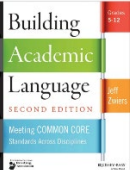


**ED 4314.001 – [Reading Skills for Content Subjects]  
Fall 2022  
Course Syllabus**



**QEP**

Compass: Navigating Excellence  
through Effective Communication

<b>Professor:</b>	Dr. Diana Rodriguez
<b>Office Hours:</b>	T/TR 9:00 a.m.-2:00 p.m. Email for appointment.
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<b>Email Address:</b>	<a href="mailto:drodriguez5@sulross.edu">drodriguez5@sulross.edu</a>
<b>Class Schedule:</b>	Web Delivered
<b>Classroom Location:</b>	Web Delivered
<b>Required Texts:</b>	Zwiers, J. (2014). <i>Building academic language: Meeting common core standards across disciplines, grades 5-12</i> . John Wiley & Sons. ISBN: 978-1-118-74485
	
<b>Required Handbook:</b>	You are to download the edTPA handbook specific to your Content area from the course Blackboard shelf.
<b>Required State Curriculum Resources:</b>	Texas Essential Knowledge and Skills (TEKS): <a href="#">Texas Essential Knowledge and Skills   Texas Education Agency</a>  English Language Proficiency Standards (ELPS): <a href="#">ELPS.pdf (utexas.edu)</a>  Study Manual specific to your content area and grade levels: <a href="#">Prepare (nesinc.com)</a>
<b>Required Software:</b>	You are to purchase the <b>Certify Teacher</b> with Study Plan Tracker software that aligns with your content area and/or grade level. You will use this software in Block I to prepare for the TExES content exam. Your goal is to pass this first step toward your certification by the end of this semester.  To purchase the software, go to: <a href="http://www.certifyteacher.com">http://www.certifyteacher.com</a>
<b>20 Hours Volunteer/Observe at local school</b>	More information will be provided.


**Section I. Introduction**

This course will focus on methods and materials for teaching skills needed for locating, interpreting, and organizing reading materials used in science, social studies, mathematics, and other content subjects. The core subject that the student will focus upon will align to the content area and/or grade levels sought for initial certification. A variety of

instructional approaches will be integrated in the course that include writing, discussion, cooperative groups, media presentations, student presentations, lectures, and observations in K-12 classrooms through the **Educational Impact** platform.

## **Section II. Course Design: Communication Infused**

To be successful in college and beyond, many sources (e.g., Morrealle & Pearson, 2008) indicate that communication competencies are essential. Sul Ross recognizes that the current generation of undergraduate university students should receive training to navigate a global world as competent communicators in various contexts and channels of communication.

 Through our Quality Enhancement Plan (QEP) called *Compass*, Sul Ross aims to equip you to navigate excellence in the 21<sup>st</sup> century by developing your communication skills across multiple courses. This [insert program/discipline/course name] course is designed to enhance your communication skills. Therefore, this course has the following QEP Student Learning Outcome:

## **Section III. QEP Student Learning Outcome**

QEP SLO: The student will create works that exhibit skill in prepared and purposeful communication (written, oral or visual).

**The student will take an ETS Proficiency Profile Test that will be administered online (required). Date: TBA**

## **Section IV. Course Objectives**

The student will be able to:

- Define the role of content literacy instruction/instructor.
- Explain the responsibilities of the content area teacher.
- Through observation, examine literacy skills that are used in core content area classrooms.
- Discern literacy practices, which students can transfer to each content area.
- Describe the role of motivation in promoting literate behaviors and success in content classrooms.

## **Section V. Student Learning Outcomes**

Upon completion of this course,

1. Students will demonstrate effective lesson planning.
2. Students will demonstrate written and oral proficiency through a variety of instructional strategies.
3. Students will demonstrate effective evaluative processes for assessing student learning.

## **Section VI. Marketable Skills**

### **Marketable Skills SLOs:**

1. Students have the ability to teach diverse learners in an inclusive learning environment.
2. Students have the ability to assess student learning.
3. Students have the ability to critically think and creatively adapt instructional strategies to an instructional setting.
4. Students have the ability to construct a classroom management plan.
5. Student have the ability to effectively use technology to communicate.

### **PPR Standards:**

#### **Domain I — Designing Instruction and Assessment to Promote Student Learning**

**1.001.B** Recognizes the wide range of individual developmental differences that characterizes students in early childhood through grade 12 and the implications of this developmental variation for instructional planning.

**1.001.C** Analyzes ways in which developmental characteristics of students in early childhood through grade 12 impact learning and performance and applies knowledge of students' developmental characteristics and needs to plan effective learning experiences and assessments.

1.001.F Uses knowledge of cognitive changes in students in early childhood through adolescence (e.g., from an emphasis on concrete thinking to the emergence and refinement of abstract thinking and reasoning, increased ability to engage in reflective thinking, increased focus on the world beyond the school setting) to plan developmentally appropriate instruction and assessment that promote learning and development.

1.002.A Demonstrates knowledge of students with diverse personal and social characteristics (e.g., those related to ethnicity, gender, language background, exceptionality) and the significance of student diversity for teaching, learning and assessment.

1.002.D Knows strategies for enhancing one's own understanding of students' diverse backgrounds and needs. (Differentiated Instruction; ELPS Lesson Plan)

1.002.E Knows how to plan and adapt lessons to address students' varied backgrounds, skills, interests and learning needs, including the needs of English-language learners and students with disabilities. (Differentiated Instruction; ELPS Lesson Plan)

1.002.G Understands the instructional significance of varied student learning needs and preferences.

1.002.H Knows the ELPS in the domains of listening and speaking in accordance with the proficiency-level descriptors for the beginning, intermediate, advanced and advanced- high levels.

1.002.I Knows the ELPS in the domains of reading and writing in accordance with the proficiency-level descriptors for beginning, intermediate, advanced and advanced- high levels.

1.003.A Understands the significance of the Texas Essential Knowledge and Skills (TEKS) and of prerequisite knowledge and skills in determining instructional goals and objectives. (Lesson Plan alignment practice)

1.003.B. Uses appropriate criteria to evaluate the appropriateness of learning goals and objectives (e.g., clarity; relevance; significance; age-appropriateness; ability to be assessed; responsiveness to students' current skills and knowledge, background, needs and interests; alignment with campus and district goals.

1.003.C. Uses assessment to analyze students' strengths and needs, evaluate teacher effectiveness and guide instructional planning for individuals and groups.

1.003.D. Understands the connection between various components of the Texas statewide assessment program, the TEKS and instruction and analyzes data from state and other assessments using common statistical measures to help identify students' strengths and needs. (Analyzes mock data to write lesson plan)

1.003.F. Plans lessons and structures units so that activities progress in a logical sequence and support stated instructional goals.

1.004.A. Understands the role of learning theory in the instructional process and uses instructional strategies and appropriate technologies to facilitate student learning (e.g., connecting new information and ideas to prior knowledge, making learning meaningful and relevant to students).

1.004.K. Understands the importance of self-directed learning and plans instruction and assessment that promote students' motivation and their sense of ownership of and responsibility for their own learning.

1.004.N. Provides instruction to ensure that students can apply various learning strategies (e.g., using prior knowledge, metacognition, graphic organizers) across content areas, in accordance with the ELPS.

1.004.O. Provides instruction in a manner that is linguistically accommodated (communicated, sequenced and scaffolded) to the student's level of English language proficiency to ensure that the student learns the knowledge and skills across content areas, in accordance with the ELPS.

## **Domain II — Creating a Positive, Productive Classroom Environment**

2.006.I. Demonstrates awareness of appropriate behavior standards and expectations for students at various developmental levels.

## **Domain III — Implementing Effective, Responsive Instruction and Assessment**

3.007.A. Demonstrates clear, accurate communication in the teaching and learning process and uses language that is appropriate to students' ages, interests and backgrounds.

3.008.C. Presents content to students in ways that are relevant and meaningful and that link with students' prior knowledge and experience.

3.008D. Applies criteria for evaluating the appropriateness of instructional activities, materials, resources and technologies for students with varied characteristics and needs.

3.008J. Develops the foundation of English language vocabulary, grammar, syntax and mechanics necessary to understand content-based instruction and accelerated learning of English in accordance with the ELPS.

3.009F. Knows how to plan, organize, deliver, and evaluate instruction that incorporates the effective use of current technology; knows how to use developmentally appropriate instructional practices, activities, and materials to integrate the Technology Applications TEKS into the curriculum.


3.009G. Knows how to promote creative thinking and innovative process to construct knowledge, generate new ideas, and create products (e.g., design multimedia presentations, explore complex systems or issues, and develop steps for the creation of products.

3.010B. Creates assessments that are congruent with instructional goals and objectives and communicates assessment criteria and standards to students based on high expectations for learning.

**Domain IV — Fulfilling Professional Roles and Responsibilities**

4.012.I. Engages in reflection and self-assessment to identify strengths, challenges and potential problems; improve teaching performance; and achieve professional goals.

**Section VII. Course Requirements and Grading**

Requirement	Points Possible	Due Date	Grading Scale
Weekly Coursework Share (e.g. Pyramid assignments)	130	Ongoing each week	Entire Course A = 900-1000-Exceeds B = 800-899- Proficient C = 700-799- Acceptable D = 600-699- Emerging F = < 600- Unacceptable
Lesson Plan (Include ELPS)	150	Sunday/WK 12 Bb	
Instructional Video Presentation	200	Sunday/WK 13 Bb	
Instructional Video Commentary 	100	Friday/WK 15 Bb	
Field Experience Reports (5 @ 20 pts/ea.)	100	Review Calendar for due dates	
Field Experience Log	20	Sunday/ WK 13	
Content Study Notebook	100	Wednesday/WK 15/Bb	
Certify Teach 600 min. / 10 points per hr.	100	Wednesday/WK 15 midnight	
Certify Teacher Exam/Final	100	Monday/WK 16 by 2:00 PM	

**Possible Points** **1000**

**Section VIII. Course Assignments**

- The student will take an ETS Proficiency Profile Test that will be administered online. Please check your student email (required). This requirement will come from the Office of Institutional Effectiveness.

**Attendance Policy:**

You are free to work at your convenience if you meet the assignment deadlines. You are expected to login to the Bb site three times each week. The University policy for attendance in web-delivered courses states that nonparticipation (not logging in) for more than 3 weeks in a long session, or for 1 week during a summer session, or 3 days for a midwinter session, may result in the student being dropped from the course by the professor.

- Spend 10 hours preparing for your content exam with Certify Teacher in Study Mode and Flash Cards. You are to purchase the **Certify Teacher** software that aligns with your content area and/or grade level. You will use this software in Block I to prepare for the TExES content exam. Your goal is to pass this first step toward your certification by the end of this semester. If the page with the TExES Certification Practice Tests does not open immediately, click on Products, then TExES Certification Practice Tests (if you don't see your content test, click "Click here to see all TExES Certification Practice Tests"). Scroll down until you find the test that aligns with your content area (Science 8-12; Generalist EC-6, etc.). When you find the right test for your area, click on the *online* version. Cost varies on content area. The Certify Teacher software consists of three modes: Study, Flashcards, and Exam Mode. As soon as you have your software, begin working immediately in Study Mode and Flash Cards only. The software prompts you to take an initial exam; please do so. Once you take the initial exam, Certify Teacher will create a study plan for you. You will need to clock ten hours in Study Mode and Flash Cards during this course. Remember that frequent short study sessions will be much more effective than long, irregular sessions. Consider setting a schedule for yourself and adhering to it rigorously. Do not use EXAM Mode at this time! You will not be given credit for any minutes you spend in exam mode. Using the practice exams as a study tool now will invalidate the results when you take the certify teacher exam at the end of block I. Remember, that you are given a diagnostic exam when you purchase the software.
- Spend **10 hours** preparing for your content exam. Create a **Study Notebook. This notebook is due WK 15.**

- **Participate in Bb class activities and upload your classwork to Blackboard each week.**
- **Use a student planner to organize responsibilities, manage time and meet course deadlines. Required.**
- Read, examine, reflect on, and evaluate a variety of resources.
- Demonstrate correct usage of English grammar, reading fluency, and written and oral language. Teachers must be able to communicate effectively in writing. Use this course to sharpen your writing skills.
- Demonstrate correct usage of American Psychological Association (APA) documentation. Get help from the Tutoring Lab.
- There are **no incompletes** given in this course. See *grading* section.
- Email is the best way to contact me. Please contact me for help with course content issues, as my goal is to help you have a successful learning experience.
- Print your Pearson content study guide the first week of class and place in a binder. You will be working with the study guide throughout the course.

**Required Content Study Notebook: Due: WK 15**

- **Content Study Notebook (100 pts)**

You will need to create a content TExES Study Notebook for this course. I will not micro-manage the organization of this notebook. However, it must represent 10 hours of study time for your content exam. These 10 hours are additional to the 10 hours on Certify Teacher. Log your start time on the top right of the first page each time you begin a study session. Log your end time on the top right of the last page each time you conclude a study session. Each hour is worth 10 points.

**Field Experience Requirements 10 Hours of Observation/Via Educational Impact:**

**Educational Impact (5 Field Reports Due throughout term; view course calendar)**

For this semester you will conduct the required 10 hours of field observation on the Educational Impact platform. You will complete the field observation hours by purchasing the Educational Impact platform. This platform will give you access to un-narrated classroom footage. Below is the payment URL for you to sign up for access to the Educational Impact video library. More about required videos to observe is coming.

1. [Educational Impact: Online Staff Development for Educators](#)
2. Enter your name and email -- click submit.
3. Complete payment through PayPal - \$60.
4. Receive an email from Educational Impact with your own personal ID and password

[www.ei-onlinecourses.com](http://www.ei-onlinecourses.com)

**Once you have paid, the Educational Impact team will create the user ID and reach out with a Getting Started email. You do not have to pay twice if you are also enrolled in ED 3302. Pay once and use the same account to observe in both courses. At that point students will be set to begin observations.**

You will still be required to complete a Field Log for each observation hour you complete. The instructor will initial the Field Log and the student will sign the log at the end of the term when all observation hours have been completed. This document is required prior to beginning student teaching in Block III.

## Texas Administrative Code

The curriculum for each educator preparation program shall rely on scientifically based research to ensure teacher effectiveness and align to the TEKS. The subject matter on the next page of this syllabus shall be included in the curriculum for candidates seeking initial certification. All of the subject matter listed will be addressed as you proceed through the Teacher Preparation Program at SRSU. In this course, we will concentrate on the following:

- Child development
- Learning theories
- TEKS organization, structure, and skills
- TEKS in the content areas
- Classroom management/developing a positive learning environment
- Pedagogy/instructional strategies

## Texas Administrative Code

[TITLE 19](#)

EDUCATION

[PART 7](#)

STATE BOARD FOR EDUCATOR CERTIFICATION

[CHAPTER 228](#)

REQUIREMENTS FOR EDUCATOR PREPARATION PROGRAMS

RULE §228.30

Educator Preparation Curriculum

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- (a) The educator standards adopted by the State Board for Educator Certification shall be the curricular basis for all educator preparation and, for each certificate, address the relevant Texas Essential Knowledge and Skills (TEKS).
- (b) The curriculum for each educator preparation program shall rely on scientifically-based research to ensure educator effectiveness.
- (c) The following subject matter shall be included in the curriculum for candidates seeking initial certification in any certification class:
- (1) the code of ethics and standard practices for Texas educators, pursuant to Chapter 247 of this title (relating to Educators' Code of Ethics), which include:
    - (A) professional ethical conduct, practices, and performance;
    - (B) ethical conduct toward professional colleagues; and
    - (C) ethical conduct toward students;
  - (2) instruction in detection and education of students with dyslexia, as indicated in the Texas Education Code (TEC), §21.044(b);
  - (3) instruction regarding mental health, substance abuse, and youth suicide, as indicated in the TEC, §21.044(c-1). Instruction acquired from the list of recommended best practice-based programs or research-based practices shall be implemented as required by the provider of the best practice-based program or research-based practice;
  - (4) the skills that educators are required to possess, the responsibilities that educators are required to accept, and the high expectations for students in this state;
  - (5) the importance of building strong classroom management skills;
  - (6) the framework in this state for teacher and principal evaluation;
  - (7) appropriate relationships, boundaries, and communications between educators and students; and
  - (8) instruction in digital learning, including a digital literacy evaluation followed by a prescribed digital learning curriculum. The instruction required must:
    - (A) be aligned with the latest version of the International Society for Technology in Education's (ISTE) standards as appears on the ISTE website;
    - (B) provide effective, evidence-based strategies to determine a person's degree of digital literacy; and
    - (C) include resources to address any deficiencies identified by the digital literacy evaluation.
- (d) The following subject matter shall be included in the curriculum for candidates seeking initial certification in the classroom teacher certification class:
- (1) the relevant TEKS, including the English Language Proficiency Standards;
  - (2) reading instruction, including instruction that improves students' content-area literacy;
  - (3) for certificates that include early childhood and prekindergarten, the Prekindergarten Guidelines; and
  - (4) the skills and competencies captured in the Texas teacher standards in Chapter 149, Subchapter AA, of this title (relating to Teacher Standards).

(e) For candidates seeking certification in the principal certification class, the curriculum shall include the skills and competencies captured in the Texas administrator standards, as indicated in Chapter 149, Subchapter BB, of this title (relating to Administrator Standards).

(f) The following educator content standards from Chapter 235 of this title (relating to Classroom Teacher Certification Standards) shall be included in the curriculum for candidates who hold a valid standard, provisional, or one-year classroom teacher certificate specified in §230.31 of this title (relating to Types of Certificates) in a certificate category that allows the candidates who are seeking the Early Childhood: Prekindergarten-Grade 3 certificate to teach all subjects in Prekindergarten, Kindergarten, Grade 1, Grade 2, or Grade 3:

- (1) Child Development provisions of the Early Childhood: Prekindergarten-Grade 3 Content Standards;
- (2) Early Childhood-Grade 3 Pedagogy and Professional Responsibilities Standards; and
- (3) Science of Teaching Reading Standards.

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**Source Note:** The provisions of this §228.30 adopted to be effective July 11, 1999, 24 TexReg 5011; amended to be effective October 12, 2003, 28 TexReg 8608; amended to be effective December 14, 2008, 33 TexReg 10016; amended to be effective October 27, 2014, 39 TexReg 8388; amended to be effective December 27, 2016, 41 TexReg 10280; amended to be effective December 20, 2018, 43 TexReg 8091

### **Homework, participation, Coursework Share: (Ongoing each week in Bb).**

- Students are expected to participate on the Coursework Share link on Blackboard. Activities will be assigned weekly and assignments include answering guided questions, designing instruction, developing graphic representations of text and vocabulary written reflections, reading response activities, and other appropriate assignments regarding the edTPA Lesson Plan framework. Students will lead and/or participate in weekly assignments graded with the QEP Rubric and/or edTPA rubrics.

### **Pyramid of a Professional: Due Sunday, WK 5**

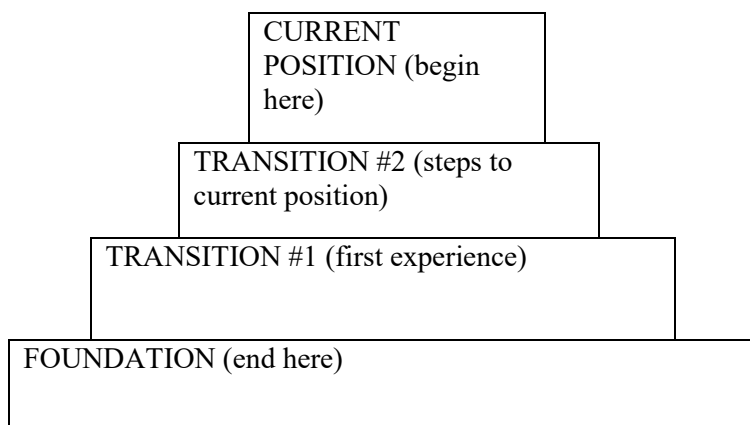
The objective of this assignment is to help you gain some insight from a professional presently involved in teaching. You will interview any teacher and write a report based on what you learn from him or her. Your report will be submitted through Blackboard/ WK 5. Instructions below:

#### **1. In the Letter of Introduction, requested permission to interview the teacher.**

If permission is granted, schedule a time for the interview, and interview him/her. Conduct your interview however is most convenient for the teacher: phone, email, face-to-face, etc.

2. Although you will write this report in paragraph form, conceptualize a step pyramid as a way of building a career. Visualize a step pyramid as you write the four paragraphs for your report. The apex of the step pyramid is the individual's current position; the base of the step pyramid is the foundation upon which the individual built his/her career; the transitions are the steps leading from the foundation to the apex.

3. Begin at the apex and take the two steps down to the foundation.



- Current Position -- Describe the in-service teacher's current position, then complete this paragraph with his/her responses to questions concerning:
  - 1) the qualities he/she expects in an effective teacher,
  - 2) the components of teaching he/she finds most rewarding,
  - 3) the components of teaching he/she finds most challenging, and
  - 4) the advice he/she can give a pre-service teacher.
- Transition 2 – Complete this paragraph with the in-service teacher's responses to questions describing the situation that resulted in achieving his/her current position. In other words, what lead them to their current position?
- Transition 1 – Complete this paragraph with the in-service teacher's responses to questions concerning:
  - 1) his/her first teaching experience, and
  - 2) the advice he/she can give a first-year teacher.
- Foundation – Complete this paragraph with the in-service teacher's responses to questions concerning:
  - 1) the decision to pursue a career in teaching,
  - 2) the manner in which the in-service teacher prepared for his/her career, and
  - 3) the advice he/she can give for building the foundation for a successful career in education.

Use this course as an opportunity to fine-tune your writing skills.

**Field Experience Reports (APA Format): 5 @ 20 points each= 100 points**

**FYI:** Each report is equal to 2 hours of observation; **5 Field Experience Reports = 10 hours of observation**

- Download the document from Blackboard under the “Observation/Field Reports” link to help guide your observations. Write your report using Times New Roman; 12-point Font; Single Space.
- The objective of the field experience activity is to provide you with opportunities for observing and reflecting on authentic situations in academic settings. The course goals, objectives, content, and your specific areas of interest will guide the focus for the field observations. The goal of the experience is to provide you with the essentials for becoming a reflective practitioner.
- During the observations, you will use the observation guidelines to help you focus your observations.
- You will also document student reactions to instructional techniques, classroom management strategies, your personal thoughts, and other generalities about the learning environment you are observing.
- The focus of the field experience is about student engagement and classrooms being “learner centered.” Questions to think about as you observe include: What effects do different aspects such as activating prior knowledge or beginning class promptly – have on learners? What effects do things like having set procedures for entering the classroom, getting the teacher’s attention, sharpening pencils, collecting papers, and dismissing at the end of the period have on the learners? What effects do such things as connecting the lesson to the students’ interests and beginning the lesson by stating its purpose or objective have on the learners? What effects do things like seating arrangements, posted rules, classroom ambience, number of students in a group, and time of day have on the learners? How do students respond to various situations that occur during the observation? How would you describe the learners? What surprised you? What inspired you? What was significant? What did you learn from the observation that you can take with you?



- Review the Observation Guidelines document prior to your volunteer and observations hours. Utilize what you are learning in ED 3302 and ED 4314 to engage actively in observations and field experience Reports.
- Reflect on what you observed.
- Complete your Field Reports and submit to Blackboard.
- Use Times New Roman/12 pt. font.; 1-1/2 pages single spaced.
- Organize your reports in two-hour increments. (Hours #1 & # 2, Hours #3 & #4, etc.)

**Due Dates: (All Field Reports Essays are due on Sunday by midnight).** Use the report headers to complete your Reports/Essays in APA Format. **More information will be provided.**

- Field Report #1: WK 3 by Sunday
- Field Report #2: WK 4 by Sunday
- Field Report #3: WK 8 by Sunday
- Field Report #4: WK 9 by Sunday
- Field Report #5: WK 12 by Sunday

**Schedule accordingly and plan wisely.**

Please be advised that an audit is conducted based on your observations and Field Reports in ED 3302 and ED 4314. Remain punctual and professional.

**Field Experience Log: Due: WK 13/Sunday**

- **FYI:** Scan your Field Log and submit a copy in Blackboard.
- The Field Experience Log is a **TEA requirement** that will be filed in your permanent SRSU folder as proof of your classroom observations. **To receive a grade for this course, the Field Observation Log must be completed and turned in to Blackboard by WK 13. The log must include a description of observations and student signature.**

**Certify Teacher Study Mode: Ongoing...Plan Accordingly.**

**600 min. Due no later than Wednesday/WK 15 by midnight.**

**You will take the CT Exam Monday/WK 16 (subject to change if necessary)**

- The objective of Certify Teacher is to help you prepare for the TExES Test in your content area. You will use this program in Block I and again in Block II if you do not pass the test at the end of Block I. During Block I, you are to work in Study Mode only. You must supplement with the Pearson Study Manual (required) and passthetexas.com workbook (optional). FYI: You must complete the assigned study plan before the CT system will let you take the Benchmark Exam at the end of the term.
- Consider setting and following a regular weekly practice schedule. Such a routine will build your content knowledge as well as boost your confidence for the eventual exam. If you do not log onto the site regularly, your program will be deactivated. Should this happen, you must contact the company to re-activate it. You will need to re-activate the program approximately once a month. You only pay for the program once and you may keep it if you need it until you pass the TExES Test.
- To start practicing with the program, follow these steps:

1. Open Certify Teacher and take an initial exam (this will give you data and a personalized study guide)
2. After your initial exam you always enter CT in "Study Mode."
3. Click "See Explanation" on the bottom right of the screen.

(As you answer the questions, the explanations for the answers will appear on your screen. Study the explanations. Knowing the "why" of the answer will help you remember it.)

- During the semester, you will be given points for study requirements. If you have not completed the requirement, you will not receive points. Points for partial completion of this assignment will not be given. Points will only be given for required time spent in Study Mode and Flash Cards as you must pass your content area exam.
- I will add your points in the grade book under Study Mode at the end of the semester. You will not need to submit anything to Blackboard for this assignment. I will check your times through the Certify Teacher Database.
- You will take a CT exam during finals week. You must score a 260 or higher to be given test approval for your official content exam. You will have three opportunities to test on CT. If you exceed these opportunities, other remedial growth plans will be put in place to help you pass your content exam. You must pass your content exam before you can register for Block III (Student Teaching). No exceptions. If you are given test approval and you do not test between Sept. 1 and May 31, your approval will be removed. No test approvals are given June 1-August 31 unless you failed your first attempt.

### **edTPA Lesson Plan (integrate the ELPS): Due: Sunday/WK 12**

- Let's give you some context about this assignment below. Read information below and get familiar with various resources you will need.
- You will need to read the edTPA handbook in your area of certification. You can locate your certification area handbook under the edTPA link in Bb. Go to "Handbooks by Discipline".
- The edTPA Lesson Plan template is in Blackboard under the edTPA link. Go to "edTPA Lesson Plan Template".
- Throughout this course, we will discuss the importance of knowing whom your students are to provide effective instruction for them.
- You will write a lesson plan that delineates how you would teach and support students' content learning in your discipline.
- Use your content areas and language standards found in the TEKS. You may access the TEKS here [Texas Essential Knowledge and Skills | Texas Education Agency](#); select your subject according to the TEKS Chapter. Then select your grade level by subchapter. Then select a Knowledge and Skill Statement (K&S) represented by a number in parenthesis. The K&S represents what a student must "know".
- Under the K&S you will locate the Student Expectations (SEs). The SEs are represented by a Capital Letter in parenthesis. The SE represents what students must be able to do. The SE identifies the VERB(S), Content, and Context. You will learn more about this in the TEKS Breakdown module in Bb.
- Refer to the edTPA Academic Language document in Blackboard for your discipline. Another good resource to locate important "vocabulary" for your selected TEKS is Lead4ward.com. Go to the "Resources" tab, locate your grade, locate your subject under the "Academic Vocab" tab. Click on your subject to access the "Academic Vocabulary" provided by Lead4ward. Here is the link: [lead4ward – lead learning | change the world](#)
- Your lesson plan must take into account the students' needs and accommodations. Consider the variety of learners in public education who may require different supports and strategies including English Language Learners (ELLs), students with IEP or 504 plans, struggling readers, underperforming students, students with gaps in academic knowledge and gifted students.
- You will complete a Lesson Plan in your discipline.
- Again, this course is meant to help you learn how to integrate literacy (reading, writing, listening, speaking, researching) in your discipline. Therefore, your Lesson Plan must also include an English Language Proficiency Standard (ELPS) along with the selected TEKS for the unit. You may access a PDF version of the ELPS here [ELPS.pdf \(utexas.edu\)](#).

Your lesson plan unit will be graded with the edTPA lesson plan rubrics #1, #2, #3, #4, #5.

- Rubric #1: Planning for Learning
- Rubric #2: Planning to Support Diverse Student Learning Needs
- Rubric #3: Using Knowledge of Students to Inform Teaching and Learning
- Rubric #4: Identifying and Supporting Language Demands
- Rubric #5: Planning Assessments to Monitor and Support Student Learning

In addition, my evaluation of your lessons will look for:

- Establishing and maintaining high expectations for learners.
- Using instructional strategies to facilitate learning and literacy.
- Providing content for learners.

In the following section, you will read about what you will do for each section of the edTPA Lesson Plan Template.

### **Guidelines to Writing the Lesson Plan Unit:**

Time management is critical to the successful completion of edTPA student learning outcomes. Begin planning for your edTPA Lesson Plan as soon as possible. Work steadily and regularly. Saving time for revisions and edits will allow you to represent your best thinking in your final instructional video of 10 to 20 minutes.

The objective of this assignment is to give you an opportunity to develop a lesson plan. Use the edTPA Lesson Plan template found on the main menu in Blackboard. You will develop the lesson plan, step-by-step. This lesson plan requires you to teach, and video record a segment of the lesson plan. Teaching is expected of you daily in the real classroom. However, you will NOT teach this segment in a real classroom. You will record a segment of your lesson using a digital platform. More on this in Task 2. For now, return to the lesson plan.

On the edTPA lesson plan template: Please pay attention to due dates for each section of the Lesson Plan Template.

#### **Lesson Plan Unit: “Name, Grade/Subject, date, TEKS, Objective(s), Essential Question”**

- **Due Sunday/WK 3**
- First fill in your full name, grade and subject, and the date.
- Next, copy and paste into the appropriate space on the lesson plan template the TEKS that you have chosen to teach.
- Now you are ready to develop your Lesson Objectives. Use the four-part formula listed below. Include the WHO? WHAT? HOW? And HOW MUCH? In your objective. Read about writing objectives below.
- You need to include an “Essential Question” that you want your students to know when you have taught the lesson.
- Submit this section of the Lesson Plan Unit under Coursework Share WK 3.
- This section of the Lesson Plan will be graded with the QEP rubric (Component “Purpose” Only).

#### **Lesson Plan Unit: “Deconstructing/Unpacking the TEKS”**

- **Due Sunday/WK 4**
- **Deconstructing/Unpacking the TEKS:** Go to the edTPA link in Blackboard. Review the module titled: “Unpacking the TEKS”.
- Next, you will “*Deconstruct/Unpack the TEKS*” you have selected to target in the Lesson Plan. You are required to unpack the TEKS in this section. Please follow the same steps as in the video.
- Identify and **bold** key terms within the standard.
- Answer the question: What will students be able to know and do to reach proficiency? Write the statement as follows: Students will be able to..... (fill in). This is part of your objective.
- Submit this section of the Lesson Plan Unit under Coursework Share WK 4.
- This section of the Lesson Plan will be graded with the QEP rubric (component “Technique” only).

### Lesson Plan Unit: “Central Focus”

- Due Sunday/WK 5
- **Central Focus:** Go to the edTPA link in Blackboard. Review the module titled: “Central Focus”.
- In this section, please provide a description of the important understandings and core concepts that you want students to develop over the course of the learning unit that is 3 to 5 days. The central focus should go beyond a list of skills and facts. Refer to the “What Do I Need to Do?” in your content edTPA handbook. Read about how to “identify a central focus”. *Clearly show alignment with TEKS and the subject-specific competencies.* What is meant by subject-specific pedagogy? Each edTPA handbook is designed for a specific discipline/subject area and educational level. Each discipline requires teachers to understand content-specific pedagogy—effective methods of teaching for a specific discipline and developmental level of the students. Subject-specific pedagogy includes not just effective approaches to teaching your content, but effective approaches to teaching your students how to think in your subject area. Carefully review the instruction Task 2 Instructions in your handbook that address subject-specific pedagogy, along with the accompanying rubric, to determine the subject specific pedagogy you are expected to know in your discipline.
- Within the “Central Focus” answer the following question: How will this lesson link with other lessons in the unit?
- Submit this section of the Lesson Plan Unit under Coursework Share WK 5.
- This section of the Lesson Plan will be graded with the QEP Rubric (all components).

### Lesson Plan Unit “Academic Language” & “Targeted Language Supports” & Academic Supports for Students” & “Materials”.

- Due Sunday/ WK 6
- **Academic Language:** Go to the edTPA link in Bb. Review the module for “Academic Language”.
- Submit this section of the Lesson Plan Unit under Coursework Share WK 6.
- This section of the Lesson Plan will be graded with the edTPA Rubric 4.

### Lesson Plan Unit “Targeted Language Supports”

- Due Sunday/ WK 6
- **Targeted Language Supports:** Go to the edTPA link in Bb. Review the module for “Targeted Language Supports”.
- Submit this section of the Lesson Plan Unit under Coursework Share WK 6.
- This section of the Lesson Plan will be graded with the edTPA Rubric 4.

### Lesson Plan Unit “Academic Supports for Students”

- Due Sunday/ WK 6
- **Academic Supports for Students:** Go to the edTPA link in Bb. Review the module for “Academic Supports for Students”.
- Submit this section of the Lesson Plan Unit under Coursework Share WK 6.
- This section of the Lesson Plan will be graded with the edTPA Rubric 4.

### Lesson Plan Unit “Materials”

- Due Sunday/ WK 6
- **Materials:** What resources will be used to engage students?
- Submit this section of the Lesson Plan Unit under Coursework Share WK 6.
- This section of the Lesson Plan will be graded with the QEP Rubric (Component “Purpose” only).

### Lesson Plan Unit “Classroom Management Strategies”

- Due Sunday/ WK 7
- **Classroom Management Strategies:** Go to the edTPA link in Bb. Review the module for “Classroom Management Supports”.
- Submit this section of the Lesson Plan Unit under Coursework Share WK 7.
- This section of the Lesson Plan will be graded with the QEP Rubric (all components).

### Lesson Plan Unit “Assessment/Evaluation”

- **Due Sunday/ WK 8**
- Assessment/Evaluation: Go to edTPA link in Bb. Review the module for “Assessment/Evaluation”.
- Submit this section of the Lesson Plan Unit under Coursework Share WK 8.
- This section of the Lesson Plan will be graded with the QEP Rubric and the edTPA Rubric 5.

#### **Lesson Plan Unit “Introduction to Lesson/Activating Thinking”**

- **Due Sunday/ WK 9**
- Introduction to Lesson/Activating Thinking: Go to edTPA link in Bb. Review the module for “Introduction to Lesson/Activating Thinking”.
- Submit this section of the Lesson Plan Unit under Coursework Share WK 9.
- This section of the Lesson Plan will be graded with the edTPA Rubric 1 and 2.

#### **Lesson Plan Unit “Body of Lesson/Teaching Strategies and Learning Task(s)”**

- **Due Sunday/ WK 10**
- Body of Lesson/Teaching Strategies and Learning Task(s): Go to edTPA link in Bb. Review the module for “Body of Lessons/Teaching Strategies and Learning Task(s)”.
- Submit this section of the Lesson Plan Unit under Coursework Share WK 10.
- This section of the Lesson Plan will be graded with the edTPA Rubric 1 and 2.

#### **Lesson Plan Unit “Closure”**

- **Due Sunday/ WK 11**
- Closure: Go to edTPA link in Bb. Review the module for “Closure”.
- Submit this section of the Lesson Plan Unit under Coursework Share WK 11.
- This section of the Lesson Plan will be graded with the edTPA Rubric 1 and 2.

#### **Complete Lesson Plan Unit**

- **Due Sunday/ WK 12**

#### **TIPS: What to AVOID in the Lesson Plan.**

- Instruction or assessment that focuses primarily on memorization or rote application of facts, skills, or procedures.
- NO WORKSHEETS
- Vague or incomplete planning procedures.
- Lack of alignment between standards, objectives, learning tasks, and/or assessments and the central focus.

**If you need help learning how to write an objective, read the section below and review the “Writing Lesson Objectives” module in Bb.**

#### **Writing Lesson Objectives:**

Writing clear objectives and making students aware of the objectives has a greater influence on student achievement than most other strategies. The students should be given the objectives before the lesson begins. After the lesson, the teacher and students should review the objectives to see if they have been met. If the objectives have not been met, the lesson is not finished. The teacher and students will need to spend more time with the objectives until they have been met.

A clear objective tells exactly, **in a single sentence**, what a student must do to accomplish what is to be learned. Clear objectives help you, the teacher, keep focused on what is to be taught. Clear objectives help your students understand what is to be learned.

The formula given in Nath & Cohen for writing objectives is:

Objective = (1) The exact learner + (2) the observable or measurable behavior + (3) the circumstances or condition under which the behavior will be measured + (4) the assessment of the behavior.

(1) The exact learner tells who the student will be.

(For example, the 2<sup>nd</sup> period history students, the first grade class, the group reading *Night*.)

- (2) The observable or measurable behavior tells exactly what the student will do with the TEKS you will teach.  
(For example, recall, describe, conclude, classify, design, judge. This will always be a verb. The verb will determine the cognitive level. See Bloom’s Taxonomy.) Make (2) as general and as brief as possible. DO NOT include anything except information from the TEKS.
- (3) The circumstances or condition under which the behavior will be measured tells the conditions in which the student will work.  
(For example, working alone, working in a group, using a calculator, working in a lab, reading from a chart.)
- (4) The assessment of the behavior tells how much is enough.  
(For example, list 3 major events, write 5 interrogative sentences, achieve 90% accuracy on a quiz.)

**Here are some examples of clear objectives:**

- (1) The 3<sup>rd</sup> period 10<sup>th</sup> grade English students will (2) analyze how place and time influence theme (3) working in pairs (4) locating four examples.
- (1) The kindergarten students will (2) select the primary colors (3) from a box of crayons (4) with 100% accuracy.
- (1) The 1<sup>st</sup> period 7<sup>th</sup> grade history students will (2) compare the economies of two cities (3) using a Venn diagram (4) listing six similarities.

Before you begin planning a lesson, ask yourself, “What, exactly, do I want my students to learn?”

For example,

**§110.24. English Language Arts and Reading, Grade 8, Adopted 2017.**

(b) Knowledge and skills.

- The **knowledge and skills** are *content standards* represented by numbers, which outline the essential concepts and skills students must learn.

(7) **Multiple genres:** listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:

(A) **analyze** how themes are developed through the **interaction of characters and events**;

- **The Student Expectations (SEs)** represented by capital letters describe what students should be able to do to demonstrate proficiency in what is described within the knowledge and skills statement.

If you want your students to learn how themes are developed through the interaction of characters and events, your objective might look like this:

(1) The 8th grade English students will (2) analyze how the theme of a story is developed (3) by reading Title of a story (4) and identifying and analyze three examples of how the character(s) interact in certain situations to conclude the overall theme of the text.

For this assignment, use the Nath & Cohen four-part formula. **Number the four parts.** Remember that an objective is a behavior that is observable or measurable and reflects the TEKS you are teaching. Write your objective in the appropriate section of the Lesson Plan Model.

In summary, for this assignment:

1. Choose the TEKS from each content that you want to develop into a lesson. Include the complete number(s) and complete text that identifies the TEKS. Write your TEKS in the appropriate section of the Lesson Plan Model.
2. Use the Nath & Cohen four-part formula to write a lesson objective based on the TEKS you've chosen.

Reference:

Nath, J. L & Cohen, M. D. (2005). *Becoming a middle school or high school teacher in Texas A course of study for the pedagogy and professional responsibilities (PPR) TExES*. Belmont, CA: Cengage Learning.

**Task 2: Instructional Video Presentation (Due Sunday/ WK 13):** A content specific lesson plan that integrates literacy through the medium of digital presentation...

You will present one segment of your Lesson Plan through any digital platform of your choice. Use a reading/writing strategy informed by the English Language Proficiency Standards (ELPS). The instructional video will be approximately 15 to 20 minutes. Plan accordingly. Engage and help your pretend students know how to integrate literacy in your discipline. Do not exceed 20 minutes. Learning how to pace your lesson will be a skill that takes practice. If you want to know more about the theory behind digital mini lessons, you can find more information by researching the "Flipped Classroom Model" or Khan Academy to see how other educators use digital platforms to present lessons.

- Identify 1 segment from the Lesson Plan. You will choose one segment of that Lesson Plan. Please be particular in the segment you choose. Read what you will do in Task 3 to guide your decision when selecting the segment of your unit to videorecord.
- Videorecord your teaching.
- The video should show how you actively will engage students while you model the essential literacy strategy and TEKS in your discipline.
- Check the video and quality of sound to ensure that you can be seen and heard on the video.
- The instructional video must be continuous with no interruption in the events.
- Submit Videorecording in Blackboard: TBA
- The Instructional Video Presentation will be graded with the QEP rubric.

**Task 3: Instructional Video Commentary: 100 pts.** (Aligned to your Lesson Plan and Instructional Video)

**Due: Friday /WK 15**

The **Commentary** should be 4 to 6 pages, Times New Roman typed, 11-point font. single-spaced pages, including the prompts listed below. The edTPA Task 2 will be graded using the QEP Rubric and the edTPA rubrics: #6 through #10. Refer to your handbooks. These rubrics are under Task 2 in the edTPA handbook.

Rubric 6: Learning Environment.  
Rubric 7: Engaging Students in Learning  
Rubric 8: Deepening Student Learning  
Rubric 9: Subject-Specific Pedagogy  
Rubric 10: Analyzing Teaching Effectiveness

- **Promoting a Positive Learning Environment:** Reference scenes in the video recording where you provided a positive learning environment. Reference the scenes by the time-stamp in the video. Answer the following

question. How do you demonstrate respect and provide opportunity for students with varied backgrounds and needs to engage in the lesson?

- **Engaging Students Learning:** Reference scenes from the video recording by the time-stamp in the video and answer the following three questions.
  - Explain how your instruction has potential to engage students in developing an essential literacy strategy and related skills in your discipline.
  - Describe how your instruction connects students' prior academic knowledge with new learning.
  - Describe how your instruction connects students' cultural and community assets with new learning. You are teaching in Texas. Think about where you want to teach and then apply the demographics of that demographic school district to answer this question.
- **Deepening Student Learning during Instruction:** Reference scenes in the video recording where you provide an opportunity to deepen student learning. Reference the scenes by the time-stamp in the video. Answer the following question. Explain how you modeled an essential literacy strategy in your discipline within the lesson.
- **Analyze Teaching:** Reference scenes in the video recording where you would make changes to your instruction. Reference the scenes by the time-stamp in the video. Answer the following questions. For the questions below consider the diversity of learners that you will one day teach. Who will require different strategies/supports?
  - What changes would you make to your instruction for the whole class to better support student learning of the central focus?
  - What changes would you make to your instruction for students who are English Language Learners to better support student learning of the central focus?
  - What changes would you make to your instruction for students who are struggling readers to better support student learning of the central focus?
  - What changes would you make to your instruction for students who have learning gaps with academic knowledge to better support student learning of the central focus?
  - What changes would you make to your instruction for students who are gifted students?
  - Answer all five questions above.
- **Analyze Teaching Part 2:** Answer the following question.
  - Why do you think these changes would improve student learning?
  - Support your explanation with principles from research and theory. You may reference articles and your textbook. Use APA format.

Reflection Narrative goals:

- Becomes a collection of insights and citations that are reflective of your thinking as you move through the theoretical and practical frameworks of learning about reading and writing in the content areas.
- Show/demonstrate a reflection about your dispositions, knowledge, and practices.
- Clearly demonstrate that you have read each assignment thoughtfully and carefully.

When you use writing to reflect intentionally and systematically about the readings, you will:

- Make new connections;
- Articulate your beliefs about language, literacy, and learning;
- Make solid predictions and pose new questions;
- Theorize from descriptions of exemplary practice and
- Imagine practices that reflect current theory.

**Final Exam: Certify Teacher Exam Monday/ WK 16/2 p.m.**



Learning is a life-long process and learners are constantly in the process of outgrowing themselves. You too will outgrow yourself as you engage in reading, writing, listening, speaking, and thinking this semester. Many of your thoughts, ideas, and reflections will be captured in your “Writing to Learn Journal and Reflective Narrative”, all of which will provide rich resources to help you see where you have “grown your knowing”. As a life-long learner, you will chronicle how you have grown as a reader, writer, speaker, listener, and thinker. You will address what you know about learners, the process for both reading and writing, and the significance of reading and writing across the curriculum. Your career will require you to reflect on your knowledge growth.

## Section IX Policies

**Attendance.** Students are expected to attend all classes and be on time. Students must notify the instructor in advance if unable to attend a class or immediately after missing a class. Students are to make themselves aware of the SRSU policies on Absences and Class Attendance posted in the SRSU Student Handbook. Make-up work is at the discretion of the instructor as it relates to “explained and excused” absences. The Absences/Class Attendance policy includes all absences excused or unexcused. In this course you are expected to attend all classes (as scheduled on campus or electronically on Blackboard), to be punctual, and to complete all assignments on time.

**Classroom Demeanor.** Cell phones must be turned off or on silent. Put them away unless we are using them! Refrain from text messaging in class. No texting in class! Snacks are acceptable. It is up to you to obtain missed notes, handouts, etc. from a peer.

**Academic Integrity.** All work submitted for a grade in this course must be **your original effort**. The work cannot be copied from:

- Materials purchased or copied from a pre-made kit,
- A lesson plan, activities or worksheets downloaded from the Internet (in part or in whole),
- Another individual’s work (to include but not be limited to a current or former student, current or former classroom teacher
- Your own work completed for another class
- Any other copyrighted materials.

If you use any of the materials listed above as a source (or inspiration) for your work, you must give credit to that individual using APA format on your assignments.

**Grading.** Rubrics are provided for many of the assignments completed in this course. While these can help guide you toward successfully completing each assignment, *it is not enough* to read the rubrics and ignore the assignment descriptions. Reading **both** the criteria listed in the rubrics and the details provided in the assignment descriptions (and bringing questions to class *prior* to the due dates) will best prepare you for successful completion of this course. Use the rubrics for your benefit – become accustomed to using them and they will guide you toward completing assignments that are more effective. Get familiar with the course rubrics listed below:

- QEP Rubric
- edTPA Rubrics #1, #2, #3, #4, #5, #6, #7, #8, #9, #10
- Your assignment descriptions provide you with identifying which rubrics to use to complete assignments.

### **Written Assignments: (Please do not overlook the 2<sup>nd</sup> bullet).**

- All written assignments are expected to exhibit professional quality. You should demonstrate mastery of organizing, structuring, and editing in your writing. Grammar, spelling, and vocabulary errors will result in a reduction of your score. Letters and materials written by you as a professional and sent to parents/administrators must be virtually perfect. Begin that practice now! Review the QEP rubric.
- **If you do not demonstrate/exhibit written professional quality with your assignments, then you will be put on a required growth plan to continue in this course.**
- There will be **no pre-grading of assignments**, as this gives some students an unfair advantage. All assignments will be graded and returned at the same time.

- All assignments are to be turned in on the due date. Since all assignments will require you to submit via Blackboard, you will have until midnight of the same day to submit. No assignments will be accepted after the due date.
- Technology problems are NOT acceptable reasons for an assignment to be late! Prepare your assignments enough in advance to accommodate untimely problems with your computer, Internet provider, printer, Blackboard, etc.
- No assignments or parts of assignments will be accepted via email. ALL assignments should be submitted through Blackboard.
- Please make a copy of everything you turn in to me. In the highly unlikely event that an assignment is lost or misplaced, the burden of proof rests with you.
- All assignments must be typed. No handwritten assignments will be accepted, unless noted (e.g., Content Study Notebook can be handwritten). **Times New Roman/ 12 pt. font/ 1-inch margins/ double spaced/APA format, unless otherwise noted. ALWAYS submit your assignments using the assignment guidelines.**

**Late Work.** It is anticipated that all of your work will be turned in on time; please review the syllabus for assignment due dates and scheduled time slots for quizzes, exams, and presentations. If an emergency arises, please contact me to make arrangements. Otherwise: \* **Meet due dates for all assignments.** Most assignments are due on Blackboard by midnight.

### **Section X. Notes on University Programs and Services**

**SRSU Disability Services.** Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact Mary Schwartze Grisham, M.Ed., LPC, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and we'll get back to you as soon as we can during working hours), or email [mschwartz@sulross.edu](mailto:mschwartz@sulross.edu). Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas, 79832.

**Distance Education Statement.** Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information.

The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

**Technical Support.** If you find yourself having technical difficulties, you can contact SRSU 24/7 Blackboard Technical Support at Toll Free: 888.837.6055.

**Content Support.** If you find yourself having content-difficulties, please do not hesitate to contact the instructor of the course at [drodriguez5@sulross.edu](mailto:drodriguez5@sulross.edu).

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## QEP MAPPED CLASS CARDINAL RUBRIC

### Definition

The process of sending, receiving and interpreting messages through written, oral, or nonverbal communication channels to effectively convey information, and/or by which two or more people reach understanding.

### Framing Language

Communication is transmitted through a variety of modes (oral, written, or visual). This rubric is specifically designed to evaluate communication in an academic environment to determine that the central message is conveyed, reinforced by multiple supporting materials and purposefully organized. Communication in an academic environment may include: a variety of written works such as academic papers, lab reports, poetry, webpages, personal essays; oral presentations of sufficient length such that a central message is conveyed, supported and purposefully organized; visual media, including but not limited to posters, PowerPoints, videos, graphic art, and infographics.

### Glossary

*The definitions below serve to clarify terms and concepts used in this rubric only.*

- **Organization:** The grouping and sequencing of ideas and supporting material. Organizational patterns supporting effectiveness typically include an introduction, one or more identifiable sections in the body and a conclusion. An organizational pattern should be purposeful and make the content easy to follow. Potential patterns might include a chronological pattern, a problem-solution pattern, or an analysis-of-parts pattern.
- **Content Development:** The ways in which a topic is explored and represented in relation to its audience and purpose.
- **Purpose:** The main point/thesis/"bottom line"/"take-away" of a message. A clear purpose is easy to identify. For example, is the message meant to persuade or to inform, to report or to summarize, or to amuse?
- **Academic Language:** Language supporting the effectiveness of a central message is appropriate to the topic, genre/discipline, audience, is grammatically correct, and clear. Language enhancing the effectiveness may also be vivid, imaginative, and expressive.
- **Supporting Material:** In communication, students draw upon sources to extend, develop, define, or shape their ideas. Digital citizenship, the careful consideration of copyright and fair use of images is important. The student considers reliability of communication to include an understanding of accuracy, applicability, currency, liability, and completeness.
- **Technique:** Execution or performance of communication skills given the mode of communication. For example, in writing, technique may include mechanics and use of style; in oral communication, it may include nonverbal cues and use of voice; in visual works, it may include the use of the medium.

Cardinal Rubric was adapted from the Association of American Colleges and Universities oral communication VALUE rubric, the National Communication Association's Speaking and Listening Competencies for College Students, Texas A&M University's Visual Communication rubric, Otis College of Arts and Design's Fine Arts rubric, Lane Community College Communicating Effectively Rubric, and Stephen F. Austin State University's assessment rubric for Oral and Visual Communication.



## QEP MAPPED CLASS CARDINAL RUBRIC

*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet formative (cell one) level performance.*

	<b>Exemplary</b>	<b>Satisfactory</b>	<b>Developing</b>	<b>Formative</b>
<b>Organization</b>	Organizational pattern is clearly and consistently observable, skillful, and makes the content of the message cohesive.	Organizational pattern is clearly and consistently observable; contains elements of logical development; contains clear transitions; has a recognizable flow of ideas.	Organizational pattern is intermittently observable; lacks organization; it is sometimes disjointed and/or awkward.	Organizational pattern is not observable; has no discernible organizational structure; contains random unconnected elements.
<b>Content Development</b>	Uses appropriate, relevant, and compelling content to illustrate mastery of the topic, conveying understanding or a useful perspective.	Uses appropriate, relevant, and compelling content to explore ideas within the context. It is clear, accurate and appropriate.	Uses appropriate and relevant content to develop and explore ideas but may have inaccuracies or may be unclear at times. Provides limited insight or information.	Uses appropriate and relevant content to develop simple ideas in some parts of the work. May contain misinformation, or may be confusing or misleading.
<b>Purpose</b>	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. The purpose of the message is clearly conveyed.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context). The purpose of the message can be discerned with some effort.	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions). The purpose of the message is vague or unclear.	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience). The purpose of the message is not at all apparent or is missing.
<b>Academic Language</b>	Communication is grammatically correct. Language choices are imaginative, memorable, compelling, and demonstrate constructive knowledge, connects with audience and flows well. Error free.	Communication is grammatically correct. Language choices are thoughtful and generally effective, demonstrate constructive knowledge, connects with audience and flows well. Limited errors.	Grammar occasionally interferes with communication. Language choices are mundane, commonplace, and partially effective. Language is moderately appropriate to audience. Includes some errors.	Errors in grammar and format. Language choices are questionable and minimally effective. Language is not appropriate to audience. Uses language that sometimes impedes meaning.
<b>Supporting Material</b>	Demonstrates skillful use of a variety of supporting material that are high-quality, credible, relevant sources to develop ideas that are appropriate for the intended message or discipline.	Demonstrates consistent use of credible, relevant sources to support ideas that are appropriate for the intended message or discipline. Though limited, it refers to supporting information or analysis, or establishes credibility or authority on the topic. Generally attributes sources as appropriate.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the intended message or discipline. Makes reference to weak/partial supporting information or analysis. Sources are inconsistently attributed.	Demonstrates an attempt to use sources to support ideas but it insufficiently makes reference to information or analysis that minimally supports the intended message or topic. Fails to attribute sources as appropriate.
<b>Technique</b>	Demonstrates exemplary appropriateness and quality of technique for the chosen mode. For example, skillful execution of genre and disciplinary conventions on written works; skillful oral delivery; exemplary craftsmanship of visual works.	Demonstrates appropriateness and quality of technique for the chosen mode. For example, appropriate execution of genre and disciplinary conventions on written works; or, effective oral delivery; or, notable craftsmanship of visual works.	Attempts to demonstrate appropriateness and quality of technique for the chosen mode. For example, follows expectations of execution of genre and disciplinary conventions on written works; satisfactory oral delivery; satisfactory craftsmanship of visual works.	Marginal demonstration of appropriateness and quality of technique for the chosen mode. For example, attempts to execute basic genre and disciplinary conventions on written works; poor oral delivery; poor craftsmanship of visual works.