrinsic and Extrinsic Motivation</i>. Academic Press.</p> <p>Read: Daniels, E. (2010). Creating motivating learning environments: What we can learn</p>

		<p>from researchers and students. <i>English Journal</i>, 100(1), 25-29. (Annotated Bibliography)</p> <p>Due: Reflection on Learning #3</p> <p>Due: Theory ~ Practice Connections</p> <p>Submit: All deliverables as described in the step-by-step instructions for module 3</p>
Module 4 September 19 – 26, 2020	Digital literacy and student engagement	<p>Read: Hicks, T. (2018). The next decade of digital writing. <i>Voices From The Middle</i>, 25(4), 9-14.</p> <p>Due: Reflection on Learning #4</p> <p>Submit: All deliverables as described in the step-by-step instructions for module 4</p>
Module 5 September 26 – October 3, 2020	Using assessment to engage all learners	<p>Read: Chapter 4 from Anderman, E.M., & Anderman, L.H. (2014). <i>Classroom Motivation, 2nd Edition</i>. Pearson.</p> <p>Due: Reflection on Learning #5</p> <p>Due: Technology Analysis</p> <p>Submit: All deliverables as described in the step-by-step instructions for module 5.</p>
Module 6 October 3 – 10, 2020	Designing CURRICULUM that supports engagement	<p>Read: Chapter 9 from Anderman, E.M., & Anderman, L.H. (2014). <i>Classroom Motivation, 2nd Edition</i>. Pearson.</p> <p>Read: Casey, H. (2008/2009). Engaging the disengaged: Using learning clubs to motivate struggling adolescent readers and writers. <i>Journal of Adolescent and Adult Literacy</i>, 284 – 294. (Annotated Bibliography)</p> <p>Due: Reflection on Learning #6</p> <p>Submit: All deliverables as described in the step-by-step instructions for module 6.</p>
Module 7 October 10 – 17, 2020	<p>Designing INSTRUCTION that supports engagement</p> <p>Supporting engagement through differentiation</p>	<p>Read: Bishop, P., & Pflaum, S. (2005). Middle school students' perceptions of social dimensions as influencers of academic engagement. <i>Research in Middle Level Education, Online</i>, 29(2), 1-14.</p> <p>Read: Marks, H. (2000). Student engagement in instructional activity: Patterns in the elementary, middle, and high schools. <i>American Educational Research Journal</i>,</p>

		<p>37(1), 153-184. (Annotated Bibliography)</p> <p>Due: Reflection on Learning #7</p> <p>Due: Investigations Into Practice</p> <p>Submit: All deliverables as described in the step-by-step instructions for module 7.</p>
<p>Module 8 October 17 – 24, 2020</p>	<p>Creating school cultures that support engagement for all stakeholders</p>	<p>Read: Kiefer, S., Alley, K., & Ellerbrock, C. (2015). Teacher and peer support for young adolescents' motivation, engagement, and school belonging. <i>Research in Middle Level Education Online</i>, 38(8). (Annotated Bibliography)</p> <p>Read: Daniels, E. (2016). Logistical factors in teachers' motivation. <i>The Clearinghouse</i>, 10.1080/00098655.2016.1165166</p> <p>Read: Balfanz, R., Herzon, L., Maclver, D. (2007). Preventing student disengagement and keeping student on the graduation path in urban middle-grades schools: Early identification and effective interventions, <i>Educational Psychologist</i>, 42(4), 223-235. (Annotated Bibliography)</p> <p>Due: Reflection on Learning #8</p> <p>Due: Annotated Bibliography</p> <p>Submit: All deliverables as described in the step-by-step instructions for module 8</p>

THEORY ~ PRACTICE CONNECTIONS

(assessment of standard 2.4)

Concerns Areas that Need Work	Criteria Standards for This Performance	Advanced Evidence of Exceeding Standards
	<p>--Explain what the theorists say about motivation. Identify themes or ideas you see repeated across multiple theories as well as the differences that distinguish each. *The first section of the paper should not just summarize the theories but rather synthesize them in a way that demonstrates understanding.</p>	
	<p>--Describe what your own professional practice looks like including a description of your goals for your students. --Explain how you currently support your students in achieving those goals --Provide examples that show how you are fostering students' independence, engagement, motivation, and positive attitudes toward reading (standard 2.4)</p>	
	<p>--Discuss the intersection between motivation theory and your professional practice by giving concrete examples of policies, procedures, and actions that operationalize the motivation theories. --Explain how you will make changes that develop a lifelong habit of reading and writing for pleasure and information (standard 2.4) --Describe areas of your practice with which you struggle and then explains changes you might make as a result of your learning from the course thus far.</p>	
	25 points	

INVESTIGATION INTO PRACTICE

(assessment of standard 8.A5)

Concerns Areas that Need Work	Criteria Standards for This Performance	Advanced Evidence of Exceeding Standards
	<p>--Describe the general state of motivation among your students based upon the status check you conducted. --Give specific examples to support your assertions.</p>	

	--Explain what motivation theories are most prevalent in your practice based upon your Theory ~ Practice Connections and Technology Analysis papers.	
	--Identify the motivation theories you have learned this semester that resonate with you. --Explain why they have stood out or what "AHA" moments you have had as a result of your learning. --Describe the way you will use theoretical and research-based strategies that assist students to become proficient readers (standard 8.A5)	
	--Describe the plan you created to strength your professional practice by reinforcing what you already do and implementing or revising additional strategies. --Explain the rationale behind your thinking.	
	25 points	

Technology Analysis Rubric

Concerns Areas that Need Work	Criteria Standards for This Performance	Advanced
	--Provide research-based background information about what knowledge and technology skills are essential for the students with whom you work. --Talk about information literacy, research skills, and other ways of gathering information to create & communicate knowledge. --Include a reference to the content standards that guide your curriculum development.	
	--Evaluate your own professional practice in terms of your goals for your students (both personal and from the standards) and the ways in which you integrate technology to achieve them. --Integrate a discussion of what you are learning in terms of what is known about creating motivating learning environments.	
	--Analyze how technology is used as a vehicle for achieving your goals and reflects on whether it is the means to an end or the end itself. --Make connections between the motivation theories you learn in this course and the manner in which you and your students use technology.	
	24 points	