

**“CONTENT AREA READING”
SPRING ‘03
*EDCI 5264 (11753)
COMPREHENDING PROCESSES AND READING
IN THE CONTENT AREAS
(Thursdays 4:00PM - 6:50 PM)**

*While the content-intent purposes, goals and objectives of graduate level EDCI 5264 are identical in nature to those of undergraduate level EDCI 4404 in necessarily addressing National and State Professional Standards and Licensure Requirements, EDCI 5264 serves almost exclusively a graduate population. Thus, as primarily a Master’s level course, the breadth-depth and overall quantitative and qualitative expectations of EDCI 5264 are significantly more advanced so as to best serve both pre and in-service K-12 teacher populations.

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PURPOSE

Understanding the efferent and aesthetic nature and structure of language, content and literacy is perhaps the most important ‘business’ of teachers of all levels and content areas. Though many of the details of what and how the powers of acquiring and developing language and literacy remain illusive, if not indeed because language and print are truly the mystery that distinguishes us as human, educators of all persuasions and passions must deliberately avail themselves of the most recent of relevant information regarding the means by which the content of instruction might be best enhanced through the application of best of available linguistic and cognitive tenets. Thus the inception and evolution of this particular course. Understanding understanding (metacognition) is prerequisite to the success of both the teacher and the learner. Successful teachers and learners are predisposed to inquiry, authenticity, relevance, cooperation, collaboration and enterprise. Thus, the:

GOALS

- To explore the nature of learning and learners as regards the planning, delivery, management and assessment of content literacy.
- To investigate the ‘enterprise’ of acquiring, developing and refining oral and written language in its broadest human sense.
- To examine the psycho-socio-“linguistics” of language and comprehension.
- To consider the intimate relationship of language, culture and knowledge.
- To experience classroom-community protocols for authentically enhancing student interest, understanding and success.
- To design instructional, management and assessment paradigms and tools to foster student engagement and understanding and application of content knowledge.
- To communicate effectively about teacher responsibility and roles in developing and interpreting curriculum and the construction of knowledge.
- To examine and construct authentic environments, materials and resources supportive of literacy in its broadest sense.
- To collaboratively address the constructs of thematic instruction for interconnecting content knowledge and skills.
- To explore organizational-instructional sets / rubrics for ‘hands-minds on’ learning enterprises.

FORMAT

Though the management of finite time frames in the construction and delivery of information via coursework is restrictive, this constraint need not necessarily interfere with the need for open discussions. Quality dialogue is for purposes of this course as important as the information itself. Less is often more. Slower is often faster. Hoped for is a low risk cooperative environment where collaborative engagements respective of diverse experiences and views will mutually enhance opportunities to learn.

*TEXTS

- The Book Of Learning And Forgetting by Frank Smith, 1998 (Teachers College Press; ISBN 0-8077-33750-X)
To formally address the nature of classical vs. official paradigms for instruction, learning and assessment.
- Caught In The Middle. Nonstandard Kids and a Killing Curriculum by Susan Ohanian, 2001 (Heinemann; ISBN 0-3255-00328-9)
To acquaint and inform classroom practitioners of the empathy required when nonstandard kids “collide” with standardized curricula and high risk testing.
- A Handbook Of Content Literacy Strategies by Elaine C. Stephens and Jean E. Brown, 2000 (Christopher-Gordon Publishers; ISBN 0-926842-96-X)
To explore organizational-instructional sets / rubrics for ‘ hands-minds on’ content learning enterprises.

*Caught In The Middle is assigned to supplement the major content-learning texts for purposes of and models for using contemporary professional literature:

- to educate for enhancing creativity and change.
- to liberate for disposing self and others to learn beyond “schooling”.
- to create mutual interest and energy for shared teaching-learning opportunities.
- to cause collaborative and enterprising learning encounters-experiences.
- to acknowledge teachers and learners as equals.

*The Book of Learning and Forgetting and A Handbook of Content Literacy Strategies are assigned to directly inform content teachers of the pedagogical models, methodologies and instructional resources readily available for creatively engaging students in enhancing individual and collective oral and written communicative competencies. Methods for addressing varying student abilities and dispositions for connecting text and knowledge with student schemas and scripts are explored beyond the typical science, math, social studies and language arts mediums as in introducing complementing prompts for incorporating physical education, drama and music as well as better addressing today’s increasingly diverse classroom populations. These texts are also further enhance the teacher’s repertoire of instructional organizers and delivery options for maximizing opportunities to tie into student preferences for learning mediums. This ‘catalogue’ of ways and means to engage a wide range of student ‘intelligences’ adds measurably to instructional, management and assessment options, again addressing classroom diversity and inclusion challenges. The ‘routines’ suggested are applicable to all content and grade levels.

REQUIREMENTS

- **Attendance and Participation:** Successful students regularly attend class, meet required reading and writing assignments, perform class presentations, fully participate in group discussions and are reflective upon their own discoveries and learning. Active and attentive membership is an absolutely essential ingredient to the individual and collective successes of any 'team effort'. An absentee assignment is available in emergency situations (a written edited narrative summation of the class readings-presentations for class distribution the following week to then be assessed by the instructor). Penalty per absence without timely submission of successful absentee assignment is 3 points.
- **Resolution and Question Papers (2):** An electronically prepared one page (both sides), single spaced fully edited paper reflecting proportionally on a content literacy based 'resolution' you have reached to date (side 1) and a complementary 'question' which remains (side 2) as a result of your readings and/or discussions related to this class to date. The first R&Q is to be in response to either the Smith or Ohanian text, the second R&Q in response to the Stephens and Brown text. For both the R & Qs provide your reflections...why why and why the why!!! The first of the two R& Qs can be resubmitted with full revisions for reconsideration no later than the following class meeting if score is less than 4 points of the 5 points per R&Q. Must submit the earlier with the newest version. The 2nd R&Q is not revisable. **(10%)**
- **Content-Connections Journal:** Each class member is to keep a personal content-connections journal reflective of all readings, presentations and discussions **(8.5x11 spiral only!)**. This journal is to be kept on a routine basis and ordered-dated as such for all in and out of class related **prompts**, those of instructor choice, those generated by independent readings and those initiated by student presentations. A suggested model for organization and entries will be shared during the first class. First round evaluations will be the partnered responsibility of class members, the second-round and final assessment will be the responsibility of the instructor. **(15%)**
- **Class Engagements:**

SMITH & STEPHENS and BROWN TEXTS

Team based class presentations of assigned readings by chapter and dates noted on "Class Agenda". These presentations should not exceed 15 minutes inclusive of directed and open discussion time. Each assigned group's presentation must include a computer generated one-page-two sided (only) class handout according to the following guidelines. Side one is a computer generated statement of the respective chapter's observations, annotated connections and resulting question(s). Side two of each assigned weekly presentation must include a computer generated guide to a selected instructional 'event.' On side two, top half, is to be the team's lesson plan inclusive of purpose, objectives, activity and assessment measures. The lower half of side two is reserved for the creation of an applied interactive 'activity map' for the elected class activity demonstrative of the respective chapter's message. These 'activity maps' are to be selected-designed from the host of instructional repertoires found in the Stephens and Brown text listed above. **All class presentations must be content area based.** Be certain to include the chapter, title and full names of the presenters at center top, front page. This document is to be entered into the required Content-Connections Journal. 'Sign-ups' for these class presentations will be orchestrated by the instructor as to number and partnership guidelines.

OHANIAN TEXT

Partnered 'panel-based' leaders for prompting class discussion of Ohanian text by chapters and dates noted on class "Agenda". Panel time not to exceed **20 minutes**. 'Sign ups' for these class presentations will also be orchestrated by the instructor. This activity will be instructor prompted-supported. **(10%)**

- **Mid-Term I:** Home Alone Model. A "Tenet-Rationale" driven expression of the Smith and Ohanian texts. To be further clarified (mid-term1 handout) in class. **(10%)**
- **Thematic Constructions: A Conceptual Framework For Curriculum & Content Integration.** An edited 15 page minimum **partnered** curriculum enterprise outlining in narrative and bulleted fashion a thematic approach for planning an integrated instructional unit on a topic(s) for your particular content area and grade level in as detailed a fashion as necessary for clarity. The thematic construction must address the major purpose, goals/objectives, SOLs, logistics, assessments, resources instructional sets, vocabulary, diversity and community as outlined in the attached "Thematic Guide". Two fully detailed daily lesson plans are to be included as noted on the "Guide". The framework must demonstrate how you would stimulate student interest, activate related and prior knowledge, instigate and support student inquiry, enrich the topic, explore media and mediums, tie in other relevant content, individualize for needs and interests and incorporate multiple assessment strategies. The elected theme must incorporate a minimum of two major and distinct content areas. Instructor criteria for evaluation of the resulting 'enterprise' includes completeness, clarity, incorporation of class-text information/activity, creativity and presentation. A 'Thematic Guide' for detailed expectations, formatting and order will be provided. **(15%)**
- **Vocabulary - Morphology Guide:** A morphological charting of the essential 'vocabulary' of the particular content and sub-content areas for content language explorations is required as a feature to the above Thematic Constructions paper (see "Thematic Guide"). The linguistic investigation and discovery of the specialized and special uses of language and nomenclature that drives content is essential to comprehension and the development of communicative competence and confidence. A model for 'mapping' content vocabulary will be provided and discussed. **(5%)**
- **Mid-Term II:** Collaborative Model. An applied "Instructional Set (organizer) – Instructional Engagement (delivery)" model, driven by an understanding of the S& B text and class instructional engagements. To be further clarified (mid-term 2 handout) in class. **(10%)**
- **Broch-ette:** A carefully designed and edited resolution and tenet driven mini-brochure (6 sides) for the immediate purpose of self-summarizing the major required course elements and professional expectations-standards. This broch-ette will distill and capture the major features of the following course requirements: the R&Q's, Mid-Term 1, the Literacy Statement and add the dimension of technology. A guideline and assessment rubric for the brochette's construction will be provided along with a formal class introduction and workshops, and conferences as needed. **(10%)**

- **Literacy Statement:** An electronically prepared two page (two sided) single-spaced edited (brushed and flossed) narrative paper delineating your generic personal and professional commitment to content-literacy instruction. Write as if to be appended to your resume or as an introduction to your teaching portfolio. Include in order your presently constructed **philosophical, content, pedagogical, management, assessment and diversity tenets**. An introductory and closing paragraph are to preface and summarize the statement. This completed paper is required in order to participate in the final exam. (10%)
- **Final Exam:** In Class Collective Workshop Model. The above noted **“Literacy Statement”** is essential-required (in-hand) for admission to and participation in this exam. **(+5%)**
- **Final Self-Assessment Statement:** An edited two page minimum double-spaced personal statement of **‘Revelations and Successes’** revealed to date. **EMAILED ONLY!** No Attachments! **(*5%... *to be deducted from final grade if late or ignored)**

JOURNAL ASSESSMENT (Final):

Organized & Completed	5%
Coverage & Breadth	5%
Connections & Reflections	5%
Total.....	15%

THEMATICS CONSTRUCTION and VOCABULARY MORPHOLOGY ASSESSMENT:
 Values noted on handout entitled “Thematic Guide”.

Final grades will be calculated on the following scale:

A = 94-100	B+ = 87-89	C+ = 77-79	D+ = 67-69	F = <60
A- = 90-93	B = 84-86	C = 74-76	D = 64-66	
	B- = 80-83	C- = 70-73	D- = 60-63	

THE UNIVERSITY HONOR CODE WILL BE STRICTLY ENFORCED

EDCI 5264, as are all graduate level courses, will be assessed as **“WRITING INTENSIVE”**. Formal and informal research and mounting anecdotal evidence strongly suggests that learning AND learning about learning is richly enhanced by invitations to write from both personal and/or professional perspectives... a means of better connecting knowledge and generating ideas among and between learners for broader and richer understandings. Seeing and knowing one’s self as communicatively competent, a writer-thinker, adds immeasurably to the self-image and achievements of teachers and learners alike. All written assignments with the exception of the “conversation journal” are therefore expected to be fully edited for compositional clarity, expression and audience concerns.

PROFESSIONAL STANDARDS ADDRESSED

This course directly addresses the required standards recommended by nationally recognized professional–licensure organizations and the mandates of the state of Virginia, all dedicated to the continuing effort to enhance higher education’s mission for assuring the quality of our nations classrooms and the integrity of America’s teachers. Through prompted and open teacher-student discourse and demonstrative interactive activities this course (EDCI 5264) both complements and reinforces the following national and state pre and in-service teacher endorsement competencies. Particular emphases are underlined to specifically target knowledge, dispositional and performance based expectations:

Interstate New Teachers Assessment and Support Consortium Standards (INTASC):

Standard 1. Subject Matter

Knowledge:

1.13 Relate disciplinary knowledge to their subject areas.

Dispositions:

1.22 Appreciate multiple perspectives and convey to learners how knowledge is developed from the vantage point of the knower.

1.23 Have enthusiasm for the discipline(s) s/he teaches and sees connections to everyday life.

1.24 Be committed to continuous learning and engage in professional discourse about subject matter knowledge and children’s learning of the discipline.

Performances:

1.31 Effectively use multiple representations and explanations of disciplinary concepts that capture key ideas and link them to student’s prior understandings.

1.32 Represent and use differing viewpoints, theories, “ways of knowing” and methods of inquiry in his/her teaching of subject matter concepts.

1.35 Develop and use curricula that encourages students to see, question and interpret ideas from diverse perspectives.

1.36 Create interdisciplinary learning experiences that allow students to integrate knowledge, skills and methods of inquiry from several subject areas.

Standard 2. Student Learning

Knowledge:

2.11 Understand how learning occurs—how students construct knowledge, acquire skills, and develop habits of mind—and knows how to use instructional strategies that promote student learning.

Dispositions:

2.21 Appreciate individual variation within each area of development, shows respect for the diverse talents of all learners, and is committed to help them develop self-confidence and competence.

Performances:

2.32 Stimulate student reflection on prior knowledge and link new ideas to already familiar ideas, making connections to students’ experiences, providing opportunities for active engagement, manipulation and testing of ideas and materials, and encouraging students to assume responsibility for shaping their learning skills.

2.33 Use students’ thinking and experiences as a basis for instructional activities by, for example, encouraging discussion, listening and responding to group interaction, and eliciting samples of student thinking orally and in writing.

Standard 3. Diverse Learners

Knowledge:

3.11 Understand and identify differences in approaches to learning and performance, including different learning styles, multiple intelligences, and performance modes, and can design instruction that helps use students’ strengths as the basis for growth.

3.14 Understand how students’ learning is influenced by individual experiences, talents. And prior knowledge, as well as language, culture, family and community values.

- 3.15 Understand cultural and community diversity and knows how to learn about and incorporate student's experiences, cultures, and community resources into instruction.

Dispositions:

- 3.21 Believe that all children can learn at high levels and persists in helping all children achieve success.
- 3.22 Appreciate and value human diversity, shows respect for students' varied talents and perspectives, and is committed to the pursuit of "individually configured excellence".
- 3.23 Respect students as individuals with differing personal and family backgrounds and various skills, talents, and interests.
- 3.24 Be sensitive to community and cultural norms.
- 3.25 Make students feel valued for their potential as people, and helps them learn to value each other.

Performances:

- 3.31 Identify and design instruction appropriate to students' stages of development, learning styles, strengths and needs.
- 3.32 Use teaching approaches that are sensitive to the multiple experiences of learners and that address different learning and performance modes.
- 3.33 Make appropriate provisions (in terms of time and circumstances for work, tasks assigned, communication and response modes) for individual students who have particular learning differences or needs.
- 3.35 Understand students' families, cultures, and communities, and use this information as a basis for connecting instruction to student's experiences (e.g. drawing, explicit connections between subject matter and community matters, making assignments that can be related to students' experiences and cultures).
- 3.36 Bring multiple perspectives to the discussion of subject matter, including attention to students' personal family and community experiences and cultural norms.
- 3.37 Create a learning community in which individual differences are respected.

Standard 4. Instructional Strategies

Knowledge:

- 4.12 Understand principles and techniques, along with advantages and limitations associated with various instructional strategies (e.g. cooperative learning, direct instruction, discovery learning, whole group discussion, independent study, interdisciplinary instruction).
- 4.13 Enhance learning through the use of a wide variety of materials as well as human and technological resources(e.g. computers, audio-visual technologies, videotapes & discs, local experts, primary documents & artifacts, texts, reference books, literature and other print resources).

Dispositions:

- 4.21 Value the development of student's critical thinking, independent problem solving, and performance capabilities.
- 4.22 Value flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs.
- 4.23 Value the use of educational technology in the teaching and learning process.

Performances:

- 4.31 Design teaching strategies and materials to achieve different instructional purposes and to meet student needs (e.g. developmental stages, prior knowledge, learning styles and interests).
- 4.32 Use multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that helps students assume responsibility for identifying and using learning resources.
- 4.33 Monitor and adjust strategies in response to learner feedback.
- 4.34 Vary his or her role in the instructional process (e.g. instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the need of students.
- 4.35 Develop a variety clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and presenting diverse perspectives to encourage critical thinking.
- 4.36 Use educational technology to broaden student knowledge about technology, to deliver instruction to students at different levels and paces, and stimulate advanced levels of learning.

Standard 5. Learning Environment

Knowledge:

- 5.12 Understand how social groups function and influence people, and how people influence groups.
- 5.13 Know how to help people work productively and cooperatively with each other in complex social settings.
- 5.14 Understand the principles of effective classroom management and can use a range of strategies to promote positive relationships, cooperative, and purposeful learning in the classroom.
- 5.15 Recognize factors and situations that are likely to promote or diminish intrinsic motivation, and know how to help students become self-motivated.

Dispositions:

- 5.21 Establish a positive climate in the classroom and participate in maintaining such a climate in the school as a whole.
- 5.22 Understand how participation supports commitment, and is committed to the expression and use of democratic values in the classroom.
- 5.23 Value the role of students in prompting each others learning and recognizes the importance of peer relationships in establishing a climate of learning.
- 5.24 Recognize the value of intrinsic motivation to students' life-long growth and learning.
- 5.25 Be committed to the continuous development of individual students' abilities and consider how different motivational strategies are likely to encourage this development for each student.

Performances:

- 5.31 Create a smoothly functioning learning community in which students assume responsibility for themselves and one another, participate in decision making, work collaboratively and independently, and engage in purposeful learning activities.
- 5.32 Engage students in individual and cooperative learning activities that help them develop the motivation to achieve, (e.g.) relating lessons to students' personal interests, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them.
- 5.33 Organize, allocate, and manage the resources of time, space, activities, and attention to provide active and equitable engagement of students in productive tasks.
- 5.34 Maximize the amount of class time spent in learning by creating expectations and processes for communications and behavior along with a physical setting conducive to classroom goals.
- 5.35 Help the group to develop shared values and expectations for student interactions, academic discussions, and individual and group responsibility that creates a positive classroom climate of openness, mutual respect, support and inquiry.
- 5.36 Analyze the classroom environment and make decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work.
- 5.37 Organize, prepare students for, and monitors independent and group work that allows for full and varied participation of all individuals.

Standard 6. Communication

Knowledge:

- 6.11 Understand communication theory, language development and the role of language in learning.
- 6.12 Understand how cultural and gender differences can affect communication in the classroom.

Dispositions:

- 6.21 Recognize the power of language for fostering self expression, identify development and learning.
- 6.22 Value many ways in which people seek to communicate and encourage many modes of communication in the classroom.
- 6.23 Be a thoughtful and responsive listener.
- 6.24 Appreciate the cultural dimensions of communication, respond appropriately, and seek to foster culturally sensitive communication by and among all students in the class.

Performances:

- 6.32 Support and expand learner expression in speaking, writing and other media.
- 6.33 Know how to ask questions and stimulate discussion in different ways for particular purposes, for example, probing for learner understanding, helping students articulate their ideas and thinking processes, promoting risk-taking and problem-solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, helping students to question.

- 6.34 Communicate in ways that demonstrate a sensitivity to cultural and gender differences (e.g. appropriate use of eye contact, interpretation of body language and verbal statements, acknowledge of and responsiveness to different modes of communication and participation).
- 6.35 Use a variety of media communication tools, including audio-visual aids and computers, to enrich learning opportunities.

Standard 7. Planning Instruction

Knowledge:

- 7.12 Know how to take contextual considerations (instructional materials, Individual student interests, needs, and aptitudes, and community resources) into account in planning instruction that creates an effective bridge between curriculum goals and students' experiences.
- 7.13 Know when and how to adjust plans based on student responses and other contingencies.

Dispositions:

- 7.21 Value both long and short term planning.
- 7.22 Believe that plans must always be open to adjustment and revision based on student needs and changing circumstances.
- 7.23 Value planning as a collegial activity.

Performances:

- 7.31 Select and create learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g. that activate students' prior knowledge, anticipate preconceptions, encourage exploration and problem solving, and build new skills on these previously acquired).
- 7.32 Plan for learning opportunities that recognize and address variation in learning styles and performance modes.
- 7.33 Create lessons and activities that operate at multiple levels to meet the developmental and individual needs of diverse learners and help each progress.
- 7.34 Create short-range and long-term plans that are linked to student needs and performance, and adapts the plans to ensure and capitalize on student progress and motivation.
- 7.35 Evaluate plans in relation to short- and long-range goals, and systematically adjust plans to meet student needs and enhance learning.

Standard 8. Assessment

Knowledge:

- 8.12 Select, construct, and use assessment strategies and instruments appropriate to the learning outcomes being evaluated and to other diagnostic purposes.

Dispositions:

- 8.21 Value ongoing assessment as essential to the instructional process and recognize that many different assessment strategies accurately and systematically used, are necessary for monitoring and promoting student learning.
- 8.22 Use assessment to identify student strengths and promote student growth rather than deny students access to learning opportunities.

Performances:

- 8.31 Use a variety of formal and informal assessment strategies (e.g. observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, and standardized tests) to enhance his or her knowledge of learners, evaluate students' progress and performance, and modify teaching and learning strategies.
- 8.32 Solicit and use information about students' experiences, learning behavior, needs, and progress from parents, other colleagues and the students themselves.
- 8.33 Use assessment strategies to involve learners in self-assessment activities, to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning.
- 8.34 Evaluate the effect of class activities on both individuals and the class as a whole, collecting information through observation of classroom interactions, questioning, and analysis of student work.
- 8.35 Monitor his or her own teaching strategies and behavior in relation to student success, modifying plans, and analysis of student work.

- 8.36 Maintain useful records of student work and performance and can communicate student progress knowledgeably and responsibly, based on appropriate indicators to students, parents, and other colleagues

Standard 9. Reflection and Professional Development

Knowledge:

- 9.11 Understand methods of inquiry that provide him/her with a variety of self-assessment and problem-solving strategies for reflecting on his/her practice, its influence on students' growth and learning, and the complex interactions between them.

Dispositions:

- 9.21 Understand the value of critical thinking and self-directed learning as habits of mind.
9.22 Understand the role of reflection, assessment, and learning as an ongoing process.
9.23 Be willing to give and receive help.
9.24 Be committed to seeking out, developing, and continually refining practices that address the individual needs of students.
9.25 Recognize his/her professional responsibility for engaging in and supporting appropriate professional practices for self and colleagues.

Performances:

- 9.31 Use classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice.
9.32 Seek out professional literature, colleagues, and other resources to support his/her own development as a learner and a teacher.
9.33 Draw upon professional colleagues within the school and other professional arenas as supports for reflection, problem solving and new ideas, actively sharing experiences and seeking and giving feedback.

Standard 10. Collaboration, Ethics and Relationships

Knowledge:

- 10.12 Understand how factors in the students' environment outside of school (e.g. family circumstances, community environments, health and economic conditions) may influence student's life and learning.

Dispositions:

- 10.21 Value and appreciate the importance of all aspects of a child's experience.
10.22 Be concerned about all aspects of a child's well-being (cognitive, emotional, social, and physical) and is alert to signs of difficulties.
10.23 Be willing to consult with other adults regarding the education and well-being of his/her students.
10.24 Respect the privacy of students and confidentiality of information.
10.25 Be willing to work with other professionals to improve the overall learning environment of students.

Performances:

- 10.33 Identify and use community resources to foster student learning.
10.35 Talk with and listen to the student, is sensitive and responsive to clues of distress, investigates situations, and seeks outside help as needed & appropriate to remedy problems.
10.36 Act as an advocate for students.

International Reading Association (IRA):

Standards for Specialized Reading Professionals

KNOWLEDGE AND BELIEFS ABOUT

- 1.5 Perceive reading as the process of constructing meaning through the interaction of the reader's existing knowledge, the information suggested by the written language and the context of the reading situation.

KNOWLEDGE BASE

- 2.4: Understand the phonemic, morphemic, semantic, syntactic and pragmatic systems of language and their relation to the reading and writing process.
2.13 Recognize the importance of giving opportunities in all aspects of literacy (eg., as readers, writers, thinkers, reactors or responders).

INSTRUCTION AND ASSESSMENT

- 5.1 Create a literate environment that fosters interest and growth in all aspects of literacy.
- 5.2 Use texts and trade books to stimulate interest, promote reading growth, foster appreciation for the written word and increase the motivation of learners to read widely and independently for information, pleasure and personal growth.
- 5.5 Provide opportunities for creative and personal responses to literature, including storytelling.
- 5.6 Promote the integration of language arts in all content areas.

WORD IDENTIFICATION, VOCABULARY AND SPELLING

- 6.6 Employ effective techniques and strategies for the ongoing development of independent vocabulary acquisition.

COMPREHENSION

- 7.1 Provide direct instruction and model when and how to use multiple comprehension strategies, including retelling.
- 7.2 Model questioning strategies.
- 7.3 Teach students to connect prior knowledge with new information.
- 7.4 Teach students strategies for monitoring their own comprehension.
- 7.5 Ensure that students can use various aspects of text to gain comprehension of written English, text structure and genres, figurative language and intertextual links.
- 7.6 Ensure that students gain understanding of the meaning and importance of the conventions of standard written English (eg., punctuation or usage).

STUDY STRATEGIES

- 8.1 Provide opportunities to locate and use a variety of print, non-print and electronic reference sources.
- 8.2 Teach students to vary reading rate according to the purpose(s) and difficulty of the material.
- 8.3 Teach students strategies to organize and remember information.
- 8.4 Teach test-taking skills.

ASSESSMENT

- 10.1 Develop and conduct assessments that involve multiple indicators of learner progress.
- 10.2 Administer and use information from norm-referenced tests, formal and informal inventories, constructed response measures, portfolio-based assessments. Student self-evaluations, work/performance samples, observations, anecdotal records, journals and other indicators of student progress to inform instruction and learning.

CURRICULUM DEVELOPMENT

- 12.1 Initiate and participate in ongoing curriculum development and evaluation.
- 12.2 Adapt instruction to meet the needs of different learners to accomplish different purposes.
- 12.4 Select and evaluate instructional materials for literacy, including those that are technology –based.

Virginia Department of Education:

Reading Specialist Program Status Matrix

- 3 – c: Develop an understanding of the linguistic, cultural, cognitive, and psychological basis of the reading(-writing) process.
- 3 – f: Demonstrate expertise in the strategies to increase (oral and written) vocabulary.
- 3 – g: Demonstrate expertise in the structure of the English language, including an understanding of syntax and vocabulary development.
- 3 – h: Demonstrates expertise in the ability to teach strategies, including a repertoire of questioning strategies, understanding the dimensions of word meaning, teaching summarizing and retelling skills and guiding students to make connections beyond text.
- 3 – i: Demonstrates expertise in the ability to teach strategies in literal, critical and evaluative comprehension,
- 3 – j: Demonstrates the ability to develop communication skills in all content areas.
- 3 – l: Understand the importance of promoting independent reading and reading reflectively by selecting quality literature, including fiction and non-fiction at appropriate levels.
- 5: Research. The candidate must demonstrate the ability to guide students in their use of technology for both process and product as they work with reading, writing and research.
- 6 – c: Demonstrate an understanding of the needs of high achieving students and of the strategies to challenge them at appropriate levels.

International Society For Technology For Education Standards (ISTE):

1.0 Basic Computer Operations and Concepts

- 1.2 Use terminology related to computers and technology appropriately in written and oral communication. (awareness level)

2.0 Personal and Professional Use of Technology

- 2.1 Use productivity tools for word processing, database management and spreadsheet applications. (awareness level)
- 2.1.1 Use features of word processing, desktop publishing, graphics programs, and utilities to develop professional products. (awareness level)
- 2.1.4 Use teacher utility and classroom management tools to design solutions for specific purposes. (awareness level)
- 2.2 Apply productivity tools for creating media presentations. (awareness level)
- 2.2.2 Use computer-based technologies including telecommunications to access information and enhance personal and professional productivity. (application level)
- 2.3.2 Conduct research and evaluate on-line sources of information that support and enhance curriculum. (application level)
- 2.4.2 Use electronic mail and web browser applications for communications and for research to support instruction. (application level)
- 2.4.3 Use automated on-line search tools and intelligent agents to identify and index desired information resources. (application level)
- 2.4.4 Design and practice methods and strategies for teaching problem-solving principles and skills using technology resources. (awareness level)
- 2.6 Demonstrate knowledge of equity, ethics, legal and human issues concerning use of computers and technology. (application level)
- 2.7 Identify computer and related technology resources for facilitating life-long learning and emerging roles of the learner and the educator. (application level)
- 2.7.4 Identify activities and resources to support regular professional growth related to technology. (awareness level).
- 2.7.5 Identify professional organizations and groups that support the field of educational computing and technology. (awareness level)

3.0 Application of Instructional in Instruction

- 3.1 Explore, evaluate, and use computer/ technology resources including applications, tools, educational software and associated documentation. (awareness level)
- 3.2 Describe current instructional principles, research, and appropriate assessment practices as related to the use of computers and technology resources in the curriculum. (awareness level)
- 3.3.2 Participate in collaborative projects and team activities. (application level)
- 3.3.3 Develop instructional units that involve compiling, organizing, analyzing, and synthesizing of information and use technology to support these processes. (awareness level)
- 3.3.4 Design and implement integrated technology classroom activities that involve teaming and/or small group collaboration. (awareness level)
- 3.4 Design student learning activities that foster equitable, ethical and legal use of technology by students. (application level)
- 3.5 Practice responsible, ethical and legal use of technology, information and software resources. (applied level)
- 3.5.1 Conduct research and evaluate on-line sources of information that support and enhance the curriculum. (application level)

AGENDA / GOALS / TOPICS / FOCUS:
(EDCI 5264)

MEETING:

1. Organization, Introductions-Membership (Who Are We?), Syllabus-Requirements Review, National-State Standards and Literacy Histories.
2. Literacy Assumptions-Tenets: Literacy as a ‘Minds-On’ Processing Model.
3. Learning Enterprises: Synthetic, Virtual or Authentic?
Identity Issues: Learning to Forget, Forgetting to Learn.
Literacy Membership Guide: Language ‘Clubs’ for Content Explorations.
4. Literacy Collaborations: Invitation and Disposition.
Literacy Applied: Serving Life’s Memories, Discoveries and Futures.
Literacy Traditions: Learning Communities for Social Change.
5. Literacy Myths: Fabricating “Nonsense”?
Literacy Tests: Proliferation to What End?
Literacy “Systems”: Language, Learners and Text.
6. Digital Literacy: Technology, Teaching and Text.
Literacy Zones: Proximal and Otherwise.
Literacy Alive: Changing Language Paradigms, Attitudes and Mind-Sets.
7. Mid Term #1: An Individual, Cooperative and Collaborative Model for Self and Collective Assessment.
8. Content Literacy:
Issues Beyond Reading and Writing Instruction.
Resources Beyond Textbooks.
Instructional Components... Frameworks for Initiating, Constructing and Utilizing Print Initiating Strategies...Scaffolds for Literacy Introductions and Inquiries.
9. Content Literacy:
Strategies for Constructions...Scaffolds for Connections, Comparisons and Contrasts.
Strategies for Application...Utilizing and Enhancing Literacy Explorations.
Content Literature...Resources and Strategies for Prompting Improved Literacy Dispositions.
10. Thematic Inclusions:
Content Teaching for Promoting Critical Thinking.
Alternative Literature and Artifacts for Prompting Creative Thinking.
Content Applications for the Arts and Humanities... Student Centered Literacy Based Investigations for Drama/Theater, Music/Dance. Prose/Poetry, Architecture/Design, and Masterpieces.
11. Mid-Term #2: An Individual and Collective “Partnered” Model for Assessment (Instructional Sets-Enterprises and Vocabulary Enterprises).
12. Thematics and “Broch-ette” Conference Week: (In addition to appointed pre-post class meetings...weeks 8-12).
13. “Thematics Fair”: Partnered Presentations of Assigned Thematic Constructions... a ‘Learning Community’ Based Sharing of Problems, Possibilities and Successes.
14. “Broch-ette Fair: An ‘Exchange’ of Literacy Profiles.
15. Final Exam: An Individual and Collaborative Content Literacy based ‘Celebrative’ Model for Closure.
16. Final Self-Assessment: A Personal Narrative Statement of Revelations and Successes.

EDCI 5264 - SPRING, 2003 AGENDA:

Meeting #s & Dates	Readings (Authors – Chapters), Exams and Class Activities	Due Dates / Announcements
1 R 1-16	Organization & Introduction	000000000000000000000000
2 R 1-23	Literacy Orientation	
3 R 1-30	Ohanian 1, 2 & 3 Smith 1, 2 & 3	
4 R 2-6	Ohanian 4, 5 & 6 Smith 4, 5 & 6	
5 R 2-13	Ohanian 7, 8 & 9 Smith 7, 8 & 9	
6 R 2-20	Ohanian 10 Smith 10, 11 & 12	>R&Q #1 >Thematic Partners Reported - Approved
7 R 2-27	Mid-Term 1: <u>Ohanian & Smith (Fully Edited)</u>	
*** SPRING BREAK	SPRING BREAK	SPRING BREAK **
8 R 3-13	Thematics & “Broch-ette” Introductions - *Workshop S & B 1 (2 partnerships) S & B 2 (2 partnerships) S & B 3 (2 partnerships)	>Journal: 1 st Round, Peer Review (‘O’, ‘S’ & Class Notes)
9 R 3-20	S& B 4 (2 partnerships) S& B 5 (2 partnerships) S & B 6 (2 partnerships) * T & “B” Workshop	
10 R 3-27	Thematic Inclusions: Arts and Humanities..... Drama/Theater, Literature, Music/Dance, Masterpieces	>R&Q#2 (Stephens & Brown)
11 R 4-3	Mid-Term #2	>I-S and I-E "Exposition"
12 R 4-10	Thematics & “Brosh-ette” Conference Week (See Conference Schedule)	>Journal: Final Round, Full Instructor Review (‘O’, ‘S’, ‘S&B’ & Class Notes)
13 R 4-17	“Thematics Explication”	>Thematic Construction: T-C & V-M Peer Review (with Mid-Term II edits)
14 R 4-24	“Brochette Fair”	>”Broch-ette”.....(Edited !)
15 R 5-1	Final Exam	>Literacy Statement >“Thematics with V-M”
*No later than 5 PM Monday, 5-5 (EMAIL ONLY...<u>No Attachments</u>)	DO NOT FORGET YOUR...	>*Final Self-Assessment

Standards Of Learning and/or Professional Standards: (cite all sources)

History: (bulleted style)

Content-

Skills-

Science: (bulleted style)

Content-

Skills-

Math: (bulleted style)

Content-

Skills-

_____/1

Assessments: *

Must address audience, interims, individuals, diversity and parents

Must address choice, collaborations and final ‘public’ presentation

Quantitative: (bulleted style)

Qualitative: (bulleted style)

_____/5

Instructional Resources: (referenced and annotated)

School-based Texts:

Literature:

Community Resources:

Journals:

Films-Videos:

Primary Resources :

Magazines:

Technologies & Sites:

Artifacts:

Trade-books:

Consultants:

Other:

_____/1

Instructional Sets and Instructional Engagements (for):

Initiating Content Connections w/rationale: (six examples)

Complementary-follow-up Instructional Engagements w/rationale: (six examples)

Lesson Plans: **2** full instructional periods/blocks. (Purpose/Rationale through Instructional Resources) **Refer to Mid-Term II.**

_____/3

Diversity Addressed: (narrative with bulleted style examples)

Culture ?/Ethnicity ?/Gender ?/Disposition ?/SES ?/Inclusion ?/ESL ?/Other ? _____/1

Parent-Community (Gov’t. /Bus./ Indust.) Engagements:

See Assessments (narrative with bulleted style expected outcomes & final ‘public’ presentation _____/1

Vocabulary & Morphology:

Vocabulary Engagement Strategies: **Refer to Mid –Term II**

Sample Language-Morphology Guide-Map for students:

Specialized Words (technical language) (10-12)

Special Words (shared language) (10-12)

V & M _____/5

Professional Standards Addressed: (See Syllabus & Handout)

_____/+2

Thematics _____ **15**

Ratings: (Common Programmatic Assessment Points – TESH)

Total _____/22

3 Distinguished A/A+ (22-19) 1 Basic (14-11)

2 Proficient B+/A (18-15) 0 Unsatisfactory (11-?)

Guidelines Content-Connections Journal Rationale

The purpose of the C-C Journal is to reinforce the importance of creating positive student written engagements with text and provide the most to least disposed and/or experienced student with optimal opportunities for academic success.

The goal for this particular C-C Journal model is to provide a modicum of structure to insure maximum participation, anticipation and achievement.

The individual and collective fashioning of useful ‘notes’ is of obvious importance to successful study, active learning and applied reflection. The craft-art of ‘noting’ important contextually driven information must be consciously and deliberately reinforced and practiced for instructional delivery choices and assessments to be successfully realized by students and teachers alike.

Important, too, is the student’s and teacher’s use of a journal for ‘measures’ of participation and content ‘revelations’ A journal must serve both in terms of review, assessment and celebration. A journal must not be cumbersome to access nor evaluate. A journal must serve the mutual needs of both student and teacher

Again, this particular C-C Journal model is designed for enhancing student organization and comprehension, yet mutually prompt the student’s and teacher’s individual interests, needs, styles and choices for expression.

Guidelines

- 6 9 1/2 X 11, 100 page spiral notebook only. A ‘carry-on’ model.**
- 7 Name and Title on front cover.**
- 8 Entries are required for all reading (per chapter) and class meetings (class presentation guidelines and ‘LPs’.**
- 9 Entries are to be dated and labeled accordingly in the order of pre-(observations & connections), in- (class notes) and post-class (reflections) ‘enterprises’.**
- 10 Entries are to include all student/instructor handouts and artifacts.**
- 11 No folding of resource materials...stapling is appropriate.**
- 12 Returned-graded materials are to be ‘pocketed’ separately.**
- 13 See syllabus for C-C Journal final assessment rubric.**

This requirement-assignment, as noted on page 4 of the syllabus, serves the following major purposes/intentions:

- To capture and distill the major objectives-features of the primary enterprises prompted by the course objectives/goals.
- To authentically and creatively express in summative fashion the fundamental principles applicable to more successfully addressing the study of content matters as an issue of literacy.
- To successfully demonstrate an authentic technology medium applicable to a number of ‘concerned’ audiences...prospective employers, parents, students, community organizations and students.
- To provide a support document for the development-preparation of ‘portfolio’ evidence of your personal-professional commitment to students and the teaching profession.
- To provide yet another model of an assessment measure applicable to student learning enterprises.

Content Guidelines–Expectations:

The ‘brochette’ might be defined as a mini pamphlet. The ‘brochette’ is to be an 8.5 x 11 tri-folded 6 sided document addressing the following 6 issues in the order in which they are delineated.

- Page 1. Introduction...Picture and general personal-professional philosophical statement introducing- identifying who you are and intend to be as a teacher and what ‘brochette is about.
- Page 2. Resolutions (2)... Two resolution statements with rationales expressive of two major and relevant student-classroom ‘positions’. (classroom environment-atmosphere-dynamics, student-peer relationship, academic expectations-responsibilities, ?????)
- Page 3. Learning-Teaching and Technology Tenets...Select and edit for clarity a minimum of six (3 each) from M-T 1. (keep in mind your audiences!)
- Page 4. Literacy Statement...To be derived/edited from required ‘Literacy Statement’. no
- Page 5. Community and Diversity Statement...one each
- Page 6. Closure...A closing statement of dedication and invitation with contact information (at school, phone, email, web site ???).

Keep in mind your intended/expected audiences and possible-potential uses in both content and design. Keep it professional in appearance and text. Do not overwhelm nor jargonize. Consider the ‘broch-ette’ a personal-professional first encounter, a first handshake. Make it invitational... something the recipients will read, understand, discuss and want to share.

Assessment:

Appearance	3 points
Design	3 points
Content	4 points
Total	10 points