

**LOYOLA UNIVERSITY
SCHOOL OF EDUCATION
CURRICULUM, INSTRUCTION, & EDUCATIONAL PSYCHOLOGY
CIEP 423: ADVANCED LITERACY INSTRUCTION IN THE CONTENT AREA**

SPRING SESSION, 2011

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TIMES & LOCATION: 4:15-6:45 PM Wednesday
Maguire Hall-Room 403

OFFICE HOURS: Wednesdays 12:00-3:45 (Other times by appointment)
OFFICE LOCATION: 1116 Lewis Towers

REQUIRED TEXTS: Fisher, D.I & Frey, N. (2008 *Second Edition*) *Improving Adolescent Literacy, Content Area Strategies at Work*, Upper Saddle River, N.J. Pearson Education, Inc.

Riggs, E.G. & Gholar, C. R. (2009, 2nd Edition). *Strategies that Promote Student Engagement: Unleashing the Desire to Learn*. Corwin Press.

Riggs, E. G. & Gholar, C. R. (2010). *The Launching Pad: A Reflection Journal of Activities for Unleashing the Desire to Learn: A Companion to Strategies that Promote Student Engagement: Unleashing the Desire to Learn*. Whittier Publications, Inc.

SIGNIFICANT DATES:

CLINICALS: Site to be determined/announced

Dates of Clinicals to be announced

January 18: Class begins

March 7- 12: Spring Break

April 21-25: Easter Holiday

April 29: Classes end

The School of Education's Conceptual Framework:

Professionalism in Service of Social Justice

The School of Education at Loyola University Chicago, a Jesuit and Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in the service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision the **SOE** participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers; by conducting research on issues of professional practice and social justice; and by partnering with schools and community service agencies to enhance life-long learning. This course contributes to the realization of this framework by engaging candidates in “hands on” reading, writing, speaking, and listening practices; reflective instructional activities; class presentations and discussions; and clinical experiences.

The Conceptual Framework for Loyola University Chicago School of Education is “Professionalism in service of social justice.” The Framework consists of four elements: knowledge, skills, ethics, and service.

Elements of the Conceptual Framework:

Knowledge: Students must develop an in-depth knowledge base of research-based content literacy practices to enhance content literacy teaching and communication. They must be able to benefit from former research and best practices and effectively apply that knowledge.

Skills: Students must be able to model effective reading, writing, speaking, and listening practices to refine literacy teaching. Competency in the use and application of technological skills is also required. They must be proficient in the use of these effective communication skills to build capacity for success in teaching a diverse population of learners.

Ethics: Students must utilize knowledge and skill to make reasoned decisions about what is just, while simultaneously developing professional and ethical understandings of what their students need. Development of a professional ethical sense is essential to Loyola University Chicago's learning community; our expectation is that members of our learning community know, understand, and can make informed decisions regarding “**what is right and ethical.**”

Service: “Professionalism in service of social justice.” emphasizes service to others. Therefore, we expect our students to reflect on this notion throughout their academic careers. A commitment to service implies a lifetime commitment of reflection in each possible decision; the goal is to have each student constantly and honestly reflect on and consider how his/her actions honor and serve others.

Loyola University Chicago’s Conceptual Framework Standards are:

- CF1: Candidates demonstrate an understanding of a current body of literature and are able to critically evaluate new practices and research in their field.
- CF2: Candidates demonstrate knowledge and skills in a variety of school and professional settings.
- CF3: Candidates demonstrate an understanding of issues of social justice and inequity.
- CF4: Candidates demonstrate skills that will enable them to work effectively with diverse clients.
- CF5: Candidates demonstrate technological knowledge and skills which enhance education.
- CF6: Candidates demonstrate professional decision-making skills and behaviors in advancing social justice and service.
- CF7: Candidates demonstrate how moral and ethical decisions shape actions directed toward service to others.
- CF8: Candidates apply ethical principles in professional decision-making.

The School of Education develops persons of conscience devoted to the service of others: “To make a living and to make a life.” Literacy empowers the individual to access knowledge for personal and professional growth. Literacy also includes a knowledge and integration of technology skills. Performance tasks required in CIEP 362 ensure students become proficient in this area. Candidates in CIEP 362 are the guides by which literacy can be developed in the school and community.

Academic Honesty

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education’s Policy on Academic Integrity can be found at:

http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to:

http://www.luc.edu/education/academics_policies_main.shtml

Accessibility

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd/>

Harassment (Bias Reporting)

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: <http://webapps.luc.edu/biasreporting/>

Technology

In CIEP 423: Advanced Literacy in the Content Areas, technology is an integral component of the requirements of this course as students are required to utilize their technological skills in creating class presentations in Power point. Another class requirement that utilizes technology is the “Web search” that requires each student to research and select four websites related to his/her area of concentration; explore, identify, and write an annotated bibliography for each site. A rating from 5 to 1, five being the highest, is to be assigned to the usefulness of each site; personal reflective comments must be written, justifying each rating.

Diversity

Diversity encompasses the understanding, acceptance and respect of each individual regardless of one’s race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies.

In **CIEP 423**, the importance of diversity is consistency modeled via instructional materials, class discussions, personal experiences, and sharing of students’ experiences in clinicals. Throughout its history, Loyola University Chicago has welcomed all faiths, races and cultures among its students, faculty, administrators and staff. Loyola's Jesuit heritage emphasizes respect and care for all individuals, and the School of Law's [mission statement](#) highlights diversity as part of its vision and goals. Today, nearly 19% of Loyola's J.D. students classify themselves as minority. Since the late 1980s, more than half of Loyola's entering classes have been women.

ACEI STANDARDS:

ACEI-2007.1

Development, Learning, and Motivation--Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation.

ACEI-2007.2.1

Reading, Writing, and Oral Language—Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas;

ACEI-2007.3.1

Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community;

ACEI-2007.3.2

Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students;

ACEI-2007.3.3

Development of critical thinking and problem solving—Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving;

ACEI-2007.3.4

Active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments;

ACEI-2007.3.5

Communication to foster collaboration—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.

ACEI-2007.4

Assessment for instruction—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

Teacher Prep Courses with Clinical Components

CIEP 423 has a clinical component that encompasses the following:

A minimum of 15 hrs of observation and participation in a designated classroom.

Students will be expected to:

- work//interact with students
- perform other any additional classroom duties assigned by sponsoring teacher
- grading papers
- create bulletin boards
- work with individual students, small groups or one on one
- perform any duties for which the students will be responsible for in their own classrooms
- teach a minimum of one class if sponsoring teacher permits

Sponsoring teacher will be requested to complete an attendance sheet, clinical observation form regarding dispositions of observed student. The final grade will reflect one-third of the student's performance in the clinical setting. Clinical placements will be determined by Dr. Hill; dates of clinicals will encompass January – April.

COURSE REQUIREMENTS and GRADING SCALE:

Assumptions for the course

I have high expectations for the class as a whole and each of you individually. We are a community of learners. We have "lived various experiences" that can

be mutually beneficial. Therefore, come prepared and ready to share and learn. I anticipate a great deal of discussion and participation from everyone. This requires being willing to take risks and willing to respectfully accept others' attempt to do the same.

At times the daily discussions may be limited to a few central ideas with the intent of getting the most out of our discussions. **Ideas, not individuals, are open to challenge.** The nature of the course should produce diverse ideas and opinions. To insure that multiple voices are heard, the learning environment must foster a high degree of psychosocial safety. I encourage you to pursue scholarly arguments and to feel comfortable challenging the ideas and thinking of others. That challenge cannot disparage the personality of others. We are here to learn with, from, and about each other.

Questions represent an opportunity to learn. Often candidates believe their question may "sound stupid" and feel it should not be asked. Questions can be an indication of your engagement with the subject matter. Do not "self-censor" questions that may lead to clearer understandings for each of us.

Candidates must assume responsibility for their own learning and success. "You take from an experience what you put into it." I am available to assist you and to listen to your ideas and/or concerns.

Grading Policy

All work submitted will be evaluated on the following criteria: **Creativity, Clarity** and **Content**. **Creativity** refers to your ability to demonstrate your understanding through the various media suggested and others you find helpful. **Clarity** refers to your ability to clearly articulate your understanding of the information and materials presented in this course and also to relate these concepts to teaching in general, and more specifically your content area. **Content** refers to your ability to apply and engage the materials and information related to your subject/grade effectively. Expressing only likes and/or dislikes is unacceptable. You must be able to support your ideas with readings, research, and concepts from this course and others if relevant.

In addition to the assignments, activities, and strategies being NCATE Standard-based, they are also performance-based, as evidenced by the following requirements.

NOTE: If you have a documented disability that requires academic accommodations, please contact me and discuss this issue within the first two weeks of the semester.

COURSE REQUIREMENTS and GRADING SCALE:

1. Class Attendance: 10 points

Candidates enrolled in **CIEP 423**, are expected to attend all scheduled classes at the designated starting time and day, participate in discussions and activities, and be contributing members of the peer group. The learning and sharing experiences cannot be “made up” at a later date...class attendance **is not** optional. Your presence will make a difference to you as well as others in the learning community. Class participation includes participating in team activities and on-time completion of assignments and projects. Attendance and class participation are considered in determining final grades. If you need to be absent, it is your responsibility to notify the instructor.

2. Clinical Performance: 50 Points

Please see the section on Clinicals. A successful Clinical experience is an “absolute must!”

3. Team Presentation of Assigned Chapters - (50 Points) Team dates and chapters will be assigned for all texts.

The class will be divided into teams. Each team will be assigned chapters from the required texts. Teaching of instructional activities/lessons will be the focus of each chapter. The instructional activities should include “hands on” learning, PPT presentations and/or any other visual aids. These lessons should be limited to 30-45 minutes. Individual candidates are still responsible for reading all chapters.

4. Integrating Technology- Websites - (100 Points) DUE: January 26

Each candidate will select four websites. You are to explore, identify, research, and write a description & reflective remarks for each site. **Assign a rating from 5 to 1, five being the highest. In your personal reflective comments, justify your ratings.**

Example of a descriptive website with your reflections:

Website #1: 4 stars

TeacherVision, found at <http://www.teachervision.fen.com/> is a website that offers teachers of all grades everything from printouts to classroom management plans. There are easy-to-find tabs for different grades, subjects, themes, and lesson plans, among others. The website offers literature teaching guides, as well as a variety of teaching reading strategies. Every teacher should have access to TeacherVision, which also gives advice for open houses and ice breakers.

However, the site does require a subscription to access any downloads. From what I was able to view, though, the site truly offers help in every topic of every subject. Apart from printouts, books are also recommended and are for sale through the site. Despite not being able to view every section and subheading, I garnered ideas just by looking at the various headings. Before I realized that the website required a subscription, I was going to give TeacherVision a rating of five. However, since I know it is not always possible for teachers to subscribe to everything, I will change my rating to a four, even though the website offers everything that a teacher could need to run a class.

5. Review of Journals - (50 Points) DUE: February 9

Each candidate will select **two** articles from **two different professional journals** regarding reading strategies, reading programs, curriculum development initiatives, or any topics that relate to your area of interest and/or concentration. Articles may be obtained from the Internet or library. Write a summary of the articles and your personal reactions and/or reflections. You will share a summary of your articles with the class. Also submit your summaries to Blackboard. List the journals or websites, location, author, title, date volume #, etc. As this is a large class, please limit your summaries to 20-25 minutes.

6. Final Project: Integrative Unit/Micro-teaching Lesson (100 Points) DUE: April 6

Candidates will demonstrate competencies in reading theory, strategies, use of technology, integration of content area subjects, authentic connections to real-life, and best practices through application, analysis, synthesis and evaluative processes.

Therefore, candidates will develop an instructional unit that will encompass the tenets of this course. The unit is to be based on your designated grade level or content area. Each unit must contain lesson plans that cover a minimum of the integration of two different content areas.

Candidates are required to teach a segment of the unit to the class, focusing on the standards, objectives, teaching strategies, instructional activities, and assessment techniques.

The unit must contain:

Five (5) lesson plans (one week); if the lesson will take 2 days to complete, please note.

Each lesson plan of the unit will include:

- Introduction Statement
- Grade/Content areas
- State/National Goals/Core Standards
- Lesson Objective(s)
- Instructional Methods
- Materials/Resources
- Lesson Sequence
- Lesson Closure
- Assessment
- Teacher Reflections

In addition, graphic organizers must be included, demonstrating how these organizers can be utilized in teaching the various content areas. The graphic organizers must be completed as a model of how they will be utilized in each lesson. The unit is to be submitted on Live text. We will discuss the submission of graphic organizers on LT.

Each candidate will present a “micro-teaching (mini-lesson) demonstration lesson” from this unit. This will give each of you the opportunity to further develop your teaching styles and build confidence through practice. The mini-lesson will reflect/demonstrate evidence of understanding content knowledge, integration of content areas, and the basic elements involved in the lesson planning process.

Self and peer evaluations of the lesson allow candidates to engage in reflection about best practices and to share ideas

The following are the grade point guidelines that will form the basis for the letter grade issued.

GRADING SCALE: Highest possible points: 360

360-350 = A

340-330 = B

**SELF-ASSESSMENT RUBRIC for the INTEGRATIVE UNIT
CIEP 423: ADVANCED LITERACY INSTRUCTION IN THE CONTENT AREAS:
Spring 2011**

TARGET	ACCEPTABLE	UNACCEPTABLE
Candidate demonstrates and utilizes a thorough knowledge and understanding of the social, emotional, physical, cognitive, and linguistic developmental and learning characteristics of students as related to their abilities to “learn how to learn;” and how to motivate students “to	Candidate demonstrates adequate knowledge and understanding of some concepts and principles related to students’ developmental processes and their abilities to “learn how to learn” and how to motivate students “to want to learn” via the implementation of research-based	Candidate is unable to adequately demonstrate knowledge and understanding of concepts and principles related to students’ developmental processes and their abilities to “learn how to learn” and how to motivate students “to want to learn” via the implementation of research-

<p>want to learn” via the implementation of research-based strategies and skills taught.</p> <p>Targeted performance is evidenced by:</p> <ol style="list-style-type: none"> 1) an introduction that describes the goal and objectives of the unit that explicitly include affective concepts 2) the existence of a clear and evident integrative theme that prevails throughout the unit 3) unit reflects a clear understanding of students’ individual aspirations, values, interests, and abilities 	<p>strategies and skills taught. Targeted performance is evidenced by:</p> <ol style="list-style-type: none"> 1) an introduction that describes the goal and objectives of the unit that include some affective concepts 2) the existence of an integrative theme that prevails throughout the unit 3) unit reflects an adequate understanding of students’ individual aspirations, values, interests, and abilities 	<p>based strategies and skills taught.</p> <p>Unit lacks:</p> <ol style="list-style-type: none"> 1) an introduction that describes the goal and objectives of the unit that explicitly address the social, emotional, physical, cognitive, and developmental and learning characteristics of students as related to their abilities to “learn how to learn 2) the existence of a clear and evident integrative theme that prevails throughout the unit 3) an understanding of students’ individual aspirations, values, abilities, interests
<p>Targeted performance is evidenced by clear and concise lesson plans that include:</p> <ol style="list-style-type: none"> 1) specific subject area or grade level being addressed in the unit 2) goals/instructional objectives & expected outcomes are clearly stated 3) specific ACEI, IRA, and/or Illinois standards being addressed in unit 4) instructional strategies and materials to be utilized 5) the integration of at least two different content area subjects per each lesson plan that reflect the unit’s theme 6) description & implementation of an informal or formal assessment/evaluation 	<p>Acceptable performance is evidenced by lesson plans that include:</p> <ol style="list-style-type: none"> 1) specific subject area or grade level being addressed in the unit 2) goals/instructional objectives & expected outcomes stated, but could be more clearly stated 3) ACEI & IRA standards, but omission of some of Illinois standards 4) some instructional strategies & materials are listed; could be expanded 5) the integration of at least two different content area subjects per each lesson plan do not always reflect the theme of the unit 6) a description & implementation of an informal or formal assessment 	<p>Unacceptable performance is evidenced by:</p> <ol style="list-style-type: none"> 1) subject area or grade level being addressed not identified 2) goals/instructional objectives and expected outcomes not clear 3) standards being addressed do not correlate with goals/expected outcomes or there is an absence of standards 4) instructional strategies/materials inadequate to meet objectives/expected outcomes 5) integration of at least two different content area subjects per each lesson plan not evident 6) description & implementation of an informal or formal assessment inadequate
<p>Targeted performance is evidenced by:</p> <ol style="list-style-type: none"> 1) Candidate’s demonstrated competencies in the knowledge and application of research-based reading theories and instructional strategies in unit 2) Candidate’s implementation of best practices through application, analysis, synthesis, and diagnostic or identification of reading problems as demonstrated in the instructional activities of the unit 3) Candidate’s recognition and awareness of students’ different learning styles and cognitive abilities; therefore utilizes differentiated instruction 4) grade/subject area appropriate strategies and instructional activities that are engaging, stimulating, & motivational are clearly present in unit 5) instructional strategies & activities include the use/development of graphic organizers, encourage critical thinking skills, and provide for engaging and challenging learning 6) activities allow for inclusion/use of multiple intelligences 7) instructional students’ activities include collaborative/cooperative team efforts 	<p>Acceptable performance is evidenced by:</p> <ol style="list-style-type: none"> 1) Candidate’s demonstrated competencies in the knowledge and application of research-based reading theories and instructional strategies in unit 2) Candidate’s implementation of some best practices through application, analysis, and synthesis; able to utilize and diagnose or identify some of the major reading problems as demonstrated in the instructional activities of the unit 3) Candidate’s recognition and awareness of students’ different learning styles and cognitive abilities; demonstrates the use of differentiated instruction in some of the lesson plans in unit 4) grade/subject area appropriate strategies and instructional activities that are engaging, stimulating, & motivational are evident most of the time in unit 5) instructional strategies & activities include the use/development of some graphic organizers, encourage critical thinking skills most of the time, and provide for engaging and challenging learning 6) activities allow for inclusion/use of multiple intelligences 7) instructional students’ activities include collaborative/cooperative team efforts 	<p>Unacceptable performance is evidenced by Candidate’s lack of:</p> <ol style="list-style-type: none"> 1) demonstrated competencies in the knowledge and application of research-based reading theories and instructional strategies in unit 2) implementation of best practices through application, analysis, and synthesis; able to utilize and diagnose or identify some of the major reading problems as demonstrated in the instructional activities of the unit 3) recognition and awareness of students’ different learning styles and cognitive abilities; use of differentiated instruction in the lesson plans of unit 4) grade/subject area appropriate strategies and instructional activities that are engaging, stimulating, & motivational 5) instructional strategies & activities that include the use/development of graphic organizers, encourage critical thinking skills, and provide for engaging and challenging learning 6) activities allow for inclusion/use of multiple intelligences 7) instructional students’ activities that include collaborative/cooperative team efforts
<p>Targeted performance is evidenced by:</p> <ol style="list-style-type: none"> 1) assessments that measure “what has been taught is aligned with what is being assessed” or evaluated 	<p>Acceptable performance is evidenced by:</p> <ol style="list-style-type: none"> 1) assessments that indicate adequate alignment & evaluative tools of “what has been taught with what is being assessed” 	<p>Unacceptable performance is evidenced by:</p> <ol style="list-style-type: none"> 1) assessments lack evidence of alignment with “what has been taught and what is being assessed”

<p>2) assessment strategies that measure mastery of concepts by students as evidenced by their performance on formal/informal responses to tests/quizzes or performance tasks</p> <p>3) assessments that utilize various responses, performance tasks, multiple & different types of assessment strategies regarding content knowledge, attitudes and skills.</p> <p>4) Candidate's understanding of how assessment "drives instruction"</p>	<p>2) assessments adequately measure the mastery/ understanding of concepts taught as evidenced by students' satisfactory performance on formal/informal responses to tests/quizzes or performance tasks</p> <p>3) assessments are varied & utilize some multiple & different types of assessments to assess content knowledge, attitudes and skills.</p>	<p>2) assessments do not adequately measure the mastery and understanding of concepts taught</p> <p>3) assessments lack variation and do not utilize multiple kinds of assessments that would measure content knowledge, attitudes and skills.</p>
<p>Targeted performance is evidenced by:</p> <p>1) Candidate's knowledge and understanding of the expectations and required code of professional conduct and ethical behavior</p> <p>2) Candidate's awareness of the importance and benefits utilizing interrelationships and interdependencies of all stakeholders in the learning community involved in the educational process</p>	<p>Acceptable performance is evidenced by:</p> <p>1) Candidate's adequate knowledge and understanding of the expectations and required code of professional conduct and ethical behavior</p> <p>2) Candidate's awareness of the importance and benefits utilizing interrelationships and interdependencies of all stakeholders in the learning community involved in the educational process</p>	<p>Unacceptable performance is evidenced by Candidate's lack of:</p> <p>1) an adequate knowledge and understanding of the expectations and required code of professional conduct and ethical behavior</p> <p>2) awareness and disregard of the importance and benefits utilizing interrelationships and interdependencies of all stakeholders in the learning community involved in the educational process</p>

Rubric for Review of Journal Articles

Criteria	On Target	Excellent	Acceptable	Unacceptable
<p>Selection Process: The two articles are from 2 different & appropriate research or educational journals</p>				
<p>Content of selected articles: Articles address the concepts such as writing skills, reading skills & strategies, critical thinking skills, or literacy skills in the content areas</p>				
<p>Organization: The format, writing mechanics/ conventions demonstrate competency in writing skills</p>				
<p>Demonstrated learning & understanding of selected articles:</p>				

<p>Summary demonstrates an understanding of concepts presented; pertinent points extracted & presented in a clear/concise manner.</p> <p><u>Personal reactions/reflections regarding articles have been expressed.</u></p>				
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Self-Assessment Rubric for Technology Website Search

CRITERIA	YES	NNO
<p>Selection Process: Four (4) websites have been selected to explore for new knowledge and information that can be utilized for future classroom application and implementation.</p>		
<p>Content: An annotated bibliography for each website has been written; it contains the complete website address (http:www. etc.). The website contains information pertinent to concepts such as writing skills, reading/literacy skills, critical thinking skills, and instructional strategies associated with any core content area.</p>		
<p>Organization: The annotated bibliography adheres to the format, writing mechanics and conventions that demonstrate competency in excellent writing skills and organization.</p>		

<p>Demonstrated learning & understanding of selected websites: Each annotated bibliography demonstrates an understanding of information/concepts presented. It provides significant information that gives the reader a “bird’s eye” view of its contents. Pertinent points have been extracted & presented in a clear/concise manner.</p>		
<p>Rating: Each annotated bibliography has been assigned a rating from 1-5 points, with 5 being the highest, 1 the lowest. Rating is based on factors such as: the website’s content and helpful information for teachers (useful lesson plans, units, related links, graphic organizers, ease of navigation to other links, etc.).</p>		
<p>Reflective Comments: Personal reflective comments have been written regarding the candidate’s rationale for the assigned rating(s). Explain, in specific terms, why you assigned the low/high rating.</p>		

Suggested Readings:

Books

The Art of and Science of Teaching – Robert J. Marzano
 Developing Readers and Writers in the Content Areas K-12- David W. Moore,
 Sharon Arthur Moore, Patricia M. Cunningham, & James E. Cunningham
 Emotional Intelligence – Daniel Goleman
 The Courage to Teach – Parker J. Palmer
 The First Days of School – Harry & Rosemary Wong

Journals

The Reading Teacher
 Journal of Adolescent & Adult Literacy
 Middle School Journal
 Educational Leadership
 Phi Delta Kappan

