



SCHOOL OF EDUCATION

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

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<b>Course &amp; Section Nos.</b>	<b>EDMI 522 - 01</b>
<b>Course Title</b>	<b>Middle Level Literacy II</b>
<b>Class Roster No.</b>	<b>23050</b>
<b>Course Day(s)</b>	<b>Mondays</b>
<b>Time</b>	<b>9:00 am – 3:30 pm</b>
<b>Course Location</b>	<b>Online</b>
<b>Semester / Year</b>	<b>Spring 2021</b>
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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 outcome

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## COURSE DESCRIPTION

Focuses on developing an advanced understanding of theory, methodology, and assessment of English Language Arts and second language learning in departmentalized settings.

### Course Prerequisites

Successful completion of EDMI 521

### Course Objectives

Teacher candidates will develop as literacy educator professionals, teaching the English/Language Arts. They will develop the ability to use their knowledge of students, the Common Core State Standards, and the ELA/ELD Framework to design and implement effective assessment and instruction that integrates ELA and ELD development across the curriculum. They will become effective literacy educators teaching diverse students the English language arts in middle school classrooms.

## COURSE LEARNING OUTCOMES

Upon successful completion of this course, teacher candidates will be able to:

- \* Use the ELA/ELD Framework and practice the 5 themes: making meaning, language development, effective expression, content knowledge, foundational skills.
- \* Understand delivery a comprehensive program aligned with CA ELA/ELD standards and ELA/ELD Framework.

### Reading and Writing Processes

- Understand reading and writing processes, their relationship to thought, language, and learning.

### Effective Use of Assessments

- Demonstrate a respect for each student, his/her abilities and background and the student's right to instruction that meets his/her individual needs.
- Demonstrate the ability to use multiple measures of assessments to determine students' progress towards state adopted content standards.
- Analyze and interpret students' literacy behaviors to plan differentiated instruction and interventions.

### Effective Literacy Instruction

- Demonstrate knowledge of components of effective literacy instruction.
- Organize the classroom and instruction for differentiated literacy instruction and intervention for teaching reading and writing to the wide range of learners to provide Universal Access.
- Teach students to develop and use academic language in English in all areas of literacy and to learn about the English language.
- Teach reading comprehension strategies and skills for both narrative and informational texts including how to cite evidence when interpreting a text or making a claim.
- Teach writing composition strategies and skills for opinion/persuasive, expository and narrative texts that adapt to audience, task, purpose & discipline.

### Literacy Across All Content Areas

- Appreciate the need to and value of integrating literacy across all curricular areas.
- Appreciate the need and value of integrating reading and writing into all curricular areas

### Choosing and Using Appropriate Tools and Texts

- Select appropriate materials and instructional strategies to meet the individual needs of students.

- Demonstrate 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.
- Demonstrate knowledge of literacy of the disciplines of science, social studies, math and more.
- Model and assist students to use and evaluate media and technology as tools in the context of language arts, effectively integrating educational technology and being intentional in selecting media & tech tools.

### **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 Expectation (TPE) Competencies**

The course objectives, assignments, and assessments have been aligned with the CTC standards for (Single Subject, Multiple Subject, Special Education, etc.) 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 [TPEs](#) in this course:

TPE Subject Specific Pedagogical Skills for Single Subject Teaching Assignments (English Language Arts)

TPE 1: Engaging and supporting all students in learning (1.4, 1.5)

TPE 3: Understanding and organizing subject matter for student learning (3.3, 3.7)

TPE 4: Planning instruction and designing learning experiences for all students (4.1, 4.3, 4.8)

TPE 5: Assessing student learning (5.5, 5.8)

### **Teacher Performance Assessment**

All California credential candidates must successfully complete a state-approved Teacher Performance Assessment (TPA), as part of the credential program of preparation. CSUSM credential programs will use the CalTPA (California Teacher Performance Assessment). To assist with your successful completion of the CalTPA, a number of resources have been compiled and can be found in the Community Moodle container.

### **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.

## REQUIRED TEXTS & MATERIALS

### Required Texts

- [CA ELA/ELD Framework](#)
- [CA common core state standards: English language arts & literacy](#)
- [CA English language development standards](#)
- Beers, K. (2003) *When kids can't read*. Portsmouth: Heinemann.
- Wolpert-Gawron, H. (2014) *Writing behind every door: Teaching common core writing in the content areas*.

### Recommended

- Zarrillo, J. (2016). Ready for RICA: A Test Preparation Guide for California's Reading Instruction Competence Assessment (4th Edition) (ISBN-13: 978-0134146355)
- [RICA content specifications](#)

## GENERAL CONSIDERATIONS

### School of Education/Course Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates (course participants) are expected to attend all classes and participate actively. At a minimum, candidates (course participants) 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 (course participants) 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 who miss 2 class sessions cannot receive an A. Students who miss 3 class sessions cannot receive a B. Students who miss 4 or more class sessions will not pass the course. 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. For Spring 2021, one full day constitutes 2 sessions (morning and afternoon).**

### 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 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.

Students 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 in accordance with the [Academic Honesty Policy](#).

### Plagiarism

As an educator, it is expected that each student will do his/her own work and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized, access CSUSM library's [Plagiarism Prevention resources](#). If there are questions about academic honesty, please consult the University catalog.

### **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 or, in order to ensure confidentiality, in a more private setting.

### **Credit Hour Policy Statement**

Per the University Credit Hour Policy: The combination of face-to-face time, out-of-class online, and field time associated with the course totals at least the minimum 45 hours per unit of credit, which means that 135 hours will be spent engaged with this course.

### **All University Writing Requirement**

The All-University Writing Requirement of 2500 words for a 3-unit course is satisfied in the course through the major assignments and in-class learning activities.

### **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. Please be mindful of all 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.

### **COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS**

<b>Assignment</b>	<b>Points Possible</b>
Two Lesson Plans (ELA & literacy in a content area) ~ Due Saturday, March 6 <i>Part of the cross-course unit plan assignment</i>	25 + 25
Passion Project/Genius Hour ~ Due Saturday, March 13	25
Case Study ~ Due Saturday, March 20	50
Online Learning Activities ~ Due weekly	80
Total Points	205

### **Grading Standards**

In order to earn a teaching credential from the state of California, candidate must maintain a B average (3.0 GPA) and cannot receive below a C+ in any course in the teacher education program. Assignments are to be submitted by 11:59 pm on the specified due date and should adhere to the expectations in the rubric. Edit assignments prior to submission to ensure the text is error-free and the ideas are logically presented. All citations, where appropriate, should use current American Psychological Association (APA) format.

		<b>A</b>	193 – 205	<b>A-</b>	184 – 192
<b>B+</b>	178 – 183	<b>B</b>	170 – 177	<b>B-</b>	164 – 169
<b>C+</b>	157 – 163	<b>C</b>	149 – 156	<b>C-</b>	143 – 148

## **COURSE ASSIGNMENT DESCRIPTIONS**

### **Weekly OLAs (Online Learning Activities)**

*TPEs Introduced: 3.1, 3.7, 4.2, 4.3, 4.7, 4.8, 5.5*

Each week you will complete an asynchronous task connected with that week's goals and topics. Specific directions for each week's task will be discussed in class and will be found in the Cougar Courses container. The OLAs provide you with opportunities to practice demonstrating knowledge of subject matter, including the adopted California State Standards and curriculum frameworks (TPE 3.1), more specifically the CA CCSS for ELA & Literacy, the CA ELD Standards and the ELA/ELD Framework. Activities correspond with weekly topic(s) of study, and candidates submit evidence associated with participation in these practice activities as directed. These practice activities include, but are not limited to, the following: recording instructional examples of RICA competencies, demonstrating ELA & literacy instructional strategies and learning activities, and exploring the use of technologies that support literacy development.

- Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks. (TPE 3.1)
- Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet Security (TPE 3.7)
- Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students. (TPE 4.2)
- Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction. (TPE 4.3)
- Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning. (TPE 4.7)
- Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning. (TPE 4.8)
- Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals. (TPE 5.5)

### **Literacy Lesson Plan (part of the joint unit plan assignment)**

*(practice with TPEs 1.4, 1.5, 3.3, 3.7, & 4.8 and subject specific pedagogical skills for single subject teaching assignments; assessment of TPEs 3.7, 4.3)*

Candidates complete a literacy lesson plan for writing as they practice using a variety of developmentally and ability-appropriate instructional strategies to promote students' critical and creative thinking (TPEs 1.4 & 1.5). This assignment provides candidates the opportunity to demonstrate the knowledge they have been learning about writing and writing instruction in the CA CCSS for ELA & Literacy, the CA ELD Standards and ELA/ELD Framework. Candidates demonstrate their knowledge of the state adopted content standards (subject specific pedagogical skills for single subject teaching assignments). Candidates should design a lesson in which they explicitly teach a writing strategy, using the lesson plan template and the associated rubric criteria to prepare a lesson that helps the learner progress in writing. To do this they will plan and design instruction that is consistent with current subject-specific pedagogy and integrates the visual and performing arts where appropriate (TPE 3.3). Candidates will design a literacy lesson that integrates digital tools and educational technologies. Candidates will model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet Security (TPE 3.7). Integrated in the lesson plan design, candidates will demonstrate their understanding and

application of digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning (TPE 4.8).

Middle school teachers must strike a balance between content area expertise and interdisciplinary thinking. While existing school structures can make it difficult to collaborate across multiple disciplines and help students see big ideas between and among concepts they learn during the school day, implementing this approach is part of being a change agent and helps you operationalize the Middle Level program's themes. To that end, you will plan a unit of study appropriate for an interdisciplinary team that includes one lesson from each core content area, a lesson focused on the development of literacy skills, and is grounded in an understanding of project-based learning (PBL). This unit should be for approximately two to three weeks of instruction for a heterogeneous middle grade classroom, and you may work alone or with one partner of your choosing.

For the overall unit plan, you will write (or revise) one lesson each for Science, Social Studies, English/Language Arts, and Math plus a fifth lesson that specifically teaches literacy skills for any content area. Each of the lesson plans should include ELD standards as appropriate and use the Middle Level lesson plan template. Use strategies that we have modeled throughout the program and others that you have explored in your readings and field experiences. The parts that will be graded in EDM I 522 are the lesson plans for the English/Language Arts and literacy skills in a content area. More details about the unit plan are found on our CC container and provided in EDM I 512, 544, and 545.

### **Passion Project/Genius Hour**

*(assessment of TPE 3.7)*

You will engage in the project-based learning (PBL) process and reflect ways you might integrate this approach to teaching and learning into your classroom:

1. Choose a question, topic, or problem that you want to investigate. Think about whether you will:
  - a. Learn about
  - b. Learn to do
  - c. Learn to make
  - d. Learn to create
  - e. Learn to test
  - f. Learn to change
2. Identify what you envision your final product to be and make sure it is connected to the approach (a – f above) you chose
3. Make a plan for engaging in the inquiry process
4. Learn, create, make, test, change, etc.
5. Elicit feedback and use it to revise and enhance your final product
6. Present your results, experiences, and final product

We will discuss specifics for each step in class, and you should commit time for working on the project each week. Resources such [pages 21 – 55 of a Genius Hour curriculum](#) and Dr. John Spencer's workshop on January 22, 2021 might be useful as you plan your project. The final product will include:

- A presentation of your findings to the class (i.e., what was discovered in your search for an answer (or answers) to the driving question).
- A written paper that includes the following:
  - Description of how you completed steps 1 – 6 above
  - Explanation of how these processes might apply to your own classroom including an explanation of how you might adapt these principles to implement Project Based Learning in your content area. Make specific connections to Dr. John Spencer's workshop
  - Ways in which you might include what you learned through the cross-course interdisciplinary unit planning assignment into future Passion Projects/Genius Hours



- Discussion on how to use digital texts and tools across learning environments to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning (TPE 4.8)
- Explanation how you might use technology to engage students and promote digital citizenship (TPE 3.7)

### **Case Study**

*(practice with TPE 5.5; assessment of TPEs 4.1 & 5.8)*

You will work with one student to collect and analyze data about their reading and writing strengths, needs, and challenges. This assignment provides you with the opportunity to demonstrate what you have been learning about the effective use of assessment to inform instruction that supports students in developing strong literacy skills. Specifically, you will locate and apply information about students' current academic status, learning needs related to academic content, and other assessment data (TPE 4.1). You will use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals (TPE 5.5). Finally, you will employ these findings to develop specific recommendations for appropriate instructional strategies tailored to support that student's literacy development.

This assignment provides you will the opportunity to apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students (TPE 4.2).

All components of the case study must be combined into one document to be submitted as directed.

Including:

1. Reports of the information (qualitative and quantitative) gathered on one student including the data on levels of performance from a variety of language arts/literacy assessments. This information is understood within the context of the range and characteristics of typical and atypical child development (TPE 4.2). Use the case study handbook found on CC for assistance with administering the assessment tools and writing the data reports
2. Visual display of the data collected
3. Description of the student's strengths, needs, and challenges as they relate to literacy development. Include a plan for sharing this information with the student to help them understand their progress in language arts/literacy (TPE 5.5).
4. Recommendations for strategies and instruction that specifically support the student's progress in the identified area(s) of need in language arts/literacy. Provide a rationale for why these instructional strategies are appropriate for the student based on your analysis of the data. These instructional recommendations are informed by the student's developmental characteristics (TPE 4.2) and demonstrate a candidate's ability to use assessment data to establish learning goals and to plan and differentiate instruction (TPE 5.8).

### **Final Exam Statement**

There is no final exam in this course.

### **RICA Preparation**

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

<b>RICA DOMAINS COVERED</b>
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

### SCHEDULE/COURSE OUTLINE

Comprehension and writing strategies will be modeled and practiced in each weekly class session.

Week/Theme	Date (Mondays)	Topic	Preparation Required
Week 1 Learning happens in caring communities	January 25 ~ 9:00 am – 3:30 pm  Online via Zoom	Course overview and introduction to case study and passion project  Understanding the five themes in the ELA/ELD framework  ELA CCSS, ELD Standards & ELA/ELD Framework	<b>REVIEW:</b> Syllabus & ELA/ELD frameworks  <b>READ:</b> Beers, Chapters 1 & 2 <b>DUE (Saturday, January 30):</b> OLA deliverable
Week 2 Teaching is the negotiation among theory, practice, and students.	February 1 ~ 9:00 am – 3:30 pm  Online via Zoom	<b><u>Foundational Skills</u></b>  Reading and writing processes  Effective use of assessments	<b>READ:</b> Beers, Chapters 3 & 4  <b>BRING:</b> Notes from EDM1 521  <b>DUE (Saturday, February 6):</b> OLA deliverable
Week 3 Teaching is the negotiation among theory, practice, and students.	February 8 ~ 9:00 am – 3:30 pm  Online via Zoom	<b><u>Language Development, Making Meaning, &amp; Effective Expression</u></b>  Assessments, continued  Running Records, Miscue Analysis,  Assessment to inform planning for individual needs	<b>DUE (Saturday, February 13):</b> OLA deliverable
Week 4 Students are the center of our work.	February 15 ~ 9:00 am – 3:30 pm  Online via Zoom	<b><u>Language Development, Making Meaning, &amp; Effective Expression</u></b>  Effective literacy instruction: Reading and writing strategies  Differentiation and UDL to meet the needs of a wide range of learners for universal access  Understanding motivation and engagement  Comprehension and Vocabulary	<b>DUE (Saturday, February 20):</b> OLA deliverable  <b>READ:</b> Wolpert-Gawron, chapters 1 & 5  <b>READ:</b> Beers, Chapter 5 plus CHOOSE 6, 7, or 8

<p>Week 5 Empowerment of students is essential to the students' meaningful participation in a democratic society.</p>	<p>February 22 ~ 9:00 am – 3:30 pm</p> <p>Guest speaker: Jacquelyn Karney 1:45 – 3:00</p> <p>Online via Zoom</p>	<p><b><u>Making Meaning &amp; Effective Expression</u></b></p> <p>Effective literacy instruction, continued</p> <p>Focus on writing instruction: Designing effective lessons, Conditions that support writing development, Giving effective feedback</p>	<p><b>DUE (Saturday, February 27):</b> OLA deliverable</p> <p><b>READ:</b> Wolpert-Gawron, chapters 2, 3, &amp; 7</p>
<p>Week 6 Teaching is the negotiation among theory, practice, and students.</p>	<p>March 1 ~ 9:00 am – 12:00 pm</p> <p>Afternoon off (1/22 PBL session)</p> <p>Online via Zoom</p>	<p><b><u>Content Knowledge &amp; Language Development</u></b></p> <p>Literacy across the content areas</p> <p>Developing domain-specific literacy skills</p> <p>Project Based Learning</p>	<p><b>READ:</b> Wolpert-Gawron, chapters 4 &amp; 6</p> <p><b>DUE (Saturday, March 6):</b> OLA deliverable</p> <p><b>DUE (Saturday, March 6):</b> Literacy lesson plan for cross-course unit plan</p>
<p>Week 7 Students are the center of our work.</p>	<p>March 8 ~ 9:00 am – 3:30 pm</p> <p>Online via Zoom</p>	<p><b><u>Content Knowledge &amp; Language Development</u></b></p> <p>Literacy across the content areas, continued</p> <p>Developing academic language</p>	<p><b>READ:</b> Beers, Chapters 9 &amp; 11</p> <p><b>DUE (Saturday, March 13):</b> Passion Project/Genius Hour</p> <p><b>DUE (Saturday, March 13):</b> OLA deliverable</p>
<p>Week 8 Teaching is the negotiation among theory, practice, and students.</p>	<p>March 15 ~ 9:00 am – 3:30 pm</p> <p>Online via Zoom</p>	<p><b><u>Making Meaning</u></b></p> <p>Choosing and using appropriate tools and texts</p> <p>Digital and media literacy, digital citizenship</p> <p>RICA prep and review</p>	<p><b>READ:</b> Beers, Chapters 14 &amp; 15</p> <p><b>READ:</b> Wolpert-Gawron, chapter 8</p> <p><b>DUE (Saturday, March 20):</b> OLA deliverable</p> <p><b>DUE (Saturday, March 20):</b> Case study</p>

## RUBRICS

### Passion Project/Genius Hour: Assessment of TPE 3.7

#### Criteria *Standards for This Performance*

##### Description

- Explain how you chose the question, topic, or problem that you investigated.
- Describe whether you chose to:
  - Learn about
  - Learn to do
  - Learn to make
  - Learn to create
  - Learn to test
  - Learn to change
- Provide details about how you engaged in the process from planning to researching to implementation

##### Plan for Implementation

- Explain how you might implement Project Based Learning in your own classrooms
- Make specific connections to Dr. John Spencer's workshop
- Identify ways in which you might include what you learned through the cross-course interdisciplinary unit planning assignment into future Projects/Genius Hours

##### Conclusion

- Discuss how to use digital texts and tools across learning environments to create new content and provide personalized and integrated rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning (TPE 3.7)
- Explaination how you might use technology to engage students and promote digital citizenship (TPE 3.7)

##### Conventions of Language:

- Writing is clear and provides coherent transitions from one big idea to the next.
- Each paragraph discusses one main idea.
- There are very few (if any) spelling, punctuation, or grammar mistakes.

**25 points**

**Literacy Lesson Plan:** Practice with TPEs 1.4, 1.5, 3.3, 3.7, & 4.8 and subject specific pedagogical skills for single subject teaching assignments; assessment of TPEs 3.7, 4.3

#### Criteria *Standards for This Performance*

##### Learning Goals and Outcomes

- Demonstrates knowledge of subject matter, including the adopted California State Standards and curriculum framework for ELA & ELD learning goals (LGs) on appropriate ELA Standards & ELD Standards and ELA/ELD Framework.
- Creates manageable learning goals that build on students' prior academic knowledge and appropriately address student considerations, assets and needs.
- Identifies the academic language demands associated with the learning goals (connected to the ELD standards)

<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Identifies what students will do (evidence) to show they are making progress toward the learning goals and identified standards</li> <li>• Describes how you will check for understanding and monitors students' progress and learning/higher order thinking during the lesson</li> <li>• Describes the ways students demonstrate their learning, use digital tools and learning technologies, and have multiple opportunities to show their learning (TPE 4.8)</li> </ul>
<p><b>Learning Activities</b></p> <ul style="list-style-type: none"> <li>• Clearly aligned to the learning goals/standards</li> <li>• Support students in developing academic of the discipline</li> <li>• Engage &amp; challenge students, provide opportunities to develop higher-order thinking, demonstrate an understanding of the content, and support young adolescents</li> <li>• Develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship</li> <li>• Provide English learners with accommodations that support access to academic content and the English language</li> <li>• Provide opportunities to work in groups, which supports student learning and requires a range of communication strategies</li> </ul>
<p><b>Conventions of Language</b></p> <p>--Uses the lesson plan template for the Middle Level program</p> <p>--Writing is clear and provides coherent transitions from one big idea to the next.</p> <p>--Each paragraph discusses one main idea.</p> <p>--There are very few (if any) spelling, punctuation, or grammar mistakes.</p>
<p><b>25 points for each (total = 50 points)</b></p>

**Case Study: Practice with TPE 5.5; assessment of TPEs 4.1 & 5.8**

Criteria
<p><b>Description</b></p> <ul style="list-style-type: none"> <li>• Include information about the student's home/family life, school experiences, likes/dislikes, and peer relationships</li> <li>• Describe your students' current academic status and learning needs related to academic content (TPE 4.1)</li> </ul>
<p><b>Analysis</b></p> <ul style="list-style-type: none"> <li>• Describe the data collected from each literacy assessment</li> <li>• Provide a visual display of the data collected</li> <li>• Describe the student's strengths, needs, and challenges and support this description with specific examples from the data</li> <li>• Include a plan for sharing this information with the student to help them understand their progress in language arts/literacy</li> </ul>
<p><b>Recommendations</b></p> <ul style="list-style-type: none"> <li>▪ Provide specific instructional recommendations that specifically support the student's progress in the identified area(s) of language arts/literacy</li> <li>▪ Provide a rationale for why these instructional strategies are appropriate for the student based on your analysis of the data</li> <li>▪ Ensure that the instructional recommendations are informed by the student's developmental characteristics (TPE 4.2) and the student's ability to use assessment data to establish learning goals and to plan and differentiate instruction (TPE 5.8)</li> </ul>
<p><b>Conventions of Language:</b></p> <ul style="list-style-type: none"> <li>• Writing is clear and provides coherent transitions from one big idea to the next.</li> <li>• Each paragraph discusses one main idea.</li> <li>• There are very few (if any) spelling, punctuation, or grammar mistakes.</li> </ul>