

**EDUC 3523 Reading and Writing in the Content Areas**

**FALL - 2018**

**Monday – Wednesday – Friday 1:30 – 2:20**

**Goodhue 206**

**Professor:** Dr. Gera Nelson **Office:** Goodhue 208

**Office Hours: M-W-F: 11:20 – 1:30 & 2:20 - 4:20**

**T-TR: By appointment only**

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**Required Text:** *Teaching Content Reading and Writing* , Martha Rapp Ruddell, 5th edition, Wiley & Sons.

**Required Materials:**

* 2 Separate 3-Ring Binder (1 Black, 1 White)
* 12 Tab Dividers
* Sheet protectors
* 1 GB jump drive (minimum)
* **10 dollars for Professional Membership fee (KRA)**

**Course Description:** Establishes **methods and techniques for incorporating literacy instruction in the content** teaching of middle and high school teachers. Includes an overview of the reading and writing processes and discusses the **application of literacy principles to the content areas**. Literacy needs of diverse learners in closing the achievement gap is also addressed in order to prepare students for literacy requirements in the 21st century. Includes field component of 30 hours.

**Prerequisites:** Acceptance in Teacher Education Program, **EDUC 3403**, and junior standing.

**Conceptual Framework:**

The Division of Education and the Unit for Teacher Preparation conceptual framework theme **“Teacher as Leader For the 21st Century”** is integrated in this course. It is essential for teachers who provide leadership in Kentucky schools to have the knowledge, skills, and dispositions to **implement literacy instruction in the content areas** in order to **meet the diverse learning needs** of students in the 21st century. The course will also guide them to assume leadership roles in their school. In addition, teacher candidates will learn to incorporate the Characteristics of Highly Effective Teaching and Learning as outlined by the Kentucky Department of Education and the requirements for Unbridled Learning.

**Course Objectives:**

Our primary objective in this course is to become teachers who equip **students to use reading and writing** in their professions and as lifelong learners, prepared to meet *“real world”* demands for reading and writing. The following objectives, based on meeting ***KY Teacher Standards, KY Core Academic Standards, Reading Standards from the International Reading/Literacy Association and Content SPA Standards***, will help students achieve this goal and impact student learning.

**Senate Bill 1 Initiatives**

This course will provide students an opportunity to advance their knowledge and mastery of the “tools” associated with Kentucky education reform, including the Kentucky Core Academic Standards, Characteristics of Highly Effective Teaching and Learning, College and Career Readiness, literacy and assessment *for* learning,. As students carry out projects and complete assignments that involve instructional activities for P-5 students in Kentucky schools, they will address one or more components of the Senate Bill 1 initiatives.

**Technology**

Candidates are required to use technology for class assignments, lesson plan design and preparation, class presentations and record keeping. Candidates are required to successfully complete course work that focuses on using technology. Candidates are required to communicate via electronic mail, access the Internet and online databases, and use digital texts and modes for projects and presentations.

***In order to pass this course with a grade of “C” or better you should be able to:***

**Demonstrate that you understand the theories, and principles of literacy instruction.**

1. **Explain the relationship of reading and writing** skills/processes to the discipline you have chosen to teach and demonstrate an understanding of current methods for helping students to develop their abilities in using reading and writing across the curriculum at all levels in content instruction. **KTS 1, 2**
2. **Recognize materials**, resources, and technologies that will help you in implementing reading and writing across the curriculum. **KTS 1,2,3,6**
3. **Demonstrate an understanding of the reading and writing processes** and your skill in employing reading and writing strategies through the designing of effective classroom instruction, i.e. lesson design, learning activities, and the use of reading / writing **KTS 1,2,3,4,5,6**
4. **Use knowledge of authentic methods for assessing student** progress AND demonstrate appropriate methods of “feedback” to help students “grow” in their reading and writing abilities and incorporate these in designing assessment for the Kentucky Assessment System. **KTS 5**
5. Show that you **can apply and modify a variety of approaches** and corresponding materials to meet the needs of a diverse student population **KTS 1.2, 1.4, 2.4, 2.5, 3.3**
6. Be able to create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials and the appropriate use of assessments.
7. Implement & demonstrate meeting all of the above objectives through experience in the practicum classroom **KTS 1,2,3,4,5,6**
8. Demonstrate understanding and the **ability to incorporate in instruction literacy standards**:

* International Literacy Association Reading Standards
* Kentucky Core Academic College Career Readiness Literacy Standards

***At the end of this course candidates should be fully familiar with the following ILA standards and its application:***

1. Know about **foundational knowledge** (theory and evidence based foundation) of reading and writing processes and instruction; **(ILA Standard 1)**
2. Know about **instructional approaches**, materials and an integrated, comprehensive, balanced curriculum, balanced **curriculum** to support student learning in reading and writing of informational text; **(ILA Standard 2)**
3. Know how to use of a variety of **assessment** tools and practices to plan and evaluate effective literacy instruction for informational text. **(ILA Standard 3)**
4. Be able to develop understanding, awareness, respect and appreciation of **diversity** in our society, and as a result apply that to reading and writing in the content area. **(ILA Standard 4)**
5. Be able to create a **literate environment** that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials and the appropriate use of assessments. **(ILA Standard 5)**
6. Be able to recognize the significance of **professional development,** demonstrate and facilitate professional learning and **leadership** as a career-long effort and responsibility, as applied to reading and writing in the content areas. **(ILA Standard 6)**

**Writing Intensive:**

1. This is a writing intensive course, which flows from the objectives for this course. Assignments will include writing where students will develop their writing skills. A major signature assignment will be given and will be graded for the **LWC ESLO** Written Communication according to the Value Rubric. In addition, the **LWC** **ESLO** for Critical Thinking will be assessed. (**KTS 1,2,3,4,5,6)**

***Students will read a minimum of 5 professional, peer reviewed articles on literacy instruction in the content areas, and write an essay pinpointing recent essential research-based practices of literacy instruction in the content areas.***

**Lindsey Wilson students participating in Writing Intensive (WI) courses will learn to:**

1. **Write effectively** using the conventions, style and vocabulary of their major disciplines.
2. Be **able to articulate** and understand the elements of **successful written** communication in their **major discipline.**
3. The Signature **Writing Assignment** for this course is a paper that will be scored by the **Written Communication VALUE rubric** as well as an additional rubric for content course requirements.

**The paper will address one of the following areas:**

1. Informs teachers concerning specific aspects of incorporating literacy instruction effectively in your content area;
2. Persuade them of the benefits for teaching literacy in the content area.
3. Specific guidelines and scoring rubrics will be given at the time of the assignment. You will need to **meet with the writing tutor a minimum of 3 times**.
4. This paper must be **three to five pages** in length with an **abstract** and **reference page** included.
5. Must cite at least 5 credible sources
6. Use the **APA style** of writing.
7. **Title Page**
8. **Abstract Page (with Key words)**
9. **3 Pages of Content**
10. **Reference Page**

Possible Topics:

Write an article (approximately 2,500 – 3,500 words) for a teacher journal in which it either:

1. Informs teachers concerning specific aspects of incorporating literacy instruction effectively in your content area;

Or

1. Persuade them of the benefits for teaching literacy in the content area.

**Research Paper due on October 26 (No exception!!!!)**

**GRADING PROCEDURE FOR COURSE**

**A = 94 - 100%**

Daily Assignments / Activities - 15% **A- = 90 - 93%**

Major Assignments **–** 25% **B+ = 87 - 89%**

Comprehension Checks - 25% **B = 83 - 86%**

Lesson Plans / Microteach - 20% **B- = 80 - 82%**

Final - 10% **C+ = 77 - 79%**

Practicum - 5% **C = 73 - 76%**

**C- = 70 - 72%**

**D = 60 - 69%**

**F = 0 - 59%**

Grades lowered 10% of total points possible if not turned in at the beginning of class when due. Late work **will not be accepted** later than 1 week after due date. NO LATE WORK ACCEPTED FINAL WEEK. **Plagiarism results in a grade of 0 on the assignment. This includes copying not only printed works and failing to cite source, but also copying**

**COURSE ASSIGNMENTS & REQUIREMENTS**

# I. Class Activities, Daily Assignments and Online / Blackboard Work Sessions 10% of Grade

# Includes reading/writing to learn activities, written reflections on class and readings, journals, spot checks on reading, on demand tasks & Blackboard assignments.

We will **use in class and online** sources ofwhat you have read. Lecture will only be for info not in the text. Therefore, in class you won’t know what is going on or how to do the activities designed to help you understand and apply what you **have read** if you haven’t read the text or supplementary reading assigned**.** If you don’t read, you can’t participate and won’t receive class points.

1. **Read the assignments BEFORE class or online sessions so you can get the points for taking part in class activities and online work doing well on spot checks, writing to learn activities, etc.** (**KTS 1,2,3,4,5,6)**
2. **Evidence of at least one (1) Professional Growth activity and approval of your Leadership Plan is required. (ILA Standard 6). (ILA Standard 6.1, 6.2).**
3. **In order to be tuned to the latest information on Literacy, student will seek membership and participation in the Kentucky Education Association Student Program (KEA) and Kentucky Reading Association (KRA)/Cumberland Reading Council. (ILA Standard 6.3, 6.4).**
4. **In addition student are encouraged to seek membership and participation in one other professional organization such as the ILA, NCTE/ALAN. (ILA Standard 6.3, 6.4).**

**II. Major Assignments 40%**

Mastery of the objectives will be the major assignments during the semester, (composed of multiple components).

Some of these components will be:

1. **Design a Literacy Strategy Chart for your content area 10% of the Grade *(ILA Standards Indicators Assessment).***
2. **Textbooks** Chapter Presentations 10% **of the Grade *(ILA Standards Indicators Assessment).***
3. **Final Exam - Reflecting ILA Standards 10%** **of the Grade *(ILA Standards Indicators Assessment.)***
4. S**ignature writing assignment 10% Research Paper on Literacy Strategies and Assessments for Content Area / Plan for including Literacy. (ILA Standard 6.1).**

(**KTS 1,2,3,4,5,6)**

**III. Lesson plans and Microteaching to incorporate Literacy 20% of Grade**

#### Lesson Plans 3 plans @ 50 points = 150 points

(Lesson plans for **vocabulary**, **reading**, and **ESL** instruction)

The ability to write a **sound lesson plan** is basic to teaching. While specific details for the construction of a **well-written lesson plan** is a major portion of the Methods course you will take next semester, we will learn, **through practice**, some of the basics this semester. This is your opportunity to begin practice in writing those plans and to demonstrate your ability to teach. **The lesson plans you write for this course must include literacy instructional activities as part of the lesson and reflect what you have learned in this course.**

**The literacy lesson plans will include pre- & post-reading/writing instruction.** Use the textbooks and materials in the Curriculum Lab or those from your practicum in planning your lessons and mini-lessons. The material is not primary for this course, but will be in the Methods section. Scoring will be **based on** the **KTIP** grade sheet and the rubric attached.

#### Microteaching mini-lesson @ 50 pts

This semester you will **Micro-Teach** part of a your well-written literacy lesson plan, either a pre-reading lesson or part of the vocabulary lesson.

**“What is Micro-Teaching?** Microteaching is a **scaled-down sample of teaching**. It is essentially an opportunity for pre-service teachers. . . **to develop and/or improve specific teaching skills** with a small group of students (four to six peers or ‘real’ students) by means of brief (four to fifteen minutes**) single-concept lessons**. (**KTS 1,2,3,4,5,6)**

These **lessons are recorded** on videotape for reviewing, refining, and analyzing very **specific teaching processes**.” (from*Teaching Strategies: A Guide to Better Instruction,*  by Orlich, et. al.)

Each student will furnish a blank tape and **record both** lessons taught. You will also write a **reflection** for your **teacher’s log** on your microteaching using the **“Self Evaluation Form”** included in the syllabus.

**Grading Criteria** and **Scoring Rubric** for each microteaching will be based on the revised Kentucky Teacher Internship Program **(KTIP).**

**IV. Comprehension Checks 5% of Grade**

During the semester, **comprehension checks** of the knowledge base will be given as outlined. These will **include short answer** and **essay questions**. The purpose is to encourage you to **learn the material** during the semester (instead of waiting for a final) so that the knowledge can be utilized as you **apply the concepts** learned in course activities and assignments.

**Stage 2 Field Experience 30 hours (5%)**

Experience with students in schools is a necessity for effective teacher preparation. Kentucky requires that you complete **200 hours of field experience** prior to student teaching in specific settings. (**KTS 1,2,3,4,5,6)**

***During this course you will complete the following:***

***The “field Hours” experience must include:***

1. **20 hours in a classroom:** You will be assigned to work with a public school teacher **in your content area** and some will continue to work with this class in the methods course spring semester. During this semester you will learn **how to impact student learning** through reading and writing **within the discipline** as you will work with real students.
2. **3 hours Tutoring / work with ELL student**. This will be done at Moss Middle School/Warren County High School in Bowling Green-KY
3. **2 hours - Middle/High School – Family Night**: During the semester the class will plan an **evening family** event that will include reading and writing in the middle school setting. You may choose to coordinate this experience as your **Leadership Project**.

* **5 hours of Camp Safari Sessions at ACES**: You will be assigned a day to work with Camp Safari and given an assignment according to their curriculum. Remember, this is elementary so you will keep instruction on that level. Part of the KY field requirements is that you adapt instruction for all three levels: elementary, middle, and high school. If possible, incorporate what you have learned in this course for literacy instruction in the content areas.

**Guidelines for Classroom Visits:**

1. **Initial visit** - Talk with the teacher in order to plan a schedule so that you will meet the **required 20 hours**. (You must make this visit at a time the teacher can talk with you, i.e. planning period, after school, lunch.) Take the list of activities so that the teacher will know what you are expected to do. **Ask the teacher if you can co-teach** in some form during the field experience.
2. **Observation** – Only one hour visit should be spent in observation only. This visit may follow or precede your meeting with the teacher. Use this time to **become acquainted** with the teacher and the classroom.
3. **Scheduled visits** - When the schedule is made **KEEP IT.** Do not be late or change the schedule at the last minute. In an emergency, call the school to notify the teacher. Plan to make up the time as soon as possible. If you are scheduled to teach, **do not call the teacher that morning and say you can’t come. The teacher has planned the class around your teaching and it is not fair to the teacher if you don’t show.**
4. **Plan to arrive early** before the class begins in order to have time to talk to the classroom teacher. **Do not arrive just as the bell rings or leave when the bell rings.** Take time to talk with the teacher to be clear on what you will do each class period. Keep in touch through email or phone calls. You may **count this time as part of your 2 hours with the teacher**. Remember, this must be at the convenience of the teacher since you are a guest in the classroom.

**When you visit remember:**

* Wear your **ID LWC at all times**. Check in at the office following the procedures outlined. **Arrive early** since this may take time.
* **Dress in a professional manner**. Professional doesn’t mean Sunday best. It means **no blue jeans**, **sweat shirts**, **casual sport** attire or clothes that will distract from your teaching**. Follow the LWCV dress code for teachers outlined in the Candidate Handbook**. Also, do not wear clothes that will make you look more like a student than a teacher. Be well groomed and comfortable. Remember, **this could be part of a job interview**.
* Be prepared to work when you go. **Take notebook, all materials, and pen for log entries and notes**. Be as helpful as possible. Remember, you are there to learn. **Do not go beyond the proper bounds** for a pre-service teacher. The classroom teacher is the authority and the teacher’s priority is to teach the students. You are there only at the invitation of the teacher and the teacher receives no compensation, so be as helpful as possible.
* **Do not have your cell phone out** or use it at any point during the time you are in the classroom or on the school grounds. Either leave it in your car or **have it off and out of sight**.
* **Do not touch the teacher’s computer** or desk unless told to do so.
* After the initial observation, participate as much as possible. This includes **helping students with class work, grading papers, tasks assigned by the teacher**. Volunteer and ask what you can do.

5. **Classroom Participation Activities**

* The classroom teacher will assign the classroom responsibilities. They may or may not confine their requests to the list (see below). (**KTS 3,4)**
* **Volunteer** as much as you can. **If the students are doing individual seatwork, ask the teacher if you might assist**. You might work one on one with students or work with a small group.
* **If the teacher asks you to prepare a short (mini) lesson or an introduction, type it in full**. Teachers are not pleased if you come to teach and have nothing written prepared. To them this is no preparation. Be sure to type anything you prepare and make it look as professional as possible**. Teachers are also not impressed with handwritten notes**. The teacher will usually give you the topics and resources. Work within their guidelines. If you do not understand something, feel free to ask. If you have questions after returning to campus, email and ask.
* Include a **co-teaching** activity.

6**. Suggested Teaching Activities:**

* Writing to learn activity
* Teaching terms or vocabulary
* Individual reading inventory of student(s) and plan for reading improvement
* Introducing a reading assignment
* Guiding students in reading from the text book
* Creation of a writing (develop a writing prompt or conferencing with student on writing in progress)
* Creating Open Response or essay item for students
* Working with students to complete literacy assignments
* Co-teaching

**Practicum Logs / KFETS Entry**

**Required Dates to include for completion of Field Logs. Must be submitted throughout the semester:**

Field Logs for this course are due on:

**August 31 – (Placement forms signed and returned to instructor)**

1. **September 07 - (First Observation Reflection Due)**
2. **September 21 - (First Observation Reflection Due)**
3. **October 5 - (First Observation Reflection Due)**
4. **October 26 - (First Observation Reflection Due)**
5. **November 9 - (First Observation Reflection Due)**
6. **November 29 - All field experience items are due on November 29** (All 30 hours).

**Submit the** **classroom teacher’s Evaluation,** **and Signed Record of Field Experience** **Hours by November 20**

**Information for entering data in the *Kentucky Field Experience Tracking System (KFETS)* will be explained in class with written instructions.**

* **When your name is submitted for your student teaching semester, If the 200 hours are not logged in the system and it does not show that you have completed all requirements, the KY EPSB will not allow you to student-teach.**

**Make a “log” entry for each practicum visit.**

* **Date each entry and note grade level, number of students, and subject being taught.** Complete all codes as listed on the form for **KFETS**.
* **Describe instructional strategies and groupings**. Note new ideas for instruction, assessment, and classroom management you discover. Draw any parallels to what we are studying in class. During your visits when you are not involved in instruction, write a detailed, **reflective log** entry in **narrative format** giving an account of what **you observe** happening in the classroom. Do not make this a simple list of what happened, but an **anecdotal record** of your experience with **full reflection** on what you learned and what questions you have.
* If you are involved in instruction during your visit, **include a detailed outline** of what you did. Include the **written outline or lesson** plan that you prepared.
* Following your experience **reflect on what you did**, what you learned, how the students responded, feedback from the teacher, and what you would do differently next time and why.
* If you only observed during the class, reflect on how you plan to implement what you are learning.
* **Create the log and save as a Word document**. When entering in **KFETS**, you will be able to **copy and paste** your reflection.
* Each **reflection** must be at least **a page in length**. No two reflections should have similar wording or show a copy/ paste. If they do, you will only be given credit for one (1) field log entry.
* Make **a hard copy** of the entry for your **practicum notebook** to be turned in at the **end of the semester** for your official file. (**KTS 1,2,3,4,5,6)**

**Overall Observation Reflection**

**Write a ﻿summary of your overall experience observing (field experience) ﻿﻿﻿﻿﻿**

1. Describe what you did or observed this semester﻿﻿.
2. Summarize and reflect on the classes you observed﻿﻿.
3. Include ideas you gained from this field experience that will make you a more effective teacher.
4. Lists any questions you might ﻿have.
5. Describe the settings you observed﻿﻿
6. Reflect on what you learned that you did not before
7. Mention what you wished ﻿﻿﻿﻿﻿﻿﻿﻿﻿﻿﻿﻿﻿you could have experienced
8. Describe the demographics of the students you encountered (race, ﻿﻿﻿﻿﻿ethnicity, social economics, identified needs, etc)

**Please refrain from criticizing schools, teachers and administrators. The objective is that you reflect on what you observed as a potential teacher, rather than as a student.**

**Create a Practicum Notebook**

**In a 3 ring binder (8 tab dividers) compile the following:**

1. Keep a record of **all dates** attended by using the log form. (This will **be needed for your file**.)
2. Put a **copy of all reflections** / logs.
3. **Include the lesson plans** and any support materials for any teaching that you do.
4. Include any **materials from the classes you observed** or worked with. **Create a “rich” detailed notebook from your experience.**
5. **Final Reflection**

* At the end of your practicum, **read and reflect on your entries** and the practicum experience. How did this experience prepare you for literacy in the content area instruction?
* **Write a final reflection** on what you learned and the insights you gained **from your practicum** in which you analyze / synthesize your experience.
* **Evaluate** your overall **performance**.

1. **Assessment of Practicum** by Classroom Teacher

Remind your **classroom teacher to fill in the evaluation in their packet**. They can either **mail it to me or send it by you**. If they prefer to fill in an electronic copy, I will send one.

1. **Be sure ALL items in your folder are complete.** (**KTS 9, 10)**

**Exit Conference**

At the end of your practicum when I have received the final evaluation from your teacher and your completed practicum notebook, **we will have a final conference** where we will **discuss your experience** and talk about **your placement** for next semester.

**Grading Criteria**

* Complete **30 hours field experience** meeting all guidelines for visits / appropriate teaching activities / full participation / items in specific required categories
* **Written Reflections**: submitted on due dates noted in calendargive insight to understanding effectiveness of instruction, all practicum logs written according to directions,
* **Practicum notebook submitted** on time and meets all guidelines outlined
* **Summary report form** – complete and reveals understanding and meeting teacher standards
* **Teacher Evaluation** – rated at proficient level or above
* **Exit Interview** – demonstrates appropriate teacher dispositions

**Scoring Rubric:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **47 – 50 points** | **42 – 46 points** | **38 - 41 points** | **35 – 37 points** | **0 – 34 points** |
| **Meets all criteria at highest level** | **Meets all criteria with minimal deficiencies that do not detract from the effectiveness of the practicum experience.** | **Addresses all criteria but some deficiencies that may have adversely affected the practicum experience** | **Does not address all criteria and has some deficiencies that may have adversely affected the practicum experience** | **Does not adequately meet the outlined criteria.** |

**Policy Statements**

**Education Division Policies**

**Cell Phone Policy**

The Education Division will adhere to the Lindsey Wilson cell phone policy for college classrooms that states “Student cell phones will be off during class time unless prior arrangement is made with the instructor. All cell phones must be put away during the class period.” Therefore, no cell phones are to be visible or turned on during class sessions or in public school classrooms during all clinical field experiences. First offence will receive a warning. For the second offence, the phone will be confiscated. For the third offence, the student will be asked to leave class and counted as an unexcused absence. Violation of LWC policy is grounds for dismissal from class. Any requests to keep the cell phone on but silent and not visible, such as family or medical emergencies, must be given prior approval by the instructor.

**Attendance Policy**

Students are expected to attend class. Due to the nature of this course you should avoid being absent whenever possible. You are preparing for the teaching profession where attendance is crucial to the effectiveness of instruction. Therefore, you should miss only for emergencies and illness. (Skipping because you don’t have an assignment ready only makes it worse. The assignment will be counted late and you will be counted absent. You lose twice. Better to come without the assignment and talk to me.) All sections of the school's attendance policy will be enforced.

In keeping with Lindsey Wilson College policy, students are responsible for regular class attendance, in-class participation, and completion of assignments.  In the Education Program students are expected to attend all class sessions and absences are counted. ***In this course that includes the Thursday sessions that are either online, in the field, or completed through Blackboard. Participation in these sessions will be documented for attendance.Students will not be allowed to make up class points lost due to unexcused absences****.* Excused absences for illness or school functions still count as absences from class, but require prior arrangements to make up the work.

Excessive tardiness especially those students who habitually arrive to class late, either in class or online, will result in being counted absent from the class. Tardiness is not compatible with effective teaching. If an emergency arises, the student must make every effort to notify the instructor prior to class through email or call if during regular office hours.

Students will only be allowed to make up work or tests from missed classes if the absence is excused. Excused absences include doctor appointments, funerals for immediate family, or valid emergencies. In order to have an absence excused the student must submit a signed excuse from the physician or bring proof of the emergency. This should be submitted to the instructor on the day the student returns to class. Missing class or arriving late because of taking a test in another course will not be excused unless the request is submitted to the professor for prior approval. The approval is at the discretion of the professor. Completion of field hours **is not** an excuse for missing an education class or any other class. Field hours are assigned early enough in the semester and at times when no classes are scheduled. Work is also not a valid excuse for missing classes.

According to College policy absences for scheduled, authorized obligations (e.g., athletic events, choir tours, field trips in other classes, etc.) are not counted as class absences. In order for these to be excused the student must notify the instructor prior to the absence. Students are responsible for completion of missed class work due to an authorized absence within a reasonable (defined by instructor) length of time. Participation in extracurricular activities (intercollegiate athletics in particular) place additional demands and responsibilities on students and therefore requires that any additional absences may jeopardize the course grade.

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### LINDSEY WILSON COLLEGE

### STATEMENTS FOR INCLUSION IN THE SYLLABUS

### 2018-2019

**Academic Integrity**

Academic integrity is essential to the existence of an academic community. Every student is responsible for fostering a culture of academic honesty, and for maintaining the integrity and academic reputation of Lindsey Wilson College. Maintaining a culture that supports learning and growth requires that each student make a commitment to the fundamental academic values: honesty, integrity, responsibility, trust, respect for self and others, fairness and justice.

To foster commitment to academic integrity, faculty are asked to require each student to place and sign the following honor code on tests, exams and other assignments as appropriate: **On my honor as a student, I have neither given nor received any unauthorized aid on this assignment/exam.**

Violations of the academic integrity policy include cheating, plagiarism, or lying about academic matters. Plagiarism is defined as any use of another writer’s words, concepts, or sequence of ideas without acknowledging that writer by the use of proper documentation. Not only the direct quotation of another writer’s words, but also any paraphrase or summary of another writer’s concepts or ideas without documentation is plagiarizing that writer’s materials. Academic dishonesty is a profoundly serious offense because it involves an act of fraud that jeopardizes genuine efforts by faculty and students to teach and learn together. It is not tolerated at Lindsey Wilson College.

Students who are determined to have plagiarized an assignment or otherwise cheated in their academic work or examinations may expect an “F” for the activity in question or an “F” for the course, at the discretion of the instructor. All incidents of cheating or plagiarism are reported by the instructor to the Academic Affairs Office along with copies of all relevant materials. Each instance of cheating or plagiarism is counted separately. A student who cheats or plagiarizes in two assignments or tests during the same semester will be deemed guilty of two offenses. If the evidence is unclear, or if a second offense occurs at any time in the student’s academic career, the Academic Affairs Office may, in consultation with the dean of students, refer the case to the Judicial Board for review. Violations will ordinarily result in disciplinary suspension or expulsion from the college, depending on the severity of the violation involved. **Note:** The college has access to a web product to detect plagiarized documents. Faculty members are encouraged to use this tool.

**Questioning a Grade -- The Student Academic Complaint Policy**

A student, who wishes to question **an assignment grade, or other academic issue**, should follow the procedure below:

1. Whenever possible, the student will first go to the faculty member who has assigned the disputed grade. Complaints regarding grades should be made within seven (7) days of receipt of the disputed grade and, if possible, will be decided by the faculty member within seven (7) days of receipt. If the disputed grade is the final grade for the course, “receipt” is defined by when the final grade is posted online by the Registrar’s Office. (Please refer to the next section for appealing a final grade.)
2. Unless there are extenuating circumstances, the student may, within seven (7) days, request in writing a review of such decision by the academic unit/division chair/director in which the grade was assigned. Upon receipt of such request, that chair/director will direct the faculty member and the student to each submit, within seven (7) days, if possible, a written account of the incident, providing specific information as to the nature of the dispute.
3. Upon receipt of these written accounts, the chair/director will meet, if possible, within seven (7) days with the faculty member and the student in an effort to resolve the dispute and will render his or her decision in writing.
4. If either the student or the faculty member desires to appeal the decision of the chair/director, the student or faculty member may, within seven (7) days by written request to the chair/director, ask that the matter be reviewed by a Grade Appeals Panel\* convened by the Academic Affairs Office.
5. If the disputed grade is assigned at the end of a fall or spring semester and the student and faculty member cannot meet to resolve the issue, the student should contact the faculty member by email within seven (7) days of receipt of the disputed grade. If the issue cannot be resolved by email within the time limit, steps 2, 3, and 4 of the appeal may extend into the beginning of the semester immediately following receipt of the disputed grade by following the timeline above.

A student who wishes to question a **final grade** should follow the procedure below:

1. Confer with the faculty member who assigned the disputed grade.
2. If the disputed grade cannot be resolved, a written request for a grade appeal must be submitted to the Academic Affairs Office within ten calendar days of when the grade was issued or before the first day of the semester following the one in which the grade was issued, whichever comes later. The written request must include the specific bases for the appeal.
3. The Academic Affairs Office will convene a Grade Appeals Panel.\*

*\*The grade Appeals Panel is comprised of the vice president for Academic Affairs, assistant vice president for Academic Affairs or the associate dean for the School of Professional Counseling,* *and thedirector/chair of the academic unit/division that houses the course for which the grade is appealed. If one of the members is the faculty member who issued the grade, an alternate will be appointed. The student and the faculty member may appear separately before the panel to explain their positions. The hearing is non-adversarial. Neither the faculty member nor the student may be accompanied by other individuals to the meeting of the Grade Appeals Panel. The Grade Appeals Panel will notify the student and the faculty member of its decision, if possible, within seven (7) days of the meeting.*

**Policy for Verification of Student Identity and Protection of Privacy**

In compliance with United States Federal Higher Education Opportunity Act (HEOA), Public Law 110-315, all credit-bearing courses and programs offered through distance learning methods must verify that the student who registers for a distance education course or program is the same student who participates in and completes the course or program and receives academic credit. One or more of the following methods must be used:

        a)  A secure login and pass code;

        b)  Proctored examinations; and/or

        c) Remote proctoring of one of more examinations using Tegrity or other technologies

Verification of student identity in distance learning must protect the privacy of student information. Personally identifiable information collected by the College may be used, at the discretion of the institution, as the basis for identity verification. For instance, a student requesting that their learning system password be reset may be asked to provide two or more pieces of information for comparison with data on file. It is a violation of College policy for a student to give his or her password to another student.

Detailed information on privacy may be located at: <http://www.lindsey.edu/media/319883/Online%20Services%20Privacy%20Policy%204.20.12.pdf>

**Institutional Review Board (IRB) Policies**

The Lindsey Wilson College Institutional Review Board (IRB) safeguards the rights and welfare of human participants in research and other research activities. Lindsey Wilson College faculty, staff, and students, which comprise its academic unites, and facilities, are subject to the IRB policies. This includes any research for which a research agreement (e.g., MOU) identifies Lindsey Wilson College Institutional Review Board (IRB) as the IRB of record. All student-led human subject research must have a LWC faculty sponsor. All faculty members and students conducting human subject research are required to submit documentation of training on research involving human subjects that has been completed within two years of the onset of the proposed research. Online training is available at https://phrp.nihtraining.com/users/login.php.

**Statement on Disabilities**

Lindsey Wilson College accepts students with disabilities and provides reasonable accommodation that will facilitate success. Depending on the nature of the disability, some students may need to take a lighter course load and may need more than four years to graduate. New students needing accommodation should apply to the college as early as possible, usually before May 15 for the fall semester, October 1 for the spring semester, and March 1 for the summer term. Immediately after acceptance, students must identify and document the nature of their disabilities with Mr. Ben Martin, the learning & physical disabilities coordinator. It is the responsibility of the student to provide the learning & physical disabilities coordinator with appropriate materials documenting the disability. Disabilities are typically documented by a recent high school Individualized Education Program (IEP) and results from testing conducted by a psychologist, psychiatrist, or a qualified, licensed person. The college does not provide assessment services for students who may be disabled. Although Lindsey Wilson provides limited personal counseling for all students, the college does not have structured programs available for students with emotional or behavioral disabilities. For more information, contact Mr. Martin at (270) 384-7479.

**Academic Success Center**

Located in the T.D. & Rowena Everett Center, the Academic Success Center (ASC) offers peer tutoring to aid students in completing class assignments, preparing for examinations, and improving their understanding of content covered in a particular course. In addition, computers are available for students’ academic use. Online tutoring is provided for community campus and online students.

Students are encouraged to utilize the center as a resource for improving study strategies and reading techniques. The center also offers assistance with other academic problems. To schedule a live or online tutoring session or for further information or assistance, please contact Ms. Maretta Garner, tutor coordinator, at (270) 384-8037 or at garnerm@lindsey.edu.

**Writing Center and Mathematics Center**

The Writing Center (located in the W. W. Slider Humanities Center), and the Mathematics Center (located in the Jim & Helen Lee Fugitte Science Building) are available for specialized tutoring at no charge to students. Please contact Jared Odd, writing center coordinator, at 270-384-8209 or Linda Kessler, math tutor coordinator, at 270-384-8115 for further information and assistance.

**Final Exams**

Final Exams for day classes are scheduled for the Fall 2018 semester on **December 10-14 and May 6-10** for the Spring 2019 semester. (Check with instructors of eight-week long courses for finals dates.) The academic calendar, which contains the schedule for finals, is in the College Catalog and course schedule listing. Please make any necessary flight arrangements **after** final exams. **Students will not be permitted to take early finals** unless extenuating circumstances exist. “Extenuating circumstance” means illness, a verified family emergency or participation in officially sponsored travel in support of an event arranged by the College. **Travel arrangements must be made in sufficient time** that tickets may be obtained after final exams and the semester is officially over. All requests for early finals must be made in person to the Academic Affairs Office.

**Email Policy**

All Lindsey Wilson College students are required to communicate with LWC faculty and staff via LWC (Lindsey.edu) email addresses only. Alternative email addresses should not be used when communicating with LWC faculty and staff.

**Cell Phone Policy**

Student cell phones will be off during class time unless prior arrangement is made with the instructor.

**Adding/Dropping a Course**

Students enrolled in the following courses cannot drop these classes during the semester: READ 0713, 0723, 0733, 0903, 1013 and 1023; STSK 1003; ENGL 0903 and 0904; and ESL 0803, 0804 and 0854.

For undergraduate classes at the A.P. White Campus in Columbia and for online students, adding a course, dropping a course, or changing from one section of a course to another section of the same course requires the approval of the advisor and, after the term begins, of the instructor for each course involved as indicated on the Drop/Add Form. The change must be reported to the Business Office and the Registrar's Office on a Drop/Add/Drop, which may be obtained from the Registrar's Office or online. For courses at the Scottsville campus, adding a course, dropping a course, or changing from one section of a course to another section of the same course requires the approval of the Scottsville enrollment manager. For courses taught at community campuses, adding a course, dropping a course, or changing from one section of a course to another section of the same course requires the approval of the site enrollment coordinator for the campus. Permission to add courses will not be given after the last date for late registration. Authorization for dropping a course will not be approved after more than 75 percent of the instructional days for a course are completed, as indicated by the college’s academic calendar.

If changes are not properly approved and officially reported as stated above, students will receive a grade of F in the courses for which they are officially registered, and they will be charged for all such courses. Students will not receive credit for changed or added courses unless they officially register for those courses.

**Alignment of Course Objectives to Competency Standards**

In this and all education courses, the course **objectives are aligned with learning outcomes** from the Education Division, Lindsey Wilson College, and standards from Kentucky Department of Education and agencies that set guidelines and standards for teacher preparation. These **outcomes** are addressed in course assessment tasks to demonstrate that each student in the course meets the identified standards and outcomes. These standards are:

|  |  |
| --- | --- |
| **Lindsey Wilson College Essential Learning Outcomes**  Communicate Effectively  Effective Skills of Inquiry and Analysis  Engaged, culturally aware citizen of the nation and the world  Apply and Integrate Knowledge | **Division of Education Candidate Learning Outcomes**  Knowledge  Pedagogy  Leadership  Reflective Best Practice |
| **21st Century Skills**  Core Subjects and 21st Century Themes  Learning and Innovation Skills  Information, Media and Technology Skills  Life and Career Skills | **Kentucky Teacher Standards:**  1. The teacher demonstrates applied content knowledge.  2. The teacher designs and plans instruction.  3. The teacher creates and maintains learning climate.  4. The teacher implements and manages instruction.  5. The teacher assesses and communicates learning results.  6. The teacher demonstrates the implementation of technology.  7. Reflects on and evaluates teaching and learning.  8. Collaborates with colleagues/parents/others.  9. Evaluates teaching and implements professional development.  10. Provides leadership within school/community/profession. |
| **EPSB Themes:**  Diversity (with specific attention to exceptional children including the gifted and talented, cultural and ethnic diversity)  Assessment (developing skills to assess student learning)  Literacy/Reading  Closing the Achievement Gap (identify what courses emphasize strategies for closing the gap) |
| **ISTE National Educational Technology Standards:**  ***For Students:***  Creativity and Innovation  Communication and Collaboration  Research and Information Fluency  Critical Thinking, Problem Solving, and Decision Making  Digital Citizenship  Technology Operations and Concepts | ***For Teachers:***  Facilitate and Inspire Student Learning and Creativity  Design and Develop Digital-Age Learning Experiences and Assessments  Model Digital-Age Work and Learning  Promote and Model Digital Citizenship and Responsibility  Engage in Professional Growth and Leadership |
| **Council for Accreditation of Educator Programs (*CAEP*)**  **Standard 1** Content and Pedagogical Knowledge  **Standard 2** Clinical Partnerships and Practice  **Standard 3** Candidate Quality, Recruitment, and Selectivity  **Standard 4** Program Impact  **Standard 5** Provider Quality Assurance and Continuous  Improvement | **Interstate Teacher Assessment and Support Consortium** (***InTASC***)  **InTASC 1** Learner Development  **InTASC 2** Learner Differences  **InTASC 3** Learning Environments  **InTASC 4** Content Knowledge  **InTASC 5** Application of Content  **InTASC 6** Assessment  **InTASC 7** Planning for Instruction  **InTASK 8** Instructional Strategies  **InTASC 9** Professional Learning and Ethical Practice  **InTASC 10** Leadership and Collaboration |
| **Kentucky Academic Standards (KAS)**  Teacher-Candidates are required to use the **Kentucky Academic Standards**, or **KAS**, to frame objectives/learning targets, instructional activities, lesson plans and units. | **Association for Middle Level Education Middle Level**  **Standard 1: Young Adolescent Development:**  **Standard 2: Middle Level Curriculum**  **Standard 3: Middle Level Philosophy and School Organization**  **Standard 4: Middle Level Instruction and Assessment**  **Standard 5: Middle Level Professional Roles** |
| **NGSS**  Students with a major in science are required to use the Next **Generation Science Standards**, or **NGSS**, to frame objectives/learning targets, instructional activities, lesson plans and units.  https://www.nextgenscience.org/get-to-know |  |

* **Framework for Teaching – (PGES)**

* **Domain 1**

In order to guide student learning, teachers must have command of the subjects they teach. They must know which concepts and skills are central to a discipline, and which are peripheral; they must know how the discipline has evolved into the 21st century, incorporating such issues as global awareness and cultural diversity, as appropriate. Accomplished teachers understand the internal relationships within the disciplines they teach, knowing which concepts and skills are prerequisite to the understanding of others. They are also aware of typical student misconceptions in the discipline and work to dispel them. But knowledge of the content is not sufficient; in advancing student understanding, teachers are familiar with the particularly pedagogical approaches best suited to each discipline.

* **Domain 2**

An essential skill of teaching is that of managing relationships with students and ensuring that those among students are positive and supportive. Teachers create an environment of respect and rapport in their classrooms by the ways they interact with students and by the interaction they encourage and cultivate among students. An important aspect of respect and rapport relates to how the teacher responds to students and how students are permitted to treat one another. Patterns of interactions are critical to the overall tone of the class. In a respectful environment, all students feel valued and safe.

* **Domain 3**

Student engagement in learning is the centerpiece of the framework for teaching; all other components contribute to it. When students are engaged in learning, they are not merely “busy,” nor are they only “on task.” Rather, they are intellectually active in learning important and challenging content. The critical distinction between a classroom in which students are compliant and busy, and one in which they are engaged, is that in the latter students are developing their understanding through what they do. That is, they are engaged in discussion, debate, answering “what if?” questions, discovering patterns, and the like. They may be selecting their work from a range of (teacher arranged) choices, and making important contributions to the intellectual life of the class. Such activities don’t typically consume an entire lesson, but they are essential components of engagement.

* **Domain 4**

Reflecting on teaching encompasses the teacher’s thinking that follows any instructional event, an analysis of the many decisions made both in planning and implementation of a lesson. By considering these elements in light of the impact they had on student learning, teachers can determine where to focus their efforts in making revisions, and what aspects of the instruction they will continue in future lessons. Teachers may reflect on their practice through collegial conversations, journal writing, examining student work, informal observations and conversations with students, or simply thinking about their teaching. Reflecting with accuracy, specificity and ability to use what has been learned in future teaching is a learned skill; mentors, coaches and supervisors can help teachers acquire and develop the skill of reflecting on teaching through supportive and deep questioning. Over time, this way of thinking and analyzing instruction through the lens of student learning becomes a habit of mind, leading to improvement in teaching and learning.

**EDUC 3523 Reading and Writing in the Content Areas**

**CROSSWALK**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course Objective** | **KAS** | **KT**  **S** | **INTASK** | **CAEP** | **SPA**  **AMLE** | **SPA Name**  **NSTA** | **SPA Name**  **NCSS** | **SPA Name**  **NCTE** | **SPA Name**  **ILA** | **SPA Name**  **NCTM** | **Assessment**  **Description** | **CAEP Diversity Theme**  **Yes/No** | **CAEP Technology Theme**  **Yes/No** |
| **1-**Explain the relationship of reading and writing skills/processes to the discipline you have chosen to teach and demonstrate an understanding of current methods for helping students to develop their abilities in using reading and writing across the curriculum in middle and high school. | Categorize and list **KAS** for content and literacy  Write objectives for **KAS**-based learning targets  Describe the planned and implemented **KAS**- based instruction  Explain the purpose of **KAS**-based formative and summative assessments in all instructional activities | **KTS 1, 2, 3** | **7, 10** | **CAEP**  2 | **AMLE**  **5** | **NSTA**  4,  5,  7,  10 | **NCSS**  **5** | **NCTE**  **6** | **1.2,**  **1.3**  **6.1**  **6.2** | **NCTM**  4,  5  6,  7 | **Lesson Plans**  **Microteaching**  **Collaborative concept presentations**  **Literacy Sequence**  **Signature Writing Assignment**  **Literacy instruction in the content areas**  **Field Experience observations – Reflections with input on KFETS** | **Yes** | **Yes** |
| **2** Recognize materials, resources, and technologies that will help you in implementing reading and writing across the curriculum. | Categorize and list **KAS** for content and literacy  Write objectives for **KAS**-based learning targets  Describe the planned and implemented **KAS**- based instruction  Explain the purpose of **KAS**-based formative and summative assessments in all instructional activities | **KTS 1, 2, 3, 4, 6** | **1, 2,**  **3, 4, 5, 7, 8,** | **CAEP**  **1.1, 1.2, 1.3, 1.4, 1.5** | **AMLE**  **2, 4** | **NSTA**  **1, 2,**  **3, 6** | **NCSS**  **1,**  **2,**  **3**  **4** | **NCTE**  **1,**  **2,**  **3,**  **4,**  **5** | **ILA: Stds**  **1.2**  **1.3**  **2.1,**  **2.2,**  **2.3**  **5.1**  **5.2**  **5.3** | **NCTM**  **1, 2,**  **3, 4,**  **5** | **Lesson Plans**  **Incorporating technology and Literacy in Curriculum Design - Outline**  **Field Experience observations – Reflections with input on KFETS**  **Signature Writing Assignment (SLO)**  **Signature Writing Assignment**  **Literacy instruction in the content areas**  **Designing differentiated instruction/assessments** | **Yes** | **Yes** |
| **3.**Demonstrate an understanding of the reading and writing processes and your skill in employing reading and writing strategies through the designing of effective classroom instruction, i.e. lesson design, Use knowledge of authentic methods for assessing student progress AND demonstrate appropriate methods of “feedback” to help students “grow” in their reading and writing abilities and incorporate these in designing assessment for the Kentucky Assessment System. | Categorize and list **KAS** for content and technology  Describe the planned and implemented KAS- based instruction with the use of technology | **KTS 1, 2, 3, 4, 6, 7** | **1, 2,**  **3, 4, 5, 7, 8,** | **CAEP**  **1.1, 1.2, 1.3, 1.4, 1.5** | **AMLE**  **2** | **NSTA**  **1, 2,**  **3, 6** | **NCSS**  **1, 2** | **NCTE**  **4,**  **5** | **ILA: Stds**  **1.3**  **5.1**  **5.2**  **5,3** | **NCTM**  **2,**  **3, 4** ,  6 | **Assessment Assignments**  **Concept PD (PPT) presentations**  **Lesson Plans**  **Designing differentiated instruction/assessments**  **Microteaching**  **Field Experience observations – Reflections with input on KFETS**  **Signature Writing Assignment**  **Literacy instruction in the content areas** | **No** | **Yes** |
| **4. Use knowledge of authentic methods for assessing student progress AND demonstrate appropriate methods of “feedback” to help students “grow” in their reading and writing abilities and incorporate these in designing assessment for the Kentucky Assessment System.** | Explain **KAS** for content and instruction in Professional Development activities | **KTS 1 & 5** | **7,**  **9,**  **10** | **CAEP**  **1.1, 1.2, 1.3, 1.4, 1.5** | **AMLE**  **5** | **NSTA**  **4,**  **5,**  **10** | **NCSS**  **5** | **NCTE**  **6** | **ILA: Stds**  **6.1**  **6.2**  **6.3** | **NCTM**  **6,**  **7** | **Design instructional activities incorporating technology and differentiation to meet all students’ needs**  **Signature Writing Assignment**  **Literacy instruction in the content areas** | **Yes** | **Yes** |
| **5.** Show that you can apply and modify a variety of approaches and corresponding materials to meet the needs of students from diverse cultures and those with varied learning styles. | Explain the purpose of **KAS**-based formative and summative assessments in all instructional activities  Plan and implement **KAS**- based differentiated instruction and assessments | **KTS 1, 2, 3, 5, 8** | **2,**  **6, 7,** | **CAEP**  **1.1, 1.2, 1.3, 1.4, 1.5** | **AMLE**  **4** | **NSTA**  **1,**  **8** | **NCSS**  **1, 2,**  **3,**  **4** | **NCTE**  **5** | **ILA: Stds**  **3.1**  **3.2**  **3.3**  **3.4** | **NCTM**  **2,**  **3,**  **4,**  **5** | **Field Experience observations – Reflections with input on KFETS**  **Designing differentiated instruction/assessments**  **ELL Reading Assignment**  **Practicum**  **Lesson Plan** | **Yes** | **Yes** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **6.** Implement & demonstrate meeting all of the above objectives through experience in the practicum classroom | Describe the planned and implemented **KAS**- based instruction | **KTS 1, 2, 3, 4, 5, 6,** | **4, 5,** | **CAEP**  **1.1, 1.2, 1.3, 1.4, 1.5** | **AMLE**  **2, 4** | **NSTA**  **1, 2,**  **3, 6,**  **9** | **NCSS**  **1,**  **2,**  **3,**  **4** | **NCTE**  **1, 2,**  **3, 4, 5** | **ILA: Stds**  **1.1,**  **1,2,**  **1.3,**  **4.1,**  **4.2,**  **4.3** | **NCTM**  **1, 2,**  **3, 4** | **ELL Reading Assignment**  **Content Specific PD (PPT) presentations**  **Lesson Plans**  **Microteaching** |  |  |
| **7. Connect class work to field experiences** | Explain **KAS** for content and instruction in Professional Development activities  Describe the planned and implemented **KAS**- based instruction | **KTS**  **7** | **3, 4, 5, 7, 8,**  **9** | **CAEP**  **2.1, 2.2, 2.3,** | **AMLE**  **5** | **NSTA**   1,  3,  5,  6,  8,  9,  **10** | **NCSS**  **2,**  **3,**  **4,**  **5** | **NCTE**  **1, 2,**  **3, 4, 5, 6** | **ILA: Stds**  **1.**  **2,**  **6**  5 | **NCTM**  **7** | **Field Experience observations – Reflections with input on KFETS**  **Content Specific PD (PPT) presentations**  **Lesson Plans**  **Microteaching**  **Practicum Logs & Evaluation** |  |  |

**The table below overviews the alignment of course objectives to standards and assessment tasks:**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course Objectives** | **KTS** | **ISTE**  **National Educational Technology Standards** | **Conceptual Framework**  **Key Concepts / Program SLO’s** | **21st**  **Century**  **Skills** | **Lindsey Wilson College**  **Essential Learning Outcomes** | **EPSB Themes** | **Assessment Tasks** | **ILA** |
| **1 Candidates will explain the relationship of reading and writing skills/processes to the discipline you have chosen to teach and demonstrate an understanding of current methods for helping students to develop their abilities in using reading and writing across the curriculum in middle and high school.** | KTS 1, 2, 3 | 1 & 2 | Knowledge  Pedagogy  Reflective Best Practice | 1, 2, 3, 4 | 1, 2, 4 | Literacy  Diversity | **Activities**  **Performance tasks**  **Comprehension Checks**  **Lesson Plan**  **Microteaching.**  **Evaluating Literacy Instructional Material** | 1.1, 1.2, 2.1, 2.2, 2.3 |
| **2. Candidates will recognize materials, resources, and technologies that will help you in implementing reading and writing across the curriculum.**  **Use multiple sources of information to guide instructional planning to improve reading achievement of all students. Evaluate the curriculum to ensure that instructional goals and objectives meet the reading and writing demands of the content areas. Differentiate instructional approaches to meet students’ reading and writing needs in the content areas.** | KTS 1, 2, 3, 4, 6 | 1, 2, 3, 4, 5, | Knowledge  Pedagogy | 1 & 2 | 1 & 4 | Literacy | **Lesson Plans**  **Practicum**  **Strategies to incorporate literacy - Strategies chart**  **Evaluating Literacy Instructional Material** | 2.1, 2.2, 2.3 |
| **3. Candidates will demonstrate an understanding of the reading and writing processes and your skill in employing reading and writing strategies through the designing of effective classroom instruction, i.e. lesson design, learning activities, and the use of reading / writing** | KTS 1, 2, 3, 4, 6, 7 | 1, 2 | Knowledge  Pedagogy  Reflective Best Practice | 1, 2, 3, 4 | 1 & 4 | Literacy  Achievement Gap | **Lesson Plans**  **Microteaching**  **Practicum**  **Major Assignments**  **Learning Activities**  **Evaluating Literacy Instructional Material** | 1.3 |
| **4. Candidates will use knowledge of authentic methods for assessing student progress AND demonstrate appropriate methods of “feedback” to help students “grow” in their reading and writing abilities and incorporate these in designing assessment for the Kentucky Assessment System. Candidates understand types of assessments and their purposes, strengths, and limitations. Candidates use assessment information to plan and evaluate instruction.** | KTS 1 & 5 | 1 & 2 | Knowledge  Pedagogy  Reflective Best Practice | 1 & 2 | 2 & 4 | Literacy  Assessment | **Lesson Plans**  **Assessment Assignments**  **Evaluating Literacy Instructional Material** | 3.1, 3.2, 3.3 |
| **5. Candidates will learn to apply and modify a variety of approaches and corresponding materials to meet the needs of students from diverse cultures and those with varied learning styles.**  **Candidates develop and implement strategies to advocate for equity.**  **Candidates will learn to design the physical environment to optimize students’ use of traditional print, digital, and online resources in reading and writing instruction.** | KTS 1, 2, 3, 5, 8 | 1 & 2 | Knowledge Pedagogy  Reflective Best Practice | 2, 3, 4 | 1 & 4 | Literacy  Achievement Gap | **ELL Reading Assignment**  **Daily Activities**  **Practicum**  **Lesson Plan**  **Evaluating Literacy Instructional Material** | 2.3, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 5.4 |
| **6. Candidates will implement & demonstrate meeting all of the above objectives through experience in the practicum classroom/school.** | KTS 1, 2, 3, 4, 5, 6, 7, 8 | 1, 2, 3,4, 5 | Knowledge  Pedagogy  Leadership  Reflective Best Practice | 1, 2, 3, 4 | 1, 2, 3, 4 | Diversity  Assessment  Literacy  Closing the Achievement Gap | **Practicum Logs & Evaluation** | 1.1, 1,2, 1.3, 4.1, 4.2, 4.3 |

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**Assessment # 1**

**Reflecting ILA Standards**

**Incorporating Literacy in**

**Curriculum Design - Outline**

Strategies to incorporate literacy - Strategies chart

Instructional Design that Incorporates Literacy Skill Development for 21st Century

100 points

Follow the complete instructions. If you do not have an **instructional template** **used by a school,** a **sample blank template** that is found below may be used.

**Objective:** Develop a **model sequence** of learning that effectively incorporates the appropriate **grade level standards for literacy** and develops the **literacy levels of students** incorporated with **content instruction.**

**Guidelines:**

• Use the Kentucky Core Academic Standards for literacy (reading and writing)

* Use the International Reading Association Standards for Literacy (reading and writing)
* Design or revise a five day sequence of instruction / learning that incorporates the literacy standards and include reading, writing, speaking, listening, language, and viewing as appropriate.

• Revise or write the sequence to Incorporate daily use of Reading Standards employing the following:

**Note the literacy standards used**

1. **Design instruction so that “Reading in the Content Areas” is “routine” and that are part of daily learning in your grade level and content.**
2. **Determine reading assignments where Reading Standards can be mastered by students and are integrated in learning the content.**
3. **Employ instructional reading strategies from the text and KDE resources in daily lesson instruction.**
4. **Incorporate daily use of Writing in the Unit for learning, inquiry, and in response to reading through the following:**

**Include daily “writing to learn” in the content area assignments within the unit.**

Have students write in response to reading through reader response, journals, notes, and reading / writing strategies.

**Template for Incorporating Literacy Instruction**

Several guidelines for Instructional Sequence Design including units can be found at the KDE website:

**http://education.ky.gov/curriculum/docs/Pages/default.aspx**

***You may use any of these documents or you may use the template below.***

**Sample Template Instructional Sequence**

***Students may choose to design their own Instructional Sequence Chart, or they may use the template below.***

**Theme or Topic:**

**Grade Level:**

**Content:**

**Desired Results:**

List Kentucky Core Academic Content Standards:

List Kentucky Core Academic Literacy Standards:

List International Literacy Association Standards:

What will students know at the end of the instructional sequence?

What will students be able to do at the end of the instructional sequence?

**Assessment Evidence**

1. What pre-assessment will be used to determine student knowledge / skill level?
2. What evidence will be collected to determine whether or not the understandings have been developed, the knowledge and skill attained, and the state standards met?
3. What data will be used to determine student growth and sequence impact on student learning?

**List SSCC tiered critical Vocabulary for Student Mastery during Instructional Sequence:**

**Lesson Outlines**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Day 1**  **Learning Outcomes** | **Lesson Objectives/**  **Learning Targets** | **Kentucky Academic Standards (KAS) – Content** | **Kentucky Academic Standards (KAS) – Literacy** | **ILA Standards** |
| **Outline of Instruction** | Instructional Strategies /  Activities | Differentiated Strategies / Activities | Media / Technologies / Resources | Literacy in the Content Area  Strategies / Activities  (ILA – 1; 2; 3; 4; 5) |
| **Assessment** | Assessment Description  Content:  Literacy: | Differentiated Assessment | Student Self-Assessment | Literacy Assessment Assignments  (ILA – 3) |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Day 2**  **Learning Outcomes** | **Lesson Objectives/**  **Learning Targets** | **KAS – Content** | **KAS – Literacy** | **ILA Standards** |
| **Outline of Instruction** | Instructional Strategies /  Activities | Differentiated Strategies / Activities | Media / Technologies / Resources | Literacy in the Content Area  Strategies / Activities  (ILA – 1; 2; 3; 4; 5) |
| **Assessment** | Assessment Description  Content:  Literacy: | Differentiated Assessment | Student Self-Assessment | Literacy Assessment Assignments  (ILA – 3) |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Day 3**  **Learning Outcomes** | **Lesson Objectives/**  **Learning Targets** | **KAS – Content** | **KAS – Literacy** | **ILA Standards** |
| **Outline of Instruction** | Instructional Strategies /  Activities | Differentiated Strategies / Activities | Media / Technologies / Resources | Literacy in the Content Area  Strategies / Activities  (ILA – 1; 2; 3; 4; 5) |
| **Assessment** | Assessment Description  Content:  Literacy: | Differentiated Assessment | Student Self-Assessment | Literacy Assessment Assignments  (ILA – 3) |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Day 4**  **Learning Outcomes** | **Lesson Objectives/**  **Learning Targets** | **KAS – Content** | **KAS – Literacy** | **ILA Standards** |
| **Outline of Instruction** | Instructional Strategies /  Activities | Differentiated Strategies / Activities | Media / Technologies / Resources | Literacy in the Content Area  Strategies / Activities  (ILA – 1; 2; 3; 4; 5) |
| **Assessment** | Assessment Description  Content:  Literacy: | Differentiated Assessment | Student Self-Assessment | Literacy Assessment Assignments  (ILA – 3) |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Day 5**  **Learning Outcomes** | **Lesson Objectives/**  **Learning Targets** | **KAS – Content** | **KAS – Literacy** | **ILA Standards** |
| **Outline of Instruction** | Instructional Strategies /  Activities | Differentiated Strategies / Activities | Media / Technologies / Resources | Literacy in the Content Area  Strategies / Activities  (ILA – 1; 2; 3; 4; 5) |
| **Assessment** | Assessment Description  Content:  Literacy: | Differentiated Assessment | Student Self-Assessment | Literacy Assessment Assignments  (ILA – 3) |

**Incorporating Literacy into an Instructional Sequence**

**Rubric**

This rubric was created by the instructor and was based on the major requirement of the course—

**To create a 5-Lesson Unit on a reading topic using the Kentucky Core Academic Standards to craft an Instructional Design that Incorporates Literacy Skill Development for 21st Century.**

**.**

**150 points possible – 100 from Instructional Sequence**

**+ 50 for Evidence of ILA Indicators**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | 100 | 90 | 80 | 70 | 6-0 |
| 1. Effective incorporation of appropriate standards |  |  |  |  |  |
| 1. Standards develop the literacy levels of all students in reading, writing, speaking, listening, viewing, and language |  |  |  |  |  |
| 1. Students experience reading and writing daily in meaningful forms |  |  |  |  |  |
| 1. Effective instructional strategies for reading are incorporated that are researched based. Sources are text, KDE, ILA and other approved sources |  |  |  |  |  |
| 1. Explicit teaching of communication skills including vocabulary development |  |  |  |  |  |
| 1. Writing is effectively incorporated with learning and is developmentally appropriate |  |  |  |  |  |
| 1. Writing is aligned with literacy standards and is meaningful |  |  |  |  |  |
| 1. Instruction sequence effectively integrates literacy with content learning and ILA indicators are addressed. |  |  |  |  |  |
| 1. Plan creates a literate environment |  |  |  |  |  |
| 1. Effective use of Assessment to demonstrate impact on student learning of literacy skills |  |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | | | | |
| **Incorporating Literacy** | **2-3 ILA indicators addressed.** | **4-5 ILA indicators addressed.** | **6-7 ILA indicators addressed.** | **8-10 ILA indicators addressed.** |
| **Please mark and explain how you addressed each of the ILA Standards’ Indicators as you completed this chart.** | \_\_\_\_\_1.1 Foundations of reading and writing development and processes  \_\_\_\_\_1.3 Understand the role of professional judgment and practical  knowledge for improving all students’ reading development and  achievement.  \_\_\_\_\_2.1 Use foundational knowledge to design or implement an  integrated comprehensive and balanced curriculum.  \_\_\_\_\_2.2 Use appropriate and varied instructional approaches, including  those that develop word recognition, language comprehension,  strategic knowledge and reading/writing connections.  \_\_\_\_\_2.3 Use a wide range of texts (narrative, expository and poetry  from traditional print, digital and online resources.  \_\_\_\_\_3.1 Understand types of assessments and their purposes,  strengths and limitations.  \_\_\_\_\_3.2 Select, develop, administer and interpret assessments, both  traditional and electronic.  \_\_\_\_\_3.3 Use assessment information to plan and evaluate instruction.  \_\_\_\_\_3.4 Communicate assessment results and implications to a variety  of audiences.  \_\_\_\_\_4.1 Recognize, understand and value the forms of diversity that  exist in society and their importance in learning to read and  write.  \_\_\_\_\_4.2 Use a literacy curriculum and engage in instructional practices  that positively impact students’ knowledge, beliefs, and  engagement with the features of diversity.  \_\_\_\_\_4.3 Develop and implement strategies to advocate for equity.  \_\_\_\_\_5.1 Design the physical environment to optimize students’ use of  traditional, print, digital and online resources in reading and  writing instruction.  \_\_\_\_\_5.2 Design a social environment that is low risk and includes  choice, motivation, and scaffolded support to optimize students’ opportunities for learning to read and write.  \_\_\_\_\_5.3 Use routines to support reading and writing instruction.  \_\_\_\_\_5.4 Use a variety of classroom configurations.  \_\_\_\_\_6.1 Demonstrate foundational knowledge of adult learning theories  and related research about organizational change, professional  development and school culture.  \_\_\_\_\_6.2 Display positive dispositions related to their own reading and writing  and the teaching of reading and writing, and pursue the development of  individual professional knowledge behaviors.  \_\_\_\_\_6.3 Participate individually and with colleagues in professional  development  programs at the school and district levels.  \_\_\_\_\_6.4 Are informed about important professional issues | | | |
| **Total** | **32-34** | **35-40** | **41-44** | **45-50** |

**Assessment # 2**

**Reflecting ILA Standards**

**Textbooks** Chapter Presentations

**Rubric Criteria**

***Students will be placed in groups of 2-4 (ideally based on their content areas) and given a schedule of the reading of the upcoming chapters presentation project.***

***Students will have a chance to choose the means to present their findings to the class:***

* ***PowerPoint (or Prezi) Presentation***
* ***Classroom Learning center;***
* ***Poster Board Presentation.***

**Definition**

Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Capstone**  4 | **Milestones**  3 2 | | **Benchmark**  1 |
| **Organization** | Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive. | Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation. | Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation. | Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation. |
| **Language** | Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience. | Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience. | Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience. | Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience. |
| **Delivery** | Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident. | Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable. | Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative. | Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable. |
| **Supporting Material** | A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic. | Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic. | Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic. | Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic. |
| **Central Message** | Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.) | Central message is clear and consistent with the supporting material. | Central message is basically understandable but is not often repeated and is not memorable. | Central message can be deduced, but is not explicitly stated in the presentation. |

**Assessment # 3**

**3- Stand-Alone Lesson Plans**

**Meeting ILA Standards Indicators**

This rubric was created by the instructor and was based on the major requirement of the course—

**Create 3- Stand-Alone Lesson Plans** **on a reading topic using the Kentucky Core Academic Standards (425 points)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **ILA - Criteria** | **425 pts** | **360 pts** | **300 pts** | **210 pts** | **140 pts** | **70 pts.** |
| **Lesson Plan & Daily Objectives**  **Essential Questions** | All meaningful; fully based on ILA, KCAS, fully aligned, tied to real world, mastered in Lesson Plan | All meaningful; fully based on ILA KCAS, aligned, real world tie, mastery possible as written | All based on ILA KCAS, aligned, suggest real world, mastery in Unit suggested | All suggest ILA KCAS, partially aligned, suggest real world, not fully mastered in Unit | Related to ILA KCAS, poor alignment, minimal real world problems with mastery | Unclear objectives reworded ILA KCAS, not aligned, no real world, not mastered in Unit |
| **Lessons Overview**  1.2: Understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes,  1.3: Understand the role of professional judgment and practical knowledge for improving all students’ reading development and achievement. | Fully developed with strong, compelling theme. Instructional Plan for Learning Literacy Strategies is fully developed with strong daily objectives and assessments fully aligned, excellent strategies that are highly appropriate, strong differentiation that is highly appropriate and with excellent resources listed | Complete with appropriate / important theme. Instructional Plan for Learning Literacy Strategies is complete with additional items; daily objectives and assessments good alignment, strong strategies, strong differentiation and resources listed | Complete with good theme. Instructional Plan for Learning Literacy Strategies is complete with daily objectives and assessments aligned, good strategies, good differentiation and resources listed | Complete with nominal theme. Instructional Plan for Learning Literacy Strategies is complete with daily objectives and assessments related, limited strategies, limited differentiation and resources listed | Some items missing; nominal topic but no theme integrated. Instructional Plan for Learning Literacy Strategies needs work in spots; daily objectives and assessments not aligned, inappropriate strategies listed, inappropriate differentiation and resources | Incomplete with topic or theme not integrated. Instructional Plan for Learning Literacy Strategies is incomplete with daily objectives and assessments not related, one poor or no strategies listed, no differentiation; resources minimal. |
| **Lesson Plans - Knowledge, Reasoning, Performance Skills, Products, Higher Order Thinking**  2.1 Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.  2.2: Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections. | Mastery of knowledge base, fully incorporates higher level reasoning daily, skills mastered; products meaningful, teacher instruction / strategies learning in lesson plan | Mastery of knowledge base, incorporates higher level reasoning daily, skills mastered; products good /help students learn, teacher instruction / strategies learning in lesson plan | Addresses knowledge base, incorporates higher level reasoning, teaches needed skills; products good and help students learn, teacher instruction / strategies learning in lesson plan | Addresses knowledge at basic level, basic higher level reasoning, teaches needed skills; products relate to objectives and real world; teacher instruction / strategies learning in lesson plan | Minimal mastery of knowledge base, minimal higher level reasoning, skills; some products included may not align with objectives, teacher instruction / strategies learning in lesson  plan | Does not master knowledge base, minimal or no higher level reasoning, skills; none or irrelevant products, 4+ lessons st. testing or activity but no instruction |
| **Lesson Plans, Resources, technology**  2.2: Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections.  2.3: Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources. | Meet all template guidelines, excellent sources; provide rich Literacy knowledge base, developmentally appropriate, excellent reading/writing activities, encourages critical thinking, strategies actively use tech / resources; all used effectively, | Meet all template guidelines, approved sources; provide good knowledge base; developmentally appropriate, good reading/writing activities, good source for critical thinking; strategies actively use tech and resources; most used effectively, | Some minor revision needed in template guidelines; approved sources; provide required knowledge base; developmentally appropriate; reasonable reading/writing activities, source for critical thinking; basic best practice; strategies use tech and resources; overall effective use | Revisions needed to meet template guidelines; some not develop appropriate; gaps in required knowledge base some used inappropriately; basic reading/writing activities, basic source for critical thinking; used overall appropriately addresses best practice | Major revisions needed to meet template guidelines; several not develop appropriate; minimal required knowledge base at times used inappropriately; limited reading/writing activities, limited source for critical thinking; limited best practice | Parts of template blank, not developmentally appropriate; fails to meet knowledge base; resources and tech used inappropriately; no evidence of reading/writing activities, not a base for critical thinking |
| **Lesson Plans, Context, Differentiation, Accommodations**  2.3: Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.  4.1: Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write.  4.2: Use a literacy curriculum and engage in instructional practices that positively impact students’ knowledge, beliefs, and engagement with the features of diversity.  5.1: Design the physical environment to optimize students’ use of traditional print, digital, and online resources in reading and writing instruction.  5.3: Use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another; discussions, and peer feedback).  5.4: Use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction. | Lesson plans fully developed; reflect context; excellent incorporation of differentiation and accommodations; excellent lesson sequence; excellent ties between lessons building on each day’s instruction; excellent literacy component, excellent classroom configurations system to maximize learning | Lesson plans fully developed; reflect context; good incorporation of differentiation and accommodations; good lesson sequence; good ties between lessons building on each day’s instruction; good literacy component, effective classroom configurations system to maximize learning | Lesson plans well developed; reflect context; good incorporation of differentiation and accommodations; good lesson sequence; basic ties between lessons building on each day’s instruction; good literacy component, good classroom configurations system to maximize learning | Lesson plans adequately developed; basic reflection of context; incorporates differentiation and accommodations; basic lesson sequence; basic ties between lessons building on each day’s instruction; basic literacy component, basic classroom configurations system to maximize learning | Lesson plans basic developed; limited reflection of context; cites differentiation / accommodations but not incorporated; limited lesson sequence; few ties between lessons instruction does not build; limited literacy component, limited classroom configurations system to maximize learning | Lesson plans not developed; no reflection of context; cites differentiation / accommodations but not incorporated; no lesson sequence; no ties between lessons instruction does not build; no literacy component eneffective classroom configurations system to maximize learning evidence, |
| **Assessments**  3.1: Understand types of assessments and their purposes, strengths, and limitations.  3.2: Select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes.  3.3: Use assessment information to plan and evaluate instruction.  3.4: Communicate assessment results and implications to a variety of audiences. | Effective formative assessment throughout, pre / post test meet all guidelines; effectively measures literacy skills,  Culminating demonstrates mastery of Objectives/ effective summative assessment; template complete; self-assessment effective, | Good formative assessment throughout, pre / post test meet guidelines; effectively measures literacy skills, Culminating demonstrates mastery of Objectives. / effective summative assessment;  template complete; good self-assessment | Basic formative assessment throughout, pre / post test meet guidelines; basically measures literacy skills, Culminating addresses mastery of Objectives. / good summative assessment; template complete; good self-assessment | Formative assessment needs revision, pre / post test meets basic guidelines; the measurement of literacy skills needs revisions, Culminating does not address all ob / basic summative assessment; template missing a few items; basic elf-assessment | Formative assessment not used for feedback, pre/post test doesn’t address mastery; limited measurement of literacy skills, good culminating activity but doesn’t align with Unit Obj/ basic summative assessment; template missing a few items; no self-assessment | Poor or no formative assessment, pre/post test not effective ; no evidence of measurement of literacy skills, poor culminating activity that doesn’t align with Unit Obj/ poor summative assessment; template missing several items; no self-assessment |

**Assessment # 4**

**Field Hours and Required Reflections**

***During this course you will complete the following:***

* **20 hours in a classroom:** You will be assigned to work with a public school teacher **in your content area** and some will continue to work with this class in the methods course spring semester. During this semester you will learn **how to impact student learning** through reading and writing **within the discipline** as you will work with real students.
* **3 hours Tutoring / work with ELL student**. This will be assigned in the Adair County Schools (and/or other school districts approved by your instructor).
* **2 hours - Middle/High School - Family**: During the semester the class will plan an **evening family** event that will include reading and writing in the middle school setting. You may choose to coordinate this experience as your **Leadership Project**.
* **5 hours of Camp Safari Sessions at ACES**: You will be assigned a day to work with Camp Safari and given an assignment according to their curriculum. Remember, this is elementary so you will keep instruction on that level. Part of the KY field requirements is that you adapt instruction for all three levels: elementary, middle, and high school. If possible, incorporate what you have learned in this course for literacy instruction in the content areas.

**Make a “log” entry for each practicum visit.**

* **Date each entry and note grade level, number of students, and subject being taught.** Complete all codes as listed on the form for **KFETS**.
* **Describe instructional strategies and groupings**. Note new ideas for instruction, assessment, and classroom management you discover. Draw any parallels to what we are studying in class. During your visits when you are not involved in instruction, write a detailed, **reflective log** entry in **narrative format** giving an account of what **you observe** happening in the classroom. Do not make this a simple list of what happened, but an **anecdotal record** of your experience with **full reflection** on what you learned and what questions you have.
* If you are involved in instruction during your visit, **include a detailed outline** of what you did. Include the **written outline or lesson** plan that you prepared.
* Following your experience **reflect on what you did**, what you learned, how the students responded, feedback from the teacher, and what you would do differently next time and why.
* If you only observed during the class, reflect on how you plan to implement what you are learning.
* **Create the log and save as a Word document**. When entering in **KFETS**, you will be able to **copy and paste** your reflection.
* Each **reflection** must be at least **a page in length**. No two reflections should have similar wording or show a copy/ paste. If they do, you will only be given credit for one (1) field log entry.
* Make **a hard copy** of the entry for your **practicum notebook** to be turned in at the **end of the semester** for your official file.

**Field Hours and Required Reflections**

**Rubric**

**The rubric was created by the instructor and was based on the major requirement of the course—30 hours of field experience.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Unacceptable**  **(150 Points)** | **Emerging**  **(200 Points)** | **(Developing**  **250 Points)** | **Exemplary**  **(300 Points)** |
| **Field hours and required reflections submitted on time**  **(300 pts.)** | **30 field hours** Documented in the content classroom.  Few reflections submitted.  Limited observation hours appropriately inputted into **KFETS** | **30 field hours** Documented in the content classroom.  Some reflections submitted.  Most observation hours appropriately inputted into **KFETS** | **30 field hours** Documented in the content classroom.  Required reflections submitted.  Observation hours appropriately inputted into **KFETS** | **30 field hours** Documented in the content classroom.  Well crafted required reflections and other components submitted  Observation hours appropriately inputted into **KFETS** |
|  | | | | |
| **ILA Reflection** | 2-3 indicators addressed. | 4-5 indicators addressed. | 6-7 indicators addressed. | 8-10 indicators addressed. |
| Please write a brief self-reflection on how you addressed each **ILA Standard Indicator** during your field experience. | \_\_\_\_\_1.1 Foundations of reading and writing development and processes  \_\_\_\_\_1.3 Understand the role of professional judgment and practical  knowledge for improving all students’ reading development and  achievement.  \_\_\_\_\_2.1 Use foundational knowledge to design or implement an  integrated comprehensive and balanced curriculum.  \_\_\_\_\_2.2 Use appropriate and varied instructional approaches, including  those that develop word recognition, language comprehension,  strategic knowledge and reading/writing connections.  \_\_\_\_\_2.3 Use a wide range of texts (narrative, expository and poetry  from traditional print, digital and online resources.  \_\_\_\_\_3.1 Understand types of assessments and their purposes,  strengths and limitations.  \_\_\_\_\_3.2 Select, develop, administer and interpret assessments, both  traditional and electronic.  \_\_\_\_\_3.3 Use assessment information to plan and evaluate instruction.  \_\_\_\_\_3.4 Communicate assessment results and implications to a variety  of audiences.  \_\_\_\_\_4.1 Recognize, understand and value the forms of diversity that  exist in society and their importance in learning to read and  write.  \_\_\_\_\_4.2 Use a literacy curriculum and engage in instructional practices  that positively impact students’ knowledge, beliefs, and  engagement with the features of diversity.  \_\_\_\_\_4.3 Develop and implement strategies to advocate for equity.  \_\_\_\_\_5.1 Design the physical environment to optimize students’ use of  traditional, print, digital and online resources in reading and  writing instruction.  \_\_\_\_\_5.2 Design a social environment that is low risk and includes  choice, motivation, and scaffolded support to optimize  students’ opportunities for learning to read and write.  \_\_\_\_\_5.3 Use routines to support reading and writing instruction.  \_\_\_\_\_5.4 Use a variety of classroom configurations.  \_\_\_\_\_6.1 Demonstrate foundational knowledge of adult learning theories  and related research about organizational change, professional  development and school culture.  \_\_\_\_\_6.2 Display positive dispositions related to their own reading and  writing and the teaching of reading and writing, and pursue the  development of individual professional knowledge behaviors.  \_\_\_\_\_6.3 Participate individually and with colleagues in professional development  programs at the school and district levels.  \_\_\_\_\_6.4 Are informed about important professional issues | | | |
| **Total** | **65-71** | **72-81** | **82-91** | **92-100** |

**Assessment # 5**

**Signature Writing Assignment**

**Literacy instruction in the content areas**

***Students will read a minimum of 5 professional, peer reviewed articles on literacy instruction in the content areas, and write an essay pinpointing recent essential research-based practices of literacy instruction in the content areas.***

**RUBRIC**

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| **Written Communication VALUE Rubric**  *for more information, please contact value@aacu.org* |  |

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses.  The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can by shared nationally through a common dialog and understanding of student success.

**Definition**

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

**Framing Language**

This writing rubric is designed for use in a wide variety of educational institutions. The most clear finding to emerge from decades of research on writing assessment is that the best writing assessments are locally determined and sensitive to local context and mission. Users of this rubric should, in the end, consider making adaptations and additions that clearly link the language of the rubric to individual campus contexts.

This rubric focuses assessment on how specific written work samples or collectios of work respond to specific contexts. The central question guiding the rubric is "How well does writing respond to the needs of audience(s) for the work?" In focusing on this question the rubric does not attend to other aspects of writing that are equally important: issues of writing process, writing strategies, writers' fluency with different modes of textual production or publication, or writer's growing engagement with writing and disciplinarity through the process of writing.

Evaluators using this rubric must have information about the assignments or purposes for writing guiding writers' work. Also recommended is including reflective work samples of collections of work that address such questions as: What decisions did the writer make about audience, purpose, and genre as s/he compiled the work in the portfolio? How are those choices evident in the writing -- in the content, organization and structure, reasoning, evidence, mechanical and surface conventions, and citational systems used in the writing? This will enable evaluators to have a clear sense of how writers understand the assignments and take it into consideration as they evaluate

The first section of this rubric addresses the context and purpose for writing. A work sample or collections of work can convey the context and purpose for the writing tasks it showcases by including the writing assignments associated with work samples. But writers may also convey the context and purpose for their writing within the texts. It is important for faculty and institutions to include directions for students about how they should represent their writing contexts and purposes.

Faculty interested in the research on writing assessment that has guided our work here can consult the National Council of Teachers of English/Council of Writing Program Administrators' White Paper on Writing Assessment (2008; www.wpacouncil.org/whitepaper) and the Conference on College Composition and Communication's Writing Assessment: A Position Statement (2008; www.ncte.org/cccc/resources/positions/123784.htm)

**Glossary**

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

* Content Development: The ways in which the text explores and represents its topic in relation to its audience and purpose.
* Context of and purpose for writing: The context of writing is the situation surrounding a text: who is reading it? who is writing it? Under what circumstances will the text be shared or circulated? What social or political factors might affect how the text is composed or interpreted? The purpose for writing is the writer's intended effect on an audience. Writers might want to persuade or inform; they might want to report or summarize information; they might want to work through complexity or confusion; they might want to argue with other writers, or connect with other writers; they might want to convey urgency or amuse; they might write for themselves or for an assignment or to remember.
* Disciplinary conventions: Formal and informal rules that constitute what is seen generally as appropriate within different academic fields, e.g. introductory strategies, use of passive voice or first person point of view, expectations for thesis or hypothesis, expectations for kinds of evidence and support that are appropriate to the task at hand, use of primary and secondary sources to provide evidence and support arguments and to document critical perspectives on the topic. Writers will incorporate sources according to disciplinary and genre conventions, according to the writer's purpose for the text. Through increasingly sophisticated use of sources, writers develop an ability to differentiate between their own ideas and the ideas of others, credit and build upon work already accomplished in the field or issue they are addressing, and provide meaningful examples to readers.
* Evidence: Source material that is used to extend, in purposeful ways, writers' ideas in a text.
* Genre conventions: Formal and informal rules for particular kinds of texts and/or media that guide formatting, organization, and stylistic choices, e.g. lab reports, academic papers, poetry, webpages, or personal essays.
* Sources: Texts (written, oral, behavioral, visual, or other) that writers draw on as they work for a variety of purposes -- to extend, argue with, develop, define, or shape their ideas, for example.

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*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

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|  | **Capstone**  4 | **Milestones**  3 2 | | **Benchmark**  1 |
| **Context of and Purpose for Writing**  *Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).* | Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. | Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context). | Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions). | Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience). |
| **Content Development** | Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work. | Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work. | Uses appropriate and relevant content to develop and explore ideas through most of the work. | Uses appropriate and relevant content to develop simple ideas in some parts of the work. |
| **Genre and Disciplinary Conventions**  *Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).* | Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including  organization, content, presentation, formatting, and stylistic choices | Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices | Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation | Attempts to use a consistent system for basic organization and presentation. |
| **Sources and Evidence** | Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing | Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing. | Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing. | Demonstrates an attempt to use sources to support ideas in the writing. |
| **Control of Syntax and Mechanics** | Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free. | Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors. | Uses language that generally conveys meaning to readers with clarity, although writing may include some errors. | Uses language that sometimes impedes meaning because of errors in usage. |

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| **Essay Rubric** | **Developing** | **Needs Improvement** | **Accomplished** | **Exemplary** |
| **Identify and summarize the research based literacy practices**  **ILA 1.1** | Literacy practices are not identified accurately and Literacy practice components are not summarized correctly. | Literacy practices are not identified accurately or Literacy practice components are not summarized correctly. | Literacy practices are identified accurately. Literacy practice components are summarized correctly. | Literacy practices are identified accurately and in depth. Literacy practice components are summarized correctly. |
| **Describe connections between the research and national/state literacy standards**  **ILA 1.1, 6.4** | Connections between the literacy practices and national/state standards are not accurate. | Connections between the literacy practices and national/state standards are somewhat accurate. | Connections between the literacy practices and national/state standards are accurate. | Connections between the literacy practices and national/state standards are accurate and include a rationale for selection. |
| **Explain how to implement a plan for literacy in the content areas curriculum**  **ILA 6.3** | A plan for implementation within a literacy in the content areas curriculum is not specified and lacks connection to literacy instruction. | A plan for implementation within a literacy in the content areas curriculum is not specific with limited connections to literacy instruction. | A plan for implementation within a literacy in the content areas curriculum is specific with a connection to literacy instruction. | A plan for implementation within a literacy in the content areas curriculum is specific with connections to multiple areas of literacy instruction. |
| **Identify training needs for consistency in literacy** in the content areas **implementation**  **ILA 6.1, 6.2** | Training needs for literacy in the content areas practices implementation are missing. | Training needs for literacy in the content areas practices implementation are unclear. | Training needs for literacy in the content areas practices implementation are clearly identified. | A plan for implementation within a literacy in the content areas practices curriculum is specific with connections to multiple areas of literacy instruction. |
| **Control of Syntax and Mechanics** | Uses language that sometimes impedes meaning because of errors in usage. Paper is not organized and does not follow format. Mechanical errors are present. Errors with APA style. | Uses language that generally conveys meaning to readers with clarity, although writing may include some errors (spelling, grammar). Writing style is coherent. Errors with APA style. | Uses straightforward language that generally conveys meaning to readers. The language in the writing has few errors. Paper is organized, with no mechanical errors (spelling, grammar). Few errors with APA style. | Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error- free. Paper is well organized and adheres to APA style and format. No mechanical errors (spelling, grammar) are evident. |
| **Total** | **65-71** | **72-81** | **82-91** | **92-100** |

**Assessment # 6**

**Reflecting on ILA Standards**

**EDUC 3523**

**FINAL EXAM**

***Will be administered at the end of the semester***

**Assessment # 7**

**Professional Membership**

1. **Student will seek membership and participation in the Kentucky Education Association Student Program (KEA) and Kentucky Reading Association (KRA)/Cumberland Reading Council.**
2. **In addition student are encouraged to seek membership and participation in one other professional organization such as the ILA, NCTE/ALAN.**
3. **Students will seek attendance at one or more professional Conferences/PGP/PLC.**

Rubric

This rubric was created by the instructor and was based on the major requirement of the course—

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| **Professional Growth** | **1-2 ILA indicators addressed.** | **3-4 ILA indicators addressed.** | **5-6 ILA indicators addressed.** | **7-8 ILA indicators addressed.** |
| **Please mark and explain how you met each of these ILA Standards’ Indicators.** | \_\_\_\_\_1.1 Foundations of reading and writing development and  processes  \_\_\_\_\_1.3 Understand the role of professional judgment and practical  knowledge for improving all students’ reading development and achievement.  \_\_\_\_\_4.1 Recognize, understand and value the forms of diversity that  exist in society and their importance in learning to read and  write.  \_\_\_\_\_4.3 Develop and implement strategies to advocate for equity.  \_\_\_\_\_6.1 Demonstrate foundational knowledge of adult learning  theories  and related research about organizational change,  professional development and school culture.  \_\_\_\_\_6.2 Display positive dispositions related to their own reading and  writing and the teaching of reading and writing, and pursue  the development individual professional knowledge  behaviors.  \_\_\_\_\_6.3 Participate individually and with colleagues in professional  development  programs at the school and district levels.  \_\_\_\_\_6.4 Are informed about important professional issues | | | |
| **Total** | **5-10** | **11-20** | **21-30** | **31-40** |

**EDUC 3523 - Tentative Schedule:**

**FALL - 2018**

Please remember that this COURSE SCHEDULE IS TENTATIVE AND IS SUBJECT TO CHANGE WITH OR WITHOUT NOTICE.

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| **Week** | **Content** | **Other Information** |
| Week – 1  August 21-24 | Syllabus  Get to Know You  Organize Groups by Content Area  **Make More Video:**  **https://www.youtube.com/watch?v=I-ctFw-eoYY**   * **Assignment Dates** |  |
| Week - 2  August 27-31 | * **Kentucky Content Academic (KAS)** * **International**   **Literacy Association**  **Standards Indicators**  **Upload Artifacts into Electronic Portfolio**  Signed Syllabus due   * Literacy in Middle and Secondary School |  |
| **Week 3**  September 4-7 | * Literacy and Language Processes: Thinking, Reading, and Writing in First and Second Language |  |
| **Week 4**  September 10-14 | **Evaluating Literacy Instructional Material**  **September 05 – Trip to Moss Middle School – Bowling Green** |  |
| **Week 5**  September 17-21 | * **Comprehension Instruction in Content Area** * The Comprehension Processes and Comprehension Instruction * Comprehension Levels, Teacher Questions, and comprehension Instruction   **Submit logs and cover sheet with cooperating teacher signature**  **ASSIGN.  1st set of observations due**  **Field Experience Observations –**  **September 11**  **(5 hrs. total)** | Malvina Farkle  Wednesday  September 12 |
| **Week 6**  September 24-28 | * **Vocabulary Learning In Content Areas (Tiered Vocabulary)** |  |
| **Week 7**  September 24-28 | * **Teaching Literacy for Multicultural/Multilingual Students Multilingual/Multicultural Settings**   **ASSIGN. 2nd set of observations due**  **Field Experience Observations - 10 hrs. September 27** |  |
| **Week 8**  October 08-12 | * **Reading Across the Curriculum**   Submit logs and cover sheet with cooperating **teacher signature.**  **ASSIGN. 3rd set of observations due 15 hrs.**  **October 02** | **Adair County Schools –**  **Fall Break** |
| October  October 15-19 | ***LWC - Fall BREAK***  ***☺*** |  |
| **Week 9**  October 22-26 | * **Writing Across the Curriculum** * **ELL Lesson Plan – Due Oct. 16** |  |
| **Week 10**  October 29-31  November 1-2 | * Assessment of Student Progress in Subject Area Reading and Writing   **Vocab Lesson Plan – Due Oct. 25**  **Research Paper - Signature Writing Paper due on October 23** | Oct – 25  **Professional Development:**  **4:00 p.m. Room 200** |
| **Week 11**  November 5-9 | * **Diversity in The classroom: Meeting the Needs of All Students** |  |
| **Week 12**  November 12-16 | **Content Learning, collaboration, and Literacy**   * **Video; Video Lesson Plan; Revised Lesson Plan** * **Rational for the Video** * **Contextual Data Teaching and Learning Statement**   **ASSIGN. 4th set of observations due 20 hrs.**  **November 06** | * **Nov. 8 Professional Development:** |
| **Week 13**  November 19-23 | **Developing Lifelong Readers and Writers**  **Submit the classroom teacher’s Evaluation and Signed Record of Field Experience.**  **Deadline for students in schools doing field observation.**  Submit logs and cover sheet with **cooperating teacher signature** **experiences.** |  |
| **Week 14**  November 26-30 | **All field experience items are due.**  **Nov. 20 - Complete Practicum Portfolio Due Review for Finals**  **Exit Interview – November 20** |  |
| **Finals Week** | **ASSIGN. All sets of observation logs on KEFTS and hard copies of observations due on November 27 (no exceptions).**  **Review for Final Exam**  **November 27 - All field experience items are due on November 27**  (All 30 hours**- (No Exceptions)**).  Overall Field Hours Reflection: Due November 29 |  |
| December 10-14 | **Dec – 04**  **Finals** |  |
| December - 09  **Saturday** | **Fall 2017 - Commencement**  **(10:00 a.m. CDT)** | **10:00 a.m. CDT)** |

***Happy Learning!***