

LEE 166: DISCIPLINARY LITERACIES & INTEGRATED CURRICULUM

SYLLABUS FOR DISCIPLINARY LITERACIES & INTEGRATED CURRICULUM	
Spring 2020	LEBSE Department California State University, Fresno
Course Name: LEE 166 Disciplinary Literacy & Integrated Curriculum	Instructor: Dr. Steven Hart
Units: 3	Office Location: ED 247
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CATALOG DESCRIPTION

Teacher candidates will examine how reading, writing, talking, listening and viewing are tools for learning content across the disciplines. A disciplinary literacy framework will guide an inquiry-based approach to curriculum planning, curriculum implementation, and assessment principles.

COURSE DESCRIPTION

Literacy plays an important role in subject matter instruction and cannot be separated from the learning of academic content. Through literacy practices, students read, investigate, speak, debate and write about the content they study. Recognizing the important role literacy plays in students' abilities to understand and apply disciplinary knowledge, the *California English Language Arts/English Language Development Framework* requires teachers to develop students' literacy abilities across all content areas. Through an inquiry-based approach to learning, candidates will develop a deep understanding of the literacy practices of various discipline areas (i.e., math, science, social studies, visual/performing arts) and how to support children's understanding of and competence with these disciplinary practices. Applying the 4Es Model of disciplinary literacy instruction (Engage, Engineer, Examine, Evaluate; Moje, 2015), candidates will collaborate to develop and implement a cross-disciplinary inquiry project that blends literacy, technology, visual/performing arts and multiple content areas.

DISCOVERe Course

This is a DISCOVERe course that incorporates the use of mobile technology to promote active learning in and outside of the classroom. You are expected to use your device for course related activities, including reading, note-taking, group discussions, presentations, recording teaching experiences, and reflecting on instructional lessons. You can receive a loaner tablet for one or two semesters through the [DISCOVERe Hub](#).

For this course we will be utilizing the following tools and apps. Make sure you can access them from your device and are familiar with them. You can visit the DISCOVERe Hub (first level of Henry Madden Library) for tech support on any of these tools.

- Canvas Student App
- Google Drive
- Google Docs
- Google Slides
- YouTube Video Channel
- [Video Ant](#)- annotation software

It is your responsibility to maintain your device throughout the course to fulfill the course requirements. Please take care of and keep your device safe.

It is your responsibility to charge your device and make sure it is operational prior to each class. It is best to come to class with a fully charged device to ensure that you are able to complete all in-class activities. Most classes do not have sufficient outlets to charge your device during class time.

Your instructor is not responsible for providing technical assistance with your device or apps. If you have questions about the performance of your device you should make use of the [DISCOVERe Hub](#) located on the first floor of the Henry Madden Library during library hours.

Email: discoverehub@csufresno.edu

Phone: 559.278.1812

REQUIRED COURSE MATERIALS

1. Altieri, J. L. (2011). *Content counts!: Developing disciplinary literacy skills, K-6*. Newark, DE: International Reading Association. **Available for FREE Download through Fresno State E-brary at the following link: [Content Counts](#)**
2. Brock, C. H., Goatley, V. J., Raphael, T. E., Trost-Shahata, E., & Weber, C. M. (2014). *Engaging students in disciplinary literacy, K-6: Reading, writing, and teaching tools for the classroom*. New York: Teachers College Press. **Available for FREE Download through Fresno State E-brary at the following link: [Disciplinary Literacy K-6](#)**
3. Schoenbach, R., Greenleaf, C., & Murphy, L. (2012). *Reading for understanding: How Reading Apprenticeship improves disciplinary learning in secondary and college classrooms* (2nd edition). San Francisco: Jossey-Bass. **Available for FREE Download through Fresno State E-brary at the following link: [Reading for Understanding](#)**
4. Wiggins, G. P., & McTighe, J. (2011). *Understanding by design guide to creating high-quality units*. Alexandria, VA: ASCD. **Available for FREE Download through Fresno State E-brary at the following link: [Understanding by Design](#)**

COURSE GOALS

Develop candidates' capacity to:

1. Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs **TPE 1.1 (P); 1.4 (P); 1.6 (P); 2.2 (P); 3.2 (P); 3.5 (P); 3.6 (P); 4.1 (P); 4.2 (P) 4.3 (P); 4.4 (P); 4.7 (P); 5.7 (P); 5.8 (P); 6.1 (P)**
2. Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection **TPE 1.3 (P); 1.5 (P); 4.7 (P)**
3. Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks **TPE 3.1(P)**
4. Plan, design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts and digital tools **TPE 1.7 (P); 3.3 (P) 3.7 (P); 4.3 (P); 4.8 (P); 6.1 (P)**
5. Design and implement assessment practices that reflect the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, including multiple means for students to demonstrate their knowledge, and student self-assessment **TPE 1.4 (P); 3.4 (P); 4.3 (P); 4.7 (P); 5.1 (P); 5.3 (P); 6.1 (P)**
6. Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking **TPE 4.6 (I,P)**

STUDENT LEARNING OUTCOMES

1. Compare how reading, writing, talking, listening and viewing are used within different disciplines. **TPE 3.1 (P); 4.3 (P); 4.6 (P)**
2. Analyze the student knowledge required for a variety of disciplinary texts and tasks **TPE 1.1 (P); 1.4 (P); 3.2 (P); 3.3 (P); 3.5 (P); 3.6 (P); 4.1 (P); 4.2 (P); 4.3 (P); 4.4 (P); 5.7 (P); 5.8 (P)**
3. Adapt generic literacy instructional strategies to meet the reading and writing demands of different discipline areas **TPE 1.1 (P); 3. 2 (P); 3.3 (P); 3.5 (P); 3.6 (P); 4.3 (P); 4.4 (P); 5.7 (P); 5.8 (P)**
4. Design and implement an inquiry project using disciplinary literacy instructional practices that integrates technology, visual/performing arts, and multiple content areas **TPE 1.5 (P); 1.7 (P); 3.3 (P); 4.3 (P); 4.8 (P)**
5. Design and implement instruction that guides students through the phases of inquiry, including generating questions, gathering and analyzing sources, synthesizing claims and evidence, critically evaluating and revising arguments, and communicating findings **TPE 1.5 (P); 3.1 (P); 3.3 (P); 4.7 (P)**
6. Design and implement assessment practices that analyze students' inquiry skills and content knowledge **TPE 1.5 (P); 4.1 (P)**
7. Use assessment information to design and implement instruction that supports identified student needs **TPE 1.8 (P); 2.5 (P); 3.2 (P); 4.1 (P); 4.2 (P); 5.2 (P); 5.3 (P)**

ASSIGNMENTS AND GRADING

Assignment	Points	Student Outcomes	TPEs Assessed
Disciplinary Literacy Project Report	100	1, 4	3.1; 4.3; 4.6
Disciplinary Literacy Project Presentation	50	1, 4	3.1; 4.3; 4.6
IA 1: Initiating Inquiry	50	2, 5	1.4; 1.5; 3.1; 3.2; 3.3; 3.5; 3.6; 4.3; 4.4
IA 2: Text/Task Analysis	50	1, 2, 3, 4	1.5; 1.7; 3.1; 3.2; 3.3; 3.5; 3.6; 4.3; 4.4; 4.6; 4.8
IA 3: Formative Writing Assessment/Instruction	50	4, 6, 7	1.5; 1.7; 3.2; 3.3; 4.3; 4.8; 5.2; 5.3
Interdisciplinary Inquiry Unit	100	1, 2, 3, 4, 5, 6, 7	1.4; 1.5; 1.6; 1.7; 3.1; 3.2; 3.3; 3.4 3.5; 3.6; 4.3; 4.4 4.6; 4.8; 5.1; 5.2; 5.3; 6.1
Total	400		

Grades will be posted on Blackboard so you can monitor your progress. Final grades will be determined according to the following scale: 90% (360 points) or better = A, 80-89% (320-359 points) = B, 70-79% (319-280 points) = C, 60-69% (279-240 points) = D, 59% (239 points) or below = F. (See the rubrics in the syllabus for further clarification on grading)

Disciplinary Literacy Project Report & Presentation TPE 3.1; 4.3; 4.6 (A)

Students will collaborate in subject area groups to construct a report and presentation regarding the ways that literacy is used within a particular discipline or content area. The project will focus on broad concepts of literacy to include: reading, writing, and communicating. The report and presentation will be based on information collected through interviews, article reviews, and student reflections.

Instructional Activities

Candidates will complete **three** assignments using the instructional activity learning cycle. This cycle will involve 4 phases: 1. Learning about the core instructional practice through instructor modeling or examining videos and cases; 2. Preparing for and rehearsing the core instructional practice through collaborative planning and microteaching; 3. Enacting the core instructional practice with students in a classroom through co-teaching; and 4. Analyzing the enactment through video analysis and reflective writing and discussion. The Instructional Activities will be assessed based on the candidate's competence in identifying instructional actions (moves), interpreting the impact of these moves, and reflecting on alternative moves to achieve the learning goals.

The 3 core instructional practice assignments are:

1. Initiating Inquiry IA1 (TPE 1.5; 1.7; 3.1; 3.2; 3.3; 3.5; 3.6; 4.3; 4.4; 4.6; 4.8) (A)

This assignment will be the first lesson in the Inquiry Unit assignment (described below). Candidates will develop a lesson to stimulate student curiosity around an issue of relevance. Through strategic questioning and discussion, candidates will guide students to develop and refine meaningful questions to investigate further through the service-learning inquiry process.

- 2. Text/Task Analysis IA2 (TPE 1.5; 1.7; 3.1; 3.2; 3.3; 3.5; 3.6; 4.3; 4.4; 4.6; 4.8) (A)**
This assignment will be completed as part of the Inquiry Unit assignment (described below). Candidates will analyze the texts/tasks for one lesson. Through this analysis, candidates will identify the content, textual, language, and disciplinary literacy knowledge demands of the texts/tasks; determine the areas where students will need support; and adapt instruction to support students' successful learning.

- 3. Formative Writing Assessment & Instruction IA3 (TPE 1.5; 1.7; 3.2; 3.3; 4.3; 4.8; 5.2; 5.3) (A)**
This assignment will be completed as part of the Inquiry Unit assignment (described below). Candidates will use a rubric to analyze student writing produced during the unit and identify areas of needed support. Candidates will use the state literacy standards and assessment results to guide the development of instruction to support students' successful learning, implement the instruction, and reflect on the outcomes of their instructional moves.

Interdisciplinary Inquiry Unit (TPE 1.4; 1.5; 1.6; 1.7; 3.1; 3.2; 3.3; 3.4 3.5; 3.6; 4.3; 4.4 4.6; 4.8; 5.1; 5.2; 5.3; 6.1) (A)

Candidates will design a 2-3 week (~ 10 lesson) project focused on student inquiry questions. Applying the 4Es Model of disciplinary literacy instruction (Engage, Engineer, Examine, Evaluate; Moje, 2015), candidates will collaborate to develop and implement a cross-disciplinary structured inquiry project. The project will blend literacy, technology, visual/performing arts and multiple content areas to engage students in authentic disciplinary practices to address meaningful civic/social issues.

COURSE EXPECTATIONS AND POLICIES

Work Submission Policy

All documents submitted via Blackboard must be saved as .doc, .docx, .pdf, .txt, or .rtf files for the work to be accepted. It is the student's responsibility to verify the submission of any document via Blackboard by clicking on the "!" symbol or "View/Complete Assignment" link in the grade book to ensure that the correct document was submitted. Late assignments may not be accepted. I encourage students to contact me if you have concerns about the course or particular assignments. Please do not hesitate to inform me of extreme emergencies.

Study Expectations

It is usually expected that students will spend approximately two hours of study time outside of class for every hour in class. Since this is a three-unit class, you should expect to study an average of six hours outside of class each week. Some students may need more outside study time and some less. For free tutoring on campus, contact the [Learning Center](#) in the Peters Building Annex (phone 278-3052).

Classroom Etiquette

(From the Academic Policy Manual): "The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms that are supportive of the learning process,

creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live. ... Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

UNIVERSITY POLICIES

For information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations) at the following link:

http://www.csufresno.edu/academics/policies_forms/instruction/syllabus.shtml

Students with Disabilities

Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in the Henry Madden Library, Room 1202 (278-2811).

Computers

"At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services (<http://www.csufresno.edu/ITS/>) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

Copyright policy

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web site.

TENTATIVE COURSE SCHEDULE

Date	Topic	Assignments
Jan. 22	Inquiry as Instruction; Service-Learning as Pedagogy of Inquiry	Review Syllabus ; preview Module 1; CSP Observations Chart
Jan. 29	Service-Learning as Pedagogy of Inquiry; Civic Education/Social Studies Overview	Module 1: Project-Based Learning articles; Wade (2001); SL Ideas
Feb. 5	Social Studies & Civic Education	Module 2: Kahne (2008); SL Project Ideas; Social Studies Theme
Feb. 12	Designing Integrated Inquiry Units; Introduce/Rehearse IA1	Module 3: Parsons or Santau article; Draft Integrated Unit Web; Wiggins & McTighe Ch. D
Feb. 19	Comprehension Across Disciplines; Selecting texts; Text & Task Analysis; Introduce/Rehearse IA2	Bring Texts; Module 4: Read Schoenbach et al. (2012) pp. 33-41 Complete Text/Task Analysis Chart (IA2) for one text
Feb. 26	NO CLASS- Conference	Work on Unit & Role Play Activity
Mar. 4	Vocabulary Across Disciplines	Module 5: Chai (2019); Unit Plans
Mar. 11	Social Studies & Civic Education; Analyze IA1	Module 2: River/Trial Role Play; IA1 Due
Mar. 18	Developing Writing Across Disciplines; Introduce/Rehearse IA3	Module 6: Teaching Writing cases; McQuitty (2016)
Mar. 25	Social Studies & Civic Education	Module 2: Structured Discussions
Apr. 1	Unit Workshop; Analyze IA2 ; Overview of Disciplinary Literacy Project (DLP)	IA2 Due; Module 7: Disciplinary Literacy survey/reflection
Apr. 8	SPRING BREAK- NO CLASS	
Apr. 15	Disciplinary Literacy Inquiry; Disciplinary Literacy Instruction Analyze IA3	Module 7: Read disciplinary article; IA3 Due; Unit Due; Bring student writing sample
Apr. 22	Disciplinary Literacy Instruction	Module 7: Moje (2015)
Apr. 29	Disciplinary Literacy & Culturally Sustaining Pedagogy	Cullen (2016) DLP report/presentations due
May 6	Civic Education Showcase	
Final Exam	Based on Semester Schedule	Final DUE; 4E's Unit; Final DLP reflection

SUBJECT TO CHANGE STATEMENT

The schedule and procedures for this course are subject to change. Changes will be announced in class, on the course Website, and/or by email from the instructor. It is your responsibility for finding out about schedule updates.

DISCIPLINARY LITERACY PROJECT REPORT RUBRIC

	Excellent- 20 points	Fair- 11-19 points	Poor- 2-10 points
Literature Review	1-2-page summary and analysis for 4 articles related to the literacy practices of the selected disciplinary area. Synthesis accurately links common findings, differences, critiques, and implications for classroom instruction across all 4 articles	1-2-page summary and analysis for 4 articles related to the literacy practices of the selected disciplinary area. Synthesis does not clearly link all areas (common findings, differences, critiques, and implications for classroom instruction) across all 4 articles	1-2-page summary and analysis is not completed for 4 articles related to the literacy practices of the selected disciplinary area. Synthesis does not clearly link all areas (common findings, differences, critiques, and implications for classroom instruction) across all 4 articles
Expert Interviews	2 Expert interview transcripts are included. Synthesis accurately identifies similarities/differences and unique discoveries across both interviews, using quotes as evidence. Synthesis accurately identifies implications for classroom instruction	2 Expert interview transcripts are included. Some similarities/differences and unique discoveries are not clearly linked across interviews and/or lack quotes as evidence. Implications for classroom instruction are not clearly linked to interview data	2 Expert interview transcripts not included. Report lacks identification of similarities and differences and unique discoveries across interviews and/or lacks quotes as evidence. Implications for classroom instruction are not clearly linked to interview data and/or are inaccurate
Summary of Disciplinary Literacy Practices	Summary demonstrates thorough understanding of the literacy practices of the discipline, including all areas of reading, writing, communicating, and habits of thinking. Summary findings clearly supported by data sources	Summary demonstrates moderate understanding of the literacy practices of the discipline and includes most areas of reading, writing, communicating, and habits of thinking. Summary findings not clearly supported by data sources	Summary demonstrates minimal understanding of the literacy practices of the discipline and/or includes few areas of reading, writing, communicating, and habits of thinking. Summary findings not clearly supported by data sources
Instructional Implications	2-3 critical insights about specific implications for classroom practice are supported by report evidence	Vague implications for classroom practice are presented or are not supported by report evidence	Classroom implications are lacking.
Writing Mechanics	Organization is logical. Report is carefully written and edited, free of serious convention errors. All citations provided in body of text and reference section accurately adhere to APA style	Organization is adequate but at times difficult to follow. Minor convention errors do not interfere with comprehensibility. Minor errors in APA style	Report is disorganized and difficult to follow. Serious convention errors. APA style is not followed

DISCIPLINARY LITERACY PROJECT PRESENTATION RUBRIC			
	Excellent- 13 points	Fair- 7-12 points	Poor- 1-6 points
Project Elements	All elements of report clearly presented, including literature review, expert interviews, and classroom applications	Most elements of report clearly presented	Few elements of report are clearly presented
Literacy Practices Analysis	Presentation demonstrates clear understanding of the literacy practices of the discipline, including reading, writing, communicating, and habits of thinking. Analysis is supported by specific reference to data sources	Presentation demonstrates a moderate understanding of the literacy practices of the discipline and includes most areas of reading, writing, communicating, and habits of thinking. Analysis is supported by specific reference to data sources	Presentation demonstrates a minimal understanding of the literacy practices of the discipline and includes few areas of reading, writing, communicating, and habits of thinking. Analysis is not clearly supported by specific reference to data sources
Literacy Practice Examples	Presentation includes 2-3 examples/models to illustrate the literacy practices of the discipline. Examples effectively engage the audience and enhance audience understanding of the literacy practices	Presentation includes 1 example/model to illustrate the literacy practices of the discipline. Example does effectively engage the audience and enhance audience understanding of the literacy practice	Presentation includes 1 example/model to illustrate the literacy practices of the discipline. Example does not effectively engage the audience nor enhance audience understanding of the literacy practices
Mechanics	keeps eye contact with audience most of the time; speaks clearly; All team members participate equally	makes infrequent eye contact; speaks clearly most of the time; Most team members participate equally	does not look at audience; mumbles or speaks too quickly or slowly; Few team members participate

INSTRUCTIONAL ACTIVITY: INITIATING INQUIRY RUBRIC			
	Proficient- 10 points	Emerging- 5-9 points	Beginning- -1-4 points
Questioning Techniques	Candidate is able to identify various forms of questioning (open/closed; high/low cognitive) and clearly articulate intention for using different forms to support initiating inquiry, including assessing prior knowledge; prompting elaboration and justification; and redirecting	Candidate is able to identify various forms of questioning (open/closed; high/low cognitive) but struggles to clearly articulate intention for using different forms to support initiating inquiry	Candidate struggles to identify various forms of questioning (open/closed; high/low cognitive) and to clearly articulate intention for using different forms to support initiating inquiry
Discussion Techniques	Candidate is able to identify various facilitation and grouping procedures and clearly articulate intention for using these procedures to foster inquiry discussion, including student involvement, student encouragement, and student interaction	Candidate is able to identify various facilitation and grouping procedures but struggles to clearly articulate intention for using these procedures to foster inquiry discussion	Candidate struggles to identify various facilitation and grouping procedures and to clearly articulate intention for using these procedures to foster inquiry discussion
Developing Inquiry Questions	Candidate is able to identify the instructional moves that guided the refinement of the driving question, making clear connections between the entry event and the learning goals	Candidate is able to identify some stages of formulating the driving question but struggles to make clear connections between the entry event and the learning goals	Candidate struggles to identify the stages of formulating the driving question and to make clear connections between the entry event and the learning goals
Impact of Instructional Moves	Candidate is able to accurately interpret the impact specific instructional moves had on all areas of student interest, engagement, and learning	Candidate is able to accurately interpret the impact specific instructional moves had on some areas of student interest, engagement, and learning	Candidate struggles to accurately interpret the impact specific instructional moves had on any of the areas of student interest, engagement, and learning
Reflective Action	Candidate is able to determine specific instructional adjustments for subsequent inquiry initiating lessons and articulates strong rationale for the adjustments to enhance student interest, engagement and learning	Candidate is able to determine specific instructional adjustments for subsequent inquiry initiating lessons, but does not articulate strong rationale for the adjustments to support student interest, engagement and learning	Candidate struggles to determine specific instructional adjustments for subsequent inquiry initiating lessons and to articulate strong rationale for adjustments to support student interest, engagement and learning

INSTRUCTIONAL ACTIVITY: TEXT/TASK ANALYSIS RUBRIC			
	Proficient- 13 points	Emerging- 7-12 points	Beginning- 1-6 points
Analyzing Text/Task Demands	Candidate is able to identify the 4 key knowledge demands (content, textual, language, and disciplinary literacy) for a particular lesson	Candidate is able to identify some of the 4 key knowledge demands (content, textual, language, and disciplinary literacy) for a particular lesson	Candidate struggles to identify most of the 4 key knowledge demands (content, textual, language, and disciplinary literacy) for a particular lesson
Instructional Strategies	Candidate is able to design lessons using instructional strategies and grouping structures to provide students support with all 4 key knowledge demands (content, textual, language, and disciplinary literacy) and to clearly articulate intention for using these practices	Candidate is able to design lessons using instructional strategies and grouping structures to provide students support with most of the 4 key knowledge demands (content, textual, language, and disciplinary literacy) but struggles to clearly articulate intention for using these practices	Candidate struggles to design lessons using instructional strategies and grouping structures to provide students support with most of the 4 key knowledge demands (content, textual, language, and disciplinary literacy) and struggles to clearly articulate intention for using these strategies
Impact of Instructional Moves	Candidate is able to accurately interpret how both specific instructional strategies and grouping structures influenced both student engagement and learning	Candidate struggles to accurately interpret how both specific instructional strategies and grouping structures influenced both student engagement and learning	Candidate struggles to accurately interpret how any specific instructional strategies or grouping structures influenced either student engagement or learning goals
Reflective Action	Candidate is able to determine specific instructional adjustments for subsequent lessons and articulates strong rationale for how adjustments will support all areas of content, textual, language, and disciplinary literacy knowledge demands of texts/tasks	Candidate is able to determine specific instructional adjustments for subsequent lessons, but does not articulate strong rationale and/or address all areas of content, textual, language, and disciplinary literacy knowledge demands of texts/tasks	Candidate struggles to determine specific instructional adjustments for subsequent lessons regarding most areas (content, textual, language, and disciplinary literacy knowledge demands of texts/tasks) and struggles to articulate a strong rationale for the adjustments provided

INSTRUCTIONAL ACTIVITY: FORMATIVE WRITING ASSESSMENT RUBRIC			
	Proficient- 13 points	Emerging- 7-12 points	Beginning- 1-6 points
Analyzing Writing	Candidate selects appropriate rubric for genre of writing (narrative, explanatory, argumentative) and is able to identify strengths and weaknesses across all 3 domains (Purpose/Organization; Evidence/Elaboration; Conventions)	Candidate selects appropriate rubric for genre of writing (narrative, explanatory, argumentative) and is able to identify strengths and weaknesses for most domains (Purpose/Organization; Evidence/Elaboration; Conventions)	Candidate selects inappropriate rubric for genre of writing (narrative, explanatory, argumentative) and/or struggles to identify strengths and weaknesses for most domains (Purpose/Organization; Evidence/Elaboration; Conventions)
Instructional Strategies	Candidate is able to design lessons using instructional strategies and grouping structures that address specific state standards and support identified needs. Candidate is able to clearly articulate intention for using these practices	Candidate is able to design lessons using instructional strategies and grouping structures that address specific state standards and support identified needs. Candidate struggles to clearly articulate intention for using these practices	Candidate struggles to design lessons using instructional strategies and grouping structures to support identified needs and/or that are connected to specific state standards. Candidate struggles to clearly articulate intention for using these practices
Impact of Instructional Moves	Candidate is able to accurately interpret the impact specific instructional strategies and grouping structures had on student learning	Candidate is able to accurately interpret the impact instruction had on student learning, but struggles to connect the outcome with specific instructional strategies and/or grouping structures	Candidate struggles to accurately interpret the impact instruction had on student learning and to connect the outcome with specific instructional strategies and/or grouping structures
Reflective Action	Candidate is able to determine specific instructional adjustments for subsequent lessons and articulates strong rationale for the adjustments to support student learning	Candidate is able to determine specific instructional adjustments for subsequent lessons, but does not articulate strong rationale for the adjustments to support student learning	Candidate struggles to determine specific instructional adjustments and to articulate rationale for adjustments to support student learning

<p style="text-align: center;">INTERDISCIPLINARY INQUIRY UNIT RUBRIC <i>Rubric adapted from Galileo Education Network (2016)</i></p>			
	Excellent- 17 points	Adequate 10-16 points	Poor 2-9 points
Authenticity	The scope of the unit emanates from a question, problem, issue or exploration that builds connections beyond the school, is meaningful and relevant to students, and provides students opportunities to share their findings with an authentic disciplinary and/or community audience	The scope of the unit is determined primarily by the mandated curriculum. Though students' interests are considered, there is a lack of authentic connections to disciplinary practices and/or the community	The scope of the unit is determined solely by the mandated curriculum and lacks relevance to students' interests, disciplinary practices and the community
Academic Integration	The unit clearly integrates multiple, specific disciplinary, literacy, and visual/performing arts standards in a cohesive manner, where all identified standards are integral to the inquiry process and culminating product	The unit includes multiple, specific disciplinary, literacy, and visual/performing arts standards, but the identified standards are not cohesively linked to support the inquiry process or product	The unit is designed around a single set of disciplinary standards
Assessment	Assessment is dynamic and embedded in the design of the unit from the onset, using a range of strategies, including peer and self-evaluation, to guide students' learning and teachers' instruction. Assessment reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, and provides students multiple means to demonstrate their knowledge	Assessment is embedded in the design of the unit from the onset and is used to guide students' learning and teachers' instruction. Assessment may be limited in reflecting the interconnectedness of content and skills development across discipline areas, providing students multiple means to demonstrate knowledge, and/or providing opportunities for peer and self-evaluation	Assessment is embedded in the design of the unit, but focuses on content knowledge acquisition, does not clearly guide instruction, and solely uses closed tasks to evaluate student learning
Digital Tools	Digital tools are used in ways that are appropriate to their use in the discipline(s); students use digital tools to gather and communicate information.	Digital tools are used in effective ways by the teacher to present content and support student engagement; students use digital tools primarily to access information	Digital tools are used solely by the teacher and solely to present content and promote student engagement
Connecting with Community Expertise	The teacher coordinates and designs opportunities for students to engage with and observe experts beyond the classroom to deepen their content knowledge, improve their inquiry skills, and refine their culminating product	The teacher coordinates and designs opportunities for experts to visit the class as guest speakers to deepen student content knowledge	Teacher does not draw upon disciplinary/community experts to enhance the inquiry unit
Disciplinary Literacy Instruction (Moje 4Es)	Instruction throughout the unit applies all 4 components to support student learning of both disciplinary concepts and disciplinary literacy practices.	Instruction throughout the unit applies most of the 4 components to support student learning of both disciplinary concepts and	Instruction throughout the unit applies few of the 4 components to support student learning

<p>(Engage, Elicit/Engin eer, Examine, Evaluate)</p>	<p>Assignments, activities, and tasks Engage students to develop knowledge through techniques central to the discipline (i.e. field work, labs, interviews, studio work, construction, etc.). Teachers Engineer or design lessons that provide students support with all 4 key knowledge demands (content, textual, language, and disciplinary literacy). Assignments, activities, and tasks within the unit require students to Examine and Evaluate disciplinary language that encourage them to ask questions of: evidence (how do we know what we know?); viewpoint (who is speaking?); pattern and connection (what causes what?); supposition (how might things have been different?); why it matters (who cares?); and when, why, and how disciplinary language is and is not useful</p>	<p>disciplinary literacy practices, but some components are not evident</p>	<p>of both disciplinary concepts and disciplinary literacy practices</p>
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