1. **COURSE TITLE**: ELRL 617 Children’s Literacy in the 21st Century 3 graduate credits

2. **COURSE DESCRIPTION**

   This course focuses on a new definition of children’s literacy. Through personal and shared inquiry, multiple literacies (including media, intertextual, and visual literacies) are examined in the context of children’s literacy development, literacy curriculum design and development, state and national standards, current research and theory, and classroom practices and materials. Critical issues including the digital divide, politics and literacy, parents and appropriate technology use, and gender and ethnic bias are explored.

3. **PREREQUISITES**: None

4. **COURSE OBJECTIVES**: Candidates will know and understand:

   A. Current research, theory, trends, themes and social and political issues in the teaching of literacy to emergent and developing learners. (IRA Standard 1.1, 1.2; NJPTS 1, 2; WPUNJ B1, B2, B3, B4)

   B. Literacy curriculum design and development and a wide range of instructional materials and practices including technology-based practices for children at emergent and developing stages of reading and writing, with special learning needs, and from different cultural and linguistic (IRA Standard 2.2, 4.1; NJPTS 3, 4, 6, 7; WPUNJ D4, D5, D6).

   C. A wide range of curriculum materials in effective reading and writing instruction for children at different stages of reading and writing development, with special needs and from different cultural and linguistic backgrounds. (IRA Standards 2.2, 2.3, 4.1; NJPTS Standards 3, 4, 7; WPUNJ D4, D5, D6).

   D. How to use instructional grouping options including individual, small-group, whole-class and computer-based groupings to enhance and improve instructional practices and that engage children in lifelong reading habits (literature circles, role playing, readers’ theatre, shared reading and writing, cooperative learning, recreational reading). (IRA Standard 2.1, 2.2, 2.3, 4.4; NJPTS Standard 4.6; WPUNJ D2, D3, D4, D5).

   E. How to interpret research findings and use instructional technology that promotes a balanced approach to literacy curriculum design and instruction that informs and educates parents, colleagues and administrators. (IRA Standards 1.2, 2.3, 4.1, 5.1; NJPTS 4, 8, 9; WPUNJ D5, D6).

   F. How to articulate children’s literacy, technology, and learning processes in order to share information with a wide variety of audiences including children, paraprofessionals, colleagues, administrators, parents and politicians. (IRA Standard 5.1; NJPTS 8, 9; WPUNJ C1, C2, C4, D1)

   G. How to use a variety of informal tools to assess children’s interests, reading abilities, and background as foundations for reading and writing programs and be able to critically evaluate their repertoire of teaching and learning strategies to include multi-modal, mass-media and computer.
based texts with a focus on literacy development and assessment activities. (IRA Standards 3.1, 4.1; NJPTS 4, 5, 6; WPUNJ D2, D3, D6).

H. A large supply of books, technology-based information and non-print materials representing multiple levels, broad interests and cultural and linguistic backgrounds as they make thoughtful decisions about teaching, literacy and technology. (IRA Standard 4.2; NJPTS 4, 6; WPUNJ C3, D4, D5, D6).

I. How to model reading and writing enthusiastically as valued lifelong activities and motivate learners to be lifelong readers. (IRA Standards 2.3, 4.3, 4.4, NJPTS 6.8; WPUNJ A2, D4).

5. STUDENT LEARNING OUTCOMES

Candidates will be able to:

A. Use current research, theory, trends, themes and social and political issues related to emergent and developing literacy learners to prepare critical issues presentations and reflective, creative, multimedia responses to required readings (IRA Standards 1.1, 1.2, 5.2, 5.3; NJPTS 1.2; WPUNJ B1, B2, B3, B4).

B. Use instructional grouping practices as appropriate in curriculum design and development to prepare targeted lessons that align with the NJCCCS in Language Arts Literacy and prepare, present, and participate in critical issues presentations (IRA Standards 1.4, 2.1, 5.2, 5.3; NJPTS 4, 6; WPUNJ D2, D3, D4, D5).

C. Use a wide range of curriculum materials, instructional practices, approaches and methods, including technology-based practices for learners at differing stages of development and from different cultural and linguistic backgrounds and with special needs to prepare targeted lesson plans that align with the NJCCCS in Language Arts Literacy, and prepare, present, and participate in critical issues presentations. (IRA Standards 1.4, 2.3; NJPTS 3.4, 6.7; WPUNJ D4, D6).

D. Use children’s interests, reading abilities, and backgrounds as foundations for curriculum design and development and the preparation of targeted lesson plans and literacy activities that align with the NJCCCS in Language Arts Literacy for the critical issues presentations. (IRA Standard 4.1; NJPTS 4, 6; WPUNJ D2, D3).

E. Use a large supply of books, technology-based information and non-print materials representing broad interest, diversity in culture, language and learning styles to prepare targeted lesson plans that align with the NJCCCS in Language Arts Literacy, and prepare, present, and participate in critical issues presentations. (IRA Standards 4.2, 4.3, 4.4; NJPTS 4, 6; WPUNJ D2, D3).

F. Display positive dispositions related to reading and the teaching of reading by contributing to class and on-line discussions; collaborating with peers; having high expectations for all learners; and by creating safe and caring classroom environments that encourage reading independence and by working with colleagues, families, and communities to ensure that all children have access to quality print and non-print materials and adults who enthusiastically model proficient reading behaviors. (IRA Standard 5.1; NJPTS 8, 9; WPUNJ D2, D3).

6. TOPICAL OUTLINE OF COURSE CONTENT:

A. What is literacy in the 21st Century?
   - Language acquisition and literacy
   - The nature of the reading and writing processes including media in the 21st century
   - Differing views of reading and writing

B. Current research on developing readers and writers
   - Phonemic Awareness/Phonics
7. TEACHING METHODS:

A. Online discussion forums
B. Readings, discussions, and online presentations--small and whole groupings
C. Face-to-face meetings with small and whole groupings
D. Asynchronous teaching and learning activities
E. Demonstrations

8. METHODS OF STUDENT ASSESSMENT:

A. Attendance and participation
B. “Our Literate Selves”: Autobiographical Essay (See guidelines attached.)
C. Technology Resources Inquiry (See guidelines attached.)
D. Critical Issues Presentations (See guidelines and assessment rubric attached.)
E. Reflective, creative multimedia essays (See guidelines attached.)
F. Targeted lesson plans for small groups of students experiencing difficulty in reading and/or writing

9. SUGGESTED READINGS: variable


International Reading Association. *Adolescent Literacy. The Journal of Adolescent and Adult Literacy.*


Selected On-Line Resources:

The Argus Clearinghouse: http://www.clearinghouse.net/ AskERIC:
http://ericir.sunsite.syr.edu/ The National Council of Teachers of English:
http://www.ncte.org/index.html The American Association of School Librarians:
http://www.ala.org/aasl/ International Society for Technology in Education:
http://isteonline.uoregon.edu/ International Reading Association:
http://www.reading.org International Reading Association online journal:
http://www.readingonline.org

*Students with special needs should make n appointment to see the instructor
ASSIGNMENT #1: Our Literate Selves: An Autobiographical Essay

DUE September 16th at 1:00, p.m. submitted electronically to the Digital Drop Box (be sure to use the “Send File” function and NOT “Add File”). A hard copy is due on September 16th at the face-to-face class meeting on the campus of William Paterson University.

In a piece of writing of not more than 1,000 words, reflect on your own story of literacy development. Highlight experiences you had learning to read and write—in school and out. Try to remember any particular memories and experiences you had dealing with written text. Recall any favorite readings if you had them. Describe scenes, positive and negative experiences and influential people—supportive and/or critical of your learning.

For those of you who may have completed a similar assignment for another reading course, I encourage you to examine that piece of writing and use it to complete this assignment. Modify, expand, and condense this piece to create a better piece of writing.

This essay should also include your early experiences as a user of technology. Define technology as it fits with your experiences and generation. For some, technology may mean a record player or VCR, for others a mechanical toy.

Read below only when you have finished writing! Go back and re-read your piece. You probably wrote it in black (or perhaps dark blue), used size 12 font and double-spaced. These are the traditional expectations we hold for completing a college-level writing assignment, right? But now, with the level of sophistication we have in word processing, it is possible to change these traditional modes in our writing to reflect the multiliteracies available to us today.

SO, now I want you to return to your piece and see what changes you can make in the image of your piece that will reflect the visual literacy available to us through technology—“play around with” the font, size, and color of the text (and other modes you may come up with). Think about the impact the words may have on the reader and how you can emphasize these using different modes. To find examples of this, review the modes I have used in composing the directions for this assignment. Be CREATIVE, thoughtful and TAKE RISKS! Have fun! See what you can come up with—ask your children (at home and/or at school) for their suggestions, input and help! Be prepared to explain how and why you chose the particular images you did.

When you have finished with the writing and experimented with the images of this piece, send the completed assignment to the DIGITAL DROP BOX located under STUDENT TOOLS. Be sure to do the “SEND FILE” function and NOT “add file” (if you “add file” I will not receive your work!). I expect this work, and all the written assignments to be submitted in standard English. If your work is unacceptable, I will inform you of this and will expect you to re-submit it for a grade. You will be given this option on this first assignment. Future assignments will not have this option. (10% of final grade)

ASSIGNMENT #2 TECHNOLOGY RESOURCES INQUIRY

DUE: September 22nd, at 1:00, p.m. submitted electronically to DROP BOX located under STUDENT TOOLS (Be sure to use the “Send File” function and NOT “add file”).

DIRECTIONS: For the purpose of our class, please conduct a technology resources inquiry with a school administrator or school technology specialist. Your goal is to find out as much as possible about the technology that is available to the students and faculty at the particular school in which you conduct your inquiry. [For those of you already working in a school, I assume it will be most efficient for you to conduct]
the interview at your school. If you are not working in a classroom, then go to the school in the neighborhood
in which you live or if you have children, conduct the interview at your children’s school.

Answer the questions below. The school may have other/different resources that you might learn about—so
modify/adapt these questions to your particular site if necessary.

Begin your report by stating the name of the school, school district and county, and title of the individual you
interviewed. Then, type the number of the question followed by the interviewee’s response(s). Record the
answers you receive as accurately as possible.

Most of the questions listed below are written so that you can simply read them off of a hard copy of this file.

1. School name, name of district and county, and title of individual granting the interview.
   (Note: Do NOT record the person’s name).
2. Please describe the location of your computer technology. Do you have computers in
classrooms? Are there computer labs? Who has access to the machines? Who is responsible for
maintaining them? What happens when “something isn’t working?” How is it fixed?
3. What types of machines are available for students to use? What is the ratio of working
    computers to students in this school? How old/new are the machines? What can these machines do?
    Only word processing? Do they have internet connections? Where are the computers with internet
    connections located?
4. What kinds of support does the school offer to the faculty? Are there technology specialists
    available to them at the school? Are teachers responsible for learning to use computers on their own?
    Does the district offer professional development workshops for teachers?
5. What types of assignments do teachers give to students that involve computer technology?
    Do the faculty and administration have concerns about the websites children may go to when they use
    the web? Does the school have a web-use policy for children? How did they develop the policy? Can
    you have a copy of this policy?
6. What priority does the school place on the use of computer technology? Is it a part of the
    school mission? At what grade level do students begin to use computers?
7. Do students typically bring computer knowledge to the school—or are they
genially unfamiliar with this technology? What types of knowledge do they have?
8. What technology skills does the school expect to have in their newly hired teachers? What
does the school hope you are learning in your graduate education with respect to technology?
9. What other types of technology are available at the school? Video cameras? Digital
    cameras? Language labs?
10. What are the school’s short-term goals for improving their computer technology and its
    integration into the curriculum?

After the interview, take a few days to ponder and reflect on the information you learned and then answer
the questions below. Label these:

Reflective Questions
What do you see to be the strengths and weaknesses of this school’s computer and technological
resources? Were you to be asked to hire a new faculty member to work at this school how would
you want that individual to take advantage of/use the school’s resources? What did you find
striking and significant in this interview? Write your answers to these questions in a reflective
essay. Submit the answers to the 10 interview questions as well as your answers to the reflective questions to
the student drop box……. located under student tools……just as you did with Literacy Autobiography.
Assignment #3

Reflective essays and/or creative writings on Position Papers from the International Reading Association and research article. [These are available in the Library Electronic Reserves and were discussed during first face-to-face meeting on-campus meeting]

1) Learning to Read and Write: Developmentally Appropriate Practices for Young Children 
2) Adolescent Literacy
3) High-Stakes Assessments in Reading 
4) The Convergence of Literacy Instruction (a research article by Leu and Kinzer) 
5) Teaching all Children to Read: The Role of the Reading Specialist (required reading for those enrolled in the M. Ed. Reading Program to become reading specialists….everyone is welcomed to read this for extra credit…)

DUE: October 6th by 1:00 p.m. submitted electronically to the DROP BOX located in the STUDENT TOOLS area. (10% of final grade)

For EACH of the 4 (or 5) articles write (approximately 200 words per reading):

1) a reflective essay in which you share your understanding of what the authors are saying—retell the article in your own words, in a synthesized format; in other words, let me know that you have read this article by telling me what it said in your own words ….then, your observations and reactions to each of these articles . Also, identify questions, concerns and information that is already familiar to you. Finally, look for and write about areas that you found confusing, or at odds with your professional beliefs, experiences and/or expectations.

OR

2) a creative piece (with the concepts of multiliteracies we have touched on so far in this course). This creative piece should let me see that you read and understood the position paper and/or research article that the piece is written for.

For example, after reading the position paper, “Learning to Read and Write” you may decide to write a Letter to Parents that draws upon the information from this position paper. This might actually become a real letter you choose to send home to the parents of the children you teach.

Other creative pieces may be

• a brochure,
• a letter to the editor or an editorial for your local paper,
• a lesson plan that exemplifies some of the practices outlined in one of the papers,
• a poem (rhyming or otherwise),
• a dialogue, conversation or role play,
• an essay in which you give the reading a new title and explain why your title is more appropriate than the current one,
• any other idea you may have!

Be creative, take risks, have fun!

To summarize: You will send 4 (or 5) pieces of writing, (preferably in one file) one for each of the readings. The writings can be “mixed up” with maybe one reflective essay and 3 creative pieces…… or 2 essays and 2 creative pieces….it is your choice. Just be sure the writing communicates that you read and understood the information in the papers.

Please note: These position papers and research article reflect a synthesis of current research and theory by the International Reading Association, the primary professional organization responsible for supporting and informing educators in the area of literacy education. Be sure you understand each of these positions and develop a strong professional stance regarding this information. I expect you to use this information
throughout the remainder of this course, recalling it wherever necessary. It will also be important to know for the final exam.

Assignment #4:

Critical Issues Presentation Activity and Reflective Essay

Due: See Weekly Schedule under COURSE INFORMATION

There are two objectives for this assignment:

1) To learn about the proposed critical issues and
2) To experience for ourselves the nature of learning with technology that Leu and Kinzer identify as critical for our future work.

We have now reached the point in the semester when we will work in small groups to research and prepare a small group "presentation" for the class. Each one of you will choose a critical issue topic from those listed on the weekly schedule for this course. Depending on the size of the class, there will be 4 groups (with 4 members in each group).

Assigned Readings and Websites: DUE DATE IS October 27

Each student must locate one professional reading and one website that provokes thought and challenges us to reflect critically on the topic. Each student should share his/her findings with the small group and together the small group must select the very best of these readings and websites that they will assign to the class for the group's critical issues presentation.

Students should begin looking for these readings and websites in their professional membership materials. Next, students should search the web and ERIC, using the information learned during the second F2F meeting with the librarian.

The criteria for the selections should be the following:

- Readings and websites should provoke thought, challenging us to view these issues in ways that may be new and different for us (the best readings will present opposing points of view and/or research),
- Readings and websites should require us to read and surf about the equivalent of one week's worth of time…..so be realistic in these choices!

The group must prepare one list of readings in the form of one word processed document or webpage that I can post to the class. All group readings are due to me by March 24, 1:00, p.m. to my digital drop box. It is the group’s responsibility to be sure the web addresses are correct and active! The group should integrate these readings and websites into their small group presentation.

While looking for the readings and websites, the small group should simultaneously plan a creative activity with discussion for the class to engage in over the week’s "presentation" period This activity should highlight the critical issue. This activity might be a web quest, survey, “game show” and/or interview that the class will complete and “bring” to the week’s discussion. This activity should be presented using a simple word processed document, a Powerpoint presentation, and/or a group created website. The type of activity the group creates will depend on the presentation topic. The only requirement is that the presentation be creative! You should take risks as you experiment with this new way of “presenting” in a cyberspace classroom. Remember to design a week's worth of work--no more and no less!

Your presentation might also include some or all of the following:

1. A short list of the most relevant internet sites and software that relate to your issue that you may choose to have our class evaluate;
2. A one screen flier-type handout that relates to your issue;
3. A reference to the New Jersey State Core Curriculum Content Standards and/or National Technology Standards and how these interrelate to your issue.

Rationale for this Assignment:
Leu and Kinzer (2000) note that the convergence of literacy and technology requires all of us to be able to use technology to:

1. Find information, and lots of it, quickly;
2. Solve problems using this information;
3. Work collaboratively through the Internet, without necessarily seeing or sitting next to our partners ...

So … the goals of this critical issues presentation are to:

1) begin exploring the issues these requirements impose upon us and
2) find ways to successfully work through them.

You should all become "mini-experts" on the critical issue you have chosen and work with a group on finding the best information available and solving the problem of presenting this information to a cyberspace class. It will be a challenge but not one that we can't accomplish--together--successfully!

Therefore, as you begin working on your issue, you should feel free to ask for my guidance and help. I have a few ideas about useful information that should be considered and places where you may go to find it. I also want to know how the groups are working and what I can do to help you all have a successful learning experience. So, you need to be sure to contact me and keep me posted about your progress. In previous classes the biggest mistake students have made was contacting me at the last minute to ask to help…..don't wait!

Seven days after the end of your week's presentation [For example, if your presentation is the week of November 3 – November 9 then your essay is due by November 16]. Each critical issues group member is responsible for preparing his/her own reflective essay about the group presentation. This essay should address four areas: 1) A detailed explanation of the work you did to contribute to your group's presentation, 2) A short synthesis of the professional materials that were consulted and how they helped or did not help in the preparation of the week’s readings and/or presentation,

3) Your reflections on this “Group Presentation Experience,” including new questions you have, concerns, observations, and connections and/or mismatches you may see between your experiences and Leu and Kinzer’s predictions, and
4) A brief comment about where you stand on the critical issue you presented now that you have had time to study it a bit in-depth. You must send your individual, completed essay to the digital drop box just as you have done with all previous written assignments.

GOOD LUCK! Don't forget to keep me posted on your progress! I'm here to help you succeed!
You will plan and teach (5) lessons. Choose one to videotape that will be shared with your peers in this course and for purposes of self-evaluation.

**Lesson Plan 1/Vocabulary**: Plan, implement, critically analyze and reflect on a lesson which expands or refines word knowledge that demonstrates effective strategies to develop students’ independent vocabulary acquisition. Lesson objectives include teaching students to monitor their use of syntax, semantics and graphophonemic relationships and teaching students to use context to identify unfamiliar words.

**Lesson Plan 2/Phonics**: Plan, implement, critically analyze and reflect on a lesson which expands or refines students use of their knowledge of letter/sound correspondence to identify words in the construction of meaning.

**Lesson Plan 3/Spelling**: Plan, implement, critically analyze and reflect on a lesson which guides students to refine their spelling knowledge through reading and writing and teaches students to recognize various English language spelling patterns as a strategy to identify words.

**Lesson Plan 4/Reading Comprehension**: (Shared/Interactive Reading Lesson) Plan, implement, critically analyze and reflect on a lesson which focuses on active reading comprehension strategies that teach students to monitor comprehension, use prior knowledge to make connections, and use their knowledge of various conventions of written text structures and genres to enhance comprehension. Lesson will include the modeling of techniques such as retelling, think-alouds, reciprocal questioning, QARs, Q&A, etc.

**Lesson Plan 5/Writing**: Plan, implement, critically analyze and reflect on a lesson which teaches planning strategies for a variety of genres, teaches the components of the writing process (draft, revise, edit, publish) ensuring that students gain an understanding of the conventions of standard English (e.g., punctuation or usage) needed to edit their writing.
<table>
<thead>
<tr>
<th>Critical Assessment: Assignment #4</th>
<th>4 Exemplary (Above Standard)</th>
<th>3 Effective (At Standard)</th>
<th>2 Moderately Effective (Approaching Standard)</th>
<th>1 Ineffective (Unacceptable: Assignment is not complete and lacks knowledge and understanding)</th>
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<tbody>
<tr>
<td>Presentation: Style &amp; Content</td>
<td>Presentation was formatted as a: Word document (with multimedia formatting)</td>
<td>Powerpoint Webpage Content was thought-provoking, creative; explored the complexity of diversity/multicultural issues presented various sides of the issue</td>
<td>Presentation was formatted as a: Word document (with standard formatting)</td>
<td>Presentation was formatted as a: Word document (with standard formatting) Content presented a superficial exploration of diversity.</td>
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<td>Content presented a single side of the issue</td>
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<td>Knowledge of Critical Issue</td>
<td>Leadership in forum discussion demonstrated deep, thought-provoking comments that highlighted various sides of the issues and knowledge of various resources for further information on issue and standards</td>
<td>Leadership in forum discussion demonstrated knowledge of the various sides of the issues; questions that provoked discussion knowledge of standards</td>
<td>Leadership in the forum discussion demonstrated knowledge of the issue; comments that responded to other comments without extending the discussion</td>
<td>Leadership in the forum discussion demonstrated public knowledge of the issue comments that reinforced common public information on the issue or teaching in general</td>
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<tr>
<td>Reflective Essay</td>
<td>Demonstrated deep understanding of complexity of issues and how they influence personal and/or professional experiences new questions reflections upon self-growth ability to seek help as needed</td>
<td>Demonstrated understanding of issues and how they may influence professional experiences new questions reflections upon work</td>
<td>Demonstrated understanding of issues with basic understanding of professional influence difficulty with seeking help and/or loss of contact with group for periods of time</td>
<td>Demonstrated basic, public understanding of issue inability to seek help loss of contact with group and/or discussion forum to be led</td>
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<tr>
<td>Use of Standard English and Technological Know-how</td>
<td>All work used standard English; all web addresses were correct</td>
<td>All work used standard English; no more than two web addresses were incorrect</td>
<td>Errors in standard English (more than 2); more than two web addresses were incorrect</td>
<td>Several errors in standard English (more than 4); more than three web addresses were incorrect</td>
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Candidates who do not achieve target level of At Standard must meet with the professor to develop a plan for improving performance.
| Lesson Plan is based on observed/diagnosed needs of student(s) | Exemplary
(Above Standard) | Effective
(At Standard) | Moderately Effective
(Approaching Standard) | Ineffective
(Unacceptable-
Assignment is not complete or lacks knowledge and understanding) |
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<tr>
<td>Lesson plan is based on observed/diagnosed needs of student(s) and may include assessments that go beyond what is required</td>
<td>Lesson plan is based on observed/diagnosed needs of student(s)</td>
<td>Lesson plan is minimally based on observed/diagnosed needs of student(s)</td>
<td>Lesson plan is not based on observed/diagnosed needs of student(s)</td>
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<tr>
<td>Lesson plan includes relevant components (motivation, materials, learning activities, assessment, reflection)</td>
<td>Lesson plan includes relevant components that are creative and resourceful (motivation, materials, learning activities, assessment, reflection)</td>
<td>Lesson plan includes most of the relevant components (motivation, materials, learning activities, assessment, reflection)</td>
<td>Lesson plan does not include most of the relevant components (motivation, materials, learning activities, assessment, reflection)</td>
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<tr>
<td>Lesson Plan aligns with NJCCCS in Language Arts Literacy</td>
<td>Aligns with NJCCCS in LAL in overlapping and creative ways</td>
<td>Minimal alignment with NJCCCS in LAL</td>
<td>No alignment with NJCCCS in LAL</td>
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<tr>
<td>Lesson plan includes activities for differentiated instruction when appropriate</td>
<td>Lesson plan includes activities for differentiated instruction when appropriate</td>
<td>Lesson plan minimally includes activities for differentiated instruction when appropriate</td>
<td>Lesson plan does not include activities for differentiated instruction when appropriate</td>
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<tr>
<td>Lesson plan includes multicultural resources</td>
<td>Lesson plan includes a variety of multicultural resources, many of which are recently published/available</td>
<td>Lesson plan minimally includes multicultural resources</td>
<td>Lesson plan does not include multicultural resources</td>
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<tr>
<td>Candidates who do not achieve target level of At Standard must meet with the professor to develop a plan for improving performance.</td>
<td>Lesson plan integrates appropriate technology</td>
<td>Lesson plan integrates appropriate technology</td>
<td>Lesson plan does not integrate appropriate technology</td>
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**CIRL 617: Children's Literacy in the 21st Century Assessment Rubric for Reflective, Creative Multimedia Essays**

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<tr>
<th></th>
<th>4 Exemplary (Above Standard)</th>
<th>3 Effective (At Standard)</th>
<th>2 Moderately Effective (Approaching Standard)</th>
<th>1 Ineffective (Unacceptable-Assignment is not complete or lacks knowledge and understanding)</th>
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<tbody>
<tr>
<td>Retell an article/position paper in own words (approx. 200 words) Or Prepare a creative piece (letter, brochure, poem, etc) that indicates your understanding of topic/issue</td>
<td>Retells article in own words (approx. 200 words), demonstrating a sophisticated understanding of the issue/position being addressed; includes reflective, insightful comments and/or poses questions Or Prepares a creative, reflective way to retell the article that demonstrates a sophisticated understanding of the issue/position being addressed</td>
<td>Retells article in own words (approx. 200 words), demonstrating an understanding of the issue/position being addressed; includes reflective comments and/or poses questions Or Prepares a creative, reflective way to retell the article that demonstrates an understanding of the issue/position being addressed</td>
<td>Does not retell the article in own words (approx. 200 words), or demonstrate an understanding of the issue/position being addressed; includes reflective comments and/or poses questions Or Does not prepare a creative, reflective way to retell the article that demonstrates an understanding of the issue/position being addressed</td>
<td></td>
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<td>Is written in standard English</td>
<td>No errors in standard written English</td>
<td>Very few, if any, errors in standard written English</td>
<td>Some errors in standard written English</td>
<td>Many errors in standard written English</td>
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**CIRL 617: Children’s Literacy in the 21st Century Assessment Rubric for Autobiographical Essay**

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<tr>
<th></th>
<th>4 Exemplary (Above Standard)</th>
<th>3 Effective (At Standard)</th>
<th>2 Moderately Effective (Approaching Standard)</th>
<th>1 Ineffective (Unacceptable-Assignment is not complete or lacks knowledge and understanding)</th>
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<tbody>
<tr>
<td>1000-word reflection on literacy development throughout lifetime</td>
<td>Clearly traces and describes in detail literacy development in a 1,000 word essay</td>
<td>Minimally traces literacy development in a 1,000 word essay</td>
<td>Does not trace literacy development in a 1,000 word essay</td>
<td></td>
</tr>
<tr>
<td>Includes early experiences as a technology-user</td>
<td>Elaborates on early experiences as a technology-user</td>
<td>Minimally describes early experiences as a technology-user</td>
<td>Does not describe early experiences as a technology-user</td>
<td></td>
</tr>
<tr>
<td>Creative use of fonts, colors, spacing, layout, etc.</td>
<td>Is very creative in selection of fonts, colors, spacing, layout, etc.</td>
<td>Is minimally creative in selection of fonts, colors, spacing, layout, etc.</td>
<td>Is not creative in selection of fonts, colors, spacing, layout, etc.</td>
<td></td>
</tr>
<tr>
<td>Is written/spoken in</td>
<td>No errors in standard</td>
<td>Very few, if any, errors in standard</td>
<td>Some errors in standard</td>
<td>Many errors in standard</td>
</tr>
</tbody>
</table>

Candidates who do not achieve target level of At Standard must meet with the professor to develop a plan for improving performance.
Dispositions for the M.Ed in Reading Program

Student Name: _____________________________________ Date: ___________________ Course Number
&T Title: __________________________________________ Faculty: ________________ IRA Standard 5.1 Met Not Met

Evidence*

Display positive dispositions related to reading and the teaching of reading
1. Shares professional readings and reflections on those readings ___
2. Contributes to class discussions related to reading and the teaching of reading ___
3. Has high expectations for all children ___
4. Models enthusiasm for reading and writing ___
5. Prepares lesson and unit plans that demonstrate respect for cultural and linguistic diversity and students with special learning needs ___
6. Maintains confidentiality in working with students and their families when collecting and sharing data for diagnostic purposes and sharing ___
7. Clearly articulates knowledge and findings with colleagues and families while advocating for all aspects of child development. ___

IRA Standard 5.2 Continue to pursue the development of professional knowledge and dispositions
1. Is a current member of a professional literacy organization such as IRA (International Reading Association), NCTE (National Council of Teachers of English), NJRA (New Jersey Reading Association), etc. ___
2. Attends professional development conferences, workshops, etc. ___
3. Is open-minded and flexible. ___
4. Follows through on suggestions/recommendations for further study ___

IRA Standard 5.3 Work with colleagues to observe, evaluate and provide feedback on each other’s practice
1. Gives constructive feedback to colleagues during class presentations ___
2. Seeks and values collaboration and contributes significantly to group projects ___
3. Engages in reflective pedagogy ___
4. Conducts research in an ethical manner ___
*Indicate Teacher Observation/Assignment and return to program director at the end of semester
/Dec. 2004