

EDUC 334P/534P: Methods of Teaching Literacy in Secondary Schools

| | |
|--|--|
| Instructor: Dr. Regula Schmid Email: rschmid@sandiego.edu Office Hours: By appointment and before and after class | Instructor: Dr. Suzanne Stolz Email: sstolz@sandiego.edu Office Hours: M: 2:00-4:00, 7:30-8:00 W: 2:00-4:00, 7:30-8:00 and by appointment in MRH #253 |
|--|--|

Place/Time: MRH Room 131, 4:40-7:30pm, Monday

Textbook: *Lattimer, Heather. *Reading for Learning: Using Discipline-based Texts to Build Content Knowledge*. 2010.
*Additional supplemental texts will also be assigned and distributed through Blackboard. See weekly course breakdown for readings.

Course objectives:

This class will prepare candidates to meet the following objectives— CA

Teacher Performance Expectations:

*TPE 1. C – Engaging and supporting students in learning

*TPE 4. D – Planning instruction and designing learning experiences for students

*TPE 5. B – Assessing Student Learning

For more information on TPEs -- <http://www.ctc.ca.gov/educator-prep/TPA-files/CandidateHandbook-AppendixA-TPEs.pdf>

edTPA (Teacher Performance Assessment): Planning:

*What do your students know, what can they do, and what are they learning to do?

*What do you want your students to learn? What are the important understandings and core concepts you want students to develop within the learning segment?

*What instructional strategies, learning tasks, and assessments will you design to support student learning and language use?

Instruction:

*What kinds of learning tasks actively engage students in the central focus of the learning segment?

*How will you elicit and build on student responses in ways that develop and deepen content understanding?

*In what ways will you connect new content to your students' prior academic learning and personal, cultural, or community assets during your instruction?

Assessment

*How will you gather evidence and make sense of what students have learned?

*How will you provide meaningful feedback to your students?

*How will you use evidence of what students know and are able to do to plan next steps in instruction?

*How will you identify evidence of and explain students' use of language that demonstrates the development of content understanding?

For more information on edTPA -- <http://edtpa.aacte.org>

Course requirements and assessment plan:

The course assignments are as follows:

1. **Attend all class meetings and actively participate in all class discussions and activities. (25%)**
 - Attend all class meetings and arrive on time. Students may be excused only if the instructor is notified in advance. Multiple absences, even if excused, will affect course grade. Late arrivals will also affect your course grade.
 - Come prepared to actively participate in class discussions and learning activities.

2. **Complete a series of eight focused discussion board posts regarding the course readings and your practicum or student teacher placement. (25%)**
 - Posts will ask you to examine and reflect on the course readings, classroom observations and your interactions with students.
 - Writing about what you see and think about your classroom observations is a crucial component of this course.
 - All posts must be completed on time to be eligible for full credit. Late posts may earn **up to half credit**.
 - Posts will be evaluated individually for their adherence to the post prompt, and the degree to which they reflect your understanding of course material as presented in class and through course readings.

3. **Plan and present a mini-lesson that makes content accessible through targeted literacy strategies. (25%)**
 - Plan a 15-20 min. literacy-grounded lesson appropriate to your content area and grade level.
 - Present lesson to EDUC 334/534 class **before** teaching it to students. Collect and reflect on feedback from peers and mentor(s).
 - Teach the lesson in practicum / student teaching classroom. Collect student work.
 - Analyze student work. Write up lesson, student work analysis, and reflection using specified format.
 - Attach observer notes and student work samples from the lesson. Observer notes can come from cooperating teacher or university supervisor.
 - This paper is due in week 7 and will not be accepted late without prior approval of the instructor. Late papers without prior approval are subject to a 10% grade reduction.

4. **Plan, teach, assess, and reflect on a full period lesson that demonstrates your ability to monitor student learning during instruction. (25%)**
 - Plan a 45-50 min. lesson appropriate to your content area and grade level. The lesson should use targeted literacy strategies to make content accessible and anticipate strategies

to monitor and respond to student learning during instruction.

- Present lesson to EDUC 334/534 class **before** teaching it to students. Collect and reflect on feedback from peers and mentor(s).
- Teach the lesson in practicum / student teaching classroom. Collect student work.
- Analyze student work. Write up lesson, analysis of student work, and reflection using specified format.
- Attach observer notes and sample student work from the lesson. Observer notes can come from cooperating teacher or university supervisor.
- This assignment is the “Embedded Signature Assessment” for this course.
- This paper is due at or before our final class meeting and will not be accepted late without prior approval of the instructor.

5. **Complete a practicum of on-site classroom observation.**

- Observe and support instruction in the classroom of the cooperating teacher for a minimum of 50 hours.
- Teach three lessons (two are required for course assignments) to students in the practicum classroom.
- Earn a satisfactory practicum evaluation from your cooperating teacher and supervisor.
- Successfully completing the practicum is a course requirement. If the practicum is not successfully completed then the candidate must repeat the course.

NOTE: Practicum assignments are arranged through the Field Experience Placement Office. Candidates who are enrolled in the MCC program are enrolled in student teaching assignments that, if successfully completed, fulfill the practicum requirement for EDUC 534.

Each Multiple Subject and Single Subject credential course contains an Embedded Signature Assignment (ESA). These ESAs are intended to assess important candidate skills and abilities, identify areas of strength and challenge, and contribute to successfully completing the Teaching Event during student teaching. The Teaching Event assesses your ability to plan, implement and assess an instructional unit within the specific context of your student teaching classroom, and reflect on the outcome. The ESA will be scored both as part of your course grade and as part of your on-going, program-level TPE Assessment.

Class schedule:

The grid below provides a general overview of topics and assignments in EDUC 334/534. This list is subject to change and additional readings may be assigned as needed.

| Week | Course Content | Assignment DUE this class |
|------|----------------|----------------------------------|
|------|----------------|----------------------------------|

| | | |
|-----------|---|---|
| 1 9/11 | <ul style="list-style-type: none"> ● Introductions ● Syllabus and expectations ● Practicum placements ● What does it mean to be literate in your content area? ● Reading: “Ell ‘Shadowing’ Brings Instructional Gaps to Light” by Liana Heitin, Aug. 24, 2011, http://goo.gl/mSTOAL ● Review of first discussion post assignment | <p>*Acquire: Lattimer, H (2010). <i>Reading for Learning: Using Discipline-based Texts to Build Content Knowledge</i>.</p> |
| 2 9/18 | <ul style="list-style-type: none"> ● Reintroductions ● Practicum placements ● Discussion of the Academic Language video ● Brick and Mortar Words ● What does language support look like? ● Looking at content area textbooks ● Productive and Receptive Literacy Demands | <p>*Bring in a textbook or text you use (if don't use textbook) from your content area</p> <p>*Watch Academic Language video http://goo.gl/SmUV1</p> <p>*Visit site placement and begin working on post #1.</p> |
| 3 9/25 | <ul style="list-style-type: none"> ● Practicum placements ● Examining Freeman chapter 1 ● Common Core Standards for Literacy ● Characteristics of content classrooms that support literacy ● Looking at a Science Lesson (Lattimer) ● Readings from your posts (protocol) | <p>*Complete Discussion Board Post #1 by 1pm</p> <p>*Read Lattimer introduction and bring the book to class.</p> <p>*Who May Be Literate?</p> <p>*Watch TED talk about “The Single Story” http://goo.gl/uIC6g</p> <p>*Bring Freeman and Freeman Chapter 1. (You may have this from your EL class. I will make it available via blackboard as well.)</p> |
| 4 10/2 | <ul style="list-style-type: none"> ● Practicum discussions ● Readings from you posts ● Text selection and modification ● Your prepared texts ● Mini Lesson Assignment explanation | <p>*Complete Discussion Board Post #2 by 1pm</p> <p>*Read Lattimer Chapter 1: Selecting Texts</p> <p>*Bring in a text that has been prepared for students. You can find it or make it. (This will make more sense after you read chapter 1.)</p> |
| 5 10/9 | <ul style="list-style-type: none"> ● Practicum discussions ● Interpreting student data ● Supporting comprehension ● Readings from your posts | <p>*Read Lattimer Chapter 3: Supporting Comprehension</p> <p>*Complete Discussion Board Posts #3 by 1pm.</p> |

| | | |
|-------------|--|--|
| 6 10/16 | <ul style="list-style-type: none"> Welcome visitors Mini-lesson draft break out groups Focusing the Reading Global thematic connections: Preparing for a major text. | <p>*Bring a complete version of your mini-lesson plan including: The student reading, handouts, and notes to yourself on how you plan to present the material to students.</p> <p>*Read Lattimer Chapter 2: Focusing the Reader</p> |
| 7 10/23 | <ul style="list-style-type: none"> Practicum discussion Teaching vocabulary Looking at your word lists | <p>*Teach your mini-lesson and complete the write up of the lesson.</p> <p>*Read Lattimer Chapter 4: Developing Academic Vocabulary</p> <p>*Bring a list of tier 1 and tier 2 words. (Read Lattimer for explanation of tier 1 and 2.)</p> |
| 8 10/30 | <ul style="list-style-type: none"> Practicum discussions Constructing understanding Teach like a champion Socratic Seminar Full Period Lesson Explanation | <p>*Reading “The Words Students Need” http://goo.gl/btv4C</p> <p>*See also http://goo.gl/I0EeS for a list of some academic words students need.</p> |
| 9 11/6 | <ul style="list-style-type: none"> Practicum discussions Your examples of constructing understanding Additional pedagogy for constructing understanding Intersubjectivity and Accountable Talk | <p>*Read Lattimer Chapter 5: Constructing Understanding</p> <p>*Bring an example of constructing understanding from your content area. (Hint: Read Lattimer first.)</p> |
| 10 11/13 | <ul style="list-style-type: none"> Full Period Lesson Presentations Readings from your posts Discussion of readings: A team approach Writing to Learn Looking at the student writing you brought Collaborative Writing | <p>* Complete Discussion Post # 4 due by 1pm</p> <p>*Kelly Gallagher: Using Assessment to Drive Better Student Writing from Teaching Adolescent Writers</p> <p>*Carol Jago: Peer Assessment and Self Assessment from Papers Papers Papers</p> <p>*Bring 4 copies of a piece of student writing (with student name redacted).</p> |
| 11 11/20 | <ul style="list-style-type: none"> Full Period Lesson Presentations Last class expectations Readings from your posts I have deliberately left some space in this class to accommodate anything we need to spend more time on or revisit. | <p>*Discussion Post #5 due by 1pm</p> <p>*Reading TBD</p> |

| | | |
|-------------|--|---|
| 12 11/27 | <ul style="list-style-type: none"> • Full Period Lesson Presentations • Readings from your posts • Digital Literacy | <ul style="list-style-type: none"> *Complete Discussion Board Posts #6 due by 1pm. *Reading: Chapter 1 of Because Digital Writing Matters *Providing Literacy Support Using Technology and UDL *Developing Critical Thinking Through Web Research Skills. http://goo.gl/C38iF |
| 13 12/4 | <ul style="list-style-type: none"> • Digital Literacy continued • Readings from your posts | <ul style="list-style-type: none"> *Developing Critical Thinking Through Web Research Skills. http://goo.gl/C38iF *Complete Discussion Board Post #7 by 1pm |
| 14 12/11 | <ul style="list-style-type: none"> • Final reflections and discussion • Readings from your posts • Your literacy lessons for us | <ul style="list-style-type: none"> *Complete Full Period Lesson Write Up. Upload (including all attachments) to Blackboard or turn in hard copies *Complete Discussion Board Post # 8 by 1pm |

Incomplete Grades:

The grade of Incomplete (“I”) may be recorded to indicate (1) that the requirements of a course have been substantially completed but, for a legitimate reason, a small fraction of the work remains to be completed, and, (2) that the record of the student in the course justifies the expectation that he or she will complete the work and obtain the passing grade by the deadline. It is the student’s responsibility to explain to the instructor the reasons for non-completion of work and to request an incomplete grade prior to the final class meeting. Students who receive a grade of incomplete must submit all missing work no later than the end of the tenth week of the next regular semester, otherwise the “I” grade will become a permanent “F.”

Requests for Accommodation:

Reasonable accommodations in accordance with the Americans with Disabilities Act will be made for course participants with disabilities who require specific instructional and testing modifications. Students with such requirements must identify themselves to the University of San Diego Disability Services Office (619.260.4655) before the beginning of the course. Every effort will be made to accommodate students’ needs, however, performance standards for the course will not be modified in considering specific accommodations.

Discussion Board Post Requirements:

As a requirement of this course you will write a series of focused discussion board posts regarding the course readings and your practicum experience following the numbered prompts below. In all

posts it is best to be as specific and detailed as possible. *Your posts should range from 700-1500 words depending on the requirements of that specific post assignment.*

Posts

#1 Describe the context of your student teaching or practicum environment. Include a description of the school as a whole and the classroom you are working in. (Don't forget subject and grade level.)

Include aggregate demographic data about the student population for the school and the students in your class. Describe what you have seen so far. What do you have questions about?

Due Week 3 by 1pm.

#2 Describe the types of academic language used in your placement classroom. Consider both receptive and productive literacy demands. Include details about the ways the teacher uses academic language and the ways the students use it. What academic language supports are visible in the classroom? What other academic language supports do you see happening for students in the classroom? How might these language supports be adjusted in the future based on student performance? Be specific and descriptive. (Don't write, "There are vocabulary charts on the wall." Try, "There are three charts that list all of the vocabulary students will need to read Act I, II and III of The Crucible. Words include...") **Due Week 4 by 1pm.**

#3 Describe the types of texts students are exposed to in your placement classroom. Include the source and genre of these texts. Are any of the texts "authentic" to the discipline? How are these texts used by the teacher and students? What are the language demands of the texts used in the classroom? (Remember the language demands of a text go far beyond vocabulary.) What comprehension supports are in place for all students? What comprehension supports are in place for students struggling with the texts? How might reading expectations be modified in this class to further support student achievement and/or content knowledge? How are gifted students challenged? **Due Week 5 by 1pm.**

#4 Describe speaking opportunities for students in your placement classroom. Look at everything students say, both to the teacher and to each other. If possible, try to guesstimate what percentage of their speech is "on-task". With their permission, record and transcribe a brief 3-5 minute conversation students are having about their content material. What types of academic language are they using (or not using)? What do you learn from looking closely at their conversation? **Due Week 10 by 1pm.**

#5 Describe the types of writing done in your placement classroom. What does the teacher write? What do the students write? How frequently does writing happen and for what purposes? Consider when the writing happens, in class, for homework etc. Are students meeting writing expectations, why or why not? How could writing expectations be modified to improve student achievement and/or understanding? **Due Week 11 by 1pm.**

#6 Do a focused lesson observation. Now that you know (hopefully) much more about literacy in your content area, observe a lesson with a more practiced eye. Describe the lesson, context, content and assessment. Watch for the receptive demands on students, reading and listening.

How do they respond to those demands? Look at student productive responses, what do they say and write in the course of the lesson. (Remember to be specific.) If you could turn back time and teach the lesson you just observed what would you keep and what would you change, explain why. If you could teach the lesson that comes after this one what would that look like? **Due Week 12 by 1pm.**

#7 Describe the educational technology used in your placement classroom. How does the teacher use it? How do students use it? How do your focus students react to technology tools? What technological literacy is expected of students (and adults) in the classroom? What supports are available for students (and adults) who need help with technology? (If your placement classroom does not have access to much technology, please visit one that does. You need the experience of seeing these tools in use.) **Due Week 13 by 1pm.**

#8 Reflect on your student teaching/practicum experience. What have you learned about your students, yourself, and content area literacy. How will you apply that learning as you move forward on the path to becoming a classroom teacher? **Due Week 14 by 1pm.**

EDUC 334/534 Mini-Lesson Assignment

Instructional Focus: Making Content Accessible (TPE 1.C)

Plan a 15-20 min. literacy-grounded lesson appropriate to your content area and grade level. Your lesson must include a reading appropriate to your content learning goals. The rubric for grading this assessment, and your full period lesson plan, follows the description of the full period plan assignment in this syllabus. Your mini-lesson should include the following elements:

1. **Context/Objective:** Describe the larger instructional context within which the mini-lesson will take place. Description should include the following:
 - a. **Classroom context** – Describe briefly the school and classroom setting: general demographics, grade level, subject, your roll in the classroom and any other relevant contextual information.
 - b. **Content Learning Objective** – What do you want students to know and be able to do at the end of this learning segment? How will the mini-lesson support this content learning objective?
 - c. **Assessed Needs** – What assessed needs prompted this mini-lesson? Why are you choosing to use the proposed literacy strategies to help make content accessible? What learning does this mini-lesson build upon? How will this learning be extended in the future?

2. **Text(s)/Engaging Students in Learning/Deepening Students' Learning:** Describe the text that will be used in the lesson. Attach a photocopy of the text.
 - a. **Description** -- What is the title of the text? Author? Length? What sections of the text will be used? How, if at all, has the text been adapted for student use?
 - b. **Rationale for use** -- Why are you choosing to use this text? How does it respond to the content learning objective for this lesson? How does it respond to the larger learning goals of the learning segment, unit, or course?
 - c. **Academic language demands** -- Describe the academic language demands of the text. What words or phrases may be challenging for students? What are the organizational, stylistic, or grammatical features of the text?
 - d. **Introduction** -- What will you do to introduce the lesson and provide a focus for the reading? Explain how your introduction will respond to the following characteristics of effective pre-reading activities:
 - i. Situate the reading within a larger context
 - ii. Point to an explicit purpose for reading
 - iii. Engage students' curiosity
 - iv. Preview the post-reading response
 - e. **Comprehension support** -- What will you do *during* the reading to support text comprehension? How will your plans provide immediate access to texts? How will your plans help students develop long-term comprehension strategies appropriate to the content area?
3. **Supporting Student Learning:** Describe how the mini-lesson responds to the needs of the students in your classroom.
 - a. **Meeting student needs** -- How does your mini-lesson respond to the needs of individuals and subgroups of students in your classroom?
 - b. **Building on background knowledge** -- How does the mini-lesson draw on students' experiential backgrounds, interests, or prior learning to help them reach the learning segment's standards/objectives?
4. **Evidence of Understanding / Assessment** -- How will you assess students' readiness to engage with the text *prior* to reading? How will you assess students' comprehension of the text *during* the reading? How will you assess students' ability to use and apply comprehension strategies to content texts *beyond* the reading?
5. **Reflection:** Reflect on the learning that takes place as a result of the lesson.
 - a. **Connection to theory & research** -- Discuss the theory behind the design of the lesson. References to specific readings are encouraged. After you've had a chance to teach the lesson...
 - b. **Lesson revision** -- If you could go back and teach this mini-lesson again to the same group of students, what would you do differently? How would the changes improve the student learning?
 - c. **Reflection on teaching and learning** -- Based on your experience teaching this mini-lesson, what did you learn about your students as content readers and learners?

What did you learn about yourself as a teacher of content literacy? How will this learning inform future teaching?

6. **Attachments:**

- a. Include a copy of the student text
- b. Your lesson plan script if you had one
- c. Observer notes from either your cooperating teacher or university supervisor (or both)
- d. Student work samples that reflect the range of the class
- e. One-page maximum lesson plan that lists the objective, standards, and activities
- f. Any other supporting documentation

EDUC 334/534 Final Assignment

Responds to TPE 1.C; 5.B; 4.D

Plan an approximately min. lesson appropriate to your content area and grade level. The lesson should use targeted literacy strategies to make content accessible and monitor student learning. This lesson should focus on EITHER supporting content area reading OR writing OR speaking or a combination of the three.

Procedures:

- Plan your lesson according to the specifications described below.
- Present your lesson plan to the EDUC 334/534 class for feedback
- Implement the lesson in your practicum / student teaching classroom. Collect samples of student work. Write up the lesson, assessment, and reflection using specified format.
- OPTIONAL -- Videotape presentation of the lesson. Analyze videotape and assessment data. Select 5-7 min. clip.
- Due at last class session. Materials must be submitted in hard copy to the instructor by our last class session. It is the “Embedded Signature Assessment” for this course.

Each Multiple Subject and Single Subject credential course contains an Embedded Signature Assignment (ESA). These ESAs are intended to assess important candidate skills and abilities, identify areas of strength and challenge, and contribute to successfully completing the Teaching Event during student teaching. The Teaching Event assesses your ability to plan, implement and assess an instructional unit within the specific context of your student teaching classroom, and reflect on the outcome. The ESA will be scored both as part of your course grade and as part of your on-going, program-level TPE Assessment. You will receive both sets of scores no later than the end of the semester.

Your lesson write-up should include the following elements. You are strongly encouraged to respond to *all* of the questions below.

1. **Context/Objective:** Describe the larger instructional context within which the lesson will take place. Description should include the following:
 - a. Teaching Context – Describe the school and classroom setting where the lesson takes place. Include, demographics, grade level, subject area, room arrangements, and any other details relevant to this lesson.
 - b. Content Learning Objective – What do you want students to know and be able to do at the end of this lesson? What *content* and *literacy* standards does this lesson

address? (Include literacy standards from the Common Core.)

- c. Assessed Needs– What assessed needs prompted this lesson? (i.e. What evidence tells you that your students need this lesson.) What learning does this lesson build upon? How does the lesson support students' *academic language* development? How will this learning be extended in future lessons?

2. **Academic Language:**

- a. Academic language demands: Text(s)-- Describe the academic language demands of the text(s) that will be used in this lesson. What words or phrases may be challenging for students? What are the organizational, stylistic, or grammatical features of the text(s) which might be challenging to all students or sub groups of students? (Lattimer p. 8)
- b. Academic language demands: Productive language -- Describe the productive language expectations of the lesson. Productive language can include both writing and speaking, formal and informal. What are the words or phrases that might be challenging for students or sub groups of students? What are the organizational, stylistic, or grammatical features of the genre?
- c. Students' academic language strengths and needs – Describe the academic language strengths and needs of students with different levels of language proficiency. (see rubric) What will each sub group find challenging about this lesson? What strengths does each sub group bring to the lesson? What will you do to support students' academic language development at each level of language proficiency? Be specific!

3. **Instruction (Supporting Students Learning Needs/Engaging Student in**

Learning/Deepening Student Learning): Design a lesson to help students develop their academic language skills with regard to reading, OR writing, OR speaking or a combination of the three. The lesson should contain the elements listed below.

- a. Introduction -- What will you do to introduce the lesson and provide a focus for the reading, writing, or speaking activity? Explain how your introduction will do the following:
 - i. Situate the reading, writing, or speaking within a larger context and provide purpose
 - ii. Draw on students prior learning and experiential backgrounds
 - iii. Engage students' curiosity
 - iv. Scaffold student understanding
- b. Instructional input – How will you model effective reading, writing, or speaking strategies? What scaffolds will you provide to ensure that all students have access to the lesson? Describe how you will provide different levels of support for sub groups of students with different levels of academic language needs. Describe what you will do AND what the students will do during this time.
- c. Provide an opportunity for students to apply the strategies from your instruction to content-based reading, writing, or speaking.
- d. Application task – Describe the application activity. What will the reading, writing, or speaking opportunities look like for students? How does the application connect with the larger content learning objective?
- e. Instructional support – What scaffolds will be in place to support various students in the

application task? What guiding questions, graphic organizers, and organizational structures will you use to support students in their task? How will these supports provide immediate access to content learning? How will these supports help students develop *long-term* reading, writing, and speaking strategies?

4. **Assessment:** Describe the methods that you will use to assess student learning.
 - a. Modes of assessment – What will you do to assess students’ learning during the instruction? What will you do to assess student learning during the application? How will you assess content literacy development? How will you know students have mastered the material or skill you are teaching?
 - b. Assessment analysis – Analyze student work. What percentage of the student work reflects mastery of the content and literacy objective? Draw conclusions that explain that percentage. What misunderstandings continue to exist? Did the assessment accurately measure the objective you wanted it to? Use specific examples in describing student learning.

5. **Reflection:** Reflect on the learning that took place as a result of the lesson.
 - a. Connection to theory & research -- Discuss the theory behind the design of the lesson. What educational models, theorists, and research support the rationale for the strategies used in this lesson? References to specific readings are highly encouraged. Be sure to explain why the strategies you choose were effective for supporting the academic language development of various students.
 - b. Lesson revision –If you could go back and teach this lesson again to the same group of students, what would you do differently? How would the changes improve the student learning and/or outcomes for specific sub groups of students.
 - c. Reflection on teaching and learning -- Based on your experience teaching this lesson, what did you learn about your students as content readers, writers, and learners? What did you learn from this lesson about yourself as a teacher of content literacy? How will this learning inform future lessons?

6. **Attachments:** Your assignment is not complete without the supporting documentation listed below:
 - a. Copies of reading materials provided to students
 - b. Student work samples, 3-4 showing the range of the class
 - c. Any additional materials that support the lesson, pictures of charts, ppt slides, teacher models, websites, rubrics, etc.
 - d. Observer notes from your university supervisor or cooperating teacher
 - e. One-page maximum lesson plan that lists the objective, standards, and activities

| | | | | |
|--|---|---|---|---|
| | 1 | 2 | 3 | 4 |
|--|---|---|---|---|

| | | | | |
|---|--|--|--|--|
| Objective | <p>a.) Standards, objectives, and learning tasks and materials are <i>not aligned with each other</i>.</p> <p>OR</p> <p>b.) There is no academic language or reading, writing, or speaking objective present with subject area content objective.</p> | <p>a.) An attempt is made to state objective.</p> <p>OR</p> <p>b.) Objective is <i>vaguely related</i> to CaCCSS and includes <i>superficial</i> use of reading, writing or speaking.</p> <p>OR</p> <p>c.) <i>Some</i> elements of lesson support objective.</p> | <p>a.) Objective is <i>clearly stated</i>.</p> <p>AND</p> <p>b.) Objective is connected to CaCCSS and uses reading, writing, or speaking to contribute to lesson.</p> <p>AND</p> <p>c.) <i>Most</i> elements of lesson support objective.</p> | <p>a.) Objective is clear, <i>manageable, and measurable</i>.</p> <p>AND</p> <p>b.) Objective is <i>explicitly</i> connected to CaCCSS <i>& framework</i>, and uses reading, writing, and speaking to meaningfully drive subject matter learning.</p> <p>AND</p> <p>c.) <i>Entire</i> lesson supports objective.</p> |
| Identify and Support Language Demands (edTPA Planning Rubric 4) | <p>a.) Academic Language demands identified by the candidate are not consistent with the selected language function or task</p> <p>OR</p> <p>b.) Academic language supports are missing or are not aligned with the language demands for the learning task</p> | <p>a.) Candidate identifies vocabulary and/or symbols as the major academic language demand associated with the language function. Attention to additional language demands is superficial</p> <p>AND</p> <p>b.) Academic language support primarily address definitions of vocabulary and symbols</p> | <p>a.) Candidate identifies vocabulary and/or symbols and additional academic language demand(s) associated with the language function.</p> <p>AND</p> <p>b.) Plans include general support for use of vocabulary and/or symbols as well as additional academic language demand(s).</p> | <p>a.) Candidate identifies vocabulary and/or symbols and additional academic language demand (s) associated with the language function.</p> <p>AND</p> <p>b.) Plans include targeted support and/or symbols as well as additional language demand (s)</p> |
| Supporting Student Learning Needs (edTPA Planning Rubric 2) | <p>a.) There is little or no evidence of planned supports</p> <p>OR</p> <p>b.) Candidate does NOT attend to requirements in IEPs and 504 plans</p> | <p>a.) Planned supports are loosely tied to learning objectives or the central focus of the learning segment.</p> <p>AND</p> <p>b.) Candidate attends to requirements in IEPs and 504 plans</p> | <p>a.) Planned supports are tied to learning objectives and the central focus with attention to the characteristics of the class as a whole.</p> <p>AND</p> <p>b.) Candidate attends to requirements in IEPs and 504 plans</p> | <p>a.) Planned supports are tied to learning objectives and the central focus. Supports address the needs of specific individuals or groups with similar needs.</p> <p>AND</p> <p>b.) Candidate attends to requirements in IEPs and 504 plans</p> |

| | | | | |
|--|---|--|---|---|
| <p>Engaging Student in Learning (modified from edTPA Instruction Rubric 7)</p> | <p>a.) Candidate designs tasks that are vaguely or superficially related to central focus</p> <p>OR</p> <p>b.) There is little to no effort by the candidate to link students' prior academic learning or personal, cultural, or community assets with new learning and/or links could cause student confusion</p> | <p>a.) Learning tasks focus primarily on facts</p> <p>AND</p> <p>b.) Candidate makes vague or superficial links between prior academic learning and new learning</p> | <p>a.) Tasks link to skills higher order thinking skills in content area</p> <p>AND</p> <p>b.) Candidate links prior academic learning to new learning</p> | <p>a.) Learning tasks designed require students to engage in higher order thinking and production (in reading, writing, or speaking) in the content area</p> <p>AND</p> <p>b.) Candidate links both prior academic learning and personal, cultural, or community assets to new learning</p> |
| <p>Deepening Student Learning Through Reading, Writing, or Speaking (modified from edTPA Instruction Rubric 8)</p> | <p>Plans include teacher directed action (candidate plans to do most of the talking)</p> | <p>Questions/activities (reading, writing, or speaking) planned include primarily surface level questions and evaluate students as either correct or incorrect</p> | <p>Candidate plans questions/activities (reading, writing, or speaking) that will elicit student responses requiring analysis, interpretation, and deep understanding</p> | <p>Candidate plans to elicit and build on student responses/products (reading, writing, or speaking) to develop deep understanding in the subject area</p> |
| <p>Assessing Student Learning/ Reflection (modified from edTPA Assessment rubrics)</p> | <p>a.) There is no rationale provided.</p> <p>OR</p> <p>b.) The assessment only allows for evidence of students' language use, and reading, writing, or speaking that is superficially related or unrelated to the language use, and reading, writing or speaking</p> <p>OR</p> <p>c.) There is no reference for how assessment will drive future instruction.</p> <p>OR</p> <p>d.) Adaptations for IEP and 504 plans are not made.</p> | <p>a.) There is <i>limited discussion</i> of the rationale behind the lesson</p> <p>OR</p> <p>b.) Proposed measures will provide <i>limited evidence to monitor students'</i> abilities to construct meaning from, interpret, and/or respond to text OR their ability to write or speak about complex subject matter content</p> <p>OR</p> <p>c.) <i>Vague reference</i> is made to how the assessment will be used to determine future instruction.</p> <p>OR</p> | <p>a.) The lesson purpose is based on <i>an assumed</i> need.</p> <p>AND</p> <p>b.) Proposed measures will provide <i>specific evidence to monitor students'</i> abilities to construct meaning from, interpret, and/or respond to complex text OR their ability to write or speak about complex subject matter content</p> <p>AND</p> <p>c.) <i>Some</i> discussion of how the assessment will be used to determine future instruction is included.</p> <p>AND</p> | <p>a.) The lesson purpose is based on <i>an assessed</i> need.</p> <p>AND</p> <p>b.) Proposed measures will provide <i>multiple forms of evidence to monitor students'</i> abilities to construct meaning from, interpret, and/or respond to complex text OR their ability to write or speak about complex subject matter content</p> <p>AND</p> <p>c.) <i>Thoughtful</i> discussion of how the assessment will</p> |

| | | | | |
|------------------------------|---|---|--|---|
| | | d.) Adaptations for IEP and 504 plans are not made | d.) Adaptations for IEP and 504 plans <i>are</i> made. | be used to determine future instruction is included. AND d.) Adaptations for IEP and 504 plans <i>are</i> made. |
| Completeness/ Conventions | a.) The narrative is lacking or not present. OR b.) Student materials and student work samples are not included. OR c.) Little attention given to writing style, grammar, syntax, or spelling | a.) Lesson has narrative explanation of <i>some elements</i> of the lesson. AND b.) Lesson <i>may</i> include <i>some</i> student materials and student work samples. OR c.) Superficial attention given to writing style, grammar, syntax, or spelling | a.) Lesson has <i>complete</i> narrative explanation of <i>all elements</i> of the lesson. AND b.) Lesson includes <i>most</i> student materials and meaningfully selected student work samples. AND c.) Good attention given to writing style, grammar, syntax, or spelling | a.) Lesson has <i>thoughtfully crafted</i> narrative explanation of all elements of the lesson. AND b.) Lesson includes <i>specific language</i> for use with students (explanations, questions, prompts, etc.). AND c.) Lesson includes <i>all relevant</i> student materials (graphic organizers, prepared texts, visuals, etc.) and carefully curated student work samples AND d.) Writing reflects careful attention to writing style, grammar, syntax, or spelling |