

April 6, 2018

To: Curriculum Committee:  
Scott Delcourt  
Qian Xue  
Stuart Marrs  
Jim Artesani  
Grant Miles  
Josh Kelley  
Deborah Rollins  
Lisa Stillely

Fr: Kacey Beckwith, Administrative Specialist

Re: **Curriculum Committee, April 10, 2018 Stodder Hall, Room #48**

The following courses will be presented on **Tuesday, April 10<sup>th</sup> at 1:30 p.m.** in the Graduate School's Conference Room, 48 Stodder Hall.

1. 1:35-1:45 **MEE 544**

Babak Hejrati

2. 1:45-1:55 **EHD 504**

Evan Mooney

3. 1:55-2:20 **EEL 543, 544, 552, 554, 556, 580, 581, 582, 583**

Debra Lewis Hogate

4. 2:20-2:30 **IMD 562**

No presentation

5. 2:30-2:40 **EDS 645**

No presentation

6. 2:40-2:50 **FYI: SED Prerequisites**

No presentation



**NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM FOR GRADUATE COURSES**

Graduate course proposals, modifications, or eliminations must be submitted to the Graduate School no later than the 3rd of each month. Please refer to the Graduate School website for the Curriculum Committee meetings schedule. Electronic signatures and submission is required.

Please return the completed e-form with appropriate signatures and documentation to the Graduate School by saving the form to your desktop and sending as an attachment to graduate@maine.edu. Please include in the subject line 'Course Proposal' and the course designator and number.

GRADUATE PROGRAM/UNIT Mechanical Engineering  
COURSE DESIGNATOR MEE COURSE NUMBER 551 EFFECTIVE SEMESTER Spring 2019  
COURSE TITLE Robot Dynamics and Control

**REQUESTED ACTION**

**NEW COURSE** (check all that apply, complete Section 1, and submit a complete syllabus):

- New Course
- New Course with Electronic Learning
- Experimental

**MODIFICATION** (Check all that apply and complete Section 2):

- Designator Change
- Description Change
- Cross Listing (must be at least 400-level)<sup>1</sup>
- Number Change
- Prerequisite Change
- Other (specify) \_\_\_\_\_
- Title Change
- Credit Change

**ELIMINATION:**

- Course Elimination

**ENDORSEMENTS**

Please sign using electronic signatures. If you do not already have a digital signature, please click within the correct box below and follow the on-screen instructions.

**Leader, Initiating Department/Unit(s)**

Masoud Rais-Rohani Digitally signed by Masoud Rais-Rohani  
Date: 2018.04.13 13:40:52 -04'00'

**College(s) Curriculum Committee Chair(s)** (if applicable)

Mohamad Musavi [Signature] 4-17-18  
Dana Humphrey [Signature] 4-20-18

**College Dean(s)**

\_\_\_\_\_  
**Graduate School** [sign and date]

1. Courses cross-listed below 400-level require the permission of the Graduate School.

## SECTION 1 (FOR NEW COURSE PROPOSALS)

**Proposed Catalog Description** (include **designator**, number, title, **prerequisites**, credit hours):

MEE 544 Robot Dynamics and Control: (Credits 3) Introduction to planar and spatial rotations and homogeneous transformations. Introduction to forward kinematics of serial-link robotic manipulator and Denavit-Hartenberg frames and parameters. Introduction of dynamics of robotic manipulator through calculating velocity and acceleration of the links. Introduction to position feedback control using servo motors and gears to track a desired trajectory by a robotic manipulator. This course will include hands-on experience through the lab projects, and it will teach students how to use computer programming to model robots.

Students who have completed ME 444 with a passing grade are not eligible to take ME 544 or vice versa.

Prerequisites: A grade C or better in MEE 270, and MEE 380.

Components (type of course/used by Student Records for MaineStreet) – *Multiple selections are possible for courses with multiple non-graded components:*

- Applied Music     Clinical     Field Experience/Internship     Research     Studio  
 Laboratory     Lecture/Seminar     Recitation     Independent Study     Thesis

**Text(s) planned for use:**

Non required. The instructor provides the course texts and extensive handouts.

**Course Instructor** (include name, position, teaching load):

Babak Hejrati, Assistant Professor, Mechanical Engineering, 33%

**Reason for new course:**

Robotics is a rapidly growing interdisciplinary field which offers great job and research opportunities to engineers and researchers. This course will provide students in mechanical engineering and other disciplines (e.g., electrical engineering) with an opportunity to learn the fundamentals of robotics, which can be also applied to the problems in other disciplines. The topics covered in this course are significantly different from other courses in mechanical engineering department or other departments.

The proposed course is suited for both senior-level and graduate students. Graduate students, who take MEE 544, are required to do a final project to demonstrate how they apply the topics covered in this course for solving real-world problems. Also, there will be "Only for Graduate Student" questions in the homework and exams to test the depth of understanding of the course topics by the graduate students. A 400 level version of this course (MEE 444 Robot Dynamics and Control) has already been approved and it has been scheduled for spring semesters.

Does the course addition require additional department or institutional facilities, support and/or resources, e.g. new lab facilities, computer support and services, staffing (including graduate teaching assistants), or library subscriptions and resources?

- No. The department will not request additional resources for this course.  
 Yes. Please list additional resources required and note how they will be funded or supported.

What other departments/programs are affected (e.g. course overlap, prerequisites)? Have affected departments/programs been consulted? **Any concerns expressed?** Please **explain**.

The topics covered in this course do not overlap with materials covered in any other courses taught in the mechanical engineering department. There are no overlap with other graduate-level courses taught in the college of engineering, or the math department.

How often will this course be offered? Will offering this course result in overload salary payments, either through the college or **CED**, either to the instructor of this course or to **anyone** else as a result of **rearranging teaching assignments**?

Once per year. There will be no overload.



## MEE 551 Robot Dynamics and Control Spring 2019

**Instructor** Prof. Babak Hejrati  
Email: babak.hejrati@maine.edu  
Office Location: 225 Boardman Hall  
Phone: (207) 581-6889  
Office Hours: Monday, Wednesday; 2:00 PM-3:30 PM  
TA Email: seyed.tabatabaie@maine.edu  
TA Office Hours: Friday; 2:00 PM-3:30 PM

**Class Schedule** Tuesday and Thursday  
2:00 PM-3:15 PM  
Barrows Hall 125

**Course Description:** (In-person lectures, Credits 3) This course introduces the fundamentals of robotics to the students. Topics include planar and spatial transformations and displacements, forward kinematics of robotic manipulators by utilizing Denavit-Hartenberg method, dynamics of robotic manipulators by utilizing Newton-Euler equations, and a review of robot control fundamentals.

**Prerequisites:** A grade of C or better in MEE 270; and MEE 380.

**Course Text (Optional):** Introduction to Robotics by John Hollerbach (available on Blackboard)

**Technical Software:** MATLAB and Simulink Student Suite. Download and use version R2017b from <https://umaine.edu/it/software/matlab/>.

**Course Notes:** Students should make sure that their Blackboard account is set up to receive all the announcements and relevant materials.

**Course Goals:** This course teaches the fundamentals of robotics: kinematics, dynamics, and control. The approach is to provide a strong underpinning, rather than a cookbook approach, in order that the student may more readily apply concepts to new situations. The material has been chosen to reflect actual robotic practice. Introductory robotics texts often stop short of presenting this practice, which misleads students into thinking they have the appropriate tools for robotics applications. Consequently, this course delves into greater depth than most introductory robotics courses. Kinematics is the traditional starting point for robotics courses, and is by far the most important and deepest topic. Kinematics has broad application to other fields such as graphics and computer animation. Just as with kinematics, there has developed in robotics a preferred

way of representing manipulator dynamics. Many students will not have had much exposure to concepts in dynamics, or if they had it was with a different approach. This course teaches dynamics from scratch, assuming only the most rudimentary knowledge of mechanics from freshman physics and volume integrals from calculus. Yet the development of concepts from scratch will result in a more advanced knowledge of dynamics than found in introductory robotics texts, which just state relationships without derivation or explanation. Robot control is an application of control theory, which is a huge and sophisticated academic topic on its own. Our approach will be to just provide the basic approaches to robot control, and leave it to the interested student to pursue an interest in control with specific control courses.

**Instructional Objectives:**

1. Review linear algebra thoroughly with particular focus on its applications for robotics.
2. Introduce planar and spatial rotations and transformations.
3. Teach forward kinematics of serial-link robotic manipulators.
4. Teach dynamics of serial-link robotic manipulators.
5. Review control fundamentals for robotics.

**Learning Outcomes:** By the end of this course, student will be able to

1. Formulate the relations between different coordinate systems and find rotation and translation transformations.
2. Apply appropriate coordinate transformations to transform vectors expressed in one coordinate system to another one.
3. Set up Denavit-Hartenberg (DH) frames to a robot's links and form a DH-parameter table.
4. Formulate and solve for forward kinematics of serial-link planar (e.g., 2-link robots) and spatial (e.g., the elbow robot, polar robot, etc.) robots by utilizing planar and spatial transformations.
5. Develop computer programs in MATLAB to calculate of serial-link robots' end-link position and orientation.
6. Evaluate velocity and acceleration of any given serial-link manipulator.
7. Analyze the dynamics of serial-link robots using Newton-Euler recursive method.
8. Develop a basic controller for joint-angle control of serial-link robots.

**Grade Distribution (Undergraduate Students):**

Homework	20%
Midterm 1	20%
Midterm 2	20%
Computer Projects and Labs	20%
Final Exam	20%
Extra-credit quizzes	5%–10%

**Grade Distribution (Graduate Students):**

Homework	10%
Midterm 1	20%
Midterm 2	20%
Computer Projects and Labs	15%
Final Project	15%
Final Exam	20%
Extra-credit quizzes	5%–10%

### Letter Grade Distribution:

$\geq 93.00$	A	73.00 - 76.99	C
90.00 - 92.99	A-	70.00 - 72.99	C-
87.00 - 89.99	B+	67.00 - 69.99	D+
83.00 - 86.99	B	63.00 - 66.99	D
80.00 - 82.99	B-	60.00 - 62.99	D-
77.00 - 79.99	C+	$\leq 59.99$	F

### Course Policies:

#### • General

- It is your decision whether or not to attend class. If you are absent for any reason, please contact your classmates for any pertinent materials.
- Laptop computers may only be used to take notes. The use of cell phones is strictly prohibited in the classroom.
- For additional examples, students are encouraged to use their course text.

#### • Exams

- Two midterm exams and an accumulative final exam are scheduled. All of the exams will be **closed book, closed notes**. You can bring one **two-sided formula sheet** (i.e., you can write on both sides) and your calculator on the exam session.
- The midterm exams are designed to take 75 minutes, while the final exam can take up to 2 hours and include the last lecture before the final exam.
- **No makeup midterms or exams will be given.** In the event of a missed exam, a make-up exam will be possible only if student provides a valid document for the conflict. Missing a midterm or final exam will result in zero as a grade for that midterm or final examination.

#### • Homework

- Homework problems will be assigned when appropriate materials are covered. Make sure you do the homework problems since they are the basis for the midterms and final exam.
- Homework will be due at the beginning of the class on the assigned due day.
- **Late homework will not be accepted.** You are responsible for knowing and submitting the assigned homework if you are absent from class.
- Students are expected to work independently. **Offering** and **accepting** solutions from others is an act of **plagiarism**, which is a serious offense and **all involved parties will be penalized according to the Academic Honesty Policy**. Discussion amongst students is encouraged, but when in doubt, direct your questions to the professor, tutor, or lab assistant.
- Students are encouraged to make use of the instructor and TA office hours. If you have any questions or concerns, **please do not hesitate to come and visit the instructor and/or the TA**. We will make sure to assist you as much as possible.

- **Projects and Labs**

- A total of two or three computer projects (MATLAB and Simulink) will be assigned throughout the semester. The computer projects will cover the concepts taught in the class preparing students for real-world applications. **Students are expected to do the computer projects on individual basis.**
- The labs are designed to provide students with hands-on experience. We will use the robots in Advanced Robotic Lab, and students will work in **groups** of 4 to 5 students to do the lab assignments.

- **Extra-Credit Quizzes**

- Students will take several extra-credit quizzes throughout the semester. These quizzes are for **extra credits**, and they provide good opportunities for students to make up for some points that they may have lost in other sections. Also, these quizzes are excellent check points for students to evaluate their undersigning of the course materials.
- The quizzes are short (i.e., they usually take about 5 minutes) and test the students on the basic concepts covered in the class and homework assignments. The quizzes do not require students to use a calculator; only the lecture notes will be sufficient.

**Academic Honesty Policy Summary:** Academic honesty is very important. It is dishonest to cheat on exams, to copy term papers, to submit papers written by another person, to fake experimental results, or to copy or reword parts of books or articles into your own papers without appropriately citing the source. Students committing or aiding in any of these violations may be given failing grades for an assignment or for an entire course, at the discretion of the instructor. In addition to any academic action taken by an instructor, these violations are also subject to action under the University of Maine Student Conduct Code. The maximum possible sanction under the student conduct code is dismissal from the University.

**Students with Disabilities Statement:** If you have a disability for which you may be requesting an accommodation, please contact Student Accessibility Services, 121 East Annex, 581.2319, as early as possible in the term. Students who have already been approved for accommodations by SAS and have a current accommodation letter should meet with me (the instructor of the course) privately as soon as possible.

**Sexual Discrimination Reporting:** The University of Maine is committed to making campus a safe place for students. Because of this commitment, if you tell a teacher about an experience of **sexual assault, sexual harassment, stalking, relationship abuse (dating violence and domestic violence), sexual misconduct or any form of gender discrimination** involving members of the campus, **your teacher is required to report** this information to the campus Office of Sexual Assault & Violence Prevention or the Office of Equal Opportunity.

**If you want to talk in confidence** to someone about an experience of sexual discrimination, please contact these resources:

*For confidential resources on campus:* **Counseling Center: 207.581.1392** or **Cutler Health Center: at 207.581.4000.** *For confidential resources off campus:* **Rape Response Services: 1.800.310.0000** or **Spruce Run: 1.800.863.9909.**

**Other resources:** The resources listed below can offer support but may have to report the incident to others who can help:

*For support services on campus: Office of Sexual Assault & Violence Prevention: 207.581.1406, Office of Community Standards: 207.581.1409, University of Maine Police: 207.581.4040 or 911. Or see the OSAVP website for a complete list of services at <http://www.umaine.edu/osavp/>*

**Course Schedule:**

- **Review of Linear Algebra**

- Vectors, matrices and their operations [Class 1&2]

**Assignment 1**

- **Planar Transformations and Displacements**

- Points, vectors, coordinate systems, and standard notations [Class 2&3]
- Locating arbitrary points [Class 3]
- Planar rotational transformations [Class 4&5]
- Composition and inverse of planar rotational transformations [Class 6]

**Assignment 2**

- Planar coordinate transformations [Class 7]
- Composition of coordinate transformations [Class 7]
- Homogeneous transformations in a plane [Class 8]
- Composition and inverse of homogeneous transformations [Class 8]

**Assignment 3**

- **Spatial Transformations and Displacements**

- Spatial rotational transformations [Class 9]
- Rotation about principal axes [Class 9&10]
- Composition and inverse of spatial rotation transformations [Class 10]
- Spatial homogeneous transformations [Class 10&11]

**Assignment 4**

- Euler angles [Class 11]
- **Test 1** [Class 12]

- **Forward Kinematics**

- Setting up Denavit-Hartenberg (DH) frames in a robot's links [Class 13]
- Defining 4 DH parameters [Class 14]
- Solving for forward kinematics [Class 15]
- Forward kinematics of a 2-link manipulator [Class 16]
- Forward kinematics of the first 3 DOFs of an elbow robot [Class 17]
- Algorithm for computing forward kinematics [Class 18]

**Assignment 5**

- Forward kinematics of a spherical wrist [Class 19]



- Forward kinematics of a 2-DOF polar robot [Class 19]

#### Assignment 6

- **Inverse Kinematics**

- Inverse kinematics of a 2-DOF robot [Class 20]

- **Velocity and Acceleration**

- Manipulator angular and linear velocities kinematics [Class 21]
- The velocity Jacobian [Class 22]
- Manipulator angular and linear acceleration kinematics [Class 22&23]

#### Assignment 7

- **Test 2** [Class 24]

- **Robot Dynamics**

- Newton-Euler equations [Class 25]
- One-link robot dynamics [Class 25&26]
- Two-link robot dynamics [Class 26&27]

#### Assignment 8

- **Robot Control Fundamentals**

- Design a PID controller for joint-angle control of a 2-link robot [Class 28&29]

#### Final Exam

**Course Schedule Disclaimer (Disruption Clause):** In the event of an extended disruption of normal classroom activities, the format for this course may be modified to enable its completion within its programmed time frame. In that event, you will be provided an addendum to the syllabus that will supersede this version.



**NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM FOR GRADUATE COURSES**

Graduate course proposals, modifications, or eliminations must be submitted to the Graduate School no later than the 3rd of each month. Please refer to the Graduate School website for the Curriculum Committee meetings schedule. Electronic signatures and submission is required.

Please return the completed e-form with appropriate signatures and documentation to the Graduate School by saving the form to your desktop and sending as an attachment to graduate@maine.edu. Please include in the subject line 'Course Proposal' and the course designator and number.

GRADUATE PROGRAM/UNIT School of Learning and Teaching, Teacher Education

COURSE DESIGNATOR EHD COURSE NUMBER 504 EFFECTIVE SEMESTER summer 2018

COURSE TITLE Teaching and Assessing for Student Learning in the Secondary School

**REQUESTED ACTION**

**NEW COURSE** (check all that apply, complete Section 1, and submit a complete syllabus):

- New Course
- New Course with Electronic Learning
- Experimental

**MODIFICATION** (Check all that apply and complete Section 2):


- Designator Change
- Description Change
- Cross Listing (must be at least 400-level)<sup>1</sup>
- Number Change
- Prerequisite Change
- Other (specify) \_\_\_\_\_
- Title Change
- Credit Change

**ELIMINATION:**

- Course Elimination

**ENDORSEMENTS**

Please sign using electronic signatures. If you do not already have a digital signature, please click within the correct box below and follow the on-screen instructions.

Leader, Initiating Department/Unit(s) 

College(s) Curriculum Committee Chair(s) [if applicable]

  
College Dean(s)

Graduate School [sign and date]

1. Courses cross-listed below 400-level require the permission of the Graduate School.

**SECTION 1 (FOR NEW COURSE PROPOSALS)**

Proposed Catalog Description (include designator, number, title, prerequisites, credit hours):

EHD 504 Teaching and Assessing for Student Learning in Secondary Schools examines instructional planning, grouping of students, classroom space, and appropriate teaching materials, the theory and ethical practice of educational assessment. Emphasis will be given to how to incorporate data into backward planning for unit and lesson design.  
3 credits.

Components (type of course/used by Student Records for MaineStreet) – *Multiple selections are possible for courses with multiple non-graded components:*

- |  |   |  |  |                                 |
|--|---|--|--|---------------------------------|
| <input type="checkbox"/> Applied Music | <input type="checkbox"/> Clinical                   | <input type="checkbox"/> Field Experience/Internship | <input type="checkbox"/> Research          | <input type="checkbox"/> Studio |
| <input type="checkbox"/> Laboratory    | <input checked="" type="checkbox"/> Lecture/Seminar | <input type="checkbox"/> Recitation                  | <input type="checkbox"/> Independent Study | <input type="checkbox"/> Thesis |

Text(s) planned for use:

Berger, R. Rugen, L., & Woodfin, L. (2014). Leaders of their Own Learning: Transforming Schools through Student-Engaged Assessment, 2nd edition. Josey Bass.

Course Instructor (include name, position, teaching load):

Dr. Bryan Silverman, Instructor, School of Learning and Teaching. Teaching on load.

Reason for new course:

We are bringing back the MAT program because of demand from the field and a shortage of Secondary content teachers. This course is a foundation course in the program.

Does the course addition require additional department or institutional facilities, support and/or resources, e.g. new lab facilities, computer support and services, staffing (including graduate teaching assistants), or library subscriptions and resources?

- No. The department will not request additional resources for this course.  
 Yes. Please list additional resources required and note how they will be funded or supported.

What other departments/programs are affected (e.g. course overlap, prerequisites)? Have affected departments/programs been consulted? Any concerns expressed? Please explain.

The course has been planned with support and consultation from other Teacher Education faculty.

How often will this course be offered? Will offering this course result in overload salary payments, either through the college or CED, either to the instructor of this course or to anyone else as a result of rearranging teaching assignments?

Taught annually in summer.

**SECTION 2 (FOR COURSE MODIFICATIONS)**

Current catalog description (include designator, number, title, prerequisites, credit hours):

***Proposed*** catalog description (include designator, number, title, prerequisites, credit hours):

Reason for course modification:

**SECTION 3 FOR COURSE ELIMINATIONS**

Reason for Elimination

Please return the completed e-form with appropriate signatures and documentation to the Graduate School by saving the form to your desktop and sending as an attachment to [graduate@maine.edu](mailto:graduate@maine.edu). Please include in the subject line 'Course Proposal' and the course designator and number.



**Mission Statement:** Drawing on a rich tradition of excellence, the College of Education and Human Development at Maine's flagship university is committed to leading innovation in Maine's PK-12 schools, higher education institutions, and agencies that support academic, cognitive, physical, social and emotional development. We promote effective teaching and learning, identify critical issues, conduct research, and disseminate findings. Collaboration with external partners and experts across the University of Maine, we prepare our graduates to engage in ethical conduct, reflective practice, meaningful inquiry, and data-driven decision making in order to meet the increasingly diverse needs of our state and the world in which we live.

## **EHD 504-Teaching and Assessing for Student Learning in the Secondary School**

Instructor:

Summer: 2018

Address:

Office Hours: By appointment

E-mail:

Phone:

Credits: 3

Class Location: Online

### ***Conceptual Framework***

Reflective Practice serves as the centerpiece of the conceptual framework and one of the COEHD's core principles for teacher preparation at the University of Maine. The reflective teacher is one who seriously acknowledges the complexity of the classroom-learning environment and seeks to understand how certain interrelated variables in their particular classroom setting affects student learning. The reflective teacher does this by analyzing and evaluating the effect specific curricular, instructional, and assessment practices will have on their students. Through such analysis the teacher will be able to create a learning environment that is most appropriate for their group of students.

Reflective practice, as one of the core principles, serves as an overarching theme for the COEHD's teacher education preparation program. The other core principles, "Dedication to Teaching and Learning", "Synthesis of Theory and Practice", and "Collaboration and Mentoring", are developed in the COEHD's required professional courses. Schooling, especially public schooling, continues to have a central role in educating our nation's citizens for life in this diverse and pluralistic society.

### ***Diversity***

The Council for the Accreditation of Educator Preparation (CAEP), identifies diversity as two groups: one being individual differences (e.g., personality, interests, learning modalities, and life experiences), and the other being group differences (e.g., race, ethnicity, ability, gender identity, gender expression, sexual orientation, nationality, language, religion, political affiliation, and socio-economic backgrounds) and expects that diversity will be a pervasive characteristic of any quality preparation program. Other identity groups include, but are not limited to, age, community, family status, and institutional affiliations. Schooling, especially public schooling, continues to have a central role in educating our nation's citizens for life in this diverse and pluralistic society. Choosing to teach in public schools means accepting the moral and ethical responsibilities inherent in building a strong democratic republic. In this course you will have many opportunities to examine your beliefs regarding diversity and the challenges of providing equitable and fair educational opportunities for all.

### ***Catalog Description***

*Examines instructional planning, grouping of students, classroom space, and appropriate teaching materials, the theory and ethical practice of educational assessment. Emphasis will be given to how to incorporate data into backwards planning for unit and lesson design.*

### ***Course Overview***

EHD 504-*Teaching and Assessing for Student Learning in the Secondary School* specifically addresses Secondary teacher candidates' understanding of instructional planning and the theory and practice of educational assessment. The teacher candidate understands and uses multiple methods of assessment to engage learners in their own growth, to document learner progress, and to guide the teacher's ongoing planning and instruction (INTASC 6 Assessment).

The typical teacher spends about a third of their professional time engaged in assessment-related activities. Because classroom-based assessment is so critical to the instructional process, learning about assessment is essential to learning about teaching.

In this course, you will develop and evaluate formative and summative assessments of simple and complex student knowledge, beliefs, practices, and/or attitudes associated with classroom activities associated with a subject-matter domain and a particular target audience. You will learn how to design assessments that are carefully aligned with educational objectives.

### ***Course Goals***

Through a belief in the integrity and worth of each student, the future teacher will be able to

- Plan instruction including relevant assessments for teaching and learning outcomes for a diverse population.
- Reflect upon the interdependency of planning, instruction, and assessment for successful student learning.

**InTASC Standard #6:** Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision-making.

Outcomes: Students will:	Assessed through:
Understand how to integrate and demonstrate the process of evaluating, selecting, and planning for authentic classroom assessments.	Lesson plans Article Critique Unit Plan
State purposes for evaluation and use a variety of assessment techniques.	Lesson Plans/Unit Plan
Understand the advantages and limitations of different tests and item types (true-false, essay, etc.) at the individual, classroom, school, and district levels.	Class discussion Article Response

Interpret standardized test results.	Homework
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**InTASC Standard #7: Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Outcomes: Students will:	Assessed through:
Understand, apply, and reflect upon the Backwards-Planning Lesson Design Model.	Unit and lesson plans Article Response
Discuss ways that planning contributes to inspire teaching and allows students to take responsibility for their learning.	Lesson plans
Develop educationally sound, technology based, instructional materials.	Lesson plan/unit plan

**InTASC Standard #8: Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to access and appropriately apply information.

Outcomes: Students will:	Assessed through:
Understand, apply, and reflect upon the Backwards-Planning Lesson Design Model.	Unit Plan Design
Discuss and participate in a variety of instructional strategies that encourage learners to make connections in multiple content areas.	Unit Plan Design; Interview Assignment
Develop educationally sound, technology based, instructional materials	Unit Plan Design

***Assignments and Grading***

<b>All assignments must be submitted to Bbd and will be accepted as Microsoft Word docs <i>only</i>.</b>	
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<p><b>Participation, Habits of Work:</b> Performance on assigned and in threaded discussion activities, including documenting reflective practice with a focus upon evidence-based practice; and any other assigned tasks.</p> <p>Completed assigned readings from the textbook form the backbone of each discussion. Take the time to read, reflect, and make meaning of each assigned reading to be able to contribute to discussion. Reflective discussion (completed in Bbd) will be worth 1 point toward participation as your ability to participate will depend on your completion of the reading.</p>	25 points
<p><b>Interview of a practicing educator-Identify and interview a practicing educator about standards, planning, and assessment practices:</b> You will interview a practicing educator of your choosing. Questions will focus on the practicing teachers' use of planning and assessment in the classroom. You will analyze and synthesize key themes in a one to two-page paper. The paper will also include a reflective discussion relating themes to course content.</p>	10 points
<p><b>Professional Articles:</b> You will be assigned two articles from the professional/research literature. You will complete a comprehensive and personal one page analysis of each article. The goal is to portray in a concise and effective manner the main points of the article and to bring in your own position with a wider perspective of approaches and theories that may be pertinent to the theme.</p>	20 points
<p><b>Lesson Plan:</b> Development of a lesson with/in peer groups and reflection on the process and assessment of assigned goals within that lesson as demonstrated with the Backwards-Planning Model. (reflection and assessment will be included in final unit plan).</p>	20 points
<p><b>Unit Plan Development:</b> Students submit a unit plan that includes at least three lessons. One of the lessons will be developed fully, utilizing the Backward-Design Planning model. A variety of instructional strategies and assessments will demonstrate how students integrate all aspects of teaching and learning into their planning of lessons and experiences for all learners, including but not limited to; content, technology and classroom management.</p>	25 points

**Grading Criteria:** Grades will be assigned as follows:

Grade Range	Cumulative Mark
A	93-100
A-	90-92.9
B+	87-89.9
B	83-86.9
B-	80-82.9
C+	78-79.9
C	74-77.9
C-	70-73.9
D+	68-69.9



D	64-67.9
D-	60-63.9
F	0-59.9*

***Instructional Materials and Methods***

***Textbook:***

Berger,R., Rugen,L., & Woodfin,L. (2014). *Leaders of their Own Learning Transforming Schools through Student-Engaged Assessment*, 2<sup>nd</sup> edition. Jossey-Bass.

***Other Resources:***

Common Core State Standards (on-line access)

<http://maine.gov/education/lres/ela/standards.html>

Copy of the New Maine Learning Results (2007)

(on-line access) <http://www.state.me.us/education/>

Articles, podcasts and materials available on Blackboard

***University Policies***

***Mutual Respect***

It is expected that students will conduct their affairs with proper regard for the rights of others. All members of the University community share a responsibility for maintaining an environment where actions are guided by mutual respect, integrity and reason. Check your copy of the University Catalog and the University’s Student Conduct Code for more information on academic integrity.

***Non-Discrimination and Non-Sexist Language***

The University of Maine does not discriminate on the grounds of race, color, religion, sex, sexual orientation, national origin or citizenship status, age, disability, or veterans’ status. Questions and complaints about discrimination should be directed to the Director of Equal Opportunity, 101 North Stevens Hall, 581-1226.

The University of Maine has made a firm public commitment to non-sexist language in all its classrooms and communications. This course will put that policy into practice by using both masculine and feminine terms, where both genders are intended, rather than so-called generic masculine terms. For further information, see <http://www.umaine.edu/womensstudies/home/non-sexist-language-policy/>

***Sexual Discrimination Reporting***

The University of Maine is committed to making campus a safe place for students. Because of this commitment, if you tell a teacher about an experience of sex discrimination which includes sexual assault, sexual harassment, stalking, or relationship abuse (dating violence and domestic violence), sexual misconduct or any form of gener discrimination involving members of the campus, your teacher is required

to report this information to the campus Office of Sexual Assault & Violence Prevention or the Office of Equal Opportunity.

If you want to talk in confidence to someone about an experience of sexual discrimination, please contact these resources:

- For confidential resources on campus: Counseling Center: 207-581-1392 or Cutler Health Center: at 207-581-4000.
- For confidential resources off campus: Rape Response Services: 1-800-310-0000 or Spruce Run: 1-800-863-9909.

Other resources: The resources listed below can offer support but may have to report the incident to others who can help:

- For support services on campus: Office of Sexual Assault & Violence Prevention: 207-581-1406, Office of Community Standards: 207-581-1409, University of Maine Police: 207-581-4040 or 911. Or see the OSAVP website for a complete list of services at <http://www.umaine.edu/osavp/>

### ***Course Schedule Disclaimer (Disruption Clause)***

In the event of extended disruption of normal classroom activities, the format for this course may be modified to enable its completion within its programmed time frame. In that event, you will be provided an addendum to this syllabus that will supersede this version.

### ***Students Accessibility Services Statement***

If you have a disability for which you may be requesting an accommodation please contact Student Accessibility Services, 121 East Annex at 581- 2319, as early as possible in the term. I need to receive documentation, at minimum, one week before any scheduled exam so that testing arrangements can be made. *It is your responsibility to ensure that the appropriate documentation is received in time so that the necessary arrangements can be made.* If I do not receive documentation supporting the accommodation request in time you will be required to complete the exam in class at the designated time.

### ***Confidentiality Statement***

All academic records of students are maintained in the highest of confidence as directed by FERPA (Family Educational Rights and Privacy Act). For more information on the University of Maine FERPA Policy, please click on the following link: <http://catalog.umaine.edu/content.php?catoid=50&navoid=1001>

### ***Academic Honesty***

Academic honesty is very important. It is dishonest to cheat on exams, to copy term papers, to submit papers written by another person, to fake experimental results, or to copy or reword parts of books or articles into your own papers without appropriately citing the source. Students committing or aiding in any of these violations may be given failing grades for an assignment or for an entire course, at the discretion of the instructor. In addition to any academic action taken by an instructor, these violations are also subject to action under the University of Maine Student Conduct Code. The maximum possible sanction under the student conduct code is dismissal from the University.

### ***Incomplete Grades***

I, for “Incomplete.” This grade means that, in consultation with the student, the instructor has postponed the assignment of a final grade to allow the student to complete specific work not turned in before the end of the semester. Instructors assign the “I” grade only when they are persuaded that events beyond the student’s control prevented the completion of assigned work on time and when the student has participated in more than 50% of the class. Source: <https://studentrecords.umaine.edu/files/2013/03/2012-2013-Undergraduate-Catalog.pdf>

### **Tentative Schedule of Topics and Assignments EHD 504: Teaching and Assessing for Student Learning**

<b>DATES</b>	<b>TOPICS</b>	<b>READINGS AND ASSIGNMENTS</b>
Week 1	Activities/work/learning:	
	<b>Priming</b> -Introductions and Experiences <b>Posing</b>	Leader of Their Own Learning, Chapter 1: Learning Targets
Week 2	Activities/work/learning:	
	<b>Priming</b>  <b>Posing</b>	Leader of Their Own Learning, Chapter 2: Checking for Understanding during Daily Lessons
Week 3	Activities/work/learning:	
	<b>Priming</b>  <b>Posing</b>	Leader of Their Own Learning, Chapter 3: Using Data with Students
Week 4	Activities/work/learning:	
	<b>Priming</b>  <b>Posing</b>	Leader of Their Own Learning, Chapter 4: Models, Critique, and Descriptive Feedback
Week 5	Activities/work/learning:	
	<b>Priming</b>  <b>Posing</b>	Leader of Their Own Learning, Chapter 6: Celebrations of Learning
Week 6	Activities/work/learning:	
	<b>Priming</b>  <b>Posing</b>	Leader of Their Own Learning, Chapter 8: Standards-Based Grading

College of Education and  
Human Development



5766 Shibles Hall  
Orono, Maine 04469-5766  
Tel: 207.581.2441  
Fax: 207.581.2423  
umaine.edu/edhd

Date: February 20, 2018

To: Grad Board

From: Timothy Reagan, Dean *TR*

Re: Graduate Course Proposal – EHD 504

Jim Artesani is out of the office for an unexpected medical emergency and is unable to sign this course proposal. I have reviewed this course proposal and have signed accordingly to indicate my approval.

Should you have any questions or concerns, please do not hesitate to contact me.

**College of Education and  
Human Development**

**Graduate Course Proposal Routing Slip**

Date: 2/16/2018

From: School of Learning and Teaching  
**College of Education of Education &  
Human Development**

Item: **Course Proposals** (Write in Course Designator & Title of Course)

Example: *EHD 510*

EHD 504      Teaching and Assessing for Student Learning in Secondary School

\_\_\_\_\_  
\_\_\_\_\_

\* \* \* \* \*

Please forward to the next person or department on the list below.

1. <sup>Initial</sup><sub>Here</sub>  M. Logue, Program Chair
2.  Mary Ellin Logue, School Director
3.  COEHD Curriculum Committee
4.  Jim Artesani, Associate Dean of Accreditation & Graduate Affairs
5.  Tim Reagan, Dean
6.  Grad Board



### NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM FOR GRADUATE COURSES

Graduate course proposals, modifications, or eliminations must be submitted to the Graduate School no later than the 3rd of each month. Please refer to the Graduate School website for the Curriculum Committee meetings schedule. Electronic signatures and submission is required.

Please return the completed e-form with appropriate signatures and documentation to the Graduate School by saving the form to your desktop and sending as an attachment to erin.twitchell@maine.edu. Please include in the subject line 'Course Proposal' and the course designator and number.

GRADUATE PROGRAM/UNIT Literacy

COURSE DESIGNATOR EEL COURSE NUMBER 543 EFFECTIVE SEMESTER Fall 2018

COURSE TITLE Literacy Teaching and Learning Part I

#### REQUESTED ACTION

**NEW COURSE** (check all that apply, complete Section 1, and submit a complete syllabus):

- New Course
- New Course with Electronic Learning
- Experimental

**MODIFICATION** (Check all that apply and complete Section 2):

- Designator Change
- Description Change
- Cross Listing (must be at least 400-level)<sup>1</sup>
- Number Change
- Prerequisite Change
- Other (specify) \_\_\_\_\_
- Title Change
- Credit Change

#### **ELIMINATION:**

- Course Elimination

#### **ENDORSEMENTS**

Please sign using electronic signatures. If you do not already have a digital signature, please click within the correct box below and follow the on-screen Instructions.

**Leader, Initiating Department/Unit(s)**

College(s) Curriculum Committee Chair(s) (if applicable)

College Dean(s)

Graduate School [sign and date]

1. Courses cross-listed below 400-level require the permission of the Graduate School.

**SECTION 1 (FOR NEW COURSE PROPOSALS)**

Proposed Catalog Description (include designator, number, title, prerequisites, credit hours):

EEL 543  
Literacy Teaching and Learning Part I  
Prerequisite: Employment in a MPCL school.  
2 graduate credits  
Course Description  
This course is the first of two consecutive courses designed to support classroom teachers in Maine Partnerships in Comprehensive Literacy schools who teach students in Grades PreK-12. Within this course participants will explore a Framework for Comprehensive Literacy that includes concepts of reading and writing theory, a cognitive apprenticeship approach to teaching and learning, components of a balanced literacy program, observation of student performance, assessment tools, classroom management, instructional materials, and a workshop model.

Components (type of course/used by Student Records for MaineStreet) – Multiple selections are possible for courses with multiple non-graded components:

- Applied Music     Clinical     Field Experience/Internship     Research     Studio  
 Laboratory     Lecture/Seminar     Recitation     Independent Study     Thesis

Text(s) planned for use:

Please see attached.

Course Instructor (include name, position, teaching load):

Maine Partnerships in Comprehensive Literacy coaches will be the instructors.

Reason for new course:

The reason for this course is to meet the needs of classroom teacher within MPCL schools as they work to implement a comprehensive literacy model.

Does the course addition require additional department or institutional facilities, support and/or resources, e.g. new lab facilities, computer support and services, staffing (including graduate teaching assistants), or library subscriptions and resources?

- No. The department will not request additional resources for this course.  
 Yes. Please list additional resources required and note how they will be funded or supported.

What other departments/programs are affected (e.g. course overlap, prerequisites)? Have affected departments/programs been consulted? Any concerns expressed? Please explain.

No other department is effected. This course is one of two in a program of study.

How often will this course be offered? Will offering this course result in overload salary payments, either through the college or CED, either to the instructor of this course or to anyone else as a result of rearranging teaching assignments?

This course will be offered every fall semester as requested from the field.

EEL 543 Literacy Teaching and Learning Part I

**Required Texts**

Grades PreK-6

Align, Assess, Achieve, (2011). *The common core: Clarifying for teachers and students. English Language Arts*. Columbus, OH: McGraw-Hill Education.  
Purchase grade ELA text.

Dorn, L. J., & Jones, T. (2012). (2<sup>nd</sup> ed.). *Apprenticeship in literacy: Transitions across reading and writing*. Portland, ME: Stenhouse.

Dorn, L. J., & Soffos, C. (2005). *Teaching for deep comprehension: A reading workshop approach*. Portland, ME: Stenhouse.

Dorn, L.J., & Soffos, C. (2001). *Scaffolding young writers: A writer's workshop approach*. Portland, ME: Stenhouse. For K-3 Focus

Dorn, L. J., & Soffos, C. (2001). *Shaping literate minds: Developing self-regulated learners*. Portland, ME: Stenhouse.

Fletcher, R., Portalupi, J. (2001). *Writing workshop: The essential guide*. Portsmouth, NH: Heinemann. For 4-6 Focus

Johnston, P. (2004). *Choice words: How our language affects children's learning*. Portland, ME: Stenhouse.

Maine Department of Education. (2015). *Maine Learning Results*. Retrieved from <http://www.maine.gov/doe/proficiency/standards/maine-learning-results.html>

Grades 6-12

Align, Assess, Achieve, (2011). *The common core: Clarifying for teachers and students. English Language Arts*. Columbus, OH: McGraw-Hill Education.  
Purchase grade ELA text.

Copeland, M. (2005). *Socratic Circles: Fostering Critical and Creative Thinking in Middle and High School* Portland, ME: Stenhouse.

Dorn, L. J., & Jones, T. (2012). (2<sup>nd</sup> ed.). *Apprenticeship in literacy: Transitions across reading and writing*. Portland, ME: Stenhouse.

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Dorn, L. J., & Soffos, C. (2001). *Shaping literate minds: Developing self-regulated learners*. Portland, ME: Stenhouse.



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Gallagher, K. (2011). *Write like this: Teaching real world writing through modeling & mentor texts*. Portland, ME: Stenhouse.

Johnston, P. (2004). *Choice words: How our language affects children's learning*. Portland, ME: Stenhouse.

Maine Department of Education. (2015). *Maine Learning Results*. Retrieved from <http://www.maine.gov/doe/proficiency/standards/maine-learning-results.html>

Vacca, R. (2012). From efficient decoders to strategic readers. *Educational Leadership*, 60(3), 6-11.



**Mission Statement:** Drawing on a rich tradition of excellence, the College of Education and Human Development at Maine's flagship university is committed to leading innovation in Maine's Pre-K-12 schools, higher education institutions, and agencies that support academic, cognitive, physical, social and emotional development. We promote effective teaching and learning, identify critical issues, conduct research, and disseminate findings. Collaborating with external partners and experts across the University of Maine, we prepare our graduates to engage in ethical conduct, reflective practice, meaningful inquiry, and data-driven decision making in order to meet the increasingly diverse needs of our state and the world in which we live.

**EEL 543 Literacy Teaching and Learning Part I  
Fall 2018**

**University Trainer:** Debra Lewis Hogate, Ph.D.  
College of Education and Human Development  
5766 Shibles Hall, Orono, ME 04469 (207) 431-0837  
[debra.hogate@maine.edu](mailto:debra.hogate@maine.edu)

**Instructor:**

**Class Location:**

**Class Dates and Times:** Class meets 8 times for 3-hour sessions

**Pre-requisite:** Nil.

**Course Credit:** 2 graduate credits (Must be followed by Part II in the subsequent semester to complete the course.)

**Course Description and Goals**

This course is the first of two consecutive courses designed to support classroom teachers in *Maine Partnerships in Comprehensive Literacy* schools who teach students in Grades PreK-12. Within this course participants will explore a Framework for Comprehensive Literacy that includes concepts of reading and writing theory, a cognitive apprenticeship approach to teaching and learning, components of a balanced literacy program, observation of student performance, assessment tools, classroom management, instructional materials, and a workshop model.

### **Course Objectives and Learning Outcomes**

Upon completion of this course, participants will develop

#### **Positive attitudes toward:**

- Diverse literacy and learning needs of students from differing sociocultural and linguistic backgrounds
- The power of a workshop model as an approach to classroom literacy instruction
- Observation as a tool for assessing student literacy competencies and informing curriculum and instruction

#### **Knowledge and understanding of:**

- The theories underpinning a comprehensive literacy model that includes reading, writing, speaking, listening and viewing as modes of communication
- The component elements of a comprehensive and balanced literacy program
- Processes for differentiating student learning within whole class, small group and individual settings
- The power of teacher language in promoting optimal student literacy learning

#### **Effective processes and skills in:**

- Observing student reading and writing behaviors
- Implementing the instructional framework for a comprehensive literacy model
- Using appropriate assessment materials to gain insights into student literacy learning competencies and needs
- Analyzing assessment data to inform instructional decision making and respond contingently to student learning needs
- Creating a literate classroom environment that maximizes opportunities for students to engage in authentic reading, writing, speaking, listening and viewing experiences

### **Course Topics**

Areas of exploration and discussion promote understanding of:

- A framework for literacy learning
- Components of a balanced literacy program
- Organizational frameworks for literacy instruction
- Resources for classroom literacy instruction and learning
- Assessment within literacy curriculum and instruction
- Teacher language as a vehicle for student learning

### **Course Requirements**

This course is designed to support a collegial environment where participants co-construct knowledge and understanding of literacy learning and teaching. Therefore, it is important that all participants come to class prepared to engage fully in the planned learning opportunities.

Specifically, participants will:

- attend **all** class sessions and participate with colleagues around learning opportunities
- use assessment procedures to observe and interpret children's reading and writing competencies and needs
- complete all assigned readings in order to participate in discussions with colleagues
- bring in products of student work as well as assessment and record keeping documents for discussion as assigned
- implement the instructional framework daily, using a workshop model
- participate in coaching visits
- reflect upon coaching visits to inform instructional decision making.

### **Assignments**

Assignments for this class include:

1. Read, analyze and discuss a range of literature related to literacy education and classroom instruction. (30%)
2. Keep a reflective journal that documents your growing understandings and insights into literacy education within a comprehensive workshop approach. (30%)
3. Write a paper that presents your personal view of literacy education within a comprehensive workshop approach to teaching and learning. (40%)
  - a. Draw on the range of literature explored throughout the semester to articulate the theoretical foundations for literacy learning, and the essential elements of a comprehensive literacy model within the contexts of whole group, small group and individual learning.
  - b. Your paper should also include discussion of the range and balance of resources and assessments to monitor student progress and inform instructional decision-making.

### **Course Grading**

A 93-100% A- 90-92% B+ 87-89% B 83-86% B- 80-82% F less than 80%

### **Incomplete Grades**

A grade of *I* (Incomplete) is assigned if a student has been doing work of acceptable quality but, for reasons satisfactory to the instructor, has not completed all the work required to earn credit by the end of the course. The work must be completed and submitted to the instructor by the date agreed to with the instructor, but not later than one year (i.e., 12 months) from the end of the course in which the incomplete was granted. An *I* remains on the transcript permanently if not resolved or if a written request for an extension is not approved within the time period for removing the incomplete. A request for an exception to regulation to extend an incomplete beyond one year must be approved by the instructor, the student's advisor (for degree students), Graduate Program Coordinator, and Dean. The request should note the circumstances necessitating the extension, the work that remains unfinished, and a specific deadline for completion. An extension will be granted only under unusual circumstances. For grades of *I*, it is the student's responsibility to reach and maintain an understanding with the instructor concerning the timely completion of the work.

**The Assessment Rubric** (see attached) documents the teacher's professional growth related to the following InTASC Model Core Teaching Standards and Learning Progressions for Teachers:  
*InTASC Standard 3: Learning Environments*

- The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interactions, active engagement in learning, and self-motivation.

*InTASC Standard 4: Planning for Instruction*

- The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to secure mastery of the content.

*InTASC Standard 8: Instructional Strategies*

- The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

### **Required Texts**

#### Grades PreK-6

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Purchase grade ELA text.

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Dorn, L.J., & Soffos, C. (2001). *Scaffolding young writers: A writer's workshop approach*. Portland, ME: Stenhouse. For K-3 Focus

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Maine Department of Education. (2015). *Maine Learning Results*. Retrieved from <http://www.maine.gov/doe/proficiency/standards/maine-learning-results.html>

### Grades 6-12

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Vacca, R. (2012). From efficient decoders to strategic readers. *Educational Leadership*, 60(3), 6-11.

### **Additional Readings**

Articles and other readings will be assigned as the course content is carefully matched to the needs of the class. In addition, participants will be directed to additional books, articles, and other resources to assist with individual needs and the exploration of a broad range of literature in the fields of literacy education and teaching to support students with literacy learning needs.

### **Class/University Policies**

#### **Class Attendance**

Learning throughout the course is dependent on class-based discussion and participation. Class

attendance is crucial to successful learning. If you have to miss a class due to weather in your area, illness, or family emergencies, please notify your instructor before class begins. You are responsible for all content presented in class regardless of your absence.

### **Academic honesty**

Academic dishonesty including cheating, plagiarism, and all forms of misrepresentation in academic work, is unacceptable at the University of Maine. As stated in the University of Maine's online "Student Handbook," plagiarism (the submission of another's work without appropriate attribution) and cheating are violations of the University of Maine Student Conduct Code. An instructor who has probable cause or reason to believe a student has cheated or plagiarized may act upon such evidence and report the case to an Associate Dean.

### **Students with disabilities**

If you have a disability for which you may be requesting an accommodation, please contact Student Accessibility Services, 121 East Annex, 581.2319, as early as possible in the term. Students who have already been approved for accommodations by SAS and have a current accommodation letter should meet with me (the instructor of the course) privately as soon as possible.

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**Other resources:** The resources listed below can offer support but may have to report the incident to others who can help:

*For support services on campus:* **Office of Sexual Assault & Violence Prevention: 207-581-1406, Office of Community Standards: 207-581-1409, University of Maine**

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**Police: 207-581-4040 or 911.** Or see the OSAVP website for a complete list of services at <http://www.umaine.edu/osavp/>

Course Schedule Disclaimer (Disruption Clause): In the event of an extended disruption of normal classroom activities, the format for this course may be modified to enable its completion within its programmed time frame. In that event, you will be provided an addendum to the syllabus that will supersede this version.



**Assessment Rubric for EEL 543: Literacy Teaching and Learning-Part I  
Fall 2018**

Teacher: \_\_\_\_\_

*Assessment of progress in three areas: Learning Environments, Content Knowledge, and Instructional Strategies. Each area will be evaluated on a scale as noted.*

Date: \_\_\_\_\_ Total Point: \_\_\_\_\_ Grade: \_\_\_\_\_

InTASC & ISTE Standards-T	Performance Levels & Ratings			
	Distinguished	Proficient	Basic	Unsatisfactory
Descriptors →	Evidence demonstrates extensive knowledge of and sophisticated skills related to the standard.	Evidence demonstrates solid knowledge of and consistent skills related to the standard.	Evidence either demonstrates partial knowledge of and/or skills related to the standard, or the evidence demonstrates inconsistent knowledge of and/or skills related to the standard.	Evidence is either insufficient to demonstrate knowledge of and/or skills related to the standard, or the evidence demonstrates a lack of knowledge of and/or skills related to the standard.
<b>LEARNING ENVIRONMENTS</b> Read, Analyze & Discuss				
<b>InTASC Standard #3 Learning Environments:</b> The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interactions, active engagement in learning, and self-motivation.	Preparation for class and participation in class discussions and activities demonstrates that the teacher consistently read and deeply reflected upon all assigned materials prior to class and continually evaluates his/her own choices and actions using evidence of effects on others to a very high degree.  <b>30</b>	Preparation for class and participation in class discussions and activities demonstrates that the teacher read and reflected upon all assigned materials prior to class and evaluates his/her own choices and actions using evidence of effects on others to a high degree.  <b>27.5</b>	Preparation for class and participation in class discussions and activities demonstrates that the teacher read and somewhat reflected upon all assigned materials prior to class and at times evaluates his/her own choices and actions using evidence of effects on others.  <b>21</b>	Preparation for class and participation in class discussions and activities demonstrates that the teacher read and did not reflect upon all assigned materials prior to class and does not evaluate his/her own choices and actions using evidence of effects on others to a limited degree.  <b>16.5</b>

6.9.17

	Distinguished	Proficient	Basic	Unsatisfactory
CONTENT KNOWLEDGE Journal				
<b>InTASC Standard #4 Content Knowledge:</b> The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to secure mastery of the content.	Journal entries strongly support class discussions and closely reflect the depth and breadth of course content targeted to ensure learner growth and advance the profession to a very high degree.  <b>30</b>	Journal entries support class discussions and reflect the depth and breadth of course content targeted to ensure learner growth and advance the profession to a high degree.  <b>27.5</b>	Journal entries may support class discussions and may reflect the depth and breadth of course content targeted to ensure learner growth and advance the profession.  <b>21</b>	Journal entries may or may not support class discussions and do not reflect the depth and breadth of course content targeted to ensure learner growth and advance the profession to a limited degree.  <b>16.5</b>

6.9.17

INSTRUCTIONAL STRATEGIES Paper				
<p><b>Standard #8: Instructional Strategies</b> The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p> <p><b>Paper</b></p>	<p>Paper presents a strong personal view of literacy education within a comprehensive workshop approach to teaching and learning to a very high degree.</p> <p style="text-align: center;"><b>40</b></p>	<p>Paper presents a personal view of literacy education within a comprehensive workshop approach to teaching and learning to a high degree.</p> <p style="text-align: center;"><b>32</b></p>	<p>Paper presents a personal view of literacy education within a comprehensive workshop approach to teaching and learning.</p> <p style="text-align: center;"><b>24</b></p>	<p>Paper present a personal view of literacy education within a comprehensive workshop approach to teaching and learning to a limited degree.</p> <p style="text-align: center;"><b>16</b></p>



**NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM FOR GRADUATE COURSES**

Graduate course proposals, modifications, or eliminations must be submitted to the Graduate School no later than the 3rd of each month. Please refer to the Graduate School website for the Curriculum Committee meetings schedule. Electronic signatures and submission is required.

Please return the completed e-form with appropriate signatures and documentation to the Graduate School by saving the form to your desktop and sending as an attachment to erin.twitchell@maine.edu. Please include in the subject line 'Course Proposal' and the course designator and number.

GRADUATE PROGRAM/UNIT Literacy  
COURSE DESIGNATOR EEL COURSE NUMBER 544 EFFECTIVE SEMESTER Spring 2019  
COURSE TITLE Literacy Teaching and Learning Part II

**REQUESTED ACTION**

**NEW COURSE** (check all that apply, complete Section 1, and submit a complete syllabus):

- New Course
- New Course with Electronic Learning
- Experimental

**MODIFICATION** (Check all that apply and complete Section 2):

- Designator Change
- Description Change
- Cross Listing (must be at least 400-level)<sup>1</sup>
- Number Change
- Prerequisite Change
- Other (specify) \_\_\_\_\_
- Title Change
- Credit Change

**ELIMINATION:**

- Course Elimination

**ENDORSEMENTS**

Please sign using electronic signatures. If you do not already have a digital signature, please click within the correct box below and follow the on-screen instructions.

**Leader, Initiating Department/Unit(s)**

\_\_\_\_\_  
College(s) Curriculum Committee Chair(s) (if applicable)

*Sherrill L. [Signature]*

\_\_\_\_\_  
College Dean(s)

*Jane [Signature]*

\_\_\_\_\_  
Graduate School [sign and date]

1. Courses cross-listed below 400-level require the permission of the Graduate School.

**SECTION 1 (FOR NEW COURSE PROPOSALS)**

Proposed Catalog Description (include designator, number, title, prerequisites, credit hours):

EEL 544  
Literacy Teaching and Learning Part II  
Prerequisites: Employment in a MPCL school and EEL 543 the previous semester  
1 graduate credit  
Course Description and Goals  
This course is the second of two consecutive courses designed to support classroom teachers in Maine Partnerships in Comprehensive Literacy schools who teach students in Grades PreK-12. Within this course participants will explore a framework for Comprehensive Literacy that includes concepts of reading and writing theory, a cognitive apprenticeship approach to teaching and learning, components of a balanced literacy program, observation of student performance, assessment tools, classroom management, instructional materials, and a workshop model.

Components (type of course/used by Student Records for MaineStreet) – Multiple selections are possible for courses with multiple non-graded components:

- Applied Music     Clinical     Field Experience/Internship     Research     Studio  
 Laboratory     Lecture/Seminar     Recitation     Independent Study     Thesis

Text(s) planned for use:

Please see attached.

Course Instructor (include name, position, teaching load):

Maine Partnerships in Comprehensive Literacy coaches will be the instructors.

Reason for new course:

The reason for this course is to meet the needs of classroom teacher within MPCL schools as they work to implement a comprehensive literacy model.

Does the course addition require additional department or institutional facilities, support and/or resources, e.g. new lab facilities, computer support and services, staffing (including graduate teaching assistants), or library subscriptions and resources?

- No. The department will not request additional resources for this course.  
 Yes. Please list additional resources required and note how they will be funded or supported.

What other departments/programs are affected (e.g. course overlap, prerequisites)? Have affected departments/programs been consulted? Any concerns expressed? Please explain.

No other department is effected. This course is one of two in a program of study.

How often will this course be offered? Will offering this course result in overload salary payments, either through the college or CEO, either to the instructor of this course or to anyone else as a result of rearranging teaching assignments?

This course will be offered every spring semester as requested from the field.

**SECTION 2 (FOR COURSE MODIFICATIONS)**

Current catalog description (include designator, number, title, prerequisites, credit hours):

*Proposed* catalog description (include designator, number, title, prerequisites, credit hours):

Reason for course modification:

**SECTION 3 FOR COURSE ELIMINATIONS**

Reason for Elimination

Please return the completed e-form with appropriate signatures and documentation to the Graduate School by saving the form to your desktop and sending as an attachment to [erln.twitchell@maine.edu](mailto:erln.twitchell@maine.edu). Please include in the subject line 'Course Proposal' and the course designator and number.

EEL 544 Literacy Teaching and Learning Part II

**Required Texts**

Grades PreK-6

\*Align, Assess, Achieve, (2011). *The common core: Clarifying for teachers and students. English Language Arts*. Columbus, OH: McGraw-Hill Education.

\*Purchase grade appropriate ELA text.

Dorn, L.J., & Jones, T. (2012). *Apprenticeship in literacy: Transition across reading and writing k-4* (2<sup>nd</sup> ed.). Portland, ME: Stenhouse.

\*Hoyt, L. (2007). *Interactive read-alouds: Linking, standards, fluency, and comprehension*. Portsmouth, NH: Heinemann.

\*Purchase grade appropriate text: grade K-1, 2-3 **OR** 4-5

Laminack, L. (2016). *The ultimate read-aloud resource*. New York, NY: Scholastic.

Laminack, L. & Wadsworth, R. (2006). *Reading aloud across the curriculum: How to build bridges in language arts, math, science, and social studies*. Portsmouth, NH: Heinemann.

Layne, S. L. (2015). *In defense of read-aloud: Sustaining best practice*. Portland, ME: Stenhouse.

Maine Department of Education. (2015). *Maine Learning Results*. Retrieved from <http://www.maine.gov/doe/proficiency/standards/maine-learning-results.html>

NGSS Lead States. (2013). *Next generation Science Standards: For States, by States*. Retrieved from <https://www.nextgenscience.org>.

**Recommended Texts**

Fountas, I. C., & Pinnell, G. S. (2006). *Teaching for comprehending and fluency: Thinking, talking, and writing about reading, k-8*. Portsmouth, NH: Heinemann.

Holmes, M. & Meyers, L. (2011). *The common core: Clarifying expectations for teachers and students*. Columbus, OH: McGraw-Hill.

Laminack, L. (2009). *Unwrapping the read aloud: Making every read aloud intentional and instructional*. New York, NY: Scholastic.

Laminack, L. & Wadsworth, R. (2015). *Writers are readers: Flipping reading instruction into writing opportunities*. Portsmouth, NH: Heinemann.

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Robb, L. (2016). *Read, talk, write: 35 lessons that teach students to analyze fiction and nonfiction*. Thousand Oaks, CA: Corwin. Grades 6-12 only.

### **Required Texts**

#### Grades 6-12

Align, Assess, Achieve, (2011). *The common core: Clarifying for teachers and students. English Language Arts*. Columbus, OH: McGraw-Hill Education.

\*Purchase grade ELA and content text.

Laminack, L. (2016). *The ultimate read-aloud resource*. New York, NY: Scholastic.

Laminack, L. & Wadsworth, R. (2006). *Reading aloud across the curriculum: How to build bridges in language arts, math, science, and social studies*. Portsmouth, NH: Heinemann.

Layne, S. L. (2015). *In defense of read-aloud: Sustaining best practice*. Portland, ME: Stenhouse.

Maine Department of Education. (2015). *Maine Learning Results*. Retrieved from <http://www.maine.gov/doe/proficiency/standards/maine-learning-results.html>

NGSS Lead States. (2013). *Next Generation Science Standards: For States, by States*. Retrieved from <https://www.nextgenscience.org>.

Robb, L. (2016). *Read, talk, write: 35 lessons that teach students to analyze fiction and nonfiction*. Thousand Oaks, CA: Corwin.

### **Recommended Texts**

Fountas, I. C., & Pinnell, G. S. (2006). *Teaching for comprehending and fluency: Thinking, talking, and writing about reading, k-8*. Portsmouth, NH: Heinemann.

\*Hoyt, L. (2007). *Interactive read-alouds: Linking, standards, fluency, and comprehension*. Portsmouth, NH: Heinemann.

\*Purchase grade appropriate text: grade 6-8.

Laminack, L. & Wadsworth, R. (2015). *Writers are readers: Flipping reading instruction into writing opportunities*. Portsmouth, NH: Heinemann.





**Mission Statement:** Drawing on a rich tradition of excellence, the College of Education and Human Development at Maine's flagship university is committed to leading innovation in Maine's Pre-K-12 schools, higher education institutions, and agencies that support academic, cognitive, physical, social and emotional development. We promote effective teaching and learning, identify critical issues, conduct research, and disseminate findings. Collaborating with external partners and experts across the University of Maine, we prepare our graduates to engage in ethical conduct, reflective practice, meaningful inquiry, and data-driven decision making in order to meet the increasingly diverse needs of our state and the world in which we live.

**EEL 544 Literacy Teaching and Learning Part II  
Spring 2019**

**University Trainer:** Debra Lewis Hogate, Ph.D.  
College of Education and Human Development  
5766 Shibles Hall, Orono, ME 04469 (207) 431-0837  
[debra.hogate@maine.edu](mailto:debra.hogate@maine.edu)

**Instructor:**

**Class Location:**

**Class Dates and Times:** Class meets 8 times for 3 hour sessions

**Pre-requisite:** Nil.

**Course Credit:** 1 graduate credit (Must follow Part I in the previous semester to complete the course.)

**Course Description and Goals**

This course is the second of two consecutive courses designed to support classroom teachers in *Maine Partnerships in Comprehensive Literacy* schools who teach students in Grades PreK-12. Within this course participants will explore a Framework for Comprehensive Literacy that includes concepts of reading and writing theory, a cognitive apprenticeship approach to teaching and learning, components of a balanced literacy program, observation of student performance, assessment tools, classroom management, instructional materials, and a workshop model.

### **Course Objectives and Learning Outcomes**

Upon completion of this course, participants will develop

#### **Positive attitudes toward:**

- Diverse literacy and learning needs of students from differing sociocultural and linguistic backgrounds
- The power of a workshop model as an approach to classroom literacy instruction
- Observation as a tool for assessing student literacy competencies and informing curriculum and instruction

#### **Knowledge and understanding of:**

- The theories underpinning a comprehensive literacy model that includes reading, writing, speaking, listening and viewing as modes of communication
- The component elements of a comprehensive and balanced literacy program
- Processes for differentiating student learning within whole class, small group and individual settings
- The power of teacher language in promoting optimal student literacy learning

#### **Effective processes and skills in:**

- Observing student reading and writing behaviors
- Implementing the instructional framework for a comprehensive literacy model
- Using appropriate assessment materials to gain insights into student literacy learning competencies and needs
- Analyzing assessment data to inform instructional decision making and respond contingently to student learning needs
- Creating a literate classroom environment that maximizes opportunities for students to engage in authentic reading, writing, speaking, listening and viewing experiences

### **Course Topics**

Areas of exploration and discussion promote understanding of:

- A framework for literacy learning
- Components of a balanced literacy program
- Organizational frameworks for literacy instruction
- Resources for classroom literacy instruction and learning
- Assessment within literacy curriculum and instruction
- Teacher language as a vehicle for student learning

### **Course Requirements**

This course is designed to support a collegial environment where participants co-construct knowledge and understanding of literacy learning and teaching. Therefore, it is important that all participants come to class prepared to engage fully in the planned learning opportunities.

Specifically, participants will:

- attend **all** class sessions and participate with colleagues around learning opportunities
- use assessment procedures to observe and interpret children's reading and writing competencies and needs
- complete all assigned readings in order to participate in discussions with colleagues
- bring in products of student work as well as assessment and record keeping documents for discussion as assigned
- implement the instructional framework daily, using a workshop model
- participate in coaching visits
- reflect upon coaching visits to inform instructional decision making.

### **Assignments**

Assignments for this class include:

1. Read, analyze and discuss a range of literature related to literacy education and classroom instruction. (20%)
2. Keep a reflective journal that documents your growing understandings and insights into literacy education within a comprehensive workshop approach. (20%)
3. Video-record your teaching of a mini-lesson within whole group instruction and engage in conversation with a MPCL coach. (10%)
4. Video-record your teaching in a small group setting that includes a one-to-one conference and engage in conversation with a MPCL coach. (10%)
5. Write a paper reflecting on theories and elements that characterize a comprehensive literacy model. (40%)
  - a. Drawing on your understanding of the theory that informs teaching and learning write a reflective analysis that captures the effectiveness of teaching and learning within the workshop approach.
  - a. Your videotapes and coaching conversations will provide the vehicle for your reflective analysis.

### **Course Grading**

A 93-100% A- 90-92% B+ 87-89% B 83-86% B- 80-82% F less than 80%

### **Incomplete Grades**

A grade of *I* (Incomplete) is assigned if a student has been doing work of acceptable quality but, for reasons satisfactory to the instructor, has not completed all the work required to earn credit by the end of the course. The work must be completed and submitted to the instructor by the date agreed to with the instructor, but not later than one year (i.e., 12 months) from the end of the course in which the incomplete was granted. An *I* remains on the transcript permanently if not resolved or if a written request for an extension is not approved within the time period for removing the incomplete. A request for an exception to regulation to extend an incomplete beyond one year must be approved by the instructor, the student's advisor (for degree students), Graduate Program Coordinator, and Dean. The request should note the circumstances necessitating the extension, the work that remains unfinished, and a specific deadline for completion. An extension will be granted only under unusual circumstances. For grades of *I*, it

is the student's responsibility to reach and maintain an understanding with the instructor concerning the timely completion of the work.

**The Assessment Rubric** (see attached) documents the teacher's professional growth related to the following InTASC Model Core Teaching Standards and Learning Progressions for Teachers:

*InTASC Standard 3: Learning Environments*

- The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interactions, active engagement in learning, and self-motivation.

*InTASC Standard 4: Content Knowledge*

- The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to secure mastery of the content.

*InTASC Standard 8: Instructional Strategies*

- The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.

## **Required Texts**

### Grades PreK-6

Align, Assess, Achieve, (2011). *The common core: Clarifying for teachers and students. English Language Arts*. Columbus, OH: McGraw-Hill Education.

Purchase grade ELA text.

Dorn, L. J., & Jones, T. (2012). (2<sup>nd</sup> ed.). *Apprenticeship in literacy: Transitions across reading and writing*. Portland, ME: Stenhouse.

Dorn, L. J., & Soffos, C. (2005). *Teaching for deep comprehension: A reading workshop approach*. Portland, ME: Stenhouse.

Dorn, L.J., & Soffos, C. (2001). *Scaffolding young writers: A writer's workshop approach*. Portland, ME: Stenhouse. For K-3 Focus

Dorn, L. J., & Soffos, C. (2001). *Shaping literate minds: Developing self-regulated learners*. Portland, ME: Stenhouse.

Fletcher, R., Portalupi, J. (2001). *Writing workshop: The essential guide*. Portsmouth, NH: Heinemann. For 4-6 Focus

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Johnston, P. (2004). *Choice words: How our language affects children's learning*. Portland, ME: Stenhouse.

Maine Department of Education. (2015). *Maine Learning Results*. Retrieved from <http://www.maine.gov/doe/proficiency/standards/maine-learning-results.html>

### Grades 6-12

Align, Assess, Achieve, (2011). *The common core: Clarifying for teachers and students. English Language Arts*. Columbus, OH: McGraw-Hill Education.  
Purchase grade ELA text.

Copeland, M. (2005). *Socratic Circles: Fostering Critical and Creative Thinking in Middle and High School* Portland, ME: Stenhouse.

Dorn, L. J., & Jones, T. (2012). (2<sup>nd</sup> ed.). *Apprenticeship in literacy: Transitions across reading and writing*. Portland, ME: Stenhouse.

Dorn, L. J., & Soffos, C. (2005). *Teaching for deep comprehension: A reading workshop approach*. Portland, ME: Stenhouse.

Dorn, L. J., & Soffos, C. (2001). *Shaping literate minds: Developing self-regulated learners*. Portland, ME: Stenhouse.

Gallagher, K. (2011). *Write like this: Teaching real world writing through modeling & mentor texts*. Portland, ME: Stenhouse.

Johnston, P. (2004). *Choice words: How our language affects children's learning*. Portland, ME: Stenhouse.

Maine Department of Education. (2015). *Maine Learning Results*. Retrieved from <http://www.maine.gov/doe/proficiency/standards/maine-learning-results.html>

Vacca, R. (2012). From efficient decoders to strategic readers. *Educational Leadership*, 60(3), 6-11.

### **Additional Readings**

Articles and other readings will be assigned as the course content is carefully matched to the needs of the class. In addition, participants will be directed to additional books, articles, and other resources to assist with individual needs and the exploration of a broad range of literature in the fields of literacy education and teaching to support students with literacy learning needs.

### **Class/University Policies**

### **Class Attendance**

Learning throughout the course is dependent on class-based discussion and participation. Class attendance is crucial to successful learning. If you have to miss a class due to weather in your area, illness, or family emergencies, please notify your instructor before class begins. You are responsible for all content presented in class regardless of your absence.

### **Academic honesty**

Academic dishonesty including cheating, plagiarism, and all forms of misrepresentation in academic work, is unacceptable at the University of Maine. As stated in the University of Maine's online "Student Handbook," plagiarism (the submission of another's work without appropriate attribution) and cheating are violations of the University of Maine Student Conduct Code. An instructor who has probable cause or reason to believe a student has cheated or plagiarized may act upon such evidence and report the case to an Associate Dean.

### **Students with disabilities**

If you have a disability for which you may be requesting an accommodation, please contact Student Accessibility Services, 121 East Annex, 581.2319, as early as possible in the term. Students who have already been approved for accommodations by SAS and have a current accommodation letter should meet with me (the instructor of the course) privately as soon as possible.

### **Confidentiality Statement**

All academic records of students are maintained in the highest of confidence as directed by FERPA (Family Educational Rights and Privacy Act). For more information on the University of Maine FERPA Policy, please click on the following link:

<http://catalog.umaine.edu/content.php?catoid=50&navoid=1001>

### **Sexual Discrimination Reporting**

The University of Maine is committed to making campus a safe place for students. Because of this commitment, if you tell a teacher about an experience of **sexual assault, sexual harassment, stalking, relationship abuse (dating violence and domestic violence), sexual misconduct or any form of gender discrimination** involving members of the campus, **your teacher is required to report** this information to the campus Office of Sexual Assault & Violence Prevention or the Office of Equal Opportunity.

**If you want to talk in confidence** to someone about an experience of sexual discrimination, please contact these resources:

*For confidential resources on campus:* **Counseling Center: 207-581-1392** or **Cutler Health Center: at 207-581-4000.**

*For confidential resources off campus:* **Rape Response Services: 1-800-310-0000** or **Spruce Run: 1-800-863-9909.**

**Other resources:** The resources listed below can offer support but may have to report the incident to others who can help:

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For *support services on campus*: **Office of Sexual Assault & Violence Prevention: 207-581-1406, Office of Community Standards: 207-581-1409, University of Maine Police: 207-581-4040 or 911.** Or see the OSAVP website for a complete list of services at <http://www.umaine.edu/osavp/>

Course Schedule Disclaimer (Disruption Clause): In the event of an extended disruption of normal classroom activities, the format for this course may be modified to enable its completion within its programmed time frame. In that event, you will be provided an addendum to the syllabus that will supersede this version.

**Assessment Rubric for EEL 544: Literacy Teaching and Learning-Part II  
Spring 2019**

Teacher: \_\_\_\_\_

*Assessment of progress in three areas: Learning Environments, Content Knowledge, and Instructional Strategies. Each area will be evaluated on a scale as noted.*

Date: \_\_\_\_\_ Total Point: \_\_\_\_\_ Grade: \_\_\_\_\_

InTASC & ISTE Standards-T	Performance Levels & Ratings			
	Distinguished	Proficient	Basic	Unsatisfactory
Descriptors →	Evidence demonstrates extensive knowledge of and sophisticated skills related to the standard.	Evidence demonstrates solid knowledge of and consistent skills related to the standard.	Evidence either demonstrates partial knowledge of and/or skills related to the standard, or the evidence demonstrates inconsistent knowledge of and/or skills related to the standard.	Evidence is either insufficient to demonstrate knowledge of and/or skills related to the standard, or the evidence demonstrates a lack of knowledge of and/or skills related to the standard.
LEARNING ENVIRONMENTS Read, Analyze & Discuss				
<b>InTASC Standard #3 Learning Environments:</b> The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interactions, active engagement in learning, and self-motivation.	Preparation for class and participation in class discussions and activities demonstrates that the teacher consistently read and deeply reflected upon all assigned materials prior to class and continually evaluates his/her own choices and actions using evidence of effects on others to a very high degree.  <b>20</b>	Preparation for class and participation in class discussions and activities demonstrates that the teacher read and reflected upon all assigned materials prior to class and evaluates his/her own choices and actions using evidence of effects on others to a high degree.  <b>16</b>	Preparation for class and participation in class discussions and activities demonstrates that the teacher read and somewhat reflected upon all assigned materials prior to class and at times evaluates his/her own choices and actions using evidence of effects on others.  <b>12</b>	Preparation for class and participation in class discussions and activities demonstrates that the teacher read and did not reflect upon all assigned materials prior to class and does not evaluate his/her own choices and actions using evidence of effects on others to a limited degree.  <b>8</b>



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	Distinguished	Proficient	Basic	Unsatisfactory
<p style="text-align: center;">CONTENT KNOWLEDGE Journal</p>				
<p><b>InTASC Standard #4 Content Knowledge:</b> The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to secure mastery of the content.</p>	<p>Journal entries strongly support class discussions and closely reflect the depth and breadth of course content targeted to ensure learner growth and advance the profession to a very high degree.</p> <p style="text-align: center;"><b>20</b></p>	<p>Journal entries support class discussions and reflect the depth and breadth of course content targeted to ensure learner growth and advance the profession to a high degree.</p> <p style="text-align: center;"><b>16</b></p>	<p>Journal entries may support class discussions and may reflect the depth and breadth of course content targeted to ensure learner growth and advance the profession.</p> <p style="text-align: center;"><b>12</b></p>	<p>Journal entries may or may not support class discussions and do not reflect the depth and breadth of course content targeted to ensure learner growth and advance the profession to a limited degree.</p> <p style="text-align: center;"><b>8</b></p>

INSTRUCTIONAL STRATEGIES Video and Coach Conversations & Paper				
<p><b>Standard #8:</b> <b>Instructional Strategies</b> The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p> <p><b>Video and Coach Conversation</b></p> <p><b>Paper</b></p>	<p>Paper presents a strong personal view of literacy education within a comprehensive workshop approach to teaching and learning to a very high degree.</p> <p style="text-align: center;"><b>10</b></p> <p style="text-align: center;"><b>10</b></p> <p style="text-align: center;"><b>40</b></p>	<p>Paper presents a personal view of literacy education within a comprehensive workshop approach to teaching and learning to a high degree.</p> <p style="text-align: center;"><b>8</b></p> <p style="text-align: center;"><b>8</b></p> <p style="text-align: center;"><b>32</b></p>	<p>Paper presents a personal view of literacy education within a comprehensive workshop approach to teaching and learning.</p> <p style="text-align: center;"><b>6</b></p> <p style="text-align: center;"><b>6</b></p> <p style="text-align: center;"><b>24</b></p>	<p>Paper present a personal view of literacy education within a comprehensive workshop approach to teaching and learning to a limited degree.</p> <p style="text-align: center;"><b>4</b></p> <p style="text-align: center;"><b>4</b></p> <p style="text-align: center;"><b>16</b></p>



**NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM FOR GRADUATE COURSES**

Graduate course proposals, modifications, or eliminations must be submitted to the Graduate School no later than the 3rd of each month. Please refer to the Graduate School website for the Curriculum Committee meetings schedule. Electronic signatures and submission is required.

Please return the completed e-form with appropriate signatures and documentation to the Graduate School by saving the form to your desktop and sending as an attachment to erin.twitchell@maine.edu. Please include in the subject line 'Course Proposal' and the course designator and number.

GRADUATE PROGRAM/UNIT Literacy

COURSE DESIGNATOR EEL COURSE NUMBER 552 EFFECTIVE SEMESTER Fall 2018

COURSE TITLE An Exploration of the Writer's Workshop in PreK-12 Classrooms

**REQUESTED ACTION**

**NEW COURSE** (check all that apply, complete Section 1, and submit a complete syllabus):

- New Course
- New Course with Electronic Learning
- Experimental

**MODIFICATION** (Check all that apply and complete Section 2):

- Designator Change
- Description Change
- Cross Listing (must be at least 400-level)<sup>1</sup>
- Number Change
- Prerequisite Change
- Other (specify) \_\_\_\_\_
- Title Change
- Credit Change

**ELIMINATION:**

- Course Elimination

**ENDORSEMENTS**

Please sign using electronic signatures. If you do not already have a digital signature, please click within the correct box below and follow the on-screen instructions.

**Leader, Initiating Department/Unit(s)**

Sherrise Weeks (ASA)

**College(s) Curriculum Committee Chair(s) (if applicable)**

Janice [Signature]  
College Dean(s)

\_\_\_\_\_  
**Graduate School** [sign and date]

1. Courses cross-listed below 400-level require the permission of the Graduate School.

**SECTION 1 (FOR NEW COURSE PROPOSALS)**

Proposed Catalog Description (include designator, number, title, prerequisites, credit hours):

EEL 552  
An Exploration of the Writer's Workshop in PreK-12 Classrooms  
Prerequisite: Employment in a MPCL school and a MPCL Literacy Teaching and Learning course  
3 graduate credits  
This one semester course is designed for educators who teach students in elementary, middle and high school contexts within Maine Partnerships in Comprehensive Literacy (MPCL) schools. During the composing and comprehending of texts the writing process will be explored with links to the reciprocal processes of reading, speaking, listening and viewing. Within a cognitive apprenticeship approach participants will become familiar with the Writer's Workshop framework that includes: explicit instruction, observation of student learning; formative assessment of student competencies; workshop structures; classroom management; and instructional resources.

Components (type of course/used by Student Records for MaineStreet) – *Multiple selections are possible for courses with multiple non-graded components:*

- |  |   |  |  |                                 |
|--|---|--|--|---------------------------------|
| <input type="checkbox"/> Applied Music | <input type="checkbox"/> Clinical                   | <input type="checkbox"/> Field Experience/Internship | <input type="checkbox"/> Research          | <input type="checkbox"/> Studio |
| <input type="checkbox"/> Laboratory    | <input checked="" type="checkbox"/> Lecture/Seminar | <input type="checkbox"/> Recitation                  | <input type="checkbox"/> Independent Study | <input type="checkbox"/> Thesis |

Text(s) planned for use:

Please see attached.

Course Instructor (include name, position, teaching load):

Maine Partnerships in Comprehensive Literacy coaches will be the instructors.

Reason for new course:

The reason for this course is to meet the needs of classroom teachers within MPCL schools as they work to deepen their understanding of Writer's Workshop.

Does the course addition require additional department or institutional facilities, support and/or resources, e.g. new lab facilities, computer support and services, staffing (including graduate teaching assistants), or library subscriptions and resources?

- No. The department will not request additional resources for this course.  
 Yes. Please list additional resources required and note how they will be funded or supported.

What other departments/programs are affected (e.g. course overlap, prerequisites)? Have affected departments/programs been consulted? Any concerns expressed? Please explain.

No other department is effected. This course is layered on to EEL 543/544.

How often will this course be offered? Will offering this course result in overload salary payments, either through the college or CED, either to the instructor of this course or to anyone else as a result of rearranging teaching assignments?

This course will be offered every semester as requested from the field.

**SECTION 2 (FOR COURSE MODIFICATIONS)**

Current catalog description (Include designator, number, title, prerequisites, credit hours):

*Proposed* catalog description (include designator, number, title, prerequisites, credit hours):

Reason for course modification:

**SECTION 3 FOR COURSE ELIMINATIONS**

Reason for Elimination

Please return the completed e-form with appropriate signatures and documentation to the Graduate School by saving the form to your desktop and sending as an attachment to [erin.twitchell@maine.edu](mailto:erin.twitchell@maine.edu). Please include in the subject line 'Course Proposal' and the course designator and number.

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EEL 552

An Exploration of the Writer's Workshop in PreK-12 Classrooms

### **Required Texts**

Grades K-6

Align, Assess, Achieve, (2011). *The common core: Clarifying for teachers and students. English Language Arts*. Columbus, OH: McGraw-Hill Education.

\*Purchase grade appropriate ELA text.

Clark, R. P. (2006). *Writing tools: 50 essential strategies for every writer*. Boston, MA: Little, Brown and Company.

Dorn, L.J., & Soffos, C. (2001). *Scaffolding young writers: A writer's workshop approach*. Portland, ME: Stenhouse. (K-3)

Fletcher, R., Portalupi, J. (2001). *Writing workshop: The essential guide*. Portsmouth, NH: Heinemann. (K-8)

Maine Department of Education. (2015). *Maine Learning Results*. Retrieved from <http://www.maine.gov/doc/proficiency/standards/maine-learning-results.html>

Robb, L. (2010). *Teaching middle school writers: What every English teacher needs to know*. Portsmouth, NH: Boynton-Cook. (6-8)

### **Recommended Text**

Calkins, L. (2016). *A guide to the writing workshop*. Portsmouth, NH: Heinemann.

Dorn, L. J., & Jones, T. (2012). *Apprenticeship in literacy: Transitions across reading and writing, K-4*. Portland, ME: Stenhouse.

Dorn, L. J., & Soffos, C. (2001). *Shaping literate minds: Developing self-regulated learners*. Portland, ME: Stenhouse.

Mermelstein, L. (2007). *Don't forget to share: The crucial last step in the writing workshop*. Portsmouth, NH: Heinemann.

Serravallo, J. (2017). *The writing strategies book: Your everything guide to developing skilled writers*. Portsmouth, NH: Heinemann.

### **Required Texts**

Grades 6-12

Align, Assess, Achieve, (2011). *The common core: Clarifying for teachers and students. English Language Arts*. Columbus, OH: McGraw-Hill Education.

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\*Purchase grade appropriate ELA and content text.

Clark, R. P. (2006). *Writing tools: 50 essential strategies for every writer*. Boston, MA: Little, Brown and Company.

Fletcher, R., Portalupi, J. (2001). *Writing Workshop: The Essential Guide*. Portsmouth, NH: Heinemann.

Gallagher, K. (2011). *Write like this: Teaching real-world writing through modeling and mentor text*. Portland, ME: Stenhouse.

Gallagher, K. (2014). Making the most of mentor text. *Educational Leadership*, 71(7), 29-33.

Maine Department of Education. (2015). *Maine Learning Results*. Retrieved from <http://www.maine.gov/doe/proficiency/standards/maine-learning-results.html>

Robb, L. (2010). *Teaching middle school writers: What every English teacher needs to know*. Portsmouth, NH: Boynton-Cook.

Serravallo, J. (2015). *The reading strategies book: Your everything guide to developing skilled readers*. Portsmouth, NH: Heinemann.

### **Recommended Text**

Calkins, L. (2016). *A guide to the writing workshop*. Portsmouth, NH: Heinemann.

Dorn, L. J., & Soffos, C. (2001). *Shaping literate minds: Developing self-regulated learners*. Portland, ME: Stenhouse.

Gallagher, K. (2005). *Teaching adolescent writers*. Portland, ME: Stenhouse.

Serravallo, J. (2017). *The writing strategies book: Your everything guide to developing skilled writers*. Portsmouth, NH: Heinemann.

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**Mission Statement:** Drawing on a rich tradition of excellence, the College of Education and Human Development at Maine's flagship university is committed to leading innovation in Maine's Pre-K-12 schools, higher education institutions, and agencies that support academic, cognitive, physical, social and emotional development. We promote effective teaching and learning, identify critical issues, conduct research, and disseminate findings. Collaborating with external partners and experts across the University of Maine, we prepare our graduates to engage in ethical conduct, reflective practice, meaningful inquiry, and data-driven decision making in order to meet the increasingly diverse needs of our state and the world in which we live.

**EEL 552: An Exploration of the Writer's Workshop in PreK-12 Classrooms  
Fall 2018**

**Instructor Information:**

**Class Dates:**

**Class Time and Location:**

**Prerequisites:**            *A Literacy Teaching and Learning course*

**Credit:**                    **3 Graduate Credits (45 class hours)**

**Course Description and Goals**

This one semester course is designed for educators who teach students in elementary, middle and high school contexts within Maine Partnerships in Comprehensive Literacy (MPCL) schools. During the composing and comprehending of texts the writing process will be explored with links to the reciprocal processes of reading, speaking, listening and viewing. Within a cognitive apprenticeship approach participants will become familiar with the Writer's Workshop framework that includes: explicit instruction, observation of student learning; formative assessment of student competencies; workshop structures; classroom management; and instructional resources.

Each class session will present opportunities for participants to engage actively in discussions supporting new understandings of the Writer's Workshop. Participants will observe and analyze teaching in a variety of settings, engage in shared inquiry around a variety of topics, and discuss teaching opportunities using student work.

Teachers will participate in class sessions with a literacy coach for 3 hours per week. In addition, clinical coaching sessions will be scheduled throughout the semester. Throughout the course teachers will have the opportunity to observe teaching demonstrations and analyze student learning within various contexts.



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### **Course Objectives and Learning Outcomes**

Upon completion of this course, participants will develop:

#### **Positive attitudes toward:**

- The power of the writing process as a vehicle for helping students learn how to compose texts
- The importance of helping students develop personal identities as competent writers
- A workshop approach to writing

#### **Knowledge and understanding of:**

- A range of literary and informational texts appropriate for helping students analyze and compose personal text
- The writing process
- The workshop model as a vehicle for assisting student learning and organizing classroom settings that promote optimal writing development
- The role of the writer during the process of composing and comprehending text

#### **Effective processes and skills in:**

- Assisting students as they compose and comprehend a range of literary and informational text
- Helping students as they learn how to respond to the texts composed by self and others
- Helping students learn how to analyze a range of literary and informational texts to deepen understanding of the construction of meaning, the patterning of language and the use of appropriate conventions within text

### **Course Topics**

Areas of exploration and discussion will promote an understanding of:

- the writing process
- the workshop model
- explicit instruction within the Writer's Workshop
- building an identity as a writer
- a range of resources to promote optimal writing development within elementary, intermediate or high school contexts
- processes for responding to the different needs of writers within a continuum of writing development
- the reciprocal links between reading, writing, speaking, listening and viewing within the composing process
- appropriate formative and summative assessment tools to inform instruction and assess the quality of student writing

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### **Course Requirements**

During this program of study, participants will:

- attend all class sessions and participate with colleagues around learning opportunities
- use common assessment procedures to observe and respond to students' reading and writing competencies
- complete all assigned readings and be prepared to participate in discussion with colleagues
- maintain a reflection notebook
- share products of student reading and writing samples, evidence of differentiation, as well as assessment and record keeping documents for discussion as assigned
- implement the workshop model of instruction in the classroom
- video-record lessons
- participate in demonstration, reflection, and coaching sessions in the classroom with large group, small group, and 1:1 instruction

### **Assignments**

Assignments for this class include:

1. **Read, analyze and discuss** a range of literature related to literacy education and classroom instruction. (20%)
2. **Keep a reflective journal** that documents your growing understandings and insights into literacy education within a writing workshop approach. (20%)
3. **Video-record** your teaching of a mini-lesson within whole group instruction, and engage in conversation with a MPCL coach. (10%)
4. **Video-record** your teaching in a small group setting that includes a one-to-one conference, and engage in conversation with a MPCL coach. (10%)
5. **Create a portfolio** of mini-lessons used to inform teaching and learning within Writer's Workshop. Choose a text type and create a series of mini-lessons to assist students in their exploration of the writing process and in personal composition of text. Focus on one student's writing development to provide instructive examples of that student's journey as a writer throughout this series of mini-lessons. Your mini-lessons should address: the teaching of students within whole group, small group and individual settings; writing samples; reflections of the teaching and learning; and student writing competencies. (40%)

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**Course Grading**

A 93-100% A- 90-92% B+ 87-89% B 83-86% B- 80-82% F less than 80%

**Incomplete Grades**

A grade of *I* (Incomplete) is assigned if a student has been doing work of acceptable quality but, for reasons satisfactory to the instructor, has not completed all of the work required to earn credit by the end of the course. The work must be completed and submitted to the instructor by the date agreed to with the instructor, but not later than one year (i.e., 12 months) from the end of the course in which the incomplete was granted. An *I* remains on the transcript permanently if not resolved or if a written request for an extension is not approved within the time period for removing the incomplete. A request for an exception to regulation to extend an incomplete beyond one year must be approved by the instructor, the student's advisor (for degree students), Graduate Program Coordinator, and Dean. The request should note the circumstances necessitating the extension, the work that remains unfinished, and a specific deadline for completion. An extension will be granted only under unusual circumstances. For grades of *I*, it is the student's responsibility to reach and maintain an understanding with the instructor concerning the timely completion of the work.

**The Assessment Rubric** (see attached) documents the teacher's professional growth related to the following InTASC Model Core Teaching Standards and Learning Progressions for Teachers:

*InTASC Standard 3: Learning Environments*

- The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interactions, active engagement in learning, and self-motivation.

*InTASC Standard 4: Content Knowledge*

- The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to secure mastery of the content.

*InTASC Standard 8: Instructional Strategies*

- The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.

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**Required Texts**

Grades K-6

Align, Assess, Achieve, (2011). *The common core: Clarifying for teachers and students. English Language Arts.* Columbus, OH: McGraw-Hill Education.

\*Purchase grade appropriate ELA text.

Clark, R. P. (2006). *Writing tools: 50 essential strategies for every writer.* Boston, MA: Little, Brown and Company.

Dorn, L.J., & Soffos, C. (2001). *Scaffolding young writers: A writer's workshop approach.* Portland, ME: Stenhouse. (K-3)

Fletcher, R., Portalupi, J. (2001). *Writing workshop: The essential guide.* Portsmouth, NH: Heinemann. (K-8)

Maine Department of Education. (2015). *Maine Learning Results.* Retrieved from <http://www.maine.gov/doe/proficiency/standards/maine-learning-results.html>

Robb, L. (2010). *Teaching middle school writers: What every English teacher needs to know.* Portsmouth, NH: Boynton-Cook. (6-8)

**Recommended Text**

Calkins, L. (2016). *A guide to the writing workshop.* Portsmouth, NH: Heinemann.

Dorn, L. J., & Jones, T. (2012). *Apprenticeship in literacy: Transitions across reading and writing, K-4.* Portland, ME: Stenhouse.

Dorn, L. J., & Soffos, C. (2001). *Shaping literate minds: Developing self-regulated learners.* Portland, ME: Stenhouse.

Mermelstein, L. (2007). *Don't forget to share: The crucial last step in the writing workshop.* Portsmouth, NH: Heinemann.

Serravallo, J. (2017). *The writing strategies book: Your everything guide to developing skilled writers.* Portsmouth, NH: Heinemann.

**Required Texts**

Grades 6-12

Align, Assess, Achieve, (2011). *The common core: Clarifying for teachers and students. English Language Arts.* Columbus, OH: McGraw-Hill Education.

\*Purchase grade appropriate ELA and content text.

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Clark, R. P. (2006). *Writing tools: 50 essential strategies for every writer*. Boston, MA: Little, Brown and Company.

Fletcher, R., Portalupi, J. (2001). *Writing Workshop: The Essential Guide*. Portsmouth, NH: Heinemann.

Gallagher, K. (2011). *Write like this: Teaching real-world writing through modeling and mentor text*. Portland, ME: Stenhouse.

Gallagher, K. (2014). Making the most of mentor text. *Educational Leadership*, 71(7), 29-33.

Maine Department of Education. (2015). *Maine Learning Results*. Retrieved from <http://www.maine.gov/doe/proficiency/standards/maine-learning-results.html>

Robb, L. (2010). *Teaching middle school writers: What every English teacher needs to know*. Portsmouth, NH: Boynton-Cook.

Serravallo, J. (2015). *The reading strategies book: Your everything guide to developing skilled readers*. Portsmouth, NH: Heinemann.

### **Recommended Text**

Calkins, L. (2016). *A guide to the writing workshop*. Portsmouth, NH: Heinemann.

Dorn, L. J., & Soffos, C. (2001). *Shaping literate minds: Developing self-regulated learners*. Portland, ME: Stenhouse.

Gallagher, K. (2005). *Teaching adolescent writers*. Portland, ME: Stenhouse.

Serravallo, J. (2017). *The writing strategies book: Your everything guide to developing skilled writers*. Portsmouth, NH: Heinemann.

### **Additional Readings**

Articles and other readings may be assigned as the course content is carefully matched to the needs of the class. In addition, participants will be directed to additional books, articles, and other resources to assist with individual needs.

Calkins, L. (2013). *Units of study in opinion, information, and narrative writing*. Portsmouth, NH: Heinemann.

\*Purchase grade appropriate unit.

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## **Class/University Policies**

### **Class Attendance**

Learning throughout the course of study is dependent on class-based discussion and participation. Class attendance is crucial to successful learning. If you have to miss a class due to weather in your area, illness, or family emergencies, please notify your instructor before class begins. You are responsible for all content presented in class regardless of your absence.

### **Academic Honesty**

Academic honesty is very important. It is dishonest to cheat on exams, to copy term papers, to submit papers written by another person, to fake experimental results, or to copy or re-word parts of books or articles into your own papers without appropriately citing the source. Students committing or aiding in any of these violations may be given failing grades for an assignment or for an entire course, at the discretion of the instructor. In addition to any academic action taken by an instructor, these violations are also subject to action under the University of Maine Student Conduct Code. The maximum possible sanction under the student conduct code is dismissal from the University.

### **Students with Disabilities**

If you have a disability for which you may be requesting an accommodation, please contact Student Accessibility Services, 121 East Annex, 581.2319, as early as possible in the term. Students who have already been approved for accommodations by SAS and have a current accommodation letter should meet with me (the instructor of the course) privately as soon as possible.

**Confidentiality Statement:** All academic records of students are maintained in the highest of confidence as directed by FERPA (Family Educational Rights and Privacy Act). For more information on the University of Maine FERPA Policy, please click on the following link <http://catalog.umaine.edu/content.php?catoid=50&navoid=1001>

### **Sexual Discrimination Reporting**

The University of Maine is committed to making campus a safe place for students. Because of this commitment, if you tell a teacher about an experience of sex discrimination which includes sexual assault, sexual harassment, stalking, or relationship abuse involving members of the campus, your teacher is required to report this information to the campus Office of Sexual Assault & Violence Prevention or the Office of Equal Opportunity.

If you want to talk in confidence to someone about an experience of sexual discrimination, please contact these resources:

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For confidential resources on campus: Counseling Center: 207-581-1392 or Cutler Health Center: at 207-581-4000.

For confidential resources off campus: Rape Response Services: 1-800-310-0000 or Spruce Run: 1-800-863-9909.

Other resources: The resources listed below can offer support but may have to report the incident to others who can help:

For support services on campus: Office of Sexual Assault & Violence Prevention: 207-581-1406, Office of Community Standards: 207-581-1409, University of Maine Police: 207-581-4040 or 911. Or see the OSAVP website for a complete list of services at <http://www.umaine.edu/osavp/>

Course Schedule Disclaimer (Disruption Clause): In the event of an extended disruption of normal classroom activities, the format for this course may be modified to enable its completion within its programmed time frame. In that event, you will be provided an addendum to the syllabus that will supersede this version.

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**Assessment Rubric for EEL 552: An Exploration of the Writer’s Workshop  
in PreK-12 Classrooms  
2018-2019**

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_ Total Points: \_\_\_\_\_ Grade: \_\_\_\_\_

*Assessment of progress in three areas: Learning Environments, Content Knowledge and Instructional Strategies. Each area will be evaluated on a scale as noted.*

InTASC & ISTE Standards	Performance Levels & Ratings			
	Distinguished	Proficient	Basic	Unsatisfactory
Descriptors →	Evidence demonstrates extensive knowledge of and sophisticated skills related to the standard.	Evidence demonstrates solid knowledge of and consistent skills related to the standard.	Evidence either demonstrates partial knowledge of and/or skills related to the standard, or the evidence demonstrates inconsistent knowledge of and/or skills related to the standard	Evidence is either insufficient to demonstrate knowledge of and/or skills related to the standard, or the evidence demonstrates a lack of knowledge of and/or skills related to the standard.
<b>LEARNING ENVIRONMENTS</b> Read, Analyze & Discuss				
<b>InTASC Standard #3 Learning Environments:</b> The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interactions, active engagement in learning, and self-motivation.	Preparation for class and participation in class discussions and activities demonstrates that the teacher consistently read and deeply reflected upon all assigned materials prior to class and continually evaluates his/her own choices and actions using evidence of effects on others to a very high degree.  <b>20</b>	Preparation for class and participation in class discussions and activities demonstrates that the teacher read and reflected upon all assigned materials prior to class and evaluates his/her own choices and actions using evidence of effects on others to a high degree.  <b>16</b>	Preparation for class and participation in class discussions and activities demonstrates that the teacher read and somewhat reflected upon assigned materials prior to class and at times evaluates his/her own choices and actions using evidence of effects on others.  <b>12</b>	Preparation for class and participation in class discussions and activities demonstrates that the teacher did not reflect upon all assigned materials prior to class and evaluates his/her own choices and actions using evidence of effects on others to a limited degree.  <b>8</b>



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InTASC & ISTE Standards	Distinguished	Proficient	Basic	Unsatisfactory
<b>CONTENT KNOWLEDGE:</b> Journal				
<b>InTASC Standard #4 Content Knowledge:</b> The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to secure mastery of the content.	Journal entries strongly support class discussions and closely reflect the depth and breadth of course content targeted to ensure learner growth and advance the profession to a very high degree.  <b>20</b>	Journal entries support class discussions and reflect the depth and breadth of course content targeted to ensure learner growth and advance the profession to a high degree.  <b>16</b>	Journal entries may support class discussions and may reflect the depth and breadth of course content targeted to ensure learner growth and advance the profession.  <b>12</b>	Journal entries may or may not support class discussions and do not reflect the depth and breadth of course content targeted to ensure learner growth and advance the profession.  <b>8</b>

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InTASC & ISTE Standards	Distinguished	Proficient	Basic	Unsatisfactory
Paper & Video and Coach Conversation				
<b>Standard #8:</b> <b>Instructional Strategies</b> The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	Work presents a strong reflective analysis of literacy education that captures the effectiveness of teaching and learning within a comprehensive workshop approach to a very high degree.	Work presents a strong reflective analysis of literacy education that captures the effectiveness of teaching and learning within a comprehensive workshop approach to a high degree.	Work presents a reflective analysis of literacy education that captures the effectiveness of teaching and learning within a comprehensive workshop approach.	Work somewhat presents a reflective analysis of literacy education and attempts to capture the effectiveness of teaching and learning within a comprehensive workshop approach.
<b>Video and Coach Conversation</b>	10	8	6	4
	10	8	6	4
<b>Portfolio</b>	40	32	24	16

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Week	Topics	Assignments for Next Time	Reading for Next Time	Due Dates	Comments
Week #1	Syllabus Review, The Workshop Model, Writers' Workshop and Building your own identity as a writer.	Begin to implement Writers' Workshop in your classroom.  Bring your daily instructional plan  Bring AIL Dorn & Jones (2012)  Bring a designated notebook to use as your Writers' Notebook	TMSW Introduction & Ch. 1  WLT Ch. 1  Clark (2006)  Bookmark and review <i>Maine Learning Results</i> (2015)		
Week #2	Syllabus Questions, Writers' Workshop, Writing Development and Building your own identity as a writer.	Continue to implement Writers' Workshop in your classroom.  Bring your Writers' Notebook to class.	TMSW Ch. 2  WLT Ch. 2  AAA Introduction And Page Organization		
Week #3	Writing Development	Continue to implement Writers' Workshop in your classroom.	WW Introduction and Ch. 1	Journal Reflection Due	

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	CCSS for writing, and Building your own identity as a writer.	Bring student writing data (benchmarking, progress monitoring, etc.) to class. Bring your Writers' Notebook to class.			
Week #4	Establishing the Writers' Workshop and Building your own identity as a writer.	After reading SYW and WW reflect upon your Writers' Workshop block. Bring AIL Dorn & Jones (2012) Bring your weekly schedule to class. Bring your Writers' Notebook to class.	WW Ch. 2 TMSW Ch. 4 & 5 WLT Ch. 3		
Week #5	Organizing for Writers' Workshop and Building your own identity as a writer.	Bring your Writers' Notebook to class. Bring a writing sample from each student in your class.	WW Ch. 3 & 4 TMSW Ch. 6 WLT Ch. 4		AIL Dorn & Jones (2012) pp. 117-120 in Class #5
Week #6	Organizing for Writers' Workshop,	Bring materials needed to design mini-lessons for your students,	TMSW Ch. 3 WLT Ch. 5		<u>In class Writing Prompt:</u> What does it mean to

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	<p>Whole group mini-lessons and</p> <p>Building your own identity as a writer.</p>	<p>Bring your Writers' Notebook to class.</p>			<p>develop an identity as a writer?</p>
<p>Week #7</p>	<p>Mini-lessons,</p> <p>Designing Explicit Instruction,</p> <p>Building students' identity as writers, and</p> <p>Sustaining your identity as a writer.</p>	<p>Bring your Writers' Notebook to class.</p>	<p>WW Ch. 8</p> <p>WLT Ch. 6</p>	<p>Journal Reflection Due</p>	
<p>Week #8</p>	<p>Mini-lessons,</p> <p>Designing Explicit Instruction,</p> <p>Building</p>	<p>Bring SLM Dorn &amp; Soffos (2001)</p> <p>Bring your Writers' Notebook to class.</p>	<p>WW Ch. 5</p> <p>TMSW Ch. 7</p> <p>WLT Ch. 8</p>	<p>Last Date for Coaching Cycle #1 Reflection</p>	

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	<p>students' identity as writers, and</p> <p>Sustaining your identity as a writer.</p>				
Week #9	<p>Writing &amp; Conferring,</p> <p>Spelling,</p> <p>Building students' identity as writers, and</p> <p>Sustaining your identity as a writer.</p>	<p>Bring your Writers' Notebook to class.</p> <p>Bring student writing data (benchmarking, progress monitoring, etc.) to class.</p> <p>Bring current mini-lesson plans.</p>	<p>WW Ch. 6 &amp; 8</p> <p>TMSW Ch. 3</p> <p>WLT Ch. 9</p>		
Week #10	<p>Mentor Text to support writing,</p> <p>Building students' identity as writers, and</p> <p>Sustaining your</p>	<p>Bring your Writers' Notebook to class.</p> <p>Bring a writing sample from each student in your class.</p> <p>Bring DFTS</p>	<p>WW Ch. 7</p> <p>TMSW Ch. 8</p>		

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	identity as a writer.				
Week #11	Sharing, Editing & Publishing  Building students' identity as writers, and  Sustaining your identity as a writer.	Bring your Writers' Notebook to class.	WW Ch. 9  TMSW Ch. 9	Journal Reflection Due	In small or whole group share a piece of your writing.
Week #12	Video and reflections,  Building students' identity as writers, and  Sustaining your identity as a writer.	Bring your Writers' Notebook to class.	WW Ch. 10, 11 & 12	Video-recording and Reflection Due	
Week #13	The Sustainability of Writers' Workshop,	Bring your Writers' Notebook to class.  Bring a writing sample from	Calkins & Hepworth (2016) article		

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	<p>Building students' identity as writers, and</p> <p>Sustaining your identity as a writer.</p>	each student in your class.			
Week #14	Looking Ahead	Bring your Writers' Notebook to class.		Journal Reflection Due	<u>In class Writing Prompt:</u> What does it mean to help someone develop an identity as a writer?
Week #15	Portfolio Share Course Evaluation	Bring your Writers' Notebook to class.		Last Date for Coaching Cycle #2 Reflection  Portfolio Due	



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EEL 554

An Exploration of the Reader's Workshop in PreK-12 Classrooms

### **Required Texts**

#### Grades PreK-6

Align, Assess, Achieve. (2011). *The common core: Clarifying for teachers and students. English Language Arts*. Columbus, OH: McGraw-Hill Education.

\*Purchase grade appropriate ELA text.

Dorn, L. J., & Jones, T. (2012). (2<sup>nd</sup> ed.). *Apprenticeship in literacy: Transitions across reading and writing, K-4*. Portland, ME: Stenhouse.

Dorn, L. J. & Soffos, C. (2005). *Teaching for deep comprehension: A reading workshop approach*. Portland, ME: Stenhouse.

Fountas, I. & Pinnell, G. S. (2016). *Guided reading: Responsive teaching across the grades*. Portsmouth, NH: Heinemann.

Maine Department of Education. (2015). *Maine Learning Results*. Retrieved from <http://www.maine.gov/doe/proficiency/standards/maine-learning-results.html>

### **Recommended Texts**

Calkins, L. (2017). *A guide to the reading workshop: Primary grades*. Portsmouth, NH: Heinemann.

OR

Calkins, L. (2017). *A guide to the reading workshop: Intermediate grades*. Portsmouth, NH: Heinemann.

Serravallo, J. (2015). *The reading strategies book: Your everything guide to developing skilled readers*. Portsmouth, NH: Heinemann.

### **Required Texts**

#### Grades 6-12

Align, Assess, Achieve. (2011). *The common core: Clarifying for teachers and students. English Language Arts*. Columbus, OH: McGraw-Hill Education.

\*Purchase grade appropriate ELA and content text.

Beers, K. & Probst, R. E. (2012). *Notice & note: Strategies for close reading*. Portsmouth, NH: Heinemann.

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Gallagher, K. (2009). *Readicide: How schools are killing reading and what you can do about it*. Portland, ME: Stenhouse.

Gallagher, K. (2015). *In the best interest of students: Staying true to what works in the ELA Classroom*. Portland, ME: Stenhouse.

Maine Department of Education. (2015). *Maine Learning Results*. Retrieved from <http://www.maine.gov/doe/proficiency/standards/maine-learning-results.html>

Serravallo, J. (2015). *The reading strategies book: Your everything guide to developing skilled readers*. Portsmouth, NH: Heinemann.



**NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM FOR GRADUATE COURSES**

Graduate course proposals, modifications, or eliminations must be submitted to the Graduate School no later than the 3rd of each month. Please refer to the Graduate School website for the Curriculum Committee meetings schedule. Electronic signatures and submission is required.

Please return the completed e-form with appropriate signatures and documentation to the Graduate School by saving the form to your desktop and sending as an attachment to erin.twitchell@maine.edu. Please include in the subject line 'Course Proposal' and the course designator and number.

GRADUATE PROGRAM/UNIT Literacy

COURSE DESIGNATOR EEL COURSE NUMBER 554 EFFECTIVE SEMESTER Fall 2018

COURSE TITLE An Exploration of the Reader's Workshop in PreK-12 Classrooms

**REQUESTED ACTION**

**NEW COURSE** (check all that apply, complete Section 1, and submit a complete syllabus):

- New Course
- New Course with Electronic Learning
- Experimental

**MODIFICATION** (Check all that apply and complete Section 2):

- Designator Change
- Description Change
- Cross Listing (must be at least 400-level)<sup>1</sup>
- Number Change
- Prerequisite Change
- Other (specify) \_\_\_\_\_
- Title Change
- Credit Change

**ELIMINATION:**

- Course Elimination

**ENDORSEMENTS**

Please sign using electronic signatures. If you do not already have a digital signature, please click within the correct box below and follow the on-screen instructions.

**Leader, Initiating Department/Unit(s)**

College(s) Curriculum Committee Chair(s) (if applicable)

*Sherrill L. Keck*

College Dean(s)

*Janet [Signature]*

Graduate School [sign and date]

1. Courses cross-listed below 400-level require the permission of the Graduate School.

**SECTION 1 (FOR NEW COURSE PROPOSALS)**

Proposed Catalog Description (include designator, number, title, prerequisites, credit hours):

EEL 554  
An Exploration of the Reader's Workshop in PreK-12 Classrooms  
Prerequisites: Employment in a MPCL school and a Literacy Teaching and Learning course  
3 graduate credits  
Course Description and Goals  
This one semester course is designed for educators who teach students in elementary, middle and high school contexts within Maine Partnerships in Comprehensive Literacy (MPCL) schools. During the comprehending of texts the reading process will be explored with links to the reciprocal processes of writing, speaking, listening and viewing. Within a cognitive apprenticeship approach participants will become familiar with the Reader's Workshop framework that includes: explicit instruction, observation of student learning; formative assessment of student competencies; workshop structures; classroom management; and instructional resources.

Components (type of course/used by Student Records for MaineStreet) – Multiple selections are possible for courses with multiple non-graded components:

- Applied Music       Clinical       Field Experience/Internship       Research       Studio  
 Laboratory       Lecture/Seminar       Recitation       Independent Study       Thesis

Text(s) planned for use:

Please see attached.

Course Instructor (include name, position, teaching load):

Maine Partnerships in Comprehensive Literacy coaches will be the instructors.

Reason for new course:

The reason for this course is to meet the needs of classroom teachers within MPCL schools as they work to deepen their understanding of Reader's Workshop.

Does the course addition require additional department or institutional facilities, support and/or resources, e.g. new lab facilities, computer support and services, staffing (including graduate teaching assistants), or library subscriptions and resources?

- No. The department will not request additional resources for this course.  
 Yes. Please list additional resources required and note how they will be funded or supported.

What other departments/programs are affected (e.g. course overlap, prerequisites)? Have affected departments/programs been consulted? Any concerns expressed? Please explain.

No other department is effected. This course is layered on to EEL 543/544.

How often will this course be offered? Will offering this course result in overload salary payments, either through the college or CED, either to the instructor of this course or to anyone else as a result of rearranging teaching assignments?

This course will be offered every semester as requested from the field.

**SECTION 2 (FOR COURSE MODIFICATIONS)**

Current catalog description (include designator, number, title, prerequisites, credit hours):

Proposed catalog description (include designator, number, title, prerequisites, credit hours):

Reason for course modification:

**SECTION 3 FOR COURSE ELIMINATIONS**

Reason for Elimination

Please return the completed e-form with appropriate signatures and documentation to the Graduate School by saving the form to your desktop and sending as an attachment to [erin.twitchell@maine.edu](mailto:erin.twitchell@maine.edu). Please include in the subject line 'Course Proposal' and the course designator and number.

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EEL 554

An Exploration of the Reader's Workshop in PreK-12 Classrooms

### **Required Texts**

#### Grades PreK-6

Align, Assess, Achieve. (2011). *The common core: Clarifying for teachers and students. English Language Arts*. Columbus, OH: McGraw-Hill Education.

\*Purchase grade appropriate ELA text.

Dorn, L. J., & Jones, T. (2012). (2<sup>nd</sup> ed.). *Apprenticeship in literacy: Transitions across reading and writing, K-4*. Portland, ME: Stenhouse.

Dorn, L. J. & Soffos, C. (2005). *Teaching for deep comprehension: A reading workshop approach*. Portland, ME: Stenhouse.

Fountas, I. & Pinnell, G. S. (2016). *Guided reading: Responsive teaching across the grades*. Portsmouth, NH: Heinemann.

Maine Department of Education. (2015). *Maine Learning Results*. Retrieved from <http://www.maine.gov/doe/proficiency/standards/maine-learning-results.html>

### **Recommended Texts**

Calkins, L. (2017). *A guide to the reading workshop: Primary grades*. Portsmouth, NH: Heinemann.

OR

Calkins, L. (2017). *A guide to the reading workshop: Intermediate grades*. Portsmouth, NH: Heinemann.

Serravallo, J. (2015). *The reading strategies book: Your everything guide to developing skilled readers*. Portsmouth, NH: Heinemann.

### **Required Texts**

#### Grades 6-12

Align, Assess, Achieve. (2011). *The common core: Clarifying for teachers and students. English Language Arts*. Columbus, OH: McGraw-Hill Education.

\*Purchase grade appropriate ELA and content text.

Beers, K. & Probst, R. E. (2012). *Notice & note: Strategies for close reading*. Portsmouth, NH: Heinemann.

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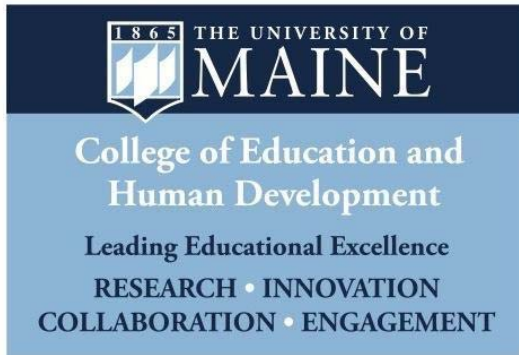
Gallagher, K. (2009). *Readicide: How schools are killing reading and what you can do about it*. Portland, ME: Stenhouse.

Gallagher, K. (2015). *In the best interest of students: Staying true to what works in the ELA Classroom*. Portland, ME: Stenhouse.

Maine Department of Education. (2015). *Maine Learning Results*. Retrieved from <http://www.maine.gov/doe/proficiency/standards/maine-learning-results.html>

Serravallo, J. (2015). *The reading strategies book: Your everything guide to developing skilled readers*. Portsmouth, NH: Heinemann.

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**Mission Statement:** Drawing on a rich tradition of excellence, the College of Education and Human Development at Maine's flagship university is committed to leading innovation in Maine's Pre-K-12 schools, higher education institutions, and agencies that support academic, cognitive, physical, social and emotional development. We promote effective teaching and learning, identify critical issues, conduct research, and disseminate findings. Collaborating with external partners and experts across the University of Maine, we prepare our graduates to engage in ethical conduct, reflective practice, meaningful inquiry, and data-driven decision making in order to meet the increasingly diverse needs of our state and the world in which we live.

**EEL 554: An Exploration of the Reader's Workshop in PreK-12 Classrooms  
Fall 2018**

**Instructor Information:**

**Class Dates:**

**Class Time and Location:**

**Prerequisites:** *A Literacy Teaching and Learning course*

**Credit:** **3 Graduate Credits (45 class hours)**

**Course Description and Goals**

This one semester course is designed for educators who teach students in elementary, middle and high school contexts within Maine Partnerships in Comprehensive Literacy (MPCL) schools. During the comprehending of texts the reading process will be explored with links to the reciprocal processes of writing, speaking, listening and viewing. Within a cognitive apprenticeship approach participants will become familiar with the Reader's Workshop framework that includes: explicit instruction, observation of student learning; formative assessment of student competencies; workshop structures; classroom management; and instructional resources.

Each class session will present opportunities for participants to engage actively in discussions supporting new understandings of the Reader's Workshop. Participants will observe and analyze teaching in a variety of settings, engage in shared inquiry around a variety of topics, and discuss teaching opportunities using student work.

Teachers will participate in class sessions with a literacy coach for 3 hours per week. In addition, clinical coaching sessions will be scheduled throughout the semester. Throughout the course teachers will have the opportunity to observe teaching demonstrations and analyze student learning within various contexts.

**Course Objectives and Learning Outcomes**



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Upon completion of this course, participants will develop:

**Positive attitudes toward:**

- The power of the reading process as a vehicle for helping students learn how to comprehend texts
- The importance of helping students develop personal identities as competent readers
- A workshop approach to reading

**Knowledge and understanding of:**

- A range of literary and informational text appropriate for helping students analyze and comprehend text
- The reading process
- The workshop model as a vehicle for assisting student learning and organizing classroom settings that promote optimal reading development
- The role of the reader during the process of comprehending text

**Effective processes and skills in:**

- Assisting students as they comprehend a range of literary and informational text
- Helping students as they learn how to respond to texts composed by self and others
- Helping students learn how to analyze a range of literary and informational texts to deepen understanding of the construction of meaning, the patterning of language and the use of appropriate conventions within text

**Course Topics**

Areas of exploration and discussion will promote an understanding of:

- the reading process
- the workshop model
- explicit instruction within the Reader's Workshop
- building an identity as a reader
- a range of resources to promote optimal reading development within elementary, intermediate or high school contexts
- processes for responding to the different needs of readers within a continuum of reading development
- the reciprocal links between reading, writing, speaking, listening and viewing within composing and comprehending processes
- appropriate formative and summative assessment tools to inform instruction and assess the quality of student reading

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### **Course Requirements**

During this program of study, participants will:

- attend all class sessions and participate with colleagues around learning opportunities
- use common assessment procedures to observe and respond to students' reading competencies
- complete all assigned readings and be prepared to participate in discussion with colleagues
- maintain a reflection notebook
- share products of student reading and writing samples, evidence of differentiation, as well as assessment and record keeping documents for discussion as assigned
- implement the workshop model of instruction in the classroom
- video-record lessons
- participate in demonstration, reflection, and coaching sessions in the classroom with large group, small group, and 1:1 instruction

### **Assignments**

Assignments for this class include:

1. **Read, analyze and discuss** a range of literature related to literacy education and classroom instruction. (20%)
2. **Keep a reflective journal** that documents your growing understandings and insights into literacy education within a reading workshop approach. (20%)
3. **Video-record** your teaching of a mini-lesson within whole group instruction, and engage in conversation with a MPCL coach. (10%)
4. **Video-record** your teaching in a small group setting that includes a one-to-one conference, and engage in conversation with a MPCL coach. (10%)
5. **Create a portfolio** of mini-lessons used to inform teaching and learning within Reader's Workshop. Choose a genre and create a series of mini-lessons to assist students in their exploration of the reading process and in the comprehension of text. Focus on one student's reading development to provide instructive examples of that student's journey as a reader throughout this series of mini-lessons. Your mini-lessons should address: the teaching of students within whole group, small group and individual settings; running records and other formative assessments; reflections of the teaching and learning; and student reading competencies. (40%)

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### **Course Grading**

A 93-100% A- 90-92% B+ 87-89% B 83-86% B- 80-82% F less than 80%

### **Incomplete Grades**

A grade of *I* (Incomplete) is assigned if a student has been doing work of acceptable quality but, for reasons satisfactory to the instructor, has not completed all of the work required to earn credit by the end of the course. The work must be completed and submitted to the instructor by the date agreed to with the instructor, but not later than one year (i.e., 12 months) from the end of the course in which the incomplete was granted. An *I* remains on the transcript permanently if not resolved or if a written request for an extension is not approved within the time period for removing the incomplete. A request for an exception to regulation to extend an incomplete beyond one year must be approved by the instructor, the student's advisor (for degree students), Graduate Program Coordinator, and Dean. The request should note the circumstances necessitating the extension, the work that remains unfinished, and a specific deadline for completion. An extension will be granted only under unusual circumstances. For grades of *I*, it is the student's responsibility to reach and maintain an understanding with the instructor concerning the timely completion of the work.

**The Assessment Rubric** (see attached) documents the teacher's professional growth related to the following InTASC Model Core Teaching Standards and Learning Progressions for Teachers:

#### *InTASC Standard 3: Learning Environments*

- The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

#### *InTASC Standard 4: Content Knowledge*

- The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

#### *InTASC Standard 8: Instructional Strategies*

- The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

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### **Required Texts**

#### Grades PreK-6

Align, Assess, Achieve. (2011). *The common core: Clarifying for teachers and students. English Language Arts*. Columbus, OH: McGraw-Hill Education.

\*Purchase grade appropriate ELA text.

Dorn, L. J., & Jones, T. (2012). (2<sup>nd</sup> ed.). *Apprenticeship in literacy: Transitions across reading and writing, K-4*. Portland, ME: Stenhouse.

Dorn, L. J. & Soffos, C. (2005). *Teaching for deep comprehension: A reading workshop approach*. Portland, ME: Stenhouse.

Fountas, I. & Pinnell, G. S. (2016). *Guided reading: Responsive teaching across the grades*. Portsmouth, NH: Heinemann.

Maine Department of Education. (2015). *Maine Learning Results*. Retrieved from <http://www.maine.gov/doe/proficiency/standards/maine-learning-results.html>

### **Recommended Texts**

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OR

Calkins, L. (2017). *A guide to the reading workshop: Intermediate grades*. Portsmouth, NH: Heinemann.

Serravallo, J. (2015). *The reading strategies book: Your everything guide to developing skilled readers*. Portsmouth, NH: Heinemann.

### **Required Texts**

#### Grades 6-12

Align, Assess, Achieve. (2011). *The common core: Clarifying for teachers and students. English Language Arts*. Columbus, OH: McGraw-Hill Education.

\*Purchase grade appropriate ELA and content text.

Beers, K. & Probst, R. E. (2012). *Notice & note: Strategies for close reading*. Portsmouth, NH: Heinemann.

Gallagher, K. (2009). *Readicide: How schools are killing reading and what you can do about it*. Portland, ME: Stenhouse.

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Gallagher, K. (2015). *In the best interest of students: Staying true to what works in the ELA Classroom*. Portland, ME: Stenhouse.

Maine Department of Education. (2015). *Maine Learning Results*. Retrieved from <http://www.maine.gov/doe/proficiency/standards/maine-learning-results.html>

Serravallo, J. (2015). *The reading strategies book: Your everything guide to developing skilled readers*. Portsmouth, NH: Heinemann.

### **Additional Readings**

Articles and other readings may be assigned as the course content is carefully matched to the needs of the class. In addition, participants will be directed to additional books, articles, and other resources to assist with individual needs.

### **Class/University Policies**

#### **Class Attendance**

Learning throughout the course of study is dependent on class-based discussion and participation. Class attendance is crucial to successful learning. If you have to miss a class due to weather in your area, illness, or family emergencies, please notify your instructor before class begins. You are responsible for all content presented in class regardless of your absence.

#### **Academic Honesty**

Academic honesty is very important. It is dishonest to cheat on exams, to copy term papers, to submit papers written by another person, to fake experimental results, or to copy or re-word parts of books or articles into your own papers without appropriately citing the source. Students committing or aiding in any of these violations may be given failing grades for an assignment or for an entire course, at the discretion of the instructor. In addition to any academic action taken by an instructor, these violations are also subject to action under the University of Maine Student Conduct Code. The maximum possible sanction under the student conduct code is dismissal from the University.

#### **Students with Disabilities**

If you have a disability for which you may be requesting an accommodation, please contact Student Accessibility Services, 121 East Annex, 581.2319, as early as possible in the term. Students who have already been approved for accommodations by SAS and have a current accommodation letter should meet with me (the instructor of the course) privately as soon as possible.

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**Confidentiality Statement:** All academic records of students are maintained in the highest of confidence as directed by FERPA (Family Educational Rights and Privacy Act). For more information on the University of Maine FERPA Policy, please click on the following link <http://catalog.umaine.edu/content.php?catoid=50&navoid=1001>

### **Sexual Discrimination Reporting**

The University of Maine is committed to making campus a safe place for students. Because of this commitment, if you tell a teacher about an experience of sex discrimination which includes sexual assault, sexual harassment, stalking, or relationship abuse involving members of the campus, your teacher is required to report this information to the campus Office of Sexual Assault & Violence Prevention or the Office of Equal Opportunity.

If you want to talk in confidence to someone about an experience of sexual discrimination, please contact these resources:

For confidential resources on campus: Counseling Center: 207-581-1392 or Cutler Health Center: at 207-581-4000.

For confidential resources off campus: Rape Response Services: 1-800-310-0000 or Spruce Run: 1-800-863-9909.

Other resources: The resources listed below can offer support but may have to report the incident to others who can help:

For support services on campus: Office of Sexual Assault & Violence Prevention: 207-581-1406, Office of Community Standards: 207-581-1409, University of Maine Police: 207-581-4040 or 911. Or see the OSAVP website for a complete list of services at <http://www.umaine.edu/osavp/>

Course Schedule Disclaimer (Disruption Clause): In the event of an extended disruption of normal classroom activities, the format for this course may be modified to enable its completion within its programmed time frame. In that event, you will be provided an addendum to the syllabus that will supersede this version.

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**Assessment Rubric for EEL 554: An Exploration of the Reader’s Workshop  
in PreK-12 Classrooms  
Fall 2018**

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_ Total Points: \_\_\_\_\_ Grade: \_\_\_\_\_  
*Assessment of progress in three areas: Learning Environments, Content Knowledge and Instructional Strategies. Each area will be evaluated on a scale as noted.*

InTASC & ISTE Standards	Performance Levels & Ratings			
	Distinguished	Proficient	Basic	Unsatisfactory
Descriptors →	Evidence demonstrates extensive knowledge of and sophisticated skills related to the standard.	Evidence demonstrates solid knowledge of and consistent skills related to the standard.	Evidence either demonstrates partial knowledge of and/or skills related to the standard, or the evidence demonstrates inconsistent knowledge of and/or skills related to the standard	Evidence is either insufficient to demonstrate knowledge of and/or skills related to the standard, or the evidence demonstrates a lack of knowledge of and/or skills related to the standard.
LEARNING ENVIRONMENTS Read, Analyze & Discuss				
<b>InTASC Standard #3 Learning Environments:</b> The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interactions, active engagement in learning, and self-motivation.  <b>Read, Analyze &amp; Discuss</b>	Preparation for class and participation in class discussions and activities demonstrates that the teacher consistently read and deeply reflected upon all assigned materials prior to class and continually evaluates his/her own choices and actions using evidence of effects on others to a very high degree.  <b>20</b>	Preparation for class and participation in class discussions and activities demonstrates that the teacher read and reflected upon all assigned materials prior to class and evaluates his/her own choices and actions using evidence of effects on others to a high degree.  <b>16</b>	Preparation for class and participation in class discussions and activities demonstrates that the teacher read and somewhat reflected upon assigned materials prior to class and at times evaluates his/her own choices and actions using evidence of effects on others.  <b>12</b>	Preparation for class and participation in class discussions and activities demonstrates that the teacher did not reflect upon all assigned materials prior to class and evaluates his/her own choices and actions using evidence of effects on others to a limited degree.  <b>8</b>

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InTASC & ISTE Standards	Distinguished	Proficient	Basic	Unsatisfactory
<b>CONTENT KNOWLEDGE:</b> Journal				
<p><b>InTASC Standard #4 Content Knowledge:</b> The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to secure mastery of the content.</p> <p><b>Journal</b></p>	<p>Journal entries strongly support class discussions and closely reflect the depth and breadth of course content targeted to ensure learner growth and advance the profession to a very high degree.</p> <p style="text-align: center;"><b>20</b></p>	<p>Journal entries support class discussions and reflect the depth and breadth of course content targeted to ensure learner growth and advance the profession to a high degree.</p> <p style="text-align: center;"><b>16</b></p>	<p>Journal entries may support class discussions and may reflect the depth and breadth of course content targeted to ensure learner growth and advance the profession.</p> <p style="text-align: center;"><b>12</b></p>	<p>Journal entries may or may not support class discussions and do not reflect the depth and breadth of course content targeted to ensure learner growth and advance the profession.</p> <p style="text-align: center;"><b>8</b></p>



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InTASC & ISTE Standards	Distinguished	Proficient	Basic	Unsatisfactory
Paper & Video and Coach Conversation				
<b>Standard #8: Instructional Strategies</b> The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	Work presents a strong reflective analysis of literacy education that captures the effectiveness of teaching and learning within a comprehensive workshop approach to a very high degree.	Work presents a strong reflective analysis of literacy education that captures the effectiveness of teaching and learning within a comprehensive workshop approach to a high degree.	Work presents a reflective analysis of literacy education that captures the effectiveness of teaching and learning within a comprehensive workshop approach.	Work somewhat presents a reflective analysis of literacy education and attempts to capture the effectiveness of teaching and learning within a comprehensive workshop approach.
	<b>10</b>	<b>8</b>	<b>6</b>	<b>4</b>
<b>Video and Coach Conversation</b>	<b>10</b>	<b>8</b>	<b>6</b>	<b>4</b>
<b>Portfolio</b>	<b>40</b>	<b>32</b>	<b>24</b>	<b>16</b>



**NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM FOR GRADUATE COURSES**

Graduate course proposals, modifications, or eliminations must be submitted to the Graduate School no later than the 3rd of each month. Please refer to the Graduate School website for the Curriculum Committee meetings schedule. Electronic signatures and submission is required.

Please return the completed e-form with appropriate signatures and documentation to the Graduate School by saving the form to your desktop and sending as an attachment to [erln.twitchell@maine.edu](mailto:erln.twitchell@maine.edu). Please include in the subject line 'Course Proposal' and the course designator and number.

GRADUATE PROGRAM/UNIT Literacy  
COURSE DESIGNATOR EEL COURSE NUMBER 556 EFFECTIVE SEMESTER Fall 2018  
COURSE TITLE An Exploration of the Language Workshop in PreK-12 Classrooms

**REQUESTED ACTION**

**NEW COURSE** (check all that apply, complete Section 1, and submit a complete syllabus):

- New Course
- New Course with Electronic Learning
- Experimental

**MODIFICATION** (Check all that apply and complete Section 2):

- Designator Change
- Description Change
- Cross Listing (must be at least 400-level)<sup>1</sup>
- Number Change
- Prerequisite Change
- Other (specify) \_\_\_\_\_
- Title Change
- Credit Change

**ELIMINATION:**

- Course Elimination

**ENDORSEMENTS**

Please sign using electronic signatures. If you do not already have a digital signature, please click within the correct box below and follow the on-screen instructions.

Leader, Initiating Department/Unit(s)

\_\_\_\_\_  
College(s) Curriculum Committee Chair(s) (if applicable)

*Shemie L. Davis*

\_\_\_\_\_  
College Dean(s)

*Erin Twitchell*

\_\_\_\_\_  
Graduate School (sign and date)

1. Courses cross-listed below 400-level require the permission of the Graduate School.

**SECTION 1 (FOR NEW COURSE PROPOSALS)**

Proposed Catalog Description (include designator, number, title, prerequisites, credit hours):

EEL 556  
An Exploration of the Language Workshop in PreK-12 Classrooms  
Prerequisites: Employment in a MPCL school and a Literacy Teaching and Learning course  
3 graduate credits  
This course is designed for educators who teach students in elementary, middle and high school contexts within Maine Partnerships in Comprehensive Literacy (MPCL) schools. During Language Workshop, interactive read alouds and rich discussion will be used to explore the listening and speaking standards and the reciprocal processes of reading, writing, listening, speaking and viewing. Within a cognitive apprenticeship approach participants will become familiar with the Language Workshop framework that includes: explicit instruction; observation of student learning; formative assessment of student competencies; workshop structures; classroom management; and instructional resources.

Components (type of course/used by Student Records for MaineStreet) – Multiple selections are possible for courses with multiple non-graded components:

- |  |   |  |  |                                 |
|--|---|--|--|---------------------------------|
| <input type="checkbox"/> Applied Music | <input type="checkbox"/> Clinical                   | <input type="checkbox"/> Field Experience/Internship | <input type="checkbox"/> Research          | <input type="checkbox"/> Studio |
| <input type="checkbox"/> Laboratory    | <input checked="" type="checkbox"/> Lecture/Seminar | <input type="checkbox"/> Recitation                  | <input type="checkbox"/> Independent Study | <input type="checkbox"/> Thesis |

Text(s) planned for use:

Please see attached.

Course Instructor (include name, position, teaching load):

Maine Partnerships in Comprehensive Literacy coaches will be the instructors.

Reason for new course:

The reason for this course is to meet the needs of classroom teachers within MPCL schools as they work to deepen their understanding of Language Workshop.

Does the course addition require additional department or institutional facilities, support and/or resources, e.g. new lab facilities, computer support and services, staffing (including graduate teaching assistants), or library subscriptions and resources?

- No. The department will not request additional resources for this course.  
 Yes. Please list additional resources required and note how they will be funded or supported.

What other departments/programs are affected (e.g. course overlap, prerequisites)? Have affected departments/programs been consulted? Any concerns expressed? Please explain.

No other department is effected. This course layers on to EEL 543/544.

How often will this course be offered? Will offering this course result in overload salary payments, either through the college or CED, either to the instructor of this course or to anyone else as a result of rearranging teaching assignments?

This course will be offered every semester as requested from the field.

**SECTION 2 (FOR COURSE MODIFICATIONS)**

Current catalog description (include designator, number, title, prerequisites, credit hours):

*Proposed* catalog description (include designator, number, title, prerequisites, credit hours):

Reason for course modification:

**SECTION 3. FOR COURSE ELIMINATIONS**

Reason for Elimination

Please return the completed e-form with appropriate signatures and documentation to the Graduate School by saving the form to your desktop and sending as an attachment to [erln.twitchell@maine.edu](mailto:erln.twitchell@maine.edu). Please include in the subject line 'Course Proposal' and the course designator and number.

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EEL 556 Language Workshop in PreK-12 Classrooms

### Required Texts

#### Grades PreK-6

\*Align, Assess, Achieve, (2011). *The common core: Clarifying for teachers and students. English Language Arts*. Columbus, OH: McGraw-Hill Education.

\*Purchase grade appropriate ELA text.

Dorn, L.J., & Jones, T. (2012). *Apprenticeship in literacy: Transition across reading and writing k-4* (2<sup>nd</sup> ed.). Portland, ME: Stenhouse.

\*Hoyt, L. (2007). *Interactive read-alouds: Linking, standards, fluency, and comprehension*. Portsmouth, NH: Heinemann.

\*Purchase grade appropriate text: grade K-1, 2-3 **OR** 4-5

Laminack, L. (2016). *The ultimate read-aloud resource*. New York, NY: Scholastic.

Laminack, L. & Wadsworth, R. (2006). *Reading aloud across the curriculum: How to build bridges in language arts, math, science, and social studies*. Portsmouth, NH: Heinemann.

Layne, S. L. (2015). *In defense of read-aloud: Sustaining best practice*. Portland, ME: Stenhouse.

Maine Department of Education. (2015). *Maine Learning Results*. Retrieved from <http://www.maine.gov/doe/proficiency/standards/maine-learning-results.html>

NGSS Lead States. (2013). *Next generation Science Standards: For States, by States*. Retrieved from <https://www.nextgenscience.org>.

### Recommended Texts

Fountas, I. C., & Pinnell, G. S. (2006). *Teaching for comprehending and fluency: Thinking, talking, and writing about reading, k-8*. Portsmouth, NH: Heinemann.

Holmes, M. & Meyers, L. (2011). *The common core: Clarifying expectations for teachers and students*. Columbus, OH: McGraw-Hill.

Laminack, L. (2009). *Unwrapping the read aloud: Making every read aloud intentional and instructional*. New York, NY: Scholastic.

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Laminack, L. & Wadsworth, R. (2015). *Writers are readers: Flipping reading instruction into writing opportunities*. Portsmouth, NH: Heinemann.

Robb, L. (2016). *Read, talk, write: 35 lessons that teach students to analyze fiction and nonfiction*. Thousand Oaks, CA: Corwin. Grades 6-12 only.

### **Required Texts**

#### Grades 6-12

Align, Assess, Achieve, (2011). *The common core: Clarifying for teachers and students. English Language Arts*. Columbus, OH: McGraw-Hill Education.

\*Purchase grade ELA and content text.

Laminack, L. (2016). *The ultimate read-aloud resource*. New York, NY: Scholastic.

Laminack, L. & Wadsworth, R. (2006). *Reading aloud across the curriculum: How to build bridges in language arts, math, science, and social studies*. Portsmouth, NH: Heinemann.

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Maine Department of Education. (2015). *Maine Learning Results*. Retrieved from <http://www.maine.gov/doe/proficiency/standards/maine-learning-results.html>

NGSS Lead States. (2013). *Next Generation Science Standards: For States, by States*. Retrieved from <https://www.nextgenscience.org>.

Robb, L. (2016). *Read, talk, write: 35 lessons that teach students to analyze fiction and nonfiction*. Thousand Oaks, CA: Corwin.

### **Recommended Texts**

Fountas, I. C., & Pinnell, G. S. (2006). *Teaching for comprehending and fluency: Thinking, talking, and writing about reading, k-8*. Portsmouth, NH: Heinemann.

\*Hoyt, L. (2007). *Interactive read-alouds: Linking, standards, fluency, and comprehension*. Portsmouth, NH: Heinemann.

\*Purchase grade appropriate text: grade 6-8.

Laminack, L. & Wadsworth, R. (2015). *Writers are readers: Flipping reading instruction into writing opportunities*. Portsmouth, NH: Heinemann.

6.15.17



**Mission Statement:** Drawing on a rich tradition of excellence, the College of Education and Human Development at Maine's flagship university is committed to leading innovation in Maine's Pre-K-12 schools, higher education institutions, and agencies that support academic, cognitive, physical, social and emotional development. We promote effective teaching and learning, identify critical issues, conduct research, and disseminate findings. Collaborating with external partners and experts across the University of Maine, we prepare our graduates to engage in ethical conduct, reflective practice, meaningful inquiry, and data-driven decision making in order to meet the increasingly diverse needs of our state and the world in which we live.

**EEL 556: An Exploration of the Language Workshop in PreK-12 Classrooms  
Fall 2018**

**Instructor Information:**

**Class Dates:**

**Class Time and Location:**

**Prerequisites:** *A Literacy Teaching and Learning course*

**Credit:** **3 Graduate Credits (45 class hours)**

**Course Description and Goals**

This course is designed for educators who teach students in elementary, middle and high school contexts within Maine Partnerships in Comprehensive Literacy (MPCL) schools. During Language Workshop, interactive read alouds and rich discussion will be used to explore the listening and speaking standards and the reciprocal processes of reading, writing, listening, speaking and viewing. Within a cognitive apprenticeship approach participants will become familiar with the Language Workshop framework that includes: explicit instruction; observation of student learning; formative assessment of student competencies; workshop structures; classroom management; and instructional resources.

Each class session will present opportunities for participants to engage actively in discussions supporting new understandings of the Language Workshop. Participants will observe and analyze teaching in a variety of settings, engage in shared inquiry around a variety of topics, and discuss teaching opportunities using student examples.

Teachers will participate in class sessions with a literacy coach for 3 hours per week. In addition, clinical coaching sessions will be scheduled throughout the semester. Throughout the course teachers will have the opportunity to observe teaching demonstrations and analyze student learning within various contexts.

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### **Course Objectives and Learning Outcomes**

Upon completion of this course, participants will develop:

#### **Positive attitudes toward:**

- The power of the language workshop as a vehicle for helping students transfer learning between reading, writing, listening and speaking competencies
- The importance of helping students develop personal identities as literate learners
- A workshop approach to learning about aspects of language

#### **Knowledge and understanding of:**

- A range of literary and informational text appropriate for helping students analyze language features used in text
- The listening and speaking standards
- The workshop model as a vehicle for assisting student learning and organizing classroom settings that promote optimal listening and speaking development

#### **Effective processes and skills in:**

- Assisting students as they listen to and discuss a range of literary and informational text
- Helping students as they learn how to respond to texts composed by self and others
- Helping students learn how to analyze a range of literary and informational texts to deepen understanding of the construction of meaning, the patterning of language and the use of appropriate conventions within text

### **Course Topics**

Areas of exploration and discussion will promote an understanding of:

- the process of assisting students in developing listening and speaking competencies
- the importance of listening and speaking in constructing and comprehending texts
- the role of Language Workshop within the Integrated Framework
- explicit instruction within the Language Workshop
- a range of resources to promote optimal speaking and listening development within elementary, intermediate or high school contexts
- processes for responding to the different needs of students within a continuum of language development
- the reciprocal links between reading, writing, speaking, listening and viewing within the composing and comprehending processes
- appropriate formative and summative assessment tools to inform instruction and assess the quality of student responses



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### **Course Requirements**

During this program of study, participants will:

- attend all class sessions and participate with colleagues around learning opportunities
- use common assessment procedures to observe and respond to students' reading, writing, listening, speaking and viewing competencies
- complete all assigned readings and be prepared to participate in discussion with colleagues
- maintain a reflection notebook
- share products of student responses, evidence of differentiation, as well as assessment and record keeping documents for discussion as assigned
- implement the workshop model of instruction in the classroom
- video-record lessons
- participate in demonstration, reflection, and coaching sessions in the classroom with large group, small group, and 1:1 instruction

### **Assignments**

Assignments for this class include:

1. **Read, analyze and discuss** a range of literature related to literacy education and classroom instruction. (20%)
2. **Keep a reflective journal** that documents your growing understandings and insights into literacy education within a language workshop approach. (20%)
3. **Video-record** your teaching of a mini-lesson within whole group instruction and engage in conversation with a MPCL coach. (10%)
4. **Video-record** your teaching in a small group setting that includes a one-to-one conference and engage in conversation with a MPCL coach. (10%)
5. **Create a portfolio** of mini-lessons used to inform teaching and learning within a Language Workshop. Choose a text set and create a series of mini-lessons to assist students in the development of listening and speaking skills in the comprehension and composition of texts. Focus on one student's responses to provide instructive examples of that student's journey throughout this series of mini-lessons. Your mini-lessons should address: the teaching of students within the whole group setting, linking to small group reading and writing instruction; listening and speaking development; oral and written language samples; reflections of the teaching and learning; and student competencies. (40%)

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### **Course Grading**

A 93-100% A- 90-92% B+ 87-89% B 83-86% B- 80-82% F less than 80%

### **Incomplete Grades**

A grade of *I* (Incomplete) is assigned if a student has been doing work of acceptable quality but, for reasons satisfactory to the instructor, has not completed all of the work required to earn credit by the end of the course. The work must be completed and submitted to the instructor by the date agreed to with the instructor, but not later than one year (i.e., 12 months) from the end of the course in which the incomplete was granted. An *I* remains on the transcript permanently if not resolved or if a written request for an extension is not approved within the time period for removing the incomplete. A request for an exception to regulation to extend an incomplete beyond one year must be approved by the instructor, the student's advisor (for degree students), Graduate Program Coordinator, and Dean. The request should note the circumstances necessitating the extension, the work that remains unfinished, and a specific deadline for completion. An extension will be granted only under unusual circumstances. For grades of *I*, it is the student's responsibility to reach and maintain an understanding with the instructor concerning the timely completion of the work.

**The Assessment Rubric** (see attached) documents the teacher's professional growth related to the following InTASC Model Core Teaching Standards and Learning Progressions for Teachers:

#### *InTASC Standard 3: Learning Environments*

- The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interactions, active engagement in learning, and self-motivation.

#### *InTASC Standard 4: Content Knowledge*

- The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to secure mastery of the content.

#### *InTASC Standard 8: Instructional Strategies*

- The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.

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**Required Texts**

Grades PreK-6

\*Align, Assess, Achieve, (2011). *The common core: Clarifying for teachers and students. English Language Arts.* Columbus, OH: McGraw-Hill Education.

\*Purchase grade appropriate ELA text.

Dorn, L.J., & Jones, T. (2012). *Apprenticeship in literacy: Transition across reading and writing k-4* (2<sup>nd</sup> ed.). Portland, ME: Stenhouse.

\*Hoyt, L. (2007). *Interactive read-alouds: Linking, standards, fluency, and comprehension.* Portsmouth, NH: Heinemann.

\*Purchase grade appropriate text: grade K-1, 2-3 **OR** 4-5

Laminack, L. (2016). *The ultimate read-aloud resource.* New York, NY: Scholastic.

Laminack, L. & Wadsworth, R. (2006). *Reading aloud across the curriculum: How to build bridges in language arts, math, science, and social studies.* Portsmouth, NH: Heinemann.

Layne, S. L. (2015). *In defense of read-aloud: Sustaining best practice.* Portland, ME: Stenhouse.

Maine Department of Education. (2015). *Maine Learning Results.* Retrieved from <http://www.maine.gov/doe/proficiency/standards/maine-learning-results.html>

NGSS Lead States. (2013). *Next generation Science Standards: For States, by States.* Retrieved from <https://www.nextgenscience.org>.

**Recommended Texts**

Fountas, I. C., & Pinnell, G. S. (2006). *Teaching for comprehending and fluency: Thinking, talking, and writing about reading, k-8.* Portsmouth, NH: Heinemann.

Holmes, M. & Meyers, L. (2011). *The common core: Clarifying expectations for teachers and students.* Columbus, OH: McGraw-Hill.

Laminack, L. (2009). *Unwrapping the read aloud: Making every read aloud intentional and instructional.* New York, NY: Scholastic.

Laminack, L. & Wadsworth, R. (2015). *Writers are readers: Flipping reading instruction into writing opportunities.* Portsmouth, NH: Heinemann.

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Robb, L. (2016). *Read, talk, write: 35 lessons that teach students to analyze fiction and nonfiction*. Thousand Oaks, CA: Corwin. Grades 6-12 only.

### **Required Texts**

#### Grades 6-12

Align, Assess, Achieve, (2011). *The common core: Clarifying for teachers and students. English Language Arts*. Columbus, OH: McGraw-Hill Education.

\*Purchase grade ELA and content text.

Laminack, L. (2016). *The ultimate read-aloud resource*. New York, NY: Scholastic.

Laminack, L. & Wadsworth, R. (2006). *Reading aloud across the curriculum: How to build bridges in language arts, math, science, and social studies*. Portsmouth, NH: Heinemann.

Layne, S. L. (2015). *In defense of read-aloud: Sustaining best practice*. Portland, ME: Stenhouse.

Maine Department of Education. (2015). *Maine Learning Results*. Retrieved from <http://www.maine.gov/doe/proficiency/standards/maine-learning-results.html>

NGSS Lead States. (2013). *Next Generation Science Standards: For States, by States*. Retrieved from <https://www.nextgenscience.org>.

Robb, L. (2016). *Read, talk, write: 35 lessons that teach students to analyze fiction and nonfiction*. Thousand Oaks, CA: Corwin.

### **Recommended Texts**

Fountas, I. C., & Pinnell, G. S. (2006). *Teaching for comprehending and fluency: Thinking, talking, and writing about reading, k-8*. Portsmouth, NH: Heinemann.

\*Hoyt, L. (2007). *Interactive read-alouds: Linking, standards, fluency, and comprehension*. Portsmouth, NH: Heinemann.

\*Purchase grade appropriate text: grade 6-8.

Laminack, L. & Wadsworth, R. (2015). *Writers are readers: Flipping reading instruction into writing opportunities*. Portsmouth, NH: Heinemann.

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### **Additional Readings**

Articles and other readings may be assigned as the course content is carefully matched to the needs of the class. In addition, participants will be directed to additional books, articles, and other resources to assist with individual needs.

## **Class/University Policies**

### **Class Attendance**

Learning throughout the course of study is dependent on class-based discussion and participation. Class attendance is crucial to successful learning. If you have to miss a class due to weather in your area, illness, or family emergencies, please notify your instructor before class begins. You are responsible for all content presented in class regardless of your absence.

### **Academic Honesty**

Academic honesty is very important. It is dishonest to cheat on exams, to copy term papers, to submit papers written by another person, to fake experimental results, or to copy or re-word parts of books or articles into your own papers without appropriately citing the source. Students committing or aiding in any of these violations may be given failing grades for an assignment or for an entire course, at the discretion of the instructor. In addition to any academic action taken by an instructor, these violations are also subject to action under the University of Maine Student Conduct Code. The maximum possible sanction under the student conduct code is dismissal from the University.

### **Students with Disabilities**

If you have a disability for which you may be requesting an accommodation, please contact Student Accessibility Services, 121 East Annex, 581.2319, as early as possible in the term. Students who have already been approved for accommodations by SAS and have a current accommodation letter should meet with me (the instructor of the course) privately as soon as possible.

**Confidentiality Statement:** All academic records of students are maintained in the highest of confidence as directed by FERPA (Family Educational Rights and Privacy Act). For more information on the University of Maine FERPA Policy, please click on the following link <http://catalog.umaine.edu/content.php?catoid=50&navoid=1001>

### **Sexual Discrimination Reporting**

The University of Maine is committed to making campus a safe place for students. Because of this commitment, if you tell a teacher about an experience of sex discrimination which includes sexual assault, sexual harassment, stalking, or relationship abuse involving members of the campus, your teacher is required to report this

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information to the campus Office of Sexual Assault & Violence Prevention or the Office of Equal Opportunity.

If you want to talk in confidence to someone about an experience of sexual discrimination, please contact these resources:

For confidential resources on campus: Counseling Center: 207-581-1392 or Cutler Health Center: at 207-581-4000.

For confidential resources off campus: Rape Response Services: 1-800-310-0000 or Spruce Run: 1-800-863-9909.

Other resources: The resources listed below can offer support but may have to report the incident to others who can help:

For support services on campus: Office of Sexual Assault & Violence Prevention: 207-581-1406, Office of Community Standards: 207-581-1409, University of Maine Police: 207-581-4040 or 911. Or see the OSAVP website for a complete list of services at <http://www.umaine.edu/osavp/>

Course Schedule Disclaimer (Disruption Clause): In the event of an extended disruption of normal classroom activities, the format for this course may be modified to enable its completion within its programmed time frame. In that event, you will be provided an addendum to the syllabus that will supersede this version.

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**Assessment Rubric for EEL 556: An Exploration of the Language Workshop  
in PreK-12 Classrooms  
Fall 2018**

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_ Total Points: \_\_\_\_\_ Grade: \_\_\_\_\_

*Assessment of progress in three areas: Learning Environments, Content Knowledge and Instructional Strategies. Each area will be evaluated on a scale as noted.*

InTASC & ISTE Standards	Performance Levels & Ratings			
	Distinguished	Proficient	Basic	Unsatisfactory
Descriptors →	Evidence demonstrates extensive knowledge of and sophisticated skills related to the standard.	Evidence demonstrates solid knowledge of and consistent skills related to the standard.	Evidence either demonstrates partial knowledge of and/or skills related to the standard, or the evidence demonstrates inconsistent knowledge of and/or skills related to the standard	Evidence is either insufficient to demonstrate knowledge of and/or skills related to the standard, or the evidence demonstrates a lack of knowledge of and/or skills related to the standard.
LEARNING ENVIRONMENTS Read, Analyze & Discuss				
<b>InTASC Standard #3 Learning Environments:</b> The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interactions, active engagement in learning, and self-motivation.	Preparation for class and participation in class discussions and activities demonstrates that the teacher consistently read and deeply reflected upon all assigned materials prior to class and continually evaluates his/her own choices and actions using evidence of effects on others to a very high degree.  <b>20</b>	Preparation for class and participation in class discussions and activities demonstrates that the teacher read and reflected upon all assigned materials prior to class and evaluates his/her own choices and actions using evidence of effects on others to a high degree.  <b>16</b>	Preparation for class and participation in class discussions and activities demonstrates that the teacher read and somewhat reflected upon assigned materials prior to class and at times evaluates his/her own choices and actions using evidence of effects on others.  <b>12</b>	Preparation for class and participation in class discussions and activities demonstrates that the teacher did not reflect upon all assigned materials prior to class and evaluates his/her own choices and actions using evidence of effects on others to a limited degree.  <b>8</b>

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InTASC & ISTE Standards	Distinguished	Proficient	Basic	Unsatisfactory
<b>CONTENT KNOWLEDGE:</b> Journal				
<b>InTASC Standard #4 Content Knowledge:</b> The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to secure mastery of the content.	Journal entries strongly support class discussions and closely reflect the depth and breadth of course content targeted to ensure learner growth and advance the profession to a very high degree.  <b>20</b>	Journal entries support class discussions and reflect the depth and breadth of course content targeted to ensure learner growth and advance the profession to a high degree.  <b>16</b>	Journal entries may support class discussions and may reflect the depth and breadth of course content targeted to ensure learner growth and advance the profession.  <b>12</b>	Journal entries may or may not support class discussions and do not reflect the depth and breadth of course content targeted to ensure learner growth and advance the profession.  <b>8</b>



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InTASC & ISTE Standards	Distinguished	Proficient	Basic	Unsatisfactory
Paper & Video and Coach Conversation				
<b>Standard #8:</b> <b>Instructional Strategies</b> The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	Work presents a strong reflective analysis of literacy education that captures the effectiveness of teaching and learning within a comprehensive workshop approach to a very high degree.	Work presents a strong reflective analysis of literacy education that captures the effectiveness of teaching and learning within a comprehensive workshop approach to a high degree.	Work presents a reflective analysis of literacy education that captures the effectiveness of teaching and learning within a comprehensive workshop approach.	Work somewhat presents a reflective analysis of literacy education and attempts to capture the effectiveness of teaching and learning within a comprehensive workshop approach.
<b>Video and Coach Conversation</b>	10	8	6	4
<b>Portfolio</b>	10	8	6	4
	40	32	24	16

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Scope and Sequence for EEL 556: An Exploration of the Language Workshop in PreK-6 Classrooms

Week	Topics	Assignments	Reading	Due Dates	Comments
Week #1	Syllabus Review,  Listening & Speaking in the CCSS,  <i>Achieve the Core</i> article  Integrated Framework and  What is Language Workshop?	Bookmark and review <i>Maine Learning Results</i> (2015)  Bring classroom daily schedule	Review CCSS for Listening & Speaking in AAA flip book,  Review Hoyt (2007) text for your grade level.		
Week #2	Syllabus Questions,  Time for Language Workshop,  Review of Hoyt (2007)	Bring Hoyt, (2007) text.	Laminack, (2016) Ch. 1		

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	<p>text by grade level,</p> <p>Another Language Workshop lesson and</p> <p>Think aloud demonstration of discussion board posting and response.</p>				
<p>Week #3</p>	<p>Discuss Laminack (2016) text,</p> <p>Laminack DVD (54.63) &amp; discuss,</p> <p>Grade level work on Hoyt, (2007) text with reference to CCSS.</p> <p>Language Workshop ppt.</p>	<p>Bring paper copy of Language Workshop planners.</p>	<p>Laminack, (2016) Ch. 2</p>		<p>Bring paper copy of Language Workshop planners.</p>

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	<p>and</p> <p>Language Workshop instructor lesson.</p> <p>Guided practice of discussion board posting and response.</p>				
Week #4	<p>Chalkboard Laminack (2016) Ch. 2,</p> <p>Language Workshop planners,</p> <p>Language Workshop instructor lesson, and</p> <p>Language Workshop and Reading Workshop-</p>	<p>Post a reflection on class discussion board. Respond to two postings before next class. Follow the rule of 2 + 2.</p> <p>Bring Dorn &amp; Soffos (2012) AIL</p> <p>Bring five</p>	Laminack, (2016) Ch. 3		

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	blurring the lines.	books you might use for Language Workshop.			
Week #5	Discuss Laminack (2016) Ch. 3  Satterfield ppt.  Language Workshop instructor lesson, and  Planning Language Workshop lessons.	Post a reflection on class discussion board. Respond to two postings before next class. Follow the rule of 2 + 2.  Teach one or more Language Workshop lessons you planned in class.	Laminack, (2016) Ch. 4		Sign up for Language Workshop lesson starting next class.
Week #6	Language Workshop lesson by class participant.  Validations &	Post a reflection on class discussion board. Respond to	Laminack, (2016) Ch. 5		

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	<p>Activation</p> <p>Discuss Laminack (2016) Ch. 4</p> <p>Feedback on Language Workshop lessons you taught.</p>	<p>two postings before next class. Follow the rule of 2 + 2.</p> <p>Bring five books you might use for Language Workshop.</p>			
Week #7	<p>Language Workshop lesson by class participant.</p> <p>Validations &amp; Activation</p> <p>Discuss Laminack (2016) Ch. 5</p> <p>Planning Language Workshop lessons.</p>	<p>Post a reflection on class discussion board.</p> <p>Respond to two postings before next class. Follow the rule of 2 + 2.</p> <p>Bring planner for Language Workshop lesson.</p>	Laminack & Wadsworth (2006) Ch. 1 & 2.		
Week	Language	Post a	Read Article		

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#8	<p>Workshop lesson by class participant.</p> <p>Validations &amp; Activation</p> <p>Discussion on Laminack &amp; Wadsworth (2006) Ch.1 &amp; 2,</p> <p>Lesson planner review with focus on 'Before First Reading or Viewing.'</p>	<p>reflection on class discussion board.</p> <p>Respond to two postings before next class. Follow the rule of 2 + 2.</p> <p>Bring planner for Language Workshop</p>	<p><i>Framework for Preparing, Implementing, and Assessing Close Reading Lessons.</i></p> <p>Laminack &amp; Wadsworth (2006) Ch. 3</p>		
Week #9	<p>Language Workshop lesson by class participant.</p> <p>Validations &amp; Activation,</p> <p>Lesson</p>	<p>Post a reflection on class discussion board.</p> <p>Respond to two postings before next class. Follow</p>	<p>Laminack &amp; Wadsworth (2006) Ch. 4-5</p> <p>Read Article <i>Oral comprehension sets the ceiling on reading</i></p>		

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	<p>planner review with focus on 'During First Reading or Viewing'</p> <p>Discussion on Article,</p> <p>Discussion on Laminack &amp; Wadsworth (2006) Ch.3,</p> <p>Introduce Project Expectations,</p> <p>Brainstorm Project Ideas.</p>	<p>the rule of 2 + 2.</p> <p>Teach a Language Workshop lesson daily. Video-record one lesson you teach and watch it. Provide yourself 2 validations and 1 activation.</p> <p>Bring planner for Language Workshop</p>	<p><i>comprehension</i> Biemiller (1999)</p>		
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<p>Week #10</p>	<p>Language Workshop lesson by class participant.</p> <p>Validations &amp; Activation</p> <p>Lesson planner review with focus on 'After First Reading or Viewing',</p> <p>Discussion on Article,</p> <p>Discussion on Laminack &amp; Wadsworth (2006) Ch. 4-5.</p> <p>Project discussion time.</p>	<p>Post a reflection on class discussion board.</p> <p>Respond to two postings before next class. Follow the rule of 2 + 2.</p> <p>Teach a Language Workshop lesson daily.</p> <p>Video-record one lesson you teach and watch it.</p> <p>Provide yourself 2 validations and 1 activation.</p> <p>Bring planner for Language Workshop</p>	<p>Read Article <i>Interactive read-alouds: Is there a common set of implementation practices?</i> (Fisher, Frey, et al., 2004)</p>		
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		using digital text.			
Week #11	Language Workshop lesson by class participant.  Validations & Activation,  Discussion of Article, and  Lesson	Post a reflection on class discussion board.  Respond to two postings before next class. Follow the rule of 2 + 2.	Read Article <i>Using Read-Alouds to help struggling readers access and comprehend complex, informational text</i> (Santoro, et. al., 2016).		

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	planner using digital text.	Teach a Language Workshop lesson daily. Video-record one lesson you teach and watch it. Provide yourself 2 validations and 1 activation.			
Week #12	Language Workshop lesson by class participant.  Validations & Activation  Discussion of Article #5  Small group viewing of video-recording.	Post a reflection on class discussion board. Respond to two postings before next class. Follow the rule of 2 + 2.  Teach a Language Workshop		Video-recording due	

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		<p>lesson daily. Video-record one lesson you teach and watch it. Provide yourself 2 validations and 1 activation</p>			
<p>Week #13</p>	<p>Language Workshop lesson by class participant.  Validations &amp; Activation, and  Project time.</p>	<p>Post final reflection on class discussion board. Respond to two postings before next class. Follow the rule of 2 + 2.  Teach a Language Workshop lesson daily. Video-record one lesson</p>			

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		<p>you teach and watch it. Provide yourself 2 validations and 1 activation.</p> <p>Bring Language Workshop lesson to share and post.</p>			
Week #14	<p>Language Workshop lesson by class participant.</p> <p>Validations &amp; Activation</p> <p>Project Time.</p>			Reflection Due	Post Language Workshop lesson on UMaine playlist.
Week #15	<p>Project Presentation</p> <p>Course Evaluation</p>			Projects Due	Continue to implement Language Workshop daily!



**NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM FOR GRADUATE COURSES**

Graduate course proposals, modifications, or eliminations must be submitted to the Graduate School no later than the 3rd of each month. Please refer to the Graduate School website for the Curriculum Committee meetings schedule. Electronic signatures and submission is required.

Please return the completed e-form with appropriate signatures and documentation to the Graduate School by saving the form to your desktop and sending as an attachment to erin.twitchell@maine.edu. Please include in the subject line 'Course Proposal' and the course designator and number.

GRADUATE PROGRAM/UNIT Literacy  
COURSE DESIGNATOR EEL COURSE NUMBER 580 EFFECTIVE SEMESTER Fall 2018  
COURSE TITLE Theoretical Perspectives within MPCL Coaching Part I

**REQUESTED ACTION**

**NEW COURSE** (check all that apply, complete Section 1, and submit a complete syllabus):

- New Course
- New Course with Electronic Learning
- Experimental

**MODIFICATION** (Check all that apply and complete Section 2):

- Designator Change
- Description Change
- Cross Listing (must be at least 400-level)<sup>1</sup>
- Number Change
- Prerequisite Change
- Other (specify) \_\_\_\_\_
- Title Change
- Credit Change

**ELIMINATION:**

- Course Elimination

**ENDORSEMENTS**

Please sign using electronic signatures. If you do not already have a digital signature, please click within the correct box below and follow the on-screen instructions.

**Leader, Initiating Department/Unit(s)**

*Sh*

**College(s) Curriculum Committee Chair(s)** (if applicable)

*Shemi L. Neal*

**College Dean(s)**

*Jan*

**Graduate School** (sign and date)

1. Courses cross-listed below 400-level require the permission of the Graduate School.

**SECTION 1 (FOR NEW COURSE PROPOSALS)**

**Proposed Catalog Description (include designator, number, title, prerequisites, credit hours):**

ECL 580  
Theoretical Perspectives within MPCL Coaching Part I  
Prerequisites: Employment in a MPCL school, a Master's Degree and acceptance into the program  
3 graduate credits  
Course Description  
This is one of four courses in a program of study designed to prepare Maine Partnerships in Comprehensive Literacy (MPCL) school based literacy coaches who work within defined grade spans across a Pre-K to grade 12 continuum. In this course, participants will actively engage in constructing new knowledge to enhance current understandings about effective literacy learning and teaching. Participants will explore theory and research that underpin perspectives on literacy education and coaching in the context of literacy learning. Throughout the program of study participants will have the opportunity to engage in shared inquiry around a range of topics. Participants will also explore the power of reflection in extending their own learning and enhancing the learning of colleagues.

Components (type of course/used by Student Records for MaineStreet) – Multiple selections are possible for courses with multiple non-graded components:

- Applied Music     Clinical     Field Experience/Internship     Research     Studio  
 Laboratory     Lecture/Seminar     Recitation     Independent Study     Thesis

Text(s) planned for use:

Please see attached.

Course Instructor (Include name, position, teaching load):

Maine Partnerships in Comprehensive Literacy Trainer.

Reason for new course:

The reason for this course is to meet the needs of schools implementing Maine Partnerships in Literacy coaches to work with classroom teachers in the area of literacy.

Does the course addition require additional department or institutional facilities, support and/or resources, e.g. new lab facilities, computer support and services, staffing (including graduate teaching assistants), or library subscriptions and resources?

- No. The department will not request additional resources for this course.  
 Yes. Please list additional resources required and note how they will be funded or supported.

What other departments/programs are affected (e.g. course overlap, prerequisites)? Have affected departments/programs been consulted? Any concerns expressed? Please explain.

No other department is effected. This course is one of four in a program of study designed to prepare school based literacy coaches.

How often will this course be offered? Will offering this course result in overload salary payments, either through the college or CED, either to the instructor of this course or to anyone else as a result of rearranging teaching assignments?

This course will be offered every Fall semester as requested from the field.

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EEL 580 Theoretical Perspectives within MPCL Coaching Part I

**Required Texts**

- Aguilar, E. (2016). *The art of coaching teams: Building resilient communities that transform schools*. San Francisco: Jossey-Bass.
- Clay, M. (2013). *An observation survey of early literacy achievement* (3<sup>rd</sup> ed.). Portsmouth, NH: Heinemann.
- Dorn, L. J., & Jones, T. (2012). (2<sup>nd</sup> ed.). *Apprenticeship in literacy: Transitions across reading and writing*. Portland, ME: Stenhouse.
- Dorn, L. J., & Soffos, C. (2012). *Environmental scale for assessing implementation levels (ESAIL)*. Upper Saddle River, NJ: Pearson Education
- Dorn, L. J., & Soffos, C. (2005). *Teaching for deep comprehension: A reading workshop approach*. Portland, ME: Stenhouse.
- Dorn, L.J., & Soffos, C. (2001). *Scaffolding young writers: A writer's workshop approach*. Portland, ME: Stenhouse.
- Dorn, L. J., & Soffos, C. (2001). *Shaping literate minds: Developing self-regulated learners*. Portland, ME: Stenhouse.
- Fletcher, R., Portalupi, J. (2001). *Writing workshop: The essential guide*. Portsmouth, NH: Heinemann.
- Gallagher, K. (2011). *Write like this: Teaching real-world writing through modeling & mentor text*. Portland, ME: Stenhouse. For 6-12 Focus.
- Hargreaves, S. & Fullan, M. (2012). *Professional capital: Transforming teaching in every school*. New York, NY: Teachers College Press.
- Johnston, P. (2004). *Choice words: How our language affects children's learning*. Portland, ME: Stenhouse.
- Knight, J. (2015). *Better conversations: Coaching ourselves and each other to be more credible, caring and connected*. Thousand Oaks, CA: Corwin Press.
- Lyons, C. & Pinnell, G. S. (2001). *Systems for change in literacy education: A guide to professional development*. Portsmouth, NH: Heinemann.



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Maine Department of Education. (2015). *Maine Learning Results*. Retrieved from <http://www.maine.gov/doe/proficiency/standards/maine-learning-results.html>

Robb, L. (2014). *Vocabulary is comprehension: Getting to the root of text complexity*. Thousand Oaks, CA: Corwin Press.  
For 6-12 Focus

Sweeney, D. & Harris, L. S. (2016). *Student-centered coaching: The moves*. Thousand Oaks, CA: Corwin Press.

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**Mission Statement:** Drawing on a rich tradition of excellence, the College of Education and Human Development at Maine's flagship university is committed to leading innovation in Maine's Pre-K-12 schools, higher education institutions, and agencies that support academic, cognitive, physical, social and emotional development. We promote effective teaching and learning, identify critical issues, conduct research, and disseminate findings. Collaborating with external partners and experts across the University of Maine, we prepare our graduates to engage in ethical conduct, reflective practice, meaningful inquiry, and data-driven decision making in order to meet the increasingly diverse needs of our state and the world in which we live.

**EEL 580: Theoretical Perspectives within MPCL Coaching – Part I  
Fall 2018**

- Instructor:** Debra Lewis Hogate, Ph.D.  
Trainer, Maine Partnerships in  
Comprehensive Literacy  
[debra.hogate@maine.edu](mailto:debra.hogate@maine.edu)  
207-474-8065 (home)  
207-431-0837 (cell)
- Office Hours:** By appointment
- Class Dates, Time & Location:** To Be Announced
- Pre-requisite:** Master's Degree and acceptance to program
- Co-requisite:** EEL 582 Clinical Practices in MPCL Coaching  
Part I must be taken simultaneously
- Course Credit:** 3 graduate credits (must be followed by Part II in the subsequent semester)

**Course Description**

This is one of four courses in a program of study designed to prepare school based literacy coaches who work within defined grade spans across a Pre-K to grade 12 continuum. In this course, participants will actively engage in constructing new knowledge to enhance current understandings about effective literacy learning and teaching. Participants will explore theory and research that underpin perspectives on literacy education and coaching in the context of literacy learning. Throughout the

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program of study participants will have the opportunity to engage in shared inquiry around a range of topics. Participants will also explore the power of reflection in extending their own learning and enhancing the learning of colleagues.

### **Course Objectives and Learning Outcomes**

Upon completion of this course, participants will develop:

#### **Positive attitudes toward:**

- Learning as a lifelong process
- Students as competent, successful learners
- Diverse needs of students from different sociocultural and linguistic backgrounds
- Colleagues and students as respected and values participants in learning
- Importance of a cognitive apprenticeship model that incorporates a workshop approach to literacy learning and teaching
- Change as a process for extending and enhancing the learning of students and colleagues within a systems design
- The power of personal reflection for strengthening learning, teaching and the coaching of colleagues

#### **Knowledge and understanding of:**

- Theory of literacy and literacy learning
- Contemporary perspectives on leadership, adult learning and the coaching of teachers
- Systemic design in the implementation of a comprehensive literacy model
- Design, implementation and evaluation of instructional practices within a cognitive apprenticeship model of literacy learning and teaching
- Assessment frameworks and tools for assessing student learning outcomes within a cognitive apprenticeship model of literacy learning and teaching

### **Course Requirements**

During this program of study, participants will:

- Attend and participate in all class meetings.
- Engage in exploration of texts and discussion with colleagues, drawing on the range of required texts and literature
- Reflect on personal and group learning before, during and subsequent to class sessions.
- Demonstrate a willingness to analyze, reflect upon and evaluate differing perspectives on teaching and learning in literacy education
- Complete all assignments with appropriate citations and references

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### **Course Topics**

Topics covered during class will respond to the needs of participants as determined by the instructor in collaboration with participants. Areas of exploration and discussion will include:

- Theoretical perspectives on literacy education
- A cognitive apprenticeship model of literacy education
- Perspectives on adult learning theory
- Approaches to coaching within the context of literacy education
- Integrated Framework to Promote Deeper Knowledge Through Relationships and Transfer
- Components of a literacy workshop model
- Perspectives on scaffolding and support of student and adult learning
- Assessment tools and uses of assessment to inform instruction
- Literature use for classroom instruction including literary and informational texts
- Perspectives on leadership and team building
- Educators as reflective practitioners

### **Required Texts**

Aguilar, E. (2016). *The art of coaching teams: Building resilient communities that transform schools*. San Francisco: Jossey-Bass.

Clay, M. (2013). *An observation survey of early literacy achievement* (3<sup>rd</sup> ed.). Portsmouth, NH: Heinemann.

Dorn, L. J., & Jones, T. (2012). (2<sup>nd</sup> ed.). *Apprenticeship in literacy: Transitions across reading and writing*. Portland, ME: Stenhouse.

Dorn, L. J., & Soffos, C. (2012). *Environmental scale for assessing implementation levels (ESAIL)*. Upper Saddle River, NJ: Pearson Education

Dorn, L. J., & Soffos, C. (2005). *Teaching for deep comprehension: A reading workshop approach*. Portland, ME: Stenhouse.

Dorn, L.J., & Soffos, C. (2001). *Scaffolding young writers: A writer's workshop approach*. Portland, ME: Stenhouse.

Dorn, L. J., & Soffos, C. (2001). *Shaping literate minds: Developing self-regulated learners*. Portland, ME: Stenhouse.

Fletcher, R., Portalupi, J. (2001). *Writing workshop: The essential guide*. Portsmouth, NH: Heinemann.

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Gallagher, K. (2011). *Write like this: Teaching real-world writing through modeling & mentor text*. Portland, ME: Stenhouse. For 6-12 Focus.

Hargreaves, S. & Fullen, M. (2012). *Professional capital: Transforming teaching in every school*. New York, NY: Teachers College Press.

Johnston, P. (2004). *Choice words: How our language affects children's learning*. Portland, ME: Stenhouse.

Knight, J. (2015). *Better conversations: Coaching ourselves and each other to be more credible, caring and connected*. Thousand Oaks, CA: Corwin Press.

Lyons, C. & Pinnell, G. S. (2001). *Systems for change in literacy education: A guide to professional development*. Portsmouth, NH: Heinemann.

Maine Department of Education. (2015). *Maine Learning Results*. Retrieved from <http://www.maine.gov/doe/proficiency/standards/maine-learning-results.html>

Robb, L. (2014). *Vocabulary is comprehension: Getting to the root of text complexity*. Thousand Oaks, CA: Corwin Press.  
For 6-12 Focus

Sweeney, D. & Harris, L. S. (2016). *Student-centered coaching: The moves*. Thousand Oaks, CA: Corwin Press.

### **Recommended Text**

Robb, L. (2010). *Teaching middle school writers: What every English teacher needs to know*. Portsmouth, NH: Heinemann.

### **Additional Readings**

Articles and other readings may be assigned as the course content is carefully matched to the needs of the class. In addition, participants will be directed to additional books, articles, and other resources to assist with individual needs.

### **Assignments**

Participants will be assessed on the following:

- 1. Academic reading and engagement in class discussion.** Read all assigned materials prior to class and actively participate in whole-group and small-group sessions. (30%)
- 2. Reflection Log.** Create a section of a reflection log that focuses on academic reading and class discussions. In this section of the reflection log participants will:

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- a. Identify specific areas of the literature that are personally significant. Be prepared to discuss reflections, insights and excerpts with colleagues during scheduled class sessions.
  - b. Include excerpts from literature that extend insights into teaching and learning, create dissonance, provide alternate perspectives on teaching and learning, or take a provocative or affirming stance on current practices.
  - c. Identify how the literature will inform and extend personal practice in literacy education. (40%)
3. **Portfolio of Resources:** Create a portfolio of resources that will inform teaching and learning within a workshop approach that includes:
- a) Readers' Workshop, Language Workshop and Writers' Workshop
  - b) Your portfolio should include materials such as session plans, organizational frames for student learning, resources, and assessments, in reference to the Integrated Framework.
  - c) The portfolio could also include examples of school team meetings such as literacy team meetings, grade level meetings, data analysis meetings, RTI meetings, IEP meetings, and meetings with school and district administration. (30%)

### Course Grades

A 93-100% A- 90-92% B+ 87-89% B 83-86% B- 80-82% F less than 80%

### Incomplete Grades

A grade of *I* (Incomplete) is assigned if a student has been doing work of acceptable quality but, for reasons satisfactory to the instructor, has not completed all of the work required to earn credit by the end of the course. The work must be completed and submitted to the instructor by the date agreed to with the instructor, but not later than one year (i.e., 12 months) from the end of the course in which the incomplete was granted. An *I* remains on the transcript permanently if not resolved or if a written request for an extension is not approved within the time period for removing the incomplete. A request for an exception to regulation to extend an incomplete beyond one year must be approved by the instructor, the student's advisor (for degree students), Graduate Program Coordinator, and Dean. The request should note the circumstances necessitating the extension, the work that remains unfinished, and a specific deadline for completion. An extension will be granted only under unusual circumstances. For grades of *I*, it is the student's responsibility to reach and maintain an understanding with the instructor concerning the timely completion of the work.

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**The Assessment Rubric** (see attached) documents the teacher's professional growth related to the following InTASC Model Core Teaching Standards and Learning Progressions for Teachers:

*InTASC Standard 4: Content Knowledge*

- The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

*InTASC Standard 7: Planning for Instruction*

- The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.

## **Class/University Policies**

### **Class Attendance**

Learning throughout the course of study is dependent on class-based discussion and participation. Class attendance is crucial to successful learning. If you miss a class due to weather in your area, illness, or family emergencies, please notify your instructor before class begins. You are responsible for all content presented in class regardless of your absence.

### **Course Schedule Disclaimer (Disruption Clause)**

In the event of an extended disruption of normal classroom activities, the format for this course may be modified to enable its completion within its programmed time frame. In that event, you will be provided an addendum to the syllabus that will supersede this version.

### **Academic Honesty**

Academic honesty is very important. It is dishonest to cheat on exams, to copy term papers, to submit papers written by another person, to fake experimental results, or to copy or re-word parts of books or articles into your own papers without appropriately citing the source. Students committing or aiding in any of these violations may be given failing grades for an assignment or for an entire course, at the discretion of the instructor. In addition to any academic action taken by an instructor, these violations are also subject to action under the University of Maine Student Conduct Code. The maximum possible sanction under the student conduct code is dismissal from the University.

### **Students with Disabilities**

If you have a disability for which you may be requesting an accommodation, please contact Student Accessibility Services, 121 East Annex, 581.2319, as early as possible in

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the term. Students who have already been approved for accommodations by SAS and have a current accommodation letter should meet with me (the instructor of the course) privately as soon as possible.

**Confidentiality Statement:** All academic records of students are maintained in the highest of confidence as directed by FERPA (Family Educational Rights and Privacy Act). For more information on the University of Maine FERPA Policy, please click on the following link <http://catalog.umaine.edu/content.php?catoid=50&navoid=1001>

### **Sexual Discrimination Reporting**

The University of Maine is committed to making campus a safe place for students. Because of this commitment, if you tell a teacher about an experience of sex discrimination which includes sexual assault, sexual harassment, stalking, or relationship abuse involving members of the campus, your teacher is required to report this information to the campus Office of Sexual Assault & Violence Prevention or the Office of Equal Opportunity.

If you want to talk in confidence to someone about an experience of sexual discrimination, please contact these resources:

For confidential resources on campus: Counseling Center: 207-581-1392 or  
Cutler Health Center: at 207-581-4000.

For confidential resources off campus: Rape Response Services: 1-800-310-0000  
or Spruce Run: 1-800-863-9909.

Other resources: The resources listed below can offer support but may have to report the incident to others who can help:

For support services on campus: Office of Sexual Assault & Violence Prevention: 207-581-1406, Office of Community Standards: 207-581-1409, University of Maine Police: 207-581-4040 or 911. Or see the OSAVP website for a complete list of services <http://www.umaine.edu.osvap/>

**Course Schedule Disclaimer (Disruption Clause):** In the event of an extended disruption of normal classroom activities, the format for this course may be modified to enable its completion within its programmed time frame. In that event, you will be provided an addendum to the syllabus that will supersede this version.



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**Assessment Rubric for EEL 580: Theoretical Perspectives within MPCL Coaching– Part I  
Fall 2018**

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_ Total Points: \_\_\_\_\_ Grade: \_\_\_\_\_

*Assessment of progress in the following areas: Content Knowledge and Instructional Strategies.*

InTASC & ISTE Standards	Performance Levels & Ratings			
	Distinguished	Proficient	Basic	Unsatisfactory
Descriptors →	Evidence demonstrates extensive knowledge of and sophisticated skills related to the standard.	Evidence demonstrates solid knowledge of and consistent skills related to the standard.	Evidence either demonstrates partial knowledge of and/or skills related to the standard, or the evidence demonstrates inconsistent knowledge of and/or skills related to the standard	Evidence is either insufficient to demonstrate knowledge of and/or skills related to the standard, or the evidence demonstrates a lack of knowledge of and/or skills related to the standard.
<b>CONTENT KNOWLEDGE</b> Reading & Engagement				
<b>Standard #4:</b> The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	Participation in class discussions and activities demonstrates that the teacher consistently reads and deeply reflects upon all assigned materials prior to class and continually evaluates his/her own choices and actions using evidence of effects on others to a very high degree.	Participation in class discussions and activities demonstrates that the teacher reads and reflects upon all assigned materials prior to class and evaluates his/her own choices and actions using evidence of effects on others to a high degree.	Participation in class discussions and activities demonstrates that the teacher reads and somewhat reflects upon assigned materials prior to class and at times evaluates his/her own choices and actions using evidence of effects on others.	Participation in class discussions and activities demonstrates that the teacher reads and does not reflect upon all assigned materials prior to class and/or evaluates his/her own choices and actions using evidence of effects on others to a limited degree.
<b>Reading &amp; Engagement</b>	<b>30</b>	<b>25.5</b>	<b>21</b>	<b>16.5</b>

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InTASC & ISTE Standards	Distinguished	Proficient	Basic	Unsatisfactory
<b>CONTENT KNOWLEDGE</b> Reflective Journal				
<b>Standard #4:</b> The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	The Reflective Journal consistently focuses on the academic reading/class discussion and site/field visits in a way that prepares and promotes discussion. Field work observations are detailed using the Framework for Clinical Observations format and all journal entries expand on how the literature informs and extends the teacher's practice to a very high degree.	The Reflective Journal focuses on the academic reading/class discussion and site/field visits in a way that prepares and promotes discussion. Field work observations are detailed using the Framework for Clinical Observations format and all journal entries demonstrate how the literature informs and the teacher's practice to a high degree.	The Reflective Journal somewhat focuses on the academic reading/class discussion and site/field visits in a way that prepares and promotes discussion. Field work observations are detailed using the Framework for Clinical Observations format and journal entries somewhat expand on how the literature informs the teacher's practice.	The Reflective Journal does not focus on the academic reading/class discussion and site/field visits in a way that prepares and promotes discussion. Field work observations are not detailed and/or not recorded using the Framework for Clinical Observations format and journal entries expand on how the literature informs and extends the teacher's practice to a limited degree.
<b>Journal</b>	<b>40</b>	<b>32</b>	<b>24</b>	<b>16</b>

PLANNING FOR INSTRUCTION Portfolio				
<b>Standard #7</b> The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.	Portfolio includes targeted resources that will inform teaching and learning within a cognitive apprenticeship theory of teaching and learning, and closely reflect the depth and breadth of course content targeted to ensure learner growth and advance the profession to a very high degree.	Portfolio includes resources that will inform teaching and learning within a cognitive apprenticeship theory of teaching and learning, and reflects the depth and breadth of course content targeted to ensure learner growth and advance the profession to a high degree.	Portfolio includes some resources that will inform teaching and learning within a cognitive apprenticeship theory of teaching and learning, and may reflect the depth and breadth of course content targeted to ensure learner growth and advance the profession.	Portfolio may or may not include targeted resources that will inform teaching and learning within a cognitive apprenticeship theory of teaching and learning, and reflect the depth and breadth of course content targeted to ensure learner growth and advance the profession to a limited degree.
<b>Portfolio</b>	<b>30</b>	<b>25.5</b>	<b>21</b>	<b>16.5</b>

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Week	Topics	Assignments Due	Comment
Class #1 8/17/18	MPCL		
Class #2 8/18/18	Cognitive Apprenticeship model & Adult Learning Theory		
Class #3 9/6/18	Writers' Workshop	Reflection Log	
Class #4 9/13/18	Writers' Workshop		
Class #5 9/14/18 Clinical Day	Writers' Workshop		
Class #6 10/4/18	Readers' Workshop		
Class #7 10/18/18	Readers' Workshop	Reflection Log	
Class #8 10/26/18 Clinical Day	Readers' Workshop		
Class #9 11/1/18	Language Workshop		
Class #10 11/2/18 Clinical Day	Language Workshop		
Class #11 11/8/18	Language Workshop/Word Study	Reflection Log	
Class #12 12/6/18	Integrated Framework/Literacy Block	Video-recording and Reflection Due (Clinical assignment)	
Class #13 12/13/18	Literacy Block in the Classroom	Portfolio	
Class #14 12/14/18 Clinical Day	Literacy Block in the Classroom		



**NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM FOR GRADUATE COURSES**

Graduate course proposals, modifications, or eliminations must be submitted to the Graduate School no later than the 3rd of each month. Please refer to the Graduate School website for the Curriculum Committee meetings schedule. Electronic signatures and submission is required.

Please return the completed e-form with appropriate signatures and documentation to the Graduate School by saving the form to your desktop and sending as an attachment to erin.twitchell@maine.edu. Please include in the subject line 'Course Proposal' and the course designator and number.

GRADUATE PROGRAM/UNIT Literacy  
COURSE DESIGNATOR EEL COURSE NUMBER 581 EFFECTIVE SEMESTER Spring 2019  
COURSE TITLE Theoretical Perspectives within MPCL Coaching Part II

**REQUESTED ACTION**

**NEW COURSE** (check all that apply, complete Section 1, and submit a complete syllabus):

- New Course
- New Course with Electronic Learning
- Experimental

**MODIFICATION** (Check all that apply and complete Section 2):

- Designator Change
- Description Change
- Cross Listing (must be at least 400-level)<sup>1</sup>
- Number Change
- Prerequisite Change
- Other (specify) \_\_\_\_\_
- Title Change
- Credit Change

**ELIMINATION:**

- Course Elimination

**ENDORSEMENTS**

Please sign using electronic signatures. If you do not already have a digital signature, please click within the correct box below and follow the on-screen instructions.

**Leader, Initiating Department/Unit(s)**

College(s) Curriculum Committee Chair(s) (if applicable)

*Shemi Z. Kuhn*

College Dean(s)

*James [Signature]*

Graduate School (sign and date)

1. Courses cross-listed below 400-level require the permission of the Graduate School.

**SECTION 1 (FOR NEW COURSE PROPOSALS)**

Proposed Catalog Description (include designator, number, title, prerequisites, credit hours):

EEL 581  
Theoretical Perspectives within MPCL Coaching Part II  
Prerequisites: Employment in a MPCL school, a Master's Degree and EEL 580 the previous semester.  
3 graduate credits  
Course Description  
This is one of four courses in a program of study designed to prepare Maine Partnerships in Comprehensive Literacy (MPCL) school based literacy coaches who work within defined grade spans across a Pre-K to grade 12 continuum. In this course, participants will actively engage in constructing new knowledge to enhance current understandings about effective literacy learning and teaching. Participants will explore theory and research that underpin perspectives on literacy education and coaching in the context of literacy learning. Throughout the program of study participants will have the opportunity to engage in shared inquiry around a range of topics. Participants will also explore the power of reflection in extending their own learning and enhancing the learning of colleagues.

Components (type of course/used by Student Records for MaineStreet) – Multiple selections are possible for courses with multiple non-graded components:

- Applied Music     Clinical     Field Experience/Internship     Research     Studio  
 Laboratory     Lecture/Seminar     Recitation     Independent Study     Thesis

Text(s) planned for use:

Please see attached.

Course Instructor (include name, position, teaching load):

Maine Partnerships in Comprehensive Literacy Trainer will be the instructor.

Reason for new course:

The reason for this course is to meet the needs of schools implementing Maine Partnerships in Literacy coaches to work with classroom teachers in the area of literacy.

Does the course addition require additional department or Institutional facilities, support and/or resources, e.g. new lab facilities, computer support and services, staffing (including graduate teaching assistants), or library subscriptions and resources?

- No. The department will not request additional resources for this course.  
 Yes. Please list additional resources required and note how they will be funded or supported.

What other departments/programs are affected (e.g. course overlap, prerequisites)? Have affected departments/programs been consulted? Any concerns expressed? Please explain.

No other department is effected. This course is one of four in a program of study designed to prepare school based literacy coaches.

How often will this course be offered? Will offering this course result in overload salary payments, either through the college or CEO, either to the instructor of this course or to anyone else as a result of rearranging teaching assignments?

This course will be offered every Spring semester as requested from the field.

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EEL 581 Theoretical Perspectives within MPCL Coaching Part II

**Required Texts**

- Aguilar, E. (2016). *The art of coaching teams: Building resilient communities that transform schools*. San Francisco: Jossey-Bass.
- Clay, M. (2013). *An observation survey of early literacy achievement* (3<sup>rd</sup> ed.). Portsmouth, NH: Heinemann.
- Dorn, L. J., & Jones, T. (2012). (2<sup>nd</sup> ed.). *Apprenticeship in literacy: Transitions across reading and writing*. Portland, ME: Stenhouse.
- Dorn, L. J., & Soffos, C. (2012). *Environmental scale for assessing implementation levels (ESAIL)*. Upper Saddle River, NJ: Pearson Education
- Dorn, L. J., & Soffos, C. (2005). *Teaching for deep comprehension: A reading workshop approach*. Portland, ME: Stenhouse.
- Dorn, L.J., & Soffos, C. (2001). *Scaffolding young writers: A writer's workshop approach*. Portland, ME: Stenhouse.
- Dorn, L. J., & Soffos, C. (2001). *Shaping literate minds: Developing self-regulated learners*. Portland, ME: Stenhouse.
- Fletcher, R., Portalupi, J. (2001). *Writing workshop: The essential guide*. Portsmouth, NH: Heinemann.
- Gallagher, K. (2011). *Write like this: Teaching real-world writing through modeling & mentor text*. Portland, ME: Stenhouse. For 6-12 Focus.
- Hargreaves, S. & Fullen, M. (2012). *Professional capital: Transforming teaching in every school*. New York, NY: Teachers College Press.
- Johnston, P. (2004). *Choice words: How our language affects children's learning*. Portland, ME: Stenhouse.
- Knight, J. (2015). *Better conversations: Coaching ourselves and each other to be more credible, caring and connected*. Thousand Oaks, CA: Corwin Press.
- Lyons, C. & Pinnell, G. S. (2001). *Systems for change in literacy education: A guide to professional development*. Portsmouth, NH: Heinemann.

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Maine Department of Education. (2015). *Maine Learning Results*. Retrieved from <http://www.maine.gov/doe/proficiency/standards/maine-learning-results.html>

Robb, L. (2014). *Vocabulary is comprehension: Getting to the root of text complexity*. Thousand Oaks, CA: Corwin Press.  
For 6-12 Focus

Sweeney, D. & Harris, L. S. (2016). *Student-centered coaching: The moves*. Thousand Oaks, CA: Corwin Press.

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### **EEL 581: Theoretical Perspectives within MPCL Coaching – Part II Spring 2019**

- Instructor:** Debra Lewis Hogate, Ph.D.  
Trainer, Maine Partnerships in  
Comprehensive Literacy  
[debra.hogate@maine.edu](mailto:debra.hogate@maine.edu)  
207-474-8065 (home)  
207-431-0837 (cell)
- Office Hours:** By appointment
- Class Dates, Time & Location:** To Be Announced
- Pre-requisite:** Theoretical Perspectives within MPCL Coaching I
- Co-requisite:** EEL 583 Clinical Practices in MPCL Coaching  
Part II must be taken simultaneously
- Course Credit:** 3 graduate credits (must be preceded by Part I in the previous semester)

#### **Course Description**

This is one of four courses in a program of study designed to prepare school based literacy coaches who work within defined grade spans across a Pre-K to grade 12 continuum. In this course, participants will actively engage in extending knowledge to enhance current understandings about effective literacy learning and teaching. Participants will expand upon an exploration of theory and research that underpin perspectives on literacy education and coaching in the context of literacy learning. Throughout the program of study participants will have the opportunity to engage in



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shared inquiry around a range of topics. Participants will also explore the power of continuous reflection in extending their own learning and enhancing the learning of colleagues.

### **Course Objectives and Learning Outcomes**

Upon completion of this course, participants will further develop:

#### **Positive attitudes toward:**

- Learning as a lifelong process
- Students as competent, successful learners
- Diverse needs of students from different sociocultural and linguistic backgrounds
- Colleagues and students as respected and values participants in learning
- Importance of a cognitive apprenticeship model that incorporates a workshop approach to literacy learning and teaching
- Change as a process for extending and enhancing the learning of students and colleagues within a systems design
- The power of personal reflection for strengthening learning, teaching and the coaching of colleagues

#### **Knowledge and understanding of:**

- Theory of literacy and literacy learning
- Contemporary perspectives on leadership, adult learning and the coaching of teachers
- Systemic design in the implementation of a comprehensive literacy model
- Design, implementation and evaluation of instructional practices within a cognitive apprenticeship model of literacy learning and teaching
- Assessment frameworks and tools for assessing student learning outcomes within a cognitive apprenticeship model of literacy learning and teaching

### **Course Requirements**

During this program of study, participants will:

- Attend and participate in all class meetings.
- Engage in exploration of texts and discussion with colleagues, drawing on the range of required texts and literature
- Reflect on personal and group learning before, during and subsequent to class sessions.
- Demonstrate a willingness to analyze, reflect upon and evaluate differing perspectives on teaching and learning in literacy education
- Complete all assignments with appropriate citations and references

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### **Course Topics**

Topics covered during class will respond to the needs of participants as determined by the instructor in collaboration with participants. Areas of exploration and discussion will include:

- Theoretical perspectives on literacy education
- A cognitive apprenticeship model of literacy education
- Perspectives on adult learning theory
- Approaches to coaching within the context of literacy education
- Integrated Framework to Promote Deeper Knowledge Through Relationships and Transfer
- Components of a literacy workshop model
- Perspectives on scaffolding and support of student and adult learning
- Assessment tools and uses of assessment to inform instruction
- Literature use for classroom instruction including literary and informational texts
- Perspectives on leadership and team building
- Educators as reflective practitioners

### **Required Texts**

Aguilar, E. (2016). *The art of coaching teams: Building resilient communities that transform schools*. San Francisco: Jossey-Bass.

Clay, M. (2013). *An observation survey of early literacy achievement* (3<sup>rd</sup> ed.). Portsmouth, NH: Heinemann.

Dorn, L. J., & Jones, T. (2012). (2<sup>nd</sup> ed.). *Apprenticeship in literacy: Transitions across reading and writing*. Portland, ME: Stenhouse.

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Dorn, L.J., & Soffos, C. (2001). *Scaffolding young writers: A writer's workshop approach*. Portland, ME: Stenhouse.

Dorn, L. J., & Soffos, C. (2001). *Shaping literate minds: Developing self-regulated learners*. Portland, ME: Stenhouse.

Fletcher, R., Portalupi, J. (2001). *Writing workshop: The essential guide*. Portsmouth, NH: Heinemann.

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Gallagher, K. (2011). *Write like this: Teaching real-world writing through modeling & mentor text*. Portland, ME: Stenhouse. For 6-12 Focus.

Hargreaves, S. & Fullen, M. (2012). *Professional capital: Transforming teaching in every school*. New York, NY: Teachers College Press.

Johnston, P. (2004). *Choice words: How our language affects children's learning*. Portland, ME: Stenhouse.

Knight, J. (2015). *Better conversations: Coaching ourselves and each other to be more credible, caring and connected*. Thousand Oaks, CA: Corwin Press.

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Sweeney, D. & Harris, L. S. (2016). *Student-centered coaching: The moves*. Thousand Oaks, CA: Corwin Press.

### **Recommended Text**

Robb, L. (2010). *Teaching middle school writers: What every English teacher needs to know*. Portsmouth, NH: Heinemann.

### **Additional Readings**

Articles and other readings may be assigned as the course content is carefully matched to the needs of the class. In addition, participants will be directed to additional books, articles, and other resources to assist with individual needs.

### **Assignments**

Participants will be assessed on the following:

1. **Academic reading and engagement in class discussion.** Read all assigned materials prior to class and actively participate in whole-group and small-group sessions. (30%)
2. **Reflection Log.** Continue a section of a reflection log that focuses on academic reading and class discussions. In this section of the reflection log participants will:

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- a. Identify specific areas of the literature that are personally significant. Be prepared to discuss reflections, insights and excerpts with colleagues during scheduled class sessions.
  - b. Include excerpts from literature that extend insights into teaching and learning, create dissonance, provide alternate perspectives on teaching and learning, or take a provocative or affirming stance on current practices.
  - c. Identify how the literature will inform and extend personal practice in literacy education. (40%)
3. **Portfolio of Resources:** Create a portfolio of resources that will inform coaching within a workshop approach that includes:
- a) Readers' Workshop, Language Workshop and Writers' Workshop
  - b) Your portfolio should include materials such as session plans, organizational frames for coaching, resources, and assessments, in reference to the Integrated Framework.
  - c) The portfolio could also include examples of school team meetings such as literacy team meetings, grade level meetings, data analysis meetings, RTI meetings, IEP meetings, and meetings with school and district administration. (30%)

## Course Grades

A 93-100% A- 90-92% B+ 87-89% B 83-86% B- 80-82% F less than 80%

## Incomplete Grades

A grade of *I* (Incomplete) is assigned if a student has been doing work of acceptable quality but, for reasons satisfactory to the instructor, has not completed all of the work required to earn credit by the end of the course. The work must be completed and submitted to the instructor by the date agreed to with the instructor, but not later than one year (i.e., 12 months) from the end of the course in which the incomplete was granted. An *I* remains on the transcript permanently if not resolved or if a written request for an extension is not approved within the time period for removing the incomplete. A request for an exception to regulation to extend an incomplete beyond one year must be approved by the instructor, the student's advisor (for degree students), Graduate Program Coordinator, and Dean. The request should note the circumstances necessitating the extension, the work that remains unfinished, and a specific deadline for completion. An extension will be granted only under unusual circumstances. For grades of *I*, it is the student's responsibility to reach and maintain an understanding with the instructor concerning the timely completion of the work.

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**The Assessment Rubric** (see attached) documents the teacher's professional growth related to the following InTASC Model Core Teaching Standards and Learning Progressions for Teachers:

**The Assessment Rubric** (see attached) documents the teacher's professional growth related to the following InTASC Model Core Teaching Standards and Learning Progressions for Teachers:

*InTASC Standard 4: Content Knowledge*

- The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

*InTASC Standard 7: Planning for Instruction*

- The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.

## **Class/University Policies**

### **Class Attendance**

Learning throughout the course of study is dependent on class-based discussion and participation. Class attendance is crucial to successful learning. If you miss a class due to weather in your area, illness, or family emergencies, please notify your instructor before class begins. You are responsible for all content presented in class regardless of your absence.

### **Course Schedule Disclaimer (Disruption Clause)**

In the event of an extended disruption of normal classroom activities, the format for this course may be modified to enable its completion within its programmed time frame. In that event, you will be provided an addendum to the syllabus that will supersede this version.

### **Academic Honesty**

Academic honesty is very important. It is dishonest to cheat on exams, to copy term papers, to submit papers written by another person, to fake experimental results, or to copy or re-word parts of books or articles into your own papers without appropriately citing the source. Students committing or aiding in any of these violations may be given failing grades for an assignment or for an entire course, at the discretion of the instructor. In addition to any academic action taken by an instructor, these violations are also subject

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to action under the University of Maine Student Conduct Code. The maximum possible sanction under the student conduct code is dismissal from the University.

### **Students with Disabilities**

If you have a disability for which you may be requesting an accommodation, please contact Student Accessibility Services, 121 East Annex, 581.2319, as early as possible in the term. Students who have already been approved for accommodations by SAS and have a current accommodation letter should meet with me (the instructor of the course) privately as soon as possible.

**Confidentiality Statement:** All academic records of students are maintained in the highest of confidence as directed by FERPA (Family Educational Rights and Privacy Act). For more information on the University of Maine FERPA Policy, please click on the following link <http://catalog.umaine.edu/content.php?catoid=50&navoid=1001>

### **Sexual Discrimination Reporting**

The University of Maine is committed to making campus a safe place for students. Because of this commitment, if you tell a teacher about an experience of sex discrimination which includes sexual assault, sexual harassment, stalking, or relationship abuse involving members of the campus, your teacher is required to report this information to the campus Office of Sexual Assault & Violence Prevention or the Office of Equal Opportunity.

If you want to talk in confidence to someone about an experience of sexual discrimination, please contact these resources:

For confidential resources on campus: Counseling Center: 207-581-1392 or  
Cutler Health Center: at 207-581-4000.

For confidential resources off campus: Rape Response Services: 1-800-310-0000  
or Spruce Run: 1-800-863-9909.

Other resources: The resources listed below can offer support but may have to report the incident to others who can help:

For support services on campus: Office of Sexual Assault & Violence Prevention: 207-581-1406, Office of Community Standards: 207-581-1409, University of Maine Police: 207-581-4040 or 911. Or see the OSAVP website for a complete list of services <http://www.umaine>

Course Schedule Disclaimer (Disruption Clause): In the event of an extended disruption of normal classroom activities, the format for this course may be modified to enable its completion within its programmed time frame. In that event, you will be provided an addendum to the syllabus that will supersede this version.

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**Assessment Rubric for EEL 581: Theoretical Perspectives within MPCL Coaching– Part II  
Spring 2019**

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_ Total Points: \_\_\_\_\_ Grade: \_\_\_\_\_  
*Assessment of progress in the following areas: Content Knowledge and Instructional Strategies.*

InTASC & ISTE Standards	Performance Levels & Ratings			
	Distinguished	Proficient	Basic	Unsatisfactory
Descriptors →	Evidence demonstrates extensive knowledge of and sophisticated skills related to the standard.	Evidence demonstrates solid knowledge of and consistent skills related to the standard.	Evidence either demonstrates partial knowledge of and/or skills related to the standard, or the evidence demonstrates inconsistent knowledge of and/or skills related to the standard	Evidence is either insufficient to demonstrate knowledge of and/or skills related to the standard, or the evidence demonstrates a lack of knowledge of and/or skills related to the standard.
<b>CONTENT KNOWLEDGE Reading &amp; Engagement</b>				
<b>Standard #4:</b> The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	Participation in class discussions and activities demonstrates that the coach consistently reads and deeply reflects upon all assigned materials prior to class and continually evaluates his/her own choices and actions using evidence of effects on others to a very high degree.	Participation in class discussions and activities demonstrates that the coach reads and reflects upon all assigned materials prior to class and evaluates his/her own choices and actions using evidence of effects on others to a high degree.	Participation in class discussions and activities demonstrates that the coach reads and somewhat reflects upon all assigned materials prior to class and at times evaluates his/her own choices and actions using evidence of effects on others.	Participation in class discussions and activities demonstrates that the coach does not read and/or does not reflect upon assigned materials prior to class and evaluates his/her own choices and actions using evidence of effects on others to a limited degree.
<b>Reading &amp; Engagement</b>	<b>30</b>	<b>25.5</b>	<b>21</b>	<b>16.5</b>

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InTASC & ISTE Standards	Distinguished	Proficient	Basic	Unsatisfactory
<b>CONTENT KNOWLEDGE</b> Reflective Journal				
<b>Standard #4:</b> The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.  <b>Journal</b>	The Reflective Journal consistently focuses on the academic reading/class discussion and site/field visits in a way that prepares and promotes discussion. Field work observations are detailed using the Framework for Clinical Observations format and all journal entries expand on how the literature informs and extends the coach's practice to a very high degree.  <b>40</b>	The Reflective Journal focuses on the academic reading/class discussion and site/field visits in a way that prepares and promotes discussion. Field work observations are detailed using the Framework for Clinical Observations format and all journal entries demonstrate how the literature informs the coach's practice to a high degree.  <b>32</b>	The Reflective Journal somewhat focuses on the academic reading/class discussion and site/field visits in a way that prepares and promotes discussion. Field work observations are detailed using the Framework for Clinical Observations format and journal entries somewhat expand on how the literature informs the coach's practice.  <b>24</b>	The Reflective Journal does not focus on the academic reading/class discussion and site/field visits in a way that prepares and promotes discussion. Field work observations are not detailed and/or not recorded using the Framework for Clinical Observations format and journal entries expand on how the literature informs and extends the coach's practice to a limited degree.  <b>16</b>

PLANNING FOR INSTRUCTION Portfolio				
<b>Standard #7 Content Knowledge:</b> The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.  <b>Portfolio</b>	Portfolio includes targeted resources that will inform teaching and learning within a cognitive apprenticeship theory of learning and closely reflects the depth and breadth of course content targeted to ensure learner growth and advance the profession to a very high degree.  <b>30</b>	Portfolio includes resources that will inform teaching and learning within a cognitive apprenticeship theory of learning and reflect the depth and breadth of course content targeted to ensure learner growth and advance the profession to a high degree.  <b>25.5</b>	Portfolio includes some resources that will inform teaching and learning within a cognitive apprenticeship theory of learning and may reflect the depth and breadth of course content targeted to ensure learner growth and advance the profession.  <b>21</b>	Portfolio may or may not include targeted resources that will inform teaching and learning within a cognitive apprenticeship theory of learning and reflects the depth and breadth of course content targeted to ensure learner growth and advance the profession to a limited degree.  <b>16.5</b>



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Week	Topics	Assignments Due	Comment
Class #1 1/3/19	MPCL coaching, adult learning theory & coaching Writer's Workshop		Language Workshop #1 -
Class #2 1/17/19	Coaching Writer's Workshop		Language Workshop #2 -
Class #3 1/18/19 Clinical Day	Coaching Writer's Workshop		
Class #4 2/7/19	Coaching Reader's Workshop		Language Workshop #3 -
Class #5 2/14/19	Coaching Reader's Workshop	Reflection Log	Language Workshop #4 -
Class #6 2/15/19 Clinical Day	Coaching Reader's Workshop		
Class #7 3/7/19	Coaching Language Workshop		Language Workshop #5 -
Class #8 3/21/19	Coaching Language Workshop		Language Workshop #6 -
Class #9 3/22/19	Coaching Language Workshop		Language Workshop #7 -
Class #10 4/11/19	Coaching in the Literacy Block	Reflection Log	Language Workshop #8 -
Class #11 4/12/19 Clinical Day	Providing Professional Development	Clinical Day in Wiscasset with Laura Robb on 4/25	
Class #12 4/24/19	Writing About Reading Laura Robb		
Class #13 5/2/19	Literacy Coach Clinical Day		
Class #14 5/9/19	Literacy Coach and Professional Development	Portfolio  Video-recording and Reflection Due (Clinical assignment)	Language Workshop #9 -



**NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM FOR GRADUATE COURSES**

Graduate course proposals, modifications, or eliminations must be submitted to the Graduate School no later than the 3rd of each month. Please refer to the Graduate School website for the Curriculum Committee meetings schedule. Electronic signatures and submission is required.

Please return the completed e-form with appropriate signatures and documentation to the Graduate School by saving the form to your desktop and sending as an attachment to erin.twitchell@maine.edu. Please include in the subject line 'Course Proposal' and the course designator and number.

GRADUATE PROGRAM/UNIT Literacy  
COURSE DESIGNATOR EEL COURSE NUMBER 582 EFFECTIVE SEMESTER Fall 2018  
COURSE TITLE Clinical Practices in MPCL Coaching Part I

**REQUESTED ACTION**

**NEW COURSE** (check all that apply, complete Section 1, and submit a complete syllabus):

- New Course
- New Course with Electronic Learning
- Experimental

**MODIFICATION** (Check all that apply and complete Section 2):

- Designator Change
- Description Change
- Cross Listing (must be at least 400-level)<sup>1</sup>
- Number Change
- Prerequisite Change
- Other (specify) \_\_\_\_\_
- Title Change
- Credit Change

**ELIMINATION:**

- Course Elimination

**ENDORSEMENTS**

Please sign using electronic signatures. If you do not already have a digital signature, please click within the correct box below and follow the on-screen instructions.

**Leader, Initiating Department/Unit(s)**

College(s) Curriculum Committee Chair(s) [if applicable]

*Shirley L. Webb*

College Dean(s)

*John [Signature]*

Graduate School [sign and date]

1. Courses cross-listed below 400-level require the permission of the Graduate School.

**SECTION 1 (FOR NEW COURSE PROPOSALS)**

Proposed Catalog Description (include designator, number, title, prerequisites, credit hours):

EEL 582  
Clinical Practices in MPCL Coaching Part I  
Prerequisite: Employment in a MPCL school, a Master's Degree and acceptance into the program  
2 graduate credits  
This is one of four courses in a program of study designed to prepare Maine Partnerships in Comprehensive Literacy (MPCL) school based literacy coaches who work within defined grade spans across a Pre-K to grade 12 continuum. Coaches support classroom teachers in implementing optimal literacy learning practices. Participants will actively engage in teaching children within a workshop approach to teaching and learning. Throughout the program of study participants will have the opportunity to engage in shared inquiry around a range of topics. Participants will also explore the power of reflection in extending their own learning and enhancing the learning of colleagues.

Components (type of course/used by Student Records for MaineStreet) – Multiple selections are possible for courses with multiple non-graded components:

- Applied Music     Clinical     Field Experience/Internship     Research     Studio  
 Laboratory     Lecture/Seminar     Recitation     Independent Study     Thesis

Text(s) planned for use:

Please see attached.

Course Instructor (include name, position, teaching load):

Maine Partnerships in Comprehensive Literacy Trainer will be the instructor.

Reason for new course:

The reason for this course is to meet the needs of schools implementing Maine Partnerships in Literacy coaches to work with classroom teachers in the area of literacy.

Does the course addition require additional department or institutional facilities, support and/or resources, e.g. new lab facilities, computer support and services, staffing (including graduate teaching assistants), or library subscriptions and resources?

- No. The department will not request additional resources for this course.  
 Yes. Please list additional resources required and note how they will be funded or supported.

What other departments/programs are affected (e.g. course overlap, prerequisites)? Have affected departments/programs been consulted? Any concerns expressed? Please explain.

No other department is effected. This course is one of four in a program of study designed to prepare school based literacy coaches.

How often will this course be offered? Will offering this course result in overload salary payments, either through the college or CEO, either to the instructor of this course or to anyone else as a result of rearranging teaching assignments?

This course will be offered every Spring semester as requested from the field.

**SECTION 2 (FOR COURSE MODIFICATIONS)**

Current catalog description (include designator, number, title, prerequisites, credit hours):

*Proposed* catalog description (include designator, number, title, prerequisites, credit hours):

Reason for course modification:

**SECTION 3 FOR COURSE ELIMINATIONS**

Reason for Elimination

Please return the completed e-form with appropriate signatures and documentation to the Graduate School by saving the form to your desktop and sending as an attachment to [erin.twitchell@maine.edu](mailto:erin.twitchell@maine.edu). Please include in the subject line 'Course Proposal' and the course designator and number.

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EEL 582 Clinical Practices in MPCL Coaching Part I

**Required Texts**

- Aguilar, E. (2016). *The art of coaching teams: Building resilient communities that transform schools*. San Francisco: Jossey-Bass.
- Clay, M. (2013). *An observation survey of early literacy achievement* (3<sup>rd</sup> ed.). Portsmouth, NH: Heinemann.
- Dorn, L. J., & Jones, T. (2012). (2<sup>nd</sup> ed.). *Apprenticeship in literacy: Transitions across reading and writing*. Portland, ME: Stenhouse.
- Dorn, L. J., & Soffos, C. (2012). *Environmental scale for assessing implementation levels* (ESAIL). Upper Saddle River, NJ: Pearson Education
- Dorn, L. J., & Soffos, C. (2005). *Teaching for deep comprehension: A reading workshop approach*. Portland, ME: Stenhouse.
- Dorn, L.J., & Soffos, C. (2001). *Scaffolding young writers: A writer's workshop approach*. Portland, ME: Stenhouse.
- Dorn, L. J., & Soffos, C. (2001). *Shaping literate minds: Developing self-regulated learners*. Portland, ME: Stenhouse.
- Fletcher, R., Portalupi, J. (2001). *Writing workshop: The essential guide*. Portsmouth, NH: Heinemann.
- Gallagher, K. (2011). *Write like this: Teaching real-world writing through modeling & mentor text*. Portland, ME: Stenhouse. For 6-12 Focus.
- Hargreaves, S. & Fullen, M. (2012). *Professional capital: Transforming teaching in every school*. New York, NY: Teachers College Press.
- Johnston, P. (2004). *Choice words: How our language affects children's learning*. Portland, ME: Stenhouse.
- Knight, J. (2015). *Better conversations: Coaching ourselves and each other to be more credible, caring and connected*. Thousand Oaks, CA: Corwin Press.
- Lyons, C. & Pinnell, G. S. (2001). *Systems for change in literacy education: A guide to professional development*. Portsmouth, NH: Heinemann.

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Maine Department of Education. (2015). *Maine Learning Results*. Retrieved from <http://www.maine.gov/doe/proficiency/standards/maine-learning-results.html>

Robb, L. (2014). *Vocabulary is comprehension: Getting to the root of text complexity*. Thousand Oaks, CA: Corwin Press.  
For 6-12 Focus

Sweeney, D. & Harris, L. S. (2016). *Student-centered coaching: The moves*. Thousand Oaks, CA: Corwin Press.

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**Mission Statement:** Drawing on a rich tradition of excellence, the College of Education and Human Development at Maine's flagship university is committed to leading innovation in Maine's Pre-K-12 schools, higher education institutions, and agencies that support academic, cognitive, physical, social and emotional development. We promote effective teaching and learning, identify critical issues, conduct research, and disseminate findings. Collaborating with external partners and experts across the University of Maine, we prepare our graduates to engage in ethical conduct, reflective practice, meaningful inquiry, and data-driven decision making in order to meet the increasingly diverse needs of our state and the world in which we live.

**EEL 582: Clinical Practices in MPCL Coaching – Part I  
Fall 2018**

<b>Instructor:</b>	Debra Lewis Hogate, Ph.D. Trainer, Maine Partnerships in Comprehensive Literacy <a href="mailto:debra.hogate@maine.edu">debra.hogate@maine.edu</a> 207-474-8065 (home) 207-431-0837 (cell)
<b>Office Hours:</b>	By appointment
<b>Class Dates, Time &amp; Location:</b>	To Be Announced
<b>Pre-requisite:</b>	Master's Degree and acceptance to program
<b>Co-requisite:</b>	EEL 580 Theoretical Perspectives within MPCL Coaching Part I must be taken simultaneously
<b>Course Credit:</b>	2 graduate credits (must be followed by Part II in the subsequent semester)

**Course Description**

This is one of four courses in a program of study designed to prepare school based literacy coaches who work within defined grade spans across a Pre-K to grade 12 continuum. Coaches support classroom teachers in implementing optimal literacy learning practices. Participants will actively engage in teaching children within a workshop approach to teaching and learning. Throughout the program of study participants will have the opportunity to engage in shared inquiry around a range of topics. Participants will also explore the power of reflection in extending their own learning and enhancing the learning of colleagues.

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### **Course Objectives and Learning Outcomes**

Upon completion of this course, participants will develop:

#### **Positive attitudes toward:**

- Learning as a lifelong process
- Students as competent, successful learners
- Diverse needs of students from different sociocultural and linguistic backgrounds
- Colleagues and students as respected and values participants in learning
- Importance of a cognitive apprenticeship model that incorporates a workshop approach to literacy learning and teaching
- Change as a process for extending and enhancing the learning of students and colleagues within a systems design
- The power of personal reflection for strengthening learning, teaching and the coaching of colleagues

#### **Effective processes and skills in:**

- Designing and implementing the workshop model of literacy education in classrooms and school systems
- Providing and supporting leadership in the implementation of effective literacy education within classrooms and schools
- Facilitating and promoting participation in professional learning communities to enhance teacher knowledge and expertise
- Communicating effectively with administrators, colleagues, students and members of the school educational community
- Using a range of instructional practices, approaches, and methods, for learners at differing stages of development and from differing cultural and linguistic backgrounds
- Using assessment information to plan, evaluate, and revise effective instruction that meets the needs of all students, including those at different developmental stages and those from different cultural and linguistic backgrounds
- Observing, responding and evaluating professional practice of colleagues
- Participating in team meetings that focus on student progress, approaches to teaching and learning, administrative designs and systems initiatives

### **Course Requirements**

During this program of study, participants will:

- Attend and participate in all coaching sessions, site visits and required professional development events
- Reflect on personal and group learning before, during and subsequent to coaching sessions and site visits
- Demonstrate a willingness to analyze, reflect upon and evaluate differing perspectives on teaching and learning in literacy education



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- Teach students daily using a workshop approach to literacy education
- Observe colleagues coaching teachers within the workshop approach
- Participate in all regularly scheduled school team meetings
- Analyze and evaluate data to inform teaching and learning and the design of systemic approaches to literacy education
- Complete all assignments with appropriate citations and references

#### **Course Topics**

Topics covered during class will respond to the needs of participants as determined by the instructor in collaboration with participants. Areas of exploration and application will include:

- A cognitive apprenticeship model of literacy education
- Perspectives on adult learning theory
- Approaches to coaching within the context of literacy education
- Integrated Framework to Promote Deeper Knowledge Through Relationships and Transfer
- Components of a literacy workshop model
- Scaffolding and support of student and adult learning
- Use of assessment to inform instruction
- Literature for classroom instruction including literary and informational texts
- Leadership and team building
- Educators as reflective practitioners

#### **Required Texts**

Aguilar, E. (2016). *The art of coaching teams: Building resilient communities that transform schools*. San Francisco: Jossey-Bass.

Clay, M. (2013). *An observation survey of early literacy achievement* (3<sup>rd</sup> ed.). Portsmouth, NH: Heinemann.

Dorn, L. J., & Jones, T. (2012). (2<sup>nd</sup> ed.). *Apprenticeship in literacy: Transitions across reading and writing*. Portland, ME: Stenhouse.

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Sweeney, D. & Harris, L. S. (2016). *Student-centered coaching: The moves*. Thousand Oaks, CA: Corwin Press.

### **Recommended Text**

Robb, L. (2010). *Teaching middle school writers: What every English teacher needs to know*. Portsmouth, NH: Heinemann.

### **Additional Readings**

Articles and other readings may be assigned as the course content is carefully matched to the needs of the class. In addition, participants will be directed to additional books, articles, and other resources to assist with individual needs.

### **Assignments**

Participants will be assessed on the following:

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1. **Academic reading and engagement in discussion with colleagues.** Read all assigned materials prior to class and actively participate in whole-group and small-group sessions. (30%)
2. **Reflection Log.** Create a section of a reflection log that focuses on site and field visits. During clinical visits, participants should use the Framework for Clinical Observations (see attached) when detailing observations. (30%)
3. **Video-recording and analysis of teaching and learning:** Video-record your teaching in a variety of workshop settings. Select one for written analysis of:
  - a. the workshop approach
  - b. the effectiveness of the workshop in promoting optimum student learning
  - c. the degree to which the workshop responded to the diverse learning needs of students
  - d. the appropriateness and effectiveness of resources used, and
  - e. the alignment of instructional practices with student assessments.Link your analysis to the theories that inform your instructional practices. (40%)

### **Course Grades**

A 93-100% A- 90-92% B+ 87-89% B 83-86% B- 80-82% F less than 80%

### **Incomplete Grades**

A grade of *I* (Incomplete) is assigned if a student has been doing work of acceptable quality but, for reasons satisfactory to the instructor, has not completed all of the work required to earn credit by the end of the course. The work must be completed and submitted to the instructor by the date agreed to with the instructor, but not later than one year (i.e., 12 months) from the end of the course in which the incomplete was granted. An *I* remains on the transcript permanently if not resolved or if a written request for an extension is not approved within the time period for removing the incomplete. A request for an exception to regulation to extend an incomplete beyond one year must be approved by the instructor, the student's advisor (for degree students), Graduate Program Coordinator, and Dean. The request should note the circumstances necessitating the extension, the work that remains unfinished, and a specific deadline for completion. An extension will be granted only under unusual circumstances. For grades of *I*, it is the student's responsibility to reach and maintain an understanding with the instructor concerning the timely completion of the work.

**The Assessment Rubric** (see attached) documents the teacher's professional growth related to the following InTASC Model Core Teaching Standards and Learning

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Progressions for Teachers:

*InTASC Standard 5: Application of Content*

- The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

*InTASC Standard 7: Planning for Instruction*

- The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.

*InTASC Standard 8: Instructional Strategies*

- The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.

**Class/University Policies**

**Class Attendance**

Learning throughout the course of study is dependent on class-based discussion and participation. Class attendance is crucial to successful learning. If you miss a class due to weather in your area, illness, or family emergencies, please notify your instructor before class begins. You are responsible for all content presented in class regardless of your absence.

**Course Schedule Disclaimer (Disruption Clause)**

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**Academic Honesty**

Academic honesty is very important. It is dishonest to cheat on exams, to copy term papers, to submit papers written by another person, to fake experimental results, or to copy or re-word parts of books or articles into your own papers without appropriately citing the source. Students committing or aiding in any of these violations may be given failing grades for an assignment or for an entire course, at the discretion of the instructor. In addition to any academic action taken by an instructor, these violations are also subject to action under the University of Maine Student Conduct Code. The maximum possible sanction under the student conduct code is dismissal from the University.

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### **Students with Disabilities**

If you have a disability for which you may be requesting an accommodation, please contact Student Accessibility Services, 121 East Annex, 581.2319, as early as possible in the term. Students who have already been approved for accommodations by SAS and have a current accommodation letter should meet with me (the instructor of the course) privately as soon as possible.

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### **Sexual Discrimination Reporting**

The University of Maine is committed to making campus a safe place for students. Because of this commitment, if you tell a teacher about an experience of sex discrimination which includes sexual assault, sexual harassment, stalking, or relationship abuse involving members of the campus, your teacher is required to report this information to the campus Office of Sexual Assault & Violence Prevention or the Office of Equal Opportunity.

If you want to talk in confidence to someone about an experience of sexual discrimination, please contact these resources:

For confidential resources on campus: Counseling Center: 207-581-1392 or  
Cutler Health Center: at 207-581-4000.

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or Spruce Run: 1-800-863-9909.

Other resources: The resources listed below can offer support but may have to report the incident to others who can help:

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**Assessment Rubric for EEL 582: Clinical Practices in MPCL Coaching– Part I  
Fall 2018**

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_ Total Point: \_\_\_\_\_ Grade: \_\_\_\_\_  
*Assessment of progress in three areas: Planning for Instruction, Application of Content, and Instructional Strategies. Each area will be evaluated on a scale as noted.*

InTASC & ISTE Standards	Performance Levels & Ratings			
	Distinguished	Proficient	Basic	Unsatisfactory
Descriptors →	Evidence demonstrates extensive knowledge of and sophisticated skills related to the standard.	Evidence demonstrates solid knowledge of and consistent skills related to the standard.	Evidence either demonstrates partial knowledge of and/or skills related to the standard, or the evidence demonstrates inconsistent knowledge of and/or skills related to the standard	Evidence is either insufficient to demonstrate knowledge of and/or skills related to the standard, or the evidence demonstrates a lack of knowledge of and/or skills related to the standard.
<b>PLANNING FOR INSTRUCTION</b> Reading & Engagement				
<b>Standard #7</b> The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.	Active participation in discussions with colleagues demonstrates that the teacher consistently reads and deeply reflects upon all assigned materials prior to coaching visits and continually evaluates his/her own choices and actions using evidence of effects on others to a very high degree.  <b>30</b>	Active participation in discussions with colleagues demonstrates that the teacher reads and reflects upon all assigned materials prior to class and evaluates his/her own choices and actions using evidence of effects on others to a high degree.  <b>25.5</b>	Participation in discussions with colleagues demonstrates that the teacher reads and somewhat reflects upon all assigned materials prior to class and at times evaluates his/her own choices and actions using evidence of effects on others.  <b>21</b>	Participation in discussions with colleagues demonstrates that the teacher does not read or does not reflect upon all assigned materials prior to class and evaluates his/her own choices and actions using evidence of effects on others to a limited degree.  <b>16.5</b>

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InTASC & ISTE Standards	Distinguished	Proficient	Basic	Unsatisfactory
<b>APPLICATION OF CONTENT</b> Reflective Journal				
<b>Standard #5:</b> The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	The Reflective Journal consistently focuses on the academic reading/class discussion and site/field visits in a way that prepares and promotes discussion. Field work observations are detailed using the Framework for Clinical Observations format and all journal entries expand on how the literature informs and extends the teacher’s practice to a very high degree.  <b>30</b>	The Reflective Journal focuses on the academic reading/class discussion and site/field visits in a way that prepares and promotes discussion. Field work observations are detailed using the Framework for Clinical Observations format and all journal entries demonstrate how the literature informs the teacher’s practice to a high degree.  <b>25.5</b>	The Reflective Journal somewhat focuses on the academic reading/class discussion and site/field visits in a way that prepares and promotes discussion. Field work observations are detailed using the Framework for Clinical Observations format and journal entries somewhat expand on how the literature informs the teacher’s practice.  <b>21</b>	The Reflective Journal does not focus on the academic reading/class discussion and site/field visits in a way that prepares and promotes discussion. Field work observations are not detailed and/or not recorded using the Framework for Clinical Observations format and journal entries expand on how the literature informs and extends the teacher’s practice to a limited degree.  <b>16.5</b>

InTASC	Distinguished	Proficient	Basic	Unsatisfactory
<b>INSTRUCTIONAL STRATEGIES</b> Video and Reflection of Teaching				
<b>Standard #8:</b> The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	Video and reflection demonstrates that the teacher systematically plans the workshop to promote optimum student learning with appropriate and effective resources used. The analysis links to the theories that inform the instructional practice to a very high degree.  <b>40</b>	Video and reflection demonstrates that the teacher plans the workshop to promote student learning with appropriate and effective resources used. The analysis links to the theories that inform the instructional practice to a high degree.  <b>32</b>	Video and reflection demonstrates that the teacher somewhat plans the workshop to promote student learning and may have used appropriate or effective resources. The analysis somewhat links to the theories that inform the instructional practice.  <b>24</b>	Video and reflection does not demonstrate that the teacher plans the workshop to promote student learning with appropriate and/or effective resources were not used. The analysis links to the theories that inform the instructional practice to a limited degree.  <b>16</b>

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Week	Topics	Assignments Due	Comment
Class #1	MPCL		
Class #2	Cognitive Apprenticeship model		
Class #3	Writers' Workshop	Reflection Log	
Class #4	Writers' Workshop		
Class #5 Clinical Day	Writers' Workshop		
Class #6	Readers' Workshop		
Class #7	Readers' Workshop	Reflection Log	
Class #8 Clinical Day	Readers' Workshop		
Class #9	Language Workshop		
Class #10 Clinical Day	Language Workshop		
Class #11	Language Workshop/Word Study	Reflection Log	
Class #12	Integrated Framework/Literacy Block	Video-recording and Reflection Due	
Class #13	Literacy Block in the Classroom	Portfolio	
Class #14 Clinical Day	Literacy Block in the Classroom		



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**Framework for Clinical Observations**

<b>Content</b>	<b>Resources</b>	<b>Process</b>	<b>Reflections</b>



**NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM FOR GRADUATE COURSES**

Graduate course proposals, modifications, or eliminations must be submitted to the Graduate School no later than the 3rd of each month. Please refer to the Graduate School website for the Curriculum Committee meetings schedule. Electronic signatures and submission is required.

Please return the completed e-form with appropriate signatures and documentation to the Graduate School by saving the form to your desktop and sending as an attachment to erin.twitchell@maine.edu. Please include in the subject line 'Course Proposal' and the course designator and number.

GRADUATE PROGRAM/UNIT Literacy  
COURSE DESIGNATOR EEL COURSE NUMBER 583 EFFECTIVE SEMESTER Spring 2019  
COURSE TITLE Clinical Practices in MPCL Coaching Part II

REQUESTED ACTION

**NEW COURSE** (check all that apply, complete Section 1, and submit a complete syllabus):

- New Course
- New Course with Electronic Learning
- Experimental

**MODIFICATION** (Check all that apply and complete Section 2):

- Designator Change
- Description Change
- Cross Listing (must be at least 400-level)<sup>1</sup>
- Number Change
- Prerequisite Change
- Other (specify) \_\_\_\_\_
- Title Change
- Credit Change

**ELIMINATION:**

- Course Elimination

**ENDORSEMENTS**

Please sign using electronic signatures. If you do not already have a digital signature, please click within the correct box below and follow the on-screen instructions.

**Leader, Initiating Department/Unit(s)**

College(s) Curriculum Committee Chair(s) (if applicable)

College Dean(s)

Graduate School [sign and date]

1. Courses cross-listed below 400-level require the permission of the Graduate School.

**SECTION 1 (FOR NEW COURSE PROPOSALS)**

**Proposed Catalog Description (include designator, number, title, prerequisites, credit hours):**

EEL 583  
**Clinical** Practices in MPCL Coaching Part II  
Prerequisite: Employment in a MPCL school, a Master's Degree and EEL 582 the previous semester.  
1 graduate credit  
This is one of four courses in a program of study designed to prepare Maine Partnerships in Comprehensive Literacy (MPCL) school based literacy coaches who work within defined grade spans across a Pre-K to grade 12 continuum. Coaches support classroom teachers in implementing optimal literacy learning practices. Participants will engage in the coaching of teachers within a variety of workshop settings. Throughout the program of study participants will have the opportunity to engage in shared inquiry around a range of topics. Participants will also explore the power of reflection in extending their own learning and enhancing the learning of colleagues.

Components (type of course/used by Student Records for MaineStreet) – *Multiple selections are possible for courses with multiple non-graded components:*

- |  |  |  |  |                                 |
|--|--|--|--|---------------------------------|
| <input type="checkbox"/> Applied Music | <input checked="" type="checkbox"/> Clinical | <input type="checkbox"/> Field Experience/Internship | <input type="checkbox"/> Research          | <input type="checkbox"/> Studio |
| <input type="checkbox"/> Laboratory    | <input type="checkbox"/> Lecture/Seminar     | <input type="checkbox"/> Recitation                  | <input type="checkbox"/> Independent Study | <input type="checkbox"/> Thesis |

**Text(s) planned for use:**

Please see attached.

**Course Instructor (include name, position, teaching load):**

Maine Partnerships in Comprehensive Literacy Trainer will be the instructor.

**Reason for new course:**

The reason for this course is to meet the needs of schools implementing Maine Partnerships in Literacy coaches to work with classroom teachers in the area of literacy.

Does the course addition require additional department or institutional facilities, support and/or resources, e.g. new lab facilities, computer support and services, staffing (including graduate teaching assistants), or library subscriptions and resources?

- No. The department will not request additional resources for this course.  
 Yes. Please list additional resources required and note how they will be funded or supported.

What other departments/programs are affected (e.g. course overlap, prerequisites)? Have affected departments/programs been consulted? Any concerns expressed? Please explain.

No other department is effected. This course is one of four in a program of study designed to prepare school based literacy coaches.

How often will this course be offered? Will offering this course result in overload salary payments, either through the college or CEID, either to the instructor of this course or to anyone else as a result of rearranging teaching assignments?

This course will be offered every Spring semester as requested from the field.

**SECTION 2 (FOR COURSE MODIFICATIONS)**

Current catalog description (include designator, number, title, prerequisites, credit hours):

*Proposed* catalog description (include designator, number, title, prerequisites, credit hours):

Reason for course modification:

**SECTION 3 FOR COURSE ELIMINATIONS**

Reason for Elimination

Please return the completed e-form with appropriate signatures and documentation to the Graduate School by saving the form to your desktop and sending as an attachment to [erin.twitchell@maine.edu](mailto:erin.twitchell@maine.edu). Please include in the subject line 'Course Proposal' and the course designator and number.

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EEL 583 Clinical Practices in MPCL Coaching Part II

**Required Texts**

Aguilar, E. (2016). *The art of coaching teams: Building resilient communities that transform schools*. San Francisco: Jossey-Bass.

Clay, M. (2013). *An observation survey of early literacy achievement* (3<sup>rd</sup> ed.).  
Portsmouth, NH: Heinemann.

Dorn, L. J., & Jones, T. (2012). (2<sup>nd</sup> ed.). *Apprenticeship in literacy: Transitions across reading and writing*. Portland, ME: Stenhouse.

Dorn, L. J., & Soffos, C. (2012). *Environmental scale for assessing implementation levels (ESAIL)*. Upper Saddle River, NJ: Pearson Education

Dorn, L. J., & Soffos, C. (2005). *Teaching for deep comprehension: A reading workshop approach*. Portland, ME: Stenhouse.

Dorn, L.J., & Soffos, C. (2001). *Scaffolding young writers: A writer's workshop approach*. Portland, ME: Stenhouse.

Dorn, L. J., & Soffos, C. (2001). *Shaping literate minds: Developing self-regulated learners*. Portland, ME: Stenhouse.

Fletcher, R., Portalupi, J. (2001). *Writing workshop: The essential guide*. Portsmouth, NH: Heinemann.

Gallagher, K. (2011). *Write like this: Teaching real-world writing through modeling & mentor text*. Portland, ME: Stenhouse. For 6-12 Focus.

Hargreaves, S. & Fullen, M. (2012). *Professional capital: Transforming teaching in every school*. New York, NY: Teachers College Press.

Johnston, P. (2004). *Choice words: How our language affects children's learning*. Portland, ME: Stenhouse.

Knight, J. (2015). *Better conversations: Coaching ourselves and each other to be more credible, caring and connected*. Thousand Oaks, CA: Corwin Press.

Lyons, C. & Pinnell, G. S. (2001). *Systems for change in literacy education: A guide to professional development*. Portsmouth, NH: Heinemann.

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Maine Department of Education. (2015). *Maine Learning Results*. Retrieved from <http://www.maine.gov/doe/proficiency/standards/inaine-learning-results.html>

Robb, L. (2014). *Vocabulary is comprehension: Getting to the root of text complexity*. Thousand Oaks, CA: Corwin Press.  
For 6-12 Focus

Sweeney, D. & Harris, L. S. (2016). *Student-centered coaching: The moves*. Thousand Oaks, CA: Corwin Press.

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**Mission Statement:** Drawing on a rich tradition of excellence, the College of Education and Human Development at Maine's flagship university is committed to leading innovation in Maine's Pre-K-12 schools, higher education institutions, and agencies that support academic, cognitive, physical, social and emotional development. We promote effective teaching and learning, identify critical issues, conduct research, and disseminate findings. Collaborating with external partners and experts across the University of Maine, we prepare our graduates to engage in ethical conduct, reflective practice, meaningful inquiry, and data-driven decision making in order to meet the increasingly diverse needs of our state and the world in which we live.

### **EEL 583: Clinical Practices in MPCL Coaching – Part II Spring 2019**

- Instructor:** Debra Lewis Hogate, Ph.D.  
Trainer, Maine Partnerships in  
Comprehensive Literacy  
[debra.hogate@maine.edu](mailto:debra.hogate@maine.edu)  
207-474-8065 (home)  
207-431-0837 (cell)
- Office Hours:** By appointment
- Class Dates, Time & Location:** To Be Announced
- Pre-requisite:** Clinical Practices in MPCL Coaching I
- Co-requisite:** EEL 581 Theoretical Perspectives within MPCL  
Coaching Part II must be taken simultaneously
- Course Credit:** 1 graduate credit (must be preceded by Part I in the previous semester)

#### **Course Description**

This is one of four courses in a program of study designed to prepare school based literacy coaches who work within defined grade spans across a Pre-K to grade 12 continuum. Coaches support classroom teachers in implementing optimal literacy learning practices. Participants will engage in the coaching of teachers within a variety of workshop settings. Throughout the program of study participants will have the opportunity to engage in shared inquiry around a range of topics. Participants will also explore the power of reflection in extending their own learning and enhancing the learning of colleagues.

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### **Course Objectives and Learning Outcomes**

Upon completion of this course, participants will develop:

#### **Positive attitudes toward:**

- Learning as a lifelong process
- Students as competent, successful learners
- Diverse needs of students from different sociocultural and linguistic backgrounds
- Colleagues and students as respected and valued participants in learning
- Importance of a cognitive apprenticeship model that incorporates a workshop approach to literacy learning and teaching
- Change as a process for extending and enhancing the learning of students and colleagues within a systems design
- The power of personal reflection for strengthening learning, teaching and the coaching of colleagues

#### **Effective processes and skills in:**

- Designing and implementing the workshop model of literacy education in classrooms and school systems
- Providing and supporting leadership in the implementation of effective literacy education within classrooms and schools
- Facilitating and promoting participation in professional learning communities to enhance teacher knowledge and expertise
- Communicating effectively with administrators, colleagues, students and members of the school educational community
- Using a range of instructional practices, approaches, and methods, for learners at differing stages of development and from differing cultural and linguistic backgrounds
- Using assessment information to plan, evaluate, and revise effective instruction that meets the needs of all students, including those at different developmental stages and those from different cultural and linguistic backgrounds
- Observing, responding and evaluating professional practice of colleagues
- Participating in team meetings that focus on student progress, approaches to teaching and learning, administrative designs and systems initiatives

### **Course Requirements**

During this program of study, participants will:

- Attend and participate in all coaching sessions, site visits and required professional development events
- Reflect on personal and group learning before, during and subsequent to coaching sessions and site visits
- Demonstrate a willingness to analyze, reflect upon and evaluate differing perspectives on teaching and learning in literacy education
- Coach teachers daily in a workshop approach to literacy education



### 6.15.17

- Observe colleagues coaching teachers within the workshop approach
- Participate in all regularly scheduled school team meetings
- Analyze and evaluate data to inform teaching and learning and the design of systemic approaches to literacy education
- Complete all assignments with appropriate citations and references

### Course Topics

Topics covered during class will respond to the needs of participants as determined by the instructor in collaboration with participants. Areas of exploration and application will include:

- A cognitive apprenticeship model of literacy education
- Perspectives on adult learning theory
- Approaches to coaching within the context of literacy education
- Integrated Framework to Promote Deeper Knowledge Through Relationships and Transfer
- Components of a literacy workshop model
- Scaffolding and support of student and adult learning
- Use of assessment to inform instruction
- Literature for classroom instruction including literary and informational texts
- Leadership and team building
- Educators as reflective practitioners

### Required Texts

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For 6-12 Focus

Sweeney, D. & Harris, L. S. (2016). *Student-centered coaching: The moves*. Thousand Oaks, CA: Corwin Press.

### **Recommended Text**

Robb, L. (2010). *Teaching middle school writers: What every English teacher needs to know*. Portsmouth, NH: Heinemann.

### **Additional Readings**

Articles and other readings may be assigned as the course content is carefully matched to the needs of the class. In addition, participants will be directed to additional books, articles, and other resources to assist with individual needs.

### **Assignments**

Participants will be assessed on the following:

- 1. Academic reading and engagement in discussion with colleagues.** Read all assigned materials prior to class and actively participate in whole-group and small-group sessions. (30%)

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2. **Reflection Log.** Continue a section of a reflection log that focuses on site and field visits. During clinical visits, participants should use the Framework for Clinical Observations (see attached) when detailing observations. (30%)
  
3. **Video-recording and analysis of teaching and learning:** Video-record your coaching in a variety of workshop settings. Select one for written analysis of:
  - a. the coaching conversations
  - b. the effectiveness of the coaching in promoting optimum teacher learning
  - c. the degree to which the coaching responded to the unique learning needs of the teacherLink your analysis to the theories that inform your instructional practices. (40%)

### Course Grades

A 93-100% A- 90-92% B+ 87-89% B 83-86% B- 80-82% F less than 80%

### Incomplete Grades

A grade of *I* (Incomplete) is assigned if a student has been doing work of acceptable quality but, for reasons satisfactory to the instructor, has not completed all of the work required to earn credit by the end of the course. The work must be completed and submitted to the instructor by the date agreed to with the instructor, but not later than one year (i.e., 12 months) from the end of the course in which the incomplete was granted. An *I* remains on the transcript permanently if not resolved or if a written request for an extension is not approved within the time period for removing the incomplete. A request for an exception to regulation to extend an incomplete beyond one year must be approved by the instructor, the student's advisor (for degree students), Graduate Program Coordinator, and Dean. The request should note the circumstances necessitating the extension, the work that remains unfinished, and a specific deadline for completion. An extension will be granted only under unusual circumstances. For grades of *I*, it is the student's responsibility to reach and maintain an understanding with the instructor concerning the timely completion of the work

**The Assessment Rubric** (see attached) documents the teacher's professional growth related to the following InTASC Model Core Teaching Standards and Learning Progressions for Teachers:

#### *InTASC Standard 5: Application of Content*

- The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem

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solving related to authentic local and global issues.

#### *InTASC Standard 7: Planning for Instruction*

- The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.

#### *InTASC Standard 8: Instructional Strategies*

- The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.

## **Class/University Policies**

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Learning throughout the course of study is dependent on class-based discussion and participation. Class attendance is crucial to successful learning. If you miss a class due to weather in your area, illness, or family emergencies, please notify your instructor before class begins. You are responsible for all content presented in class regardless of your absence.

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### **Students with Disabilities**

If you have a disability for which you may be requesting an accommodation, please contact Student Accessibility Services, 121 East Annex, 581.2319, as early as possible in the term. Students who have already been approved for accommodations by SAS and

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have a current accommodation letter should meet with me (the instructor of the course) privately as soon as possible.

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If you want to talk in confidence to someone about an experience of sexual discrimination, please contact these resources:

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Cutler Health Center: at 207-581-4000.

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or Spruce Run: 1-800-863-9909.

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**Assessment Rubric for EEL 583: Clinical Practices in MPCL Coaching– Part II  
Spring 2019**

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_ Total Point: \_\_\_\_\_ Grade: \_\_\_\_\_

*Assessment of progress in three areas: Planning for Instruction, Application of Content, and Instructional Strategies. Each area will be evaluated on a scale as noted.*

InTASC & ISTE Standards	Performance Levels & Ratings			
	Distinguished	Proficient	Basic	Unsatisfactory
Descriptors →	Evidence demonstrates extensive knowledge of and sophisticated skills related to the standard.	Evidence demonstrates solid knowledge of and consistent skills related to the standard.	Evidence either demonstrates partial knowledge of and/or skills related to the standard, or the evidence demonstrates inconsistent knowledge of and/or skills related to the standard	Evidence is either insufficient to demonstrate knowledge of and/or skills related to the standard, or the evidence demonstrates a lack of knowledge of and/or skills related to the standard.
<b>PLANNING FOR INSTRUCTION</b> Reading & Engagement				
<b>Standard #7</b> The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.	Active participation in discussions with colleagues demonstrates that the coach consistently reads and deeply reflects upon all assigned materials prior to coaching visits and continually evaluates his/her own choices and actions using evidence of effects on others to a very high degree.	Active participation in discussions with colleagues demonstrates that the coach reads and reflects upon all assigned materials prior to class and evaluates his/her own choices and actions using evidence of effects on others to a high degree.	Participation in discussions with colleagues demonstrates that the coach reads and somewhat reflects upon assigned materials prior to class and at times evaluates his/her own choices and actions using evidence of effects on others.	Participation in discussions with colleagues demonstrates that the coach may or may not read assigned materials, does not reflect upon assigned materials prior to class and/or evaluates his/her own choices and actions using evidence of effects on others to a limited degree.
	<b>30</b>	<b>25.5</b>	<b>21</b>	<b>16.5</b>

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InTASC & ISTE Standards	Distinguished	Proficient	Basic	Unsatisfactory
<b>APPLICATION OF CONTENT</b> Reflective Journal				
<b>Standard #5:</b> The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	The Reflective Journal consistently focuses on the academic reading/class discussion and site/field visits in a way that prepares for and promotes discussion. Field work observations are detailed using the Framework for Clinical Observations format and all journal entries expand on how the literature informs and extends the coach's practice to a very high degree.  <b>30</b>	The Reflective Journal focuses on the academic reading/class discussion and site/field visits in a way that prepares for and promotes discussion. Field work observations are detailed using the Framework for Clinical Observations format and all journal entries demonstrate how the literature informs and the coach's practice to a high degree.  <b>25.5</b>	The Reflective Journal somewhat focuses on the academic reading/class discussion and site/field visits in a way that prepares for and promotes discussion. Field work observations are detailed using the Framework for Clinical Observations format and journal entries somewhat expand on how the literature informs the coach's practice.  <b>21</b>	The Reflective Journal does not focus on the academic reading/class discussion and site/field visits in a way that prepares for and promotes discussion. Field work observations are not detailed and/or not recorded using the Framework for Clinical Observations format and journal entries expand on how the literature informs and extends the coach's practice to a limited degree.  <b>16.5</b>

InTASC	Distinguished	Proficient	Basic	Unsatisfactory
<b>INSTRUCTIONAL STRATEGIES</b> Video and Reflection of Teaching				
<b>Standard #8:</b> The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	Video and reflection demonstrates that the coach carries out the coaching visit to promote teacher learning with appropriate and effective resources used. The analysis strongly links to the theories that inform the instructional practice to a very high degree.  <b>40</b>	Video and reflection demonstrates that the coach carries out the coaching visit to promote teacher learning with appropriate and effective resources used. The analysis links to the theories that inform the instructional practice to a high degree.  <b>32</b>	Video and reflection demonstrates that the coach carries out the coaching visit to somewhat promote teacher learning and may not have used appropriate or effective resources. The analysis somewhat links to the theories that inform the instructional practice.  <b>24</b>	Video and reflection does not demonstrate that the coach carries out the coaching visit to promote teacher learning with appropriate and effective resources used. The analysis links to the theories that inform the instructional practice to a limited degree.  <b>16</b>

## 6.15.17

Week	Topics	Assignments Due	Comment
Class #1	MPCL coaching, adult learning theory & coaching Writer's Workshop		
Class #2	Coaching Writer's Workshop		
Class #3 Clinical Day	Coaching Writer's Workshop		
Class #4	Coaching Reader's Workshop		
Class #5	Coaching Reader's Workshop	Reflection Log	
Class #6 Clinical Day	Coaching Reader's Workshop		
Class #7	Coaching Language Workshop		
Class #8	Coaching Language Workshop		
Class #9	Coaching Language Workshop		
Class #10	Coaching in the Literacy Block	Reflection Log	
Class #11 Clinical Day	Providing Professional Development		
Class #12	Professional Development		
Class #12	Literacy Coach Clinical Day		
Class #13	Literacy Coach and Professional Development	Portfolio Video-recording and Reflection Due	



6.15.17

**Framework for Clinical Observations**

<b>Content</b>	<b>Resources</b>	<b>Process</b>	<b>Reflections</b>

**NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM FOR GRADUATE COURSES**

Graduate course proposals, modifications, or eliminations must be submitted to the Graduate School no later than the 3rd of each month. Please refer to the Graduate School website for the Curriculum Committee meetings schedule. Electronic signatures and submission is required.

Please return the completed e-form with appropriate signatures and documentation to the Graduate School by saving the form to your desktop and sending as an attachment to graduate@maine.edu. Please include in the subject line 'Course Proposal' and the course designator and number.

GRADUATE PROGRAM/UNIT IMFA  
 COURSE DESIGNATOR IMD COURSE NUMBER 562 EFFECTIVE SEMESTER Fall 2018  
 COURSE TITLE Research Studio III: Professional Development and Large-scale Practices

**REQUESTED ACTION**

**NEW COURSE** (check all that apply, complete Section 1, and submit a complete syllabus):

- New Course
- New Course with Electronic Learning
- Experimental

**MODIFICATION** (Check all that apply and complete Section 2):

- Designator Change
- Description Change
- Cross Listing (must be at least 400-level)<sup>1</sup>
- Number Change
- Prerequisite Change
- Other (specify) \_\_\_\_\_
- Title Change
- Credit Change

**ELIMINATION:**


- Course Elimination

**ENDORSEMENTS**

Please sign using electronic signatures. If you do not already have a digital signature, please click within the correct box below and follow the on-screen instructions.

**Leader, Initiating Department/Unit(s)**

  
 \_\_\_\_\_  
 College(s) Curriculum Committee Chair(s) [if applicable]

  
 \_\_\_\_\_  
 College Dean(s)

\_\_\_\_\_  
 Graduate School [sign and date]

1. Courses cross-listed below 400-level require the permission of the Graduate School.

**SECTION 1 (FOR NEW COURSE PROPOSALS)**

Proposed Catalog Description (Include designator, number, title, prerequisites, credit hours):

N/A

Components (type of course/used by Student Records for MaineStreet) – *Multiple selections are possible for courses with multiple non-graded components:*

- Applied Music       Clinical       Field Experience/Internship       Research       Studio  
 Laboratory       Lecture/Seminar       Recitation       Independent Study       Thesis

Text(s) planned for use:

Course Instructor (include name, position, teaching load):

Reason for new course:

Does the course addition require additional department or institutional facilities, support and/or resources, e.g. new lab facilities, computer support and services, staffing (including graduate teaching assistants), or library subscriptions and resources?

- No. The department will not request additional resources for this course.  
 Yes. Please list additional resources required and note how they will be funded or supported.

What other departments/programs are affected (e.g. course overlap, prerequisites)? Have affected departments/programs been consulted? Any concerns expressed? Please explain.

How often will this course be offered? Will offering this course result in overload salary payments, either through the college or CED, either to the instructor of this course or to anyone else as a result of rearranging teaching assignments?

**SECTION 2 (FOR COURSE MODIFICATIONS)**

Current catalog description (include designator, number, title, prerequisites, credit hours):

Research Studio III: Professional Development and Large-scale Practices - This class will focus on and give students skills in conceptualizing and producing a professional practice in Intermedia and for large-scale projects. In addition to introducing students to practical/professional concerns such as grant writing, funding, business models, and other support structures, this class will generally focus on creating a model for students continuing to work after graduate school as professional creators, designers, entrepreneurs and producers. Prerequisites: Admission into Intermedia program or permission. Credits: 3

**Proposed** catalog description (include designator, number, title, prerequisites, credit hours):

Research Studio III: Professional Development and Practices - This class will focus on and encourage students to develop skills in conceptualizing and producing a professional practice in Intermedia. In addition to introducing students to practical/professional concerns such as grant writing, funding, business models, and other support structures, this class will generally focus on creating a model for students continuing to work after graduate school as professional creators, designers, entrepreneurs and producers. Prerequisites: Admission into Intermedia MFA program or permission. Credits: 3

Reason for course modification:

This course modification is to remove the focus on large scale projects from the title and the description. The course no longer has large scale projects as a priority. Other aspects of the course have stayed the same.

**SECTION 3 FOR COURSE ELIMINATIONS**

Reason for Elimination

Please return the completed e-form with appropriate signatures and documentation to the Graduate School by saving the form to your desktop and sending as an attachment to [graduate@maine.edu](mailto:graduate@maine.edu). Please include in the subject line 'Course Proposal' and the course designator and number.



**SECTION 1 (FOR NEW COURSE PROPOSALS)**

Proposed Catalog Description (include designator, number, title, prerequisites, credit hours):

Components (type of course/used by Student Records for MaineStreet) – Multiple selections are possible for courses with multiple non-graded components:

- |  |  |  |  |                                 |
|--|--|--|--|---------------------------------|
| <input type="checkbox"/> Applied Music | <input type="checkbox"/> Clinical        | <input type="checkbox"/> Field Experience/Internship | <input type="checkbox"/> Research          | <input type="checkbox"/> Studio |
| <input type="checkbox"/> Laboratory    | <input type="checkbox"/> Lecture/Seminar | <input type="checkbox"/> Recitation                  | <input type="checkbox"/> Independent Study | <input type="checkbox"/> Thesis |

Text(s) planned for use:

Course Instructor (include name, position, teaching load):

Reason for new course:

Does the course addition require additional department or institutional facilities, support and/or resources, e.g. new lab facilities, computer support and services, staffing (including graduate teaching assistants), or library subscriptions and resources?

- No. The department will not request additional resources for this course.
- Yes. Please list additional resources required and note how they will be funded or supported.

What other departments/programs are affected (e.g. course overlap, prerequisites)? Have affected departments/programs been consulted? Any concerns expressed? Please explain.

How often will this course be offered? Will offering this course result in overload salary payments, either through the college or CED, either to the instructor of this course or to anyone else as a result of rearranging teaching assignments?

**SECTION 2 (FOR COURSE MODIFICATIONS)**

Current catalog description (include designator, number, title, prerequisites, credit hours):

**EDS 645 - Seminar in Teacher Leadership**

Analysis of the structural, political, relational and cultural constraints impinging on teachers as leaders. Examination of effective teacher leadership practices in classrooms, mentoring situations, collegial and collaborative relationships, professional development, site-based decision-making.

Credits: 3

**Proposed** catalog description (include designator, number, title, prerequisites, credit hours):

**EAD 645 - Seminar in Teacher Leadership**

Analysis of the structural, political, relational and cultural constraints impinging on teachers as leaders. Examination of effective teacher leadership practices in classrooms, mentoring situations, collegial and collaborative relationships, professional development, site-based decision-making.

Credits: 3

Reason for course modification:

EDS designators were changed in 2015 to better identify the courses by schools for administrative purposes. This course was missed in that process so is still in the Graduate Catalog as EDS 645.

**SECTION 3 FOR COURSE ELIMINATIONS**

Reason for Elimination

Please return the completed e-form with appropriate signatures and documentation to the Graduate School by saving the form to your desktop and sending as an attachment to [erin.twitchell@maine.edu](mailto:erin.twitchell@maine.edu). Please include in the subject line 'Course Proposal' and the course designator and number.

February 14, 2018

Memorandum of Understanding

TO: Jack Campbell, Assistant Registrar  
RE: Special Education Course Prerequisites

Reason: Originally there was one introductory course for special education (SED402)  
Due to the overlap of undergraduates and graduates, the course was split into  
two courses - SED302 for undergraduates and SED500 for graduates

The following courses show SED402 as the prerequisite and the College would like to amend  
that to include: Prerequisites of "SED302, SED402, or SED500"

SED 520 Law and Policy Affecting Individuals with Disabilities  
SED 532 Behavior Management and Intervention  
SED 543 Program Planning and Curriculum Access  
SED 544 Math Methods in Special Education  
SED 545 Intervention for Reading Difficulties  
SED 551 Curriculum and Instruction in Special Education  
SED 552 Working with Families of Students with Disabilities  
SED 553 Assessment in Special Education I  
SED 555 Transition Services for Students with Disabilities - *INACTIVE*

Submitted by:

Diane Jackson, EdD, Faculty in Special Education  
Mary Mahoney-Oneil, Associate Dean for Academic Services

