LONG BEACH STATE UNIVERSITY
College of Education

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
Spring 2021
College of Education
Department of Teacher Education

Course Information

Instructor: Wendy McWhorter, M.A.	**Email**: wendy.mcwhorter@csulb.edu
Virtual Office Hours Days/Times: Tuesday 2:45-3:45 and Wednesday 5:45-6:45	**Office Hours Zoom Link:** Zoom ID 964 646 9058 Link can be found on course homepage.
Class Days/Times: Synchronous: Wednesday 7:00pm - 9:45pm Asynchronous: 24/7online access	**Class Zoom Link**: Zoom ID 964 646 9058 Link can be found on course homepage.

Prerequisite: Admission to the Multiple Subject Credential Program.

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. This course is available for a letter grade only (A-F). Academic units: 3.

Syllabus:
You are responsible for the information and requirements in the syllabus, course calendar, criteria stated in assignment rubrics, and announcements and course material displayed on BeachBoard. The syllabus represents a <u>contractual agreement</u> 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.

Course Student Learning Outcomes and Goals:
The following Student Learning Outcomes (SLOs) are aligned with the Multiple Subject Credential Program SLOs which are based on the Teaching Performance Expectations (TPEs, revised and adopted June 2016); Common Core State Standards (revised March, 2013); and RICA Content Specifications (Domains I-V, revised 2007). Upon successful completion of the Multiple Subject Credential Program, students will demonstrate the following:

Student Learning Outcomes Upon successful completion of this course, students will be able to:

SLO 1- Lesson Design and Assessment
- Create a lesson plan that is clear, complete, and standards-based (TPE 3.1)
- Create a lesson plan that includes an appropriate three-part objective (content, level of cognition, proving behavior) (TPEs 3.3, 4.1, 5.8)
- Create a lesson plan that includes a formative assessment tool and clear plan for summative assessment that allows students to demonstrate mastery in a variety of ways (TPE 3.4, 5.1)
- Create a 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)
- Create a lesson plan that includes plans for engaging students, modeling, active participation, and checks for understanding (TPE 1.4, 1.8, 3.3, 4.7)
- Create a lesson plan that 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)
- Create a lesson plan that includes opportunities for students to actively think critically and work collaboratively (TPE 1.5, 4.6)
- Align lesson goals and instructional strategies to student learning needs (TPE 1.1, 3.2, 4.2)
- Create a lesson plan that incorporates appropriate and available technology (TPE 3.7, 3.8, 4.7, 4.8)

SLO 2-Lesson Implementation and Assessment
- Execute lessons taught in alignment with specified standards (TPE 4.3)
- Communicate Objective/Learning Target is clearly to all students (TPE 3.1, 3.2, 4.4)
- Prepare and utilize effective materials (TPE 4.3)
- Use appropriate pacing to teach the lesson and monitor for student learning (TPE 1.5, 4.3, 4.4, 4.7)
- Implement a variety of questioning and active participation (overt and covert) strategies throughout the lesson (TPE 4.3)
- Use the results of active participation strategies to make adjustments to instruction (TPE 1.8, 5.1, 5.2)
- Employ student self-assessment (TPE 4.5, 5.3)
- Use appropriate wait time during questioning (1.5, 1.6)
- Implement appropriate and available technology (TPE 3.7, 3.8, 4.7, 4.8, 5.3)

SLO 3-Classroom Management and Environment
- Teach, reteach, or reinforce rules, procedures, and routines (TPE 2.1, 2.2, 2.6)
- Apply appropriate reinforcement techniques throughout the lesson (structure, approximation, extinction, consequences) (TPE 2.3, 2.5)
- Implement effective proactive and positive classroom management techniques (TPE 2.1, 2.3, 2.5, 2.6)
- Implement appropriate strategies to maintain student motivation (TPE 1.3, 2.3, 2.5, 2.6)

SLO 4-Professionalism
- Arrive on-time and prepared to engage in instruction (TPE 6.8)
- Conduct regular reflection on performance (TPE 6.1)
- Establish professional learning goals (TPE 6.3)
- Demonstrate effective communication and collaboration with all stakeholders (other teachers, administrators, support staff, parents, community members) (TPE 1.2, 2.6, 5.5, 6.4)
- Model ethical conduct of teaching professionals, including use of technology and digital media (TPE 6.5, 6.6)

Required Texts/Course Materials:
1. Griffin, S. (2018). *Teaching and learning language arts from a diverse perspective: An anthology.* San Diego, California*:* Cognella Publishing. ISBN: 978-1516538645 [SEP]
2. Supplementary Readings will be available on the BeachBoard.
3. California's Common Core Standards English Language Arts Literacy in History Social Studies Science, and Technical Subjects (Linked on the BeachBoard under "Content")
4. California's Common Core Standards English Language Arts Development Standards (Linked on the BeachBoard under "Content")
   http://www.cde.ca.gov/be/st/ss/documents/finalelaccssstandards.pdf.
5. RICA Content Specifications http://www.ctcexams.nesinc.com/pdf/rc_content_specs.pdf (downloadable on the BeachBoard under "Content", "RICA")

Recommended Texts:
. California State Department of Education (2002). *Visual and performing arts framework for California Public Schools, K-12.* [SEP][SEP](Linked on the BeachBoard under "Content")
. International Society for Technology in Education (2018). *ISTE Standards for Educators.* [SEP](Linked on the BeachBoard under "Content")
. International Society for Technology in Education (2018). *ISTE Standards for Students. .* [SEP](Linked on the BeachBoard under "Content")

Mode of Delivery and Technical Requirements:
This course is conducted entirely through Alternative Modes of Instruction, using both synchronous online and asynchronous learning. Students will access the course material and activities on BeachBoard and are required to participate in synchronous class meetings via Zoom. All students must have access to a computer or other device with Internet functionality to access BeachBoard and Zoom, participate in class activities, and complete assignments. Students must also have access to Internet sufficient to interact in synchronous meetings.

Students who experience unexpected technical issues for a class session or assignment will be provided with the opportunity to make up missed work. Students who experience technical issues during a synchronous meeting or with an assignment should email me as soon as possible to let me know.

To access this course on BeachBoard and Zoom, students will need access to the Internet and a supported web browser (Google Chrome or Firefox recommended). Log in to BeachBoard with your CSULB Campus ID and BeachID password. Once logged in, you will see the course listed in the My Courses widget; click on the title to access the course. To access Zoom, first install the latest version of the Zoom app on your device. Use the link provided and/or sign in using your CSULB Campus ID and BeachID password via Single Sign On to create or join a Zoom session. If students need technical assistance during the course or would like to report a technical issue with BeachBoard or Zoom, they should contact the Technology Help Desk.

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. The university will send communications directly to students regarding accessing these resources.

We will use YouTube to upload videos for the ELD Lesson. You will have to create a private YouTube account to upload and share your ELD Lesson <5-minute video with your instructor. Your videos will not be shared with other teacher candidates in the course.

Policy on CSULB Email Account:

1. The CSULB campus email account, <first.lastname@student.csulb.edu>, is the default avenue of communication at CSULB. Active use of your CSULB campus email is essential for sending and receiving information related to this course and for university-wide business.
2. Please be sure that your BeachBoard account is set to use your university campus email account. For assistance, contact the CSULB Technology Help Desk (phone# 562-985-4959 or helpdesk@csulb.edu), also at http://www.csulb.edu/divisions/aa/academic_technology/thd/

Technical Assistance:

1. If you need technical assistance at any time during the course or need to report a problem with 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.
2. 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.

BeachBoard Support:

Email: helpdesk@csulb.edu,
http://www.csulb.edu/divisions/aa/academic_technology/thd/contact/ Phone: (562) 985-4959 Drop in: Academic Services Building, Room 120 (AS 120)

System check for BeachBoard:

https://bbcsulb.desire2learn.com/d2l/tools/system_check/systemcheck.asp?ou=6605

Check for Supported Browsers:

http://www.csulb.edu/divisions/aa/academic_technology/itss/beachboard/help/browser_issues_solutions. html

BeachBoard Student Help Site:

http://www.csulb.edu/divisions/aa/academic_technology/itss/beachboard/help/students/index.html

University 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

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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 Policies

In-Class Course Work
- Professional dispositions include display of courtesy toward the instructor and classmates, punctual attendance, observance of due dates, flexibility regarding assignments, and unanticipated changes in the course calendar.
- Participation includes demonstration of active contribution to small group and whole class discussion, posing clarification, reflective, and/or information-seeking questions, and communicating ideas or concerns with the instructor.

Attendance and Participation
- Attendance (e.g., being present for all synchronous class sessions via Zoom) and active participation are essential to your success in this class and is 20% of your grade. Non-participation in either synchronous or asynchronous aspects of the course will negatively impact your grade.
- Students are expected to attend classes promptly and regularly. Please refer to and get familiar with the CSULB Attendance Policy:
  http://web.csulb.edu/divisions/aa/catalog/current/academic_information/class_attendance.html
- On-time attendance at the first class is mandatory. Attendance will be taken at the beginning of each class, and occasionally at the end of class. Any student not attending the first class will be dropped.
- One absence is allowed with no explanation required. Any additional absences or late arrivals more than 30 minutes to class will result in a deduction of 5 points for each absence or tardy from the total possible points in the course, unless it is an official excused absence. Excused absences will be granted only if written evidence (e.g. a doctor's written notice, a letter for jury duty, or a copy of a funeral program) is provided in a timely manner. (University Attendance Policy, PS 01-01, defines excused absences as 1) illness or injury to the student; 2) death, injury, or serious illness of an immediate family member or the like; 3) religious reasons [California Educational Code section 89320]; 4) jury duty or government obligation; 5) University sanctioned or approved activities.)
- ***Students missing 3 or more classes will be advised to drop the class and retake it in a subsequent semester.***
- ***Students who plan to be tardy or absent must email the professor before class.***

Course Communication
1. We will communicate through BeachBoard, Zoom and email.
2. Email only using your CSULB email, not through BeachBoard. Emails sent through BeachBoard will likely end up in a spam folder.
3. Students should be sure to check their CSULB email accounts a minimum of once per week to

receive important communications about the course from the instructor or other enrolled students.
4. Students may meet with the instructor during office hours, by appointment, or via email.
5. Instructor will respond to emails in a timely manner, usually within 24-48 hours.
6. It is expected that all students log onto BeachBoard at least twice throughout the week.
7. Checklists and materials for each of the course modules are posted in the Content tab on BeachBoard.
8. Online participation will be monitored.

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.

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 Grading:
- It is highly encouraged that students are self-advocating and proactive in contacting the instructor if they are falling behind or anticipate absences or missing assignments.
- Assignments are performance-based and graded per specific criteria as stated on each assignment rubric and grades are based on specific evaluation criteria listed on rubrics for each assignment.
- Prior to completing any assignment, use the rubric as a checklist for your work.
- On time submissions are eligible for full credit.
- Assignments will not be accepted after seven days of the due date unless an agreement has been made between the instructor and the teacher candidate and will not be graded.
- At the instructor's discretion, a student may resubmit assignments for a higher grade, excluding the Signature Assignment.
- Partial or off-topic assignments will not be accepted for grading.
- Keep a copy of each assignment for your own records.

Grading Scale

Letter Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	59% and below

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.**==

Class Engagement
• You will access all course materials, complete assigned readings and submit required activities. • You will use the weekly checklists to guide your learning. • You are responsible for the information and requirements stated in this course syllabus; guidelines for course assignments; instructional materials and announcements posted on the BeachBoard; and email communications. • You are expected to download all course-related materials to your computer and put them in respective folders and subfolders. Downloaded course materials should be in a folder or a subfolder from which you can easily retrieve. See Schedule on BeachBoard under "Course Documents".
ELD Lesson
• You will write a formal lesson plan based upon the ELD standards and your assessment of the language level of your EL Focus Student. ELD utilizes a wide range of strategies to foster comprehension and fluency for English Learners (ELs). • You will select two sets of words (four verbs and four nouns) for a minimum of eight (8) total words from your children's storybook to teach using ELD techniques. • <u>Alternative assignment due to pandemic</u>: You will design and record yourself practicing delivering an ELD lesson. • Prior to teaching the lesson, Teacher Candidates will record themselves practicing the lesson (< 5 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
• <u>Alternative assignment due to pandemic</u>: Teacher candidates will analyze two writing samples from a first or fifth grade student. • 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
• <u>Alternative assignment due to pandemic</u>: You will pair with another Teacher Candidate. Each of you will take turns being the "teacher" and "student". Using any video conferencing tool (Zoom, FaceTime, Google Duo, etc.), the "teacher" and "student" will select a focus for the writing. • The "teacher" will walk the "student" through the entire writing process: prewrite, draft, revise, edit and publish. • See Appendix A for requirements and rubric.
1.   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. • <u>Alternative assignment due to pandemic</u>: You will not submit a lesson plan, but you will post pictures of the activities and final product(s) to the Discussion Board.
Virtual Field Trip

• Taking inspiration from your picture book, you will choose a content area and integrate it with ELA and technology.
• <u>Alternative assignment due to pandemic</u>: You will upload your Virtual Field Trip to Discussion Board and provide feedback to at least 5 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

- In response to the global pandemic, this course has been modified. Instead of working with a small group of students, you will complete *Alternative Assignments* (viewing video lessons and working with another Teacher Candidate). Detailed descriptions of each lesson will be on BeachBoard.
- 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.

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 Method

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

Syllabus Changes

The instructor reserves the right to alter this syllabus and/or the structure of the course, including components of the BeachBoard platform, assignments and deadlines, if situations that arise that necessitate doing so.

How to Earn an A in This Course?

2. Have a thorough understanding about the course expectations.
3. Use the weekly updates and checklists to guide you through the week's content and assignments.
4. Complete all required readings (textbooks and articles) and course assignments.
5. Attend required Zooms, post timely to Discussion Boards and be prepared to actively participate in discussions.
6. DO NOT wait until the due date to start working on an assignment and follow guidelines for course assignments.
7. Ask the McWho questions in a timely manner and attend Zoom Pop-ups for assignments for clarification.
8. Respect everyone in the learning community.
9. Most importantly, enjoy the learning process!

I look forward to a successful semester!
Prof. McWho

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 videoconference 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.

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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)

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Scoring Rubric: Analytic Scoring Rubric for EDEL 442 Signature Assignment

SLO 2 Lesson Implementation 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.
Reflection and Application 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
Professionalism 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**.