George Mason University
College of Education and Human Development
Graduate School of Education
Literacy: K-12 Reading Specialist
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EDRD 631.001 (3 credits)
Advanced Literacy Foundations and Instruction,
Adolescence through Adulthood
Spring, 2014
4:30-7:10, Monday, Enterprise Hall 275

Instructor: Kimberly Kopfman
Office hours: Before or after class or by appointment
Office location: Literacy, Thompson Hall, Room 1500
Phone: 703-xxx-xxxx
Email: kkopfman@masonlive.gmu.edu

COURSE DESCRIPTION
Prerequisites/Corequisites: EDRD 630 or permission of instructor

CATALOG DESCRIPTION
Advanced study of literacy theory, research, and practice as it relates to adolescents and adults. Addresses sociocultural, cognitive, linguistic, psychological, and developmental influences on literacy. Includes reading, writing, and oral communication. Prerequisite: EDRD 630 or permission of the program coordinator.

NATURE OF COURSE DELIVERY
Face-to-Face

COURSE OUTCOMES
The following Learner and Program Outcomes are based on the International Reading Association "Elements" are taught and assessed in EDRD 631.

Learner Outcomes
As a result of this course, students will be able to:

1. Design appropriate strategies for facilitating the acquisition of academic language for English learners and non-standard dialect users **(Virginia Standard 2c).**
2. Demonstrate understanding of a range of word attack and word learning strategies including morphological analysis, affixes and roots, inflections, definitional and contextual approaches **(Virginia Standard 3b)**
3. Demonstrate understanding of and design appropriate strategies for developing reading comprehension of content text through meaning making processes such as predicting, questioning, summarizing, and clarifying **(Virginia Standard 3e,g)**
4. Demonstrate the ability to integrate a variety of types of literature and text into lesson and unit planning **(Virginia Standard 3h).**
5. Promote independent reading through book talks **(Virginia Standard 3i)**
6. Demonstrate an understanding of varying degrees of learning disabilities **(Virginia Standard 6d).**

Program Outcomes
The following additional GMU outcomes are taught in EDRD 631. These outcomes are assessed in a formative manner and serve to provide a foundation for knowledge related to IRA Elements that have performance assessments in future coursework**.**

1. Students will describe adolescent learners' uses of literacy in school and non-school contexts.
2. Students will understand and explain strategies for teaching reading, writing, and oral communication in school settings for older learners.
3. Students will develop professional skills through participation in professional organizations, self-selection of professional materials, and participation in professional dialogue with colleagues.

PROFESSIONAL STANDARDS (IRA 2010 Standards for Reading Professionals): 1.1, 2.2, 2.3, 4.1, 4.2, 5.2, 6.2, 6.3

1:1 – Understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connections.

2.2 Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading-writing connections.

2.3 Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources

4.1 Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write.

4.2 Use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.

5.2 Design a social environment that is low-risk, includes choice, motivation and scaffolded support to optimize students' opportunities for learning to read and write.

6.2 Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors.

6.3 Participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs

NATURE OF COURSE DELIVERY
This course will be conducted in a face-to-face context and taught through a combination of lecture, discussion, and supervised practical experience working with adolescents.

TASKSTREAM AND PERFORMANCE-BASED ASSESSMENTS (PBAs)

Every student registered for Advanced Literacy Foundations and Instruction, Adolescence through Adulthood (K-12 Reading Specialist course) is required to submit a performance-based assessment to Taskstream. For EDRD 631, the PBA is the "Adolescent Literacy Project." All three parts of this assignment must be uploaded to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

LATE ASSIGNMENT POLICY
All assignments are to be completed and delivered on their due dates; any late assignment will have points automatically deducted at the professor's discretion. In addition, students should seek what was missed from a classmate or check the course blackboard site in the event of a missed class.

CLASS PARTICIPATION POLICY
Students are expected to attend all class sessions. Your participation grade will be affected by absences and may have a negative effect on performance due to missing important assignment information and guidance. *Two unexcused absences will result in a drop in letter grade.*

ASSIGNMENTS
All assignments should be turned in on the due date in the schedule below via Blackboard (by 4:30 pm, whether or not you are in class that evening). Save all electronic files with your last name and assignment titles **(ex: SMITH_ProfDevProposal.docx**) and upload to Blackboard. All assignments must be typed in 12-point Times New Roman font, and double-spaced with one—inch margins. Writing quality (including mechanics, organization, and content) is figured into the overall points for each writing assignment, so please proofread carefully. Late papers and projects will not be accepted without penalty, except with extraordinary circumstances.

ELECTRONIC REQUIREMENTS

Students **must have access to email** and the Internet, either at home, work or GMU campus. GMU provides students with free **email accounts** that **must be accessed for** information sent from the university or the Graduate School of Education. Go to http://mason.gmu.edu/ for information on accessing email.

REQUIRED TEXTBOOK/READINGS
Brozo, W.G., & Simpson, M.L. (2007). *Content literacy for today's adolescents:*
        Honoring diversity and building competence. Upper Saddle River, NJ: Merrill/
        Prentice Hall.

Kodzo, L.T. (2011). *Locker 572.* Enumclaw, WA: WinePress Publishing

OTHER REQUIRED MATERIALS
Spiral journal (5X7 or smaller). This is to be used for dialog between student and instructor throughout the semester.   The spiral should be used exclusively for EDRD 631, spring 2014.

After introductory training, students will also be expected to access Blackboard prior to every class session to download agendas and other pertinent course documents. *Blackboard can be accessed by going to http://mymasonportal.gmu.edu*

GMU POLICIES AND RESOURCES FOR STUDENTS

a. Students must adhere to the guidelines of the George Mason University Honor Code [See http://oai.gmu.edu/the-mason-honor-code/].
b. Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/].
c. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu/].
e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu/].
f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].

PROFESSIONAL DISPOSITIONS:

 Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT:
The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. http://cehd.gmu.edu/values/

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/]

Course Requirements:

Assignments	Due Date	Points
I. Participation: literature circles/dialog quickwrites/contributions as a learning community member	**As assigned**	20
II. Article Discussion Leadership	**As assigned**	20

III. Term Project
   a) Adolescent Interview
   b) Content Area Alternative Texts Collection/Teaching Session
   c) Motivational Literacy Strategy Demonstration
	
	3/17/14
	4/21/14
	5/5/14
		
		20
		20
		20

Total		100

I.   Participation

The instructor will assign course readings, related strategy applications and class participation exercises that require students to use content area literacy strategies taught in the course and that enable students to reflect on how those strategies may inform their teaching. All journal article readings can be found on Blackboard -> Readings; book chapters can be found through e-reserves with the exception of Pytash, et al. (2013) which can be located through BB->Readings.   The instructor will provide directions for accessing both types of readings the first night of class.

The dialog journal entails writing a short note at the end of each class, also known as a "Quick Write." (See BlackBoard->Strategies and click on Quick Writes for a detailed explanation.) For the purposes of this class, quick writes can be thought of as informal, one paragraph writings of your thoughts for the class activities/readings/strategies for that day which you will turn in through a spiral binder to be used exclusively for this class, which will be given back the following week.   Quick writes are not graded on mechanics. They simply allow me to know how to tailor my instruction based on your needs and what you are learning. The dialog journal counts toward your participation grade and whether or not you turned them in, as required.

Locker 572/Article Reading Circles:
      As part of the class reading of *Locker 572,* students will form literature circles, which the instructor will coordinate and explain during class. It is expected that students will bring *Locker 572* to each class.

Students will also be asked to print out article readings (accessible through Blackboard) and bring those articles to class as assigned and/or have electronic access to those articles during class. Students may also be expected to search for, read and critique articles from academic journals that link literacy with a secondary content area. Students are expected to read all weekly articles as listed on the syllabus in preparation for class discussion. Students are also expected to read the upcoming week's Article Discussion Leadership (ADL) that will be presented by their classmates.

Class participation will be evaluated using the following rating scale:
(9-10) Excellent
Regularly attends class and asks questions or makes observations that indicate reflections and analysis appropriate to the topic. Participates actively in small group activities and class discussions.

(7-8)   Competent
Regularly attends class and occasionally asks questions or makes observations that indicate reflections and analysis appropriate to the topic. Participates in small group activities and class discussions.

Class Participation
(5-6)   Minimal Misses more than 2 classes and rarely asks questions or makes comments that indicate familiarity with the topic. Does not actively participate in small groups and class discussions.

TENTATIVE COURSE SCHEDULE

This schedule may be changed at the discretion of the professor or as the needs of the students dictate. All readings and assignments are due on the date on which they are listed.

Agenda	*Readings and Assignments due:*
Session 1, Jan. 27 **Adolescent Literacies & Identities** **Course Introductions**	Explanation of Course Assignments In class activity - Fishbowl *Chapter 1 (*Brozo & Simpson, 2007)
Session 2, Feb. 3 **Principled-Based Practices for Effective Reading and Learning**	*Chapter 2 (*B&S, 2007) Bean et al., (1999). Adolescent Literacy: A position statement. *Journal of Adolescent and Adult Literacy, 43*(1), 97-111.
Session 3, Feb. 10 **Principled Practices for Expanding Comprehension**	Shanahan & Shanahan (2008)- Instructor will model ADL for S&S article. *Chapter 3 (*B&S, 2007) *Massey & Heafner*, (2004) *Anders, P. & Spitler, E. (2007) on e-Reserves*
Session 4, Feb. 17-ONLINE CLASS **Honoring Diversity and Building Competencies**	Complete WIKI – instructions are provided on BB under "Assignments."
Session 5, Feb. 24	***DRAFT of Part A of Term Project DUE***

Agenda	*Readings and Assignments due:*
Learning Strategies, Literature Circles; Book Clubs	*for peer review* *Blanton et al., (2007) on e-Reserves* Student ADL *Chapter 9 (B&S, 2007)*
Session 6, Mar 3 **Reading and Learning from Multiple Sources**	*Chapter 8 (B&S, 2007)* *Robb (2002)* *Hynd (2002)* Student ADL
Mar. 10 – Spring break	**NO CLASS**
Session 7, Mar 17 **Classroom Assessment of Literacy Growth**	***Part A of Term Project DUE*** *Chapter 4 (B&S, 2007)* *Brozo & Hargis, C. (2003)* Student ADL
Session 8, Mar. 24 **Motivation for Literacy and Learning**	 *Chapter 5 – B&S, 2007* *Guthrie & Davis (2003)* Student ADL
Session 9, Mar 31 **Information and Communication Technologies**	*Pytash, K., Ferdig, R & Rasinski, 2013 - Chapter 12* *Chapter 10 B&S (2007)* Student ADL
Session 11, Apr. 7 **Developing General and Content Area Vocabulary Knowledge**	***Draft of Part B of Term Project due for peer review*** *Chapter 6 B&S (2007)* Student ADL
Session 12, Apr. 14 **Writing as a Tool for Active Learning**	*Chapter 7 B&S (2007)* *Characteristics of the Writer's Workshop – (on e-Reserves)* Student ADL
Session 13, Apr. 21 **Supporting Striving Adolescent Readers across the Disciplines**	***Part B of Term Project DUE*** *Chapter 11* Student ADL
Session 14, Apr. 28 **Motivational Literacy Strategy Demonstrations**	*Instructor models literacy strategy demonstration* Student ADL
Session 15, May 5 **Motivational Literacy Strategy Demonstrations**	***Part C of Term Project DUE*** *Students present literacy strategy demonstrations (part C of term project).*
Session 15, May 12	End-of semester celebration, discussion of

Agenda	Readings and Assignments due:
Last Class – Literacy Strategy Demonstrations	semester; reflection, course evaluations

ARTICLE DISCUSSION LEADERSHIP- II

Assignment
The purpose of this assignment is to provide you the opportunity to read, analyze, and interpret the research articles and readings in the course pack for your peers.

Completion Procedures
1. Identify one article over which to lead discussion. The article should be taken from the list of additional course readings or from journals that focus on middle and high school students and must have a literacy connection. The best journals to review for this assignment are:
   Journal of Adolescent & Adult Literacy
   English Journal
   Reading Research Quarterly
   Voices from the Middle
   Journals in social studies, science, math (articles with literacy focus)

2. Make the article available to the class at least one week in advance of your scheduled ADL (PDF, scanned copy, or hard copy)

3. Read, analyze, and format the presentation around the following aspects of the article (***This portion of the ADL should comprise about 10 minutes.***):

   - purpose
   - main points
   - type of research and methodology, if relevant
   - conclusions
   - implications for research and practice
   - personal responses and reactions

4. Discussants should also devise ways of engaging the class in critical conversation and reflection on the article. Demonstrations, simulations, role-plays, and debates are recommended (***This portion of the ADL should comprise about 20 minutes.***).

5. PowerPoint slides, overheads, and/or handouts should accompany the article presentation and discussion.

6. Article discussion leader should plan 30 minutes for the article discussion.

Evaluation   Each article discussion leader will be given a grade based on (a) effective planning and coordinating of the presentation and discussion of the article; (b) how succinctly and understandably key information from the article was presented; and (c) the extent to which the discussant used engaging techniques for bringing all students into critical conversation about the article.

ARTICLE DISCUSSION LEADERSHIP EVALUATION FORM

NAME:_____

1. Did the discussants provide a summary of the article addressing its key aspects?

To a great extent……………………………………………………..To a limited extent

2. Did the ADL include the opportunity for engaged class discussion over the article?

To a great extent……………………………………………….To a limited extent

3. Did the discussants use appropriate support material for the article summary and discussion such as handouts, overheads, and PowerPoint slides?

To a great extent……………………………………………….To a limited extent

4. Was there an appropriate balance between summarizing the article and discussing it as a class?

To a great extent……………………………………………………….To a limited extent

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College of Education and Human Development
EDRD 631 Advanced Literacy Foundations and Instruction, Adolescence to Adulthood

NCATE Assessment #3 Planning

THE ADOLESCENT LITERACY TERM PROJECT-III

IRA Standards Addressed: 2 (Curriculum and Instruction), 4 (Diversity), 5 (Literate Environment) and 6 (Professional Learning and Leadership)
IRA Elements Reading Specialists/Literacy Coaches: (**1.1, 2.2, 2.3, 4.1, 4.2, 5.2, 6.2, 6.3).** Please note that in rubrics, numbers and letters (e.g. 2.1a) indicate alignment with the specific evidence suggested in the IRA Standards Chart for Reading Specialists/Literacy Coaches

Overview

In this integrated semester-long assignment candidates are asked to do the following: (a) conduct a comprehensive interview of an adolescent struggling reader from a diverse background and link findings to three major theoretical constructs; (b) prepare, teach, and share with the adolescent's teacher a collection of alternative texts appropriate to the adolescent; (c) provide class colleagues a professional development experience with an evidence-based practice designed to meet the needs of the struggling diverse adolescent.

Directions to Candidate

Part A. Adolescent Interview (IRA Standard 1.1)
In this assignment you will conduct a comprehensive interview of an adolescent struggling reader from a diverse background and write a paper which organizes the findings around three major constructs: psychological/motivational, sociological, and linguistic.

You will:
1. Identify an adolescent to interview. The youth must be a struggling reader *and* from a culturally and/or linguistically diverse background.
2. Collect data: conduct a comprehensive interview with the youth, focusing on psychological/motivational (outside-of-school interests; reading and writing interests; skills and strategies; literate identity); sociological (preferred instructional context; funds of knowledge; culture); and linguistic (second language development and its relationship to academic literacy and achievement) issues.

3. Analyze data: summarize the youth's responses to the interview questions by clustering them around the three constructs of concern: psychological/motivational, sociological, and linguistic.
4. Theory/research: describe what the professional literature says about adolescent literacy development from a psychological/motivational, sociological, and linguistic perspective. Include at least three relevant and timely sources for each construct.

IRA Standards Assessed
Standard 1 – Foundational Knowledge
(1.1) Understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading writing connections.

Part B: *Content Area Alternative Text Collection and Related Instruction*
(IRA Standards 2.2, 2.3, 4.1, 4.2, 5.2)

In this assignment you will compile a collection of texts in one discipline that will be engaging and accessible to the adolescent you interviewed. You will share and discuss this collection with your youth and teach him/her an evidence-based strategy for reading/comprehending one of the sources. In teaching the strategy, you will use a variety of appropriate instructional approaches that focus on developing critical thinking and reading/writing connections. You also will make the collection available to his/her teacher and share instructional suggestions related to use of multiple sources with diverse populations.

You will:
1. Reflect on the discoveries you made about the youth you interviewed in terms of her/his interests, ability, etc.

2. Identify a disciplinary topic (e.g., manifest destiny – history; biomes – science, etc.) that your youth will encounter in school in the next few months.

3. Collect the following reading pieces **related to this disciplinary topic** that will likely be of high interest to the youth you interviewed. *Sources should be no older than 15 years, unless historical or archival documents.* Listed are the minimums. If, in your search, you find other pieces you would like to include you are welcome to do so; however, you must include:
   - At least one reading from the perspective of a person of non-white/European background
   - At least one reading from the perspective of an English language learner or nonstandard English speaker
   - At least one reading from the perspective of a woman
   - Two magazine articles (from popular and/or content-specific magazines for adults or teens)

- Two newspaper articles
- Two Web sites
- One nonfiction book
- One young adult novel
- One comic book or graphic novel

4. Write a paper with the following components/subheadings:

a. ***Citations, Annotations & Rationales*** – provide a full bibliographic citation for each source using APA format; briefly describe each source and its connection to the disciplinary topic and why you think it will appeal to your adolescent.

b. ***Strategies for Teaching with the Sources*** – propose some approaches and strategies you would use for engaging the youth you interviewed with these alternative texts. Use strategies from your course texts or from other reputable published sources.

c. ***Instructional Strategy and Alternative Text Try-Out*** – meet with your youth a second time. Show him/her the text collection (the actual texts as well as your list) and discuss which texts he/she finds most interesting and why. Also teach the youth one of the strategies you have proposed, using one of the texts in your collection. Also discuss with the youth whether he/she feels the strategy helps their learning, and whether they would use it in the future, and why or why not. Describe in writing what occurred and how the youth responded.

d. ***Teacher sharing*** – Discuss the collection with classmates and describe how it could be used to increase engagement, reading, and learning for the adolescent as well as the teacher's diverse class as a whole. In particular, explain your selections and discuss ways that the varied texts could be used to differentiate instruction for students of different backgrounds/skill levels and to provide choices for students. Provide a copy of your paper to the adolescent's teacher, and encourage him or her to share with school colleagues. (Also note below that you will be providing a copy of your instructional strategy paper to the teacher as well – Part C3).

IRA Standards Assessed
Standard 2 – Curriculum and Instruction

(2.2) *Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading-writing connections.*

(2.3) *Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources*

Standard 4 – Diversity
*(**4.1**) Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write.*

*(**4.2**) Use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.*

Standard 5 – Literate Environment
*(**5.2**) Design a social environment that is low-risk, includes choice, motivation and scaffolded support to optimize students' opportunities for learning to read and write.*

Part C: Literacy Strategy Demonstration

Part C is linked to Part B, above. In this assignment (Part C) you present to your class colleagues the literacy strategy lesson you designed for the youth you interviewed. You will also provide your colleagues a professional development experience with the strategy and share the strategy with your youth's teacher.

You will:

1. First, refer back to Part B of this document. In this demonstration you will present to your colleagues the same strategy you shared with your youth. In deciding on a strategy, reflect on the youth's needs and identify an evidence-based literacy strategy that would be motivating to her/him for learning about the content area topic. The strategy must also be culturally and linguistically responsive to the youth's reading and learning needs. The strategy may be taken from any chapter in the course text or other acceptable source.

2. Second, after teaching this strategy to your student (Part B), conduct a 15 minute professional development session for your colleagues in class. This will include a PowerPoint or similar technology presentation as well as a handout. Explain the rationale for the strategy and the evidence to support it. Allow your colleagues to simulate the experience of engaging in the strategy. At the end of the presentation, invite input and suggestions as well as reflections on the utility of the strategy in other contexts and with other students. Also share your PowerPoint with teachers in your school or field placement by emailing it to them or posting it on a website.

3. Third, write a description of the strategy and how it would be taught in a content classroom that included the youth you interviewed. (In this discussion you can refer to your youth's response to the strategy as well as your subsequent sharing with the youth's teacher in Part B). Use first-person narrative. Use the following subheadings and description:

   - **Instructional Context**

Briefly describe the strategy and where it was taken from the textbook. Describe why the strategy would be helpful to the youth you interviewed.

- **Steps in Conducting the Strategy**
  Describe the sequence of steps from start to finish necessary to conduct the strategy in an actual classroom.
- **Reflections on effectiveness**
  Indicate how effective you believe the strategy was for motivating your student to become a more engaged reader and learner and how the student responded to using the self-selected text from the text collection with your strategy. Be sure to include both positive and negative reactions as well as your youth's explanation of his/her response.
- **Attachments**
  Provide actual lesson material and a sample of your youth's actual work.

4. With classmates, share the strategy and the adolescent's reaction to it. Discuss the potential for the strategy to increase engagement and learning for the adolescent as well as others in his/her class. Include in your discussion opportunities for modeling positive dispositions with respect to valuing reading both in school and out of school. Provide a copy of the paper to the adolescent's teacher (this can be the same sharing as in Part B, above).

IRA Standards Assessed

Standard 6 – Professional Learning and Leadership
  (6.2) Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors.
  (6.3) Participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs.

The Adolescent Literacy Term Project

IRA Standards/Elements	Exemplary (3)	Proficient (2)	Developing (1)	Not Met (0)	Score
1.1 Understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connections Part A	**a)** Effectively interprets major theories of reading and writing processes and development to understand the needs of all readers in diverse contexts. **d)** At a sophisticated and critical level, reads and understands the literature and research about factors that contribute to reading success.	Interprets major theories of reading and writing processes and development to understand the needs of all readers in diverse contexts. Reads and understands the literature and research about factors that contribute to reading success.	Interprets some theories of reading and writing processes and development to understand the needs of some readers in diverse contexts. Reads and understands some of the literature and research about factors that contribute to reading success.	Does not interpret theories of reading and writing processes. Does not read and understand the literature and research about factors that contribute to reading success.	
2.2 Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading-writing connections. Part B	**a)** Effectively uses varied instructional approaches supported by literature and research for providing appropriate in-depth instruction for readers and writers who struggle. **d)** Effectively adapts instructional materials and approaches to meet the language-proficiency needs of	Uses varied instructional approaches supported by the literature and research for providing in-depth instruction for readers and writers who struggle. Adapts instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle to	Uses some instructional approaches supported by the literature and research for providing instruction for readers and writers who struggle. Makes some adaptations of instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle to learn	Instructional approaches are not supported by the literature and research. Adaptations of instructional materials and approaches are not made.	

	English learners and students who struggle to learn to read and write.	learn to read and write.	to read and write.		
2.3 Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources Part B	**b)** Effectively supports classroom teachers in building and using a quality accessible classroom library of materials collection that meets the specific needs and abilities of all learners	Supports classroom teachers in building and using a quality, accessible classroom library and materials collection that meets the specific needs and abilities of all learners.	Provides some support to classroom teachers in building and using a classroom library and materials collection for all learners.	Classroom teachers are not provided support for building and using a classroom library and materials collection for all learners.	
4.1 Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write Part B	Effectively assists teachers in developing reading and writing instruction that is responsive to diversity.	Assists teachers in developing reading and writing instruction that is responsive to diversity.	Provides some assistance to teachers in developing reading and writing instruction responsive to diversity.	Does not provide assistance to teachers in developing reading and writing instruction responsive to diversity.	
4.2 Use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity. Part B	Effectively supports classroom teachers in providing differentiated instruction and developing students as agents of their own literacy learning.	Supports classroom teachers in providing differentiated instruction and developing students as agents of their own literacy learning.	Provides some support to teachers in differentiating instruction and developing students as agents of their own learning.	Differentiated instruction to address aspects of diversity is not provided.	
5.2 Design a social environment that is low-risk, includes choice, motivation and scaffolded support to optimize students' opportunities for learning to read and	In work with learner, gave evidence of creating a highly positive social, low-risk environment.	In work with learner, gave evidence of creating a positive social, low-risk environment	In work with learner, gave evidence of creating a somewhat positive social, low-risk environment	In work with learner, gave little or no evidence of creating a highly positive social, low-risk environment	

write Part B					

6.2 Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors. Parts B and C	**b)** In working with an adolescent, his or her teacher, and graduate school colleagues, candidate very effectively models a positive attitude toward reading and writing. **d)** Candidate also very effectively demonstrates effective interpersonal communication in both one-on-one and group interactions.	In working with an adolescent, his or her teacher, and graduate school colleagues, candidate effectively models a positive attitude toward reading and writing. Candidate very effectively demonstrates effective interpersonal communication in both one-on-one and group interactions.	In working with an adolescent, his or her teacher, and graduate school colleagues, candidate models a positive attitude toward reading and writing. Candidate demonstrates effective interpersonal communication in both one-on-one and group interactions.	Candidate either does not work with the adolescent, his or her teacher, and/or graduate school colleagues, or a positive attitude toward reading and writing and effective communication is not seen.	
6.3 Participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs Part C	**a)** Effectively collaborates in, leading, and evaluating professional development activities for individuals and groups of teachers.	Collaborates in, leading, and evaluating professional development activities for individuals and groups of teachers.	Attempts to collaborate in and provide some leadership and evaluation of professional development activities for individuals and groups of teachers.	Collaboration in and leadership and evaluation of professional development activities for individuals and groups of teachers does not occur.	

ADDITIONAL COURSE READINGS

Alger, C. (2007). Engaging student teachers' hearts and minds in the struggle to address (il)literacy in content area classrooms. *Journal of Adolescent & Adult Literacy*, *50*(8), 620-630.

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