WILMINGTON UNIVERSITY
COLLEGE OF EDUCATION
COURSE SYLLABUS

COURSE NUMBER: MRD 7804

COURSE TITLE: Literature and Non-Fiction Books/Materials for Children and Adolescents

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>15</td>
<td>0</td>
<td>70</td>
</tr>
</tbody>
</table>

COURSE TEXTS:

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. The information is included here for ordering and accessing e-texts only:

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 eText, 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 the Master of Education: Reading and uses data collected to support the program. ILA standards are represented. Program competencies are the Professional Standards for the 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 program, the alignment is based on the Specialist 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.
Attendance: In the College of Education, faculty must approve all requests for absences that are exceptions to the University policy. Vacations are not considered legitimate reasons for missing classes. 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).

Students who have registered for a course and never attended the class at all will receive a grade of NA (never attended). Early departures and late arrivals will be cumulative toward class absences. It is the student’s responsibility to obtain and complete assignments on the due dates. Students who register and enter the course on the drop/add date have four days to complete the first week’s assignments.

I. COURSE DESCRIPTION:

Students examine literature for its own sake and its relationship to reading and the content areas. Knowledge of literature to incorporate it effectively in an integrated curriculum is the major focus. Students are required to demonstrate the integration of subject areas with a literary genre. Students are also required to read and study a minimum of 36 books appropriate for children and adolescents. An additional focus of this course is the variety of texts available and strategies for selecting and evaluating all materials for instruction. Course pre-requisites: MRD 7801, 7802, 7803.

NOTE: Due to the large amount of reading that is required in this course, an alternative, semester format is available. This will not only give candidates an increased amount of time to complete the assignments, it should also increase opportunities for synthesis of the material.

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
- 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 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 2: 2.1, 2.2, 2.3; Standard 5: 5.1, 5.2, 5.3, 5.4; Standard 6: 6.1

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 5: Creating a Literate Environment: Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments. As a result, candidates:

5.1: Design the physical environment to optimize students’ use of traditional print, digital, and online resources in reading and writing instruction.

5.2: Design a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students’ opportunities for learning to read and write. [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.]
5.3: Use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another; discussions, and peer feedback).

5.4: Use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction.

**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:

6.1: Demonstrate foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture.

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>ILA</th>
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<tbody>
<tr>
<td>Know, understand, and use a variety of children’s books with an emphasis on different cultural perspectives.</td>
<td>5.2, 2.3</td>
</tr>
<tr>
<td>Know, understand, and use the various literary genres and identify representative works of each, including readability levels</td>
<td>5.2, 2.1</td>
</tr>
<tr>
<td>Know, understand, and demonstrate a basic knowledge of at least 36 books representing various literary genres.</td>
<td>5.4, 2.3</td>
</tr>
<tr>
<td>Demonstrate how experiencing and responding to children’s literature contributes to students’ personal, emotional, social, and academic development.</td>
<td>5.2</td>
</tr>
<tr>
<td>Know and understand the role of positive learning environments for literature relative to the emotional, social, and intellectual dimensions of human growth and development.</td>
<td>5.3</td>
</tr>
<tr>
<td>Know, understand, use and apply aspects of literature instruction that can be adapted to different students’ needs and that incorporate different learning styles and classroom configurations.</td>
<td>5.4</td>
</tr>
<tr>
<td>Be able to use a wide variety of children’s literature available for kindergarten through secondary level, and employ appropriate instructional materials, media and technology for ESOL students.</td>
<td>5.1, 2.1, 2.3</td>
</tr>
<tr>
<td>Demonstrate the role of the teacher in selecting or helping children select appropriate literature.</td>
<td>5.2, 2.3</td>
</tr>
<tr>
<td>Develop strategies and routines for encouraging and generating high levels of children’s responses to literature.</td>
<td>5.3</td>
</tr>
<tr>
<td>Develop effective programs for creating in children a love for literature.</td>
<td>5.2, 2.1</td>
</tr>
<tr>
<td>Develop strategies for incorporating multicultural literature in the reading program and provide a suggested schedule.</td>
<td>5.2, 2.1, 2.2</td>
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<tr>
<td>Understand the importance of the home-school connection by supporting instruction with materials parents can use at home.</td>
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Understand the relationship of the physical environment to effective learning outcomes. Suggest grouping arrangements that promote effective use of space as well as instructional materials.

Learning Activities: The candidate will:

1. Complete a 36-book annotated bibliography and present it to the staff of a school. The bibliography should also be made available to the school.
2. Create a reading/writing center.
3. Provide a suggested layout, grouping options and activities to address needs of a diverse group of learners.
4. Develop content area reading/writing activities related to various genres of literature
5. Complete and present a parent resource booklet to a group of parents.
6. Engage in a variety of activities such as small group, whole group, lecture, jigsaw, oral presentations, written presentations, music and drama activities, use of technology for presentations, book comparisons.

III. METHODOLOGY:

This course will use small group discussion, large group discussion, independent projects, and lecture.

IV. TESTING PROCEDURES/STUDENT EVALUATIONS: instructors will provide additional assignments to total 100 percent

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. It is required that videos 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 directions 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:

**CREATING A LITERACY FRIENDLY ENVIRONMENT**

**NOTE:** You will NOT be able to pass this course without documentation of your presentations, regardless of the quality of your actual product!

**Structured Assignment A: Classroom and Content Connections in Reading and Writing**

40%

Annotated Bibliography: Candidates will read a total of 36 books in a variety of print, online and digital formats: 6 from each genre: Informational (Traditional Informational text, Biography, Autobiography, Narrative Non-fiction), Fiction (Science Fiction, Realistic Fiction, Historic Fiction), Poetry, Fantasy, Traditional Literature (Folktales, Fables, Myths, Legends) Picture Books and complete an annotated bibliography. Each book selected will include an analysis of Lexile (one aspect of text complexity as defined by the CCSS). Complete a summary of each book, cross-reference the book by subject area, grade level and color-code each genre. Two reading/writing activities will be created per book and include 1 reading activity and 1 literacy/writing activity. (Detailed information attached). Connect content to genre to demonstrate the value between literature, content area activities and instruction, and in our lifelong learning endeavors. This bibliography will be posted on the discussion board for availability to other students. Present the annotated bibliography to your school faculty and provide a copy to be kept as a resource. Provide documentation of this presentation.

**NOTE:** MED Tch Rdg/Instruction candidates develop on basis of their classroom assignment.

**Post bibliographies in Discussion Board on Blackboard to create resources for peers as directed by course instructor.**

**Note:** You will be able to use this in subsequent courses.

**PART 1:** Read and complete an annotated bibliography for a total of 36 books in a variety of print, online and digital formats: 6 from each genre: Informational (Traditional Informational text, Biography, Autobiography, Narrative Non-
fiction), Fiction (Science Fiction, Realistic Fiction, Historic Fiction), Poetry, Fantasy, Traditional Literature (Folktales, Fables, Myths, Legends) Picture Books. Include:

- Reference the book. (title, author, illustrator (if different from author), publisher, city of publication, year of publication)
- The Lexile level of each Prose text
- Summary of each book (in your own words)
- Cross-reference the book by subject area, grade level and color-code each genre; provide a key in front of completed binder. Note whether the book is multicultural, note culture in parenthesis.
- Note any awards the book has won.
- Would you select this book for your classroom library, Why/Why not?

- Develop two activities per book, one reading based and one literacy/writing based to use in the classroom and include the Common Core Standards it addresses.
- Connect content to genre to demonstrate the value between literature, content area activities and instruction, and in our lifelong learning endeavors.
- Organize the completed bibliographies alphabetically, with information listed above included, and set up in a notebook format.

Suggested Template follows.

**Post your bibliographies on the discussion board for availability to other students. Include one book per genre.**

**PART 2:** Work with one group of classroom teachers for the purpose of how to use the handbook in planning their instruction.

Present the annotated bibliography to your school faculty and provide a copy to be kept as a resource.

Create an agenda explaining what will be discussed during the presentation. Provide documentation of the presentation and conferencing. Include a letter from your administrator or district supervisor and make self-comments about the assignment. This Structured External Assignment is to be completed on your E-Folio site under the course MRD7804. Submit verification form separately from the assignment. Label it YourlastnameFirstnameMRD7804SEAA_VF. Final grade will not be given until the verification form has been received.

**Structured Assignment B: Reading/Writing Center: Center for Opportunity**

Specialist DPAS II: Component 2:A, B, D: Professional Practice and Delivery of Service: Creating an Environment to Support Student or Client Needs; Demonstrating Flexibility and Responsiveness, Delivery of Services to Students or Clients.
Teacher DPAS II: Component 2A,D: Classroom Environment: Managing Classroom Procedures, Managing Student Behaviors

Candidates will develop an independent reading center with books from 3 of the genres represented in the Children’s Literature bibliography. Students will visit this center at least once each week and complete a writing piece at the conclusion of each book they have read in order to synthesize their learning. Candidate includes suggested grouping arrangements, a basic layout of the classroom and a schedule for implementing the use of this center in a grade other than your own in the center paper. Candidate also includes detailed description of a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students’ opportunities for learning to read and write. Provide documentation of the implementation of this center by completing the Verification Form found in the Resources section of your portfolio and submitting it to your course instructor. Final grade will not be given until the Verification form has been received.

PART 1:
Develop a reading/writing center with books from 3 of the genres represented in the Children’s Literature bibliography. Students will visit this center at least once each week and complete a writing piece at the conclusion of each book they have read in order to synthesize their learning. You must provide pictures of your reading/writing center and children participating in the activities. Please note video requirement for this assignment.

PART 2:
Candidate includes suggested grouping arrangements, a basic layout of the classroom and a schedule for implementing the use of this center in a grade other than your own in the center paper. Candidate also includes detailed description of a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students’ opportunities for learning to read and write.

This Structured External Assignment is to be completed on your E-Folio site under the course MRD7804. Submit verification form separately from the assignment. Label it YourlastnameFirstnameMRD7804SEAB_VF. Final grade will not be given until the Verification form has been received. Digital photographs of children using the center, but not including their faces, would be a great way to document.

Structured Assignment C: Parent Resource Booklet: Home-School Connections 15%
Parent Resource Booklet: Candidates will create a booklet to give parents to help them enhance their children’s reading. This home-school reading connection should reinforce the parent’s role as teachers in their children’s lives. Booklets should include, but not be limited to book lists, word lists, websites, and
strategies to enhance the reading experience, award and incentive ideas for motivating their children to read. This booklet will be presented to a parent group, and documentation will be provided.

Create a packet to give parents to enable them to enhance their children’s reading. This home-school reading connection should reinforce the parent’s role as teachers in their children’s lives. Booklets should include, but not be limited to:

- book lists
- websites
- strategies to enhance the reading experience
- word lists
- award & incentive ideas

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
Wilmington University College of Education

Student Release Form

(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

(Name of School) (Teacher’s Name)

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: _____________________________

College of Education
Professional Partners
Creating Environments for Learning
Syllabus is sole property of Wilmington University
Wilmington Universidad 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 vídeo de corta duración de las lecciones que se enseñan en la clase de su hijo. Aunque las grabaciones de vídeo 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 vídeo. 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 vídeo, 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 vídeo 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 el 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 su caso, cuando se debe la cámara operador zoom o rotar la cámara a una nueva posición?

- **Practica el proceso de grabación de vídeo**. 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.
MRD 7804

Suggested Resources for Students

Many significant publications can now be found on the internet. This list of suggested resources provides links to course related topics, but is only a small selection of links that may be accessed to supplement your learning. They are presented in this format in order that you may access them easily. This list will be updated for active links and information on a yearly basis, minimally.

General:
http://www.nationalreadingpanel.org/
http://www.reading.org/
http://www.readingrockets.org/http://www.doe.mass.edu/read/presentations/shanahan_readingfirst.pps#1
http://www.fluency.org/
http://www.readwritethink.org
http://www.literacyconnections.com

Children’s Literature

http://www.childrensli.com/
http://www.childrensli.com/f_mai.htm
http://www.childrensli.com/f_mai.htm
http://www.scils.rutgers.edu/~kvander/ChildrenLit/
http://www.dawc1.com/introduction.html

Developing Independent Readers
http://www.readwritethink.org/lessons/lesson_view.asp?id=836
http://www.rif.org/parents/articles/Checkup_Developing.mspx
http://www.letsgolearn.com/lglsite/learning_centers_read/reading_to_with_and_by/

Readability
http://readability.info/info.shtml
http://school.discovery.com/schrockguide/fry/fry.html
http://www.timetabler.com/reading.html
http://www.gopdg.com/plainlanguage/readability.html
http://www.readabilityformulas.com/
References


### Delaware Professional Teaching Standards
(Revised July 2003)

<table>
<thead>
<tr>
<th>Standard #1</th>
<th>Content Knowledge</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>Human Development and Learning</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>Diverse Learners</td>
<td>The teacher understands how students differ and adapts instruction for diverse learners.</td>
</tr>
<tr>
<td>Standard #4</td>
<td>Communication</td>
<td>The teacher understands and uses effective communication.</td>
</tr>
<tr>
<td>Standard #5</td>
<td>Learning Environment</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>Planning for Instruction</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>Instructional Strategies</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>Assessment</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>Professional Growth</td>
<td>The teacher understands the importance of continuous learning and pursues opportunities to improve teaching.</td>
</tr>
<tr>
<td>Standard #10</td>
<td>Professional Relationships</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>Educational Technology</td>
<td>The teacher understands the role of educational technology in learning and uses educational technology as an instructional and management tool.</td>
</tr>
</tbody>
</table>
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

This template is available on the Task Stream site for your class. It can be used with either Microsoft word or OpenOffice.org writer (a free, open source document suite from openoffice.org.)

| Suggestion: color code based on subject area and highlight top row. So, a book appropriate for both Science (green) and Social Studies (blue) might look like the example below. Using colored adhesive labels would be easy. |
|---|---|
| Title of Book and Copyright Date | Subject: |
| Author: | Cultures: |
| Illustrator: | Grade |
| City | Lexile: |
| Summary: |
| Reading Activity: |
| Common Core/State Standard(s): |
| Literacy/Writing Activity: |
| Common Core/State Standard(s): |
Title of Book and Copyright Date
A Day in the Life of a Colonial Blacksmith, 2000

Subject: Science, Social Studies

Author: Wilmore, K.

Cultures:
Grade: 2  Lexile 780L

Illustrator:
Publisher: Harper Collins
City: New York

Summary:
This book gives a short background about life in the colonial times. It talks about the importance of a blacksmith to the people who lived in the colonies. The typical day of a blacksmith is described including what their job entails and the kinds of things that were made.

Reading Activity: Use a Venn diagram to compare the life of a colonial blacksmith with a present day iron worker. Identify five facts from the book.

Identify 2 current environmental issues that were not problems during colonial times. Use evidence from the text to support your answer.

Common Core/State Standard(s): 2 RI 9

Literacy/Writing Activity: From your Venn diagram, write a story from the perspective of a colonial child about your father’s occupation using evidence from the text.

Write about how industry has contributed to environmental pollution. Use evidence from the text to support your answer.

Common Core/State Standard(s): 2W3, 2W3
Wilmington University
College of Education/MRD Program
Creating a Literacy Friendly Environment

SEA & Scoring Rubric A: Classroom and Content Connections CAEP ASSESSMENT: 3 (ILA)
SEA & Scoring Rubric B: Center for Opportunity CAEP ASSESSMENT: 3 (ILA)
SEA & Scoring Rubric C: Home/School Connection CAEP ASSESSMENT: 3 (ILA)

COURSE: MRD 7804 TITL E: Literature and Non-Fiction Books/Materials for Children and Adolescents

MEASURED Program Comps/ILA Standards: Standard 2: Curriculum and Instruction

Standard 5: Literate Environment

MEASURED Program Comps/ILA Standards
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
2.3: Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.
5.1: Design the physical environment to optimize students’ use of traditional print, digital, and online resources in reading and writing instruction.
5.2: Design a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students’ opportunities for learning to read and write. [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.]
5.3: Use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another; discussions, and peer feedback).
5.4: Use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction.
6.1: Demonstrate foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture.
Structured External Assignments: A, B and C: Creating a Literacy Friendly Environment

Classroom and Content Connections:
Candidates will read a total of 36 books in a variety of print, online and digital formats: 6 from each genre: Non-fiction (Informational Books, Biography, Autobiography), Fiction (Science Fiction, Realistic Fiction, Historic Fiction), Poetry, Fantasy, Traditional Literature (Folktales, Fables, Myths, Legends) Picture Books and complete an annotated bibliography. Complete a summary of each book, cross-reference the book by subject area, grade level and color-code each genre. Two activities will be created per book and include 1 reading activity and 1 literacy/writing activity. Connect content to genre to demonstrate the value between literature, content area activities and instruction, and in our lifelong learning endeavors. Include activities and materials that will meet student needs in terms of various levels, interests, cultural and linguistic background. Work with one group of classroom teachers for the purpose of how to use the handbook in planning their instruction. Present the annotated bibliography to your school faculty and provide a copy to be kept as a resource. Provide documentation of this presentation as well as the conferencing by completing the Verification Form found in the Resources section of your portfolio and submitting it to your course instructor.

Center for Opportunity
Candidates will develop an independent reading center with books from 3 of the genres represented in the Children’s Literature bibliography. Students will visit this center at least once each week and complete a writing piece at the conclusion of each book they have read in order to synthesize their learning. You must provide pictures of your reading/writing center and children participating in the activities. Candidate includes suggested grouping arrangements, a basic layout of the classroom and a schedule for implementing the use of this center in a grade other than your own in the center paper. Candidate also includes detailed description of a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students’ opportunities for learning to read and write. This Structured External Assignment is to be completed on your E-Folio site under the course MRD7804. Submit verification form separately from the assignment. Label it YourlastnameFirstnameMRD7804SEAA_VF. Final grade will not be given until the Verification form has been received.

Home/School Connection
Candidates will create a parent resource booklet to give parents to help them enhance their children’s reading. This home-school reading connection should reinforce the parent’s role as teachers in their children’s lives. Booklets should include, but not be limited to book lists, word lists, websites, and strategies to enhance the reading experience, award and incentive ideas for motivating their children to read.

All Structured External Assignments are to be completed on your E-Folio site under the course MRD 7804.
For MED Candidates other than MRD, elements are marked with MED indicator. Bibliography is specific to level of specialty for individual students.
Classroom and Content Connections:
Candidates will read a total of 36 books in a variety of print, online and digital formats: 6 from each genre: Informational (Traditional Informational text, Biography, Autobiography, Narrative Non-fiction), Fiction (Science Fiction, Realistic Fiction, Historic Fiction), Poetry, Fantasy, Traditional Literature (Folktales, Fables, Myths, Legends) Picture Books and complete an annotated bibliography.
Each book selected will include an analysis of Lexile (one aspect of text complexity as defined by the CCSS). Complete a summary of each book, cross-reference the book by subject area, grade level and color-code each genre. Two reading/writing activities will be created per book and include 1 reading activity and 1 literacy/writing activity. (Detailed information attached). Connect content to genre to demonstrate the value between literature, content area activities and instruction, and in our lifelong learning endeavors. This bibliography will be posted on the discussion board for availability to other students. Present the annotated bibliography to your school faculty and provide a copy to be kept as a resource. Provide documentation of this presentation. **NOTE**: MED Tch Rdg/Instruction candidates develop on basis of their classroom assignment.

Other Measured Standards:
InTASC: Standard 2: Learning Differences; Standard 4: Content Knowledge; Standard 10: Leadership and Collaboration
<table>
<thead>
<tr>
<th>Performance Level</th>
<th>1 Unsatisfactory</th>
<th>2 Developing</th>
<th>3 Acceptable</th>
<th>4 Proficient(Target)</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Part 1: Modified Annotated Bibliography:</strong></td>
<td>Information is incomplete for each book. Activities are not included. No variety in media types are included.</td>
<td>All genres are represented with 5 or less examples. Materials represent two of the following criteria: diversity in terms of level, interests, content connections, culture and linguistic backgrounds. Limited digital and online resources are represented.</td>
<td>All genres are represented with at least 7 examples each. Information is correct and complete. Materials represent three of the following criteria: diversity in terms of level, interests, content connections, culture and linguistic backgrounds, with some digital and online resources included. Clearly, the candidate uses instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.</td>
<td>All genres are represented with 8 examples. Information is correct and complete. Materials represent all of the following criteria: diversity in terms of level, interests, content connections, culture and linguistic backgrounds, as well as a variety of print, digital and online resources. The candidate shows clearly that s/he has used instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing at a good level.</td>
<td>All genres are represented with more than 8 examples. Information is correct and complete. Materials represent all criteria: diversity in terms of level, interests, content connections, culture and linguistic backgrounds, as well as a variety of print, digital and online resources. The candidate shows clearly that s/he has used instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing at a strong level.</td>
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<tr>
<td><strong>Literacy Coach</strong></td>
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<td><strong>ILA 2.1. Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.</strong></td>
<td>Activities are missing or do not represent content area connections.</td>
<td>One activity is presented for each content area; some genres are not represented.</td>
<td>Each genre is represented and less than two activities are included. Activities fail to make substantial content area connections but include wide interests and cultural/linguistic connections. Activities show a basic understanding of foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.</td>
<td>All genres are represented and activities indicate strong connection to 2 content areas. Activities make substantial content area connections and include wide interests and cultural/linguistic connections. Activities show a good command of foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.</td>
<td>All genres are represented with substantial content area connections, a wide variety of approaches, interests, can be used effectively with multiple levels of students and are culturally and linguistically sensitive. Activities show a strong command of foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.</td>
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<tr>
<td><strong>InTasc 2, 4</strong></td>
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<tr>
<td>Part 2: Support and assist colleagues</td>
<td>No presentation was made nor was document made available to faculty.</td>
<td>Document was made available but not shared.</td>
<td>Candidate met with department or grade level to share document. Handbook shows several instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections.</td>
<td>Candidate presented document at a full faculty meeting and discussed integration of reading strategies across content areas through children’s literature. Handbook shows varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections.</td>
<td>Candidate presented document at a full faculty meeting and discussed integration of reading strategies across content areas through children’s literature. Handbook shows varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections. Document is available on the school’s website.</td>
</tr>
<tr>
<td><strong>ILA 2.2 Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections</strong></td>
<td><strong>Literacy Coach</strong></td>
<td><strong>InTasc 10</strong></td>
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<td><strong>Part 2:</strong></td>
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<tr>
<td><strong>ILA 2.2.2 Support and assist colleagues</strong></td>
<td>No conferences were held with classroom teachers.</td>
<td>Conference was given to an individual teacher.</td>
<td>Conference is documented appropriately.</td>
<td>Conference was documented and included additional comments by candidate.</td>
<td>Conference was documented and included thorough self-reflection by candidate.</td>
</tr>
<tr>
<td><strong>TESOL:</strong></td>
<td>3.c.1,3.c.2,5.b.3</td>
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</table>

**College of Education**  
**Professional Partners**  
*Creating Environments for Learning*  
Syllabus is sole property of Wilmington University
Center for Opportunity
Candidates will develop an independent reading center with books from 3 of the genres represented in the Children’s Literature bibliography. Students will visit this center at least once each week and complete a writing piece at the conclusion of each book they have read in order to synthesize their learning. You must provide pictures of your reading/writing center and children participating in the activities. Candidate includes suggested grouping arrangements, a basic layout of the classroom and a schedule for implementing the use of this center in a grade other than your own in the center paper. Candidate also includes detailed description of a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students’ opportunities for learning to read and write. This Structured External Assignment is to be completed on your E-Folio site under the course MRD7804. Submit verification form separately from the assignment. Label it YourlastnameFirstnameMRD7804SEAB_VF. Final grade will not be given until the Verification form has been received.

Specialist DPAS II: Component 2: A, B, D: Professional Practice and Delivery of Service: Creating an Environment to Support Student or Client Needs; Demonstrating Flexibility and Responsiveness, Delivery of Services to Students or Clients.

Teacher DPAS II: Component 2; A, D: Classroom Environment: Managing Classroom Procedures, Managing Student Behaviors
Please refer to video rubric included at end of this document.

InTASC: Standard 3: Learning Environments;
<table>
<thead>
<tr>
<th>Performance Level</th>
<th>1 Unsatisfactory</th>
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</thead>
<tbody>
<tr>
<td>Reading Center</td>
<td>Part 1:</td>
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<tr>
<td>ILA 5.2</td>
<td>Design a social</td>
<td>Reading Center has 2-3 books from each genre including use of traditional print, digital, and online resources represented in the Children’s Literature bibliography. Center is organized and student-centered.</td>
<td>Reading Center is complete with 4 books from each genre including use of traditional print, digital, and online resources represented in the Children’s Literature bibliography. Center is organized and student-centered.</td>
<td>Reading Center is complete with 5 books from each genre including use of traditional print, digital, and online resources represented in the Children’s Literature bibliography. Center is well organized, attractive, and student-centered.</td>
<td>Reading Center is complete with all 6 books from each genre including use of traditional print, digital, and online resources represented in the Children’s Literature bibliography. Center is well organized, attractive, and student-centered.</td>
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<tr>
<td>Part 2:</td>
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<td>ILA: 3</td>
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<tr>
<td>Literacy Coach DPAS II Specialists Component 2</td>
<td>Reading Center has fewer than 2 books from each genre represented in the Children’s Literature bibliography. Center lacks organization and is not student-centered.</td>
<td>Documentation is provided. (Literacy Coach)</td>
<td>Documentation is provided. (Literacy Coach)</td>
<td>Documentation is provided. (Literacy Coach)</td>
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<td></td>
<td>DPAS II Teachers Component 2</td>
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<td>InTasc 3</td>
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<tr>
<td>Part 2 Grouping and Physical Environment</td>
<td>Candidate provides no recommendations for grouping or for physical arrangement of the center</td>
<td>Candidate gives recommendations for either grouping or physical arrangement of the center including use of traditional print, digital, and online resources.</td>
<td>Candidate gives solid recommendations for specific grouping arrangements and how the physical environment will support these varied grouping arrangements including use of traditional print, digital, and online resources.</td>
<td>Candidate provides specific suggestions for grouping and how these groups may change over time. Candidate provides easily implemented plans for adapting the center to the physical limitations of the classroom including use of traditional print, digital, and online resources. (Literacy Coach)</td>
<td>Multiple classroom arrangements are provided in anticipation of a dynamic and ever changing use of the reading center including use of traditional print, digital, and online resources and for multiple grouping options. (Literacy Coach)</td>
</tr>
</tbody>
</table>

**ILA 5.1**
Design the physical environment to optimize students’ use of traditional print, digital, and online resources.
<table>
<thead>
<tr>
<th>in reading and writing instruction.</th>
<th>Literacy Coach</th>
<th>DPAS II Teachers Component 2</th>
<th>Literacy Coach</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Part 2: Social ILA 5.3</strong> Use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another; discussions, and peer feedback).</td>
<td>Candidate provides no explanation of the center's flexibility for meeting multiple needs in a low-risk environment.</td>
<td>Candidate addresses only high interest/choice elements for enhancing literacy experiences.</td>
<td>Candidate addresses the need for low risk, choice and motivation but does not provide explanation for supporting learning that will be facilitated at the reading center.</td>
</tr>
<tr>
<td><strong>Part 2:</strong> ILA 2.2 Support and assist colleagues 6.3: Professional development</td>
<td>No conferences were held with classroom teachers.</td>
<td>Conference was given to an individual teacher.</td>
<td>Conference is documented appropriately.</td>
</tr>
</tbody>
</table>
Candidates will create a parent resource booklet to give parents to help them enhance their children’s reading. This home-school reading connection should reinforce the parent’s role as teachers in their children’s lives. Booklets should include, but not be limited to book lists, word lists, websites, and strategies to enhance the reading experience, award and incentive ideas for motivating their children to read. This Structured External Assignment is to be completed on your E-Folio site under the course MRD 7804.

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<tr>
<td>Parent Resource Booklet MED</td>
<td>Booklet is not parent friendly; does not include variety of literary resources.</td>
<td>Booklet includes several types of resources but makes no explanation or connection to curriculum.</td>
<td>Booklet is attractive in its presentation; easy to read, uses parent friendly language and provides at least 2 examples of each type of resource included. Is clear in the connection between home and school.</td>
<td>Booklet is attractive, engaging, explains connection between home and school, uses parent friendly language and explanations of home and school connections.</td>
<td>Booklet is exceptional in its presentation. Explains connection of each resource to the parent in terms of home and school collaboration. Uses parent friendly language.</td>
</tr>
<tr>
<td>Parent Handbook Presentation Model reading and writing enthusiastically as valued life-long activities.</td>
<td>Handbook is not presented to any group of parents.</td>
<td>Handbook is made available to parents but not presented.</td>
<td>Handbook is presented to parents as a conferencing tool. Candidate has planned, designed and evaluated the professional development program. Documentation is not provided</td>
<td>Handbook is presented at a parent workshop. Candidate has planned, designed and evaluated the professional development program. Documentation is provided. (Literacy Coach)</td>
<td>Handbook is presented to the parent body at large or is made available on the school website. Clearly provides evidence that workshop has been delivered and lead effectively. Documentation is provided. (Literacy Coach)</td>
</tr>
<tr>
<td>ILA 6.3 Participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs. Literacy Coach</td>
<td>Presentation Planning and Delivery</td>
<td>No link to adult learning theories</td>
<td>Presentation reflects an attempt at adult learning</td>
<td>Presentation is based on adult learning theories and foundational</td>
<td>Presentation reflects seamless integration of</td>
</tr>
<tr>
<td>Demonstrate foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture.</td>
<td>theories or related research is present.</td>
<td>is connected to the resources to support learners within the home.</td>
<td>knowledge of adult learning theories and related research with the resources designed to help families support their learners within their home. (Literacy Coach)</td>
<td>foundational knowledge of adult learning theories and related research with the resources designed to help families support their learners within their home. (Literacy Coach)</td>
<td></td>
</tr>
</tbody>
</table>

ILA:  6.1 Literacy Coach
# DISCUSSION BOARD RUBRIC MRD/MLL

<table>
<thead>
<tr>
<th>EVALUATION CRITERIA</th>
<th>0 Un satisfactory</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>

**Total Rubric Score = 5 points**

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Modified by D. Emeigh 8/14. Adapted by T. Bennett/Created by Denise Westbrook, Full-time Nursing Faculty

Wilmington College 3/05

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College of Education
Professional Partners
Creating Environments for Learning
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33 AY 2016
# Writing Rubric: Literacy Programs

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Unsatisfactory</th>
<th>Developing</th>
<th>Acc Eptable</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 entire 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 some awkward jumps between points.</td>
<td>Writing moves from one idea to another smoothly. There are very few 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. Few 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

**College of Education**
**Professional Partners**
**Creating Environments for Learning**
Syllabus is sole property of Wilmington University
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 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>