George Mason University
College of Education and Human Development
Literacy Program

EDRD 631.6L1. Literacy Foundations and Instruction
for Diverse Populations: Adolescence Through Adulthood
3 Credits, Spring 2020
Tuesdays, 5:00-7:10, Van Metre Hall 310- Arlington Campus

Faculty
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Prerequisites/Corequisites

EDRD 630: Advanced Literacy Foundations and Instruction, Birth to Middle Childhood

University Catalog Course Description

Examines literacy theory, research, and practice as it relates to adolescents and adults. Evaluates sociocultural, cognitive, linguistic, psychological, and developmental influences on literacy development, Including reading, writing, and oral communication.

Course Overview

"Not Applicable."

Course Delivery Method

This course will be delivered using a hybrid (2-75% online) format.

Online content will be delivered via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on January 21, 2020.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

  To get a list of supported operation systems on different devices see:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: https://get.adobe.com/reader/
  - Windows Media Player: https://support.microsoft.com/en-us/help/14209/get-windows-media-player
  - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations
- Course Week: Because asynchronous classes do not have a "fixed" meeting day, on asynchronous class meetings, our week will start on Wednesday, and finish on Tuesday.
- Log-in Frequency:
  Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week.
- Participation:
  Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
  Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
  Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
  Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:
  Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:
  The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words*. Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations:
  Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

1. Interpret major theories and empirical research that describes the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development.
2. Explain the evidence-based components of reading, as related to adolescent learners (vocabulary, and comprehension), writing processes, writing skills (e.g., spelling, genre writing), and components of language (e.g., morphemic analysis).
3. Identify instructional strategies and theories that address the needs of adolescent learners, including facilitating the acquisition of academic language.
4. Read and analyze the scholarship of the field.

Professional Standards: International Literacy Association's 2010 *Standards for the Preparation of Literacy Professionals*:

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

1.1   Understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connections.

2.2   Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading-writing connections.

2.3   Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.

4.1   Recognize, understand, and value forms of diversity that exist in society and their importance in learning to read and write.

4.2   Use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.

5.2   Design a social environment that is low-risk, includes choice, motivation and scaffolded support to optimize students' opportunities for learning to read and write.

6.2   Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue development of individual professional knowledge and behaviors.

6.3   Participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs

Virginia State Standards addressed in this course: 2c, 3b, 3e, 3g, 3h,

2c.   Demonstrate appropriate strategies for facilitating the acquisition of academic language for English learners and non-standard dialect user.

3b.   Demonstrate understanding of a range of word attack and word learning strategies including morphological analysis, affixes and roots, inflections, definitional and contextual approaches.

3e, g.   Demonstrate understanding of and design appropriate strategies for developing reading comprehension of content text through meaning making processes such as predicting, questioning, summarizing, and clarifying.

3h   Demonstrate the ability to integrate a variety of types of literature and text into lesson and unit planning.

Required Texts

1. Brozo, W.G. (2017). *Disciplinary and content literacy for today's adolescents: Honoring diversity and building competence*. New York, NY: The Guilford Press.
2. One self-selected young adult novel from booklists provided.

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).

- **Assignments and/or Examinations**

A. **Course Engagement (5%):** Being engaged in this course is essential to the teaching-learning process. Engagement involves attendance, timeliness, and active participation. Class attendance (face-to-face and online) is both important and required (see Academic Policy 1.6 in the GMU Catalog). It is expected that you fully engage in all course activities whether online or face-to-face. It is critical to keep up with the readings, course presentations, and activities. It is expected that you are fully prepared for each class, complete work in a timely manner, offer critical insights to discussions, ask in-depth, thoughtful questions, and provide thoughtful, responsive feedback to your peers. The following rubric will be used for evaluation.

Criteria for Evaluation	Exceeds Expectations	Meets Expectations	Approaching Expectations	Below Expectations
Class Attendance	Missed no more than 1 face-to-face or synchronous class session **OR** arrived late/left early for no more than 1 class.	Missed 2 face-to-face or synchronous class sessions **OR** arrived late or left class early a minimum of 2-3 times.	Missed 3 face-to-face or synchronous class sessions. **OR** arrived late or left class early 4-5 times.	Missed more than 3 face-to-face or synchronous class sessions. **OR** arrived late or left class early more than 5 times.

Criteria for Evaluation	Exceeds Expectations	Meets Expectations	Approaching Expectations	Below Expectations
Class Participation	Consistently well-prepared for class; regularly asked questions or made observations and analysis appropriate to the topic. Actively participated in *all* small group activities and class discussions.	Usually prepared for class; occasionally asked questions or made observations and analysis appropriate to the topic. Actively participated in *most* small group activities and class discussions.	Sometimes prepared for class; rarely asked questions or made observations that indicated familiarity with the topic. Rarely actively participated in small group activities and class discussions.	Consistently not prepared for class; never asked questions or made observations that indicated familiarity with the topic. Never actively participated in small group activities and class discussions.

B. **Online Investigations (15%):** For weeks marked ASYNCHRONOUS in the course schedule, you are required to complete a multi- step process to meet the week's requirements. All instructions and due dates for these assignments will be posted to Blackboard. **It is essential that you read all of the assigned material since this content will not be repeated in class. All modules must be fully completed in order to receive credit for this assignment.** There is a total of 6 ASYNCHRONOUS classes (dates noted in the course schedule).

C. **Young Adult Novel Study (5%):** The purpose of this assignment is to expand understanding of how to effectively use young adult literature in the secondary classroom to create literate environments. This assignment has *two components*. Candidates will choose and read a young adult book selected from one of the following lists (the last 5 years): ALA Young Recommended Books for YA, YALSA Best of the Best, ALA Best Fiction, Outstanding Science Trade Books (NSTA), Notable Social Studies Trade Books (NCSS). Next, candidates will create a Power Point or other digital format presentation including the following information: (1) a picture of the book and brief author information, (2) bulleted summary of book, (3) critical evaluation, (4) rationale for use (5) thematic links and (6) ideas for integrating into the secondary content curriculum. Rubric available on Blackboard.

D. **Article Discussion Leadership [ADL] (10%):** The purpose of this assignment is to show understanding of how to analyze and interpret a research article, collaborate with peers, and lead a meaningful discussion with your colleagues. Candidates will work in teams of 3-4 to evaluate a peer-reviewed literacy research article. Articles must be selected from a list provide by the instructor. Candidates will read, analyze, and discuss the article with peers. The team will then create a narrated digital presentation around the following aspects of the article: (a) Author's purpose, (b) Research methodology, (c) Key Points/Concepts, (c), Conclusions/Findings, (d) Implications for Research & Practice, (e) Professional Reflections & Questions. Rubric available on Blackboard.

E. **Young Adult Interview (20%):**
The purpose of this assignment is to gain an understanding of the motivation, engagement, and experiences of adolescent learners. Candidates will conduct a comprehensive interview with an adolescent learner and write an analysis of the findings.

1. ***Interview an adolescent***. Conduct a comprehensive interview with the youth, listening and taking good notes to inform your understanding of the youth's interests, experiences, and opinions. Questions will be provided in class.

2. ***Write an analysis paper***: Write a 3-4-page analysis, summarizing and evaluating the interview findings. Identify themes and new understandings about this youth and explain how it connects to your understandings about working with adolescents. Include ***at least three*** relevant and timely sources to support your analysis.

F. **Adolescent Text Set (25%):** *This is a performance- based assessment*. The purpose of this assignment is to develop a linked text set that could be used with adolescents in a secondary setting. Candidates will identify a grade level and a disciplinary topic (e.g., manifest destiny – history; biomes – science, etc.). Once a topic is selected, develop an essential question(s) and begin searching for texts.

Collect ***at least 12 texts*** related to this disciplinary topic. Sources should be <u>no older than 15 years</u>, unless historical or archival documents. Listed are the minimums. You must include *at least*:
- One reading from the perspective of a person of nonwhite/European background
- One reading from the perspective of a woman
- Two magazine articles (from popular and/or content-specific magazines for adults or teens)
- Two articles
- Two websites
- One nonfiction book
- One young adult novel
- One comic book or graphic novel

Next, write a paper with the following components:
   a. **Introduction:** Your opening should provide an overview of your text set, explaining your rationale for selecting the topic and your justification for using this text set in a secondary setting. Use relevant resources to support your ideas.
   b. **Annotations:** Provide a full bibliographic citation for each source using APA format; then briefly describe/summarize each source, explain how it fits into the larger context of the disciplinary topic and justify why you think it will appeal to adolescents.
   c. **Strategies for Teaching with the Sources**: Propose some approaches and strategies you would use for engaging adolescents with the texts. Use strategies from your course texts or from other reputable published sources. Provide an explanation for how and why the strategy(ies) would be useful in supporting adolescents' understanding of the text. You should show evidence of being able to apply a variety of strategies across the sources.

Finally, present the text-set in class. Develop a 5-minute PowerPoint or similar technology presentation that includes (1) the rationale for creating the text-set (2) an overview of the topic and resources, and (3) a review of the strategies you would recommend using with the text set. At the end of the presentation, invite feedback and suggestions.

G. **Final Exam (20%):** There will be a final comprehensive exam.

Assignment Table

Assignment	Value	Due Date
Class Engagement	5%	ongoing
Online Investigations	15%	1/21; 2/11; 3/3; 3/10; 4/14; 4/21
Article Discussion Leadership	10%	As assigned
Adolescent Interview	20%	February 18th
Young Adult Author Study	5%	March 24th
Text Set	25%	April 14th
Final Exam	20%	May 5th

- **Other Requirements**

  - The completion of all readings assigned is assumed. Because the class will be structured around discussion and small group activities, it is critical for you to complete all readings prior to the class for which they are assigned in order to be able to fully participate in class. It is your responsibility to come to class with insights, questions, comments, and concerns from the readings.

  - Laptops/tablets may be used for taking notes or for in-class instructional activities as necessary. However, engaging in activities not related to the course (e.g., gaming, email, texting, etc.) or typing during discussions or presentations is prohibited and will affect your participation grade.

  - Please see me with questions and/or concerns about assignments, expectations, or class activities. I am happy to clarify and lend assistance on projects and assignments, but please come to me within a reasonable timeframe. I look forward to collaborating with each of you as you work towards your goals.

  - All assignments should be submitted to Blackboard on the date indicated in the schedule below (by 4:30pm, whether or not you are in class that evening). **Save all electronic files with your last name and assignment title (ex: DrakePatrick_TextSet).**

  - All assignments must follow APA formatting. Writing quality (including mechanics, organization, and content) is figured into the overall points for each writing assignment, so please proofread carefully and use formal, academic writing. Be sure to follow APA formatting when providing citations.

- **Grading**
  - Please note that Literacy students must re-take any course in which they receive a grade of C or lower, in order to be eligible for licensure (Please note that the grade of B- is not given). **Incompletes must be cleared before moving to any course for which the course is a prerequisite**. (Note that EDRD 631 is a prerequisite for EDRD 632).

  - The performance-based assessment is designed to provide evidence that program candidates meet required program completion standards. Students may have one opportunity to revise PBA

assignments only in order to demonstrate proficiency with each of the associated standards. Successful completion of the performance-based assessment is required to move to the next course in the Literacy course sequence. If you are concerned that you may be having difficulty meeting these requirements, please speak to your course instructor and your advisor.

o   Every student registered for any Literacy course with a <u>required performance-based assessment</u> is required to submit this assessment, **Adolescent Text Set**, to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor).

o   Grading Scale

Grade	
A	= 94 – 100
A-	= 90 – 93
B+	= 87 – 89
B	= 80 – 86
C	= 75 – 79
F	= below 75

o   Late papers and projects will not be accepted without penalty, except in extraordinary circumstances. **The standard late work penalty is a 10% deduction (of the total points) for each day the assignment is late**.

Professional Dispositions

See https://cehd.gmu.edu/students/polices-procedures/

Class Schedule

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Class	Topics	Readings	Assignments
Week 1: January 21st Asynch.	What is adolescent literacy? Course introduction Syllabus review	Brozo, Chapter 1 International Literacy Association. (2019). Engagement and adolescent literacy [Position statement and research brief]. Newark, DE: Author	Online investigations posted to Blackboard by February 1st at 11:59 PM.
Week 2: January 28th F2F	Adolescent literacies inside and outside of school. Literacy competence for diverse learners.	Brozo, Chapter 2 Kirkland, D. E. (2011). Books like clothes: Engaging young black men with reading. *Journal of Adolescent & Adult Literacy, 55*(3), 199-208. Glenn, W. J., & Ginsberg, R. (2016). Resisting readers' identity (re)construction across English and	ADL partners assigned. Review Interview questions.

		young adult literature course contexts. *Research in the Teaching of English, 51*(1), 84-105.	Submit YA Book choices.
Week 3: February 4th F2F	Disciplinary and content literacy: Expanding text comprehension.	Buehl, D. (2017). Teaching comprehension of complex texts. In Doug Buehl, *Developing readers in the academic disciplines* (pp. 29-73). Portland, Me: Stenhouse (located on e-reserves). International Literacy Association. (2017). Content area and disciplinary literacy: Strategies and frameworks [Literacy leadership brief]. Newark, DE: Author.	
Week 4: February 11th Asynch.	Disciplinary and content literacy: Supporting adolescents in developing academic language.	Brozo, Chapter 3 International Literacy Association. (2015). Collaborating for success: The vital role of content teachers in developing disciplinary literacy with students in grades 6–12. Newark, DE: Author. Optional: Goldman, S. (2012). Adolescent literacy: Learning and understanding content. *The Future of Children, 22*(2), 89-116.	Conduct Adolescent Interviews Online investigations posted to Blackboard by midnight.
Week 5: February 18th F2F	Assessment for literacy growth and disciplinary learning	Brozo, Chapter 4 Gillis, V. (2014). Disciplinary literacy: Adapt not adopt. *Journal of Adolescent and Adult Literacy, 57*(8), 614–623.	**Adolescent Interview DUE**
Week 6: February 25th F2F	Reading and learning from multiple sources	Brozo, Chapter 8 & 9 Elish-Piper, L., Wold, L. S., & Schwingendorf, K. (2014). Scaffolding high school students' reading of complex texts using linked text sets. *Journal of Adolescent & Adult Literacy, 57*(7), 565-574. Lupo, S., Strong, J., Lewis, W., Walpole, S. & McKenna, M. (2018). Building background knowledge through reading: Rethinking text sets. *Journal of Adolescent and Adult Literacy, 61*(4), 433-444.	ADL #1 & #2 Begin text sets.
Week 7: March 3rd Asynch.	Creating motivating contexts for literacy and learning	Brozo, Chapter 5	ADL #3 and #4 Online investigations posted to Blackboard by midnight.
Week 8: March 10th Asynch.	Developing academic vocabulary knowledge.	Brozo, Chapter 6 Flanigan, K., Templeton, S., & Hayes, L. (2012). What's in a word? Using content vocabulary to generate growth in general academic vocabulary	Critical friend text set sharing. Online investigations posted to

		knowledge. *Journal of Adolescent and Adult Literacy, 56*(2), 132– 140.	Blackboard by midnight.
Week 9: March 17th F2F	Developing academic vocabulary knowledge.	Hendrix, R. A., & Griffin, R. A. (2017). Developing Enhanced Morphological Awareness in Adolescent Learners. *Journal of Adolescent & Adult Literacy, 61*(1), 55–63. Nagy, W., & Townsend, D. (2012). Words as tools: Learning academic vocabulary as language acquisition. *Reading Research Quarterly, 47*(1), 91–108	ADL #5 and #6
Week 10: March 24th F2F	Writing to learn in the disciplines	Brozo, Chapter 7 Linares, R. (2019). Meaningful Writing Opportunities: Write-Alouds and Dialogue Journaling With Newcomer and English Learner High Schoolers. *Journal of Adolescent and Adult Literacy, 62*(5), 521–530.	**Young Adult Novel Study DUE**
Week 11: March 31st F2F	Writing to learn in the disciplines.	Cervetti, G., & Pearson, P.D. (2012). Reading, writing, and thinking like a scientist. *Journal of Adolescent and Adult Literacy, 55*(7), 580– 586. Zenkov, K. & Harmon, J. (2009). Picturing a Writing Process. *Journal of Adolescent and Adult Literacy,* 52(7), 575-584.	
Spring Break Observed April 6th-10th			
Week 12: April 14th Asynch.	New Literacies	Gleason, B. (2018). Adolescents becoming feminists on Twitter: New literacies practices, commitments, and identity work. *Journal of Adolescent and Adult Literacy,* 62(3), 281-289. Hagood, M. C. (2017). Risks, Rewards, and Responsibilities of Using New Literacies in Middle Grades. *Voices from the Middle, 25*(1), 64–70 Wilson. A. A., Chavez, K., & Anders, P. L. (2012). "From the Koran and Family Guy": Expressions of Identity in English Learners' Digital Podcasts. *Journal of Adolescent & Adult Literacy*, 55(5), 374–384.	**Text Sets DUE** Online investigations posted to Blackboard by midnight.
Week 13: April 21st Asynch.	Strategic Literacy and Learning: Pulling it all together.	Barton, G., & McKay, L. (2016). Adolescent learners and reading: Exploring a collaborative, community approach. *Australian Journal of Language & Literacy, 39*(2), 162–175. Frankel, K. K., Fields, S. S., Kimball-Veeder, J., & Murphy, C. R. (2018). Positioning Adolescents in	Online investigations posted to Blackboard by midnight.

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		Literacy Teaching and Learning. *Journal of Literacy Research*, *50*(4), 446–477	
Week 14: April 28th F2F	What did we learn about adolescent literacy? Course evaluations		**Text-Set Presentations DUE** Review for exam
Week 15: May 5th	Final Exam		**All PBA revisions must be submitted**

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 https://ds.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 https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/.

- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:
As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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

Adolescent Text Set PBA Rubric

ILA Standards/ Elements	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Below Expectations (1)
2.2a Use instructional approaches supported by literature and research for the following areas: concepts of print, phonemic awareness, phonics, vocabulary, comprehension, fluency, critical thinking, motivation, and writing.	Provides exemplary evidence of using instructional approaches supported by the literature for the following areas: concepts of print, phonemic awareness, phonics, vocabulary, comprehension, fluency, critical thinking, motivation, and writing.	Provides satisfactory evidence of using instructional approaches supported by the literature for the following areas: concepts of print, phonemic awareness, phonics, vocabulary, comprehension, fluency, critical thinking, motivation, and writing.	Provides partial evidence of using instructional approaches supported by the literature for the following areas: concepts of print, phonemic awareness, phonics, vocabulary, comprehension, fluency, critical thinking, motivation, and writing.	Provides little or no evidence of using instructional approaches supported by the literature for the following areas: concepts of print, phonemic awareness, phonics, vocabulary, comprehension, fluency, critical thinking, motivation, and writing.
2.2b Provide appropriate in-depth instruction for all readers and writers, especially those who struggle with reading and writing.	Provides exemplary evidence of using appropriate in-depth instruction for all readers and writers, especially those who struggle with reading and writing.	Provides satisfactory evidence of using appropriate in-depth instruction for all readers and writers, especially those who struggle with reading and writing.	Provides partial evidence of using appropriate in-depth instruction for all readers and writers, especially those who struggle with reading and writing.	Provides little or no evidence of using appropriate in-depth instruction for all readers and writers, especially those who struggle with reading and writing.

2.2d As needed, adapt instructional materials and approaches to meet the language proficiency needs of English learners and students who struggle to learn to reading and write.	Provides exemplary evidence of adapting instructional materials and approaches as needed to meet the language proficiency needs of English learners and students who struggle to learn to read and write.	Provides satisfactory evidence of adapting instructional materials and approaches as needed to meet the language proficiency needs of English learners and students who struggle to learn to read and write.	Provides partial evidence of adapting instructional materials and approaches as needed to meet the language proficiency needs of English learners and students who struggle to learn to read and write.	Provides little or no evidence of adapting instructional materials and approaches as needed to meet the language proficiency needs of English learners and students who struggle to learn to read and write.
2.3b Support classroom teachers in building and using quality, accessible classroom library and materials collection that meets the needs and abilities of all learners.	Provides exemplary evidence of supporting classroom teachers in building and using quality, accessible classroom library and materials collection that meets the needs and abilities of all learners.	Provides satisfactory evidence of supporting classroom teachers in building and using quality, accessible classroom library and materials collection that meets the needs and abilities of all learners.	Provides partial evidence of supporting classroom teachers in building and using quality, accessible classroom library and materials collection that meets the needs and abilities of all learners.	Provides little or no evidence of supporting classroom teachers in building and using quality, accessible classroom library and materials collection that meets the needs and abilities of all learners.
4.1b Assist teachers in developing reading and writing instruction that is responsive to diversity.	Provides exemplary evidence of assisting teachers in developing reading and writing instruction that is responsive to diversity	Provides satisfactory evidence of assisting teachers in developing reading and writing instruction that is responsive to diversity.	Provides partial evidence of assisting teachers in developing reading and writing instruction that is responsive to diversity.	Provides little or no evidence of assisting teachers in developing reading and writing instruction that is responsive to diversity.
4.2b. Support classroom teachers in providing differentiated instruction and developing students as agents of their	Provides exemplary evidence of supporting classroom teachers in providing differentiated instruction and	Provides satisfactory evidence of supporting classroom teachers in providing differentiated instruction and	Provides partial evidence of supporting classroom teachers in providing differentiating instruction and developing	Provides little or no evidence of supporting classroom teachers in providing differentiating instruction and developing

own literacy learning.	developing students as agents of their own literacy learning.	developing students as agents of their own literacy learning.	students as agents of their own literacy learning.	students as agents of their own literacy learning.