



**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 442-01: Teaching and Learning Language Arts, K-8

### Spring 2021

### Department of Teacher Education

### Course Information

<b>Instructor:</b> Dr. Rita Suh	<b>Email:</b> rita.suh@csulb.edu
<p><b><u>Class Days/Times</u></b>  Mondays @ 4:00 pm-6:45 pm  <a href="https://csulb.zoom.us/j/85893962089?pwd=RXlyQmRRY0JEYTVyS3Y4NnB0OWphQT09">https://csulb.zoom.us/j/85893962089?pwd=RXlyQmRRY0JEYTVyS3Y4NnB0OWphQT09</a>  <b>Meeting ID:</b> 858 9396 2089  <b>Passcode:</b> EDEL442</p>	
<p><b><u>Virtual Office Hours</u></b>  Mondays @ 2:30-3:30  <a href="https://csulb.zoom.us/j/84261075623?pwd=ZFhoNCt5c1NEd0F6L1VBRnZRcHNPZz09">https://csulb.zoom.us/j/84261075623?pwd=ZFhoNCt5c1NEd0F6L1VBRnZRcHNPZz09</a>  <b>Meeting ID:</b> 842 6107 5623  <b>Passcode:</b> Suh</p>	

### 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, and announcements and course material displayed on BeachBoard.** 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.

### Course Student Learning Outcomes and Goals

#### 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:**

- \*Griffin, S. A. (2018). *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](mailto:orders@cognella.com) or call 858-552-1120 ext. 503.
- \*Zarrillo, J. (2016). *Ready for revised RICAs: A test preparation guide for California's Reading Instruction Competence Assessment (4<sup>th</sup> edition)*. Columbus, Ohio: Merrill/Prentice Hall. ISBN: 978-0134146355  
*\*These texts will be available digitally as a "Day One Digital Access" on the first day of class. The text may be accessed via BeachBoard, and by the add/drop deadline. You will have the opportunity to purchase the digital text for a significantly reduced price.*

#### **Recommended Texts and Readings:**

- California Common Core State Standards - English Language Arts.  
<http://www.cde.ca.gov/be/st/ss/documents/finaelaccsstandards.pdf>

- 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>

### Mode of Delivery and Technical Requirements

This course is conducted entirely through Alternative Modes of Instruction, using synchronous online. 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 (Safari, Google Chrome or Firefox). 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.

### 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. Be sure to use professional language for all correspondence (Ex. Dear Professor Suh, 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 should also be sure to 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.

## Course Policies

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### 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](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.***

### **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](http://www.csulb.edu/ocps4).

### **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](mailto: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

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### 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](mailto:supportingstudents@csulb.edu) or call (562)985-2038.

## Course Evaluation Components and Grading

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### 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 8 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 @ 11:59pm the night before class, unless otherwise stated.**

### **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.
- Alternative assignment due to pandemic: 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**

- Alternative assignment due to pandemic: Teacher candidates will analyze two writing samples from a first 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**

- Alternative assignment due to pandemic: 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.

### **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.

### **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 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.

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

**Evaluation Method**

<b>Assignment Description</b>	<b>Points</b>	<b>Linked to SLO</b>
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 OR VIRTUAL FIELD TRIP WILL BE ACCEPTED**

**Course Grading Scale**

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

**EDEL 442 Course Calendar (Subject to Change)**

**All assignments & discussion posts are due @ 11:59pm the night before class, unless otherwise stated.**

WEEK	COURSE TOPICS	ASSIGNMENTS
<b>W-1 1/18</b>	<b>Martin Luther King Jr. Day – No Class</b>	
<b>W-2 1/25</b>	*Introductions/Syllabus *BeachBoard *Culturally Responsive Pedagogy – mindset & theoretical background	<b>DUE:</b> <b>*Upload your MSCP Card to Dropbox</b>
<b>W-3 2/1</b>	*English Language Development -ELD Quick Assessment *Selection of Culturally Responsive Core Book <b>In-class activity – “English Language Learners” article</b>	<b>DUE:</b> *Reading: “English Language Learners” article (in Beachboard) <b>*Syllabus Scavenger Hunt due to Dropbox</b>
<b>W-4 2/8</b>	* <b>ELA Standards</b> *Differentiated Instruction *ELD Vocabulary & Concept Development Lesson -ELD Strategies -Lesson Planning <b>In-class activity – Griffin, Ch. 2 &amp; 3</b>	<b>DUE:</b> *Reading: Griffin 2 & 3 <b>*Getting to Know My Group due to Dropbox</b> <b>*ELD Quick Assessment due to Dropbox</b>
<b>W-5 2/15</b>	*Book Walk *Interactive Read Aloud *Character Study  <b>In-class activity – Griffin, Ch. 1</b>	<b>DUE:</b> *Reading: Griffin 1
<b>W-6 2/22</b>	In lieu of a class meeting: 1. Watch the “F.A.T. City” video and complete the Study Guide 2. Submit the Study Guide to Dropbox	<b>DUE:</b> <b>*Add the questions and/or modeled think alouds you would ask during your Read Aloud to Discussion Board</b> <b>*Character Study Semantic Maps due to Discussion Board</b> <b>*“F.A.T. City Study Guide” Due to Dropbox by Monday, 3/1 @ 11:59pm</b>
<b>W-7 3/1</b>	*Signature Assignment Review – Part I  <b>In-class activity – Cox, Ch. 7</b>	<b>DUE:</b> *Reading: Cox, Ch. 7 *Reading: “Bloom’s Taxonomy & Critical Thinking” article <b>*ELD Lesson Plan Due to Dropbox &amp; Video Uploaded to YouTube</b>
<b>W-8 3/8</b>	*Signature Assignment Review – Part II	<b>DUE:</b> *Reading: Cox, Ch. 7 *Reading: “Bloom’s Taxonomy & Critical Thinking” article



<b>W-9</b> <b>3/15</b>	*Developmental Stages of Spelling *Spelling Assessment Workshop – <b>Group 1</b>  <b>In-class activity – Cox, Ch. 10</b>	<b>DUE:</b> *Reading: Cox, Ch. 10 <b>*Group 1's Spelling Assessment Due to Dropbox at end of class</b>
<b>W-10</b> <b>3/22</b>	*Developmental Stages of Spelling *Spelling Assessment Workshop – <b>Group 2</b>  <b>In-class activity – Cox, Ch. 10</b>	<b>DUE:</b> *Reading: Cox 10 <b>*Group 2's Spelling Assessment Due to Dropbox at end of class</b>
<b>W-11</b> <b>3/29</b>	<b>Spring Break</b>	
<b>W-12</b> <b>4/5</b>	*Literacy Centers *Guided Reading *Independent Reading	<b>DUE:</b> *Reading: Griffin 7 <b>*Signature Assignment Due to Dropbox on Monday, 4/5 @ 11:59pm</b>
<b>W-13</b> <b>4/12</b>	*RICA Overview *Visual and Performing Arts (VAPA) Lesson  <b>In-class activity – Griffin, Ch. 5</b>	<b>DUE:</b> *Reading: Griffin 5
<b>W-14</b> <b>4/19</b>	*Integrating Lessons using Technology – Virtual Field Trip  <b>In-class activity – Griffin, Ch. 10</b>	<b>DUE:</b> *Reading: Griffin 10 <b>*VAPA Lesson Photos Due to Discussion Board</b>
<b>W-15</b> <b>4/26</b>	*Culturally Responsive Pedagogy	<b>DUE:</b> *Submit 10 hours to S4 @ The Beach *Confirmation of S4 Submission due to Dropbox
<b>W-16</b> <b>5/3</b>	Content Completed	<b>*Virtual Fieldtrip Due to Discussion Board</b>

**NO LATE SUBMISSIONS OF THE SIGNATURE ASSIGNMENT OR VIRTUAL FIELD TRIP WILL BE ACCEPTED**

**I look forward to a successful semester!**



## Appendix A

### Signature Assignment for EDEL 442: Teaching Language Arts *Writing Process: 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. Each of you will be assigned a partner. You should communicate with your partner via email or phone to determine a mutually agreed upon schedule.
2. Make sure your partner has read your picture book. You can share your book by reading it aloud to him/her/them or you can send a link of the book being read aloud (i.e. YouTube video).
3. You will conduct the Writing Process with your partner using the picture book you selected for the semester.
4. 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. The “teacher” and “student” will select a focus for the writing (refer to Signature Assignment PowerPoint in our Signature Assignment Content Tab).
5. The “teacher” will walk the “student” through the entire writing process: prewrite, draft, revise, edit and publish. **\*Use your assigned grade level Writing and Language standards.\***
6. Switch roles!
7. Upload the following to Dropbox:
  1. Your “student’s” published **writing piece** that includes evidence of effective writing instructional strategies and applied formative, summative, and student self-assessment will be submitted for this assignment. Requirements include:
    - **1 scanned PDF file** of your “student’s” **Prewriting, Draft, Revising, Editing, and Publishing (final copy must be typed)** stages.
  2. **Reflection and Self-Assessment Essay:**
    - A written reflective analysis that includes formative, summative, and student self-assessment and analysis of 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 textbook, 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 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.

### Legend

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

## Scoring Rubric: Analytic Scoring Rubric for EDEL 442 Signature Assignment

SLO 2 Lesson Implementati on and Assessment Measured	0 = Can't Score	1 = Does Not Meet Expectations	2 = Meets Some Expectations	3 = Meets Expectations	4 = Exceeds Expectations
<b>Teaching Objective</b> 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.	<b>Objective</b> is clearly communicated to students.  A variety of <b>critical thinking questioning strategies</b> and multiple, effective active <b>participation strategies</b> (engagement/data-gathering) are used throughout lesson.
<b>Assessment</b> 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 <b>self-assessment</b> .  Teacher used <b>formative assessment</b> tools and reporting assessment data (the writing process).  Teacher used <b>summative assessment</b> to identify strengths and needs.
<b>Instructional Strategies and Technology</b> 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 <b>writing instructional strategies</b> appropriately and accurately cited each strategy.  <b>Recommended strategies and activities</b> were aligned with state standards, available technology, differentiated, and developmentally appropriate.
<b>Reflection and Application</b> 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 <b>reflective analysis</b> demonstrates instructional adjustments based on understanding of the writing process and assessment results
<b>Professionalism</b> 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 <b>well organized</b> (using the headings and subheadings) and follows <b>formatting</b> as stated in the syllabus. <b>Academic language</b> is used and free of grammar, syntax, punctuation, and spelling <b>errors</b> .