



Vision:

Equity & Excellence in Education

Mission:

The College of Education at CSULB is a learning and teaching community that prepares professional educators and practitioners who promote equity and excellence in diverse urban settings through effective pedagogy, evidence-based practices, collaboration, leadership, innovation, scholarship, and advocacy.

EDEL 442: Teaching and Learning Language Arts, K-8 (RICA)

Spring 2021

DEPARTMENT OF TEACHER EDUCATION

Instructor: Dr. Stacy A. Griffin	Email: stacy.griffin@csulb.edu
Office: Virtual Office or via Email	Office Hours: Virtual Office is open 24/7, Email is available 9am-4pm Monday-Friday

Catalog Course Description:

Language arts and visual/performance arts curriculum; developmentally appropriate practice, assessment- and research-based instruction in culturally/linguistically diverse classrooms; English Language Development; SDAIE; relationships among oral language, writing, spelling, reading, literature, and technology. Letter grade only (A-F).

Syllabus:

You are responsible for the information and requirements in the syllabus, course calendar, criteria stated in assignment rubrics, announcements, course material displayed on BeachBoard, and email. The syllabus represents a contractual agreement between the student and the instructor. Maintaining enrollment in this class constitutes your agreement to accept the requirements and responsibilities for this class as stated in the syllabus. Students are now referred to as “Teacher Candidates”

Student Learning Outcomes (SLOs):

Upon successful completion of this course, Teacher Candidates will be able to:

SLO 1-Lesson Design and Assessment

1. Written lesson plan that is clear, complete, and standards-based (TPE 3.1)
2. Lesson plan that includes an appropriate three-part objective (content, level of cognition, proving behavior) (TPEs 3.3, 4.1, 5.8)
3. Lesson plan that includes a formative assessment tool and clear plan for summative assessment that allows Teacher Candidates to demonstrate mastery in a variety of ways (TPE 3.4, 5.1)
4. Lesson plan that includes a step-by-step approach to the instructional sequence, procedures aligned with the lesson objective and appropriate task analysis (TPE 4.4)
5. Include plans for engaging Teacher Candidates, modeling, active participation, and checks for understanding (TPE 1.4, 1.8, 3.3, 4.7)
6. Lesson plan includes differentiated instruction (materials and/or proving behavior) for English Learners and at least one other identified subgroup at tiers 1 & 2 (TPE 1.4, 1.6, 3.5, 3.6, 4.4, 5.7, 5.8)
7. Lesson plan includes opportunities for Teacher Candidates to actively think critically and work collaboratively (TPE 1.5, 4.6)
8. Lesson goals and instructional strategies are based on student learning needs (TPE 1.1, 3.2, 4.2)
9. Lesson plan incorporates appropriate and available technology (TPE 3.7, 3.8, 4.7, 4.8)

SLO 2-Lesson Implementation and Assessment

1. Lesson is taught in alignment with specified standards (TPE 4.3)
2. Objective/Learning Target is clearly communicated to all Teacher Candidates (TPE 3.1, 3.2, 4.4)
3. Materials are prepared and utilized effectively (TPE 4.3)
4. Appropriate pacing is used to teach the lesson and monitor for student learning (TPE 1.5, 4.3, 4.4, 4.7)
5. A variety of questioning and active participation (overt and covert) strategies are used throughout the lesson (TPE 4.3)
6. The results of active participation strategies are used to make adjustments to the instruction (TPE 1.8, 5.1, 5.2)
7. Teacher Candidates are engaged in self-assessment (TPE 4.5, 5.3)
8. Uses appropriate wait time during questioning (1.5, 1.6)
9. Effectively implements appropriate and available technology (TPE 3.7, 3.8, 4.7, 4.8, 5.3)

SLO 3-Classroom Management and Environment

1. Teaches, reteaches, or reinforces rules, procedures, and routines (TPE 2.1, 2.2, 2.6)
2. Applies appropriate reinforcement techniques throughout the lesson (structure, approximation, extinction, consequences) (TPE 2.3, 2.5)
3. Effectively implements proactive and positive classroom management techniques (TPE 2.1, 2.3, 2.5, 2.6)
4. Implements appropriate strategies to maintain student motivation (TPE 1.3, 2.3, 2.5, 2.6)

SLO 4-Professionalism

1. Arrives on-time and prepared to engage in instruction (TPE 6.8)
2. Conducts regular reflection on performance (TPE 6.1)
3. Establishes professional learning goals (TPE 6.3)
4. Learns to communicate effectively and collaborate with all stakeholders (other teachers, administrators, support staff, parents, community members) (TPE 6.4)
5. Models ethical conduct of teaching professionals, including use of technology and digital media (TPE 6.5, 6.6)
6. Learns how to engage with parents (TPE 1.2, 2.6, 5.5, 6.4)

Required Texts/Course Materials:

- Boyd-Batstone, P. (2015). *Teaching ELLs to read: Strategies to meet the common core (K-5)*. London, England: Routledge. ISBN: 9781138017696
- Griffin, S. A. (2020). *Teaching and learning language arts from a diverse perspective: An anthology*. ISBN: 978-1-7935-3633-4. Available at: <https://store.cognella.com/82452-1C-001>
If you experience any difficulties, please email orders@cognella.com or call 858-552-1120 ext. 503.

Supplemental Readings:

- California State Department of Education (2002). *Visual and performing arts framework for California Public Schools, K-12*. <https://www.cde.ca.gov/be/st/ss/index.asp>
- California Common Core State Standards - English Language Arts. <http://www.cde.ca.gov/be/st/ss/documents/finalesccssstandards.pdf>

Recommended Texts:

- Cox, C. (2014). Seventh Edition. *Teaching language arts: A student- and response-centered classroom*. Boston, MA: Allyn & Bacon. ISBN: 9780133066807
- Zarrillo, J. (2011). *Ready for revised RICA: A test preparation guide for California's Reading Instruction Competence Assessment*. Columbus, Ohio: Merrill/Prentice Hall. ISBN: 9780137008681

Mode of Delivery and Technical Requirements:

This course is completely asynchronous which means that there will be no Zoom sessions. Private or small group Zoom sessions are not an option because it would not be equitable to all teacher candidates enrolled in the course. All documents for the semester have been posted on BeachBoard. Asynchronous classes allow you to work on your own time and at your own pace, as long as you adhere to posted deadlines. Self-motivated and disciplined teacher candidates can thrive in this learning environment. Each participant must be willing to take a proactive approach to learning. Your professor is the facilitator for the class. If you prefer face-to-face learning, it is recommended that you enroll in a synchronous version of this course. This section has always been asynchronous.

Technology:

- The class will be using BeachBoard D2L for communication, dissemination of course materials, and access to web-based resources.
- All Teacher Candidates must sign-up for BeachBoard access via their CSULB Internet account. Login at <http://beachboard.csulb.edu>
- You will also be able to access email free of charge via <https://daf.csulb.edu/email/>. You need to use your CSULB email account for all correspondence.
- Recommended browsers: For Windows PC-Internet Explorer; For Mac-Safari.

Technical Assistance: **Please do not email the instructor with technology issues.**

For BeachBoard, please contact the Technology Help Desk using their online form – http://web.csulb.edu/divisions/aa/academic_technology/thd/contact/ or by phone at (562) 985-4959 or visit them on campus in the Academic Service (AS) building, room 120.

Computer Access:

The university is expected to provide an in-person computer lab in the University Student Union during 2020-21 and the opportunity to borrow laptops and/or wi-fi hotspots, if needed.

BeachBoard Access:

To access this course on BeachBoard - <https://bbcsulb.desire2learn.com/> you will need access to the Internet and a supported Web browser (Firefox is the recommended browser). You log in to BeachBoard - <https://bbcsulb.desire2learn.com/> with your CSULB Campus ID and BeachID password. Bookmark this link for future use, or you can always access it by going to CSULB - <http://www.csulb.edu/>'s homepage and clicking on the BeachBoard link at the top of the page. Once logged in to BeachBoard, you will see the course listed in the My Courses widget on the right; click on the title to enter the course.

Course Communication:

- **Please do not** email the instructor or classmates through BeachBoard; messages will go to a spam folder. Send emails directly through your browser.
- When contacting the instructor, **include the title and section of the course** you are inquiring about **as the title of your message**. Be sure to use professional language for all correspondence (Ex. Dear Dr. Griffin, My name is _____ and I am enrolled in class/section number. I have a question about _____.)
When emailing, you are required to use your CSULB account.
- We will use BeachBoard to make announcements, communicate information, post assignments and

corresponding due dates, and discuss course-related topics. Please note: **It is the student's responsibility to check BeachBoard a minimum of twice per week**, as it will contain important information about upcoming class assignments, activities, and other elements of the course. **Students must also check their CSULB email accounts a minimum of twice per week** to receive important communications about the course from the instructor or other enrolled students.

- Teacher Candidates may post questions to the *Virtual Office* on BeachBoard.
- Teacher Candidates may email the instructor, Monday – Friday (9:00am-4:00pm). **The instructor is not obligated to respond to emails or questions in the *Virtual Office* outside of the hours posted. The instructor does not work on weekends.**

Course Policies:

Plagiarism/Academic Integrity Policy

There is zero tolerance for cheating, plagiarism, or any other violation of academic integrity in this course. Work submitted is assumed to be original unless your source material is documented using proper citations. Using the ideas or words of another person, even a peer or a web site, as if it were your own, constitutes plagiarism. It is your responsibility to review the University policy on [Cheating and Plagiarism](#) that governs your participation in courses at CSULB.

University Withdrawal Policy

Class withdrawals during the final 3 weeks of instruction are not permitted except for a very serious and compelling reason such as accident or serious injury that is clearly beyond the student's control and the assignment of an Incomplete grade is inappropriate (see [Grades](#)). Application for withdrawal from CSULB or from a class must be filed by the student [online](#), whether or not the student has ever attended the class; otherwise, the student will receive a grade of "WU" (unauthorized withdrawal) in the course. View the CSULB guidelines on [Dropping and Withdrawal](#) for more detailed information.

Special Needs Accommodations

Students with a disability or medical restriction who are requesting a classroom or academic accommodation should contact the Bob Murphy Access Center (BMAC) located in the Student Success Center, #110, or by phone at 562-985-5401 or via email at BMAC@csulb.edu. The BMAC will work with the student to identify a reasonable accommodation in partnership with appropriate academic offices and medical providers. We encourage students to reach out to BMAC as soon as possible. It is the student's responsibility to notify the instructor in advance of the need for accommodation related to a university-verified disability.

If you require accommodations you must advise the instructor on the first day of class.

Additional Information:

Student Support Services

The Division of Student Affairs has prepared a helpful guide, [Student Resources During COVID-19](#). A full list of student support services is also available on the [Programs and Services](#) website. All units and programs are offering services, primarily in a virtual format; visit individual websites for up-to-date contact information.

Students who are facing challenges resulting in housing and/or food insecurity are urged to contact the [Basic Needs Program](#). Students may also email supportingstudents@csulb.edu or call (562)985-2038.

Course Evaluation Components and Grading:

Grading and Late Work/Make-up Policy

- All assignments are to be typed in Microsoft Word and formatted using Times New Roman, 12-point font, double-spaced, and 1" margins.
- All assignments are to be uploaded to BeachBoard except when otherwise indicated.
- Assignments are performance-based and graded according to specific criteria as stated on Assignment

Rubrics.

- Prior to doing any assignment, use the rubric as a checklist for your work.
- The instructor is more than willing to clarify any questions about assignment criteria.
- **Partial or off-topic assignments will not be accepted for grading.**
- **Late submissions, within one week of the deadline, will be penalized by 20%.**
- **No late assignments will be accepted 7 days after the initial due date or one week before the final day of class, or thereafter.**
- Keep a copy of each assignment for your own records.

At the instructor's discretion, students will be given the opportunity to resubmit up to two (2) assignments for a higher grade. No late papers, off-topic, or incomplete assignments are eligible for rewriting. Inattention to the assignment criteria in the rubric sheet disqualifies a paper for rewriting. **Resubmitted assignments are not eligible for full credit and will receive a penalty of a 20% deduction.** Students choosing to rewrite an assignment will have a one-week deadline.

DESCRIPTION OF ASSIGNMENTS

In our course you will conduct a literature study. That means that you will use ONE picture book for ALL assignments throughout the semester.

All assignments are due on or before 11:59pm on the dates stated on the course calendar.

Discussion Board:

- There are six groups under each prompt (you must click on the [Week](#) in blue to access the groups).
- Teacher Candidates will respond to a prompt on the Discussion Board by 11:59pm each Wednesday in a group.
- Teacher Candidates will respond to a minimum of two other classmate's posts (in their group) by 11:59pm that Friday.
- Teacher Candidates will read all posts in their group.
- Beginning Week Two and for the remainder of the semester, you will join a new group to respond to a Discussion Board prompt and interact with other members of your small community.
- Groups are not assigned. You may choose which one to join each week.
- There is a limit of five individuals per team.
- Remember to switch groups each week so that you have the opportunity to engage in discourse with different people and read different perspectives.

ELD Lesson:

- Alternative assignment due to pandemic: You will design and record yourself delivering a section of your ELD lesson to a family member/friend's child (TK-8) or with a partner from our course. The person you work with will be referred to as a "focus student".
- Teacher Candidates will record themselves teaching one portion of the lesson (approximately 5-7 minutes). Upload the video to [YouTube](#) and add the link at the bottom of your lesson plan. Your videos will not be shared with other teacher candidates in the course.

Spelling Assessment:

- Alternative assignment due to pandemic: Teacher candidates will analyze two writing samples from a first grade student. Both samples are from the same child.
- Use multiple forms of on-going, authentic assessment of the stages of spelling.
- Identify a child's strengths and needs and make recommendations for spelling and/or grammar; and writing instruction.

Signature Assignment - Writing Process (Instruction, Assessment and Reflection):

- Alternative assignment due to pandemic: You will teach your lesson to your “focus student” (family member/friend’s child (TK-8) or with a partner from our course).
- If you pair with another teacher candidate, each of you will take turns being the “teacher” and student”.
- Using ELA standards, the “teacher” will select a focus for the writing.
- Using any video conferencing tool (Zoom, FaceTime, Google Duo, etc.), the “teacher” will walk the “student” through the entire writing process: prewrite, draft, revise, edit and publish.
- You will submit the “focus student’s” work for each stage of the writing process, along with your own reflection.
- See Appendix A for requirements and rubric.

Visual and Performing Arts (VAPA) Lesson:

- This part of your literature study unit moves "beyond" the selected work of children's literature, but it remains based upon the book. In this case, the content will be derived from the Visual & Performing Arts Framework (visual arts, drama, dance, music).
- Using a theme, idea, or artistic technique found in the storybook, you will create a VAPA project that includes grade level VAPA and ELA standards.
- Alternative assignment due to pandemic: You will not submit a lesson plan, but you will post pictures of the activities and final product(s) to the Discussion Board and Dropbox.

Virtual Field Trip:

- Taking inspiration from your picture book, you will choose a content area and integrate it with ELA and technology.
- Alternative assignment due to pandemic: You will upload your Virtual Field Trip to Discussion Board and Dropbox and provide feedback to at least three other classmate’s Virtual Field Trips.
- You must include the following:
 - Content Area, Subject, Grade Level, ELA Standards, Content Area Standards,
 - Basic facts about that topic (examples: population, demographic info, significance of topic, etc.), Places to visit in that location or places to visit to learn about the topic (examples: cities, buildings, museums, statues), Pictures and images, and a culminating activity.
 - **You must include links to external sources. That is what makes the field trip interactive! Failure to do so will result in a significant grade reduction.**

Field Experience, Clinical 2 - S4 @ The Beach:

- ALL credential candidates are required to log their fieldwork hours on S4@ The Beach. Due to the pandemic, we will use alternative assignments to meet the requirements.
- Information on how to complete the Fieldwork log can be found on the Office of Clinical Practice website at www.csulb.edu/ocps4.
- You will upload your work at the end of the semester. After you upload or copy/paste the alternative assignments to S4 @ The Beach, you will upload a copy of that file to BeachBoard’s Dropbox.
- Do not email the instructor with questions about S4. Any inquiries should be directed to the Office of Clinical Practice.

Field Experience Alternative Assignment Equivalency Hours	
ELD Lesson	2 hours
Spelling Assessment	2 hours
Signature Assignment: Writing Process	3 hours
VAPA Lesson	1 hour
Virtual Field Trip	2 hours
Total Hours:	10 hours

Evaluation Points:

Assignment Description	Points	Linked to SLO
Attendance/In Class Participation	20	SLO #4
ELD Lesson	10	SLO #2
Spelling Assessment	15	SLO #2
Signature Assignment: Writing Process	20	SLO #2
VAPA Lesson	10	SLO #2
Virtual Fieldtrip	20	SLO #1
Fieldwork (S4 @ The Beach)	5	SLOs # 3 & 4

NO LATE SUBMISSIONS OF THE SIGNATURE ASSIGNMENT WILL BE ACCEPTED

Course Grading Scale:

Percent Range	Letter Grade
90 – 100%	A
80 – 89%	B
70 – 79%	C
60 – 69%	D
59% and below	F

EDEL 442 Course Calendar (Subject to Change)

WEEK	COURSE TOPICS	ASSIGNMENTS
W-1 1/18	*Familiarize yourself with the tabs and discussions on BeachBoard (including the Virtual Office and Cyber Café). *Read <u>all</u> of the materials in the Important Documents folder in our Content Tab. *Purchase or rent the textbook	
W-2 1/25	*Introductions/Syllabus *BeachBoard *Instructional Strategies *Differentiated Instruction *RICA Content Specifications *RICA Overview *Accommodations	DUE: *Upload your MSCP Card to Dropbox on or before 11:59pm on 1/29 *Complete the Scavenger Hunt and upload to the Dropbox on or before 11:59pm on 1/29 *Discussion Board (due on or before 11:59pm Wednesday) *Responses (due on or before 11:59pm on Friday)
W-3 2/1	*English Language Development -ELD Quick Assessment *Selection of Culturally Responsive Core Book	DUE: Reading: Boyd-Batstone (BB) 1 *Reading: Griffin 2 *Discussion Board (due on or before 11:59pm Wednesday) *Responses (due on or before 11:59pm on Friday)
W-4 2/8	*Standard: Vocabulary & Concept Dev. *Differentiated Instruction *ELD Vocabulary & Concept Development Lesson -ELD Strategies -Lesson Planning	DUE: *ELD Quick Assessment due to Dropbox on or before 11:59pm on 2/12 *Reading: Griffin 3 *Discussion Board (due on or before 11:59pm Wednesday) *Responses (due on or before 11:59pm on Friday)
W-5 2/15	*Book Walk *Interactive Read Aloud	DUE: *ELD Vocab. & Concept Dev. Lesson Plan due to the Dropbox & video uploaded to YouTube on or before 11:59pm on 2/19

		<p>*Reading: BB 2 and 3</p> <p>*Discussion Board (due on or before 11:59pm Wednesday)</p> <p>*Responses (due on or before 11:59pm on Friday)</p>
<p>W-6 2/22</p>	<p>*Interactive Writing</p> <p>*Character Study</p>	<p>DUE:</p> <p>*Conduct Book Walk, Interactive Read Aloud, and Character Study with your focus student or a partner from our course</p> <p>*Reading BB 4</p> <p>*Reading: Griffin 4</p> <p>*Discussion Board (due on or before 11:59pm Wednesday)</p> <p>*Responses (due on or before 11:59pm on Friday)</p>
<p>W-7 3/1</p>	<p>*Signature Assignment Workshop – Part I</p>	<p>DUE:</p> <p>*Character Study Semantic Maps due to the Discussion Board</p> <p>*Reading: BB 5</p> <p>*Discussion Board (due on or before 11:59pm Wednesday)</p> <p>*Responses (due on or before 11:59pm on Friday)</p>
<p>W-8 3/8</p>	<p>*Signature Assignment Workshop – Part II</p>	<p>DUE:</p> <p>*Begin Signature Assignment with your focus student or a partner from our course</p> <p>*Reading: BB 11</p> <p>*Reading: Cox, Ch. 7 (File in the Content Tab)</p> <p>*Discussion Board (due on or before 11:59pm Wednesday)</p> <p>*Responses (due on or before 11:59pm on Friday)</p>
<p>W-9 3/15</p>	<p>*Developmental Stages of Spelling</p> <p>*Spelling Assessment Workshop –</p>	<p>DUE:</p> <p>*Continue Signature Assignment with your focus student or a partner from our course</p> <p>*Reading: Cox, Ch. 10 (File in the Content Tab)</p> <p>*Discussion Board (due on or before 11:59pm Wednesday)</p> <p>*Responses (due on or before 11:59pm on Friday)</p>
<p>W-10 3/22</p>	<p>*Visual and Performing Arts (VAPA)</p> <p>*VAPA-ELD/SDAIE Lesson Planning Workshop</p> <p>*Standard: Vocabulary & Concept Dev.</p>	<p>DUE:</p> <p>*Spelling Assignment due to the Dropbox on or before Friday, 3/26</p> <p>*Reading: Cox 10</p> <p>*Discussion Board (due on or before 11:59pm Wednesday)</p> <p>*Responses (due on or before 11:59pm on Friday)</p>
<p>W-11 3/29</p>	<p>Spring Break – Rest and Rejuvenate!</p>	
<p>W-12 4/5</p>	<p>*Special Education Overview</p>	<p>DUE:</p> <p>*Signature Assignment Due to Dropbox on Monday, 4/5 @ 11:59pm</p> <p>*Reading: Griffin Skim Chapters 5 - 7</p> <p>*Discussion Board (due on or before 11:59pm Wednesday)</p> <p>*Responses (due on or before 11:59pm on Friday)</p>
<p>W-13 4/12</p>	<p>*Integrating Lessons using Technology – Virtual Field Trip</p>	<p>DUE:</p> <p>*Picture or video of VAPA product due to the Discussion Board AND Dropbox on or before Wednesday, 4/14</p> <p>*Responses (due by 11:59pm on Friday)</p> <p>*Reading: Griffin Skim Chapters 8 - 9</p> <p>*Discussion Board (due on or before 11:59pm Wednesday)</p>

		*Responses (due on or before 11:59pm on Friday)
W-14 4/19	*New Teacher Survival Guide	DUE: *Reading: Griffin 10 *Discussion Board (due on or before 11:59pm Wednesday) *Responses (due on or before 11:59pm on Friday)
W-15 4/26	*Culturally Responsive Pedagogy	DUE: *Virtual Fieldtrip due to the Discussion Board AND Dropbox on or before Wednesday, 4/28 *Discussion Board (due on or before 11:59pm Wednesday) *Responses (due on or before 11:59pm on Friday)
W-16 5/3	*Content Completed	DUE: *Submit 10 hours to S4 @ The Beach *Confirmation of S4 Submission due to Dropbox

NO LATE SUBMISSIONS OF THE SIGNATURE ASSIGNMENT WILL BE ACCEPTED

I look forward to a successful semester!

Appendix A



Multiple Subject Credential Program

Signature Assignment for EDEL 442: Teaching Language Arts

Process Writing: Instruction, Assessment, and Reflection

Program Learning Outcome Assessed:

SLO 2-Lesson Implementation and Assessment

1. Lesson is taught in alignment with specified standards (TPE 4.3)
2. Objective/Learning Target is clearly communicated to all Teacher Candidates (TPE 3.1, 3.2, 4.4)
3. Materials are prepared and utilized effectively (TPE 4.3)
4. Appropriate pacing is used to teach the lesson and monitor for student learning (TPE 1.5, 4.3, 4.4, 4.7)
5. A variety of questioning and active participation (overt and covert) strategies are used throughout the lesson (TPE 4.3)
6. The results of active participation strategies are used to adjust the instruction (TPE 1.8, 5.1, 5.2)
7. Teacher Candidates are engaged in self-assessment (TPE 4.5, 5.3)
9. Effectively implements appropriate and available technology (TPE 3.7, 3.8, 4.7, 4.8, 5.3)

Alternative Assignment due to Pandemic: Directions for Teacher Candidates

1. You will teach your lessons to your “focus student” (family member/friend’s child (TK-8) or with a partner from our course).
2. Based on your **mentor text and ELA standards**, you will teach each stage of the writing process: prewrite, draft, revise, edit and publish. Refer to Signature Assignment PowerPoint in our Signature Assignment Content Tab.
3. If working with a partner from the course, you will each take turns with the roles of “teacher” and “student”. Partners will video conference each other, using any video conferencing tool (Zoom, FaceTime, Google Duo, etc.).
4. Write your reflection by responding to the prompts in the Signature Assignment Reflection Guiding Questions in our Signature Assignment Content Tab.

5. Upload scanned copies of your “focus student’s” writing which reflects each stage of the writing process (see below for detailed directions).

1) Writing Instruction and Assessment

Your “student” will participate in a writing process and writing assessment activity. You have two options. Please choose from the following:

A) A published **book** from your “student” that will be submitted for this assignment. In addition, evidence of the writing process (drafts) must be turned in.

Requirements include:

- Evidence of effective writing instructional strategies
- Applied formative, summative, and student self-assessment
- Appropriate use of available technology
- A bound or digital book
- Prewriting
- Rough drafts
- Edited piece
- Final copy of the writing (must be typed)

OR...

B) A published **writing piece** from your “student” that will be submitted for this assignment. In addition, evidence of the writing process (drafts) must be turned in.

Requirements include:

- Evidence of effective writing instructional strategies
- Applied formative, summative, and student self-assessment
- Appropriate use of available technology
- Prewriting
- Drafting
- Revising
- Editing
- Publishing (final copy of the writing must be typed)

2) Reflection and assessment

Includes formative, summative, and student self-assessment and analysis of the Writing Instruction and Assessment activity.

DIRECTIONS FOR THE REFLECTION AND SELF-ASSESSMENT ESSAY:

- To complete this assignment, write a reflective analysis about the writing instruction and assessment experience.
- Discuss the relationship between collecting and analyzing assessment data to providing instructional adaptations for your “student”.
- Discuss how your experience is informed by theory and practice by making reference to your readings in the required textbooks, and to RICA Content Specifications.

Required Expectations

As part of this project you should provide the following: (1) an appropriate and detailed language objective, (2) clearly identified writing strategies (3) evidence of the writing process (pre-writing, drafts, revising, editing), (4) final typed copy of book or published writing and (5) reflective analysis and assessment. It is expected that you

will use your discipline specific knowledge to make decisions about adaptations and generated rationale statements.

Scoring Rubric: Analytic Scoring Rubric for EDEL 442 Signature Assignment

SLO 2 Lesson Implementa tion and Assessment Measured	0 = Can't Score	1 = Does Not Meet Expectations	2 = Meets Some Expectations	3 = Meets Expectations	4 = Exceeds Expectations
Teaching Objective TPEs: 3.1, 3.2, 4.3, 4.4 4.7	Missing or off-topic submission	Objective is not clearly communicated. Lack of critical thinking and participation strategies throughout the lesson.	Objective is communicated. Provides minimal critical thinking questioning and participation strategies and/or are weakly connected throughout the lesson.	Objective is communicated. Provides some critical thinking questioning strategies and some effective participation strategies throughout lesson.	Objective is clearly communicated to students. A variety of critical thinking questioning strategies and multiple, effective active participation strategies (engagement/data-gathering) are used throughout lesson.
Assessment TPEs: 1.8, 4.4, 4.5, 4.8, 5.1, 5.2	Missing or off-topic submission	Focus Student did not self-assess writing. Teacher used assessment tools and recorded data inaccurately.	Little evidence of Focus Student self-assessment on their writing. Teacher used one assessment tool and recorded partial data accurately.	Focus Student applied self-assessment to their writing at some point in the process. Teacher applied few formative and summative assessment tools and clearly recorded data accurately.	Focus Student engaged in self-assessment . Teacher used formative assessment tools and reporting assessment data (the writing process). Teacher used summative assessment to identify strengths and needs.
Instructional Strategies and Technology TPEs: 3.1, 3.7, 3.8, 4.3, 4.7, 4.8, 5.3 5.4	Missing or off-topic submission	Writing instructional strategies were not included. Recommendations were inconsistently, or not aligned with state standards or assessments; no technology is included.	Applied one writing instructional strategy. Recommendations were partially aligned with state standards or assessments; little to no technology is included.	Applied a few writing instructional strategies and were accurately cited. Recommendations were aligned with state standards and assessments and include evidence of instructional technology.	Teacher applied various writing instructional strategies appropriately and accurately cited each strategy. Recommended strategies and activities were aligned with state standards, available technology, differentiated, and developmentally appropriate.

<u>Reflection and Application</u> TPEs: 1.8, 5.1, 5.2	Missing or off-topic submission	Reflection demonstrates confusion about differentiated instructional practice.	Reflection demonstrates minimal insight and/or understanding of differentiated instructional practice.	Reflection demonstrates insight and/or understanding of differentiated instructional practice.	Insightful reflective analysis demonstrates instructional adjustments based on understanding of the writing process and assessment results
<u>Professionalism</u> TPE: 6.4	Missing	Paper is disorganized and does not follow formatting. Academic language is not used. Frequent errors throughout the paper.	Paper is disorganized and/or does not follow formatting as stated in syllabus. Academic is not used. Various grammar, syntax, punctuation, and spelling errors.	Paper is organized and follows formatting as stated in the syllabus. Academic language is used and includes minimal grammar, syntax, punctuation, and spelling errors.	Paper is well organized (using the headings and subheadings) and follows formatting as stated in the syllabus. Academic language is used and free of grammar, syntax, punctuation, and spelling errors .

Legend

Total Points	College of Education Assessment Scale Equivalent
16-20	4 (Exceeds Expectations)
11-15	3 (Meets Expectations)
7-10	2 (Meets Some Expectations)
3-6	1 (Does Not Meet Expectations)
0-2	0 (Can't Score)