

University of Texas at El Paso
College of Education – Department of Teacher Education
RED 5342: Content Area Literacy (CRN:35884)
Summer 2022

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Office hours: Tuesdays, 10:00 am – 11:00 am
or by appointment

Course schedule: Tuesdays, 5:30 – 8:20 pm
Location: EDUC Room 312, or virtually on Zoom or
online

Course overview:

RED 5342 provides an overview of literacy instruction in the content areas, with an emphasis on grades 4-12. The course is focused on the development of critical, engaged, empowered readers and writers across content areas at the secondary level. To that end, this course will provide numerous opportunities to apply literacy instructional strategies, including reading, writing, academic vocabulary, and academic conversational strategies, as aligned with State Board of Education Certification (SBEC) standards for Pedagogy and Professional Practice and English as a Second Language Standards. This course requires fifteen (15) field observation hours.

Course objectives:

This course aligns with Texas State Board of Educator Certification (SBEC) standards for pedagogy and professional practice (4-8/7-12), with a focus on integrated literacy instruction in the content areas. In addition, the course aligns with English as a Second Language Standards (as assessed by the TExES 154 ESL Supplemental Exam).

The SBEC standards for Pedagogy and Professional Responsibilities can be found at the following online locations:

- Middle School Certificate Standards – PPR Grades 4-8:
[https://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_pl oc=&pg=1&p_tac=&ti=19&pt=7&ch=235&rl=41](https://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_pl oc=&pg=1&p_tac=&ti=19&pt=7&ch=235&rl=41)
- Secondary School Certificate Standards – PPR Grades 7-12:
[https://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_pl oc=&pg=1&p_tac=&ti=19&pt=7&ch=235&rl=61](https://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_pl oc=&pg=1&p_tac=&ti=19&pt=7&ch=235&rl=61)

SBEC Pedagogy and Professional Responsibilities (Grades 4-12)
Instructional Planning and Delivery
Classroom teachers in grades 4-12 demonstrate understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students and makes learning relevant for today's learners.
Knowledge of Student and Student Learning
Classroom teachers in grades 4-12 work to ensure high levels of learning and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs.
Content Knowledge and Expertise
Classroom teachers in grades 4-12 exhibit an understanding of content and related pedagogy as demonstrated through the quality of the design and execution of lessons and the ability to match objectives and activities to relevant state standards.
Learning Environment
Classroom teachers in grades 4-12 interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning
Data-Driven Practices

Classroom teachers in grades 4-12 use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.
Professional Practices and Responsibilities
Classroom teachers in grades 4-12 consistently hold themselves to a high standard for individual development, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.

This course will also address the following state English as a Second Language (ESL) Standards and Competencies:

SBEC/TEsES English as a Second Language Standards
English as a Second Language Standard III:
The ESL teacher understands the processes of first- and second-language acquisition and uses this knowledge to promote students' language development in English.
English as a Second Language Standard IV:
The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate ESL instruction.
SBEC/TEsES English as a Second Language Competencies
Competency 005: The ESL teacher understands how to promote students' literacy development in English.
Competency 006: The ESL teacher understands how to promote students' content-area learning, academic language development, and achievement across the curriculum.

This course will address the following ISTE standards:

Learner	Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning.
Leader	Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning.
Citizen	Educators inspire students to positively contribute to and responsibly participate in the digital world.
Collaborator	Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems.
Designer	Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability.
Facilitator	Educators facilitate learning with technology to support student achievement of the ISTE Standards for Students.
Analyst	Educators understand and use data to drive their instruction and support students in achieving their learning goals.

As part of this course, you will also be expected to become familiar with and use relevant Texas Essential Knowledge and Skills (TEKS) for your content area. You can access the TEKS at this link: <https://tea.texas.gov/curriculum/teks/>.

Professional Responsibilities and Dispositions:

As part of this course, you will have the opportunity to develop and apply your knowledge of the UTEP College of Education's working framework for Professional Responsibilities and Dispositions, which includes the following elements:

- Professional Attributes

- Commitment to the Teaching Profession
- Professional Relationship Skills and Communication
- Beliefs and Students and Learning
- Ethical and Responsible Conduct

At the end of the semester, as part of your final exam, you will submit a self-assessment of your professional dispositions, which will be paired with the professor's assessment of your professional dispositions and submitted to the advising center along with your field experience log.

Student Learning Outcomes:

In alignment with the standards and course goals/objectives outlined above, upon completion of this course, students will be able to:

1. Describe and apply a meaningful definition of literacy in the content areas in the digital age;
2. Demonstrate ways of connecting literacy learning to students' prior knowledge, life experiences, and interest, and that views differences in learning and background as educational assets;
3. Identify the role of language and culture in literacy learning and demonstrate ways to modify instructional practice to support students' meaningful language acquisition and content learning;
4. Identify and apply disciplinary literacy instructional strategies for relevant content area(s), including reading, writing, academic vocabulary, and academic conversational strategies, and design assessments that are responsive to differences among students and that promote all students' learning;
5. Use knowledge of relevant TEKS standards to plan integrated instruction and ongoing assessments that are appropriate for each student and responsive to students' developmental characteristics and needs;
6. Use data drawn from informal and formal assessments to gauge student progress in literacy and to design and modify instruction to improve students' literacy learning;
7. Reflect on their own strengths and areas of improvement in content literacy teaching, and use this information to adapt and improve instruction;
8. Demonstrate professionalism in all aspects of the course, as per the UTEP College of Education Professional Awareness and Responsibilities framework, which includes knowledge and practice of the Texas Educators' Code of Ethics
[\(https://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=247&rl=2\)](https://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=247&rl=2)

Course Readings:

Required books:

Content Area Reading and Literacy: Succeeding in Today's Diverse Classrooms, 8th edition by V. Gillis, G. Boggs & Donna Alvermann. ISBN-13: 9780137411610 - e-text.

This book is available at the UTEP Bookstore or can be purchased online through third party vendors.

Required articles [posted in Blackboard]

Course requirements:

Successful completion of this course will be based on your performance on the following assignments/assessments:

Activity/ Assessment	Point Value	Description
Language/Literacy Background Questionnaire	2 points	At the beginning of the semester, you will be asked to submit an online questionnaire regarding your own language and literacy practices. Points will be given for complete, on-time submissions. Please check course schedule for due dates.
Literacy Autobiography	5 points	As part of this course, you will have the opportunity to reflect on your own literacy history and the ways in which your experience with literacy has influenced your perspective as an aspiring teacher. You will draw on technology to express how you see yourself as a reader and writer. To that end, you should create a 2-3 minute multimodal presentation that represents your autobiographical experience with literacy. You may use the platform of your choice to create your presentation.
Reading responses	15 points (3 responses; 5 points each)	Because this is a course focused on academic reading and writing, we will engage in one key academic literacy practice: reading responses. You will be asked to submit three reading responses throughout the course. The response should be between 400-500 words and should capture the main argument and key point(s) of the assigned reading. Your reading responses should follow the template provided on Blackboard. No late submissions will be accepted.
Adolescent Literacy Inventory and Report	5 points	In order to learn about adolescent literacy practices and ways of getting to know students, you will be asked to conduct a brief interview with a (pre-)adolescent, ages 9-17, on their reading/writing/digital practices. You will then submit a short report of what you found in the interview. Please check Blackboard for interview questions and report template, and please check the course schedule for due date. No late submissions will be accepted.
Annotated Bibliography	5 points	Create an Annotated Bibliography of books (fiction and non-fiction) that you could use as a classroom library for your future classroom. Your list should include at least 20 books and your bibliography should include an explanation of how the book ties into your content.
Strategy plan and demonstration*	10 points	To practice the strategies that we read, learn, and talk about in class, you will work individually or with a partner to develop a strategy demonstration in your content area. You can draw on the readings in class to develop your strategies. This demonstration can be thought of as a mini-lesson that incorporates a literacy strategy that would normally be part of a larger, more complete lesson. Your demonstration should last between 3-5 minutes and should include a content-related text. You should plan to engage your peers in participatory, hands-on learning. Prior to your in-class demo, you will be asked to submit a plan (2 points). Please see the strategy plan template in Blackboard for more details, and please check course schedule for in-class demonstration dates. No make-up dates will be allowed.

Reflection: Strategy Plan and Demonstration*	10 points	You will be asked to reflect on the strategy immediately following implementation. Your reflections should include a thorough analysis including a summary of the strategy implementation supported by specific details. How would you make improvements to your plan and implementation? How could you use this strategy in your future pedagogy? No make-up dates will be allowed.
Content lesson* and presentation	20 points (15 points for lesson/5 points for presentation)	As part of this course, you will be asked to develop a TEKS-based content lesson that includes structured reading, writing, and academic talk activities based on what we've learned in the course. The lesson will have two parts: the lesson itself, based on the template provided, and a text talk presentation in-class that focuses on the authentic/trade book text used in your lesson. Please use the lesson template and follow the guidelines – both provided in Blackboard. Check the course schedule for due dates; no make-up dates will be permitted.
Field observation report and reflection	18 points (3 reports/6 points each)	As part of this practice-intensive course, you will be required to complete 15 hours of field-based experience (FBE) at campuses in partner school districts. These will be hands-on tutoring and small group intervention experiences with students in secondary/upper elementary classrooms, guided by a classroom teacher or campus instructional coach. As part of these experiences, you will be asked to submit three reports/reflections on three dates throughout the semester (please see Course Schedule). No late submissions will be accepted.
Field Experience Log and CT Assessment	N/A and required for successful completion of this course	At the end of this course, you will be asked to submit a log documenting a minimum of 15 hours of field-based experience (FBE). The log should be submitted to the Educator Preparation Online Portal. Your Cooperating Teacher will also be required to submit a verification of completion of FBE hours. If either the signed field experience log or CT verification is not submitted, you will not receive credit for any field experience reports submitted (18 points).
Literacy Teaching Philosophy Statement*	10 points	As a culminating assignment for this course, you will be asked to write your own literacy teaching philosophy statement for your content area. Your statement should be 500-750 words and should include key concepts explored during this course. You should cite at least 3 readings/authors from the course in your paper.

*Rubrics are provided in Appendix A of the syllabus

Grading:

- A 90-100 points
- B 80-89 points
- C 70-79 points
- D 60-69 points
- F Below 60 points

Assessment of Student Learning Outcomes:

Student Learning Outcome	Means of Assessment
1. Describe and apply a meaningful definition of literacy in the content areas in the digital age.	<ul style="list-style-type: none"> • Reading Responses • Field Observation Report and Reflection • Strategy Plan and Demonstration • Reflection: Strategy Plan and Demonstration • Literacy Teaching Philosophy Statement
2. Demonstrate ways of connecting literacy learning to students' prior knowledge, life experiences, and interest, and that views differences in learning and background as educational assets.	<ul style="list-style-type: none"> • Literacy Autobiography • Language/Literacy Questionnaire • Adolescent Literacy Interview Report • Strategy Plan and Demonstration • Reflection: Strategy Plan and Demonstration • Literacy Teaching Philosophy Statement
3. Identify the role of language and culture in literacy learning and demonstrate ways to modify instructional practice to support students' meaningful language acquisition and content learning.	<ul style="list-style-type: none"> • Reading Responses • Field Observation Report and Reflection • Strategy Plan and Demonstration • Reflection: Strategy Plan and Demonstration • Lesson Plan and Presentation • Annotated Bibliography • Literacy Teaching Philosophy Statement
4. Identify and apply disciplinary literacy instructional strategies for relevant content area(s), including reading, writing, academic vocabulary, and academic conversational strategies, and design assessments that are responsive to differences among students and that promote all students' learning.	<ul style="list-style-type: none"> • Reading Responses • Field Observation Report and Reflection • Strategy Plan and Demonstration • Reflection: Strategy Plan and Demonstration • Lesson Plan and Presentation • Annotated Bibliography
5. Use knowledge of relevant TEKS standards to plan integrated instruction and ongoing assessments that are appropriate for each student and responsive to students' developmental characteristics and needs.	<ul style="list-style-type: none"> • Strategy Plan and Demonstration • Reflection: Strategy Plan and Demonstration • Lesson Plan and Presentation • Annotated Bibliography
6. Use data drawn from informal and formal assessments to gauge student progress in literacy and to design and modify instruction to improve students' literacy learning.	<ul style="list-style-type: none"> • Reading Responses • Field Observation Report and Reflection • Strategy Plan and Demonstration • Reflection: Strategy Plan and Demonstration • Lesson Plan and Presentation
7. Reflect on their own strengths and areas of improvement in content literacy teaching and use this information to adapt and improve instruction.	<ul style="list-style-type: none"> • Field Observation Report and Reflection • Strategy Plan and Demonstration • Reflection: Strategy Plan and Demonstration
8. Demonstrate professionalism in all aspects of the course, as per the UTEP College of Education Professional Awareness and Responsibilities framework, which includes knowledge and practice of the Texas Educators' Code of Ethics.	<ul style="list-style-type: none"> • Field Observation Report and Reflection • Strategy Plan and Demonstration • Reflection: Strategy Plan and Demonstration • Lesson Plan and Presentation • Self-evaluation

ATTENDANCE POLICY

Absences for any reason are discouraged. If extenuating circumstances make it necessary for you to miss a class (either face to face, virtually, or online participation on a weekly basis), arrive late, or leave early, please let the instructor know ahead of time; excessive absences (missing more than 15% of class time) could result in your being dropped from the course.

ASSIGNMENT POLICY

Written work must be high quality—clearly written, organized, and with correct mechanics. For each written assignment, please use 12-point font (Garamond, Cambria, or Times New Roman), one-inch margins, and double-spacing. Work that does not meet expectations will be returned for revision. Rubrics for assignments are in the appendix to this syllabus and on Blackboard.

DISABILITY POLICY

If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to the Center for Accommodations and Support (CASS) formerly known as the Disabled Student Services Office (DSSO) located in Union E Room 203. Students who have been designated as disabled must reactivate their standing with the Center for Accommodations and Support (CASS) on a yearly basis. Failure to report to this office will place a student on the inactive list and nullify benefits received. If you have a condition which may affect your ability to exit safely from the premises in an emergency or which may cause an emergency during class, you are encouraged to discuss this in confidence with the instructor and/or the director of the Center for Accommodations and Support Services (CASS)—<http://sa.utep.edu/cass/>. You may call 747-5148 for general information about the Americans with Disabilities Act (ADA).

DIVERSITY AND INCLUSION

Every student in this class, regardless of background, sex, gender, race, ethnicity, class, political affiliation, physical or mental ability or any identity category, is a valued and equal member of the group. We all bring different experiences to our class, and no one experience has more value or import than another. In fact, it is our different experiences that will enrich the course content. I encourage every student to share their own experiences as they are relevant to the course, but I also stress that no student is ever presumed to speak for anything or anyone more than their own experience or point of view. Furthermore, in this classroom, you have the right to determine your own identity. You have the right to be called by whatever name you wish, and for that name to be pronounced correctly. You have the right to be referred to by whatever pronoun you identify. You have the right to adjust those things at any point. If there are aspects of the instruction of this course that result in barriers to your inclusion or a sense of alienation from the course content, please contact me privately without fear of reprisal. If you feel uncomfortable contacting me, please contact the Dean of Students Office at <https://www.utep.edu/student-affairs/dean-of-students-office/index.html> or via email: DOS@utep.edu or by calling 915-747-5648.

EQUAL EDUCATION OPPORTUNITY

To create equal educational opportunities in the class, all students are expected to demonstrate respect for the diverse voices and individual differences in the class. Particularly, no person shall be excluded from participation in, denied benefits of, or be subject to discrimination under any program or activity sponsored or conducted by the University of Texas at El Paso based on race, color, national origin, religion, sex, age, veteran status, disability, gender identity, or sexual orientation. Any member of the University community who engages in discrimination or other conduct in violation of university policy is subject to the full range of disciplinary action, up to and including separation from the University. Complaints regarding discrimination should be reported to the University's Equal Opportunity Office. Inquiries regarding applicable policies should

be addressed to the University's Equal Opportunity Office, Kelly Hall, 3rd Floor, 915.747.5662 or eoaa@utep.edu<<mailto:eoaa@utep.edu>>

NETIQUETTE

As we know, sometimes communication online can be challenging. It's possible to miscommunicate what we mean or to misunderstand what our classmates mean given the lack of body language and immediate feedback. Therefore, please keep these netiquette (network etiquette) guidelines in mind. Failure to observe them may result in disciplinary action.

- Always consider audience. This is a college-level course; therefore, all communication should reflect polite consideration of other's ideas.
- Respect and courtesy must be always provided to classmates and to the instructor. No harassment or inappropriate postings will be tolerated.
- When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation.
- Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

STANDARDS OF ACADEMIC INTEGRITY

Students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to: cheating, plagiarism, collusion [making plans to cheat with another], the submission for credit of any work or materials that are not attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP) and available in the Office of the Dean of Students, may result in sanctions ranging from disciplinary probation, to failing grades on the work in question, to failing grades in the course, to suspension or dismissal among others.

TECHNOLOGY REQUIREMENTS

Course content is delivered through the Blackboard learning management system. Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

You will need to have access to a computer/laptop, scanner, a webcam, and a microphone. You will need to download or update the following software: Microsoft Office, Adobe Acrobat Reader, Windows Media Player, QuickTime, and Java. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

If you do not have a word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP's Microsoft Office Portal. Click the following link for more information about [Microsoft Office 365](#) and follow the instructions.

If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP [Help Desk](#) as they are trained specifically in assisting with technological needs of students.

****Syllabus is subject to change.****

Appendix A: Rubrics

Strategy Plan and Implementation

Criteria	Exceeds Expectation 4	Meets Expectation - 3	Approaching Expectation 2	Below Expectation 1
Assignment requirements	Content/grade level, TEK, purpose, procedures, adaptations are clear, and includes clear discussion for each requirement.	Content/grade level, TEK, purpose, procedures, adaptations are clear.	Content/grade level, TEK, purpose, procedures, adaptations are evident but not clear.	Content/grade level, TEK, purpose, procedures, adaptations are not clear.
Organization	Clear, well-organized, and well-sequenced literacy strategy that aligns with the lesson and that is appropriate for diverse learners.	Clear, well-organized, and well-sequenced literacy strategy that aligns with the lesson.	Clear, well-organized, and well-sequenced literacy strategy; however, alignment with the lesson is not evident.	Literacy strategy is unclear, and not aligned with the lesson.
Instructional Approaches	Instructional approaches produce student engagement and higher-order thinking levels 5-7, as defined by Bloom's Taxonomy, in connection to relevant content.	Instructional approaches encourage student engagement and higher-order thinking levels 3 and 4, as defined by Bloom's Taxonomy, in connection to relevant content.	Instructional approaches encourage student engagement and level 1 and 2 higher order levels from Bloom's Taxonomy, in connection to relevant content.	Instructional approaches encourage student engagement but not higher order thinking in connection to relevant content.
Linguistic and Cultural Responsiveness	Linguistically- and culturally responsive approaches to teaching literacy strategies in the content area are evident and explicit.	Linguistically- and culturally responsive approaches to teaching literacy strategies in the content area are evident.	Linguistically- and culturally responsive approaches to teaching literacy strategies in the content area attempted.	Linguistically- and culturally responsive approaches to teaching literacy strategies in the content area are not utilized
Communication	Expectations for implementation is clear and explicit.	Expectations for implementation is for the most part clear.	Expectations for implementation is somewhat clear.	Expectations for implementation is not clear.

Reflection: Strategy Plan & Implementation

Criteria	Exceeds Expectation 4	Meets Expectation 3	Approaching Expectation 2	Below Expectation 1
Focus	Clearly states the purpose of the strategy. Never diverges from the topic.	Clearly the purpose of the strategy.	Implies the purpose of the strategy. Diverges from the topic.	Does not state the purpose of the strategy and diverges from the topic.
Content	Demonstrates a thorough self-reflective analysis including a summary of the strategy implementation supported by specific details. Draws conclusions and makes connections to future practice.	Demonstrates a reflective analysis including a summary of the strategy and implementation supported by details. Draws conclusions and makes a connection to future practice.	Demonstrates a reflective analysis including a summary of the strategy and implementation without details. Draws conclusions; however, does not make a connection to future practice.	Lacks development and self-reflection. Does not include a summary of the strategy and implementation or has insufficient details. Does not draw conclusions or make connections to future practice.
Organization	Highly organized writing that effectively includes the following elements: Attention-getting introduction with a thesis statement Transitions Reflective conclusion.	Well-organized reflection that includes the following elements: Introduction with thesis statement; Transitions; conclusion.	A somewhat organized reflection that attempts to include the following elements: Introduction with thesis statement; Transitions; conclusion.	A reflection that is poorly organized. One or more elements are missing that impact understanding: No introduction; no transitions; no conclusion.
Conventions	Uses articulate and appropriate language, sophisticated word choice and sentence structure. Few (0-2) errors in: Grammar; Punctuation; Mechanics.	Uses appropriate language, word choice and sentence structure. Several (2-4) errors in: Grammar; Punctuation; Mechanics.	Uses appropriate language, word choice and sentence structure. Contains language that distract from the meaning of the reflection. Several (4-6) errors in: Grammar; Punctuation; Mechanics.	Uses unsophisticated word choice and contains language that distracts from the meaning of the reflection. Many (6 or more) errors in: Grammar; Punctuation; Mechanics.

Content Area & Literacy Lesson Plan

Criteria	Exceeds Expectation 4	Meets Expectation 3	Approaching Expectation 2	Below Expectation 1
Purpose/Goal	Purpose/goal is explicit and clearly aligned to standards, and objectives.	Purpose/goal is somewhat obvious and aligned to standards, and objectives.	Purpose/goal is offered but not clear and is somewhat aligned to standards, and objectives.	Purpose/goal is not observable and alignment to standards and objectives is not evident.
Objectives	Objectives are clearly observable and measurable and include both the content and language objectives.	Objectives are somewhat observable and measurable. Include both the content and language objectives.	Objectives are either not observable or not measurable. Include either the content or language objectives.	Objectives are not observable and are not measurable. Does not include the content or language objectives.
Procedures	Procedures are clear, well-developed, well-paced, and align with the objectives. The lesson procedures include effective opening, modeling, guided practice, independent practice, and closing.	Procedures are clear, developed, and align with the objectives. The lesson procedures include appropriate opening, modeling, guided practice, independent practice, and closing.	Procedures are developed but align with the objectives is not evident. The lesson procedures include somewhat appropriate opening, modeling, guided practice, independent practice, and closing.	Procedures are not clear, developed, or aligned with the objectives. The lesson procedures do not include appropriate opening, modeling, guided practice, independent practice, and closing.
Vocabulary Support	Literacy and academic language supports are clearly explained and are well-aligned with the lesson objectives.	Literacy and academic language supports are clearly explained and are aligned with the lesson objectives.	Literacy and academic language supports are somewhat explained and alignment with the lesson objectives is unclear.	Literacy and academic language supports are not explained; and alignment with the lesson objectives is not evident.
Assessment	Appropriate and connected to all objectives. Specific description of formative assessments; Details at least two different ways to represent learning, e.g., concept map, quiz, reflective response.	Appropriate; connected to some objectives; Plans for formative assessment; States at least two different ways to represent learning, e.g., concept map, quiz, reflective response.	Limited connection to objectives; Plans for formative assessment; States one way to represent learning, e.g., concept map, quiz, reflective response.	Not connected to objectives or not appropriate; Does not include plans for formative assessment; Does not include any ways to represent learning.

Literacy Teaching Philosophy Statement

Criteria	Exceeds Expectation 4	Meets Expectation 3	Approaching Expectation 2	Below Expectation 1
Literacy and Content Area Pedagogy	Provides clear articulation of what literacy looks like in relevant content area, with several concrete examples based on field experience and course readings.	Provides clear articulation of what literacy looks like in relevant content area, with a few concrete examples based on field experience and course readings.	Somewhat clear articulation of what literacy looks like in relevant content area, with a one or two concrete examples based on field experience and course readings.	Vague articulation of what literacy looks like in relevant content area; does not include examples based on field experience and course readings.
Reasoning	Clearly explains several reasons why integrating literacy into content areas is important and includes evidence from their field experience.	Clearly explains several reasons why integrating literacy into content areas is important.	Somewhat explains a few reasons why integrating literacy into content areas is important.	Vaguely explains a reason why integrating literacy into content areas is important.
Organization	Highly organized and well-written statement that effectively with a strong introduction, transitions, and conclusion.	Well-written statement that is clear and concise. Includes an introduction, transitions, and conclusion.	Clear and concise writing; however, transitions, introduction and conclusion are unclear.	Vague writing lacking an introduction, transitions, and conclusion.
Conventions	Uses articulate and appropriate language, sophisticated word choice and sentence structure. Few (0-2) errors in: Grammar; Punctuation; Mechanics. Includes four or more citations of readings from the course; citations and references written in APA style.	Uses appropriate language, word choice and sentence structure. Several (2-4) errors in: Grammar; Punctuation; Mechanics. Includes at least three citations of readings from the course; citations and references written in APA style.	Uses appropriate language, word choice and sentence structure. Contains language that distract from the meaning of the reflection. Several (4-6) errors in: Grammar; Punctuation; Mechanics. Includes at least 2 citations of readings from the course; citations and references written in APA style.	Uses unsophisticated word choice and contains language that distracts from the meaning of the reflection. Many (6 or more) errors in: Grammar; Punctuation; Mechanics. Includes one or no citations of readings from the course; or citations and references are not written in APA style.