The Common Core Standards demand that students read increasingly challenging texts, write in ways that show substantive understanding of complex issues, and speak convincingly to various audiences – all while becoming independent learners.

How is a teacher - especially a content-area teacher - to meet these goals?

One word: engagement. ReLeah Cossett Lent, 2016

I. COURSE INTENT

This course invites secondary education students to expand their understanding of strategic reading and writing engagements that support content area learning. In other words, THINK DIFFERENT (Apple promotional poster, 1998) about how to entice adolescent readers and writers to explore your content area.

By developing a deeper understanding of literacy, preservice teachers’ ability to create effective, practical learning experiences that engage adolescents as thoughtful readers and writers will expand. Students also study the impact of standards-based curriculum and instruction and assessment as it relates to reading and writing in their content area. A strong emphasis will be placed on curriculum integration, multiple literacies and the role of technology to support learning in preservice teachers’ content areas.

Two practicum settings (Wilmington or Shenango districts and Farrell district) will allow preservice teachers to gain more experience in a classroom and explore various teaching strategies with adolescents.

Course Goals

The purpose of this course is to provide you with an opportunity to:

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<tr>
<td>1. Expand your awareness of contrasting paradigms of learning and literacy development related to teaching and learning of content in order to develop more active teaching practices, (Cross Curricular lesson plan)</td>
<td>I. Secondary Education, A. 3. II. Subject-Matter Content and Pedagogy, B. 2, 3, 19.</td>
<td>ILA - Adolescents deserve opportunities to use literacy in the pursuit of civic engagement.</td>
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<tr>
<td>2. Understand the reading process in order to support diverse learners’ efforts to comprehend, (My Vision of Disciplinary Literacy &amp; Read and Discuss)</td>
<td>I. Secondary Education, B. 2, 3, 7. II. Subject-Matter Content and Pedagogy, B. 14, 16, 19.</td>
<td>ILA - Adolescents deserve differentiated literacy instruction specific to their individual needs. NCTE – Develop a solid knowledge about and commitment to literacy instruction.</td>
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<td>3. Design strategies to scaffold instruction, thereby making adolescents aware of and competent in their use of comprehension strategies, <em>(Read and Discuss and Wilmington or Shenango and Farrell teaching experiences)</em></td>
<td>II. Subject-Matter Content and Pedagogy, B. 2, 13, 14, 19.</td>
<td>ILA - Adolescents deserve content area teachers who provide instruction in the multiple literacy strategies needed to meet the demands of the specific discipline. NCTE – Use approaches that foster critical thinking, questioning, student decision-making and independent learning.</td>
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<tr>
<td>4. Develop units of study to guide students through the inquiry process by using multiple literacies along with technology to extend and enrich the curriculum, <em>(Cross-Curricular and Content Area Units of Study)</em></td>
<td>II. Subject-Matter Content and Pedagogy, B. 1, 2, 3, 4, 7, 12, 13, 16, 18. IV. Professionalism, B. G.</td>
<td>ILA - Adolescents deserve access to a wide variety of print and non-print materials. Adolescents deserve access to and instruction with multimodal, multiple texts. NCTE – Adolescent literacy is social, drawing from various discourse communities in and out of school.</td>
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<tr>
<td>5. Use authentic assessment as a continuous process of gathering relevant data to drive instructional decisions, including building home-school partnerships with adolescents’ families, <em>(Rubrics for C.A. Units of Study and C.A. Parent Newsletter, Practicum Reflections, My Vision of Disciplinary Literacy)</em></td>
<td>III. Assessment, B, C, G, H, I, J. IV. Professionalism, E.</td>
<td>ILA - Adolescents deserve assessments that highlight their strengths and challenges. NCTE – Use significant quality and quantity of literacy activities including hands-on, scaffolding, mini-lessons, discussions, group work, student choice, ample feedback, and multiple forms of expression.</td>
</tr>
<tr>
<td>6. Learn effective ways to develop students’ vocabulary in the content areas to support instruction, <em>(C.A. Unit of Study)</em></td>
<td>II. Subject-Matter Content and Pedagogy, B. 13, 14.</td>
<td>ILA - Adolescents deserve content area teachers who provide instruction in the multiple literacy strategies needed to meet the demands of the specific discipline.</td>
</tr>
<tr>
<td>7. Use PDE Academic Core Standards along with Content Area Standards to structure standards-based lessons for the purpose of actively involving learners in the reading process, <em>(Content Area Units of Study)</em></td>
<td>II. Subject-Matter Content and Pedagogy, B. 12.</td>
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</tbody>
</table>

### II. PDE and Common Core State Standards


The Pennsylvania Department of Education in March 2014 reissued Academic Core Standards for Reading and Writing in History and Social Studies, Science and Technical Subjects, World Languages, and English Language Arts, Grades 6-12. PDE clearly states that “standards are not a curriculum or prescribed series of activities” but are designed to help schools develop local school curriculum to meet local students’ needs.

Furthermore, these standards provide targets for instruction and students learning essential in all academic areas, not just language arts classroom. Therefore our class is designed to direct your exploration of English Language Arts Standards 2 & 4 (2. Reading informational text and 4. Writing)
III. COURSE READINGS

Required Print texts:
* Lent, R. C. (2016). This is Disciplinary Literacy: Reading, Writing, Thinking and Doing. Corwin Literacy.

Other Print & Nonprint texts including Websites, Professional Magazines and Journals:
* Instructor posted readings, websites or videos found on D2L course site
* Lib Guides, see Westminster Library Lib Guide website, Eloise Stevens
* Young adult books borrowed from Lending Libraries, OM 306 and 317
* PA Core Standards for Reading and Writing in you particular content area (History, Science, Spanish/ French/ World Languages etc.), www.pde.state.pa.us

IV. COURSE ORGANIZATION

Tuesdays
2:00 p.m. Course Overview & Review, Q & A
2:10 Class Discussion of articles and Literacy topic of week, whole class and small group experiences
2:40 Learning engagements focused on Literacy topic of week
3:05 Course projects
3:25 Exit Tickets, Learning and literacy insights, Q & A

V. TENTATIVE COURSE SCHEDULE

Minor changes, designed to help the majority of class members, will occasionally occur. Flexibility is a key trait for classroom teachers.

<table>
<thead>
<tr>
<th>DATE &amp; TOPIC</th>
<th>DUE DATES, ACTIVITIES AND CLASS EXPERIENCES</th>
<th>READINGS/VIDEOS DISCUSSED IN CLASS, SEE D2L CONTENT EACH WEEK</th>
</tr>
</thead>
</table>
| Week 1 8/28  | *A. Participation
* What does it mean to be literate in 21st century?
* How does this impact Disciplinary Literacy in my content area?
* PDE Clearances for Practica – submit to Mrs. Carr
* Explore House on Mango Street | *What is Literacy, Kleppien video and more |
| Course Introduction | | |
| Week 1 8/30 | *B. Practicum
* How are you literate in your content area?
* Everyday texts
* Explore The Great Trouble historical fiction novel | *Lent 1
* Harste 2003 |
| What is Disciplinary Literacy? | | |
| Week 2 9/4 | *C. Read and Discuss
* Learning and Literacy Paradigms
* Cross curricular connections to The Great Trouble | *Lent 2
* Great Trouble 1/4 |
<p>| Learning and Literacy Paradigms | | |</p>
<table>
<thead>
<tr>
<th>DATE &amp; TOPIC</th>
<th>DUE DATES, ACTIVITIES AND CLASS EXPERIENCES</th>
<th>READINGS/VIDEOS DISCUSSED IN CLASS, SEE D2L CONTENT EACH WEEK</th>
</tr>
</thead>
</table>
| Week 2      | *D. Content Area Units of Study Lesson planning  
*Responsible Citizens, Workers and Activists  
*Bring Everyday Texts for your Discipline | *Tovani 1  
*Klassen Endrizzi & Matis 2016 2 of 4 blogs  
*Learn and Lit. Freedman 2011  
*Great Trouble 2/4 |
| Week 3      | *B. *Literacy Connections  
*DUE – Resume for Practicum | *Lent 3  
*Ken Robinson video  
*Great Trouble – 3/4 |
| Week 3      | *Explore lesson planning for Cross curricular lesson plan Great Trouble and Nonfiction book | *Tovani 2  
*New York Times Learning Network  
*Great Trouble 4/4 |
| Week 4      | *C. Practicum Preparation – Handbook  
*B. Beyond Textbooks – Classroom library  
*Deliver clearances to Wilmington superintendent’s office, Mrs. Melda Irwin, Wed. or Thurs., bring originals | *Start Y.A. novel with content area group  
*Tovani 3 & 4  
*NCTE Adolescent literacy  
*Global Book Pairs – WOWlit.org |
| Week 4      | *Eloise Stevens, Lib Guides  
Find 2 possible journal articles for your lesson plans and Units of Study  
*Due – Content Area Bookmark of everyday texts and one reading strategy for your discipline | *2 articles from your content area – see D2L week 2 |
| 9/21 Friday | *Administrative conversations  
Superintendent Matt Bennett, Union City School District, Erie with board member, George Trauner 12:00 – 12:45 pm, OM 307 | |
| Week 5      | *1st week Practicum  
*Due Great Trouble Disciplinary lesson plan  
*Visit Shenango Middle School, Dr. Karen Matis, 12:30 – 3:00 p.m., 7th grade  
Talk with 7th graders about Great Trouble  
Q & A with Dr. Matis about Great Trouble blogs | |
| Week 5      | *Professional Networking Symposium  
Conversations with Westminster secondary education teachers/ alums | Saturday, 9:00 – 12:00 Free lunch! |
| Week 6      | *Visit Shenango Middle School, Dr. Karen Matis, 12:30 – 3:00 p.m., 7th grade  
Skype with Deborah Hopkinson, Y.A. author  
*Due Journal article review 1  
*2nd session Practicum | Level Y.A. books in Lending library Rooms 317 or 306, 1 hour  
*Newkirk Slow Reading 2010 |
| 10/5 Saturday | *Coco, the Movie, 7:00 – 10:00 pm  
Wilmington Middle and High School Spanish Club  
Interact with high schoolers, discuss Latino culture and prep. for movie | McKelvey Mueller Theatre |
| Week 7 | 10/9 | Inquiry within Disciplines | *3rd session Practicum  
*Units of study with practicum teacher  
*Due – Y.A. novel menu of response options | *Lent 4  
*ILA 2012 Adolescent lit.  
*Complete Y.A. novel |
| DATE & TOPIC | DUE DATES, ACTIVITIES AND CLASS EXPERIENCES | READINGS/VIDEOS DISCUSSED IN CLASS, SEE D2L CONTENT EACH WEEK |
| Week 8 | 10/16 | Funds of Knowledge & Family-school connections | *4th Session Practicum  
*Due - My Expanding Vision of Content Area Literacy, draft 1  
*Due – Practicum reflection 1  
*Teacher mid-term evaluation – email or send via snail mail | *Fleischer  
*Moll Funds of Knowledge  
*Comber 2015 Critical literacy |
| Week 9 | 10/23 | Assessment | *5th session Practicum  
Formative assessment for Unit of study and practicum teacher lessons  
*Due – Journal article for classroom teacher  
*Discuss *Hate U Give* at Mugsies, WC Children’s Lit. group, 4:30 – 5:30 p.m. | *Fairtest articles  
*Kucer 2010 |
| Week 10 | 10/30 | | *6th Session Practicum  
Fall break – no class  
*Due – Family newsletter with resources | Level Y.A. books in Lending library, Rooms 317 or 306, 1 hour |
| Week 10 | 11/3 | Dia de los Muertos  
Fresh Market Place – New Wilmington, PA.  
4:00 – 7:00 p.m. | |
| Week 11 | 11/6 | Collaborative Learning | *7th session Practicum  
Collaboration within Disciplines  
*Due Content Area Unit of study lesson plan and resources | *Lent 5 & 6 |
| Week 12 | 11/13 | Classroom observations | *8th Session Practicum  
Thank you to teacher and students  
No class, Dr. CKE visit classrooms to observe  
*Due – Practicum reflection 2 with checklist  
*Due – Teacher final evaluation | Level Y.A. books in Lending library, Rooms 317 and 306, 1 hour |
| DATE & TOPIC | DUE DATES, ACTIVITIES AND CLASS EXPERIENCES | READINGS/VIDEOS DISCUSSED IN CLASS, SEE D2L CONTENT EACH WEEK |
| Week 13 | 11/20 | Supporting Struggling Readers | Finding Connections to Struggling Learners  
*Thanksgiving Break | *Tovani 5-6  
*Articles |
VI. CLASS LEARNING EXPERIENCES

A. Participation, Attendance and Professionalism

Professionalism in our class includes being prompt for all class interactions, actively participating in class discussions, turning in assignments on time, and helping to create a productive learning community. I expect you to come prepared every day and to actively participate by asking thoughtful questions.

There is a strong correlation between regular class attendance and academic success. Unexcused absences and tardies impact your grade. If you ever miss a class session due to illness or a family emergency, please leave a voice mail message on my office phone or email message, before you miss class (7189). Talk with me after class the day you return and bring all make up work.

Technology policy - Please focus on our class for our brief 90 minutes together most weeks. Technology tools like cell phones, laptops and iPads must be used to enrich class experiences. Please refrain from emailing and texting during class. 30 points

Practicum teacher – Your practicum teacher at Wilmington or Shenango and Farrell will help evaluate your ability to stay actively engaged with students, at all times. Even during lectures, during ppt. presentation, sit next to students, watch or encourage them to take notes, offer suggestions through post it notes… Stay engaged. Make sure to talk with your teacher every week, even for 1 minute.

(22 Secondary II.B.1-4,7,12-14,16,18-20;& Diverse Learners III.A.1-6;III.B,III.M; III.N;IV)

B. Beyond Textbooks - Content Area Classroom Library, Book Clubs and Literacy Connections

Content area teachers need to understand how to use texts (i.e., Young Adult literature and everyday texts) beyond the textbook in order to enrich instruction and build student interest in curricular topics. We will explore various Y.A. books together as a class and also share key texts with classmates.
Content Area Classroom Library

Consider ways to promote a love of reading by gathering/purchasing Young Adult books, graphic novels and everyday texts (magazines, comics, etc.) to start your Content Area classroom library. Search through bargain stores (Ollie’s or Goodwill), Scholastic books and garage sales for 10 books/magazines/graphic novels, etc. Due Weeks 7 & 14. Use some of these resources for your Content Area Unit of Study. 15 points Week 14

Book Clubs

With your content area classmates, explore several Young Adult books of interest. We will start by exploring The Great Trouble and then move to reading other math, English, History, World Language texts of your choice. While at Farrell, Wilmington or Shenango, work to share a Y.A. book or everyday texts with several students.

We will create Family newsletters for your content area that focus on sharing Y.A. books, everyday texts and technology resources to augment textbook explorations. Families need to hear preservice teachers explain the value of reading outside of school and reading beyond textbooks.

Literacy Connections Mini Lesson

Explore the potential in constructivist teaching by choosing an everyday text or multiple literacy text as the focus of a mini lesson. Choose a 21st literacy text you might share with your content area students in coming weeks. Share this 3 minute lesson to open class once on Tuesdays. Demonstrate your growing insights into constructivist teaching. 15 points, due one Tuesday (CC Secondary II.B.1; II.B.4 & Diverse Learners IV; IV.V.H)

C. Read and Discuss Groups

“I took a speed-reading course and read War and Peace in twenty minutes. It involves Russia” (Woody Allen). Our small group conversations are designed to help us dive deeply into texts and avoid superficial or fake reading (Tovani, 2000). Talking about a text with classmates is one way to re think what you are learning. Come prepared to discuss course readings every class session.

Facilitators - Each week two class members will come prepared to facilitate small group discussions. Sign up for 2 weeks to facilitate 2 Read and Discuss conversations. Bring extra questions or topics, work to keep group on topic, invite quieter students to contribute their ideas… Lastly offer summative thoughts to our class at the close of R & D. (CC Secondary I.A.1,3;I.B.2,3,7; II.B.1-4,7,12-14,16,18-20; III.A-J & CC Diverse Learners II.E.1-2, IV)

D. Units of Study with Lesson plans

Cross-Curricular Unit of Study – Great Trouble Lesson plan

In September our class will explore a Responsible Citizens, Workers and Activists unit of study, focused on the book The Great Trouble by Hopkinson. Working with content area classmates, groups will collaboratively create a lesson plan designed to build connections across 2 disciplines (much like Westminster’s Cluster courses). Our work alongside 7th graders at Shenango Middle School will inspire us to use everyday texts, Young Adult books and technology resources in order to inspire adolescent learners. Due week 5, 25 points.

Content Area Unit of Study

Based on this first example, students will select a content area theme or topic based on a Unit of study from their practicum classrooms. Together with a content area partner, they will develop a Unit of Study, which includes goals and essential questions, teacher journal articles, Y.A. literature, everyday texts, technology resources, and assessment tools. Submitting these lesson plans to practicum teachers after teaching the lesson will allow for real-world feedback. 60 points, Due week 11. (CC Secondary I.A.1,3;I.B.2,3,7; II.B.1-4,7,12-14,16,18-20; IV.B,G,E; & Diverse Learners II.G; IV; V,H-J)
Journal Article Reviews

Using the LibGuide web link Librarian Eloise Stevens shares, locate several articles in professional journals that explore the use of reading and writing in your content areas. Your first article needs to come from a literacy journal: Voices from the Middle (NCTE), English Journal (NCTE) or Journal of Adolescent and Adult Literacy (IRA).

Your first review will be evaluated for the depth of your understanding regarding the ideas presented in the article and how you conceptually connect them to the theoretical principles/concepts explored in class. Find 3 more Journal articles to use in your lesson planning and your vision of C.A. literacy. 15 points, Due week 6.

(CC Secondary II.B.1; II.B.18; IV.B,G; & Diverse Learners IV; IV,V.H)

E. Practica

Clearances

Classroom teachers, college teachers, some coaches, field trip parent chaperones and parent volunteers, even adoptive parents across America are required to regularly complete background checks. Submit updated PDE Clearances to Mrs. Carr week 1. Due 2nd week of class. 25 points.

Wilmington or Shenango Middle and High School – 9/24 – 11/16

Based on your content area of study and class schedule, you will be placed in a middle or high school classroom at Wilmington or Shenango Middle or High School. Spend two hours each week for 8 weeks with this mentor teacher, actively interacting with students. 2 observations/reflections and log sheet due Friday midnight to D2L Discussion, weeks 8 and 13. 20 points each = 40 points

With your practicum teacher’s approval, create at least 2 projects to help support students in her/his classroom. Due weeks 7 and 12. 10 points each.

(CC Secondary I.A.1,3;I.B.2,3,7; II.B.1-4,7,12-14,16,18-20; III.A-J & Diverse Learners II.G;III.J;III.K;IV)

Farrell Middle School or Wilmington Middle or High School Tutoring

Volunteer to tutor one or more students at Farrell or at Wilmington Middle or High School, outside of your practicum hours. Need 10 hours beyond practicum.

F. Finals – Home-school Learning Project and My Vision of Disciplinary Literacy

Home-School Learning Project - Final

Offering students choice in their learning process is often an untapped motivator. Teachers can lose energy and creativity for learning with the tireless focus on CCSS. Therefore, design a content area choice project for future students (same grade level as practicum?) to work on at school and home over one week. Present project to class during our final’s class period week 16. Create a completed example of project to stimulate interest. 25 points, Due week 16

My Vision of Disciplinary Literacy – Week 6 and Final

Engaged, enthusiastic and efficient adolescent learners (Goodman and Jentes Mason) need effective teachers who consider how reading and writing tools can support content area literacy. Using the Learning & Literacy Paradigms overview, explain your growing vision of C.A.L. using graphics, technology and writing (My Expanding Vision of Content Area Literacy).

Include in your Vision of C.A. Lit. a thorough understanding of our course readings by referencing and citing 5 chapters and articles (i.e., Lent, 2017, p. 22) at mid terms and 5 more at finals. Select chapters and articles that have nudged you to think differently about content area literacy. We will share excerpts of these Visions with your practicum teachers, week 14. Due weeks 8 & 15, 10 points and 25 points

(CC Secondary I.A.1,3;I.B.2,3,7; II.B.1- 4,7,12-14,16,18-20 ;IV.B,E,G & Diverse Learners II.E.1-2; IV;V.H-J)
VII. COURSE EVALUATION

A. Academic Integrity  Central to the purpose and pursuit of any academic community is academic integrity. All members of the Westminster community, including students, faculty, staff, and administrators, are expected to maintain the highest standards of honesty and integrity, in keeping with the philosophy and mission of the College.

Academic dishonesty is a profound violation of this code of behavior. Violations of the Westminster College Academic Integrity Policy include cheating, misconduct, plagiarism and providing false information. Please see the Student Handbook for examples of and specific consequences for academic dishonesty at Westminster.

B. Social Justice  Westminster College is committed to social justice. I concur with that commitment and expect to maintain a positive learning environment based upon open communication, mutual respect, and non-discrimination. Our College does not discriminate on the basis of race, sex, age, disability, veterans status, religion, sexual orientation, color or national origin. Any suggestions as to how to further such a positive and open environment in this class will be appreciated and given serious consideration.

If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please advise me and make appropriate arrangements with the Office of Disability Resources. It is the responsibility of the student to notify the faculty member at the beginning of the school term.

C. Grading  The learning experiences across the semester are intended to further your understandings of what it means to teach, learn, and assess your content area (i.e., Biology, History, French, Spanish, etc.) while considering the influence of students’ ability and knowledge of reading and writing within your content area. Assignments are designed to focus your attention on students’ understanding and thinking about reading and writing within your content area and how to use that knowledge to plan effective instruction.

For our major learning experiences (Cross Curricular Lesson Plan, Read and Discuss Group Facilitators, Content Area Unit of Study Lesson plan, Practicum Reflections, Home-School Learning Project), you will receive a one page project outline and evaluation rubric.

To determine your course grade, points earned for course experiences will be considered as well as your professional behavior. All projects are due during class on the day stated on the syllabus.

If a major course project results in a grade lower than a C+, you can consult with me after class to discuss ways to revise one difficult portion of the assignment. Grading of late projects will result in 10% deduction per day.

This grade distribution, similar to the distribution listed in the Westminster undergraduate catalog, will be utilized: A = Outstanding quality and quantity, B = Good quality, C = Satisfactory quality, D = Passing but inferior

Grading Scale:
A = 93 to 100% of all possible points, A- = 90 to 92.99%, B+ = 87 to 89.99%, B = 83 to 86.99%, B- = 80 to 82.99%, C+ = 77 to 79.99%, C = 73 to 76.99%, C- = 70 to 72.99%, etc.

VIII. PDE Educational Standards

During EDU 351, based on the educational standards set by the state of Pennsylvania Department of Education, students will be able to gain skills, knowledge, and understandings in the areas listed below:

I. Secondary Education- A guiding principle for the secondary level is to prepare professionals who support student learning consistently in a variety of contexts and with a variety of means.

Candidates will demonstrate their abilities in an understanding of:
A. Organizational Structure of the High School  1. Make curricular decisions that are grounded in the social, philosophical, and historical foundations of education. & 3. Develop classrooms as communities of practice that are learner-oriented.
B. Adolescent Development  2. Design and implement strategies that encourage students’ positive self-esteem, self-efficacy, and motivation. 3. Identify and respect the range of individual and cultural differences of all adolescents and the implications of those differences in teaching and learning. 7. Create and support learning environments that promote the healthy development of all adolescents.
II. Subject-Matter Content and Pedagogy
Candidates will be able to:
B. Pedagogy 1. Use effective instructional principles, especially those that draw on the research on pedagogical content knowledge in course content. 2. Employ teaching and learning strategies that consider and capitalize upon the developmental characteristics of all adolescents. 3. Use effective comprehensive instructional principles responsive to the needs of students. 4. Incorporate technology into instruction appropriately. 7. Utilize subject-specific methodologies. 12. Apply PA core standards into both short-term and long-term instructional goals. 13. Create lessons that support literacy across the curriculum. 14. Prepare students to gain, process, and use information in different contexts. 16. Create lessons that demonstrate an understanding of literacy both broadly and in discipline contexts. 18. Demonstrate the adaptation of educational or subject-specific research in lessons. 19. Differentiate instruction, assessment, and management strategies to represent a broad spectrum of learning abilities, learning styles, multiple intelligences and interests. Develop inclusionary practices that respect differences and encourage students to work together to maximize their own and one another’s learning.

III. Assessment
Candidates will be able to: A. Utilize assessment practices which match instructional strategies, and are culturally relevant, and authentically measure student performance. B. Continuously monitor the results of interventions and alter instruction accordingly. C. Use multiple assessments (authentic screening, diagnostic, formative, benchmark, and summative) that are developmentally appropriate for adolescent learners. 4. Implement technology in student assessment and measures. 5. Use assessment data to guide instruction. 6. Strategically tutor students whose assessments indicate need for additional instruction. G. Use multiple assessment strategies that effectively measure student mastery of the curriculum in more than one way. H. Design assessments that target academic standards and Assessment Anchor Content Standards in subject areas. I. Develop assessments that impact instruction, facilitate learning communities, and support diverse students’ development and learning. J. Apply assessments that help reveal readiness in making the transition from school (to work, to higher education, to military service, to full citizenship, etc.).

IV. Professionalism
Candidates will be able to: B. Communicate deep content knowledge in the subjects taught. E. Utilize research and data-based decision-making. G. Develop effective teaching practices and focus on continual improvement within the teacher-preparation apprenticeship model.

Disciplinary Knowledge

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<thead>
<tr>
<th>Domain Knowledge</th>
<th>Topic Knowledge</th>
<th>Disciplinary Knowledge</th>
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</thead>
<tbody>
<tr>
<td>History</td>
<td>The Civil War</td>
<td>The ways knowledge is created</td>
</tr>
<tr>
<td>Science</td>
<td>States of Matter</td>
<td>The ways knowledge is shared</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Polynomials</td>
<td>The texts that are utilized by the discipline</td>
</tr>
<tr>
<td>English Language Arts</td>
<td>American Literature</td>
<td>The practices and discourses utilized by the discipline</td>
</tr>
</tbody>
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