COURSE NUMBER:  MRD 7950

COURSE TITLE:  Seminar in Reading Research

National Reading Panel:  www.nationalreadingpanel.org
Common Core State Standards:  http://www.corestandards.org/
APA Link:  http://www.apastyle.org

COURSE CREDIT:  3 Credits

MINIMUM TIME REQUIREMENTS (in clock hours):

<table>
<thead>
<tr>
<th>Teacher Led Instruction</th>
<th>SEA</th>
<th>Fieldwork/Clinical</th>
<th>Lab</th>
<th>External Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>35</td>
<td>5</td>
<td>40</td>
<td>0</td>
<td>70</td>
</tr>
</tbody>
</table>

If you would like more precise information regarding the textbook(s) for this class, please visit the bookstore website at http://www.wilmu.edu/bookstore

Many of our texts are now e-texts. This was done to reduce costs for candidates. Please check the bookstore website carefully when ordering texts to make sure that you order all required texts. Some courses will have both e-texts and traditional texts. The bookstore will have the correct listings.

Thank you for choosing to purchase Wilmington’s Pearson Digital Library. To get started go to http://www.pearsoncustom.com/de/wilmington/digitallibrary/education/index.html.

You can either buy an access code card from the library, and redeem it online, or you can purchase access to the Library directly online. Attached is a PowerPoint for your reference to help you register for the Digital Library. You can follow the instructions in the PowerPoint, or watch this short video to see how to get signed up:
http://screencast.com/t/p19LuzgkQs

For more information on how to best utilize your e-Text, check out this quick video:
http://screencast.com/t/B2iI3t7fy

OFFICE HOURS OR METHOD OF CONTACT:
The College of Education conceptual framework includes an emphasis on adjusting and adapting teaching methodologies in a contextually appropriate and sensitive manner and subsequent reflection upon teaching and learning. All courses reflect the conceptual framework.

This course is required for both the Master of Education: Reading and Master of Education: ESOL Literacy and uses data collected to support each program. As such, both sets of standards are represented. Program competencies are the Professional Standards for each degree.

**You WILL need a microphone and headset if you are taking this as a distance course!**

DPAS II Alignment: This course will be used to demonstrate candidates’ experiences relative to the Delaware Performance Appraisal System II. Course standards have been cross walked to the DPAS II Teacher Specialist Components. Each of these rubrics can be found in the Program Documents section of Taskstream. For the MRD and DUAL programs, the alignment is based on the Specialist Rubric. For the ESOL Literacy, it is based on the Teacher Rubric.

**COLLEGE OF EDUCATION PROGRAM ATTRIBUTES**

This course is critical to your training and preparation as a professional educator. To that end, Wilmington University staff will attend to the eight essential attributes as described in the College of Education Conceptual Framework. As a result, you, as candidates, are expected to:

1. Master knowledge-based course content;
2. View yourself as a teacher and learner, deconstruct inappropriate past experiences as learners in coursework and during field experiences, while developing appropriate knowledge of the content and discourse of this discipline;
3. Remain attentive to contextual and cultural sensitivity;
4. Embrace inquiry, analysis and reflection, including critical reflection and taking action on one’s daily work;
5. Engage in authentic participation, collegiality, and collaboration
6. Participate in an ongoing, developmental sequence of learning activities that support continuous improvement experimentation and professional growth;
7. Become involved in learning experiences that are standards driven, and;
8. Utilize technology effectively.

**Wilmington University Graduation Competencies:** Upon graduation, candidates are expected to have gained an advanced level of applicable knowledge in the graduate competencies, as appropriate to one’s field of study. Below is a list of the competencies.

1. **Oral Communication**
   1.1 Appraise the needs of diverse audiences and then speak in a clear, confident, and succinct manner.
   1.2 Research, construct, and deliver professional presentations using a variety of communication tools and techniques.
2. **Written Communication**
   2.1 Write with clarity and precision using correct English grammar: mechanics (punctuation) and usage (sentence structure and vocabulary)
   2.2 Exhibit competence in writing for specific purposes, diverse audiences, and genres.
   2.3 Correctly and ethically present scholarly writings utilizing the selected citation and writing style deemed appropriate for the student’s program of study.

3. **Disciplined Inquiry**
   3.1 Employ scientific quantitative and/or qualitative reasoning and other critical thinking strategies to analyze consequences and outcomes and to be able to recommend alternative solutions.

4. **Information Literacy**
   4.1 Using contemporary technology, evaluate and utilize credible, discipline specific information effectively and with appropriate attribution.

5. **Ethics**
   5.1 Demonstrate knowledge and application of prescribed ethical codes and behaviors promoted by the profession

**IDEA Course and Instructor Evaluations:** Wilmington University takes instructor and course evaluations very seriously as an important means of gathering information for the enhancement of learning opportunities for its students. It is an important responsibility of WU students as citizens of the University to participate in the instructor and course evaluation process. During the two weeks prior to the end of each class, you will be asked to reflect upon what you have learned in this course, the extent to which you have invested the necessary effort to maximize your learning, and the role your instructor has played in the learning process. It is very important that you complete the online evaluations with thoughtfully written comments and feedback.

The course measures your learning on specific items on the IDEA. Your syllabus denotes them as Essential and Important. These are listed as items 21-32 on the course evaluations that are submitted to you. It is important that you evaluate your progress on these as you move through each course. They correspond to the following items:

1. Gaining factual knowledge. (terminology, classifications, methods, trends)
2. Learning fundamental principles, generalizations, or theories.
3. Learning to apply course material. (to improve thinking, problem solving, and decisions)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
5. Acquiring skills in working with others as a member of a team.
6. Developing creative capacities. (Writing, inventing, designing, performing in art, music, Drama, etc.)
7. Gaining a broader understanding and appreciation of intellectual/cultural activity. (Music, Science, literature, etc.)
8. Developing skill in expressing myself orally or in writing.
9. Learning how to find and use resources for answering questions or solving problems.
10. Developing a clearer understanding of, and commitment to, personal values.
11. Learning to analyze and critically evaluate ideas, arguments, and points of view.
12. Acquiring an interest in learning more by asking my own questions and seeking answers.

*Syllabus is sole property of Wilmington University*
I. COURSE DESCRIPTION:

Students read and analyze research in the area of reading. After critical analysis, students draw conclusions about the body of knowledge in reading as a discipline. Application of research for improved literacy is emphasized. Students will conduct research that utilizes a range of methodologies. Promoting and facilitating teacher and classroom based research is a major focus. **Pre-Requisites: MRD 7801-7804, MRD 7805 AND 7921 OR 7815, MRD 7901 AND 7902 OR 7903.**

**NOTE:** MRD CANDIDATES: NO course grade will be submitted without a passing score (560) from the Praxis II 5301 being on file with the College of Education, and without completion of the post KRT.

MLL students must complete POST MLL Content Survey and Praxis II 20360 PRIOR to completing the course.


**Successful candidates:**

- Read the assigned chapters and complete tasks before the scheduled class meeting, whether that is F2F or online.
- Attend class each week, arrive on time, complete the readings before class, and are prepared to discuss them intelligently in class. Read with a questioning attitude rather than for absorption of facts: What do I believe to be true? What is particularly challenging? What is hard for me to understand? How do these ideas relate to others covered in other classes?
- Have absences approved by instructor prior to absence with the exception of a valid emergency. Missing more than 2 class meetings will result in a failing grade.
- Adhere to the WU Academic Integrity Policy. Detailed information can be found by clicking on the following link: [https://www.wilmu.edu/studentlife/acadintegrity.aspx](https://www.wilmu.edu/studentlife/acadintegrity.aspx)
- Submit work that is original in nature and is created during the time frame of this course. Candidates may not submit the same work for two different assignments.
- Provide professional feedback to peers. Since feedback is an important aspect of this course, please use professional well thought-out statements when offering feedback. When done well, appropriate and professional peer feedback can greatly enhance the learning experience for all involved.
- Turn off all potentially disruptive electronic devices such as cell phones. No texting during class time. Please be respectful of your classmates and instructor.
- Follow the basic format of current APA style when writing papers and submitting assignments. The APA Manual is a required text for the program.
- Use their WU wildcats email address for communicating with the instructor.
II. PROGRAM/ILA/TESOL COMPETENCIES:
Program competencies are derived from the International Literacy Association (ILA) Professional Teaching Standards. Alignment to other standards includes InTASC and ISTE (NETS)

International Literacy Association: Standard 1: 1.1, 1.2, 1.3; Standard 2: 2.1, 2.2, 2.3; Standard 3: 3.2, 3.3, 3.4; Standard 6: 6.2, 6.3, 6.4

Standard 1: Foundational Knowledge: The candidates understand the theoretical and evidence based foundations of reading and writing processes and instruction. As a result, candidates:

1.1 Understand major theories and empirical research that describe the cognitive, linguistic, motivation, and socio-cultural foundations of reading and writing development, processes, and components; and

1.2 Understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes and components.

1.3 Understand the role of professional judgment and practical knowledge for improving all students’ reading development and achievement.

Standard 2: Instructional Strategies and Curriculum Materials: Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing. As a result, candidates:

2.1: Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum. [Reading specialists may have responsibilities for teaching students who struggle with learning to read and must also be able to support teachers in their efforts to provide effective instruction for all students.]

2.2: Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections. [McKenna and Stahl (2009) define reading as including word recognition, language comprehension, and strategic knowledge.]

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

Standard 3: Assessment, Diagnosis, Evaluation: Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction. As a result, candidates:

3.2: Select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes.

3.3: Use assessment information to plan and evaluate instruction.
3.4: Communicate assessment results and implications to a variety of audiences.

**Standard 6: Professional Development:** Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility. As a result, candidates:

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. [This element deals with positive attitudes not only with colleagues but also with community members, parents and guardians, and so forth.]

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

6.4: Understand and influence local, state, or national policy decisions.

**TESOL Competencies: Domain 2; Domain 4: 4.c; Domain 5: 5.a**

**Domain 2: Culture:** Candidates know, understand, and use major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct supportive learning environments for ELLs.

**Domain 4: Assessment:** Candidates demonstrate understanding of issues and concepts of assessment and use standards-based procedures with ELLs.

Standard 4.c. Classroom-Based Assessment for ESL:
Candidates know and can use a variety of performance-based assessment tools and techniques to inform instruction for in the classroom.

**Domain 5: Professionalism** - Candidates keep current with new instructional techniques, research results, advances in the ESL field, education policy issues and demonstrate knowledge of the history of ESL teaching. They use such information to reflect on and improve their instruction and assessment practices. Candidates work collaboratively with school staff and the community to improve the learning environment, provide support and advocate for ELLs and their families.

5. a. ESL Research and History
Candidates demonstrate knowledge of history, research, educational public policy, and current practice in the field of ESL teaching and apply this knowledge to inform teaching and learning.

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>ILA</th>
<th>TESOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaborate with classroom teacher to define and implement a “teacher as researcher project”.</td>
<td>Multiple</td>
<td>Multiple</td>
</tr>
</tbody>
</table>

College of Education
Professional Partners
Creating Environments for Learning
Syllabus is sole property of Wilmington University
Select a research topic that is current to the profession and is a recognized need in the setting. | 1.1 | 5a |
---|---|---|
Research current strategies for students. | 1.2 | 5a |
Interpret the research found and describe how to use the research-supported methods for instruction. | 1.1 | 5a |
Describe and defend appropriate and responsive learning activities that focus on specific needs of children in the areas of reading and writing instruction for all children. | 1.3 | 4c |
Show evidence of the advantages and disadvantages of selected researched methods, materials, and strategies for corrective reading instruction. | 1.2 | 5a |
Present research that demonstrates an understanding of the causes and nature of reading difficulties through the use of evaluation instruments. | 1.1 | 4c |
From the current research, recommend strategies for working with diverse learners. | 1.3 | 5a |
Determine through research the process for adapting assessment and instruction to meet the needs of different learners to be able to accomplish different purposes. | 1.2 | 4c |
Use effective, research-supported instructional methods and materials including technology, print and non-print materials for teaching reading and writing to students with learning problems. | 1.3 | 4c |
Complete a qualitative or quantitative research project for a classroom or school and include the following in a formal paper: | Multiple | 5a |
- Research question  
- Literature review  
- Description of selected population.  
- Describe methods of data collection.  
- Analyze and interpret the data.  
- State limitations of the study.  
- Disseminate results.  
Communicate research findings related to the improvement of instruction to teachers, specialists, administrators, and parents. | 3.4 | 5a |
Use effective, research-supported instructional methods for developing a formal and informal assessment of emergent literacy skills. | 3.1 | 4c |
Select and administer effective, research-supported instructional methods for differentiating learner characteristics for the purpose of measure continuous diagnosis of children’s language development and to develop specific learning experiences. | 3.2 | 4c |
LEARNING OUTCOMES | ILA | TESOL
---|---|---
Use effective, research-supported instructional methods for justifying when to use formal or informal assessment. | 3.1 | 4c
Report the results of assessments to various audiences, including classroom teachers, administrators and parents. | 3.4 | 2
Make two professional presentations. One will be a literature review. The other will be the results of an action research project. | 6.3 | 5a
Make recommendations reflective of research, results of study, and implications for their own settings. Connect recommendations to relationship between teacher dispositions and student learning. | 6.2 | 5a

III. METHODOLOGY:

This course is designed as a seminar for action research. Key issues and concepts will be addressed through readings, discussion, classroom experiences, observation and analysis. It is expected that material will be made more meaningful through personal reflection, group discussion and analysis. Thoughtful participation and sharing of information by each class member is expected in order to ensure an optimal learning environment.

Research that is implemented will be shared with the group, including results and implications and effect of teacher disposition on student learning.

IV. TESTING PROCEDURES/STUDENT EVALUATIONS:

An additional document has been added to your syllabus, which is a permission form for videotaping K-12 students. Please secure this document before working with students. It is advised that when taping, students’ faces are not included, or any view that would allow them to be identified. Videos will be required to be uploaded to BB/Taskstream beginning fall 2015, for multiple courses. Instructions for uploading this type of file is found on your home Blackboard page under the Kaltura Media Tools menu bar at the top of the page. There are direction for both Windows and Mac users, as well as general information about submitting assignments with Kaltura. Be sure to save your videos to your own computer so that you may access them at a later date, if necessary. It is best to name the files according to the specific course and assignment (MRD 7801 SEA A, for instance).

Effective fall 2015, you will need to document your placement information in Taskstream. This needs to be completed by the end of week 2 of either the block or semester.

If you are not currently teaching in a K-12 setting, you will need to contact the Program Chair to make your placement. This notification should be sent two weeks prior to the beginning of the course.

NOTE: All assignments must be completed with children who reflect your degree choice.
A. Assignments:

TEACHER AS RESEARCHER

STRUCTURED EXTERNAL ASSESSMENT A: Research Based Content Knowledge 35%
Research and review the literature in one topic or area of interest within the domain of either Reading or ELL and Reading, depending on your degree program. This topic should relate to the action research you select, as the review of the literature will also become a part of the paper. Write a paper twelve to fifteen pages in length that synthesizes the findings. An oral summary of the findings will be presented in class. This review of the literature should include a minimum of 10 sources. It will be between 12 and 15 pages in length. Candidate will provide a solid base of evidence for the purpose of designing and implementing a research base.

The results will be presented to orally through the use of Socratic discussion.

STRUCTURED EXTERNAL ASSESSMENT B: Research Based Field Project 45%

Teacher DPAS II: Component 2D: Planning and Preparation: Classroom Environment: Organizing Physical Space
SPECIALIST DPAS II: Student Growth

PLEASE NOTE: This assignment requires video assessment. Please refer to rubric at end of syllabus.

As a result of the literature review, candidates will design and execute a qualitative or quantitative research project for a classroom or school. They will develop an implementation plan based on strategies that were identified in the literature review specific to their project. They will specify four research based solutions and develop their plan around these solutions. Candidates will share their plans in small groups for discussion/clarification/feedback. The implementation plan will be developed based on a four week time frame and include methods of assessment, instruction and recommendations.

Findings of this action research project will be presented including methods of assessment, appropriateness of the various assessments, and appropriateness for planning instruction, usefulness of the information obtained through the specific assessment. Further, candidates will write a reflective journal, analyze results and make recommendations for future research/ implementation. They will include the role of teacher disposition on student achievement and clear evidence of the importance of professional judgment and practical knowledge for improving all students’ reading and writing development and achievement.
In its final form, this field based research project will include an abstract, a review of literature, statement of purpose, description of methods, results, discussion, references and appendices. An oral summary of the study, including a 10-12 slide PowerPoint, will be presented in class. Digital photographs of the project will also be presented.

**STRUCTURED EXTERNAL ASSESSMENT C: Professional Commitment 10%**

Specialist DPAS II: Component 4C: Professional Responsibilities: Growing and Developing Professionally  
Specialist DPAS II: Component 3 C: Professional Consultation and Collaboration: Providing Resources and Access  
Teacher DPAS II: Component 2 C: Classroom Environment: Establishing a Culture for Learning

It is expected that candidates in the ESOL Literacy Program address each learning activity from the perspective of their selected degree program.

1. Join the appropriate national association. (Both)  
2. Attend two school board meetings throughout the course of the program. (MRD)  
3. Participate in three professional growth opportunities or community based cultural activities throughout the course of your program. (MLL)

Rubrics for all assignments will be used to determine assignment and final grades and for collection of Wilmington University data. They will be discussed/explained in class.

**NOTE: for candidates entering prior to fall 2011, SEA C is not required. The percentage points will simply be awarded.**

**DISCUSSION BOARDS/CHATS 10%**

B. **Grading Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>95-100</td>
</tr>
<tr>
<td>A-</td>
<td>92-94</td>
</tr>
<tr>
<td>B+</td>
<td>89-91</td>
</tr>
<tr>
<td>B</td>
<td>86-88</td>
</tr>
<tr>
<td>B-</td>
<td>83-85</td>
</tr>
<tr>
<td>C+</td>
<td>80-82</td>
</tr>
<tr>
<td>C</td>
<td>77-79</td>
</tr>
<tr>
<td>C-</td>
<td>74-76</td>
</tr>
<tr>
<td>F</td>
<td>less than 74</td>
</tr>
<tr>
<td>FA</td>
<td>Failure due to Absence</td>
</tr>
<tr>
<td>NA</td>
<td>Never attended</td>
</tr>
<tr>
<td>NG</td>
<td>No grade submitted</td>
</tr>
</tbody>
</table>

**Incomplete:** This grade is given if a student is unable to complete course requirements for reasons that are beyond the student’s control. Incomplete grades are never given for unsatisfactory performance. An Incomplete grade requires the agreement and approval of the instructor. Incomplete grades automatically change to F on the 60th calendar day following the last day of the class, if course requirements have not been met by that time or if the instructor has not approved an extension. There is a one-year time limit for grade changes by instructors.
V. ATTENDANCE POLICY:

**Wilmington University Policy:**
Regular and prompt class attendance is an essential part of the educational experience. Wilmington University expects the student to exercise good judgment regarding attendance. Students accept full responsibility for ensuring that their educational experience does not suffer from absences. All students are expected to attend every scheduled meeting of each class on time. Exceptions may be made for Wilmington University-sponsored or work-related activities, illness, or valid emergency situations.

**College of Education Policy:**
In the College of Education, faculty must approve all requests for exceptions to the College policy. Faculty must be contacted prior to class in all cases except valid emergencies. Failure to obtain approval for exceptions may result in lowering the final passing grade or assigning a FA (failure due to absence).

VI. CONTENT OUTLINE AND ASSIGNMENT SCHEDULE: provided by instructor
(to be completed either by the parents/legal guardians of minor students involved in this project or by students who are 18 or more years of age that are involved in this project)

Dear Parent/Guardian:

I am a participant this term in a course that requires clinical fieldwork for graduate candidates conducted by Wilmington University. This course is part of a graduate level degree in one area of teacher preparation. The primary purpose of this course is to develop a model of teaching that can measure and lead to improvement of the performance of teacher candidates and their impact upon K-12 student achievement.

This course may include submissions of short video recordings of lessons taught in your child’s class or with your child, individually. Although the video recordings involve both the teacher and various students, the primary focus is on the teacher’s instruction, not on the students in the class. In the course of taping, your child may appear on the video recordings. Also, I may submit samples of student work as evidence of teaching practice, and that work may include some of your child’s work.

No student’s last name will appear on any materials that are submitted. Wilmington University, at its sole discretion, may use and distribute my video recordings, my comments and my classroom materials for assessment development, professional development of novice teachers, research purposes, and any other purpose Wilmington University deem appropriate to further the mission of the pilot. The form below will be used to document your permission.

Sincerely,

(Teacher Candidate Signature)

PERMISSION SLIP

Student Name: ____________________________ School/Teacher: ____________________________

I am the parent/legal guardian of the child named above. I have received and read your letter regarding a pilot being conducted by Wilmington University, and agree to the following:

☐ I DO give permission to you to include my child’s image on video recordings as he or she participates in a class conducted at ____________________________ by ____________________________ and/or to reproduce materials that my child may produce as part of classroom activities. No last names will appear on any materials submitted by the teacher.

☐ I DO NOT give permission to video record my child or to reproduce materials that my child may produce as part of classroom activities.

Signature of Parent or Guardian: ____________________________ Date: ____________________________

Wilmington University College of Education

Student Release Form

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Wilmington University Facultad de Educación
Formulario de Autorización de Estudiante

(A completar ya sea por los padres / guardián legales de los alumnos menores de edad involucrados en este proyecto, o por estudiantes que tengan 18 o más años de edad que están involucrados en este proyecto)

Estimado Padre / Guardián Legal:

Soy un candidato Universidad Wilmington Preparación de Maestros de completar mi Enseñanza Estudiante experiencia de trabajo de campo en la escuela de su hijo. Durante este tiempo, voy a necesitar que presentar grabaciones de video de corta duración de las lecciones que se enseñan en la clase de su hijo. Aunque las grabaciones de video implican tanto el profesor y varios estudiantes, el enfoque principal es en la instrucción del maestro, no en los estudiantes de la clase. En el curso de la grabación, su hijo puede aparecer en las grabaciones de video. Además, puedo enviar muestras de trabajos de alumnos como prueba de la práctica docente, y que el trabajo puede incluir algunos de los trabajos de su hijo. El apellido de ningún estudiante aparecerá en cualquier material que se presentan.

Universidad de Wilmington, a su entera discreción, puede usar y distribuir mis grabaciones de video, mis comentarios y mis materiales de aula para el desarrollo de la evaluación, el desarrollo profesional de los profesores novatos, con fines de investigación, y cualquier otro propósito Universidad Wilmington consideren apropiadas para promover la misión del piloto. El siguiente formulario se utilizará para documentar su permiso.

Sinceramente,

(Nombre de Candidato/a Maestro/a)

(Firme de Candidato/a Maestro/a)

FORMULARIO DE PERMISO - Para ser devuelto
Nombre del Estudiante: ________________Nombre de el/la Maestro/a: ________________

Yo soy el padre/guardián legal del niño mencionado anteriormente. He recibido y leído su carta con respecto a un piloto que está siendo llevada a cabo por la Universidad de Wilmington, y de acuerdo a lo siguiente:

☐ Me doy permiso para incluir la imagen de mi hijo en las grabaciones de video como él o ella participa en la clase o para reproducir materiales que mi hijo/a puede realizar como parte de las actividades del aula.

☐ NO doy permiso para grabar video a mi hijo o para reproducir materiales que mi hijo puede realizar como parte de las actividades del aula.

Firme del Padre o Guardián: _________________________ Fecha: _________________________
Introducción: Estos procedimientos están dados para ayudarle a producir clips de vídeo que representan claramente la enseñanza y el aprendizaje en el aula. Con el fin de capturar los elementos de la instrucción y el aprendizaje del estudiante, tendrá que producir clips de vídeo de alta calidad de audio y vídeo. Los procedimientos a continuación le ayudarán a producir con éxito videoclips con problemas mínimos.

Preparación y Práctica: En primer lugar, no esperamos una producción de Hollywood (profesional). Es importante, sin embargo, que la calidad de las actividades grabadas en vídeo sea suficiente para que los evaluadores a entender lo que sucedió en su salón de clases. Como regla general, la calidad del sonido en general es más importante que la calidad de vídeo para entender la enseñanza y el aprendizaje de ser capturado.

Si no está familiarizado con el proceso de grabación en vídeo, póngase en contacto con Sra. Jennifer Sheets a Jennifer.m.sheets@wilmu.edu, Dr. Michele Brewer a michele.a.brewer@wilmu.edu, Tyler Wells a tyler.a.wells@wilmu.edu o Michael Curry a michael.g.curry@wilmu.edu por asistencia con la grabación o considere contactar otro profesor estudiante que ha hecho o está haciendo la grabación en vídeo.

- Avise a su cooperando / maestro mentor y el director de su escuela de su necesidad de lecciones videocinta. Discuta cualquier arreglo para un operador de cámara con ellos. Si utiliza un operador de cámara, mira a personas que ya tienen la aprobación para estar en las aulas, por ejemplo, el maestro cooperador, su supervisor universitario, designados ayudantes estudiantiles.

- Pensar cerca dónde usted y sus alumnos será durante las actividades a ser retratados en video. ¿Serán diferentes actividades requieren que los estudiantes para reagruparse y moverse dentro del aula? ¿Cómo se registrará el uso de materiales de instrucción? ¿Cuál será la cámara necesita para capturar? ¿En cuál será la cámara necesita para capturar? ¿En su caso, cuando se debe la cámara operador zoom o rotar la cámara a una nueva posición?

- Practica el proceso de grabación de video. Esto proporcionará la oportunidad de probar el equipo y dar a los estudiantes la oportunidad de acostumbrarse a la cámara.

- Ajustar, si es necesario, a la fuente de luz. No coloque la cámara delante de la ventana u otras fuentes de luz brillante.
Delaware Professional Teaching Standards
(Revised July 2003)

<table>
<thead>
<tr>
<th>Standard #1</th>
<th>The teacher understands the core concepts and structure(s) of the discipline(s) and their related content standards and creates learning experiences that make the content meaningful to students.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard #2</td>
<td>The teacher understands how children develop and learn and provides learning opportunities that support the intellectual, social, emotional, and physical development of each learner.</td>
</tr>
<tr>
<td>Standard #3</td>
<td>The teacher understands how students differ and adapts instruction for diverse learners.</td>
</tr>
<tr>
<td>Standard #4</td>
<td>The teacher understands and uses effective communication.</td>
</tr>
<tr>
<td>Standard #5</td>
<td>The teacher understands individual and group behavior and creates a learning environment that fosters active engagement, self-motivation, and positive social interaction.</td>
</tr>
<tr>
<td>Standard #6</td>
<td>The teacher understands instructional planning and designs instruction based upon knowledge of the disciplines, students, the community, and Delaware's student content standards.</td>
</tr>
<tr>
<td>Standard #7</td>
<td>The teacher understands a variety of instructional approaches and uses them to promote student thinking, understanding, and application of knowledge.</td>
</tr>
<tr>
<td>Standard #8</td>
<td>The teacher understands multiple assessment strategies and uses them for the continuous development of students.</td>
</tr>
<tr>
<td>Standard #9</td>
<td>The teacher understands the importance of continuous learning and pursues opportunities to improve teaching.</td>
</tr>
<tr>
<td>Standard #10</td>
<td>The teacher understands the role of the school in the community and collaborates with colleagues, parents/guardians, and other members of the community to support student learning and well-being.</td>
</tr>
<tr>
<td>Standard #11</td>
<td>The teacher understands the role of educational technology in learning and uses educational technology as an instructional and management tool.</td>
</tr>
<tr>
<td>Standard #12</td>
<td>The teacher understands and maintains standards of professional conduct guided by legal and ethical principles.</td>
</tr>
</tbody>
</table>

The first draft document was developed by the members of Delaware’s Task Force to Develop Professional Teaching Standards. The second Draft Committee and prepared by Yvonne Harper of the Assessments and Accountability Branch of the Delaware State Department of Education and William J. Thompson of TBA Consultants, Stratham, New Hampshire.
Multicultural Language Learners (MLL)

The MLL ESOL Literacy Degree provided by Wilmington University includes five courses that meet the TESOL (Teachers of English Speakers of Other Languages) Standards. The competencies designated in the syllabi correspond to those Domains and Standards listed below. Successful completion of these courses meets the educational standards designated by the State of Delaware for issuance of a K-12 ESL endorsement.

**Domain I: Language (Competency 1)** Candidates know, understand, and use the major theories and research related to the structure and acquisition of language to help English language learners (ELLs) develop language and literacy and achieve in the content areas.

- Standard 1.a. Language as a System
- Standard 1.b. Language Acquisition and Development

**Domain II: Culture (Competency 2)** Candidates know, understand, and use major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct supportive learning environments for ELLs.

- Standard 2 Culture as It Affects Student Learning

**Domain III: Planning, Implementing, and Managing Instruction (Competency 3)** Candidates know, understand, and use evidence-based practices and strategies related to planning, implementing, and managing standards-based ESL and content instruction. Candidates are knowledgeable about program models and skilled in teaching strategies for developing and integrating language skills. They integrate technology as well as choose and adapt classroom resources appropriate for their ELLs.

- Standard 3.a. Planning for Standards-Based ESL and Content Instruction
- Standard 3.b. Implementing and Managing Standards-Based ESL and Content Instruction
- Standard 3.c. Using Resources and Technology Effectively in ESL and Content Instruction

**Domain IV: Assessment (Competency 4)** Candidates demonstrate understanding of issues and concepts of assessment and use standards-based procedures with ELLs.

- Standard 4.a. Issues of Assessment for English Language Learners
- Standard 4.b. Language Proficiency Assessment
- Standard 4.c. Classroom-Based Assessment for ESL

**Domain V: Professionalism (Competency 5)** Candidates keep current with new instructional techniques, research results, advances in the ESL field, and education policy issues and demonstrate knowledge of the history of ESL teaching. They use such information to reflect on and improve their instruction and assessment practices. Candidates work collaboratively with school staff and the community to improve the learning environment, provide support, and advocate for ELLs and their families.

- Standard 5.a. ESL Research and History
- Standard 5.b. Professional Development, Partnerships, and Advocacy
Graduation Competencies:

1. **Oral Communication**

1.1 Appraise the needs of diverse audiences and then speak in a clear, confident, and succinct manner.

1.2 Research, construct, and deliver professional presentations using a variety of communication tools and techniques.

2. **Written Communication**

2.1 Write with clarity and precision using correct English grammar: mechanics (punctuation) and usage (sentence structure and vocabulary)

2.2 Exhibit competence in writing for specific purposes, diverse audiences, and genres.

2.3 Correctly and ethically present scholarly writings utilizing the selected citation and writing style deemed appropriate for the student’s program of study.

3. **Disciplined Inquiry**

3.1 Employ scientific quantitative and/or qualitative reasoning and other critical thinking strategies to analyze consequences and outcomes and to be able to recommend alternative solutions.

4. **Information Literacy**

4.1 Using contemporary technology, evaluate and utilize credible, discipline specific information effectively and with appropriate attribution.

5. **Ethics**

5.1 Demonstrate knowledge and application of prescribed ethical codes and behaviors promoted by the profession.

**ILA Standards/TESOL Domains/Program Competencies (Measured)**

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.

1.2 Understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components.
TESOL Standards/Program Competencies (Measured)
5. a. Candidates demonstrate knowledge of history, research, educational public policy, and current practice in the field of ESL teaching and apply this knowledge to inform teaching and learning.

STRUCTURED EXTERNAL ASSESSMENT A: Research and review the literature in one topic or area of interest within the domain of either Reading or ELL and Reading, depending on your degree program. This topic should relate to the action research you select, as the review of the literature will also become a part of the paper. Write a paper twelve to fifteen pages in length that synthesizes the findings. An oral summary of the findings will be presented in class. This review of the literature should include a minimum of 10 sources. Candidate will provide a solid base of evidence for the purpose of designing and implementing a research base.

The results will be presented to orally through the use of Socratic discussion.
<table>
<thead>
<tr>
<th>Performance Level</th>
<th>1 Unsatisfactory</th>
<th>2 Developing</th>
<th>3 Acceptable</th>
<th>4 Proficient (Target)</th>
<th>5 Exemplary</th>
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</thead>
<tbody>
<tr>
<td><strong>Topic</strong></td>
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</tr>
<tr>
<td>PC/ILA 1.2</td>
<td>Written content does not explore one topic and wanders and does not explain research results and viewpoints.</td>
<td>Written content mostly explores one topic and mostly explains various research results and viewpoints.</td>
<td>Written content explores one topic and explains research results and viewpoints.</td>
<td>Written content clearly and precisely explores one topic and explains various research results and viewpoints.</td>
<td>Written content clearly and precisely explores one topic, explains all relevant research article results and expounds many viewpoints.</td>
</tr>
<tr>
<td>InTasc</td>
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<tr>
<td><strong>Summary &amp; Evaluation</strong></td>
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<tr>
<td>PC/ILA 1.2 TESOL 5.a</td>
<td>Written content summarizes and evaluates the content of less than 7 articles.</td>
<td>Written content summarizes and evaluates the content of 7 to 8 articles.</td>
<td>Written content summarizes and evaluates the content of 9 articles.</td>
<td>Written content succinctly summarizes and evaluates the content of 10 to 11 articles.</td>
<td>Written content succinctly summarizes and convincingly evaluates the content of 12 articles.</td>
</tr>
<tr>
<td><strong>Conclusions</strong></td>
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</tr>
<tr>
<td>PC/ILA 1.1</td>
<td>Written content draws poor conclusions of the sources used in the review.</td>
<td>Written content draws weak conclusions of the sources used in the review.</td>
<td>Written content draws sound conclusions of the sources used in the review.</td>
<td>Written content draws very good conclusions of the sources used in the review.</td>
<td>Written content draws excellent and concise conclusions of the sources used in the review.</td>
</tr>
<tr>
<td><strong>References</strong></td>
<td></td>
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</tr>
<tr>
<td>GC 4.1</td>
<td>Several references are not related to the topic; many are.</td>
<td>Most references explicitly pertain to the topic.</td>
<td>80% of the references explicitly pertain to the topic.</td>
<td>90% of the references explicitly pertain to the topic.</td>
<td>100% of the references explicitly pertain to the topic.</td>
</tr>
<tr>
<td><strong>Sources</strong></td>
<td></td>
<td></td>
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<tr>
<td>GC 4.1</td>
<td>Fewer than 8 quality sources have been identified and utilized.</td>
<td>At least 8 quality sources have been identified and utilized.</td>
<td>At least 9 quality sources have been identified and utilized.</td>
<td>At least 10 quality sources have been identified and utilized.</td>
<td>At least 12 plus quality sources have been identified and utilized.</td>
</tr>
<tr>
<td><strong>Information Technology</strong></td>
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<tr>
<td>GC 4.1</td>
<td>Identifies and utilizes less than 8 technology and library resources in order to identify needed references and lists almost no professional journals and books, ERIC/ CRIER, dissertation sources, and Internet sources.</td>
<td>Identifies and utilizes limited technology and library resources in order to identify 8-9 references but does include several professional journals and books, ERIC/CRIER, dissertation sources, and Internet sources.</td>
<td>Identifies and utilizes most technology and library resources in order to identify 10 references including professional journals and books, ERIC/CRIER, dissertation sources, and Internet sources.</td>
<td>Identifies and utilizes at least 4 information technology and library resources to identify 11 references including professional journals and books, Uses previous listed sources and Academic Search Premier, E-Books, WEB- CAT,</td>
<td>Identifies and utilizes all technology and library resources in order to identify an extensive number of references including professional journals and books, ERIC/ CRIER, dissertation and Internet Sources.</td>
</tr>
<tr>
<td><strong>Oral presentation</strong></td>
<td></td>
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</tr>
<tr>
<td>ILA 1.1 GC 1.1,1.2</td>
<td>Oral presentation to the class is not well-organized and the audience is not involved. The literature review does not document the research base or area of study clearly.</td>
<td>Oral presentation to the class is somewhat organized, partially explains most of the study. The literature review does not fully explain the research. The audience is somewhat involved.</td>
<td>Oral presentation to the class is organized, explains most of the hypothesis, data, results, conclusions and need for further study. The literature review explains the research and makes a clear connection to the project. The audience mostly is involved.</td>
<td>Oral presentation to the class is well-organized, explains the hypothesis, data, results, conclusions and need for further study. The literature review explains the research and makes a strong connection to the project. The audience is engaged.</td>
<td>Oral presentation to the class is well-organized, precisely explains the hypothesis, data, results, conclusions and need for further study. The literature review explains the research and makes a strong connection to the project and the setting.</td>
</tr>
<tr>
<td><strong>Writing quality</strong></td>
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<tr>
<td>GC (WC): 2.1, 2.2</td>
<td>Scores 1 on writing rubric</td>
<td>Scores 2 on writing rubric</td>
<td>Scores 3 on writing rubric</td>
<td>Scores 4 on writing rubric</td>
<td>Scores 5 on writing rubric</td>
</tr>
</tbody>
</table>
Graduation Competencies:

1. **Oral Communication**
   1.1 Appraise the needs of diverse audiences and then speak in a clear, confident, and succinct manner.
   1.2 Research, construct, and deliver professional presentations using a variety of communication tools and techniques.

2. **Written Communication**
   2.1 Write with clarity and precision using correct English grammar: mechanics (punctuation) and usage (sentence structure and vocabulary)
   2.2 Exhibit competence in writing for specific purposes, diverse audiences, and genres.
   2.3 Correctly and ethically present scholarly writings utilizing the selected citation and writing style deemed appropriate for the student’s program of study.

3. **Disciplined Inquiry**
   3.1 Employ scientific quantitative and/or qualitative reasoning and other critical thinking strategies to analyze consequences and outcomes and to be able to recommend alternative solutions.

4. **Information Literacy**
   4.1 Using contemporary technology, evaluate and utilize credible, discipline specific information effectively and with appropriate attribution.

5. **Ethics**
   5.1 Demonstrate knowledge and application of prescribed ethical codes and behaviors promoted by the profession

**ILA Standards/TESOL Domains/Program Competencies** (Measured)

1.2 Understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components.
1.3: Understand the role of professional judgment and practical knowledge for improving all students’ reading development and achievement.
2.1: Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum
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.
3.2: Select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes.
3.3: Use assessment information to plan and evaluate instruction.
3.4: Communicate assessment results and implications to a variety of audiences.
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. [This element deals with positive attitudes not only with colleagues but also with community members, parents and guardians, and so forth.]

**TESOL Standards/Program Competencies (Measured)**

4. c. Candidates know and can use a variety of performance-based assessment tools and techniques to inform instruction for in the classroom.

**Teacher DPAS II: Component 2D: Planning and Preparation: Classroom Environment: Organizing Physical Space**

**SPECIALIST DPAS II: Student Growth**

**PLEASE NOTE: This assignment requires video assessment. Please refer to rubric at end of syllabus.**

Other Measured Standards:
InTASC:; Standard 3: Learning Environments; Standard 6: Assessment; Standard 7: Planning for Instruction; Standard 8: Instructional Strategies; Standard 9: Professional Learning and Ethical Practice; Standard 10: Leadership and Collaboration

**STRUCTURED EXTERNAL ASSIGNMENT B:** As a result of the literature review, candidates will design and execute a qualitative or quantitative research project for a classroom or school. They will develop an implementation plan based on strategies that were identified in the literature review specific to their project. They will specify four research based solutions and develop their plan around these solutions. Candidates will share their plans in small groups for discussion/clarification/feedback. The implementation plan will be developed based on a four week time frame and include methods of assessment, instruction and recommendations.

Findings of this action research project will be presented including methods of assessment, appropriateness of the various assessments, and appropriateness for planning instruction, usefulness of the information obtained through the specific assessment. Further, candidates will write a reflective journal, analyze results and make recommendations for future research/implementation. They will include the role of teacher disposition on student achievement and clear evidence of the importance of professional judgment and practical knowledge for improving all students’ reading and writing development and achievement.
In its final form, this field based research project will include an abstract, a review of literature, statement of purpose, description of methods, results, discussion, references and appendices. An oral summary of the study, including a 10-12 slide PowerPoint, will be presented in class. Digital photographs of the project will also be presented.
<table>
<thead>
<tr>
<th>Performance Level</th>
<th>1 Unsatisfactory</th>
<th>2 Developing</th>
<th>3 Acceptable</th>
<th>4 Proficient (Target)</th>
<th>5 Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statement of Purpose</td>
<td>The statement of purpose is unclear.</td>
<td>The statement of purpose is clear but does not elaborate.</td>
<td>The statement of purpose is clear and rationale is provided that is consistent with need.</td>
<td>The statement of purpose is clear. Rationale is supported by strong evidence of need. Setting is described.</td>
<td>The statement of purpose with substantial evidence of need is provided. Setting is described extensively.</td>
</tr>
<tr>
<td>GC 2.1, 2.2, 2.3</td>
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</tr>
<tr>
<td>Instructional Design</td>
<td>Instructional design does not reflect connection between students, assessment or instruction.</td>
<td>Instructional design presents sound objectives and instructional methods and materials but lacks clear or most effective assessment.</td>
<td>Instructional design presents sound objectives, methods and materials and uses authentic assessment.</td>
<td>There is a clear connection between the identified needs, sound objectives, methods and materials and uses authentic assessment with opportunities for modification based on need.</td>
<td>There is a strong connection between the identified needs, sound objectives, methods and materials and uses authentic assessment with opportunities for modification based on need.</td>
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<tr>
<td>GC 3.1</td>
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<tr>
<td>PC/ILA 2, 3.2, 3.3</td>
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<tr>
<td>TESOL 4.c</td>
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<tr>
<td>DPAS II Teachers Component 1</td>
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<tr>
<td>InTasc 3, 6, 7, 8</td>
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<tr>
<td>RECORD OF PROGRESS/JOURNAL</td>
<td>Reflection simply restates process.</td>
<td>Reflection provides some insight but offers no sense of what might have been a more effective plan.</td>
<td>Reflection indicates thoughtfulness regarding what did/should have happened, what could have been better. It includes evidence of consideration of teacher disposition in the ongoing project.</td>
<td>Reflection indicates thorough self-evaluation, with clear indications of strengths and weaknesses. It includes evidence of consideration of the effect of teacher disposition in the ongoing project and change, as a result.</td>
<td>Reflection is thorough and honest, and includes not only strengths and weaknesses, and professional growth. It includes evidence of consideration of the effect of teacher disposition in the ongoing project and change, as a result.</td>
</tr>
<tr>
<td>Reflections</td>
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<tr>
<td>PC/ILA 6.2</td>
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<tr>
<td>DPAS II Teachers Component 1</td>
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<tr>
<td>InTasc 9</td>
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<tr>
<td>Performance Level</td>
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</tr>
<tr>
<td>Data/Findings</td>
<td>The process and procedures for data collection and data interpretation are incorrectly and poorly explained.</td>
<td>The process and procedures for data collection and data interpretation are poorly explained.</td>
<td>The process and procedures for data collection and data interpretation are mostly correctly explained.</td>
<td>The process and procedures for data collection and data interpretation are correctly explained.</td>
<td>The process and procedures for data collection and interpretation are explicitly explained and developed.</td>
</tr>
<tr>
<td>GC 3.1 PC/ILA 3.2</td>
<td>DPAS II Teachers Component 1 &amp; 5 DPAS II Specialists Component 5</td>
<td></td>
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</tr>
<tr>
<td>Data presentation</td>
<td>Tables and/or graphs are not computer-generated and two or more elements are missing.</td>
<td>Tables and/or graphs are computer-generated but have one element missing.</td>
<td>Tables and/or graphs are computer-generated and summarize most needed aspects of the data.</td>
<td>Tables and/or graphs are computer-generated and accurately summarize all aspects of the data.</td>
<td>Tables and/or graphs are computer-generated, accurately summarize the data, enhance the presentation and enhance understanding of data.</td>
</tr>
<tr>
<td>GC 2.1, 2.2, 2.3</td>
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</tr>
<tr>
<td>Application</td>
<td>Written content applies conclusions to classroom instruction, school programs or district level or broader concepts in a limited and poor style.</td>
<td>Written content applies conclusions to classroom instruction, school programs or district level or broader concepts in a weak manner and style.</td>
<td>Written content applies conclusions to classroom instruction, school programs or district level or broader concepts in a good manner style.</td>
<td>Written content applies conclusions to classroom instruction, school programs or district level or broader concepts in an effective manner and style.</td>
<td>Written content applies conclusions to classroom instruction, school programs or district level or broader concepts in a sound and very effective manner and style.</td>
</tr>
<tr>
<td>PC/ILA 1.2</td>
<td>DPAS II Teachers Component 2</td>
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</tbody>
</table>

MRD 7950 AY 2016 ILA 2010/TESOL 2010
NCATE ILA Assessment 8/TESOL Assessment: 2

College of Education
Professional Partners
Creating Environments for Learning
Syllabus is sole property of Wilmington University
<table>
<thead>
<tr>
<th>Performance Level</th>
<th>1 Unsatisfactory</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Recommendations PC/ILA 1.3, 6.2 GC 5.1</td>
<td>Few research recommendations are data based or logical.</td>
<td>Several research recommendations are mostly data based and logical.</td>
<td>Most research recommendations are warranted by the data and generally logical and include the relationship between theory, teacher disposition and student achievement and reflects the candidates understanding of the role of professional judgment.</td>
<td>All research recommendations are data based and logical and include the relationship between theory, teacher disposition and student achievement. The candidates understanding of the role of professional judgment is clearly evident.</td>
<td>All research recommendations are precisely stated, warranted by the data, logical, are related to research and include the relationship between theory, teacher disposition and student achievement. The candidates understanding of the role of professional judgment is clearly evident.</td>
</tr>
<tr>
<td>Oral presentation GC 1.1, 1.2 InTasc 10</td>
<td>Oral presentation to the class is not well-organized and the audience is not involved. PowerPoint for the final project was not made available.</td>
<td>Oral presentation to the class is somewhat organized, partially explains most of the study. A PowerPoint presentation presents the basic information.</td>
<td>Oral presentation to the class is organized, explains most of the hypothesis, data, results, conclusions and need for further study. The PowerPoint presentation for is used to effectively present the data.</td>
<td>Oral presentation to the class is well-organized, explains the hypothesis, data, results, conclusions and need for further study. The PowerPoint presentation for is used to effectively present the data. Digital pictures represent the project accurately. Reflections are missing.</td>
<td>Oral presentation to the class is well-organized, precisely explains the hypothesis, data, results, conclusions and need for further study. The PowerPoint presentation for is used to effectively present the data. Digital pictures represent the project accurately. The researcher shares reflections.</td>
</tr>
<tr>
<td>Components of Research Paper GC 2.1, 2.2, 2.3</td>
<td>Written paper does not contain the components of formal research paper.</td>
<td>Written paper contains half of the components of formal research paper.</td>
<td>Written paper contains 2/3rd of the components of formal research paper.</td>
<td>Written product contains all the components of formal research paper.</td>
<td>Written products contain all the components of a research paper plus sources of related research.</td>
</tr>
<tr>
<td>Performance Level</td>
<td>1 Unsatisfactory</td>
<td>2 Developing</td>
<td>3 Acceptable</td>
<td>4 Proficient (Target)</td>
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<tr>
<td>Oral presentation GC 1.1, 1.2</td>
<td>Oral presentation to the class is not well-organized and the audience is not involved. Results are not explained.</td>
<td>Oral presentation to the class is somewhat organized, partially explains most of the study. The literature review does not fully explain the research. The audience is somewhat involved.</td>
<td>Oral presentation to the class is organized, explains most of the study, and need for further study. Connections between the research and the project are clear. The audience mostly is involved.</td>
<td>Oral presentation meets previous standard, but more thoroughly. The audience is fully engaged.</td>
<td>Oral presentation meets previous standard at an exemplary level.</td>
</tr>
<tr>
<td>Technology GC 4.1</td>
<td>No technology is used.</td>
<td>The PowerPoint presentation presents the project but does not include digital photographs.</td>
<td>The PowerPoint presentation is thorough, direct and includes digital photographs that represent the project well.</td>
<td>The PowerPoint presentation is thorough, direct and includes digital photographs that represent the project well.</td>
<td>The PowerPoint presentation is thorough, includes digital photographs that represent the project well. The candidate presents his/her reflections.</td>
</tr>
<tr>
<td>Writing quality GC (WC): 2.1, 2.2, 2.3</td>
<td>Scores 1 on writing rubric</td>
<td>Scores 2 on writing rubric</td>
<td>Scores 3 on writing rubric</td>
<td>Scores 4 on writing rubric</td>
<td>Scores 5 on writing rubric</td>
</tr>
<tr>
<td>Video Assessment</td>
<td>Scores 1 on video rubric</td>
<td>Scores 2 on video rubric</td>
<td>Scores 3 on video rubric</td>
<td>Scores 4 on video rubric</td>
<td>Scores 5 on video rubric</td>
</tr>
<tr>
<td>PRAXIS II 5301* PRAXIS II 5361* RESUME Submitted</td>
<td>No passing score on file</td>
<td>Resume has been submitted.</td>
<td></td>
<td>SCORE IS ON FILE with College of Education and documented by Program Chair.</td>
<td></td>
</tr>
</tbody>
</table>
International Reading Association: Standard 6 Professional Learning and Leadership
Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.

6.4 Understand and influence local, state, or national policy decisions.

Teachers of Speakers of Other Languages: Domain 5 Professionalism
Candidates keep current with new instructional techniques, research results, advances in the ESL field, and education policy issues and demonstrate knowledge of the history of ESL teaching. They use such information to reflect on and improve their instruction and assessment practices. Candidates work collaboratively with school staff and the community to improve the learning environment, provide support, and advocate for ELLs and their families.

Standard 5.b. Professional Development, Partnerships, and Advocacy
Candidates take advantage of professional growth opportunities and demonstrate the ability to build partnerships with colleagues and students’ families, serve as community resources, and advocate for ELLs.

Specialist DPAS II: Component 3 C: Professional Consultation and Collaboration: Providing Resources and Access:
Component 4C: Professional Responsibilities: Growing and Developing Professionally
Teacher DPAS II: Component 2 C: Classroom Environment: Establishing a Culture for Learning
<table>
<thead>
<tr>
<th>Performance Level</th>
<th>1 Unsatisfactory</th>
<th>3 Acceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Membership in Professional Organization</strong> ILA 6.4 (effective fall 2011)</td>
<td>No evidence of participation</td>
<td>Provides membership information in local, state or national organization.</td>
</tr>
<tr>
<td>DPAS II Specialists</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Component 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DPAS II Teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Component 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Attendance at local school board meetings</strong> ILA 6.4 (effective fall 2011)</td>
<td>No evidence of participation</td>
<td>Provides documentation of attendance at 2 school board meetings. Agenda and</td>
</tr>
<tr>
<td>DPAS II Specialists</td>
<td></td>
<td>reflection are included.</td>
</tr>
<tr>
<td>Component 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Attendance in 3 professional development or community based activities for ELL</strong></td>
<td>No evidence of participation</td>
<td>Provides documentation of participation in three professional growth</td>
</tr>
<tr>
<td>families. TESOL 5b (effective fall 2011)</td>
<td></td>
<td>opportunities or community based cultural activities throughout the course of</td>
</tr>
<tr>
<td>DPAS II Teachers</td>
<td></td>
<td>your program. Flyer or other documentation and reflection are included.</td>
</tr>
<tr>
<td>Component 4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## DISCUSSION BOARD RUBRIC MRD/MLL

<table>
<thead>
<tr>
<th>EVALUATION CRITERIA</th>
<th>0 Unsatisfactory</th>
<th>0.25 Emerging</th>
<th>0.50 Satisfactory</th>
<th>0.75 Proficient</th>
<th>1.0 point Distinguished</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in Discussion</td>
<td>Does not enter discussion.</td>
<td>Provides minimal comments and information to other participants. Participates infrequently in on-line discussions or e-mail; and postings are irrelevant or superficial.</td>
<td>Sporadically provides comments and some new information. Interacts with only one or two participants by posting queries, comments, and thoughtful responses.</td>
<td>Provides comments and some new information in a fairly regular manner. Interacts with a few selected participants by posting queries, comments, and thoughtful responses.</td>
<td>Provides comments and new information in a regular and equitable manner. Interacts with a variety of participants by posting queries, comments, and thoughtful responses.</td>
<td></td>
</tr>
<tr>
<td>Content of Posting</td>
<td>Does not add to the discussion.</td>
<td>Adds little to the substantive discussion but may contribute to the social aspects of the course.</td>
<td>Postings consist largely of personal opinions or experiences. Reveals a restricted understanding of the topic limited to information that could be derived from prior posts.</td>
<td>Makes significant contributions to the discussion. Reveals adequate understanding of the topic as evidenced by posts telling us something new.</td>
<td>Postings are accurate, original, and relevant. Even better than telling us something new, they raise new questions that lead to further discussion from a variety of people. Reveals a solid understanding of the topic as evidenced by thoughtful responses and questions.</td>
<td></td>
</tr>
<tr>
<td>Critical Thinking evidenced by Posting</td>
<td>Does not enter posting.</td>
<td>Provides no evidence of agreement or disagreement with existing discussion.</td>
<td>Agrees or disagrees with existing discussion but provides no justification/explanation (e.g., text readings, resources).</td>
<td>Agrees or disagrees with existing discussion and provides limited justification/explanation (e.g., text readings, resources).</td>
<td>Offers a critical analysis of an existing posted idea or introduces a different interpretation to an existing idea.</td>
<td></td>
</tr>
<tr>
<td>Responsiveness IF required</td>
<td>Does not respond.</td>
<td>Logs onto Bb on one (1) occasion during the week and responds to the posted discussion. (1 initial post)</td>
<td>Logs onto Bb on one (1) occasion during the week and responds to the posted discussion. (1 initial post) by Wednesday.</td>
<td>Responds to the posted discussion. (1 initial post by Wednesday, 1 response post) by Friday.</td>
<td>Responds to the posted discussion. (1 initial post by Wednesday, 2 response posts) by Friday.</td>
<td></td>
</tr>
<tr>
<td>Writing Style</td>
<td>Does not write response.</td>
<td>Limited ability to convey ideas noted. Below expectations of work at this level. Errors noted in spelling, punctuation, and grammar.</td>
<td>Able to present ideas. Comes close to expectations for work at this level. Some punctuation and spelling errors but no errors in grammar identified.</td>
<td>Explicitly presents ideas. Work appropriate for this level of student. No spelling or grammar errors noted. A few minor punctuation errors identified.</td>
<td>Highly skilled presentation of ideas. Engages reading. Work exceeds expectations for this level of student. Absolutely no errors in spelling, punctuation, or grammar noted.</td>
<td></td>
</tr>
</tbody>
</table>

**Additional Comments:**

**Total Rubric Score = 5 points**
## WRITING RUBRIC: LITERACY PROGRAMS

<table>
<thead>
<tr>
<th></th>
<th>UNSATISFACTORY</th>
<th>DEVELOPING</th>
<th>ACCEPTABLE</th>
<th>TARGET</th>
<th>EXEMPLARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Writing has a clear direction/controlling idea/thesis statement.</td>
<td>There is a minimal controlling idea or the controlling idea minimally previews the paper.</td>
<td>Controlling idea is vague or has different logic than parts of the body of the paper.</td>
<td>Controlling idea is somewhat vague or previews only part of the paper.</td>
<td>Controlling idea is well defined and previews most of the paper.</td>
<td>Controlling idea is well- and previews the entire paper.</td>
</tr>
<tr>
<td>2. Writing has ample evidence to prove the controlling idea.</td>
<td>Minimal instances of specific evidence are offered and they minimally support the controlling idea.</td>
<td>Few instances of specific evidence are offered or they do not support the controlling idea throughout the majority of the paper.</td>
<td>Some instances of specific evidence are offered or they support the controlling idea throughout part of the paper.</td>
<td>Many instances of specific evidence are offered or they support the controlling idea throughout the majority of the paper.</td>
<td>Ample instances of specific evidence are offered and they support the controlling idea throughout.</td>
</tr>
<tr>
<td>3. Writing has transitions to assist with coherence and unity.</td>
<td>Writing minimally moves smoothly from one idea to another. There are mostly awkward jumps between points.</td>
<td>Writing moves smoothly from one idea to another some of the time. There are many awkward jumps between points.</td>
<td>Writing moves from one idea to another smoothly. There are few awkward jumps between points.</td>
<td>Writing moves from one idea to another smoothly. There are no awkward jumps between points.</td>
<td>Writing moves from one idea to another smoothly consistently. There are no awkward jumps between points.</td>
</tr>
<tr>
<td>4. Writing is concise, well-written, and vocabulary incorporates academic language.</td>
<td>Has limited or inappropriate word choices that obscure meaning. Contains much slang and/or many colloquialisms. Mostly wordy or awkward.</td>
<td>Contains word choices that interfere with the meaning. Contains much slang and/or colloquialisms. Wordy or awkward. Limited academic language.</td>
<td>Good word choices. Some slang and/or colloquialisms. Some instances of wordiness or awkwardness. Some academic language.</td>
<td>Accurate and varied word choice. No slang and/or colloquialisms. Few instances of wordiness or awkwardness. Good use of academic language.</td>
<td>Precise and varied word choice. No slang and/or colloquialisms. Not wordy or awkward. Academic language use is strong.</td>
</tr>
<tr>
<td>5. Mechanics, usage, grammar, and spelling (MUGS) are correct and the writing is error free.</td>
<td>More than 4 unique (MUGS) errors per page</td>
<td>Four or more unique (MUGS) errors per page</td>
<td>Less than three unique (MUGS) errors per page</td>
<td>Less than two unique (MUGS) errors per page</td>
<td>No MUGS or typographical errors.</td>
</tr>
<tr>
<td>6. APA formatting and use of sources are correct. See APA Checklist appropriate to each course.</td>
<td>8+ APA formatting or citation errors.</td>
<td>5-7 APA formatting or citation errors.</td>
<td>3-4 APA formatting or citation errors.</td>
<td>2 APA formatting or citation errors.</td>
<td>One or less APA formatting or citation errors.</td>
</tr>
</tbody>
</table>

### APPROPRIATE TO GRADUATE LEVEL:  

**MECHANICS:** Punctuation, capitalization  
**USAGE:** Correct and effective word use, especially homophones  
**GRAMMAR:** Correct subject/verb agreement, syntax, complete sentences  
**SPELLING:** Shows evidence of proofreading for spelling  

Developed by Kate Cottle and Revised 9/30/2010; adapted by Kathryn Brown 2015

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**TOTAL: _____/30**
This course aligns with specific DPAS II Components which are included in the syllabus. Before submitting your videos, annotate the evidence of meeting each criteria within this specific course. Provide a Table of Contents that will identify the specific DPAS II connections. Instead of a page number, list the time code. You may also use a series of multiple, shorter video clips in some cases, but please check with the instructor first. Remember that the students' faces should not be shown on the video (the backs of their heads are allowed), so please aim the camera at yourself rather than at the students.

<table>
<thead>
<tr>
<th>Performance Level/Elements</th>
<th>Unsatisfactory</th>
<th>Developing</th>
<th>Acceptable</th>
<th>Proficient (Target)</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Point Value in Bb</strong></td>
<td>Below 74</td>
<td>74-82</td>
<td>83-91</td>
<td>92-94</td>
<td>95-100</td>
</tr>
<tr>
<td><strong>Videos</strong></td>
<td>No videos are posted.</td>
<td>Video captures less than the required number of sessions.</td>
<td>Video portrays all required elements as defined by the assignment.</td>
<td>Video portrays all required elements of the assignment and includes an introduction or description.</td>
<td>Videos submitted meet all expectations of the assignment and include strong and convincing evidence for support.</td>
</tr>
<tr>
<td><strong>Annotations</strong></td>
<td>Video is not clearly annotated</td>
<td>Video labels but does not explain DPAS component being measured</td>
<td>Video is annotated so that the viewer can identify components being addressed but explanation is not clear.</td>
<td>Video is annotated so that the viewer can identify components being addressed and explanation is clear and convincing.</td>
<td>Video is annotated with specific references to how the evidence demonstrates alignment to the DPAS II.</td>
</tr>
<tr>
<td><strong>Conferencing</strong></td>
<td>There is no conference held between course instructor and candidate.</td>
<td>Conferencing is held but candidate does not come prepared with questions of their own.</td>
<td>Conferencing is held and candidate participates by bringing a list of questions and/or have identified areas of strength and need.</td>
<td>Conferencing is held and candidate participates by bringing a list of questions and evidence of their own identified areas of strength and need and some evidence. EX: My strengths are, or I need help with…..</td>
<td>Conferencing is held and candidate participates by bringing a list of questions and evidence of their own identified areas of strength and need and a specific plan for growth/improvement.</td>
</tr>
<tr>
<td><strong>Reflection</strong></td>
<td>Reflection is not present on the effectiveness of the activity.</td>
<td>Reflection is attempted but only makes vague references to the strengths or areas of need within the activity.</td>
<td>Reflection on the strengths and areas of need within the activity is included.</td>
<td>Thorough reflection on the strengths and areas of need within the activity is included supported by specific evidence from the video.</td>
<td>Thorough reflection on the strengths and areas of need within the activity is included. The reflection also includes a specific plan for future refinement/implementation.</td>
</tr>
</tbody>
</table>