University of Southern California
Rossier School of Education
Course Syllabus

EDUC 513A
Teaching English Language Arts in the Secondary Classroom

Complete the following information when you meet your instructor:

INSTRUCTOR:
Office Hours: By Appointment
Phone Number:
Email: soowpark@usc.edu; alohasoopark@gmail.com

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 sequential lesson plan rubric & fieldwork assignments.
    - 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 discussions focused on readings and commonplace entries, and mini-unit design.
  - Assessed by fieldwork reflection on observations and sequential 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 mini-unit of study—sequential lessons-- reflecting theoretically and evidence-based understandings of English Language Arts.
  - Demonstrated by creation of mini-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 a sequential lesson plan and implement a focus lesson, using knowledge of students and learning theory to inform pedagogical choices and reflects theoretically and evidence-based understandings of English Language Arts.
  - Demonstrated by creation of sequential lesson plan.
  - Assessed by rubric to include appropriate application of learning theory, integration of knowledge of students, components including differentiation for ELs and SWDs,
  - 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 mini-unit and sequential lesson, 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 and applications, fieldwork observations, and production of multimodal compositions in commonplace entries.
  - Assessed by observation, criteria chart, and application using 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 ASSESSMENT

The Pedagogy A *Key Assessment*: *Learning Event-Part I* 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). Details are in a folder in the Toolbox on the LMS; the Key Assessment will be uploaded to *TaskStream*.

The Key Assessment is used to determine candidates' readiness for Guided Practice; a score of "Credit" or "No Credit" will be assigned on the LMS, and will not affect your GPA in this course. Points will be assigned on *TaskStream* in order to provide an authentic indicator of candidate's development as a novice practitioner.

The Key Assessment for this course is due during week 8. Your instructor may require a rough draft of your lesson plan in week 7; the rough draft WILL NOT BE UPLOADED TO TASKSTREAM. Up to 30 points will be assigned in TaskStream to indicate your development as a pre-service teacher; Credit/No-credit will be assigned on the LMS with no weight for your GPA. To receive credit, you must receive a total of 16/30 points in TaskStream; opportunities for revision are available if a score below 16 is assigned.

SUMMATIVE COURSE ASSESSMENT
Commonplace Book Entry – This assignment is intended to engage candidates in multimedia composing and in producing a synthesis argument. Multimedia composing is a discursive genre markedly different from the linear, traditional academic essay. The composing process is unlike that used for print-only essays, and requires use of technology and integration of print, video, audio and images for their persuasive and aesthetic appeals. The value placed on logic as the primary source of evidence is challenged in multimedia compositions, with multilogicality replacing the traditional Western primacy of *logos*, redefining how evidence is marshaled and evaluated. Details and a video describing this assignment, are available in the toolbox and on the LMS.
This assignment is designed to introduce multimedia compositions through candidates' production of a synthesis argument using the concepts covered in course readings. The argument should focus on how the information is applied in practice, and how it supports and measures student learning in English Language Arts.
This assignment is due week 10.

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 unless no advance permission has been given, in which case 10% of the total grade will be docked per day the assignment is late.

Class Time

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

> **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 online 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.
>
> You will receive up to **2 points** 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. Participation also includes being respectful of classmates, and providing space for all to participate, as well as adding to discussions to extend learning, as opposed to repeating what has already been said or summarizing points from the reading rather than analyzing and evaluating the readings.
>
> Combined Class Time and Participation Grade: Up to **4 points, including completion of learning activities assigned for weeks 2, 3, 4, 6, & 7**.
>
> Class time and participation are worth **15%** of the overall course grade, **4 points per meeting**.

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:
        - Beach, R., Thein, A. H., & Webb, A. (2012). *Teaching to exceed the English language arts Common Core State Standards: A literacy practices approach for 6-12 classrooms.* New York, NY: Taylor & Francis.
        - 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 and/or your state

standards for English Language Arts, grades 6-12 (Available online).
- o The following 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.
- o 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

Fieldwork observations take place weekly, from 3-6 hours with the fieldwork teacher. Each weekly observation should be consistent, taking place on the same day and of the same course(s). Candidates will submit an observation form and a fieldwork reflection three times during the course. The form and directions for each fieldwork reflection are in the toolbox. The observation form and the reflections are due weeks 3, 6, and 9. Complete directions for each assignment are in the toolbox.
You will have an observation form due every three weeks, in addition to a written (informal) assignment that will be pasted in the forum. The observation form should be filled in ONCE A WEEK and turned in with the fieldwork assignments due weeks 3, 6, & 9.
Please **COPY and PASTE your fieldwork reflections (the three fieldwork assignments)** into the forum on the LMS for each week it is due, and **ATTACH your observation form** of your weekly observations to the same forum post.
Week 3 will focus on the social context of the classroom, including the cultural, linguistic, and learning needs of students.
Week 6 will focus on knowledge of students, and the connections between students' cultural, linguistic, and academic backgrounds to planning.
Week 9 will focus on developing critical thinking skills.
Each Fieldwork Observation is worth **15 points,** for a total of **45 points**, and is worth **25%** of the overall course grade.

Design of an Instructional Unit

In this course, candidates will begin to learn about design of an instructional Unit of Study. The Fieldwork Observation Classroom will be used to inform the phases of unit design required in this course, which include the conceptual "big idea"/enduring understanding, essential questions, and summative

assessment with two rubrics. The Key Assessment is considered part of the unit plan, with the sequential lesson required for that assignment emerging from the designed unit as an exemplar of what might take place in daily instruction based on the local context of the fieldwork classroom.

Big Idea and Essential Questions: Due **week 4** per instructor.
Using the lessons you observe in the Fieldwork Observation Classroom, develop an overarching unit focus with a Big Idea/Enduring Understanding and Essential Questions. View the video lecture and complete the activities (on the LMS) before you begin your design. Use the template in the toolbox.
Upload your work to the assignment page on the LMS.
*This assignment is worth up to **20 points**, up to 10 for the Big Idea and up to 10 for the Essential Questions.*

Authentic Summative Assessment: Due week 5, **Sunday after class time**.
The summative assessment for the planned unit should be authentic, and require transfer of understanding and application of skills to new situations. Use the template in the toolbox.
*This assignment is worth up to **20 points**.*

TWO Rubrics for Authentic Summative Assessment: Due week 5, **Sunday after class time**.
Design two rubrics for the authentic, summative assessment. One should be analytic, to provide a scaffold for students prior to beginning the assessment detailing expectations, and to provide focused and helpful feedback on how a student met each expectation; a holistic rubric to provide a more overall impression of how a student met the general expectations of the assignment. Review the exemplars and use the template, both of which are in the toolbox.
*This assignment is worth up to **20 points**; up to 15 for the analytic rubric and up to 5 for the holistic rubric.*

GRADE DISTRIBUTION TABLE

Assignment	Points Possible % of Grade	Due Date
All assignments are weighted based on complexity and comprehensiveness.		
Fieldwork Assignments (15 points each)	45 – 25%	Units 3, 6, & 9 per instructor
Unit of Study: Three Components 1. Big Idea/Enduring Understanding (10 points) & Essential Questions (10 points) 2. Authentic Summative Assessment (20 points) 3. TWO Rubrics: Analytic (15 points) & Holistic (5 points)	60 – 30%	Units 4 & 5 per instructor
Key Assessment • Part 1: Sequential Lesson Plan • Part 2: Instruction – 10 minute video • Part 3: Reflection	C/NC	Unit 8 Upload ALL THREE completed parts AT THE SAME TIME to *TaskStream*
Summative Assessment: Commonplace Book Entry	50 – 30%	Unit 10 per instructor
Class Attendance & Participation	40 – 15%	Weekly

• Include video lecture response cards/ learning activities		

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 candidate 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) 740-0776. The email address is: ability@usc.edu. The website for DSP has additional information regarding accommodations and requests (www.usc.edu/disability).

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	• Required reading assignments • Class Time (2) & Participation (2)
Unit 2	Goals for Understanding	• Required reading assignments • Class Time (2) & Participation (Including Learning Activity) (2)
Unit 3	Designing for Understanding	• Required reading assignments • Fieldwork Observation: Social Context (15) • Class Time (2) & Participation (Including Learning Activity) (2)
Unit 4	Academic Language	• Required reading assignments • Big Idea and Essential Questions for Unit of Study (20) • Class Time (2) & Participation (Including Learning Activity) (2)
Unit 5	Planning Assessments for Teaching & Learning	• Required reading assignments • Authentic Summative Assessment for Unit of Study (20) • Rubrics (Analytic & Holistic) for Unit of Study (20) • Class Time (2) & Participation (2)
Unit 6	Engaging Students with Texts	• Required reading assignments • Fieldwork Observation: Knowledge of Students (15) • Class Time (2) & Participation (Including Learning Activity) (2)
Unit 7	Writing Instruction: Theoretical Foundations	• Required reading assignments • **Rough draft:** Learning Event Planner for Key Assessment *optional - per instructor: final draft due week 8* • Class Time (2) & Participation (Including Learning Activity) (2)
Unit 8	Writing Instruction & Feedback	• Required reading assignments • Learning Event Planner, Video Upload of Implemented Learning Event & Reflection for Key Assessment on *TaskStream* (C/NC) • Class Time (2) & Participation (2)
Unit 9	Metacognition	• Required reading assignments • Fieldwork Observation: Critical Thinking (15) • Class Time (2) & Participation (2)
Unit 10	Dimensions of Literacy	• Required reading assignments • Commonplace Book Entry (50) • Class Time (2) & Participation (2)

UNIT TOPICS/ASSIGNMENTS

UNIT 1: Week 1
Making Literature Matter

Objectives

- Examine the benefits and drawbacks of standards-based instruction
- Examine and interrogate the meaning of pedagogy to account for the multiple ways language and texts are used in social and cultural contexts.
- Use the reflective cycle to critically examine their observations and experiences to connect theory and practice for growth as practitioners.

Assignments
- Required Reading
- Class Time

Required Reading, Unit 1

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

- Beach, R., Thein, A. H., & Webb, A. (2012). Teaching to exceed the English language arts Common Core State Standards: A literacy practices approach for 6-12 classrooms. New York, NY: Taylor & Francis.
    - Chapter 1: The Common Core State Standards for English Language Arts Instruction in Grades 6-12: Origins, Goals, Challenges, pp. 3-19.
    - Chapter 2: Formulating Your Beliefs about Teaching English Language Arts, pp. 20-41.
- Gillespie, T. (1994). Why literature matters. *English Journal, 83*(8), 16-21.

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UNIT 2: Week 2
Goals for Understanding

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Objectives

- Examine effective frameworks for English Language Arts instruction.
- Discuss the logic of "backwards planning" as a means to promote equity and access through instructional design.
- 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.

Assignments

- Required Reading Assignments
- 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:
- Beach, R., Thein, A. H., & Webb, A. (2012). Teaching to exceed the English language arts Common Core State Standards: A literacy practices approach for 6-12 classrooms. New York, NY: Taylor & Francis.
  - o Chapter 3: Literacy Practices Framework for Implementing and Exceeding the Common Core State Standards: Premises and Principles, pp. 42-69.
- Wiggins, G., & McTighe, J. (2005). Understanding by design (expanded 2nd ed.). Alexandria, VA: Merrill Education/ASCD.
  - o Chapters 1, 2, 3 (pp. 13-81) (Focus on Chapter 3)
- **After class time,** view lecture "Small Group Learning Opportunities" and complete the Learning Activity. The Learning Activity will be part of your participation grade for this week.

Sample Lesson Plan: Alfred Tatum, from *Reading for their life*
Open Access available at:
http://www.heinemann.com/shared/onlineresources/E02679/Tatum_SampleLesson.pdf

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 to understand students' cultural, linguistic, and learning needs.
- Discuss connections between a literacy practices framework with Understanding by Design framework.
- Use the reflective cycle to critically examine their observations and experiences to connect theory and practice for growth as practitioners.

Assignments

- Required Reading Assignments
- Fieldwork #1 Observation Due
- Class Time

Required Reading, Unit 3

Reading is to be completed BEFORE class discussion for Unit 3, Week 3.
- Beach, R., Thein, A. H., & Webb, A. (2012). Teaching to exceed the English language arts Common Core State Standards: A literacy practices approach for 6-12 classrooms. New York, NY: Taylor & Francis.
    - o Chapter 4: Using a Literacy Practices Framework to Plan Instruction that Meets and Exceeds the Common Core State Standards: Putting Theory into Action, pp. 70-93.
- Wiggins, G., & McTighe, J. (2005). *Understanding by design* (expanded 2nd ed.). Alexandria, VA: Merrill Education/ASCD.
    - o Chapters 4 & 5: pp. 82-105.
- View the video lecture "Applying Sociocultural Theory to Classroom Practice" and complete the Learning Activity. The Learning Activity will be part of your participation grade for this week.

UNIT 4: Week 4
Academic Language

Objectives

- Practice designing a unit of study that reflects theoretically and evidence-based understandings of English Language Arts.
- Examine the relationship of academic language to student-centered approaches for students' construction of content understandings.
- Identify and analyze how language functions are supported in observation fieldwork classroom.
- Use the reflective cycle to critically examine their observations and experiences to connect theory and practice for growth as practitioners

Assignments
- Required Reading Assignments
- Class Time

Required Reading, Unit 4

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

- Beach, R., Thein, A. H., & Webb, A. (2012). Teaching to exceed the English language arts Common Core State Standards: A literacy practices approach for 6-12 classrooms. New York, NY: Taylor & Francis.
-         Chapter 10: Speaking and Listening, pp. 194-212.
- 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.
- Wiggins, G., & McTighe, J. (2005). *Understanding by design* (expanded 2nd ed.). Alexandria, VA: Merrill Education/ASCD.
  o Chapter 6: pp. 126-146.
- View video lecture on "Essential Understandings" and complete the Learning Activity. The Learning Activity is part of your participation grade this week. (Be sure to review the introduction to Understanding by Design in Unit 1.)

Available Online:

- 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

- Design assessments for transfer of understandings in authentic settings.
- Create rubrics for scaffolding, measuring, and teaching.
- 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.

Assignments

- Required Reading Assignments
- Authentic Summative Assessment due.
- Analytic and Holistic rubrics due.
- Class Time

Required Reading, Unit 5

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

Review readings and notes on assessment from EDUC518:

Read for Class Time:
- Beach, R., Thein, A. H., & Webb, A. (2012). Teaching to exceed the English language arts Common Core State Standards: A literacy practices approach for 6-12 classrooms. New York, NY: Taylor & Francis.
    - Chapter 12: Evaluating and Assessing Students' Work, pp. 235-257.
- Wiggins, G., & McTighe, J. (2005). *Understanding by design* (expanded 2nd ed.). Alexandria, VA: Merrill Education/ASCD. Chapters 7, 8 (pp. 146-190)

UNIT 6, Week 6
Engaging Students with Texts

Objectives

- Integrate technology and new media into instructional planning, teaching, and assessments.
- Use the reflective cycle to critically examine their observations and experiences to connect theory and practice for growth as practitioners.

Assignments

- Required Reading Assignments
- Fieldwork #2 Observation due
- Class Time

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

Available in Course Reserves:
- Beach, R., Thein, A. H., & Webb, A. (2012). Teaching to exceed the English language arts Common Core State Standards: A literacy practices approach for 6-12 classrooms. New York, NY: Taylor & Francis.
    - Chapter 6: Reading and Writing Narratives, Drama, and Poetry, pp. 116-135.
- Wiggins, G., & McTighe, J. (2005). *Understanding by design* (expanded 2nd ed.). Alexandria, VA: Merrill Education/ASCD. Chapters 9 & 10, pp. 191-253.
- View Lecture: "Questioning to Strengthen Response to Literature" and complete the Learning Activity. The Learning Activity will be part of your participation grade for this week.

Objectives

- Design responses to literature using critical analysis.
- Examine the rhetorical situation and its importance in argument writing.
- Use the reflective cycle to critically examine their observations and experiences to connect theory and practice for growth as practitioners.

Assignments:

- Required Reading Assignments
- Key Assessment: Learning Event Planner – Sequential Lesson for peer review during class time
- Class Time

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

Available in Course Reserves:
- Beach, R., Thein, A. H., & Webb, A. (2012). Teaching to exceed the English language arts Common Core State Standards: A literacy practices approach for 6-12 classrooms. New York, NY: Taylor & Francis.
    - Chapter 7: Critical Analysis of Literary Texts, pp. 137-155.
- Carbone, P. (2014). Aristotle in the classroom: Scaffolding the rhetorical situation. *Voices in the Middle, 21*(3), 41-48.
- Thomas, P. L., (2000). The struggle itself: Teaching writing as we know we should. *English Journal, 90*(1), 39-45.
- View the video lecture "Using the Rhetorical Square in Argument Writing" and complete the Learning Activity. The Learning Activity will be part of your participation grade for this week.

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.

Assignments

- Required Reading Assignments
- Key Assessment: Learning Plan, Video and Reflection uploaded to TaskStream
    - PLEASE NOTE: you must upload all three components of the Key Assessment at one time; once you upload and save, you will not be allowed to upload any further work.
- Class Time

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

- Beach, R., Thein, A. H., & Webb, A. (2012). Teaching to exceed the English language arts Common Core State Standards: A literacy practices approach for 6-12 classrooms. New York, NY: Taylor & Francis.
    - Chapter 8: Argumentative, Informational, and Explanatory Writing, pp. 155-174.
- CCCC Position Statement, (2009). *Writing assessment: A position statement.* http://www.ncte.org/cccc/resources/positions/writingassessment
- McGrath, A. L., & Taylor, A. (2011). Writing helpful feedback: The influence of feedback type on student performance. *The Canadian Journal for the Scholarship of Teaching and Learning, 2*(2), http://ir.lib.uwo.ca/cjsotl_rcacea/vol2/iss2/5
        Read the following sections only: Abstract, beginning introduction up to method; skip to discussion and read to end.
- 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.

Assignments

- Required Reading Assignments
- Fieldwork #3 Observation due
- 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.
- Beach, R., Thein, A. H., & Webb, A. (2012). Teaching to exceed the English language arts Common Core State Standards: A literacy practices approach for 6-12 classrooms. New York, NY: Taylor & Francis.
    - Chapter 13: Teacher Reflection and Professional Development, pp. 258-262 ONLY
- 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
Dimensions of Literacy

Objectives

- Evaluate key topics in English Language Arts as a discipline.
- Discuss the key aspects of using a literacy framework for designing instruction in ELA.
- Use the reflective cycle to critically examine their observations and experiences to connect theory and practice for growth as practitioners

Assignments

- Required Reading Assignments
- Summative Assessment: Commonplace Book Entry
- 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.
- Yancy, K. B. Writing in the 21st Century. NCTE. http://www.ncte.org/library/NCTEFiles/Press/Yancey_final.pdf

CTC STANDARDS this part needs revision ☺

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 conditions of schooling	1-10	Reinforced	Candidate understands and applies learning theory to planning and pedagogical choices, using understandings introduced in EDUC518. Candidate understands and applies knowledge of the social context of schooling in planning and pedagogical choices using understandings introduced in EDUC516.	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.
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	2-8	Reinforced	Candidate reads and applies literary theory for rigorous, challenging instructional opportunities.	Candidate is assessed on classroom discussion using teacher observation; fieldwork

(b) teacher expectations and student achievement.				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 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.	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 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.	4-10	Introduced	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	Candidate is assessed on fieldwork reflection using a rubric.

			practices as well as creating a unit of study applying the contemporary issues of ELA instruction to promote language and literacy development ELA classes	
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 curriculum frameworks, (b) principles of human development and learning	3-10	Introduced	Candidate	
Standard 7b 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.	1-10	Introduced	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.	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.
Standard 7b (con't)	5-8	Introduced	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	LEARNING EVENT: Candidate is assessed on alignment of strategy to learning outcome, learning theory, valid assessment and meeting standard(s). PACT rubric used.

			text(s). Candidate engages in the reflective cycle, using the video of the learning event to describe, analyze, and plan intelligent action.	
Standard 8B(d) During interrelated activities in program coursework and fieldwork, candidates learn specific teaching strategies that are effective in supporting them to deliver a 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)**	1-10	Introduced	Candidate designs and implements learning event using appropriate strategy for instructional context.	Candidate is assessed on lesson design, implementation, and reflection with a PACT 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	1-10	Reinforced	Candidate reflects on fieldwork experience, noting	Candidate is assessed on fieldwork

			constraints of possible biases.	reflected for analysis of constraints of possible biases.
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.				
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 participants in all contexts.	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 dispositions might influence expectations. Candidates design lesson plan to foster high expectations for all learners.	Candidate is assessed on fieldwork reflection with a rubric. Candidate is assessed on lesson plan graded with a 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,	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

effectiveness, and alignment with state-adopted academic content standards, and the value they add to student learning.				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 heritage language/linguistic variety use and academic language proficiency.	Candidates are assessed on fieldwork reflection using a rubric.
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	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	Candidate is assessed on fieldwork reflection with a rubric; on Learning Event using PACT rubrics; on Unit of Study using the "Review Form" template

grade level reading/language arts program for English speakers.			ELLs; candidate designs a unit of study inclusive of ELLs.	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).
Standard 12 #8: Candidates acquire skills for managing and organizing a classroom with first- and second-language learners.	1-10	Introduced	Candidate observes grouping and differentiated instruction in fieldwork observations; candidate implements learning event applying skills for classrooms with first-and second language learners	Candidate is assessed on fieldwork reflection with a rubric; on Learning Event using PACT rubrics
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.	1-10	Introduced	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	Candidate is assessed using the "Review Form" template from McTighe & Wiggins (2005, p. 247).

			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.	
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.	1-10	Introduced	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	Candidate is assessed using the "Review Form" template from McTighe & Wiggins (2005, p. 247).

			unit, and instructional pedagogical choices over the course of the unit are detailed in the unit.	
Standard 14 Learning to Teach through Supervised Fieldwork	1-10	Introduced	Candidate participates in fieldwork observations and practice learning event.	Candidate is assessed on fieldwork assignments 1-10 and Learning Event.

TEACHER PERFROMANCE EXPECTATIONS (TPEs)

TPE	Unit	I or R	Description	Assessment
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).	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.
TPE 2 Monitoring Student Learning During Instruction	4	Reinforced	Candidate observes and analyzes monitoring student learning during instruction.	Candidate is assessed on fieldwork reflection using a rubric.
TPE 3 Interpretation and Use of Assessments	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	Candidate is assessed on forum post using criteria chart and fieldwork reflection using a rubric. Candidate is assessed on class

			with learning objectives.	activity using instructor observation and Lesson Plan using a rubric.
TPE 4 Making content Accessible	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	Candidate is assessed on fieldwork reflection using a rubric.

	10	Introduced	knowledge of students in a fieldwork setting.	
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	2-10	Introduced	Candidate designs a	Candidate is

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