



SCHOOL OF EDUCATION AND
COUNSELING PSYCHOLOGY

**Department of Education
MATTC
EDUC 294b (3 units)
Adolescent Literacy II
Spring 2021**

Professor:	Karla Lomeli, Ph.D.	Course Meeting:	Mondays for section 26150 Tuesdays for section 26151 5-8pm
Office:	Via our ZOOM class links	Classroom:	Monday Zoom Link Tuesday Zoom Link
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Mission and Goals of the Department of Education

Rooted in the Jesuit tradition at Santa Clara University, the mission of the Department of Education is to prepare professionals of competence, conscience, and compassion who will promote the common good as they transform lives, schools, and communities. Our core values of reflective practice, scholarship, diversity, ethical conduct, social justice, and collaboration guide both theory and practice.

Faculty, staff, and students in the Department of Education:

- Make student learning our central focus
- Engage continuously in reflective and scholarly practice
- Value diversity
- Become leaders who model ethical conduct and a commitment to social justice
- Seek collaboration with others in reaching these goals

MS/SS Teaching Credential Program Learning Goals (PLGs)

The PLGs represent our commitment to individuals who earn their MS/SS credential at Santa Clara University. The MS/SS faculty focus on ensuring each student will begin their teaching career ready to:

- Maximize learning for every student.
- Teach for student understanding.
- Make evidence-based instructional decisions informed by student assessment data.
- Improve your practice through critical reflection and collaboration.

- Create productive, supportive learning environments.
- Apply ethical principles to your professional decision-making

The PLGs guide our program. Therefore, all MS/SS teaching credential program course objectives are cross-referenced with the PLGs. (A fully elaborated version of the MS/SS PLGs can be found in the Teacher Candidate Handbook, Pre-Service Pathway.)

Course Description

This second course of the two-course sequence presents research-based principles for effective literacy instruction to support content area learning in secondary school. Students acquire models for integrating reading and academic talk into content area instruction. Attention is given to supporting the literacy and content area learning of **students identified with disabilities**.

Course Objectives

This course will develop students' knowledge and skills in order to:		Goals/TPEs Addressed			
		DG #	PLG #	TPE #	MMSN
1	Integrate literacy into content areas including online texts, and changing literacies by leveraging student funds of knowledge and building on student's prior knowledge in the process of meaning-making by using complex and informational texts PTE 7.6 P, A . Demonstrate the ability to identify the appropriate supports of students with complex communication needs and design strategies in order to foster access and build comprehension, and develop appropriate language development goals within the IEPs for those students. Incorporate asset-based pedagogies, inclusive approaches, and culturally and linguistically affirming and sustaining practices in literacy instruction (and in integrated content and literacy instruction), recognizing and incorporating the diversity of students' cultures, languages, dialects, and home communities. Promote students' literacy development in languages other than English in multilingual (dual language and bilingual education) programs.	2	1	1.1, 2.2, 7.1, 7.2, 7.3, 7.4, 7.6	1.2, 7.1, 7.2, 7.3
2	Develop a concept of literacy as an active, meaning-seeking process and a workable, fundamental part of content area learning. Demonstrate knowledge of students' language development across disabilities and the life span, including typical and atypical language development, communication skills, social pragmatics, language skills (e.g. executive functioning) and/or	1	2	1.8, 7.6, 7.1, 7.2, 7.3, 7.4, 7.7, 7.8, 7.10, 7.11	1.3, 7.1, 7.4

	vocabulary/semantic development as they relate to the acquisition of academic knowledge and skills. Develop understanding on how to monitor student's progress in literacy development using formative assessment and diagnostic techniques that screen to determine students' literacy profiles and identify potential reading and writing difficulties, including students' risk for dyslexia and other literacy-related disabilities. Develop understanding on how to appropriately assess and interpret results for English learner students reading and writing formative assessments.				
3	Develop an understanding of the reading process as an interaction between reader, text, and context.	1	1, 2, 5	1.4, 2.5	7.1
4	Use knowledge of reading processes and a variety of informal, formal, formative, and summative assessment to plan/monitor students' (ELLs, bilingual, students with disabilities) progress and plan instruction. Implement appropriate accommodations on assessments for students with disabilities that do not fundamentally alter the nature and/or content of what is being tested, and how to use AAC appropriately for facilitating the participation in the assessment of students with complex communications needs. Effectively adapt, modify, accommodate and/or differentiate the instruction of students with identified disabilities in order to facilitate access to the Least Restrictive Environment (LRE). Introduce & Practice MMSN TPE 3.1, 5.6.	1, 2	3	4.1, 7.5, 7.6, 7.9, 7.10, 7.11	3.1, 5.6, 7.3
5	Develop an increased awareness of factors influencing motivation and success in literacy in the content areas. Demonstrate knowledge of disabilities and their impact on learning, skill development and how to access and use related services to organize and support instruction. Introduce & Practice MMSN TPE 3.2	1	1, 6	2.5, 4.3	3.2, 7.3
6	Learn strategies for organizing and evaluating reading material, as well as for facilitating reading comprehension and concept development through specific text materials. Develop understanding of students' effective expression as they write, discuss, present, and use language conventions.	2	3	5.1, 1.6, 7.5, 7.6, 7.8, 7.9, 7.10, 7.11	7.5

	Introduce, practice and assess how to engage students in a range of frequent formal and informal collaborative discussions, including extended conversations, and writing for varied purposes, audiences, and contexts. Teach students to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and oral presentations in various genres, drawing on the modes of opinion/ argumentation, information, and narration.				
7	Learn strategies for adapting instruction and materials to fit the needs of individual pupils, including those with foundational skill needs, English learners and students with learning disabilities. Conduct instruction that leverages students' existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging. Demonstrate the ability to use evidenced-based high leverage practices with a range of student needs, and evaluate a variety of pedagogical approaches to instruction, including instructional sequences, unit and lesson plans, in order to provide students with disabilities equitable access to the content and experiences aligned with the state-adopted core curriculum. Practice & Assess MMSN TPE 4.2	1, 3	1, 6	5.2, 1.6, 7.1, 7.7, 7.11	4.2, 7.4
8	Understand the linguistic, psychological, physiological, and cultural concerns involved in literacy instruction for striving adolescents including English learners and students with learning disabilities	1, 3	1, 6	1.6, 7.1, 7.2, 7.7, 7.10, 7.11	

Required Texts

Vacca, R. T., Vacca J. L. & Mraz, M. E. (2017). Content Area Reading: Literacy and Learning Across the Curriculum. NY: Pearson.

Smith, T. E., Gartin, B. L., Murdick N. L. (2012). Including Adolescents with Disabilities in General Education Classrooms. Pearson.

Additional readings will be placed on Canvas/Camino

Course Requirements/Assignments

Grades are based on a 100-point total. Distribution of points across assignments is as follows:

Assignment		Points	TPE Assessed	MMSN TPE
1	Class attendance	10	6.1	
2	Participation	10	6.1	
3	Literature Circles (LC)	20	1.6; 2.5; 3.1; 3.4; 4.1, 7.3, 7.7, 7.8, 7.9, 7.11	Introduce MMSN TPE 3.2, UTPE 7.3, 7.7, 7.8, 7.9, 7.11 Practice & Assess: MMSN 7.1, 7.2
4	Instructional Plan	30	2.2; 2.5; 3.4; 4.4, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.9, 7.11 (P, A)	Practice & Assess MMSN TPEs 1.2, 1.3, 3.1, 3.2, 4.2, 7.3, 7.4, 7.5 Practice and Assess: UTPE 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.11
5	*One-on-One Reading Tutorial	30	1.8, , 4.1, 4.4, 5.1, 7.1, 7.2, 7.3 (P,A); 7.8 (I,P,A); 7.9 (I,P), 7.10 (P,A)	Practice & Assess MMSN UTPEs 1.2, 1.3, 3.2, 4.2, 7.3, 7.4 and UTPEs: 5.6, 7.1, 7.2, 7.3, 7.5, 7.8, 7.9, 7.10;

1. *Class Attendance.*

Regular attendance at all class meetings is a requirement in this program. Each student will be granted one Emergency Release (ER) per course. Your ER excuses you from one class session with a loss of 5 points. To use your ER you must notify me by email or phone BEFORE class. Save your ER for medical issues, family demands, car trouble, etc.

Students will not be penalized for absences due to the observance of religious holidays that fall on our scheduled class day or teachers of record that are required to be at their school. Please give me advance notice of these absences so I can make the

necessary accommodations. All other absences are unexcused and will affect your grade.

Punctuality. Coming to class (and returning from breaks) on time is another course requirement. Your first lateness will be excused; your second lateness will cause 1 point to be deducted from your final course grade; your third lateness will cause an additional 4 points to be deducted. More than three late arrivals indicate a serious problem; this situation will be dealt with at the instructor's discretion. Attendance and punctuality are the only policies with the immediate potential to impact your course grades. Your instructor through ongoing observation and documentation gathers data documenting your adherence to the remaining policies listed here. These data are a primary factor in the assessment of your mastery of TPE 6-“Developing as a Professional Educator.”

If an instructor has reason to feel you are not meeting all the expectations spelled out below, s/he will contact you privately to discuss the issue, to clarify the expectations as needed, and to offer his/her support in helping you reach those expectations. If your instructor does not contact you with a concern, you can assume you are satisfying these requirements. However, if you would like specific feedback on your professional conduct during the quarter, you are welcome to contact your instructor at any time and s/he will be glad to share his/her assessment with you.

Note: Points lost due to poor attendance and/or lack of punctuality will be deducted from your final grade. A student with excellent grades on assignments and other aspects of professional conduct can earn a poor course grade as a result of excessive absence or chronic lateness.

2. **Participation.** As we will read about and study in this course, everyone's learning is enhanced by the quantity and quality of the interactions in the learning environment. Hence, your participation in whole class discussions, group work and pair group is essential for the success of this course.

While a class is in session, you should not engage in any activity not directly related to what is taking place in the classroom. Instructors reserve the right to ask you to close your laptop or put away some other form of technology at their discretion; when/if this occurs, please respond quickly and without protest to avoid further disruption of the class's learning. Instructors also reserve the right to ignore your inappropriate use of technology in class and simply deduct points from your final grade. If you would like more detailed clarification about the expectations regarding appropriate and inappropriate in-class technology use, please feel free to contact your instructor for further information.

3. **Literature Circles (LC).** A common book discussion routine used in reading programs is the *Literature Circle*-an instructional approach where students come together in small temporary groups formed by book choice that meet on a regular and predictable schedule to (re)read and discuss readings.

Each student will be responsible for leading two Literature Circles on the readings throughout the course. Literature Circle leaders should come to class (whether on-line or in person) prepared with handouts for each member of your group (4/5 students) that outline the assigned readings with the asterisked headings listed below under the “*LC Components*” heading. The “*Literature Circle Discussion Format*” outlines how the literature circle would unfold. You turn in only one document and ppt. presentation per group via camino. Be sure to include everyone's name. **UTPE 7.3, 7.7, 7.8, 7.9. 7.11 Introduce MMSN 7,1 (P, A); 7.2 (P, A);**

<i>Literature Circle Components</i>	<i>Literature Circle Discussion Format</i>
* <u>Author's Message</u> . To zero in on the topic for discussion, write down your version of the author's main message. Include 1 quote that was memorable for you.	<u>Allocation of Time</u> . Budget 30 minutes for review of key themes and illustrating visual representation
* <u>Definition of terms</u> . List all the words of which you are unsure and define them in your own words	<u>Discussion of Major Themes and Subtopics</u> . Discuss major ideas brought forth by author(s). Ensure to provide evidence from text. Be sure to have readings available to reference.
* <u>Integration of Material with other Knowledge</u> . Make connections of the readings to ideas/concepts acquired in previous meetings or other learning situations. How do these ideas parallel or contradict other theories or readings you have done?	<u>Visual Representation</u> . As a group, create a graphic re-presentation (image, quote or other format) that captures your groups discussion.
* <u>Application of the Material</u> . Assess the possible applications and implications of the material to learning settings. How might these notions help shape your pedagogy?	<u>Share Findings</u> . Group leader report to the whole class main topics of group discussion, using the visual representation as a guide.
*Brings and shares tangible instructional connection (e.g., book, TED video, lesson from curricula) that extends understanding of readings for Exceeding Expectation score.	

4. **Instructional Plan.** Construct a lesson plan that includes learning goals for your subject area as well as some aspect of literacy (word attack skills, fluency, vocabulary, comprehension strategy, visual arts)(UTPE: 1.7 Practice) that is guided by the Standards for your subject area as well as standards (UTPE: 3.1; 3.3 Practice) associated with language arts. The lesson plan should attend to the learning needs of students from culturally and linguistically diverse backgrounds. You will utilize the SCU lesson plan template to construct this instructional plan. This assignment should be done in collaboration with a classmate. The SCU lesson plan template, lesson plan guide, and rubric that will be used to assess your lesson plan are posted in Camino, under the "Assignments" tab. Lesson plan should demonstrate the ability to use evidenced-based high leverage practices with a range of student needs, and evaluate a variety of pedagogical approaches to instruction, including instructional sequences in order to provide students with disabilities equitable access to the content and experiences aligned with the state-adopted core curriculum. Demonstrate knowledge of students' language development across disabilities and the life span. Demonstrate the ability to identify the appropriate supports of students with complex communication needs and design strategies in order to foster access and build comprehension, and develop appropriate language development goals within the IEPs for those students. Practice & Assess MMSN TPEs 1.2, 1.3, 3.1, 3.2, 4.2, 5.6. (UTPE: 4.3 Practice) (UTPE: 4.4; 5.2 Assess) (UTPE: 6.1 Practice) (UTPE 7.2 Introduce & Practice, TPE 7.3 Introduce & Practice, TPE 7.4 Introduce & Practice, TPE 7.8 Introduce, Practice & Assess TPE 7.9 Introduce, Practice TPE 7.9 Practice & Assess) MMSN 7.3 (P); 7.4 (P, A); 7.5 (P,A)

5. **Literacy Tutoring.** You will plan and implement a one-on-one reading tutorial (5 contact hours total) with a student you choose, or a student recommended by your master teacher. Please arrange the tutorials with the master teacher (review student information (e.g., assessments, cultural background, goals))(UTPE: 4.1 Practice) and the student at appropriate, agreed upon times during the five weeks. You will organize the tutorial around an academic task that has been assigned in the student's class, a task in your content area that involves reading. This task could be, for example, studying for an upcoming quiz or test, writing a term paper, a project, a research report, reading and understanding given chapters in your textbook, reviewing several weeks' work, resubmitting work that was missed or inadequate, etc. You won't be asking your student to complete anything extra; you will be helping a selected student to succeed at something assigned to everyone in a specific class. Please note, however, the tutorial is not intended to be an opportunity for students to receive general help with daily homework. You will be awarded points based on the following: UTPE 7.1, 7.2, 7.3 (P,A), UTPE 7.8 (I,P,A), UTPE 7.9 (I,P) UTPE 7.10 (P,A) / MMSN 7.3 (P); 7.4 P, A

- a. Develop an overall rationale; Demonstrate knowledge of disabilities and their effects on learning of students and organize & support effective instruction (UTPE 7.1 Practice & Asses, TPE 7.2 Practice & Asses)
- b. Discuss knowledge of self and long-term goals;
- c. Select a learning task and write a short-term goal for the task (UTPE 7.1 Practice & Asses)
- d. Develop a repertoire of strategies and an Action Plan; Demonstrate ability to leverage evidence-based practices with a wide range of student needs Practice & Asses MMSN TPEs 1.2, 1.3, 3.1, 3.2, 4.2, 5.6.
- e. Demonstrate knowledge of students' language development across disabilities and the life span. Practice & Asses MMSN TPEs 1.2, 1.3, 3.1, 3.2, 4.2, 5.6 (UTPE 7.6 Practice & Assess, TPE 7.7 Introduce, Practice & Assess)
- f. Demonstrate the ability to identify the appropriate supports of students with complex communication needs and design strategies in order to foster access and build comprehension, and develop appropriate language development goals for those students. Practice & Asses MMSN TPEs 1.2, 1.3, 3.1, 3.2, 4.2, 5.6.
- g. Implement and monitor the Action Plan through a tutor's log—PACE: plan, actual, changes, explore;
- h. Student's evaluation of the Action Plan; and
- i. Tutor's overall evaluation. Administer assessments & understand how to implement appropriate accommodations Pay particular attention to adjusting and amending instruction to meet the needs of English learners and students with special needs. (UTPE: 1.1; 1.3; 1.8 Practice) (UTPE: 5.6 Assess) (UTPE 7.8 Introduce, Practice & Assess, TPE 7.9 Practice & Assess, TPE 7.10 Practice & Assess)

Assessments & Grading Criteria

1. All written and oral assignments must reflect graduate-level standards. As a future teacher, you must be able to model communication skills for your students.
2. Attendance and participation in all class meetings is required. If you are going to be absent from class, you must email or call me to inform me of your absence. You will still be responsible for all missed content and in-class work.
3. Letter grades are assigned on the standard scale based upon a possible total of 100 points.

A	94-100	C+	77-79
A-	90-93	C	74-76

B+	87-89	C-	70-73
B	84-86	D+	67-69
B-	80-83	D	63-66

4. Assignments done in pairs, both partners will receive the same grade, unless otherwise stated.
5. Final grades will reflect students' contributions (e.g., attendance, class discussions, quality of presentation, ability to lead discussion groups, completion and quality of course assignments), critical thinking and ability/degree to which student integrates theory, research and practice.
6. All assignments are expected on their due dates. I cannot be responsible for papers submitted at other times or in other formats. Unless we have made special arrangements beforehand, late assignments will be docked 3 points for each day past the due date that they are submitted.

Canvas/Camino Course Management System

To access course materials and participate in On-line activities, please be sure to review Canvas (also known as Camino). Reminders, tools, readings and assignment descriptions will be made available through this on-line course management system. Your SCU username and password gets you access to Canvas.

Disabilities Resources

If you have a documented disability for which accommodations may be required in this class, please contact Disabilities Resources, Benson 216, <http://www.scu.edu/disabilities> as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through Disabilities Resources, please discuss them with me during my office hours within the first two weeks of class.

While I am happy to assist you, I am unable to provide accommodations until I have received verification from Disabilities Resources. The Disabilities Resources office will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assisted technology. (Students with approved accommodations of time-and-a-half should talk with me as soon as possible). Disabilities Resources must be contacted in advance to schedule proctored examinations or to arrange other accommodations. The Disabilities Resources office would be grateful for advance notice of at least two weeks. For more information, you may contact Disabilities Resources at [408-554-4109](tel:408-554-4109).

Accommodations for Pregnant and Parenting Students

In alignment with Title IX of the Education Amendments of 1972, and with the California Education Code, Section 66281.7, Santa Clara University provides reasonable accommodations to students who are pregnant, have recently experienced childbirth, and/or have medical needs related to childbirth. Pregnant and parenting students can often arrange accommodations by working directly with their instructors, supervisors, or departments. Alternatively, a pregnant or parenting student experiencing related medical conditions may request accommodations through Disability Resources.

Discrimination and Sexual Misconduct (Title IX)

Santa Clara University upholds a zero-tolerance policy for discrimination, harassment and sexual misconduct. If you (or someone you know) have experienced discrimination or harassment, including

sexual assault, domestic/dating violence, or stalking, I encourage you to tell someone promptly. For more information, please consult the University's Gender-Based Discrimination and Sexual Misconduct Policy at <http://bit.ly/2ce1hBb> or contact the University's EEO and Title IX Coordinator, Belinda Guthrie, at 408-554-3043, bguthrie@scu.edu. Reports may be submitted online through the Office of Student Life <https://www.scu.edu/osl/report/> or anonymously through EthicsPoint <https://www.scu.edu/hr/quick-links/ethicspoint/>.

Academic Integrity

The University is committed to academic excellence and integrity. Students are expected to do their own work and to cite any sources they use. A student who is guilty of dishonest acts in an examination, paper, or other required work for a course, or who assists others in such acts, will receive a grade of F for the course. In addition, a student guilty of dishonest acts will be immediately dismissed from the University. Students that violate copyright laws, including those covering the copying of software programs, or who knowingly alter official academic records from this or any other institution, are subject to disciplinary action (ECP Graduate Bulletin, 2017-2018).

In-Class Recordings

The [Student Conduct Code](#) (p. 13) prohibits students from “(m)aking a video recording, audio recording, or streaming audio/video of private, non-public conversations and/or meetings, inclusive of the classroom setting, without the knowledge and consent of all recorded parties,” except in cases of approved disability accommodations. The Student Conduct Code also prohibits the “falsification or misuse, including non-authentic, altered, or fraudulent misuse, of University records, permits, documents, communication equipment, or identification cards and government-issued documents.” Dissemination or sharing of any classroom recording without the permission of the instructor would be considered “misuse” and, therefore, prohibited. Violations of these policies may result in disciplinary action by the University. At the instructor’s discretion, violations may also have an adverse effect on the student’s grade.

Course Outline & Class Schedule

*Course Plan Subject to

Change

	Meeting	Course Topics	Course Readings	Assignments
Module 1 Introduction	Session 1 3/29 (M) 3/20 (T)	Culturally Responsive Writing Instruction • Introductions • Overview of Reading in content areas Activities: Readings and Discussions • TPE 7.3 Practice & Assess	Yosso*, T. J. (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. <i>Race ethnicity and education</i>, 8(1), 69-91. Morrell, E. (2002). Toward a critical pedagogy of popular culture: Literacy development among urban youth. <i>Journal of adolescent & adult literacy</i>, 46(1), 72-77. In Class: Lewis Chiu, C., Carrero, K. M., & Lusk, M. E. (2017). Culturally responsive writing instruction for secondary students with emotional and behavioral disorders. <i>Beyond Behavior</i>, 26(1), 28-35.	
	Session 2 4/5 (M) 4/6 (T)	Cultivating Literary Lineage of Writers Motivation • Motivating Learners • Increasing Engagement with text • Demonstrate knowledge of disabilities and their effects on learning of students and organize & support effective instruction Activities: Reading Discussion and identification of teaching strategies and guest lecture Introduce & Practice MMSN TPE 3.2; UTPE 7.4 Introduce & Practice	Pitcher, S., Albright, L., DeLaney, C. Walker, N. (2007). Assessing Adolescents' Motivation to Read. <i>Journal of Adolescent & Adult Literacy</i>, 50, 378-396. Muhammad, G. G. (2014). <i>Focus on middle school: Black girls write!: Literary benefits of a summer writing collaborative grounded in history: Detra Price-Dennis, Editor. Childhood Education</i>, 90(4), 323-326. In Class: Smith, Gartin & Murdick (2012). Ch.1 Adolescents with Disabilities Introduce & Practice MMSN TPE 3.2	LC Group A
	Session 3 4/12 (M) 4/13 (T)	Critical Literacy and Its Impact on Writing • Role of Rate, Accuracy & prosody & comprehension • Explore representation in written texts • UTPE 7.8 Introduce, Practice & Asses	Vacca, R. T., Vacca J. L. & Mraz, M. E. (2017). Ch. 5 Duncan-Andrade, J. M., & Morrell, E. (2008). Critical Pedagogy in an Urban High School English Classroom. Counterpoints, 285, 49-67. <u>Related Reading: COMPLETELY OPTIONAL</u> Haberman, M. (2010). The pedagogy of poverty versus good teaching. <i>Phi Delta Kappan</i>, 92(2), 81-87.	LC Group B

MO DU LE 3 Text Complexities	Session 4 4/19 (M) 4/20 (T)	Comprehending Disciplinary Texts & Writing in the Content Areas - Strategies for Comprehending content area texts - Demonstrate ability to leverage evidence-based practices with a wide range of student needs Activities: Reading Discussion and analysis of texts Practice & Asses MMSN TPE 4.2 UTPE 7.7 Introduce; UTPE 7.8 Introduce	Vacca, R. T., Vacca J. L. & Mraz, M. E. (2017). Ch. 6 & Ch. 7 Smith, Gartin & Murdick (2012). Ch11 Strategies for Teaching Content to Adolescents with Disabilities Practice & Asses MMSN TPE 4.2	LC Group C
	Session 5 4/26 (M) 4/27 (T)	Assessing Content Area Writing - Informal Tools, rubrics, to assess reading - Diagnostic and formative assessments - Administer assessments & understand how to implement appropriate accommodations Introduce, Practice, & Asses MMSN TPE 1.2, 1.3, 3.1, 3.2, 5.6	Vacca, R. T., Vacca J. L. & Mraz, M. E. (2017). Ch. 4 Gillis, V. & Van Wig, A. (2015). Disciplinary Literacy Assessment. <i>Journal of Adolescent & Adult Literacy</i> , 58, 455-460. Smith, Gartin & Murdick (2012). Ch3 The Special Education Process in Middle/Secondary Schools Introduce, Practice, & Asses MMSN TPE 1.2, 1.3, 3.1, 3.2, 5.6	LC Group D
	Session 6 5/3 (M) 5/4 (T)	Process Approach to Writing Instruction - Exploring the importance of teacher feedback in writing - Explore the process approach to writing - The importance of writing for historically marginalized students	Patthey-Chavez, G. G., Matsumura, L. C., & Valdes, R. (2004). Investigating the process approach to writing instruction in urban middle schools. <i>Journal of Adolescent & Adult Literacy</i> , 47(6), 462-476. Groenke, S. L., Haddix, M., Glenn, W. J., Kirkland, D. E., Price-Dennis, D., & Coleman-King, C. (2015). Disrupting and dismantling the dominant vision of youth of color. <i>English Journal</i> , 35-40.	LC Group E Integrated Lesson Plan
	Session 7 5/10 (M) 5/11 (T)	Scaffolding ELs & Ss w/Disabilities - Culturally Responsive Pedagogy - Individualized Intervention Plans - TPE 7.7 Practice & Asses; TPE 7.8 Practice & Asses	Short, D. J. Developing Academic Literacy in Adolescent English Language Learners. Brooks, M. D. (2016). "Tell me what you are thinking": An investigation of five Latina LTELs constructing meaning with academic texts. <i>Linguistics and Education</i> , 35, 1-14.	LC Group F
	Session 8 5/17 (M) 5/18 (T)	Text Features - Text Complexities of Narrative/Expository texts - Text Factors & reading comprehension Activities: Discussion and text analysis	Vacca, R. T., Vacca J. L. & Mraz, M. E. (2017). Ch. 10 & 11	LC Group G
	Session 9 5/24 (M) 5/25 (T)	Integrating Texts in Content Areas Digital & Urban Literacies	Kinloch, V. (Ed.) (2011) Urban literacies: Critical perspectives on language, learning, and community. New York: Teachers College Press. Ch.8 & 9 In Class: Behrman, E. H. (2006). Teaching about language, power, and text: A review of classroom practices that support critical literacy. <i>Journal of Adolescent & Adult Literacy</i> , 49(6), 490-498.	LC Group H

	Session 10 5/31 (M) 6/1 (T)	COURSE CONCLUSION	<i>Tutoring</i>
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UTPEs 7.3, 7.7, 7.8, 7.9. 7.11 Introduce / MMSN 7,1 (P, A); 7.2 (P, A);

Literature Circle Description: Through Literature circles candidates learn theoretical frameworks that Incorporate asset-based pedagogies, inclusive approaches, and culturally and linguistically affirming and sustaining practices in literacy instruction recognizing and incorporating the diversity of students' cultures, languages, dialects, and home communities. (7.3) Teacher Candidates also read and examine theoretical frameworks that promote language development and heavy focus is centered on how to create learning environments that foster students' oral and written language development, including discipline-specific academic language. Candidates are introduced on how to leverages students' existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging. (7.7) Candidates examine readings that engage students in a range of frequent formal and informal collaborative discussions, including extended conversations, and writing for varied purposes, audiences, and contexts. (7.8). Content knowledge is further explored and examined through readings that Promote students' content knowledge by engaging students in literacy instruction, in all pertinent content areas, that integrates reading, writing, listening, and speaking (7.9). Readings that provide instruction on integrated English Language Development are introduced with a great focus on providing ELD instruction that builds on students' cultural and linguistic assets and develops students' abilities to use English purposefully, interact in meaningful ways, and understand how English works across the disciplines (7.11). Teacher Candidates read on theoretical strategies that prepare them to collaborate with multidisciplinary teams. Teacher candidates are introduced to theory and case studies that help them determine how to outsource and insource special education services, interpreting assessment results, and planning necessary adaptations (accommodations and modifications) for students with dyslexia and other disabilities that impact literacy development. **MMSNs 7,1 (P, A); 7.2 (P, A);**

SCALE	CONCEPTUAL ACCURACY	INTEGRATION WITH OTHER KNOWLEDGE	PEDAGOGICAL CONNECTIONS	MANAGEMENT
	MMSN 7,1 (P, A); 7.2 (P, A); UTPE 7.3, 7.7, 7.8, 7.9. 7.11 (P,A)	MMSN 7,1 (P, A); 7.2 (P, A); UTPE 7.3, 7.7, 7.8, 7.9. 7.11 (P,A)	MMSN 7,1 (P, A); 7.2 (P, A); UTPE 7.3, 7.7, 7.8, 7.9. 7.11 (P,A)	MMSN 7,1 (P, A); 7.2 (P, A); UTPE 7.3, 7.7, 7.8, 7.9. 7.11 (P,A)
4 EXCEEDS EXPECTATIONS MMSN TPE 3.2	For all readings: - Accurately & precisely captures author's message - Includes key quote(s) w/explanation for selection - Provides clear definition of unfamiliar terms w/information of related terms and author's intended meaning	For all readings: - Makes connections to readings that are both personal/home/community and prior learning - Prior learning connections to readings are varied (theories, textbooks, lectures, discussions) (both that parallel & contradict readings) Integrate with UDL Concept	For all readings: - Assesses the possible instructional application - Considers how her/his instruction will be shaped by readings (both parallels & contradictions) - Brings tangible instructional connection (e.g., TED video, curricula) that extends understanding of readings	- Provides overview of readings - Budgets and manages time efficiently - Assures all members participates - Comes to class with all materials necessary (text, copies of LC handout) - Facilitates presentation of group's graphic organizer

3 MEETS EXCPECTATIONS	For all readings: - Accurately captures author's message - Includes key quote - Provides clear definition of unfamiliar terms	For all readings: - Makes connections to readings that are either personal/home/community or prior learning - Prior school learning connections to readings are varied (theories, textbooks, lectures, discussions) - Integrate with UDL Concept	For all readings: - Assesses the possible instructional application - Considers how her/his instruction will be shaped by readings - Brings tangible instructional connection (e.g., TED video, curricula) <i>(for just one reading)</i>	- Provides overview of readings - Budgets and manages time efficiently - Assures all members participates - Comes to class with all materials necessary (text, copies of LC handout) - Facilitates presentation of group's graphic organizer
2 MEETS MOST EXPECTATIONS	For all readings: - Captures most of author's message - Includes key quote - Provides definitions of unfamiliar terms (some inaccuracies possible)	For all readings: - Makes connections to readings that are based on prior learning - Prior connections to readings are not varied (theories, textbooks, lectures, discussions) - Integrate with some UDL Concept	For all readings: - Makes instructional connection to reading - Vaguely explains how instruction will be shaped by readings - Brings tangible instructional connection (e.g., TED video, curricula) <i>(for just one reading)</i>	Addresses three of following: - Provides overview of readings - Budgets and manages time efficiently - Assures all members participates - Comes to class with all materials necessary (text, copies of LC handout) - Facilitates presentation of group's graphic organizer
1 MINIMALLY ACCEPTABLE	For one reading: - Captures some of author's message - May include key quote - Provides definitions of unfamiliar terms (many inaccuracies possible)	For one reading: - Makes vague connections to readings that are based on prior learning - Prior connections to readings are not varied (theories, textbooks, lectures, discussions) - Integrate vaguely with UDL Concept	For one reading: - Makes instructional connection to reading but vague - Vaguely explains how instruction will be shaped by readings - May bring tangible instructional connection (e.g., TED video, curricula) <i>(for just one reading)</i>	Addresses two of following: - Provides overview of readings - Budgets and manages time efficiently - Assures all members participates - Comes to class with all materials necessary (text, copies of LC handout) - Facilitates presentation of group's graphic organizer

Integrated Content and Literacy Instructional Plan:

Through the design of a lesson plan teacher candidates practice and assess how to design and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of applicable literacy-related academic standards and the themes of the *California English Language Arts/English Language Development Framework* (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) and their integration, grounded in an understanding of Universal Design for Learning; California's Multi-Tiered System of Support (Tier 1–Best first instruction, Tier 2–Targeted, supplemental instruction, and Tier 3–Referrals for intensive intervention); and the *California Dyslexia Guidelines*, including the definition and characteristics of dyslexia and structured (7.1, 7.2, P A) In the lesson plan a focus on asset-based pedagogies, inclusive approaches, and culturally and linguistically affirming and sustaining practices in literacy instruction (and in integrated content and literacy instruction), recognizing and incorporating the diversity of students' cultures, languages, dialects, and home communities are leveraged with the intent to promote students' literacy development in languages other than English in multilingual (dual language and bilingual education) programs. 7.3, 7.4 P, A). Teacher candidates practice and assess on how they provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax and meaning making that builds on prior knowledge. The lesson plan provides instruction for students identified as ELD based on an understanding of comprehensive E:D that included both integrated and designated ELD. (7.5, 7.6, 7.11 P, A). Through the design of a lesson plan teacher candidates practice identifying ways to collaborate with service providers to enhance day-to-day supplemental instruction for students with IEPs. Teacher candidates Design and implement lessons that ensure access to grade-level literacy activities within a classroom or non-classroom environment (e.g., in-class support, co-teaching, inclusion, self-contained special education classrooms, small-group instruction in specialized settings). **UTPEs 7.1 , 7.2, 7.3, 7.4, 7.5, 7.6, 7.9, 7.11 (P, A); MMSNs 7.3 (P); 7.4 (P, A); 7.5 (P,A)**

SCU Lesson Plan Rubric				
	Below Expectations	Approaching Expectations	Meets Expectations	Exceeds Expectations
<i>Student Academic Learning Objectives</i>	Student academic learning objectives are missing, unclear, or unrelated to standards.	Student academic and /or language learning objectives do not provide a clear sense of what students will know and be able to do as a result of the lesson. Few objectives are connected to relevant standards.	Student academic and/or language learning objectives provide a general sense of what students will know and be able to do as a result of the lesson. Most of the objectives are related to relevant standards.	Student academic and language learning objectives provide a clear sense of what students will know and be able to do as a result of the lesson. All objectives are closely related to relevant standards.
<i>Student Language Learning Objectives</i>	Student language learning objectives are missing, unclear, or unrelated to standards.			
<i>CCSS/State Content Standards</i>	No standards are mentioned. Lesson is not related to standards.	Relevant standards are alluded to in lesson. Lesson is related to standards.	Relevant standards are referenced and clearly influence lesson.	Key standards are referenced. Lesson is guided by standards.
<i>Materials and Preparation</i>	Materials list and/or preparation instructions are missing or underdeveloped.	Some preparation instructions and/or a partial list of materials is provided. Materials are related to implementation of lesson.	Specific preparation instructions are provided. Materials list is clear and complete. Materials enhance lesson.	Detailed preparation instructions are provided. Materials list is clear and complete. Materials greatly enhance lesson. Plan includes notes about locating guests, additional resources.
<i>Anticipatory Set/ Introduction</i>	No anticipatory set or introduction included.	Anticipatory set consists of stating the objectives to the class.	Anticipatory probes student prior knowledge	Anticipatory set engages students' attention/curiosity and motivates them to participate as well as probes prior knowledge
<i>Procedures</i>	Procedures are not clearly described. Procedures are unrelated to objectives.	Procedures are briefly described. Procedures relate peripherally to objectives.	Procedures are clearly described and linked to objectives.	Procedures are described in detail and provide a logical path to meeting objectives.
<i>Strategies/ Adaptations for English Learners</i>	No strategies/adaptations are specified to support ELs.	Plan includes simple or general strategies and adaptations for ELs.	Plan includes strategies/ adaptations that support ELs' language	Plan includes adaptations that support development of ELs' language development and

UTPE 7.1 , 7.2, 7.3, 7.4, 7.5, 7.6, 7.11 (P, A), 7.7 (I,P, A) MMSN 7.3 (P); 7.4 (P, A); 7.5 (P,A)			development and content learning	content learning. Adaptations designed by EL proficiency level
<i>Strategies/ Adaptations for Students w Spec Needs</i> Practice & Assess TPEs* 1.2, 1.3, 3.1, 3.2, 4.2 UTPE 7.7 (I, P, A), MMSN 7.3 (P); 7.4 (P, A); 7.5 (P,A)	No strategies/adaptations are planned for students with special needs.	Plan includes reference to adaptations included in student IEPs and 504 plans.	Plan includes adaptations for students with IEPs and 504 plans and for students with other challenges.	Plan includes differentiation opportunities for students at all levels.
<i>Strategies/ Adaptations for Students from Underperforming Populations Subgroups</i> MMSN 7.3 (P); 7.4 (P, A); 7.5 (P,A) UTPE 7.1 , 7.2, 7.3, 7.4, 7.5, 7.6, 7.11 (P, A)	No strategies/adaptations are planned for students from the school's under-performing subgroups.	Plan includes strategies/ adaptations that make the lesson content more accessible to motivated individuals in specified subgroups.	Plan includes strategies/ adaptations that build on the strengths of the particular students in the target subgroups and allow them to experience engagement and success.	Includes strategies/adaptations that use students' prior knowledge to facilitate engagement and help make connections between their lives and the content clear and compelling.
<i>Closure</i>	No closure is included.	Closure is perfunctory; teacher restates lesson objectives to the class.	Closure requires students to restate what they learned and to make connections to objectives.	Closure requires students to synthesize or apply their new knowledge/skill in a meaningful, relevant way.
<i>Assessment of Academic Learning Objectives</i> UTPE 7.1 , 7.2, 7.3, 7.4, 7.6, 7.11 (P, A), 7.7 (I,P, A)	No assessment of student mastery of academic learning objectives or assessment is unrelated to objectives/standards.	Assessment is related to objectives/standards, but provides little useful information for evaluating student learning and planning further instruction.	Assessment is related to objectives/standards. Assessment provides useful information for evaluating student learning and planning further instruction for some students.	Assessment is directly related to objectives/ standards. Assessment provides useful information for evaluating student learning and planning further instruction for all students.
<i>Assessment of Language Learning Objectives</i> UTPE 7.1 , 7.2, 7.3, 7.4, 7.6, 7.11 (P, A), 7.7 (P, A)	No assessment of student mastery of language learning objectives or assessment is unrelated to objectives/standards.			
<i>Reflection</i> UTPE 7.1 , 7.2, 7.3, 7.4, 7.6, 7.11 (P, A), 7.7 (IP, A)	No reflection is included.	Reflection is superficial, describes what went well and what went poorly during lesson.	Reflection describes what went well/poorly, but also considers teacher's role in student success/difficulty.	Reflection focuses on student learning and on strategies for increasing instructional effectiveness.

Content and Literacy One-on-One Tutoring Assignment

Through the design of a one-on-one integrated content and literacy tutoring assignment teacher candidates practice and assess how to design and implement tutoring interventions that are evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of applicable literacy-related academic standards and the themes of the *California English Language Arts/English Language Development Framework* (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) and their integration, grounded in an understanding of Universal Design for Learning; California's Multi-Tiered System of Support (Tier 1–Best first instruction, Tier 2–Targeted, supplemental instruction, and Tier 3–Referrals for intensive intervention); and the *California Dyslexia Guidelines*, including the definition and characteristics of dyslexia and structured (7.1, 7.2, P A) Asset-based pedagogies, inclusive approaches, and culturally and linguistically affirming and sustaining practices in literacy tutoring support of student (and in integrated content and literacy instruction), recognizing and incorporating the diversity of students' cultures, languages, dialects, and home communities are leveraged with the intent to promote students' literacy development in languages other than English in multilingual (dual language and bilingual education) programs. 7.3, 7.4 P, A) . Through the opportunity to have one-on-one literacy tutoring with a high needs students in literacy teacher candidates practice collaborative approaches with other services that provide supplemental instruction and/or intensiver intervention in literacy instruction. Such instruction aligns with state-adoptes standards that align with the the *California Dyslexia Guidelines*, and addresses individual IEP goals. MMSN 7.3 (P) Teacher candidates practice, design, implement as asses one-to-one literacy instruction that ensure access to grade-level literacy activities within a classroom or non-classroom environment (e.g., in-class support, co-teaching, inclusion, self-contained special education classrooms, small-group instruction in specialized settings). UTPEs 7.1, 7.2, 7.3 (P,A); 7.8 (I,P,A); 7.9 (I,P), 7.10 (P,A) MMSNs: 7.3 (P); 7.4 (P, A)

Tutoring Assessment Rubric					
	Rationale, Task & Goal MMSN 7.3 (P)	Action Plan	Tutor's Log: PACE	Action Plan & Evaluation MMSN 7.4 P, A	Logistics
4	- Develop an overall rationale - Discuss knowledge of self and long-term goals - Select a clear learning task - Write a clear short-term goal for the task	- Develop a repertoire of strategies - Creates a clear Action Plan	Implement and monitor the Action Plan through a tutor's log—PACE: plan, actual, changes, explore.	Tutor's and Student's evaluation of the Action administration of assessment with appropriate accommodations for students with disabilities Practice & Assess MMSN TPEs 1.2, 1.3, 3.2, 4.2, 5.6	- Submits assignment on time - Actively participated in gallery walk - No spelling, grammar or other convention issues
3	- Rationale, self and long-term goals are adequate - Select a learning task - Write a short-term goal for the task	Adequate repertoire of strategies; Create an Action Plan.	Implement and monitor the Action Plan Adequate Tutor's log—PACE: plan, actual, changes, explore.	Adequate Tutor's and Student's evaluation of the Action Plan administration of assessment with appropriate accommodations for students with disabilities	- Submits assignment on time - Mostly participated in gallery walk - Few spelling, grammar or other convention issues

2	- Weak rationale self and long-term goals are included, but weak - Select a learning task; - Short-term goal for the task written but unclear	Weak repertoire of strategies; Create an Action Plan.	Implement and monitor the Action Plan. Tutor's log is missing parts of PACE—PACE: plan, actual, changes, explore.	Weak Tutor's and Student's evaluation of the Action Plan administration of assessment with few accommodations for students with disabilities	- Submits assignment 1-2 days late - Mostly participated in gallery walk - Some spelling, grammar or other convention issues
1	- Weak rationale; - Missing one or more: self and long-term goals - Select a learning task; - Weak short-term goal for the task.	Weak repertoire of strategies; Action Plan is partial or inadequate.	Weak implementation and monitoring of the Action Plan. Tutor's log is missing parts of PACE—PACE: plan, actual, changes, explore.	Missing Tutor's or Student's evaluation of the Action Plan administration of assessment with inappropriate or no accommodations for students with disabilities	- Submits assignment week late - Mostly participated in gallery walk - Many spelling, grammar or other convention issues