

Gallaudet University
DEPARTMENT OF EDUCATION
EDU 709: Literacy and Deaf Students: Theories, Issues, and Applications
Fall, 2008

INSTRUCTOR: Lillian M. Tompkins, Ph.D.
E-MAIL: lillian.tompkins@gallaudet.edu
Phone/VP: Dept. phone: 202-651-5530 T/V;
 personal VP: 202-65-4669
Office: FH 302E
Office hours: M 10:00 a.m.-4:00 p.m.; T-W-Th noon-4:00 p.m.; other
 days/times by appointment
CLASS LOCATION: FH305
CLASS DAY/TIME: Thurs. 5:00 – 7:50 p.m.

Course Catalogue Description

Current catalog description: “Theories and issues of literacy learning and teaching and their applications for deaf learners, including assessment and instructional strategies for home and school applications.” (2007-2008 Graduate Catalog, p. 132)

Revised description: This course focuses on literacy for learning, and includes a review of strategic methods for reading and writing instruction and development. Also included are: formal and informal assessment for differentiated learners; and assessment-based lesson design, particularly for use with deaf and hard of hearing elementary and secondary students.

Prerequisites

Prerequisites include: successful completion (grade /B/ or better) of a foundation course in reading methods; EDU 713 Language Acquisition and Cognitive Development; EDU707: Structures and Applications of ASL and English in the Classroom (may be taken concurrently); or permission of the Instructor.

Course Credits and Grading

This course carries three (3) credits. Letter grades are earned.

Class Format

This course meets once a week and class sessions are participatory and interactive. The instructor provides content information and/or micro-lessons, and candidates work in pairs, or small- and large-group collaborations to discuss and apply theories, concepts, and strategies.

Required Texts (4):

- 1) Afflerbach, Peter. (2007). *Understanding and using reading assessments, K-12*. Newark, DE: International Reading Association.
 ISBN: 978-0-87207-585-6 (pb)

- 2) Allen, Janet. (2000). *Yellow brick roads: Shared and guided paths to independent reading 4-12*. Portland, ME: Stenhouse Publishers.
ISBN: 1-57110-319-8 (pb)
- 3) Allen, Janet. (2004). *Tools for teaching content literacy*. Portland, ME: Stenhouse Publishers.
ISBN: 1-57110-380-5 (alk.paper)
- 4) Lenski, S.D. & Nierstheimer S.L. (2004). *Becoming a teacher of reading: A developmental approach*. Upper Saddle River, NJ: Pearson Education Inc.
ISBN: 0-13-060857-2; ISBN-13: 9780130608574 (pb)

[A supplemental reading list may be distributed in class and/or posted on BlackBoard.]

Course Goals and Student Learning Objectives

The primary goals of this course are:

- to prepare candidates to address the 5 connections inherent in the university's Graduate School's Professional Education Programs' Conceptual Framework, and
- to prepare candidates to achieve the 12 MA Program Student Learning Objectives which are based on the 10 principles established by the Interstate New Teacher Assessment and Support Consortium (INTASC) plus two additional principles established by the Department (INTASC+2), and the knowledge and skills standards required by CEC, particularly Standards 6: Language and Standard 8: Assessment and Evaluation.

The matrix below outlines specific EDU 709 course objectives in relation to the GSPP PEP Unit Conceptual Framework and the MA Program's Student Learning Objectives (SLOs) which are based on the INTASC+2 Principles and the CEC Standards. Specific CEC standards that are addressed in this course are also given.

By successfully completing the EDU709 course, the candidate will be able to:

Course Objectives: The candidate will...	PEP Unit Conceptual Framework	MA Program SLOs	CEC Standards
1. Apply theories and principles for effective literacy instruction.	C, D, E	1, 2, 3, 4, 5, 6, 7, 8, 9, 12	CC6, DH6,
2. Develop or select and utilize appropriate literacy assessment measures.	C, D, E	8, 9	CC6
3. Design assessment-based instructional units (macro-lessons) within a balanced literacy program for use with diverse deaf learners.	C, D, E	1, 2, 3, 4, 5, 6, 7, 8, 9, 12	CC6, DH6,
4. Teach, assess, and document effectiveness of cohesive instructional episodes (micro-lessons) focusing on learner performance in specific reading	C, D, E	1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12	CC6, DH6

and/or writing skills and literacy strategies within content areas.			
5. Apply best practices in instructional methodologies to optimize language learning of deaf children/youth within reading and writing processes.	C, D, E	1, 3, 4, 5, 6, 7, 8, 9, 12	CC6, DH6,
6. Apply strategic instruction in aspects of reading/writing including comprehension, vocabulary development, word identification, and usage.	C, D, E	1, 3, 4, 7, 8, 9	CC6, DH6
7. Reflect on and self-evaluate personal learning and changes in stances toward literacy instruction.	E	1, 9	CC6

Relationship of Course to Issues of Diversity, Multiculturalism, and Social Justice

Educational issues related to linguistic and cultural diversity are embedded throughout the course content, readings, discussions, and activities. The course emphasizes awareness and sensitivity to learners' language and cultural diversity, and the influences of social, cultural and/or multicultural diversity on learning and educational planning, especially with bilingual users of ASL and English. This course contributes to the preparation of pre-service teachers to address the linguistic and socio-cultural needs of increasingly diverse learners.

Relationship of Course to Research and Technology

Reading assignments, reports, and other projects will require familiarity with research and best practices related to language and literacy, including the use of technology in the classroom. Instructor-led and/or candidate-led class sessions may include (but are not limited to) the use of technological applications such as Microsoft PowerPoint, SmartBoard, Internet links, and other applicable technology, software, or media.

Course Statement of Honesty and Academic Integrity

Graduate candidates are expected to adhere to policies of the university and the education department in matters of academic integrity, including but not limited to representations of authorship and sources in course assignments and products, research reporting, and in materials included in candidate portfolios. Plagiarism is not tolerated. Candidates are expected to familiarize themselves with the university's Policy on Academic Integrity, available in the current on-line graduate catalog.

Where applicable in research reporting and other formal written work, the use of the most recent edition of the Publication Manual of the American Psychological Association (APA) will be required.

Statement on Equal Opportunity/Nondiscrimination and Student with Disabilities

This course adheres to the university guidelines on equal opportunity and nondiscrimination. (See 2007-2008 Graduate School Catalog, p.8). Students with disabilities have the right and responsibility to formally request accommodations through the Office of Students with Disabilities (OSWD) at the beginning of the semester.

Class Requirements/Assignments

TK20 Assessment System:

Please be aware that one requirement for this course will be your enrollment in the TK20 Assessment System. This system will keep track of your work and will allow the university to store, retrieve and analyze information. The system will store projects (Word documents, videos, etc.) electronically for core program assessments that will allow you to demonstrate the knowledge, skills, and dispositions to complete your licensure program. Course assignments designated by the instructor must be submitted on TK20.

If you are in a licensure-bound program of studies and have not already purchased and enrolled in TK20, you will be required to pay a one-time fee of \$100 that will cover ALL of the courses and assessments in your program. This fee will also allow you to continue using the website after you leave Gallaudet. Enrollment in TK20 is MANDATORY for candidates seeking licensure.

Other requirements:

1) Attendance, Preparation, and Participation [Course objective 7]:

Due to the interactive and collaborative nature of this class, attendance and participation are critical. Percentage points are deducted for **any** absence. Candidates are expected to arrive on time; points are deducted for repeated tardiness—3 times tardy equals 1 absence. Participation includes active listening, leading and/or contributing to discussions and group activities, and encouraging and supporting the contributions of others. [See Preparation and Participation Rubric] Attendance and degree and quality of participation will determine 20% of the final course grade.

2) Reading/Writing Responses and Other Assignments [Course objectives 1, 2, 3, 6, 7]:

It is expected that candidates will come to class prepared. Completing and reflecting upon the readings and other assignments will enhance candidate performance. Candidates are expected to submit assignments when due, and arrive in class ready to participate in discussions and activities based on those assignments. Percentage point penalties will apply to late assignments. [See Reading Response/Other Assignments Rubric] Thoughtful preparation and the depth and quality of reading/writing responses will determine 30% of the final course grade.

3) Assessment-based Literacy Instruction Project [Course objectives, 1, 2, 3, 4, 5, 6, 7]:

Each candidate will utilize opportunities available in the concurrent practicum placement to observe, assess, plan for, instruct, and reflect upon the effectiveness of literacy-based teaching with a student and/or a small group of students. This Project comprises the development of an instructional plan (macro lesson) that includes four (4) micro-lessons in literacy (2 for reading, 2 for writing), and the actual instruction of at least two of those micro-lessons. Candidates will have opportunities to draft and revise components of the Assessment-Based Literacy project (closely following the TWS/2007 format, and in tandem with the Pre-TWS assignment in the aligned course Practicum I/MAT, II/MA & Seminar) and to receive feedback from peers and the instructor as the course progresses. With this process and a final class sharing, the Project should be portfolio-

ready by the assigned or negotiated due date. [See Micro-Lesson Plan and Assessment-Based Literacy Project Rubrics] Appropriateness, thoroughness, and quality of the completed Assessment-Based Literacy Instruction Project will determine 40% of the course grade.

4) Five-Minute Reflections and Final Self-Evaluation [Course objectives 1, 7]:

At the conclusion of each class session, candidates will take five minutes to reflect on and briefly record highlights of information learned, and questions that arose because of or in relation to the class topics. The reflections will be handed in to aid the instructor in keeping abreast of candidates' progress and unanswered questions, but will be returned. The cumulative reflections become useful in constructing the self-evaluation of progress. [See Reading Response/Other Assignments Rubric] Thoughtful completion of the five-minute reflections and final self-evaluation will determine 10% of the final course grade.

Course Grading System

Letter grades will be assigned based on completion of course requirements. Course readings, assignments, and projects are due on the given due dates; late submissions will be penalized by deductions of 5% for each day overdue.

Grades will be earned on the basis of:		Grading:	
Attendance, preparation, & participation	20%	A+	= 100-98
		A	= 97-93
		A-	= 92-90
Reading/writing responses; other assignments	30%	B+	= 89-86
		B	= 85-83
		B-	= 82-80
Assessment-Based Literacy Project (& micro-lessons)	40%	C+	= 79-76
		C	= 75-70
		F	= 69/below
5-minute reflections and Final Self- Evaluation	<u>10%</u>		
	100%		

Gallaudet University's Professional Education Programs' Conceptual Framework

Connection is at the heart of Gallaudet's education programs. At Gallaudet, we emphasize that all of our professional work in deaf education is embedded in multiple contexts, and promote connections to and among these contexts. These contexts include: Cultures, Communities, Families, Schools, Universities, and Professions. Graduates of our programs are able to communicate with, respond to and build on lives in and out of schools to assure that all students learn to their highest potential.

A. Deaf/Hearing Worlds

An important goal at Gallaudet is creating connections among deaf and hearing worlds. Candidates at Gallaudet learn that "deaf", "hearing", and "hard-of-hearing" are not

unitary, separate identities, but are complex and varied in language, communication and learning strengths and needs. Because connections are based in language and communication, these are key focal points at Gallaudet, both for our candidates, and for their students. While at Gallaudet, candidates learn about connections among people through classroom interactions, guest speakers, community service, and clinical experience. Candidates leave Gallaudet prepared to be allies, advocates, and leaders in deaf education.

B. Local, National, and Global Perspectives

Gallaudet is an ideal environment for promoting connections among local, national, and global perspectives. Students come to Gallaudet from all over the world, and programs tap into resources brought by our diverse and international students. We model a focus on local or individual, through a holistic approach in which advisors and program faculty work closely with candidates beyond the classroom to promote personal and professional growth throughout the program. In class interactions, teaching, and content students learn to tap diverse perspectives as a resource for learning. When students leave Gallaudet, they go to an equally varied set of locations, cultures, and perspectives in deaf education. Language and communication, with the use of varied and multiple instructional strategies are at the heart of demonstrating and developing in our candidates the ability to teach for and learn from multicultural and global students.

C. Tradition with Innovation

Gallaudet's education programs also connect tradition and innovation. Gallaudet candidates learn from and build on the histories and heritage of multiple deaf communities and their larger cultures and communities. They do so while tapping state-of-the-art resources of the 21st century, including new knowledge in learning, linguistics, performance assessment, and deaf education. Candidates learn to make use of innovations as resources in their teaching, while valuing traditional resources.

D. Theoretical Practice

Gallaudet's programs teach theory in practice and practice that develops theories. Theoretical practice begins from two foundations: (1) personal/professional characteristics, (2) a strong knowledge base in areas such as linguistics, child development, pedagogy, culture, and learning. We seek candidates who come from both formal (in-class and field experiences) and informal (campus interactions, community service) program experiences. Theory and practice are woven together in Gallaudet programs enabling graduates to become theoretically based practitioners.

E. Reflective Inquiry

At Gallaudet we value reflection and interactive inquiry. At the heart of reflective inquiry as an educator is the commitment to the profession, and to deaf education specifically. Reflection and inquiry into one's own practice, as well as the vast uncharted territory of deaf education, is a constant in programs through interactive discussions, case studies, videotaped practice, self and peer assessments, and interactions with faculty who are breaking new ground in deaf education. A corollary to reflective practice during professional preparation is the commitment to life-long learning throughout one's career.

Reflective inquiry and life-long learning allow our graduates to not only tolerate the ambiguity inherent in deaf education, but also understand that it is a catalyst for further growth and development.

MA Program Student Learning Objectives (Based on “INTASC+2” Principles and CEC Standards)

1. Content Knowledge and Pedagogy

The teacher-candidate applies the central concepts, tools of inquiry, and structures of the discipline he or she teaches to create learning experiences that make these aspects of subject matter meaningful for all learners.

2. Human Development

The teacher-candidate uses knowledge of how children learn and develop to provide learning opportunities that support any child’s intellectual, social, and personal development.

3. Adapting Instruction for Diverse Learners

The teacher-candidate uses knowledge of how students differ in their learning approaches to create instructional opportunities that are adapted to diverse learners.

4. Instructional Strategies

The teacher-candidate uses a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.

5. Motivation and Classroom Management

The teacher-candidate uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation in all learners.

6. Communication and Technology

The teacher-candidate uses knowledge of effective verbal, non-verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

7. Planning

The teacher-candidate plans instruction based upon knowledge of subject matter, diverse learner characteristics, the community, and the curriculum goals.

8. Assessment and Evaluation

The teacher-candidate uses formal and informal assessment strategies to evaluate and ensure the continued intellectual, social, and physical development of all learners.

9. Reflection and Professional Development

The teacher-candidate is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (learners, parents and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

10. School and Community Relationships

The teacher-candidate fosters relationships with school colleagues, parents, and agencies in the larger community to support diverse students’ learning and well-being.

11. Personal Characteristics and Interpersonal Skills*

The teacher-candidate demonstrates skills, beliefs, dispositions, and behaviors that guide his or her interactions with learners, families and colleagues during professional practice, problem solving and decision-making.

12. Literacy and Numeracy*

The teacher-candidate applies varied strategies designed to develop and enhance the literacy and numeracy skills of all learners, including the presentation of ideas and conceptual understandings in verbal and nonverbal, print and non-print modalities.

(*Department of Education's additions to INTASC)

Overall Teaching Standards Assessed by the Teacher Work Sample (2007)

Teaching Processes/Factors, TWS Standards, and Performance Indicators:
<p>FACTOR 1: Contextual Information and Learning Environment <i>The teacher uses information about the learning-teaching context and learner individual differences to set learning goals and plan instruction and assessment.</i> To meet this standard, the teacher candidate:</p> <ul style="list-style-type: none"> •Includes knowledge of characteristics of the home; community; school; classroom; learners •Includes knowledge of implications of home, community, school, and classroom factors on teaching-learning •Includes knowledge of impact of individual learners' characteristics on teaching-learning •Includes knowledge of individual learners' skills and prior learning •Includes knowledge of learners' varied approaches to learning
<p>FACTOR 2: Instructional Sequence Learning Goals <i>The teacher sets significant, challenging, varied and appropriate learning goals and objectives.</i> To meet this standard, the teacher candidate constructs goals and objectives that:</p> <ul style="list-style-type: none"> •Differentiate between broad intangible goals and narrow tangible objectives •Are clear in terms of audience, behavior, condition, and degree of learner performance •Are stated in terms of developmental appropriateness; address current learner performance plus challenge •Are aligned with national, state, district, or content-domain standards •Include three domains: cognitive/content, affective, psychomotor [where applicable]
<p>FACTOR 3: Assessment Plan <i>The teacher uses multiple assessment modes and approaches aligned with learning goals to assess learning before, during and after instruction.</i> To meet this standard, the teacher candidate creates an assessment plan that:</p> <ul style="list-style-type: none"> •Is comprehensive, including pre-/post- and formative assessments •Addresses stated goals through aligned objective assessments •Uses identical or inherently similar pre-/post-assessments; and congruent formative assessments •Explains and justifies assessment choices, and adapts for individual learners •Includes variety in targeted learning objectives; assesses before, during, and after instruction; •Shows technical soundness and validity through measurable criteria, specified level of success, and inclusion of essential content and skills •Includes adaptations based on the individual needs of learners: multiple modes, approaches

FACTOR 4: Design for Instruction

The teacher designs instruction for specific learning goals, learner characteristics and needs, and learning contexts.

To meet this standard, the teacher candidate designs instruction that:

- Explicitly considers contextual data and is linked to stated goals and objectives
- Accurately represents content, and covers the big ideas or structure of the target discipline
- Is developmentally appropriate to learners' needs and is modified based on analyses of learners
- Is structured logically, with congruent multiple teaching-learning strategies
- Actively includes learner inquiry and collaboration
- Addresses learner motivation
- Uses technology appropriately

FACTOR 5: Instructional Decision-Making

The teacher uses ongoing analysis of learning to make instructional decisions.

To meet this standard, the teacher candidate analyses student learning and makes decisions that:

- Lead to congruence between modifications and learning goals
- Link modifications and adjustments to assessment results and analyses of pre- and formative learning, with explanations why modifications needed
- Are informed by best practice and knowledge of contextual data
- Show sound professional practice

FACTOR 6: Analysis of Learner Progress

The teacher uses assessment data to profile learning and communicate information about learner progress and achievement.

To meet this standard, the teacher candidate analyses and reports assessment data in a way that:

- Provides clear and accurate graphic representations of assessment data, and creates a narrative that clearly explains learner progress
- Interprets learner progress and impact of instruction on learning

FACTOR 7: Reflection and Self-Evaluation

The teacher reflects on his or her instruction and learner performance in order to improve teaching practice.

To meet this standard, the teacher candidate reflects and self-evaluates in a way that:

- Interprets the teaching-learning experience
- Provides insights on effective instruction and assessment
- Aligns goals, instruction, and assessment results
- Impacts on future teaching and professional growth

DRAFT in Progress
EDU709 SCHEDULE OF CLASSES AND ASSIGNMENTS

NOTE: The following reading assignments will not always coincide with designated in-class discussion topics. For some classes, topics discussed will precede the relevant readings; on other occasions, the readings precede relevant topic discussion.

Class 1	Aug. 28	<p>Course introduction and syllabus overview; our literacy beliefs; a historical overview of reading instruction; making sense of reading; Lil's literacy markers</p> <p>Homework—Read and respond:</p> <ol style="list-style-type: none"> 1) Lenski & Nierstheimer, Ch. 1, pp. 3-34 2) Allen, Ch. 1, pp. 1-8
Class 2	Sept. 4	<p>The nature of language; developing our knowledge about reading and readers; the myth of deficit readers; cueing systems; constructing meaning</p> <p>Homework—Read and respond:</p> <ol style="list-style-type: none"> 1) L & N, Chs. 2, 7, 11, pp. 37-70, 211-239, 331-361 2)
Class 3	Sept. 11	<p>Oral and written language; interrelationship between reading and writing; what makes reading English difficult?; Assessment-based Literacy Project Assignment.</p> <p>Homework—Read and respond:</p> <ol style="list-style-type: none"> 1) Afflerbach, Ch. 1, pp. 1-25 2) YOUR CHOICE—One selection from the supplemental reading list
Class 4	Sept. 18	<p>Perception—letters, words, sentences; comprehension processes; cognition and literacy; becoming a reader; instructional approaches for developing and promoting literacy</p> <p>Homework—Read and respond:</p> <ol style="list-style-type: none"> 1) Xx 2) L & N, Chs. 3, 8, 12, pp. 73-107, 241-271, 363-393 3) Xx
Class 5	Sept. 25	<p>Assessment in literacy; more about deaf readers</p> <p>Homework—Read and respond:</p> <ol style="list-style-type: none"> 1) Xx

		2) Xx
Class 6	Oct. 2	Sociocultural aspects of literacy; the range of reading; DRTA strategy modeled DUE: Draft #1: Literacy Lessons (1R & 1W) Homework—Read and respond: 1) Xx 2) YOUR CHOICE—One selection from the supplemental reading list
Class 7	Oct. 9	Responding to text; Think-Aloud strategy modeled (Mid-Term) Homework—Read and respond: 1) F & F, Ch. 7, pp. 76-115 2) L & N, Chs. 4, 9, 13, pp. 109-140, 273-303, 395-425
Class 8	Oct. 16	Reading instruction in groups; family connections; hermeneutics: text interpretation; Reciprocal Teaching strategy modeled by instructor DUE: Draft #2 Literacy Lessons (1R & 1W) Homework—Read and respond: 1) L & N, Chs. 5, 10, 14, pp. 143-175, 305-329, 427-453 2) F & F, Ch. 8, pp. 116-126 3) K, Ch. 10, pp. 225-245
Class 9	Oct. 23	The place of phonics in a balanced reading program; phonics and deaf readers; Question the Author modeled by instructor Homework—Read and respond: 1) L & N, Ch. 6, pp. 177-208 2) YOUR CHOICE—one selection from the supplemental reading list
Class 10	Oct. 30	Responsive teaching; Literacy Project status check Homework—Read and respond: 1) L & N, Ch. 15, pp. 457-469 2) K, Ch. 11, pp. 249-288
Class 11	Nov. 6	Becoming a lifelong reader-writer Homework: 1) K, Ch. 12, pp. 291-310

2) Project in progress

Class 12 Nov. 13 Using technology to support literacy instruction;
Homework: Project in progress

Class 13 Nov. 20 Revisiting our literacy beliefs; Sharing, Part I:
Assessment-based Literacy Instruction Projects

THANKSGIVING, November 27

Class 14 Dec. 4 Sharing, Part II: Assessment-based Literacy
Instruction Projects; wrap up

Final Self-Evaluation Due on/by 4:00 p.m. Wednesday December 10, 2008

EDU709: Literacy and Deaf Students: Theories, Issues, and Applications
Reading Response Form

Name:

Date:

READING Assignment from Class # _____ (The class the HW was assigned)

Directions....

Outside of class: Read the assigned selection(s). Based on the reading assignment, extract and record below 3 questions, *OR* 3 comments, *OR* 3 reactions, *OR* a combination
Give Citations: Identify the source: chapter, page number(s), etc.

If there are multiple readings, you will read ALL, but respond with only 3 items total.

Hand in this worksheet. (Your instructor will read your response, add comments, provide additional information, answer remaining questions, etc. Save this completed form—it becomes a record of your readings and discussion notes, and will be helpful as a future reference when you complete your final synthesis paper.)

Use back of page for additional space, or for follow-up comments.

EDU 709: Literacy and Deaf Students—Preparation & Participation Rubric

Candidate:

[Directions: Circle one box in each criterion to designate the score range for that criterion. Indicate the specific percent in the bottom row. Criteria percent scores will be averaged to obtain an overall score/grade. Instructor discretion will also be applied.] OVERALL Score/Grade: _____

Criteria:	A+/100...A/97...A-/90	B+/89...B/85...B-/80	C+/79...C/75...C/70
<p><i>Preparation supports active participation in whole-class discussions and activities</i></p> <p>Criterion % _____</p>	<p>Participates actively in whole-class discussions, but does not dominate the discussion; actively listens to the contributions of others and adds to or expands upon them; contributions to discussion indicate preparedness for the discussion and a high degree of reflection about the topics discussed; brings up relevant questions to challenge thinking and understanding.</p> <p>Two-way ASL/through-the-air communication is consistently understood and understandable.</p>	<p>Participates in whole-class discussions most of the time; participates voluntarily for the most part, but sometimes has to be prompted; may dominate discussion rather than consider and expand upon contributions made by classmates; contributions indicate preparedness most of the time; sometimes brings up relevant questions to challenge thinking and understanding; most of contributions are relevant to the topic.</p> <p>Two-way ASL/through-the-air communication is usually understood and understandable.</p>	<p>Participates in whole-class discussions infrequently, perhaps only when called upon; sometimes indicates a lack of preparedness for discussions; contributions of classmates are rarely acknowledged or expanded upon; rarely brings up relevant questions to challenge thinking and understanding; comments often not relevant to the topic.</p> <p>Two-way ASL/through-the-air communication is often not understood and/or not understandable.</p>
<p><i>Preparation supports active participation in pairs or small-group discussions and activities</i></p> <p>Criterion % _____</p>	<p>Participates actively in pairs or small-group discussions and activities, but does not dominate the discussion; actively listens to the contributions of others and adds to expands on them; contributions to discussion indicate a preparedness for the discussion and a high degree of reflection about the topics discussed; brings up relevant questions to challenge thinking and understanding.</p>	<p>Participates most of the time in pairs or small-group discussions and activities ; participates voluntarily for the most part, but sometimes has to be called upon; may dominate discussion rather than consider and expand on contributions made by classmates; contributions indicate a preparedness most of the time; sometimes brings up relevant questions to challenge thinking and understanding.</p>	<p>Participates in pairs or small-group discussions and activities occasionally, perhaps only when called upon; sometimes indicates a lack of preparedness for the discussion; contributions of classmates are rarely acknowledged or expanded on; rarely or never brings up relevant questions to challenge thinking and understanding.</p>
<p>% Average: _____</p>			

EDU 709: Literacy and Deaf Students--Reading Response/Other Assignments Rubric

Candidate:

[Directions: Circle one box in each criterion to designate the score range for that criterion. Indicate the specific percent in the bottom row. Criteria percent scores will be averaged to obtain an overall score/grade. Instructor discretion will also be applied.] OVERALL Score/Grade: _____

CRITERIA:	A+/100...A/95...A-/90 = ✓+	B+/89...B/85...B-/80 = ✓	C+/79...C/75...C/70 = ✓-
Responses cover depth & breadth; responses show comprehension of the readings and/or course content. % _____	Consistently makes clear and thoughtful connections between and across readings, demonstrates a high degree of comprehension in a range of readings.	Presents some relevant connections between and across several of the readings, demonstrates adequate comprehension of most of the readings.	Shows little evidence of completing and/or comprehension of the readings; makes no connections between and among readings.
Responses include elements of reflective writing such as... [see ** below] % _____	Responses are consistently thoughtful and include many reflective components.	Responses demonstrate ability to reflect and include several elements of reflective writing.	Responses show little evidence of reflection.
Responses range among ideas commented upon, connections to personal experiences/observations, and inquiry questions and reflections generated by the readings and/or course content. % _____	Responses vary in kind and convey evidence of extended and thoughtful personal engagement with the readings based on experiences and observations, and demonstrate personal growth as a teacher/researcher.	Responses show some evidence of personal engagement based on experiences and observations. Responses generally of one type.	Responses show little or no evidence of personal engagement with the readings.
Written expression is understandable and organized. % _____	Written ideas are consistently expressed well, and organization is always clear and coherent.	Written ideas are generally expressed clearly and coherently; some improvement needed for organization.	Written ideas are not clear or coherent, or are poorly organized.
% Average: _____			

**Analyzing patterns and relationships across readings; making cross-connections, and presenting thoughtful, personal insights about ideas; looking at ideas from more than one angle or perspective; responding to new ideas in various ways, such as asking questions for inquiry, examining assumptions/beliefs/values, and developing theories.

EDU709: Literacy and Deaf Students MICRO-LESSON PLAN [FOUR (4) Plans Required] Candidate:

[Directions: Circle one box in each criterion to designate the score range for that criterion. Indicate the specific percent in the bottom row. Criteria percent scores will be averaged to obtain an overall score/grade.] OVERALL Score/Grade: _____

Criteria:	A+/100...A/95...A-/90	B+/89...B/85...B-/80	C+/79...C/75...C/70
Provides Context/Background (Lesson for whom? In what context? WHY?) %_____	Provides clear evidence micro-lesson springs from needs identified in assessment of learner's current performance, and/or to address specific IEP goal or content standard.	Provides limited context/background; limited explanation given or rationale for selection of micro-lesson and relevance to learners' current performance and/or IEP goal or content standard.	Minimal or no context/background given; or minimal or no explanation of how micro-lesson relates to learners' current performance and/or IEP goal or content standard.
Provides Content/Information (What is taught) %_____	Clear & accurate content/information given; includes the what and the how of target content or strategy/ies, concept/s, or procedure/s.	Provides inaccurate or too much or not enough content/information; includes some elements of what and how of target strategy/ies, concept/s, or procedure/s, but some critical elements missing.	Provides inaccurate, no or inadequate content/information and/or provides no or inadequate elements of instruction; or content/information and instruction are unrelated.
Shared Examples (Teacher models or demonstrates the content/process/strategy, etc.) % _____	Clear and sufficient examples provided, accompanied by teacher demonstration to guide subsequent learner practice.	Some examples provided; some demonstration by the teacher.	No or insufficient examples provided; or examples not related to the target content; or this portion becomes a learner activity rather than a demonstration by the teacher.
Guided Practice (Immediate practice given? Focused on learner outcomes?) %_____	Well thought-out dynamic and authentic practice provided with specific learner outcomes; learner practice directly relates to the micro-lesson and explicitly connects with learners' current performance.	Some learner practice provided related to micro-lesson content; practice is more static than dynamic ∴ less authentic; inexplicitly or vaguely connects with learners' current performance.	No learner practice provided; or practice not related to the micro-lesson content; or practice not authentic; or not related to current learners' performance.
Evaluation (How is effectiveness of lesson measured: for learners; and for teacher?) %_____	Plan explicitly includes evaluation of effectiveness: learner assessment(s) pre-, during-, and post-lesson; includes plan for explicit post-lesson reflective self-evaluation of instructional effectiveness.	Plan includes vague or partial evaluation of effectiveness; or inexplicit learner assessment(s) pre-, during-, and post-lesson; or inexplicit post-lesson reflective self-evaluation of instructional effectiveness.	Plan includes minimal or no evaluation of effectiveness: minimal or no learner assessment(s) pre-, during-, and post-lesson; does not include post-lesson reflective self-evaluation of instructional effectiveness.
% Average: _____			

EDU 709: Literacy and Deaf Students—Assessment-based Literacy Project Rubric Candidate:

[Directions: Circle one box in each criterion to designate the score range for that criterion. Indicate the specific percent in the bottom row. Criteria percent scores will be averaged to obtain an overall score/grade.] **OVERALL Score/Grade:** _____

Criteria:	A+/100...A/97...A-/90	B+/89...B/85...B-/80	C+/79...C/75...C-/70
Applies theories and principles for effective literacy instruction %_____	Candidate applies a high level of knowledge of language and literacy to construct objectives that require building on prior learning, challenge, and increasingly complex and sophisticated cognitive and linguistic learner responses.	Candidate applies a moderate level of knowledge of language and literacy to construct objectives that include some manipulation of content knowledge using some lower and some higher degrees of cognitive and linguistic complexity.	Candidate does not apply knowledge of language and literacy to construct objectives; or objectives do not include principles for effective literacy instruction.
Develops or selects and utilizes appropriate literacy assessment measures %_____	Candidate develops or selects and utilizes literacy assessment measures that are adapted for individual learners including those with special needs; candidate clearly justifies choice(s) of assessment measures	Candidate develops or selects and utilizes literacy assessment measures that somewhat address individual learner needs; candidate somewhat justifies choice(s) of assessment measures.	Candidate does not develop or select literacy assessment(s) that address individual learners; candidate does not justify choices of assessments.
Designs assessment-based instructional units (macro-lessons) within a balanced literacy program for diverse deaf /hh learners %_____	Candidate's overall plan for unit lessons and activities is logically sequenced and presented; unit plan includes specific and appropriate bilingual ASL-English strategies; unit plan makes explicit and appropriate adaptations suggested for ELL and/or special needs students.	Some of candidate's lessons/activities within unit plan are logically organized and presented; unit plan includes some ambiguous applications of ASL-English bilingual strategies; unit plan makes ambiguous or unclear adaptations suggested for ELL and/or special needs students.	Candidate's organization of unit, lessons, or activities is not logical OR lessons/activities are not useful in achieving target goals; no ASL-English bilingual strategies applied; unit plan or activities have no or inappropriate adaptations for ELL and/or special needs students.
Teaches, assesses, and documents instructional effectiveness in reading/writing in content areas	Candidate clearly makes optimal use of assessment data to prepare and teach 4 micro-lessons: 2 each for reading & writing fully following given M-L format; candidate clearly documents learner performance and instructional	Candidate ambiguously uses assessment data to prepare and teach fewer than 4 micro-lessons, or fewer than 2 of either reading & writing; or lessons partially follow given M-L format; candidate ambiguously documents learner	Candidate does not use assessment data to prepare and teach micro-lessons; or prepares 2 or fewer micro-lessons, and/or either no reading or no writing M-L; or lessons do follow given M-L

	effectiveness.	performance and instructional effectiveness.	format; candidate does not document learner performance and instructional effectiveness.
Applies best instructional practices to optimize language/literacy learning % _____	Candidate shows a high degree of skill in applying best practices to optimize language/literacy learning, as evidenced by learner outcomes and assessment results.	Candidate shows a moderate degree of skill in applying best practices to optimize language/literacy learning, as evidenced by learner outcomes and assessment results.	Candidate shows a poor degree of skill in applying best practices to optimize language/literacy learning, as evidenced by learner outcomes and assessment results.
Applies strategic instruction in reading/writing (comprehension, vocabulary development, word identification, & usage) % _____	Candidate clearly uses assessment data to plan instruction to address individual learner characteristics and needs in reading/writing.	Candidate ambiguously uses assessment data to plan instruction to address individual learner characteristics and needs in reading/writing.	Candidate does not use assessment data to plan instruction to address individual learner characteristics and needs in reading/writing; or candidate does not address individual learner needs.
% Avg.: _____			