

University of Southern California
Rossier School of Education
Course Syllabus

EDUC 513A
Teaching English Language Arts in the Secondary Classroom
September 2012

INSTRUCTOR:

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INTRODUCTION AND PURPOSE

The purpose of this course is both practical and theoretical. Teacher candidates will begin to build pedagogical practice through fieldwork observation and reflection and through practice in planning and implementing rigorous and relevant learning opportunities for all learners. Along with a focus on designing learning opportunities for diverse learners, candidates will engage in a continual cycle of reflection for critical interrogation of their observations and experiences. In order to implement instruction providing academic opportunities for all students, candidates will examine pedagogical practice not only to build a toolkit, but also to question practice and curricular decisions for purpose, relevancy, equity and access within varied contexts.

COURSE OBJECTIVES

Course objectives are noted below, with brief descriptors of how each objective will be demonstrated and assessed. The following California Commission on Teacher Credentialing (CTC) Standards, Teacher Performance Expectations (TPEs), and the Special Education General Standards (SEGS) are addressed in this course, noted after each objective.

- Develop a basic understanding of the literary genres, modes of expression, and theoretical perspectives used in literary response and analysis.
 - Demonstrated through class discussions, practice in lesson and unit design and fieldwork observations.
 - Assessed by instructor observation, sample unit/lesson plan rubric, and fieldwork reflection rubric.
 - CTC 8B(d), TPE 1B, TPE 6B, 6C; SEGS 3.2, SEGS 3.3
- Apply a basic understanding of learning theory to the planning and teaching of English Language Arts.
 - Demonstrated through class discussions, forum discussions, and sample unit/lesson plan.
 - Assessed by instructor observation, criteria chart, and sample unit/lesson plan rubric.
 - CTC 1.1, 4.1, 9.1, 9.2; TPE 4, TPE 8, TPE 9; SEGS 9.6.2
- Identify the essential understandings of secondary English Language Arts.
 - Demonstrated through class discussions, readings, and practice in lesson/unit design.
 - Assessed by instructor observation and sample unit/lesson plan rubric & fieldwork.
 - CTC 8B(d), 14; TPE 1B, TPE 6B, 6C

- Employ strategies for gaining knowledge of students in and out of the academic setting using quantitative and qualitative data.
 - Demonstrated through fieldwork engagement with students and analysis of sample data sets.
 - Assessed by fieldwork analysis and reflection of collected data and observation.
 - CTC 5.2, 5.5, CTC 13.2, 14; TPE 8
- Support students' response to literature with appropriate strategies and activities emerging from assessing for teaching.
 - Demonstrated through class discussion, reflective journals (commonplace entries), and unit design.
 - Assessed by fieldwork reflection on observations and unit/lesson design rubric.
 - CTC 8B(d), 14; TPE 1B, TPE 2, TPE 3
- Create learning objectives relative to state content standards with aligned learning activities and assessments.
 - Demonstrated by creation of learning objectives.
 - Assessed by alignment of components by a rubric.
 - CTC 4.1, CTC 7b; TPE 3; SEGS 9.6.4, 9.6.15
- Design a unit of study that reflects theoretically and evidence-based understandings of English Language Arts.
 - Demonstrated by creation of unit of study.
 - Assessed by components of unit of study with a rubric.
 - CTC 4.1, CTC 7b; CTC 9.2, 9.3, TPE 3; SEGS 9.6.4, 9.6.15;
- Develop and implement a plan for a learning event, using knowledge of students and learning theory to inform pedagogical choices.
 - Demonstrated by creation of lesson plan.
 - Assessed by appropriate application of learning theory, integration of knowledge of students
 - CTC 9.1, 9.6
- Use the reflective cycle to critically examine their observations and experiences to connect theory and practice for growth as practitioners.
 - CTC 9.5
- Integrate technology and new media into instructional planning, teaching, and assessments.
 - Demonstrated by use of media in commonplace entries, design of unit/sample, and fieldwork observations.
 - Assessed by selection of appropriate media for expression of ideas in reflective journals with rationale for transfer to curricular planning and integration of technology in unit/lesson design.
 - CTC 8B(d), CTC 11.1, 11.2; TPE 1B, TPE 9; SEGS 3.3
- Develop a basic understanding of rhetorical theory and its applications in writing instruction and assessment in secondary English Language Arts classrooms.
 - Demonstrated by class discussions, forum posts, and assignment.
 - Assessed by observation, criteria chart, and feedback on student samples with rationale for instructional intervention.
 - CTC 8B(d); TPE 1B, SEGS 3.3

[Alignment of standards to course assignments and coursework is located at the end of the syllabus, beginning on p. 18]

KEY AND SUMMATIVE COURSE ASSESSMENT

The Pedagogy A *Key Assessment* is part of a larger course assignment that requires the candidate to design a conceptual unit of study. For *Key Assessment 2*, candidates will create a series of sequential lessons for instruction of a core concept (inclusive of skills required to construct knowledge of the concept). This may be part of a larger unit of study. The series of lessons will include the following components:

- Student learning outcome(s) aligned to Common Core State Standards in the discipline/grade level
- Literacy objective(s) with a component focused on Academic Language
- Varied and appropriate strategies to meet the outcomes/objectives
- Coherent, detailed instruction addressing the local classroom context (e.g., knowledge of students) and community (e.g., resources, cultural norms)
- Assessment(s) aligned to measure outcome(s)/objective(s), inclusive of a product
- Incorporation of technology used as pedagogy and/or for production
- Narrative explaining rationale for choices of outcomes/objectives, materials, strategies, product, and explanation of how learning theory applies to practice
- A reflection on the planning, perceived methods of implementation, and described assessment
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The Pedagogy A *Key Assessment 2* is conducted in EDUC 509A (Secondary Math), EDUC 502A (Secondary Science), 513A (Secondary English), EDUC 541A (Secondary Social Science) and EDUC 556 (Elementary Literacy/Social Studies & Practicum).

The MAT Program uses *TaskStream* to collect key assessments. For this course assignment, candidates will submit her/his Key Assessment on *TaskStream* (<https://www.taskstream.com/pub/>). **For the majority of candidates who already have a *TaskStream* account**, the self-enrollment code for this assessment will be shared by your instructor. If you **do not have a *TaskStream* account**, please alert your instructor early in the term so she or he may share the appropriate directions using a student key code document. Any *technology questions* should be addressed to *TaskStream* by following the website's support link. Any *content questions* should be addressed to your instructor.

COURSE REQUIREMENTS

All of the requirements for this course are described below. The MAT program adheres to the Carnegie standard for course workload. The expected weekly “class time” or contact hours for a course of this length and credit value is **3 hours 10 minutes**. The expected weekly “out of class” workload for this course is approximately **6 hours 20 minutes**. The following provides a description of all of the Class Time activities and Out-of-Class assignments that are required for this course.

LATE WORK POLICY:

1. Late assignments will be accepted **only** with the professor's advance permission **and** under limited circumstances.
2. Each professor will determine what constitutes sufficient advance permission and acceptable circumstances.
3. Late papers will not be docked points but if no advance permission has been given, a paper may not be accepted and/or receive credit.

Class Time

Class Time and/or contact hours weekly: The class meets **once** a week for **two and a half hours**.

You will receive CREDIT for full participation. This includes arriving to class on time and participating for the full session. To receive full credit each week, you must also be fully engaged in all activities, which will include group problem solving, class presentations, and mediated inquiry groups. **You are ONLY allowed one excused absence.** You must notify your instructor, via email, if you will be unable to participate. After 1 missed session you will not receive any credit for missed Class Time. If there are extenuating circumstances please contact your instructor to set up a make-up session. Make-up sessions will only be granted once and must be due to an emergency or unavoidable absence from your regular Class Time session.

For on-line students, in order to receive full credit for class time you must be present via video and teleconferencing. In the event of technical difficulties with the system, you are responsible for having the conference line call-in number and passcode available so you can call in, as well as the url so you can enter the classroom by-passing the LMS. Your instructor will provide you with these during the first class meeting.

Class time and participation is worth **10%** of the overall course grade, **2 points per meeting**.

Instructor Mediated Commonplace Book Entry

Three times during the course you will post a Commonplace entry to a class Wiki. Candidates will submit a total of three entries. Each entry should be an in-depth reflection on some aspect of the assigned reading, synthesizing the readings. Entries are due Weeks 3, 6, and 10.

The Commonplace entry should be created using multiple-genres and varied media, such as text, video, images, audio, and may be animated. You may use the software program Sophie, available for free at: sophieproject.org, or other Web 2.0 tools of your choice (prezi, YouTube, etc.).

You are expected to read classmates' entries, and may post a response.

The purpose of using a Commonplace Book is twofold. First, it is to interactively explore salient issues in the course readings using multi-modal texts. Second, while commenting on the assigned reading, you will also be thinking through how to express ideas in media other than print for potential transfer to classroom practice.

Entries are due **48 hours** before your class meeting time. (An assignment table with exact due dates will be provided by your instructor.) It is expected that you will spend **two hours and 20 minutes** on the Commonplace Book entry each week.

Each entry is worth 10 points, for a total of **30 points**.

<http://513a-sept-dec2012.wikispaces.com>

Out-of-Class Assignments

The out-of-class workload for this course is approximately **6 hours and 20 minutes** per week. Out-of-class assignments include:

- READINGS (approximately 2 hours weekly)
 - The following texts are required for this course:
 - Appleman, D. (2009). *Critical encounters in high school English: Teaching literary*

theory to adolescents (2nd ed.). New York, NY: Teachers College Press and NCTE.

- McTighe, J., & Wiggins, G. (2004). *Understanding by design: Professional development workbook*. Alexandria, VA: ASCD.
- Wiggins, G., & McTighe, J. (2005). *Understanding by design* (expanded 2nd ed.). Alexandria, VA: Merrill Education/ASCD.
- Common Core Standards for English Language Arts, grades 6-12.
- The following two texts will be referred to, but are NOT required. They were used in EDUC518.
 - Anderson, L. W., & Krathwohl, D. R. (Eds.). (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's Taxonomy of educational objectives* (Abridged ed.). New York: Longman.
 - Ormrod, J. E. (2010). *Educational psychology: Developing learners* (7th ed.). Upper Saddle River, NJ: Pearson.
- All readings that are not in the required texts are available in the USC Library on the Course Reserves.

Readings in the course reserves are available at:

http://www.usc.edu/libraries/course_reserves/

To access:

- Go to: usc.ares.atlas-sys.com
 - Log in using your USC user name (the part of your email BEFORE the @) & your USC password (the ID# to get your mail)
 - For the first time you use the system you will be asked to fill out a change of information form; this is a one time only request.
 - Hit submit, and you will to to a page with a column down the left side.
 - Select "student tools"
 - From there, "search classes"
 - This will give you choices; the librarian recommends you search by name:
Use Carbone
- WRITTEN ASSIGNMENTS (approximately 1 hour and 20 minutes weekly)
 - FIELDWORK (approximately 3 hours weekly)

Fieldwork Requirement

Classroom-based fieldwork will address the following areas each week:

- WEEK 1: Institutional and community context
- WEEK 2: Structure of Class time (Procedures & Routines)
- WEEK 3: Knowledge of Students
- WEEK 4: Academic Language
- WEEK 5: Planning Assessments
- WEEK 6: Engaging Students with Texts
- WEEK 7: Writing Instruction and Assessment
- WEEK 8: Developing Academic Literacy (Questioning)
- WEEK 9: Whole Group Discussion Strategies
- WEEK 10: Small Group Strategies

Fieldwork will be completed within the week assigned with the fieldwork teacher. Every week, **respond using the weekly assignments in the toolbox**. Your response should be posted in the class forum before class meets (except for week 1, which is due after class time).

Each Fieldwork Reflection is worth **4 points**, for a total of **40 points**, and is worth **20%** of the overall course grade.

Design of an Instructional Unit

In this course, candidates will design a Unit of Study. The Unit of Study is a 2-4 week coherent instructional sequence.

The Unit of Study will be due **Week 9**. The Unit of Study is worth up to **50 points**.

Key Assessment: This assignment is used to determine your readiness to continue on to Guided Practice.

The Key Assessment is part of the conceptual unit of study for 513A. For *Key Assessment 2*, candidates will create a series of sequential lessons for instruction of a core concept (inclusive of skills required to construct knowledge of the concept). The series of lessons will include the following components:

- Student learning outcome(s) aligned to Common Core State Standards in the discipline/grade level
- Literacy objective(s) with a component focused on Academic Language.
- Varied and appropriate strategies to meet the outcomes/objectives
- Coherent, detailed instruction addressing the local classroom context (e.g., knowledge of students) and community (e.g., resources, cultural norms)
- Assessment(s) aligned to measure outcome(s)/objective(s), inclusive of a product
- Incorporation of technology used as pedagogy and/or for production
- Narrative explaining rationale for choices of outcomes/objectives, materials, strategies, product, and explanation of how learning theory applies to practice.
- Additionally, a reflection on the planning, perceived methods of implementation, and described assessment will be included.

The Key Assessment will be uploaded to *TaskStream* and is due **week 9**, at the same time as your Unit of Study.

Although part of your unit of study, the Key Assessment will be uploaded to *TaskStream*, and your Unit of Study will be uploaded to the LMS on the assignment page in Unit 9. Your Key Assessment is developmental, and is scored according the PACT rubrics, equaling 20 points on *TaskStream*. In order to pass, you must score a 9, and may have only one rubric point with a one score of “1”. You may revise this assignment if you do not pass.

Because this assignment determines your readiness for Guided Practice, you may not advance to Guided Practice if you do not score 9 or above.

Please Note: Per USC policy, a final grade cannot be changed due to late work being turned in after grades are submitted.

Learning Event

A LEARNING EVENT will be planned and implemented in this course. The Learning Event is comprised of a Lesson Plan, as well as a Video and Reflection of implementation of the Learning Event. Opportunities for peer feedback and self-assessment will be part of the process. All components of the Learning Event will equal **35 points**

The Learning Event may be part of your Key Assessment sequence of lessons; however, it must align to the content in your fieldwork classroom, and therefore the Key Assessment, as part of your unit of study, may not be appropriate for this assignment. The purpose of the learning event is to select an appropriate

literacy strategy to meet the needs of the students in the fieldwork classroom and to practice implementing it.

1. **LESSON PLAN: Learning Event Planner**

You will prepare a 10-15 minute lesson using at least one strategy to be implemented in your fieldwork classroom Week 8. You may teach the lesson, what we will refer to as a learning event, to the whole class, or a small group (determined through conversations with your fieldwork placement teacher). Using the **Learning Event Planner** posted in the Course Toolbox, develop a lesson using a literacy strategy that you will implement and record for peer and instructor feedback. All peer-partnerships will be assigned and emailed or posted on the course wall by your instructor. **The Learning Event Planner will be due the Monday of Week 7.**

Think about the following questions as you construct your lesson, and review the rubric in the toolbox:

- How will the students have opportunities to actively engage with the content and construct their own knowledge?
- How will the lesson build upon instruction that has come before and prepare students for what will follow?
- Is the lesson purpose clear and manageable in a 15 – 50 minute time slot? (You will video the lesson and upload a 10-minute highlight for instructor and peer review.)
- Is the information collected during fieldwork (questionnaires, observations, reading info) about the students, showing what they can do without assistance, used to construct a lesson that will challenge students to engage in a task with provided assistance?
- Is the assistance you will provide EXPLICIT - e.g., saying “I will give feedback” is NOT explicit, whereas saying “I will coach students who do not immediately grasp the concept with open-ended questions such as, ‘what made you decide to put that answer?’ ‘how did you arrive at that answer?’, & etc. is explicit.
- Have you been explicit about how you will motivate the students? (saying “I will use background knowledge is NOT explicit—what will you do? What will students do?)
- Does the learning theory you have used to inform your instruction align with your suggested strategies? (e.g., if you choose sociocultural theory and indicate you will have a whole class discussion, does that really align?)
- Is your assessment valid – does it measure what you say you are setting out to achieve in your goal?

The Learning Event Planner is worth up to **10 points**.

2. **PEER FEEDBACK: Learning Event Planner**

- Provide evidence-based feedback based on our class discussions, readings from this and other courses, and your observations/experience.
- Make arrangements with your partner for exchanging your Learning Event Planner well in advance of the due date for the final version.
- For peer feedback, note how well aligned the learning event planner is to the guiding questions provided, and comment accordingly.
 - You may comment directly on the rubric for the Learning Event Planner or comment narratively.

- Feedback should be helpful and specific; comments such as “looks great” are not helpful.
- If you feel the learning event plan is ready to go without revision, indicate at least two areas where you see exemplary work and explain why; if you feel there revision would benefit the learning event plan, identify those.

Peer Feedback: Learning Event Planner is due **Week 7** and is worth **5 points**.

3. **LEARNING EVENT: Implementation**

In **Week 8** you will implement and video record the Learning Event. The implementation may range from 10 minutes – 50, as agreed upon by you and your fieldwork teacher. You will upload 10 minutes (or provide timestamp for 10 minutes) of the video for instructor and peer review.

The Video of your Learning Event is worth **5 points**.

4. **REFLECTION: Learning Event**

1. Follow Rodgers’ reflective cycle and review the rubric to meet expectations.
2. Please note that the rubric is weighted towards the reflection, not the implementation of the Learning Event. Because this may be your first time delivering instruction to a whole class, it is not expected that the implementation will be flawless, or even smooth, but developmental. The manner in which you describe, analyze, and suggest intelligent action will determine your overall grade on this component of the Learning Event.

Your reflection on the implementation of the Learning Event may also address the following questions:

- What were the strengths and weaknesses in your learning plan? (What prior experiences, knowledge, and skills helped students succeed with this learning experience?)
- Did students learn the concepts or skills well enough for application in new and novel situations? If not, what additional learning experiences might better support this level of application?
- What elements of practice need to change in order to improve student learning and participation? (Was there something missing in the instructional/learning sequence? Was the instruction appropriately linked to students’ prior knowledge? What instructional approaches can be used to enhance learning for student with prior experiences, knowledge and skills different from those necessary to succeed with this learning plan? What (instructional) approaches can be used to make student participation more equitable?)
- How does the theoretical perspective on learning that you used help you make sense of your instructional practices?

Upload your reflection to the LMS for instructor review and email to your partner for peer feedback **Week 8**.

The Reflection: Learning Event is worth **15 points**.

GRADE DISTRIBUTION TABLE

Assignment	Points Possible % of Grade	Due Date
All assignments are weighted based on complexity and comprehensiveness.		
Commonplace Book Entry	30 – 15%	Units 3, 6, & 9 - 48 hours before Class Time
Fieldwork Reflection	40 – 20%	Units 1-10 - Sunday after class time
Key Assessment	20	Unit 9 – Before Class Time Upload to <i>TaskStream</i>
Unit of Study	50 – 25%	Unit 9 –Before Class Time
Learning Event:	35	Units 7, 8,
• Lesson Plan: Learning Event Planner	• 10	Unit 7 – Monday of Week 7
• Peer Feedback: Learning Event Planner	• 5	Unit 7 - Sunday after Class Time
• Learning Event Implementation Video	• 5	Unit 8 – Sunday after Class Time
• Reflection: Learning Event	• 15	Unit 8 - Sunday after Class Time
Class Participation	20 – 10%	Weekly

A 100-95% B+ 89-86% C+ 79-76 % D+ 69-66% F 59-0%
 A- 94-90% B 85-83% C 75-73% D 65-63%
 B- 82-80% C- 72-70% D- 62-60%

DISTANCE LEARNING

This course is offered both on-line and on campus; the activities, expectations and requirements are identical between the two versions. The on-line course is conducted through a combination of real time and asynchronous modules, just as the on-campus version is conducted with some in-class and out-of-class sessions. About 70% of the course will occur asynchronously. All candidates will be required to complete assignments on-line, in the field and independently along with completing related reading assignments. The time needed to complete all assignments fulfills course unit time requirements.

By this point in the program, candidates' level of technical competence should include basic knowledge of the Internet. They should have an account on, at least, one site that allows people to interact with one another (e.g. Facebook, MySpace, Skype, etc.). Basic tasks will include posting attachments, opening and posting discussion forums and uploading assignments including video clips (the mechanics of this will be taught). As in past courses, candidates will need to be able to video record their interactions with candidates (which may be accomplished through the use of a portable micro video camera) and upload edited versions (time limited) of their work. In addition, to complete assignments and access course documents, candidates should have some familiarity with Microsoft Word, Power Point, Excel, and basic Internet surfing.

Candidates will have ongoing access to the instructor and fellow classmates throughout the course. Through the Course Wall, e-mails, course calendars, and Forums, the instructor will maintain ongoing communication with candidates. These tools also provide candidates with a variety of ways to contact the instructor, share their ideas, comments and questions through private and public means. In addition, candidates will be made aware of real-time opportunities to engage in discussions with the instructor and

their fellow classmates. The Course Wall provides a place for the instructor to share new information and new postings. Due dates will automatically appear both on a student's homepage and in their calendar.

E-mail and chat will be the primary forms of immediate communication with the instructor. E-mail will be checked on a daily basis during the weekdays and will be responded to within 48 hours. The course calendar provides candidates with assignment due dates and notification of scheduled office hours for all faculty members teaching this course. Candidates may attend office hours with any instructor; however, if a student has a specific question about assignments or coursework, it is preferable to attend office hours with your instructor of record.

The Forum provides candidates a place to post questions, comments, or concerns regarding readings and assignments at any time during the duration of the course. In addition to weekly Class Time sessions, the Forum is the primary location for candidates to communicate their learning with one another. It will be open at all times for postings and reactions.

All required materials will be prepared and posted prior to the start of the course, but an instructor may add additional optional material at any point. All links and attachments will be checked weekly for updates.

In the Event of Technical Breakdowns

Candidates may submit assignments to the instructor via e-mail by the posted due date. Remember to back up your work frequently, post papers on the LMS (Learning Management System) or in Blackboard (on campus cohorts) once completed, load files onto a power drive, and keep a hard copy of papers/projects.

Standards of Appropriate Online Behavior:

The protocols defined by the USC Student Conduct Code must be upheld in all online classes. Candidates are not allowed to post inappropriate material, SPAM to the class, use offensive language or online flaming. For more information, please visit: < <http://www.usc.edu/student-affairs/SJACS/> >

ACADEMIC ACCOMMODATIONS

The University of Southern California is committed to full compliance with the Rehabilitation Act (Section 504) and the Americans with Disabilities Act (ADA). As part of the implementation of this law, the university will continue to provide reasonable accommodation for academically qualified candidates with disabilities so that they can participate fully in the university's educational programs and activities. Although USC is not required by law to change the "fundamental nature or essential curricular components of its programs in order to accommodate the needs of disabled candidates," the university will provide reasonable academic accommodation. It is the specific responsibility of the university administration and all faculty serving in a teaching capacity to ensure the university's compliance with this policy.

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m. - 5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-7766.

ACADEMIC INTEGRITY

The University's Student Conduct Code articulates violations that are most common and readily identifiable. Conduct violating university community standards that is not specifically mentioned still may be subject to disciplinary action. General principles of academic honesty include and incorporate the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All candidates are expected to understand and abide by these principles.

Sanctions for violations of the university Student Conduct Code are assessed appropriately for the cited violation. Sanctions will be considered in light of candidates' entire conduct records at the university and will be designed to hold candidates accountable for their actions and the resulting or potential consequences of such actions, to promote the educational well being of candidates and to protect the educational environment of the university and the safety of its community.

All academic integrity violations will result in an academic consequence. Failure to comply with the terms of any imposed sanctions may be considered an additional violation.

Scampus, the USC student guidebook contains the Student Conduct Code and information on Academic Integrity. It is the student's responsibility to be familiar with and abide by these guidelines, which are found at:

<http://web-app.usc.edu/scampus/>

A summary of behaviors violating University standards can be also found at:

<http://web-app.usc.edu/scampus/1100-behavior-violating-university-standards-and-appropriate-sanctions/>

INCOMPLETES

IN – incomplete (work not completed because of documented illness or some other emergency occurring after the eighth week of the semester; arrangements for the IN and its removal should be initiated by the student and agreed to by the instructor prior to the final exam); IX – lapsed incomplete.

Conditions for Removing a Grade of Incomplete. If an IN is assigned as the student's grade, the instructor will fill out the Incomplete (IN) Completion form which will specify to the student and to the department the work remaining to be done, the procedures for its completion, the grade in the course to date and the weight to be assigned to the work remaining to be done when computing the final grade. A student may remove the IN by completing only the portion of required work not finished as a result of documented illness or emergency occurring after the eighth week of the term. Previously graded work may not be repeated for credit. It is not possible to remove an IN by re-registering for the course, even within the designated time.

Time Limit for Removal of an Incomplete. One calendar year is allowed to remove an IN. Individual academic units may have more stringent policies regarding these time limits. If the IN is not removed within the designated time, the course is considered "lapsed," the grade is changed to an "IX" and it will be calculated into the grade point average as 0 points. Courses offered on a Credit/No Credit basis or taken on a Pass/No Pass basis for which a mark of Incomplete is assigned will be lapsed with a mark of NC or NP and will not be calculated into the grade point average.

COURSE AND ASSIGNMENT OVERVIEW

Dates	Modules	Assignments (points in parentheses)
Unit 1	Making Literature Matter	<ul style="list-style-type: none"> • Required reading assignments • Fieldwork #1: Institutional and Community Contexts (4) • Class Time (2)
Unit 2	Goals for Understanding	<ul style="list-style-type: none"> • Required reading assignments • Fieldwork #2: Structure of Class (4) • Class Time (2)
Unit 3	Designing for Understanding	<ul style="list-style-type: none"> • Required reading assignments • Fieldwork #3: Knowledge of Students (4) • Commonplace Entry (10) • Class Time (2)
Unit 4	Academic Language	<ul style="list-style-type: none"> • Required reading assignments • Fieldwork #4: Academic Language (4) • Big Idea and Essential Questions for Unit of Study (C/NC) • Class Time (2)
Unit 5	Planning Assessments for Teaching & Learning	<ul style="list-style-type: none"> • Required reading assignments • Fieldwork #5: Planning Assessments (4) • Class Time (2)
Unit 6	Engaging Students with Texts	<ul style="list-style-type: none"> • Required reading assignments • Commonplace Entry (10) • Fieldwork #6: Engaging Students with Texts (4) • Class Time (2)
Unit 7	Writing Instruction: Theoretical Foundations	<ul style="list-style-type: none"> • Required reading assignments • Fieldwork #7: Writing Instruction and Assessment (4) • Learning Event Planner (10) & Peer Feedback (5) • Class Time (2)
Unit 8	Writing Instruction & Feedback	<ul style="list-style-type: none"> • Required reading assignments • Fieldwork #8: Questioning (4) • Video Upload of Implemented Learning Event (5) & Reflection (15) • Class Time (2)
Unit 9	Metacognition	<ul style="list-style-type: none"> • Required reading assignments • Fieldwork #9: Whole Group Discussion Strategies (4) • Key Assessment: Sequence of Lessons (20) • Unit of Study (50): Due before Class Time • Peer feedback: Learning Event Reflection (5) • Class Time (2)
Unit 10	Dimensions of Literacy	<ul style="list-style-type: none"> • Required reading assignments • Commonplace entry (10) • Fieldwork #10: Small Group Strategies (4) • Class Time (2)

UNIT TOPICS/ASSIGNMENTS

UNIT 1: Week 1 Making Literature Matter

Objectives

- Develop a basic understanding of the literary genres, modes of expression, and theoretical perspectives used in literary response and analysis.
- Create learning objectives relative to state content standards with aligned learning activities and assessments.
- Use the reflective cycle to critically examine their observations and experiences to connect theory and practice for growth as practitioners.

Strategy:

Jigsaw

Gallery Walk

Assignments

- Required Reading
- Fieldwork #1: Institutional and Community Contexts
- Class Time

Required Reading, Unit 1

Reading is to be completed BEFORE class discussion for Unit 1, Week 1.

- Appleman, D. (2009). *Critical encounters in high school English: Teaching literary theory to adolescents* (2nd ed.). New York: Teachers College Press. Chapters 1, 2 (pp. 1-27).

Available in Course Reserves:

- Bomer, R. (2011). Teaching toward participation in digital culture. *Building adolescent literacy in today's English classroom* (pp. 242-264). Portsmouth, NH: Heinemann.

Available online:

- Yancy, K. B. Writing in the 21st Century. NCTE.
http://www.ncte.org/library/NCTEFiles/Press/Yancey_final.pdf

UNIT 2: Week 2 Goals for Understanding

Objectives

- Discuss the logic of “backwards planning” as a means to promote equity and access through instructional design.
- Construct learning objectives to address “big ideas” in curricular planning.
- Use the reflective cycle to critically examine their observations and experiences to connect theory and practice for growth as practitioners.

Strategies:

Questioning

Think and Search Questions

Assignments

- Required Reading Assignments
- Fieldwork #2: Structure of Class
- Class Time

Required Reading, Unit 2

Review from EDUC 518:

- Anderson, L. W., & Krathwohl, D. R. (Eds.). (2001). Chapter 2: The structure, specificity, and problems of objectives & Chapter 3: The taxonomy table. *A taxonomy for learning, teaching, and assessing: A revision of Bloom’s Taxonomy of educational objectives* (Abridged ed.). New York: Longman.

Read for class time:

Appleman, D. (2000). *Critical encounters in high school English: Teaching literary theory to adolescents*. New York: Teachers College Press.

Chapter 3 (pp. 28-50)

Wiggins, G., & McTighe, J. (2005). *Understanding by design* (expanded 2nd ed.). Alexandria, VA: Merrill Education/ASCD. Chapter 1, 2, 3 (pp. 13-81)

- Complete the templates in the UbD Workbook, pp. 68, 75, 77, 80 in preparation for Class Discussion, N/C

Sample Lesson Plan: Alfred Tatum, from *Reading for their life*

Open Access available at:

http://www.heinemann.com/shared/onlineresources/E02679/Tatum_SampleLesson.pdf

Available in Course Reserves:

- Hillocks, G, Jr. (2010). Introduction: Planning for powerful learning. *Teaching argument writing* (pp. 1-11). Portsmouth, NH: Heinemann.

UNIT 3: Week 3

Designing for Understanding

Objectives

- Identify the essential understandings of secondary English Language Arts.
- Employ strategies for gaining knowledge of students in and out of the academic setting using quantitative and qualitative data.
- Workshop unit design.
- Use the reflective cycle to critically examine their observations and experiences to connect theory and practice for growth as practitioners.

Strategy:

Dialectical Journal

Assignments

- Required Reading Assignments
- Commonplace Book Entry
- Fieldwork #3: Knowledge of Students
- Class Time

Required Reading, Unit 3

Reading is to be completed BEFORE class discussion for Unit 3, Week 3.

Appleman, D. (2009). *Critical encounters in high school English: Teaching literary theory to adolescents* (2nd ed.). New York: Teachers College Press. Chapter 4 (pp. 51-64).

Wiggins, G., & McTighe, J. (2005). *Understanding by design* (expanded 2nd ed.). Alexandria, VA: Merrill Education/ASCD.

Chapters 4, 5 & 6 (pp.82 -145)

- Complete the Templates in the UbD Workbook, pp. 83, 87 in preparation for Class Discussion, N/C

UNIT 4: Week 4 Academic Language

Objectives

- Practice designing a unit of study that reflects theoretically and evidence-based understandings of English Language Arts.
- Practice a learning event through implementation of a learning objective.
- Use the reflective cycle to critically examine their observations and experiences to connect theory and practice for growth as practitioners

Strategy

Visual Thinking Strategy (<http://www.vtshome.org/>)

Assignments

- Required Reading Assignments
- Fieldwork #4: Academic Language
- Big Ideas and Essential Questions (Overarching & Topical) for Unit of Study- (Use pp. 105, 106, 108, 112 in the UbD Workbook to guide you).
- Class Time

Required Reading, Unit 4

Reading is to be completed BEFORE class discussion for Unit 4, Week 4.

Available in Course Reserves:

- Allen, J. (2007). Mastering the art of effective vocabulary instruction. In K. Beers, R. E. Probst, & L. Rief, (Eds.), *Adolescent literacy: Turning promise into practice*, (pp. 87-104). Portsmouth, NH: Heinemann.
- Philippot, R., & Graves, M. F. (2009). Chapter 7: Vocabulary instruction in English classes. In *Fostering comprehension in English classes*, (pp. 155-180). New York, NY: The Guilford Press.

Available Online:

- Beck, I., McKeown, M. G., & Kucan, L. (2002). *Bringing Words to Life: Robust Vocabulary Instruction*. Chapter 2: Choosing Words to Teach, pp. 15-30. Retrieved from: <http://web1.d25.k12.id.us/home/title1/download/choosingwords.pdf>
- Bridgett. (2011, May 3). VocabVid stories: Developing vocabulary depth and breadth through live action video [Web log comment]. Retrieved from <http://literacybeat.wordpress.com/>

UNIT 5: Week 5

Planning Assessments for Teaching and Learning

Objectives

- Support students' response to literature with appropriate strategies and activities emerging from assessing for teaching.
- Use the reflective cycle to critically examine their observations and experiences to connect theory and practice for growth as practitioners.

Strategy:

Assessing "Understanding"

Assignments

- Required Reading Assignments
- Understanding Understanding:
 - Complete pages 253-254 in the UbD Workbook.
 - Post your answer(s) on the Course Wall.
 - Come to class prepared to discuss your answers.
- Fieldwork #5: Reading Comprehension
- Class Time

Required Reading, Unit 5

Reading is to be completed BEFORE class discussion for Unit 5, Week 5.

Review text/notes from EDUC518:

- Ormrod, J. E. (2010). 14: Classroom assessment strategies. *Educational psychology: Developing learners* (7th ed.). Upper Saddle River, NJ: Pearson.

Wiggins, G., & McTighe, J. (2005). *Understanding by design* (expanded 2nd ed.). Alexandria, VA: Merrill Education/ASCD. Chapters 7, 8, 9 (pp. 146-226)

- Complete pages 253 & 254 in the Workbook (McTighe & Wiggins); post your answer(s) on the course wall before class time.
- Complete the Templates in the UbD Handbook, pp. 148, 151, 154, 166 in preparation for Class Discussion, N/C

UNIT 6, Week 6 Engaging Students with Texts

Objectives

- Integrate technology and new media into instructional planning, teaching, and assessments.
- Practice designing a unit of study that reflects theoretically and evidence-based understandings of English Language Arts.
- Use the reflective cycle to critically examine their observations and experiences to connect theory and practice for growth as practitioners.

Strategy:

Into/Through/Beyond

(KWL, Discussion Charts, Intra-Act)

Assignments

- Required Reading Assignments
- Instructor Mediated Commonplace Book Entry #2
- Fieldwork #6: Engaging Students with Texts
- Class Time

Required Reading, Unit 6

Reading is to be completed BEFORE class discussion for Unit 6, Week 6.

Available in Course Reserves:

McLaughlin, M., & DeVogd, G. (2004). Critical literacy as comprehension: Expanding reader response. *Journal of Adolescent & Adult Literacy*, 48(1), 52-62.

Wiggins, G., & McTighe, J. (2005). *Understanding by design* (expanded 2nd ed.). Alexandria, VA: Merrill Education/ASCD. Chapters 10 & 11 (pp. 227-274).

- Complete the templates in the UbD Workbook, pp. 164, 167 in preparation for Class Discussion, N/C

UNIT 7, Week 7 Writing Instruction

Objectives

- Practice designing a unit of study that reflects theoretically and evidence-based understandings of English Language Arts.
- Use the reflective cycle to critically examine their observations and experiences to connect theory and practice for growth as practitioners.
- Develop a basic understanding of rhetorical theory and its applications in writing instruction and assessment in secondary English Language Arts classrooms.

Strategy:

Cubing

Assignments:

- Required Reading Assignments
- Fieldwork #7: Intervention for Academic Literacy Access
- Lesson Plan: Learning Event Planner
- Peer Feedback: Learning Event Planner
- Class Time

Required Reading, Unit 7

Reading is to be completed BEFORE class discussion for Unit 7, Week 7.

Available in Course Reserves:

Collins, J. (1998). Chapter Four - Writing strategies are no formulas: (But they can be used strategically). In J. Collins, *Strategies for struggling writers*, (pp. 76-108). New York, NY: The Guilford Press. This address learning disabilities as well as racial/ethnic diversity

Graves, A. W. & Rueda, R. (2009). Teaching written expression to culturally and linguistically diverse students. In G. A. Troia, (Ed.), *Instruction and assessment for struggling writers: Evidence-based practices*, (pp. 213-243). New York, NY: The Guilford Press.

Hillocks, G., Jr. (2010). Preface: Teaching argument for critical thinking. *Teaching argument writing* (pp. xv-xxvi). Portsmouth, NH: Heinemann.

Sweeny, S.M. (2010). Writing for the instant messaging and text messaging generation: Using new literacies to support writing instruction. *Journal of Adolescent & Adult Literacy*, 54(2), 121–130.

Suggested Reading:

Shipka, J. (2005). A multimodal task-based framework for composing. *College Composition and Communication*, 57(2), 277-307. [Open-access; pdf on LMS.]

UNIT 8, Week 8
Writing Assessments & Feedback

Objectives

- Practice designing a unit of study that reflects theoretically and evidence-based understandings of English Language Arts.
- Develop a plan for a learning event, using knowledge of students and learning theory to inform pedagogical choices.
- Examine and evaluate process pedagogy
- Use the reflective cycle to critically examine their observations and experiences to connect theory and practice for growth as practitioners.

Strategy

Assessment for revision

Assignments

- Required Reading Assignments
- Fieldwork #8: Developing Academic Literacy (Questioning)
- Video Upload of Learning Event
- Learning Event: Reflection
- Class Time

Required Reading, Unit 8

Reading is to be completed BEFORE class discussion for Unit 8, Week 8.

Available in Course Reserves

Hesford, W. & Brueggemann, B. J. (2007). Chapter 1: Introduction: Rhetorical visions. In *Rhetorical Visions: Reading and writing in a visual culture* (pp. 1-23). NJ: Pearson Education, Inc.

Schilb, J., & Clifford, J. (2001). Chapter 1: Reading and thinking. *Ways of making literature matter* (pp. 9-40). Boston: Bedford/St. Martin's.

Website: FactCheckEd.org

Suggested Reading:

Merchants of Cool. View the 53-minute video at:

<http://www.pbs.org/wgbh/pages/frontline/shows/cool/view/>

UNIT 9, Week 9 Metacognition

Objectives

The purpose of this unit is to examine reading comprehension strategies (from EDUC505, your fieldwork, and the readings) and the role of metacognition in reading for comprehension. How to assign reading in and out of class is investigated.

- Use the reflective cycle to critically examine their observations and experiences to connect theory and practice for growth as practitioners
- Support students' response to literature with appropriate strategies and activities emerging from assessing for teaching.

Strategy

Think Aloud/PROMISE

Assignments

- Required Reading Assignments
- Fieldwork #9: Whole Group Discussion Strategies
- Key Assessment: Sequence of Lessons: *Due before Class Time*
- Unit of Study: *Due before Class Time*
- Class Time

Required Reading, Unit 9

Reading is to be completed BEFORE class discussion for Unit 9, Week 9.

Available in Course Reserves:

Ash, G. E., Kuhn, M. R., & Walpole, S. (2009). Analyzing “inconsistences” in practice: Teachers’ continued use of round robin reading. *Reading & Writing Quarterly*, 25, 87-103.

Donndelinger, S. J. (2005). Integrating comprehension and metacognitive reading strategies. In S. E. Israel, C. C. Block, K. L. Bauserman, K. Kinnucan-Welsch, (Eds.), *Metacognition in literacy learning: Theory, assessment, instruction and professional development*, (pp. 241-261). Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

UNIT 10, Week 10
Discourse in ELA

Objectives

- Practice designing a unit of study that reflects theoretically and evidence-based understandings of English Language Arts.
- Use the reflective cycle to critically examine their observations and experiences to connect theory and practice for growth as practitioners

Assignments

- Required Reading Assignments
- Commonplace Book Entry
- Fieldwork #10: Small Group Strategies
- Class Time

Required Reading, Unit 10

Reading is to be completed BEFORE class discussion for Unit 10, Week 10.

Available in Course Reserves;

Miller, S. M. (2003). How literature discussion shapes thinking: ZPDs for teaching/learning habits of heart and mind. In A. Kouzlin, B. Gindis, V. S. Ageyev, & S. M. Miller, (Eds.), *Vygotsky's educational theory in cultural context* (pp. 289-316). NY: Cambridge University Press.

Tienken, C. H., Goldberg, S. & DiRocco, D. (2009). Questioning the questions. *Kappa Delta Pi* 46(1), 39-43.

CTC STANDARDS

Standard	Unit	I or R	Description	Assessment
Standard 1.1 The preliminary teacher preparation program and its prerequisites include a purposeful, interrelated, developmentally-designed sequence of coursework and field experiences, as well as a planned process for comprehensive assessment of candidates that effectively prepare candidates to teach all K-12 students and to understand the contemporary	1-10	Reinforced	Candidate understands and applies learning theory to planning and pedagogical choices, using understandings introduced in EDUC518. Candidate understands and applies knowledge	Candidate is assessed on alignment of essential understandings with standards, pedagogical choices to meet objectives, and varied assessments to meet the needs

conditions of schooling			of the social context of schooling in planning and pedagogical choices using understandings introduced in EDUC516.	of all learners. Graded with a rubric by professor, peer, and self.
Standard 4.1 The teacher preparation program provides extensive opportunities for candidates to analyze, implement and reflect on the relationships between foundational issues, theories, and professional practice related to teaching and learning.	1-10	Reinforced	Candidate engages in fieldwork observations and experiences, analyzing practice using theory and evidence-based research.	Candidate is assessed on fieldwork reflections using a rubric.
Standard 4.2 In coursework, classroom observations, and supervised fieldwork candidates examine research based theories and their relationships to (a) principles of human learning and development; (b) pedagogical strategies and options; (c) curriculum, instruction, and assessment	1-10	Introduced	Candidate engages in fieldwork observations and experiences, analyzing practice using theory and evidence-based research.	Candidate is assessed on fieldwork reflections using a rubric.
Standard 5.2 The program provides opportunities for candidates to examine research on relationships between (a) the background characteristics of students and inequities in academic outcomes of schooling in the United States, and (b) teacher expectations and student achievement.	2-8	Reinforced	Candidate reads and applies literary theory for rigorous, challenging instructional opportunities.	Candidate is assessed on classroom discussion using teacher observation; fieldwork reflective using a rubric, lesson plan and implementation using a rubric.
Standard 5.5 The program provides opportunities for candidates to learn the importance of challenging students to set and meet high academic expectations for themselves. They learn to use multiple sources of information, including qualitative and quantitative data, to assess students' existing knowledge and abilities, and to establish	3, 7	Introduced	Candidate gains knowledge of students in a fieldwork setting through questionnaires, informal conversation, observation, and state, district, and	Candidate is assessed on fieldwork reflection analyzing collected data on students with a rubric. Candidate is assessed on

<p>ambitious learning goals for students. Standard 13.2 Candidates develop the basic knowledge, skills, strategies, and strengths-based approach for teaching the full range of students in the general education classroom, including all categories of special populations such as students with disabilities, students on behavior plans, and gifted and talented students.</p>			<p>classroom assessments. Candidate designs lesson plan, using collected data to make instructional decisions.</p>	<p>using data on students to inform instruction in lesson planning with a rubric.</p>
<p>Standard 6.3 In the program, candidates read, analyze, discuss, and evaluate professional literature pertaining to important contemporary issues in California schools and classrooms, and use sources of professional information in making decisions about teaching and learning.</p>	<p>4-10</p>	<p>Introduced</p>	<p>Candidates read theoretical foundations of literary theory (e.g., Appleman) and rhetorical theory (e.g., Collins), and analyze it in their reading forums, in class discussions, and in their applications of the theory to their fieldwork observations. They apply this to their Fieldwork Assignment - Learning Event, in how to intervene with instructional practices as well as creating a unit of study applying the contemporary issues of ELA instruction to promote language and literacy development ELA classes</p>	<p>Candidate is assessed on fieldwork reflection using a rubric.</p>
<p>Standard 6.4 Candidates learn to select, assess, make pedagogical decisions, and reflect on instructional practices in relations to (a) state-adopted academic content standards for students and</p>	<p>3-10</p>	<p>Introduced</p>	<p>Candidate</p>	

curriculum frameworks, (b) principles of human development and learning				
<p>Standard 7b</p> <p>The single subject teaching credential teacher preparation program provides substantive, research-based content literacy instruction (defined below) that effectively prepares each candidate to teach content-based reading and writing skills to a full range of students including struggling readers, students with special needs, English learners, speakers of non-standard English, and advanced learners.</p>	1-10	Introduced	<p>Candidate observes and analyzes instructional delivery, uses evidence-based literacy strategy in lesson implementation, plans lesson aligned with standards. Candidate employs aspects of effective instructional delivery.</p>	<p>Candidate is assessed on alignment of essential understandings with standards, pedagogical choices to meet objectives, and varied assessments to meet the needs of all learners. Graded with a rubric by professor, peer, and self.</p>
Standard 7b (con't)	5-8	Introduced	<p>LEARNING EVENT: Candidate designs and implements a learning event for the full range of students in his/her fieldwork classroom. Candidate implements an evidence-based literacy strategy to promote student engagement and development with text(s). Candidate engages in the reflective cycle, using the video of the learning event to describe, analyze, and plan intelligent action.</p>	<p>LEARNING EVENT: Candidate is assessed on alignment of strategy to learning outcome, learning theory, valid assessment and meeting standard(s). PACT rubric used.</p>
<p>Standard 8B(d)</p> <p>During interrelated activities in program coursework and fieldwork, candidates learn specific teaching strategies that are effective in supporting them to deliver a</p>	1-10	Introduced	<p>Candidate designs and implements learning event using appropriate strategy for instructional context.</p>	<p>Candidate is assessed on lesson design, implementation, and reflection with a PACT</p>

comprehensive program of systematic instruction in English, as defined by the California Reading/Language Arts Framework (2007). (See Program Assessment for detailed description of alignment to the standards in 8B(d))				rubric.
Standards 9.1 & 9.2 Candidates examine principles of educational equity and diversity and their implementation in curriculum content and school practices for all students. Candidates provide all students equitable access to the core curriculum and all aspects of the school community. The program provides opportunities for candidates to learn how to maximize academic achievement for students from all ethnic, race, socio-economic, cultural, academic, and linguistic or family backgrounds; gender, gender identity, and sexual orientation; students with disabilities and advanced learners; and students with a combination of special instructional needs.	7, 10	Reinforced	Candidate designs a standards-based unit of instruction.	Candidate is assessed on alignment of essential understandings with standards, pedagogical choices to meet objectives, and varied assessments to meet the needs of all learners. Graded with a rubric by professor, peer, and self.
	1-10	Reinforced	Candidate uses the reflective cycle to examine observations and experiences in instruction and learning.	Candidate is assessed on reflections using a rubric.
	8	Introduced	Candidate integrates strategies for access to learning for all learners in learning event.	Candidate is assessed on alignment of pedagogical choices with learning objective and assessment with standards, and for developmental appropriateness and evidence-based practices. Graded with a rubric by professor, peer, and self.

	2	Reinforced	Candidate designs learning opportunities for students using critical examination of text and provides rationale for choices.	Candidate is assessed by warranted stance on critical literacy and its role in secondary English Language Arts using teacher observation.
Standard 9.3 Candidates are prepared to effectively teach diverse students by increasing candidates' knowledge and understanding of the background experiences, languages, skills and abilities of student populations; and by teaching them to apply appropriate pedagogical practices that provide access to the core curriculum and lead to high achievement for all students.	3, 7	Introduced	Candidate gains knowledge of students in a fieldwork setting through questionnaires, informal conversation, observation, and state, district, and classroom assessments. Candidate designs lesson plan, using collected data to make instructional decisions.	Candidate is assessed on fieldwork reflection analyzing collected data on students with a rubric. Candidate is assessed on using data on students to inform instruction in lesson planning with a rubric.
Standard 9.5 Candidates develop the ability to recognize and eliminate bias in order to create an equitable classroom community that contributes to the physical, social, emotional, and intellectual safety of all students. The program includes a series of planned experiences in which candidates learn to identify, analyze, and minimize personal and institutional bias.	1-10	Reinforced	Candidate reflects on fieldwork experience, noting constraints of possible biases.	Candidate is assessed on fieldwork reflected for analysis of constraints of possible biases.
Standard 9.6 Candidates have the opportunity to systematically examine his/her stated and implied beliefs, attitudes and expectations about diverse students, families, schools, and communities, and to apply pedagogical practices that foster high expectations for academic performance from all	1&3, 7	Reinforced	Candidates examine social context of fieldwork placement and garner knowledge of students and reflect on how attitudes towards various contexts and student	Candidate is assessed on fieldwork reflection with a rubric. Candidate is assessed on lesson plan graded with a

participants in all contexts.			dispositions might influence expectations. Candidates design lesson plan to foster high expectations for all learners.	rubric by professor, peer, and self.
Standard 11.1 Candidates are familiar with basic principles of operation of computer hardware and software, and implements basic troubleshooting techniques for computer systems and related peripheral devices before accessing the appropriate avenue of technical support.	1-10	Reinforced	Candidate uses technology for class discussions (online students only), forum posts, reflective journal (commonplace entry) and assignments.	Candidate is assessed on technical presence in digital classroom (online students only), on posts to forum, on use of varied media in reflective journal and other assignments. Point of rubrics for assignments.
Standard 11.2 Candidates use appropriate technology to facilitate the teaching and learning process. Candidates are able to evaluate and select a wide array of technologies for relevance, effectiveness, and alignment with state-adopted academic content standards, and the value they add to student learning.	2,4,6,8,10	Reinforced	Candidate integrates technology into reflective journal.	Candidate is assessed on appropriate use of technology and rationale for transfer to teaching and learning in a classroom context. Graded with a rubric.
Standard 12 #1: Candidates learn the purposes, goals, and content of the adopted instructional program for the effective teaching and support of English learners; and candidates understand the local and school organizational structures and resources designed to meet English learner students' needs.	1 & 3	Introduced	Candidates complete fieldwork observations and reflections examining the Institution, including policy around ESL, ELLs and re-designation as well as gathering data on students in their fieldwork classroom, including their	Candidates are assessed on fieldwork reflection using a rubric.

			heritage language/linguistic variety use and academic language proficiency.	
Standard 12 #3. Candidates are provided with multiple, systematic opportunities to demonstrate knowledge and application of pedagogical theories, principles, and practices for (b) for the development of academic language, comprehension and knowledge in the subjects of the curriculum, making grade-appropriate or advanced curriculum content comprehensible to English learners.	4, 7 & 8	Introduced	Candidates read evidence-based practices on developing academic language (e.g.: Allen, 2007) and apply to Learning Event in planning, design, and implementation. Candidate also plans and designs application of theory into practice in Unit of Study.	Candidate is assessed on Learning Event using a PACT rubric and on Unit of Study using the “Review Form” template from McTighe & Wiggins (2005, p. 247).
Standard 12 #4. Candidates learn how to implement an instructional program that facilitates English language acquisition and development by effectively using materials, methods, and strategies so that students acquire listening, speaking, reading and writing skills in English in order to progress to the grade level reading/language arts program for English speakers.	1-10	Introduced	Through fieldwork observations and reflections, candidate observes differentiated instruction for ELLs; candidate plans, designs, and implements a learning event for all learners, including ELLs; candidate designs a unit of study inclusive of ELLs.	Candidate is assessed on fieldwork reflection with a rubric; on Learning Event using PACT rubrics; on Unit of Study using the “Review Form” template from McTighe & Wiggins (2005, p. 247).
Standard 12 #6: Candidates acquire and demonstrate the ability to use initial, formative, and summative assessment information to diagnose students’ language abilities, and to develop lessons that promote students’ access to and achievement in the state-adopted academic content standards.	3, 7, 8 & 9	Introduced	Candidates assess students’ language use in fieldwork #3, and plans for access and mastery of content aligned with standards in Learning Event and Unit of Study.	Candidate is assessed on fieldwork reflection with a rubric; on Learning Event using PACT rubrics; on Unit of Study using the “Review Form” template from McTighe & Wiggins (2005, p. 247).

<p>Standard 12 #8: Candidates acquire skills for managing and organizing a classroom with first- and second-language learners.</p>	<p>1-10</p>	<p>Introduced</p>	<p>Candidate observes grouping and differentiated instruction in fieldwork observations; candidate implements learning event applying skills for classrooms with first-and second language learners</p>	<p>Candidate is assessed on fieldwork reflection with a rubric; on Learning Event using PACT rubrics</p>
<p>Standard 12 #11: Candidates learn how to differentiate instruction based upon their students' primary language and proficiency levels in English, and considering the students' culture, level of acculturation, and prior schooling.</p>	<p>1-10</p>	<p>Introduced</p>	<p>Candidate completes a unit of study using the Understanding by Design (Wiggins & McTighe, 2005) template; a big idea to conceptually focus the unit, essential questions, both over-arching and topical to address students' construction of knowledge and understanding, goals in the form of standards, learning outcomes noting what students will know and be able to do, a performance assessment, skills students will develop, varied assessments throughout the unit as evidence of understanding (formative and summative), resources used in the unit, and instructional pedagogical choices over the course of the unit are detailed in the unit.</p>	<p>Candidate is assessed using the "Review Form" template from McTighe & Wiggins (2005, p. 247).</p>

<p>Standard 13.2 Candidates develop the basic knowledge, skills, strategies, and strengths-based approach for teaching the full range of students in the general education classroom, including all categories of special populations such as students with disabilities, student on behavior plans, and gifted and talented students.</p>	1-10	Introduced	<p>Candidate completes a unit of study using the Understanding by Design (Wiggins & McTighe, 2005) template; a big idea to conceptually focus the unit, essential questions, both over-arching and topical to address students' construction of knowledge and understanding, goals in the form of standards, learning outcomes noting what students will know and be able to do, a performance assessment, skills students will develop, varied assessments throughout the unit as evidence of understanding (formative and summative), resources used in the unit, and instructional pedagogical choices over the course of the unit are detailed in the unit.</p>	<p>Candidate is assessed using the "Review Form" template from McTighe & Wiggins (2005, p. 247).</p>
<p>Standard 14 Learning to Teach through Supervised Fieldwork</p>	1-10	Introduced	<p>Candidate participates in fieldwork observations and practice learning event.</p>	<p>Candidate is assessed on fieldwork assignments 1-10 and Learning Event.</p>

TEACHER PERFORMANCE EXPECTATIONS (TPEs)

TPE	Unit	I or R	Description	Assessment
<p>TPE 1B Teaching English-Language Arts in a Single Subject Assignment Candidates for a Single Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in English-Language Arts (Grades 7-12).</p>	7, 10	Introduced	Candidate designs a standards-based unit of instruction.	Candidate is assessed on alignment of essential understandings with standards, pedagogical choices to meet objectives, and varied assessments to meet the needs of all learners. Graded with a rubric by professor, peer, and self.
<p>TPE 2 Monitoring Student Learning During Instruction</p>	4	Reinforced	Candidate observes and analyzes monitoring student learning during instruction.	Candidate is assessed on fieldwork reflection using a rubric.
<p>TPE 3 Interpretation and Use of Assessments</p>	3, 4	Reinforced	Candidate analyzes assessment data from state, district, and classroom data. Candidate has multiple opportunities to plan assessments for instructional choices and alignment with learning objectives.	Candidate is assessed on forum post using criteria chart and fieldwork reflection using a rubric. Candidate is assessed on class activity using instructor observation and Lesson Plan using a rubric.
<p>TPE 4 Making content Accessible</p>	7	Introduced	Candidate designs lesson plan for Learning Event.	Candidate is assessed on alignment of pedagogical choices with learning objective and assessment with standards, and for

				developmental appropriateness and evidence-based practices. Graded with a rubric by professor, peer, and self.
TPE 6B, 6C Developmentally Appropriate Practices in Grades 4-8 & 9-12	7	Reinforced	Candidate designs lesson plan for Learning Event.	Candidate is assessed on alignment of pedagogical choices with learning objective and assessment with standards, and for developmental appropriateness and evidence-based practices. Graded with a rubric by professor, peer, and self.
TPE 8 Learning About Students	3	Introduced	Candidate employs strategies including questionnaires, informal discussions, observations, and state, district, and classroom assessment data to gain knowledge of students in a fieldwork setting.	Candidate is assessed on fieldwork reflection using a rubric.
TPE 9 Instructional Planning	10	Introduced	Candidate designs a standards-based unit of instruction.	Candidate is assessed on alignment of essential understandings with standards, pedagogical choices to meet objectives, and varied assessments to meet the needs of all learners.

				Graded with a rubric by professor, peer, and self.
	7, 8	Introduced	Candidate designs and implements learning event using appropriate strategy for instructional context.	Candidate is assessed on lesson design, implementation, and reflection with a rubric.

SPECIAL EDUCATION CTC STANDARDS

Special Education Standard	Unit	I or R	Description	Assessment
Special Education Standard 3.2 Program provides knowledge and application of pedagogical theories, development of academic language and principles / practices for English language usage leading to comprehensive literacy in English.	8, 10	Introduced	Candidate reads and observes application of pedagogical theories, development of academic language and principles/practices for development of academic literacy.	Candidate is assessed through reflective journal and fieldwork reflection and is graded using a rubric.
Special Education Standard 3.3 The program ensures each candidate is able to demonstrate knowledge, skills and abilities to become proficient in implementing evidence based and multifaceted methodologies and strategies necessary in teaching and engaging students from diverse populations with disabilities.	1-10	Introduced	Candidate observes the implementation of evidence-based strategies that are necessary to teach and engage students from diverse populations with disabilities.	Candidate is assessed on fieldwork reflection and is graded using a rubric.
Special Education Standard 9.6.2 Understand features of instructional design including what to teach and when to introduce skills and concepts, how to select examples, how to integrate standards, and how to teach for transference and generalization of skills.	2-10	Introduced	Candidate designs a standards-based unit of instruction.	Candidate is assessed on alignment of essential understandings with standards, pedagogical choices to meet objectives, and varied assessments to meet the needs of all learners. Graded with a rubric by professor, peer,

				and self.
<p>Special Education Standard 9.6.4 Demonstrate knowledge of components of effective instructional delivery in reading</p> <p>Special Education Standard 9.6.15 Understand assessment and instruction are linked – instructional planning objective lesson</p>	1-10	Introduced	<p>Candidate observes and analyzes components of effective instruction in development of reading for varied purposes.</p> <p>Candidate designs and implements a learning event to include needs of all learners.</p>	<p>Candidate is assessed on reflective journal and fieldwork reflection.</p> <p>Candidate is assessed on lesson design, implementation, and reflection with a rubric.</p>