

George Mason University
College of Education and Human Development
Teaching Culturally & Linguistically Diverse and Exceptional Learners

EDRD 515-6F5 CRN 82905
Language and Literacy in Global Contexts
3 Credits, Fall 2018
November 3, 17, December 1 and 15, 8:30-3:20
21335 Signal Hill Plaza, Room 208, Loudoun Campus

Faculty

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Prerequisites/Corequisites

NONE

University Catalog Course Description

Focuses on the relationship of language to reading and the connection between language structure and how we learn to read. Examines theories of language acquisition, the complexity of language development, and that of the reading process are examined. Explores key factors that influence and enhance language learning and development. Introduces literacy instruction and literacy assessment for all learners. Explores sociocultural perspectives on literacy. Requires 20 hours of PK-12 classroom fieldwork.

Course Delivery Method

Course delivery is accomplished in a combination of ways in order to meet the needs of diverse learners and learning styles. Methods of instruction include teacher-led class discussion, small group activities, student-led discussions of selected research topics and database search of research-based articles. It also includes presentations, cooperative learning activities, hands-on field experiences, power point presentations, discussions boards.

In addition to face-to-face instruction this courses uses the Blackboard Learning Management system (LMS) for assignments, materials and resources, and for posting the syllabus, rubrics, presentation, readings, videos and other updates. Students are

encouraged to visit the course's Blackboard (Bb) website frequently to review the most current information and to keep up with any news, announcements and messages related to this course at <https://mymasonportal.gmu.edu/>

Overall course delivery is accomplished in a combination of ways in order to meet the needs of all learners and learning styles and include:

- Presentations (assisted by power point and other visuals/technology)
- Discussions (active involvement of candidates in learning by asking questions that provoke critical, reflective and metacognitive thinking)
- Cooperative Learning (small group guided learning interactions emphasizing learning from and with others)
- Collaborative Learning (heterogeneous interdisciplinary groups for content discussion and project design and implementation)
- Reflection Journals (candidates keep a journal during the duration of the course and their field and community experience where they record their observations, insights and reflections)
- Student presentations (research analysis and findings and performance based assessment work)
- Hands-on field experience (20 hours of field experience in a K-12 setting and community field experience as needed for the completion of the Performance Based Assessments (PBAs))
- Video Presentations, Additional Readings, Assignments, Questionnaires, and On-line Resources
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The professor reserves the right to modify or alter assignments, tasks, due dates, and other requirements during the duration of the course to maximize the learning experience.

Learner Outcomes or Objectives

This course is designed to enable students to:

1. Develop an understanding of literacy, how students develop as readers and writers, and how to support that development
2. Develop a deep understanding of the theoretical orientations that have and continue to be influential in teaching reading and writing
3. Develop an awareness of the cultural factors that influence a student's development of literacy skills
4. Develop an understanding of ways to assess students' understanding and use of literacy and to provide instruction related to what they need to learn
5. Determine ways in which to engage students in literacy activities
6. Develop an awareness of literacy assessments and resources for developing student literacy skills

Upon completion of this course, students will have met the following professional standards:

ACEI Standards:

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

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

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

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

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

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

5.2 Collaboration with families, colleagues, and community agencies—

Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.

TESOL Standards:

Standard 2. Culture as It Affects Student Learning

Candidates know, understand, and use major theories and research related to the nature and role of culture in their instruction. They demonstrate understanding of how cultural groups and individual cultural identities affect language learning and school achievement.

Standard 4.a. Issues of Assessment for English Language Learners

Candidates demonstrate understanding of various assessment issues as they affect ELLs, such as accountability, bias, special education testing, language proficiency, and accommodations in formal testing situations.

Standard 4.c. Classroom-Based Assessment for ESL

Candidates know and can use a variety of performance-based assessment tools and techniques to inform instruction for in the classroom.

Standard 5.b. Professional Development, Partnerships, and Advocacy

Candidates take advantage of professional growth opportunities and demonstrate the ability to build partnerships with colleagues and students' families, serve as community resources, and advocate for ELLs.

INTASC Standards:

Standard 1: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Sub-standard 1g: The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

Sub-standard 1h: The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development.

Sub-standard 1j: The teacher takes responsibility for promoting learners' growth and development.

Sub-standard 1k: The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

Standard 2: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Sub-standard 2j: The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.

Sub-standard 2k: The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.

ACTFL Standards

Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied

Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied

Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Standard 5.1: Students use the language both within and beyond the school setting

Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Further, EDRD 515 addresses the following essential understandings in the IB Teaching & Learning Certificate

F. Teaching methodologies and the support of learning

G. Differentiated teaching strategies

H. Selection and evaluation of teaching and learning materials

I. The principles of assessment

N. The principles of reflective practice

Required Texts:

Herrera, S. G, Perez, D. R., & Escamilla, K. (2015). *Teaching reading to English language learners: Differentiating literacies*. New York, NY: Pearson.

Moats, L.C. (2010). *Speech to print: Language essentials for teachers*. Baltimore, MD Paul H. Brookes Publishing Co.

Resources Available on Blackboard (Bb):

Additional Required Readings will be posted on Bb.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

TK20 PERFORMANCE-BASED ASSESSMENT SUBMISSION REQUIREMENT

Every student registered for any Teaching Culturally, Linguistically Diverse & Exceptional Learners program course with a required performance-based assessment is required to submit this assessment and the Fieldwork Log of Hours and Evaluation Form to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a one-time course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

FIELDWORK REQUIREMENT

Field Experience Record and Evaluation

The **field experience is a required component** of the teacher preparation program at George Mason University. All students will complete a minimum of **20 hours in field experience** for this course. Documentation of your field experience is required as well as a signed statement from your field experience teacher(s) or supervisor(s). If you are taking more than one course in a semester, you must complete 20 hours per course (e.g., two courses require 40 hours of field experience). This means you may be completing different tasks for different courses in the same placement. Materials and products used for one course cannot be used for another course (e.g., videos, lesson plans, activities, etc.)

***TCLDEL Fieldwork Log of Hours and Evaluation Form must be uploaded to TK20 on Blackboard.** The form is located on Blackboard in your TCLDEL organization site in the “Fieldwork” page.

In-service teachers: Field experience can often be conducted in your own classroom if you have access to the population of students required for the PBAs and other assignments. Please consult your instructor if you have questions about the viability of your classroom for fieldwork in this class. You must register for your school as your field experience site in the online Field Experience Request form available here: <https://cehd.gmu.edu/endorse/ferf>. You will check the box indicating that: *“I will arrange my own field experiences (observations and/or case studies) because I am a full-time contracted school system employee and will complete field experience at my workplace.”* The deadline to submit your field experience placement is Week 2 of class. Failure to do so will result in an unsatisfactory grade for your fieldwork assignment. If you are taking this course as part of a cohort program, please indicate “TCLDEL Cohort” on your request form FIRST, then select your program and placement location. HINT: Cohort courses have section numbers beginning with “6F” (e.g. EDUC 511.6F1).

Pre-service teachers: If you are not currently working in a K-12 school, you will need to be placed in an appropriate fieldwork setting to complete your required PBAs and fieldwork hours. You must request a fieldwork site using the online Field Experience Request form available here: <https://cehd.gmu.edu/endorse/ferf>. You will check the box indicating that: I will need George Mason (Clinical Practice Specialist) to arrange a placement for my field experiences (including observations and/or case studies). The deadline to submit your field experience placement is Week 2 of class. Failure to do so will result in an unsatisfactory grade for your fieldwork assignment. If you are taking this course as part of a cohort program, please indicate “TCLDEL Cohort” on your request form, then select your program and placement location. HINT: Cohort courses have section numbers beginning with “6F” (e.g. EDUC 511.6F1).

Virginia state or county cohort teachers: Cohort Students are required by their district and by TCLDEL to complete field experiences as required by the Virginia Department of Education for this program. Each district has arranged for candidates to be able to work at K-12 grade levels in order to complete all licensure requirements. Please contact your district coordinator for further information.

TCLDEL Fieldwork Log of Hours and Evaluation Assessment

	Status of Student Work	
	1	0
Fieldwork Log of Hours demonstrates 20 hours of fieldwork completed, with a teacher-mentor or supervisor signature.	Complete	Not Complete

NOTE: Failure to submit documentation of successful completion of your fieldwork in a timely manner will make you ineligible to register for coursework, be recommended for licensure, or receive a grade for this course.

Assignment Summary:

Assignment	Percent of Final Grade	Outcomes Addressed	Due Date
Participation	10	All	Throughout class
Reading Responses	15	All	11/10, 12/1/12/15
Creating a Culture of Literacy	20	1, 2, 3, 5	11/10
Independent Reading Project	20	1, 2	12/1
Field Experience Log	S/U	All	12/15
Student Literacy Study (PBA)	35	All	12/15

Course Assignments Descriptions

Each assignment is described below. Evaluation criteria for the Performance-Based Assessment in this course is located at the end of the syllabus. Faculty reserves the right to alter the schedule as necessary, with notification to students.

All assignments should be turned in on the due date indicated in the schedule below via Blackboard and/or in hard copied where indicated on the syllabus. Hard copy assignments must be accompanied by the rubric for the assignment. These can be found on the syllabus link in Bb. The field work log, must be uploaded into Bb-TK20 by midnight of the last class.. All projects must be typed, in a legible 12-point font, with one-inch margins and double-spaced unless otherwise noted. Writing quality (including mechanics, organization, and content) is figured into the overall points for each writing assignment, so please proofread carefully. Late papers and projects will not be accepted without penalty (20% of the grade) except in extraordinary circumstances.

Note: It is strongly recommended that candidates develop an organized plan for working on the major assignments throughout the semester.

1. Participation (10%)

Class participation is vitally important in a course such as this. Each class session we will have readings to discuss, ideas to unpack, and activities to do. You are expected to participate in the class discussions and activities in a substantive way, as this not only enriches the class, but also helps ensure that you will get the most out of the sessions.

2. Reading Responses (15%)

Writing about what you have read is a useful way to synthesize your learning. In the reading responses you will respond to the assigned academic readings to discuss the ways in which these readings interest, provoke or stimulate your ideas about literacy development and instruction. While these writings do not need to be formal, they should be professional in tone, grammatically accurate, and make use of the readings to motivate the discussion. While the response should provide evidence that you did the reading it should not simply be a summary of the readings. The response is an opportunity to demonstrate your careful reading of the assigned texts; it is a space to work through and challenge ideas, and it provides an opportunity to make the readings relevant to your own teaching life experiences. You will need to complete six (6) reading responses, and you may pick and choose which readings to which you wish to respond. Responses should be one page and in a legible 12-point font.

3. Creating a Culture of Literacy (20%)

One of the most important things to think about as literacy instructors is how to create a literacy rich and friendly environment in which reading and writing are encouraged. For this assignment, each student will craft a 4-6 page paper in which the following issues are considered: 1) in what ways will you work to develop a culture of reading? In other words, what classroom routines and practices will you establish to promote and sustain literacy development? 2) How will you ideally set up a literacy space in your classroom? Define the space physically, describe the resources that would be available in the space, and explain how you envision the space being used.

4. Independent Reading Project (20%)

Each student will select a current text in the field of literacy education and create a book review. The purpose of the book review is to examine how the concepts and ideas of literacy are portrayed in contemporary and seminal literature. Texts must be pre-approved by the instructor, and only one student may review a given text. The book reviews, when completed, will be posted online on Blackboard, so that all participants in the class will have the opportunity to get a quick glimpse of the text and perhaps find additional texts on the subject that they wish to read.

Student Literacy Project – (PBA - 35%)

The PBA for this course is the Student Literacy Study. The purpose of the study is to begin to learn about literacy learners in a holistic sense; it provides the student with an opportunity to learn about one student, the community in which he/she lives, and how the student views him/herself as a literacy learner. Students will conduct interviews, perform reading inventories, and engage the learner in developmentally appropriate literacy

activities. It is important to note that these activities are introductory in nature. Each student will be required to select a child or adolescent with which to work for this project.

It is important to begin planning for your Student Literacy Study very early in your Field Experience in order to complete sufficient activities and observations with your target student. The Student Literacy Study will count for 35% of your final grade. Further information on the project and the rubric can be found at the end of this syllabus.

The student literacy study is a robust profile of one focal student that you observed and worked with in a school context. The study is based on your written observations, interactions with the student, and literacy activities with which you engaged the student. The study should include general descriptive information about the student, a contextualization of the student's home, school and community, and an analysis of the student's relationship with literacy. The purpose of this assignment is to not only to observe your student, but also to collect data systematically so that you gain insight into his or her literacy skills, literacy development, and relationship to literacy.

Data for this project can be collected through a variety of means: lesson plans, narratives, sampling, anecdotal records, review of academic records, teacher or parent interviews, checklists, observations, directed activities, reading protocols, or other student work products. It is not necessary to use all of these means to collect data during your Student Literacy Study; however, it is very important to use a *variety of means to collect your evidence*.

Field Experience and Field Experience Reflection (S/U)

The field experience is a required component of the teacher preparation program at George Mason University. All students will complete a minimum of 20 hours in field experience for this course. Documentation of your field experience is required as well as a signed statement from your field experience teacher(s) or supervisor(s). The Fieldwork documents are located on Blackboard.

*Field Logs with Field Experience Reflection included is to be uploaded on Blackboard by midnight.

Grading

At George Mason University course work is measured in terms of quantity and quality. A credit normally represents one hour per week of lecture or recitation or not fewer than two hours per week of laboratory work throughout a semester. The number of credits is a measure of quantity. The grade is a measure of quality. The university-wide system for grading graduate courses is as follows:

Grade	GRADING	Grade Points	Interpretation
A+	=100	4.00	Represents mastery of the subject through effort beyond basic requirements
A	94-99	4.00	
A-	90-93	3.67	
B+	85-89	3.33	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	80-84	3.00	
C*	70-79	2.00	Denotes an unacceptable level of understanding and application of the basic elements of the course
F*	<69	0.00	

Note: “C” is not satisfactory for a licensure course; “F” does not meet requirements of the Graduate School of Education

See the University Catalog for details: <http://catalog.gmu.edu/policies/academic/grading/>

Honor Code & Integrity of Work

Integrity of Work: TCLDEL students must adhere to the guidelines of the George Mason University Honor Code (<https://catalog.gmu.edu/policies/honor-code-system/>). The principle of academic integrity is taken very seriously and violations are treated as such.

Violations of the Honor Code include:

1. Copying a paper or part of a paper from another student (current or past);
2. Reusing work that you have already submitted for another class (unless express permission has been granted by your current professor **before** you submit the work);
3. Copying the words of an author from a textbook or any printed source (including the Internet) or closely paraphrasing without providing a citation to credit the author. For examples of what should be cited, please refer to: <https://owl.english.purdue.edu/owl/resource/589/02/>
4. You may also not “reuse” fieldwork hours. Each placement must have 20 documented hours that are solely for each course that you are in; you may be at the same site, but the same hours may not be counted towards the same course.

Late Work Policy

At the graduate level all work is expected to be of high quality and submitted on the dates due. *Work submitted late will be reduced one letter grade for every day of delay.* Because we live in uncertain times, if you have any extraordinary circumstances (think flood, earthquake, evacuation) that prevent you from submitting your work in a timely manner, it is your responsibility to contact the instructor as soon as possible after the circumstances occur and make arrangements to complete your work. *It is up to the discretion of the instructor to approve the late/makeup work.*

Course Withdrawal with Dean Approval

For graduate and non-degree students, withdrawal after the last day for dropping a course requires approval by the student's academic dean, and is permitted only for nonacademic reasons that prevent course completion (Mason catalog). *Students must contact an academic advisor in APTDIE to withdraw after the deadline.* There is no guarantee that such withdrawals will be permitted.

Attendance Policy

Absences must be pre-approved by the instructor. More than one absence will result in no credit for the course.

Incomplete (IN)

This grade may be given to students who are in good standing, but who may be unable to complete scheduled course work for a cause beyond reasonable control. The student must then complete all the requirements by the end of the ninth week of the next semester, not including summer term, and the instructor must turn in the final grade by the end of the 9th week. Unless an explicit written extension is filed with the Registrar's Office by the faculty deadline, the grade of IN is changed by the registrar to an F (Mason catalog). Faculty may grant an incomplete with a contract developed by the student with a reasonable time to complete the course at the discretion of the faculty member. The faculty member does not need to allow up to the following semester for the student to complete the course. A copy of the contract will be kept on file in the APTDIE office.

Date	Topics/Assignments
11/3	<p>Introductions, What do you want to learn? Discussion of syllabus and assignments Guest Speaker: Anne Melville GMU Librarian 11:00 Small group discussion of Language Knowledge Survey Teaching CLD Students Review of Literature Circle strategies then: Small group discussion of Herrera, et al Ch 1; Moats Ch 1 Read: Herrera, et al, Ch 2, Ch 3; Moats, Ch 3 Read: Research articles TBA</p>
11/10	<p>Small group discussion of Reading Responses. Small group exploration of literacy materials Short history of English Theories of Multilingual Development Discuss resources and strategies for establishing a culture of literacy First set of Reading Responses DUE (your choice of articles) Resources to support literacy development Use Literature Circle strategy to discuss TBA research articles Read: Herrera, et al, Ch 5; Moats, Ch 4 View Dyslexia Module and be prepared to discuss</p>
11/17	<p>Phonemic Awareness and Phonics instruction Creating a Culture of Literacy Project DUE (turn in hard copy in class with Rubric) Spelling Inventory: Moats Appendix A; Words Their Way Second set of Reading Responses DUE (turn in hard copy in class) Strategies to build vocabulary Supporting writing skills Read: Herrera, et al, Ch 6; Moats, Ch 7 Assessing reading comprehension (QRI) Strategies to build comprehension Read: Read: Herrera, et al, Ch 4, 7; Moats, Ch 8; TBA research articles</p>
12/1	<p>Fluency in Reading Third set of two Reading Responses DUE (turn in hard copy in class with rubric) Independent Reading Project DUE Assessment and Monitoring of reading and writing skills Peer feedback on Student Literacy Project (bring a draft) Read: Herrera, et al, Ch 8</p>

12/15 **Student Literacy Project DUE (PBA – TK20, turn in hard copy in class with rubric)**

Small group sharing

Fieldwork Log DUE (upload to TK20 by midnight)

Share your favorite children's literature book

Wrap Up

Evaluations

Professional Dispositions

See <https://cehd.gmu.edu/students/policies-procedures/undergraduate#profdisp>

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>.

EDRD 515 PBA Language and Literacy in Global Contexts

Criteria/Level	Exceeds Standards 4	Meets Standards 3	Approaches Standards 2	Not Met 1
Description of the student ACEI 1.0	Description of the student gives a comprehensive picture of the student	Description of the child gives a clear picture of the student	Description of the child gives an incomplete picture of the student	Little to no description of the student is provided
Socio-cultural context TESOL 2	Provides a clear and comprehensive description of the family, school, community and culture, including linguistic background and socio-economic status	Provides a satisfactory description of the family, school, community and culture, including language and socio-economic status	Provides a limited description of the family, school, community and culture, including language and socio-economic status	Description of sociocultural background is vague and unclear
Student attitude and response to reading TESOL 1.b ACEI 2.1	Provides a clear and descriptive picture of the student's attitude towards reading with strong evidence to support the analysis	Provides a mostly clear and descriptive picture of the student's attitude towards reading with ample evidence to support the analysis	Provides a limited description of the student's reading attitude with some evidence to support the analysis	Provides little to no description of the student's attitude towards reading and/or provide little to no evidence to support the analysis
Summary of the student's reading profile ACEI 1.0	Provides a clear and robust description of the student as a reader and writer, and provides an in-depth description of the student's strengths and areas for improvement in reading and writing	Provides a clear description of the student as a reader and writer, and provides a full description of the student's strengths and areas for improvement in reading and writing	Provides a limited description of the student as a reader and writer, and provides a limited description of the student's strengths and areas for improvement in reading and writing	Lacks a clear description of the student as a reader and writer, and/or provides little to no description of the student's strengths and areas for improvement in reading and writing
Recommendations for literacy development	Thoroughly and effectively describes the connection between collected data and literacy	Satisfactory description between collected data and literacy development recommendations	Provides a limited description of the relationship between data collected and	Description is vague and unclear. No clear research support is given for

TESOL 4c ACEI 2.1	development recommendations that are supported by research	that are supported by research	literacy development implications supported by some research	literacy development implications
Process Reflection ACEI 5.1 TESOL 5b	Demonstrates in-depth and comprehensive reflection on the student literacy study experience	Demonstrates a satisfactory reflection on the literacy study experience	A limited reflection on the literacy study experience	Little or no reflection on the literacy study experience
Overall:	Individual case study is comprehensive and presented in a professional and timely manner	Individual case study is clearly presented in a professional and timely manner	Individual case study is incomplete but presented in a professional and timely manner	Individual case study is incomplete and not presented in a professional or timely manner