

TCH 219
Integrating Multiple Literacies and Technology Across the Secondary Curriculum¹
Spring 2020
Redesigned (urban)

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Office Hours: Tuesdays 3:30-4:30pm

Location: DeGarmo 3rd floor, rm. 313 (Borg Literacy Center, by Studio Teach)

- 24 hours in advance, please request office hour meetings with me via email during regular and other office hour times.
- I am happy to meet with you outside of office hours (in person/zoom) if these times do not work for your schedule.

Literacy, or literacies, include many **ways** of communication. These diverse ways can be categorized into different types of literacy: *disciplinary, adolescent, critical, multiliteracies*. In this class, you will learn about different **kinds** of literacies. We will discuss the ways young people are **expected** to communicate in school and how **adolescents use literacies** both within and outside of school. You will explore the kinds of literacies you use, and you will think about the kinds of literacies used in the **academic discipline** you will teach in. Getting to know your own literacies and the literacies across disciplines will help you to recognize the many different forms of literacy that people use to communicate. Because **digital technologies** are abundant in and outside of schools and are used in tandem to many forms of communication, we will also consider how young people use digital technologies and how **you** can strategically include digital technologies in your curriculum and assessment materials.

Once students develop an understanding that there are many forms of literacy, they (you!) will begin to see that they (you!) have **power** to make **choices** about what kinds of literacies you use in the classroom. We will discuss how with this power comes the **responsibility** to make **choices** that **support** rather than **harm** your students. We will use a **critical inquiry framework** to evaluate how literacies can be used to humanize and de-humanize our students. We will discuss how we can support all students to be successful.

We will use class time:

- As a thinking space where we will ponder and explore course questions.
- We will reflect on observations of our own disciplinary contexts and learning spaces.
- Course readings will often inform launching points for us to share our evolving thinking about literacies.
- We will question power and think critically.
- We will work to create safe and humanizing spaces for our future students.
- We will treat ourselves and members of our learning community with compassion, kindness, and respect.

¹ **Catalog Description**

Integrating Multiple Literacies and Technology Across the Secondary Curriculum, 3 hrs. This three-credit course focuses on materials and strategies/techniques that support literacy in all content areas, with a specific focus on traditional and digital literacies. Prerequisites: Admission to Professional Studies; 45 hours completed. Overall GPA of 2.5. Grade of C or better in TCH 212, TCH 216, ENG 101, and COM 110.

Course Redesigned Urban Education (CRD)

This section of TCH 219 has been redesigned for the purposes of strategically preparing pre-service teachers to understand the complexities and beauties of urban education. This redesign includes integrating urban education specific course content and readings, working with Peoria High School students that we will collaborate with throughout the semester. Class readings, activities, and assessments are modified to support teacher education student's understanding of urban education specific to literacy, discourse, and culture.

A major modification specific to this class will be the collaboration experience with an English class at Peoria High School. Starting in February, you will read *The Hate U Give*, by Angie Thomas along with the high school students. Throughout the semester, you will meet virtually with the students to discuss the novel. I expect you to draw on what you are learning about student literacies in your course assignments, activities, and class discussions, and tasks. This is a unique opportunity for you to learn firsthand about student literacies as you contemplate literacies specific to your discipline.

You can earn [Diverse Clinical Hours](#) for participating in this collaboration (see Course Assignments for details about this collaboration for the section that you are enrolled in).

Required Textbooks, Software & Materials

Course Books & Materials

Required

1. *This is Disciplinary Literacy: Reading, Writing, Thinking and Doing...Lent*
2. *50 Instructional Routines to Develop Content Literacy, 3rd ed.* Fisher, Brozo, Frey & Ivy
3. *The Hate U Give*, Angie Thomas
4. Live Text Software (this is where you will submit your Curriculum Mapping assessment).

Applications

We will use Reggie Net as our main hub for this class. However, because of our focus on digital technologies, we will explore many digital applications in this class; I will introduce you to some of these, and others you will seek out and explore on your own. Below are applications that we will use for class Assignments and in class Activities, along with links to important support information for each tool. We will sign up for accounts together in class, or you will register outside of class and we will check in during class. This list will be updated throughout the semester. If you do not wish to sign up for an application, you have the right to find an alternative. I am happy to meet with you during office hours to support you in finding an alternative.

Google Classroom	Privacy Policy Accessibility Technical Support
Blendspace	Accessibility Statement (unavailable) Privacy Policy Technical Support
Video Ant	Accessibility Statement (unavailable) Privacy Policy Technical Support

Hypothes.is	Accessibility Statement (unavailable) Privacy Policy Technical Support
Padlet https://padlet.com	Accessibility Statement Privacy Policy Technical Support
FlipGrid	Accessibility Statement Privacy Policy Technical Support
VoiceThread https://voicethread.com/	Accessibility Statement Privacy Statement Technical Support

Course Objectives (with IPTS, RDI, NCTE, LAS, SES, & ISTE linkages)

Course Objectives: Teacher Candidates will...	IPTS	RDI	NCTE	LAS	SES	ISTE
1. define and give examples of multiple forms of literacy and text that are used in and outside of school.	2D, 3C, 6B	IC1	1, 2, 9			
2. describe the discourse communities that they belong to and provide examples of the literacies used by these communities.	1E, 1F, 2B, 2D	EC1, EC3, IC1, IC2				
3. identify, discuss, and define adolescent literacies; question common myths about adolescent literacies; make connections between home and school literacies, and develop strategies to support adolescent literacies in school curriculum.	1C, 1F, 1L, 2D, 2N, 3K, 6M	EC3, IC1, IC2, IC3				
4. evaluate different literacy strategies and literacy tools to develop a broad range of literacy strategies using digital applications and print based tools to support adolescents' disciplinary literacies.	2G, 2J, 2L, 2M, 2Q, 3E, 3N, 4K, 5I, 5N, 5S, 6A, 6D, 6F, 6G, 6I, 6L, 6N, 6O, 6P, 6Q	IC2, IC3	3	1, 2		
5. evaluate different literacy strategies and literacy tools to develop assessments using digital applications and print based tools to support adolescents' disciplinary literacies.	1G, 6H, 6K, 7A, 7E, 7K, 7L, 7O	IC2, IC4	3	1	8	
6. articulate a basic understanding of how to build adolescent's reading and writing skills and apply this understanding to the development of literacy activities that: a.) support adolescent students in coherently expressing themselves through reading and writing, and b.) support adolescents in comprehending complex text.	6C, 6D, 6E, 6F, 6S			2		

7. consider how culture, context, and identity must be accounted for when designing literacy activities for diverse students.	1A, 2E, 2I, 2M, 3Q, 5L, 6G, 6H, 6J, 6K, 6N, 7E, 7F, 7G, 7I, 7J, 7R	EC1, IC2, IC3, IC4			3, 5	
8. articulate a basic understanding of the literacy theories they are drawing from to design literacy activities and assessments.	2F, 2G, 3G, 4M, 5K, 5L, 6C, 6Q	EC1, IC2, IC4	1, 4, 5, 6, 8, 12		4	
9. critically evaluate and determine best digital technology applications to support adolescent student's literacy development and content understanding.	1G, 2F, 2L, 3N, 4K, 5O, 8M, 9T	IC2, IC3, IC4	5, 6, 8, 12		7	3
10. learn how to use critical inquiry as an approach for selecting texts and for designing curriculum and assessments that humanize all students.	2K, 5O, 6S, 9G	IC3	11		6	2
11. demonstrates an understanding of how to use a variety of teaching methods to make content accessible to all students.	1J, 1K, 2P, 3A, 3Q, 5C, 6G, 6J	EC1, EC4, IC2, IC3	9, 11	3	5	4

Digital and Print Technology

For the course, you will need access to a computer (and/or mobile device) with high-speed internet, speakers, video camera, microphone, as well as the capacity to install software. **You may choose to purchase apps or use trial versions of software, and/or borrow hardware from Studio Teach on the third floor of DeGarmo or from Milner Library.**

To each class meeting, bring:

- A digital device (e.g. laptop, tablet) that you can use to read/write online text, engage in course activities, and compose & post via an online venue.
- Copies of the reading (this might be the book some weeks or a print out of an article).
- Paper and a writing utensil.
- Any other specified materials.

You will need to establish membership and familiarize yourself with necessary websites/web-based tools required for weekly activities. This means, you will need foundational technical skills and capacities with digital technologies, and will be held to the communication/netiquette expectations as listed on the [CTLT website](#).

Additional Course Readings

From Reggie Net, click on the Schedule and Agendas Tab. At the top of the page click on the link titled, "Spring 2020 Course Schedule."

Here, you will find a calendar that includes all weekly Homework (readings, materials you need to complete) and Assignments Due. All Readings are either from your course textbooks or are linked within the Course Homework & Assignment Schedule. Often times, I will ask you to prepare materials for class as Homework. The documents I would like you to complete/instructions will be linked within the Schedule document. If you are required to turn something in, I will indicate on the Schedule where you need to submit materials. All readings and materials and Assignments are due before class on the date they are posted in the Schedule, unless otherwise indicated on the schedule. We will discuss due dates in class.

It is your responsibility to ask questions about deadlines that you are unclear about.

Professionalism

Academic integrity is a value promoted by Illinois State University. As future educators, it is assumed that you feel strongly about the values associated with academic integrity, as well. Your belief in these values should prohibit you from engaging in activity such as cheating on tests or quizzes, plagiarizing the work of others, falsifying grades or other documents, and other instances of academic dishonesty. The placement of your name on any work that is completed in this course will be regarded as an assurance that the work is yours and came as a result of your own thought and study.

It is assumed that by taking this course you are interested in pursuing teaching as a profession and as such, professionalism will be expected. Attendance, punctuality (in both attendance and in

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completion of assignments), participation, preparation, respect for others, and respect for the classroom are signs of a professional and are the expectation of the students in this course. These areas of professionalism include, but are not limited to:

- **Professional use of all wi-fi devices, including cell phones, tablets, and laptops**– As this is a course promoting both technology and literacy, the use of these devices is both encouraged and essential. [The College of Education strongly encourages all students to have a laptop as an important part of your professional preparation for becoming a teacher.](#) Class activities will require internet use, so being prepared for class means being prepared to connect. Still, profession use of online activities is and being off-task or distracted online while in class is disruptive to the educational process and disrespectful. There is no answering of cell phones during class.
- **Engaging in respectful discussions with classmates and the instructor** – This is a discussion based class. I believe that learning is socially and culturally imbedded, meaning that we learn best by thinking together AND students learn differently according to their cultural contexts and upbringing. Our collective task is to make the classroom a welcoming space for generative discussion to occur. We will set our class norms at the start of the semester. This will offer an opportunity to share our values and needs around learning so that we can know how to best respect, support, and nurture our learning context. I will model and encourage everyone to use Restorative Practices (e.g., affective statements; community building exercises; Circles) as a way to build professional community.
- **Completing readings/viewing media prior to class** - All readings will have clear **Due Dates** posted on the course Course Schedule. I expect that you arrive to class on time with the reading(s) completed and prepared to discuss the material. If a medical or family emergency is the reason for missing an assignment you will be asked to provide documentation, and you will be expected to submit your work in a timely manner that we will discuss and determine together.
- **Submitting assignments** – All Assignments, Badges, and Class Homework (that I ask you to submit) will be submitted via Reggie Net. You will complete weekly Entry and Exit Tickets in Google Classroom. You will submit your Secondary Performance Assessment 3 in Reggie Net and to Live Text. Please see the Grading Policy for how points will be awarded.
- When indicated, Assignments should adhere to APA format, or else be consistent with the formatting language that is appropriate to your specific discipline. It is expected that you will proofread assignments for grammar and spell check before submitting. Assignments that include several errors will lose points.

Attendance & Participation –in class discussions and activities are vital to this course. Any assignments due on a day that you are absent are still due that day and must be turned in regardless of your presence in class. This includes Entry and Exit Tickets.

If you are absent from class *for any* reason, it is YOUR responsibility to discover and debrief what was discussed in class, preferably from a classmate and by reviewing the activities posted in the Agenda in Reggie Net (See Schedules and Agenda tab) for the session missed. If any work

was completed during class, and/or assigned for the next class such assignments are to be completed and turned in by the time you return to class.

In the case of emergency. If you commute to campus and/or if it is unsafe for you to come to class (e.g., weather, you broke your leg and don't have a way to transport yourself to class), prior to class, you are welcome to arrange with someone in class to Zoom in for class sessions on their mobile device/ laptop. If you choose to attend class virtually, please send me an email before class telling me who will Zoom you in. You will receive credit for class attendance. You are required to complete all work we complete in class in order to receive this credit. The instructor reserves the right to revoke this opportunity if she believes a student is taking advantage of this flexibility.

Tardiness is unprofessional and disruptive to the learning environment. Arrive to class on time and ready to begin on the scheduled hour and **allow extra time for inclement weather, parking, etc. If you are consistently tardy, you will lose attendance points.**

Ensuring that all work is unique and original – Plagiarism is a serious violation of Academic Integrity. Please refer to page 65 of the ISU catalog on “Academic Integrity”.

Credit Hour Policy. 4.1.19 **Credit Hour Policy.** Per ISU Policy, you should expect to have up to **6-7 hours a week of outside of class work to complete in addition to the 2.5 hours that you spend in class each week.** Please make sure to allot this time in your weekly schedule. “A credit hour shall be the unit of University academic credit representing approximately three hours of work per week by a student throughout a 15 week (fall, spring) semester (exclusive of final examination period) or its equivalent in total work for short courses. Specifically, and consistent with Department of Education Program Integrity rules published October 29, 2010, Illinois State University defines a credit hour as:

“an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than (1) **One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester** or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time..”

Respect for Student’s Humanity

College of Education Mission: Realizing the Democratic Ideal. Teacher Education at Illinois State University Illinois State University has a historic and enduring commitment to prepare teachers and other school personnel who will be responsive to the ethical and intellectual demands of a democratic society. To teach in a democracy is to consciously take up the challenge of improving the ethical and intellectual quality of our societal dialogue by including in it as many educated voices as possible. This course contributes to this mission by providing pre-service teachers with opportunities to explore current and critical issues and practices in secondary education through readings, discussions, critical inquiry, culturally responsive pedagogy, and promoting humanizing approaches to designing literacy rich instruction and assessments.

Accountability and Fair Process. If you consistently miss class, miss projects/assignments, and/or display other academic or behaviors that conflict with aforementioned expectations, **you will be given the opportunity to meet with me to have a restorative conversation.** During this meeting, we will write a contract that will be designed to support you in meeting course expectations. This may include writing a disposition form.

Land Acknowledgment. A land acknowledgment is a "formal statement that recognizes the unique and enduring relationship that exists between Indigenous Peoples and their traditional territories" (<http://www.lspirg.org/knowtheland/>). As such, it the first step to a reflection process that will help you be more intentional as you move through spaces. You are welcome to continue to learn about and build relationships with the communities and the land you are occupying in an effort to continually support and work with those communities.

I acknowledge that we are on the traditional homelands of the Peoria, Miami, and [Ojéti Šakówin \(Sioux\)](#) peoples. You can find a Native Land map [here](#).

Diversity Statement. It is my intent that students from all backgrounds and perspectives be well-served by this course, that all students' learning needs be addressed both in and out of class, and the multiple forms of diversity the students bring to this class be viewed as a resource, strength and benefit to everyone's learning in this class. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, ability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

Important note: Given the sensitive and challenging nature of some of the material discussed in class, it is imperative that there be an atmosphere of trust and respect in the classroom. I will attempt to foster an environment in which each class member is able to hear and to speak. It is critical that each class member show respect for all worldviews expressed in class. Some of the material in this course may evoke strong emotions; please be respectful of others' emotions and be mindful of your own. Please let me know if something said or done in the classroom, by either myself or other students, is particularly troubling or causes discomfort or offense. While our intention may not be to cause discomfort or offense, the impact of what happens throughout the course is not to be ignored and is something that I consider to be very important and deserving of attention. If and when this occurs, there are several ways to alleviate some of the discomfort or hurt you may experience:

Discuss the situation privately with me. I am always open to listening to students' experiences and want to work with students to find acceptable ways to process and address the issue.

Discuss the situation with the class. Chances are there is at least one other student in the class who had a similar response to the material. Discussion enhances the ability for all class participants to have a fuller understanding of context and impact of course material and class discussions.

Notify me of the issue through another source such as your academic advisor, a trusted faculty member, or a peer. If for any reason you do not feel comfortable discussing the issue directly with me, I encourage you to seek out another, more comfortable avenue to address the issue.

Adapted from: [Lynn Hernandez, Behavioral and Social Sciences, School of Public Health, Brown University](#)

Accommodations, Health, Well Being

Student Access and Accommodation Services. Any student needing to arrange a reasonable accommodation for a **documented disability and/or medical/mental health condition** should contact Student Access and Accommodation Services at 350 Fell Hall, (309) 438-5853, or visit the website at StudentAccess.IllinoisState.edu. In addition, students in need of special assistance or an accommodation regarding any of the course requirements are advised to notify me as soon as possible. We will meet privately to discuss appropriate support. Confidentiality will be maintained regarding your special needs. Please note, I cannot make accommodations in the absence of proper documentation from Student Access and Accommodation Services.

Mental Health. Life at college can get complicated. If you're feeling stressed, overwhelmed, lost, anxious, depressed or are struggling with personal issues, do not hesitate to call or visit [Student Counseling Services \(SCS\)](#). These services are free and completely confidential. SCS is located at 320 Student Services Building, 309-438-3655.

Food. The [School Street Food Pantry](#) is an organization that is dedicated to providing students in the local community with the food, supplies, and knowledge they need to become self-reliant in the future. The School Street Food Pantry has an assortment of perishable and non-perishable food items for students to choose from. The School Street Food Pantry also stocks certain non-food items that students are in need of.

Hours: Fridays 4-6pm.

Location: 211 North School St. Normal, IL 61761

Student Well Being. It's hard to learn if you're hungry or couch surfing. If you are having difficulty affording groceries, accessing sufficient food to eat every day, or securing a safe and stable place to live, help may be available. I urge you to contact the [Dean of Students Office](#) to learn more.

Campus Safety and Security. Illinois State University is committed to maintaining a safe environment for the University community. Please take a few moments to make sure you are signed up for ISU Emergency Alerts at IllinoisState.edu/EmergencyAlert. Also, note the information posted in each classroom about emergency shelters and evacuation assembly areas (both are indicated on stickers inside every classroom). Additional safety information is available on the Campus Safety and Security website, Security.IllinoisState.edu.

Technology Support. University technology support is available 24 hours a day via phone and email. For helpdesk contact information, and the hours and locations of campus helpdesks, please visit the website: <http://helpdesk.illinoisstate.edu/>

Library Services. Milner library has excellent support services. You may visit or phone the library or chat with a librarian online. You can rent a laptop for up to 3 hours at a time.

Absences due to Bereavement. If you have to miss class due to an **extended illness** (3 or more consecutive class days) or a **bereavement**, the [Dean of Students Office](#) can help. It's located in Room 387, Student Services Building.

Video Recording

Full denial to record. Students **MAY NOT** photograph or use audio or video devices to record classroom lectures or discussions or visual materials that accompany them (e.g., lecture slides, whiteboard notes/equations). Students with disabilities who need to record classroom lectures or discussions must contact [Student Access and Accommodation Services](#) to register, request and be approved for an accommodation. Students who violate this policy may be subject to both legal sanctions for violations of copyright law and disciplinary action under the University's [Code of Student Conduct](#).

TCH 219 Assignments & Grading Policy

Note: See [Grade Policy Appendix pg.10](#) for three examples of how to earn an A in TCH 219.

Points and Due Dates

Assignment Category	Due Date	Points
Participation & Attendance	NA	300
*CR Text Set (Midterm)	March 24	200
*SPA 3 (Final)	May 3	255
Letter to Dr. Beucher	Jan. 23	10
*My Literacies Literacy Log	Feb. 25	50
*Micro Teach #1 (& reflection)	Feb. 4; Feb. 11	25
*Micro Teach #2	Apr 21; Apr. 28	25
*Literacy Rich Lesson Activity Set	April 6	50
Course Reflection	April 30	10
Peoria Collaboration	Feb. 20; Apr. 24 (005) March 18 (006)	75
Total		1000
Additional Badges (extra credit opportunities up to 50 additional points)		+50points!!

Point to Letter Grade Conversion

Letter Grade	Point Range
*A	1000+- 900
*B	800-899
C	700-799
D	600-699
F	0-599

* Regardless of how the points add up, you **MUST** complete the assignments marked with an * in order to earn an A or B in TCH 219. These assignments evaluate proficiency in course objectives.

**Attendance
(300 points)**

Daily Class Credit: You will receive 10 points for attending the FULL class (be on time and stay until the end!!) and for completing the homework assigned for each class.

Partial Credit opportunity for 2 days! I will give you 5 points for the first 2 classes you miss for any reason other than a Mental Health Day. You just need to email me BEFORE class to tell me you are missing class. You are responsible for completing the readings/ submitting any homework before the next class. You are responsible for submitting any assignments due on the day you miss class on that day unless we have discussed an extension.

*Missing class for any reason excludes you from earning the Perfect Attendance Badge.

Missing Class and Mental Health Days

You can miss two classes with 0 missed points on me! All you have to do is send me an email BEFORE class and let me know you are taking a Mental Health day. I know the semester gets CRAZY! And sometimes you just need to take a day for yourself to regroup. You are responsible for completing the readings/ submitting any homework before the next class. Email me if you need an extension and we can discuss the possibility for an alternative deadline if that is best for your mental health. You are responsible for submitting any assignments due on the day you miss class on that day unless we have discussed an extension.

*Missing class for any reason excludes you from earning the Perfect Attendance Badge.

Assignment Descriptions

More details will be provided in Reggie Net when Assignments are introduced in class.

All Assignments are due at 11:55PM to RN

Letter to Dr. Beucher (10 points; Due Jan. 23).

You will compose a 1-2 page letter to Dr. Beucher introducing yourself.

Micro Teach # 1 (25 points; Due Feb. 4; Feb. 11)

You will teach one section of your Literacy Rich Activity to the class and reflect on your peers' feedback to you. *I strongly advise you to align this work with the SPA3.*

My Literacies, Literacy Log (50 points; Due Feb 25).

You will examine the literacies you use across 3 discourse communities and share your findings in a digital presentation.

Literacy Rich Lesson Activity Set (50 points; Due April 16)

Drawing across the phases of literacy (Before, During, and After Summarize, After Synthesize), the Vocabulary activities, and Technology Apps we discuss in TCH 219, you will design literacy activities for the texts in your Text Set or for texts in a unit/ lesson plan you have already, or are currently designing in a Methods class.

I strongly advise you to align this work with the SPA3.

Micro Teach # 2 (25 points; Due Apr 21; Apr. 28)

You will teach one section of your Literacy Rich Activity to the class and reflect on your peers' feedback to you. *I strongly advise you to align this work with the SPA3.*

Course Reflection. (10 points; Due April 30)

You will reflect on your learning over the course of the semester by answering questions about the class. This assignment can be submitted as a written reflection or as a digital product.

****Peoria Collaboration (75 points; ongoing).**

As a part of this redesigned class, you have the awesome opportunity to collaborate with a group of HS students.

Section 005: This will include hosting the HS students we collaborate with on ISU's campus (3.18) and reading *The Hate U Give* and conversing with a small group of high school students about the book over the semester. You can earn 5 diversity hours for the ISU campus visit and an additional 5 hours for participating in the FlipGrid discussions.

Section 006:

This will include taking 2 fieldtrips to Peoria (2.20; 4.24), reading *The Hate U Give* and conversing with a small group of high school students about the book over the semester. You can earn 10 diversity hours per fieldtrip and an additional 5 hours for participating in the FlipGrid discussions.

Culturally Responsive Text Set (Midterm) (200 points; Due March 24)

For this assignment, you will select a diverse selection of texts that you would use in a unit that you might teach around a disciplinary, standards based topic related to a pressing issue. You will explain and rationalize your selections based on how you have selected texts to align with a particular group of students' cultural context, with subject area standards, and you will analyze texts for complexities and accessibility and share your findings. You will present your work on a digital application. *I strongly advise you to align this work with the SPA3.*

Secondary Performance Assessment 3 (SPA3) (Final Project) (255 points; Due May 3)

In this Assignment you will practice a planning technique called Curriculum Mapping and write a Rational Statement regarding your instructional choices in alignment with class objectives. You will have opportunities to submit drafts of this assignment over the course of the semester. This Assignment requires you to be very organized with class materials, as the work we do in class will support you in completing this final assignment. Towards the end of the semester, we will have in class time to work, discuss, and workshop drafts of this assignment.

You will identify:

3 discipline specific IPTS standards or discipline specific standardized learning objectives that were written by the governing body for your discipline.

- Content, skills, and literacies needed to meet each standard.
- Texts and Materials related to course content.
- Academic Language in the texts and materials.
- Technology Applications used to teach course content.
- Literacy Activities that will support student learning course content from texts & materials.
- You will also compose a 7-10 double spaced Rationale Statement essay in which you articulate your reasoning for your curricular choices.

- After all revisions have been made, you will upload the Final version to Watermark, LiveText and to ReggieNet.

Badges

You can earn up to **50 points of Badge Extra Credit** over the 1000 total points in class.

****If you are unable to participate in the Peoria Collaboration, you can make those points up by completing an additional 75 points worth of Badges.****

Additional Peoria Collaboration (25 points per day). If there are extra spots available to participate in the redesigned experience in the other section of TCH 219 that I teach, you can earn a Badge by fully participating in one of the fieldtrips/ campus visits. Please let me know if you are interested in this opportunity.

Culturally Responsive Education Book Club & Review Badge: *Select from a list of books related to urban education. Read and review the book in writing or digitally (e.g., [BookTube](#)). TCH 219 course objectives, readings/ conversations from our class in your rationale. (50 points).*

Books: [Pose Wobble Flow](#); [For White Folks Who Teach in the Hood](#); [What Should I do?](#); [We Can't Teach What We Don't Know](#); [Critical Media Pedagogy](#); [Digital Tools in Urban Schools](#); [Culturally Responsive Teaching and The Brain](#).

Think/Read Aloud and record on YouTube (25 points). *Individually or with a group, read/discuss an (excerpt/book) book from Your Text Set aloud, record using Screen-Cast-o-Matic, and post chapter readings on YouTube. Include TCH 219 course objectives, readings/ conversations from our class in your rationale.*

Marginal Syllabus (15 points). *Watch all or part of the author video & Download [Hypothes.is](#) and annotate publicly. Reflect on your learning and observations and ponderings. Include reference to readings/ conversations from our class in your rationale.*

Teaching Tolerance (15 points). *Select a Teaching Tolerance Lesson Plan/Activity that centers on engaging humanizing practices in the Secondary classroom. Write your own version of the L.P. and activities for your future classroom and include a brief explanation of the changes you made to the lesson. Include TCH 219 course objectives, readings/ conversations from our class in your rationale.*

Expert Talks (15 points). *Attend a Scheduled Talk on or off campus given by a professional or expert in an area of interest and reflect in writing or digitally on how the presenter uses literacies in their work. Include reference to TCH 219 course objectives, readings/ conversations from our class in your rationale.*

Extra Literacy Observation Form (5 points each; you can do up to 3 of these). *Attend/ watch an event where professionals are performing their tasks and practices (e.g., music concert, sporting event, professional presentation-not a college class, cooking demo, fashion show, machine shop demo, artist showcase, maker space) and reflect in writing or digitally on how the*

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professional uses literacies in their work using the form I've given you for homework. Include TCH 219 course objectives, readings/ conversations from our class in your rationale.

Extra Technology Application Analysis (5 points each; you can do up to 3 of these). *Review three or more additional digital applications using the Analysis form you used for homework, and reflect in writing or digitally on how you might use these applications in your teaching based on what you have learned. Include TCH 219 course objectives, readings/ conversations from our class in your rationale. For an EXTRA 25 points, you could create materials for a lesson plan you create in TCH 219 or in another class using these applications.*

Choose your Own Adventure (0-50 points). *Develop your own Badge related to course learning objectives. Write a description, include the learning objective(s) the Badge meets and submit to me via email. I will approve/ ask for clarification via email and we will collaboratively determine the parameters of the task.*

Perfect Attendance Badge! (15 points). *If you have 0 absences, meaning you attended class every single day of the semester, by the end of the semester you will automatically earn a Perfect Attendance Badge!*

Additional Pertinent Information

Assignments as Models for future students.

Students often request to see examples of past student work in order to get a better idea of how they can approach a particular assignment. Unless you tell me via email (rlbeuch@ilstu.edu) that you would NOT like your work to be shared with future students, I may use your work as a model example for future students to learn from.

Our Course and Research on Teaching.

As a scholar of education and a reflective educator, I study my own teaching practice. This means I will be looking closely at the effectiveness of specific assignments, my delivery style and your engagement styles, holistic effects of curriculum change, and the use of particular texts or assessment processes. My reflections on our class activities and discussions could become data in my research. Your anonymity will be protected. Consent for use of your coursework for research purposes specifically will be requested through regular institutional review board process and requires documentation of your agreement. Your consent or refusal to participate in research will in no way influence my evaluation of your performance in this class.

The Fine Print: Please Note: the instructor reserves the right to alter this syllabus or course schedule at any time throughout the semester.

Grading Policy Appendix.

Below are three different examples for how a student can earn an A in TCH 219.

TCH 219 Assignments & Grading Policy

Student Case Example 1: Marlo Jennings

Absences: 3 (+ took 1 mental health day)

Badge: 1 Extra Technology Application Analysis (5 points)

Midterm: B+

Final SPA3: B+

Points and Due Dates

Final Grade: A (91%)

Assignment Category	Due Date	Points
Participation & Attendance	NA	270/300
*CR Text Set (Midterm)	March 24	175/200
*SPA 3 (Final)	May 3	225 /255
Letter to Dr. Beucher	Jan. 23	10/10
*My Literacies Literacy Log	Feb. 25	45/50
*Micro Teach #1 (& reflection)	Feb. 4; Feb. 11	25/25
*Micro Teach #2	Apr 21; Apr. 28	25/25
*Literacy Rich Lesson Activity Set	April 6	45/50
Course Reflection	April 30	10/10
Peoria Collaboration	Feb. 20; Apr. 24 (005) March 18 (006)	75/75
Total		1000
Additional Badges (extra credit opportunities up to 50 additional points)		+5 points

Point to Letter Grade Conversion

Letter Grade	Point Range
*A	1000+- 900
*B	800-899
C	700-799
D	600-699
F	0-599

Note how the Badge helped to give Marlo a buffer. Marlo may want to consider adding another badge to strengthen their grade moving into the final.

Student Case Example 2: Victoria Beckham

Absences: 1 (sent an email (+5 points) (+ took 2 mental health days 0 points lost, sent an email)

Badge: 2 Expert Talks (15 points x 2=30 points).

Midterm: A-

Final SPA3: A

Final Grade: A (100%)

Points and Due Dates

Assignment Category	Due Date	Points
Participation & Attendance	NA	295/300
*CR Text Set (Midterm)	March 24	180/200
*SPA 3 (Final)	May 3	245/255
Letter to Dr. Beucher	Jan. 23	10/10
*My Literacies Literacy Log	Feb. 25	50/50
*Micro Teach #1 (& reflection)	Feb. 4; Feb. 11	25/25
*Micro Teach #2	Apr 21; Apr. 28	25/25
*Literacy Rich Lesson Activity Set	April 6	50/50
Course Reflection	April 30	10/10
Peoria Collaboration	Feb. 20; Apr. 24 (005)	75/75
	March 18 (006)	
Total		1000
Additional Badges (extra credit opportunities up to 50 additional points)		+30

Point to Letter Grade Conversion

Letter Grade	Point Range
*A	1000+- 900
*B	800-899
C	700-799
D	600-699
F	0-599

Student Case Example 3: Willow Smith**Absences: 0****Badge: Perfect Attendance (+15 points)****Midterm: A****Final SPA3: A****Final Grade: A (98.5%)****Points and Due Dates**

Assignment Category	Due Date	Points
Participation & Attendance	NA	300/300
*CR Text Set (Midterm)	March 24	185/200
*SPA 3 (Final)	May 3	245/255
Letter to Dr. Beucher	Jan. 23	10/10
*My Literacies Literacy Log	Feb. 25	45/50
*Micro Teach #1 (& reflection)	Feb. 4; Feb. 11	25/25
*Micro Teach #2	Apr 21; Apr. 28	25/25
*Literacy Rich Lesson Activity Set	April 6	50/50
Course Reflection	April 30	10/10
Peoria Collaboration	Feb. 20; Apr. 24 (005) March 18 (006)	75/75
Total		1000
Additional Badges (extra credit opportunities up to 50 additional points)		+15

Point to Letter Grade Conversion

Letter Grade	Point Range
*A	1000+- 900
*B	800-899
C	700-799
D	600-699
F	0-599

Notice how Willow is able to lose points on major assignments but still demonstrate and earn an A reflective of her exemplary work. She earns the Perfect Attendance Badge for attending every single class of the semester.

Please Note: This is the updated schedule that was put into use starting on March 16 when the university closed due to the COVID-19 pandemic.

TCH 219 REVISED Course Schedule

005 (11-12:15pm Degarmo 305)
006 (12:35-1:50pm) Degarmo 24

Please note this schedule may change according to class pace and needs

Check this schedule for the most up to date schedule.

Changes will be discussed in class.

We will discuss upcoming HW and Assignments Due in class. Please check this schedule weekly to stay up to date!

DL= This is Disciplinary Literacy

50 IR= 50 Instructional Routines

THUG = The Hate U Give

Urban= These assignments relate specifically to the Peoria collaboration

Date	Essential Questions & Topics	Class Overview	DUE: Assignment Badge Opportunity Post all Assignments via Reggienet (RN)
Tuesday, January, 14	Class Introduction Urban: Survey	Homework: Due Before Class GD= Post to the link in Google Drive (GD) RN = ReggieNet Always bring a copy of the reading to class.	
Thursday, January 16,	Community Building	Submit Signed Syllabus Contract (RN) Discuss Literacy Observation Form HW Due Jan 21 (RN) Discuss Letter to Dr. Beucher Assignment Due Jan 23 Get to know your community with Enneagram Set Class Norms using Restorative Circles HW Due: <input type="checkbox"/> Print a copy of TCH 219 Course Schedule.	

		<ul style="list-style-type: none"> <input type="checkbox"/> Explore ReggieNet; Assignments & Syllabus and bring any questions to class. <input type="checkbox"/> Decide on the gmail account that you will connect to TCH219 and Register for TCH 219 Google Classroom. <input type="checkbox"/> (recommended) Identify Badge(s) you are interested in doing. <input type="checkbox"/> (recommended) Review Literacy Observation Form & Letter to Dr. B under "Assignments" in RN. <input type="checkbox"/> Watch Empathy to deepen your understanding of why building community in the classroom is a fundamental component to creating a fruitful learning context. <input type="checkbox"/> Read "Word Power" from BH & H (RN) <input type="checkbox"/> (optional) Take the Enneagram Personality Test (LINK). <input type="checkbox"/> (optional) Read about Personality Types (LINK). <input type="checkbox"/> Read 50 IR "Anticipation Guides pp. 12-14. (LINK) 	
Tuesday, January 21	Disciplinary Literacy: Why should Math, Music, Business, Ag, Theater, P.E., Geography, Spanish, History, ELA, Art teachers think about teaching with literacy and 21st Century technologies in mind?	Finish Setting Class Norms Discuss Literacy Observation Form findings (Due today) HW Due: <ul style="list-style-type: none"> <input type="checkbox"/> Submit Literacy Observation Form (Google Drive via RN) <input type="checkbox"/> Complete the Anticipation Guide (LINK). Use the questions on this guide to facilitate your reading of DL Ch. 1 <input type="checkbox"/> Read DL, Ch. 1 (PDF in RN) <input type="checkbox"/> Read 50 IR Socratic Seminar pp. 98-100 <input type="checkbox"/> Read pp. DL 177-79 (PDF in RN) 	
Thursday, January 23		Seminar: What are the unique demands 21st century teachers face with regard to teaching literacy in their disciplines? Prepare to draw from each reading to respond to this question. Start vocab card Discuss Jigsaw Reading & EdPuzzle Heads up! Micro Teach: Vocabulary (Feb 4th)	Due: Letter to Dr. Beucher (RN)

		<p>HW Due:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read NAPE Report Card <input type="checkbox"/> Read Reading and Writing Across the Curriculum. <input type="checkbox"/> Read 21st Century Literacies <input type="checkbox"/> Read Public Act 101-227 <input type="checkbox"/> Read: <i>50 IR</i> KWL Chart pp.51-53 <input type="checkbox"/> (optional) Review: (KWL Chart) 	
Tuesday, January 28	<p>Vocabulary:</p> <p>What words and concepts do students need to know in order to speak, think, write, communicate like members of your disciplinary discourse community?</p>	<p>KWQL: What do you know, want to know, have questions about how to teach students essential words and concepts in order to comprehend texts and materials in your class? What are the particular literacy demands of students studying within your major?</p> <p>Jigsaw discussion</p> <p>HW Due: (Jigsaw only read your assigned section see in RN)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read <i>Reading mathematics: More than words can say</i>. As you read, think about the particular ways in which words are used in your Major discipline. Annotate using the "Comments" function in Google Docs. See instructions in the doc. 	
Thursday, January 30	<p>Vocabulary</p>	<p>Planning Vocabulary Instruction</p> <p>Create Smore Card (TBD) (smore.com)</p> <p>Tier 1-3 words</p> <p>HW Due:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read Vocabulary <input type="checkbox"/> Read Bring Focus and Fun to Class Vocabulary <input type="checkbox"/> Watch: Comparing the Language of Multiple Sources (& answer questions via EdPuzzle). <input type="checkbox"/> Read: <i>50IR</i> vocabulary activities (pp. 124-148) <input type="checkbox"/> (optional) Read <i>DL</i> pp.150-151 <input type="checkbox"/> Bring something you would use to teach with to class. This could be a book, an article, an object, a math problem, a music score, a playbook, an artists' statement, a checkbook, a soil sample chart, etc. 	

Tuesday, February 4	<p>Micro Teach #1</p>	<p>Micro Teach #1</p> <p>HW Due:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read <i>50 IR</i> Fishbowl 	<p>Due: Micro Teach #1: Plan a 10-15min Vocabulary Activity from (1.30 materials) to teach to a small group of your peers.</p>
Thursday, February 6	<p>Micro Teach #1</p>	<p>Fishbowl Reflection on Micro Teach</p> <p>Discuss My Literacies Literacy Log</p> <p>HW Due: Complete TCH 219 Self Assessment (LINK posted in RN)</p>	<p>Badge: MS & HS teacher symposium Feb 9 (click on link to register)</p>
Tuesday, February 11	<p>Reading and Text & Disciplinary Literacies</p>	<p>Reading in the Discipline</p> <p>Vocabulary: Discourse</p> <p>Smore Vocab</p> <p>Gallery Walk</p> <p>HW Due:</p> <p>As you read/ watch, take note of how texts, reading, writing, speaking, and listening are used in and across the disciplines. Consider your own literacy practices and the texts that you are surrounded by. Notice both the literacies used by professionals and how teachers transfer disciplinary literacies into the classroom.</p> <p>Prepare to confirm attendance on PHS field trip today.</p> <p>Everyone Read:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read <i>DL</i> pp.13-20 <input type="checkbox"/> Read: <i>50 IR</i> Student questions for purposeful learning pp. 107-09. 	<p>Due: Micro Teach # 1 Reflection & Micro Teach Activity from 2.4 (RN)</p> <p>(New!!) Black History Month Read Poetry Badge (could also include listening to African American and Black musicians)</p>

		<ul style="list-style-type: none"> <input type="checkbox"/> Optional: bring art supplies (magazines, scissors, glue, tape). Only read/ watch the materials specific to your Major. <input type="checkbox"/> Read (Geo) The Geography and Literacy Connection <input type="checkbox"/> Read (Music) The music literacy connection & Watch Music & Emotion <input type="checkbox"/> Read (P.E) Sports Definitions & Literacy & Movement & Literacy & P.E. <input type="checkbox"/> Watch (Art) Literacy in the Arts & (Sculpture) start @ 30min <input type="checkbox"/> Watch (Spanish Language) Literacy, Language, Culture <input type="checkbox"/> Watch (Theater/ Dance) Community Resources & Theater <input type="checkbox"/> Watch: (Business/Econ) (Maya Penn TedTalk) <input type="checkbox"/> Watch/Read: (Physics/ Math): Physics and Skateboarding <input type="checkbox"/> Read & Check out links (Ag/ Bio) Literacy in Science & (disciplinary literacy in Science) (reading in Science) <input type="checkbox"/> Read & Watch: (Math): Thinking like a mathematician (on the job) (in the classroom) (reading demands in Math (writing demands in math)) <input type="checkbox"/> Read & Watch (English): English in the real world & (identifying theme through close reading) <input type="checkbox"/> Read & Watch (History): (reading & writing in history) & (reading & responding like a historian) & (analyzing complex text) 	and making literacy & teaching connections)
Thursday, February 13	Reading and Text & Adolescent Literacies	<p>Adolescent Literacies Discuss using Student Questions for Purposeful Learning. Complete Photo Release Form for PHS Collaboration (RN) (ALL) Complete Emergency Contact PHS Collaboration (RN) (006) Discuss My Literacies Literacy Log HW Due:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read: Adolescent Literacy Brief <input type="checkbox"/> Read: Looking for Angels 	Badge Black History Month keynote

Tuesday, February 18	Reading and Text	<p>Register for Hypothesis (in class-TBD) HW Due:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read: DL pp. 21-59. Use the questions on pg. 59 as a guide for your reading. 	
Thursday, February 20	No Class PHS visit Date (006) 6:30am-4:45pm	<p>HW Due:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work on your My Literacy Literacy Log. <input type="checkbox"/> THUG Chs. 1-10 	
Tuesday, February 25	Text and Representation How can teachers use texts to educate themselves and their students about diverse cultures?	<p>Discuss CR Text Set Due March 24 Circle/Fishbowl Discussion Common Beliefs HW Due As you read consider, How and why should teachers consider how culture, context, and identity must be accounted for when designing literacy activities for diverse students?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read: Black Girls Read (NEW!) <input type="checkbox"/> Complete (optional) Test Your Hidden Biases <input type="checkbox"/> Complete: Common Beliefs Survey (bring to class) <input type="checkbox"/> Review Survey Responses 	
Thursday, February 27		<p>Discuss Text & Representation & Culture HW Due</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read: Reese, D. (2018). Critical Indigenous Literacies: Selecting and Using Children's Books about Indigenous Peoples. (& Annotate using Hypothes.is). <input type="checkbox"/> Read: Culture in the Classroom 	<p>Badge Marginal Syllabus.</p> <p>Badge: Read additional resources on this page Culture in the Classroom and write/record a reflection.</p>

Tuesday, March 3	Text & Representation	<p>Text Sets Organizing & planning instruction with texts</p> <p>HW Due</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read: Building Background Knowledge Through Reading: Rethinking Text Sets <input type="checkbox"/> Read Using Texts to Nurture Reading, Writing, and Intellectual Development: A Conversation with Alfred Tatum 	Due: My Literacies Literacy Log (note change in due date from 2.25)
Thursday, March 5		<p>Culturally Responsive Text Set check in/work day Learn how to use Blendspace Look at past examples Discuss CR Text Sets and Explore possibilities for collaboration around an Interdisciplinary Theme or Pressing Issue Explore Smithsonian & other CR Text Resources Decide where to meet after break</p> <p>HW Due</p> <ul style="list-style-type: none"> <input type="checkbox"/> Bring a past LP from TCH 216 or a Methods class to class (digital or print) 	
Spring Break	Spring Break	Spring Break	Spring Break
Extended SB	March 15-23	Extended SB	Extended SB
Tuesday, March 24	Getting Organized	<p>Holding Space Circle Opening Meditation & Circle Sharing Review Class Norms & discuss email communication (turn around time). My Literacy Literacy Logs are graded (please see feedback in RN) Schedule Review (see RN).</p>	

		<p>Covid-19 Attendance Policy (see RN). Discuss: Do we want to practice Micro Teaching via zoom OR do we want studio work time on upcoming assignments?(April 21 & 23)</p> <p>Zoom Groups: Discuss: CR Text Set (in zoom groups) Exit Ticket (GC) (005) (006)</p> <p>Stay & Do or Do on your own Register for FG. THUG FG (005) code: https://flipgrid.com/219005sp2020 (006) code: https://flipgrid.com/219006sp2020 (optional) Group Me 005 (Join LINK) 006 (JoinLINK).</p>	
Thursday, March 26 (PHS Spring Break)	Disciplinary Literacy in Action: planning ahead.	<p>Text Set Work Day DL Jigsaw: What does Disciplinary Literacy in action look like in your Text Set work day (work in break out groups/ independently). Milner 219 Library Guide (Linked) Free digital library Time for Kids Exit Ticket (GC).</p> <p>HW Due</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read DL Ch. 6 (PDF posted in RN) <input type="checkbox"/> Post an intro in Flip Grid <p>(005) join code: https://flipgrid.com/219005sp2020 (006) join code: https://flipgrid.com/219006sp2020</p>	
Tuesday, March 31	Text and Representation Critical Literacies	<p>Use Critical Media Literacy Analysis Questions</p> <p>HW Due</p>	Due: List of CR Text Set Texts Due (RN)

(PHS Spring Break)	How can teachers use critical literacies to detect stereotypes in texts? *Discuss Syntax & Discourse*	<ul style="list-style-type: none"> <input type="checkbox"/> Read <i>DL</i> pp.42-47 <input type="checkbox"/> Work on your text set <input type="checkbox"/> THUG Chs. 11-19 (Flip Grid Post). <p>Optional</p> <ul style="list-style-type: none"> <input type="checkbox"/> Watch Analyzing Images. 	
Thursday, April 2		<p>CR Text Set Studio work day (zoom studio collective work time and break out groups during class time).</p> <p>Discuss: Covid-19 resources created by librarians.</p>	
Tuesday, April 7	Digital Technology How can teachers use digital technology to support student's literacies?	<p>Planning with Digital Technology</p> <p>*Do you want a virtual PHS panel during Finals Week?</p> <p>Mini Lecture: Adolescents & Technology; ISTE Standards for Educators & Students.</p> <p>KWL Chart</p> <p>Jigsaw Reading:(ISTE Articles: How Do You Teach Art, Music and PE Online? In China, They're Figuring It Out)</p> <p>What Science Classes Are Teaching Students About Coronavirus</p> <p>Prioritizing Human Connection. (LINK).</p> <p>Jaylon Jenner P.E. and Tik Tok (LINK)</p> <p>Case Study Analysis: Lesson Planning for social advocacy with digital technology. (LINK)</p> <p>CR Text Set: Use 15-20 min for group check in</p> <p>HW Due</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review: ISTE Standards for Educators & Students <p>Optional (resources)</p>	

		<ul style="list-style-type: none"> <input type="checkbox"/> ISTE Learning Keeps Going <input type="checkbox"/> Read Teens, Social Media and Technology. <input type="checkbox"/> Read <i>DL</i> pg. 47; 95-100 <input type="checkbox"/> Read: Creative Uses of Blogs 	
Thursday, April 9	Digital Technology How can teachers use digital technology to support student's literacies? How do these activities support students with engaging with the text?	<p>Planning with Digital Technology</p> <p>Guest Speakers!</p> <p>SPA 3 Connection</p> <p>Digital Tools you need to know (LINK)</p> <p>Technology Application Badge (LINK)</p> <p>HW Due</p> <ul style="list-style-type: none"> <input type="checkbox"/> Mental Health & Wellness Check in: do something kind for yourself 	Due: CR Text Set sliding deadline to 4.14 (006)
Tuesday, April 14	Text Complexity: Curriculum Planning & Inquiry	<p>Discuss SPA 3 Assignment & Lesson Plan Activities Assignment</p> <ul style="list-style-type: none"> -Select Standards -Brainstorm activity ideas (share Math Literacy Activity as example). <p>Common Modifications</p> <ul style="list-style-type: none"> -Discuss organization plan for saving drafts <p>HW Due</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read <i>DL</i> Ch. 4 	Due: CR Text Set (005/006)
Thursday, April 16	Text Complexity Writing in the Disciplines -Content, Skills & Literacies	<p>Mini Lecture & Studio Work Day:</p> <p>Look at SPA3 Examples & Ask Questions</p> <ul style="list-style-type: none"> -Identify the 3 Standards you will use <p>Determine Content, Skills, & Literacies for your standards and complete the first and second column in the CM.</p> <p>*Complete the reading from this week before class next week Tuesday.</p>	Due: Technology Application Badge (RN) (LINK)

		<p>**What times M and T of finals week do you want studio hours to support you in completing the final?</p> <p>HW Due</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read DL pp. 61-95 <input type="checkbox"/> Bring 50IR <input type="checkbox"/> Bring Subject Area Standards 	
Tuesday, April 21	Text Complexity -Syntax & Discourse	<p>SPA 3 Prep</p> <p>Q: <i>What do you want your students to know and be able to do with the texts from your text set?</i></p> <p>Literacy Rich Activity Treasure Hunt with 50IR and DL.</p> <p>HW Due</p> <ul style="list-style-type: none"> <input type="checkbox"/> Determine Content, Skills, & Literacies for your standards and complete the first and second column in the CM. <input type="checkbox"/> Select 4+ Literacy Rich Instructional Activities from 50IR that you could use with your 3 standards. Use 50IR and DL; readwritethink.org (for digital resources). <input type="checkbox"/> Identify 3+ Technology Applications that you could use with each standard. 	
Thursday, April 23	Text Complexity	<p>SPA 3 Preparation</p> <p>-Review Syntax & Discourse and complete Academic Language Demands column for all 3 standards.</p> <p>-Language Function Handout</p> <p>-Discuss End of Class Reflection Assignment (RN)</p> <p>HW Due</p> <ul style="list-style-type: none"> <input type="checkbox"/> SPA 3 Rational Paper: Have a draft for columns (I, II, & IV) done by tonight. Answer the questions as best as you can. 	Due: Literacy Rich Lesson Activity Set (optional deadline)
Tuesday, April 28		<p>SPA3 Out of Class Work day</p> <p>Optional Studio Hours During Class Time (005)</p>	

		<p>Optional Studio Hours Wednesday 12:35-1:50pm (006)</p> <p>HW Due</p> <ul style="list-style-type: none"> <input type="checkbox"/> THUG Chs. 20-26 (FG post) <input type="checkbox"/> SPA 3 Rational Paper: Have a draft for columns (II, III, & V) done by tonight. Use 50IR and DL for IV. Use Language Function Handout for II. 	
Thursday, April 30		<p>SPA3 Work day--Questions about Rationale Statement & CM</p> <p>HW Due</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete Course Evaluations <input type="checkbox"/> Complete CDG Survey 	Due: End of Class Reflection
	FINAL WEEK	<p>Studio Hours: Time TBD</p> <p>Monday: 9:30-10:30; 1:30-3:30pm 5-6pm Yoga for Educators</p> <p>Live Text Support with Barb Jacobson 2pm</p> <p>Tuesday: 9:30-10:30; 1:30-3:30pm open studio hours</p> <p>Due: SPA3 May 6th midnight to Live Text & Reggient</p>	Due: SPA3 May 6th midnight to Live Text & Reggient

Please Note: Here is the original schedule that was planned to be used post-spring break, had the COVID-19 pandemic not closed the university on March 16.

Spring Break	Spring Break	Spring Break	Spring Break
Tuesday, March 17 March 18th PHS campus visit day 005: (9am-12:30pm)		Check in/ work day Room: TBD-meet in Milner for Text Set-Student Choice HW Due <ul style="list-style-type: none"> <input type="checkbox"/> Read <i>DL</i> Ch. 6 <input type="checkbox"/> THUG Chs. 11-19 	
Thursday, March 19	Text and Representation Critical Literacies How can teachers use critical literacies to detect stereotypes in texts?	Use Critical Media Literacy Analysis Questions to detect bias in texts. HW Due <ul style="list-style-type: none"> <input type="checkbox"/> Read <i>DL</i> pp.42-45 <input type="checkbox"/> Watch Analyzing Images <input type="checkbox"/> Bring 5-7 texts that you are considering for the CR Text Set 	Due: List of CR Text Set Texts Due (RN)

Tuesday, March 24 (PHS Spring Break)	Digital Technology How can teachers use digital technology to support student's literacies?	Planning with Digital Technology Review ISTE Standards Consider Tech Use Comfort Introduce Tech App Analysis form HW Due March 31 <ul style="list-style-type: none"> <input type="checkbox"/> Complete TCH 219 Self Assessment (LINK) 	
Thursday, March 26 (PHS Spring Break)		Planning with Digital Technology HW Due <ul style="list-style-type: none"> <input type="checkbox"/> Read Teens, Social Media and Technology & Annotate Using Hypothes.is. <input type="checkbox"/> Read <i>DL</i> pg. 47; 95-100 	
Tuesday, March 31 (FG conversations start with PHS students)	Digital Technology TBD: Meet in Studio Teach DeGarmo 3rd Floor	Planning with Digital Technology Tech App Analysis Share Out Give One Get One Explore Studio teach and get inspired! HW Due <ul style="list-style-type: none"> <input type="checkbox"/> Tech App Analysis form (submit to GD via RN) <input type="checkbox"/> Complete TCH 219 Self Assessment (LINK) 	Due: CR Text Set
Thursday, April 2	Text Complexity Syntax & Discourse	Discuss SPA 3 LP Activities Assignment & Micro Teach #2 Planning Time HW Due <ul style="list-style-type: none"> <input type="checkbox"/> Bring Text Set Texts <input type="checkbox"/> Read Text Structures <input type="checkbox"/> Read EdTPA resources (will be posted) <input type="checkbox"/> Common Modifications 	
Tuesday, April 7		Literacy Rich Case Studies HW Due <ul style="list-style-type: none"> <input type="checkbox"/> Bring Text Set Texts <input type="checkbox"/> Read <i>DL</i> pp. 61-95 	

		<input type="checkbox"/> Bring 50 IR	
Thursday, April 9	Text Complexity Content, Skills & Literacies	Literacy Rich Case Studies Micro Teach work time HW Due <input type="checkbox"/> Bring Text Set Texts <input type="checkbox"/> Work on Micro Teach Activities <input type="checkbox"/> Work on SPA3	
Tuesday, April 14		Literacy Rich Case Studies HW Due <input type="checkbox"/> Read DL Ch. 4 <input type="checkbox"/> Work on Micro Teach Activities <input type="checkbox"/> Work on SPA3	
Thursday, April 16	Review	Literacy Rich Case Studies Micro Teach work time Discuss End of Class Reflection HW Due <input type="checkbox"/> Work on Micro Teach <input type="checkbox"/> Work on SPA3 <input type="checkbox"/> THUG Chs. 20-26 <input type="checkbox"/> Complete Emergency Contact PHS Collaboration (RN) (006)	Due: Literacy Rich Lesson Activity Set
Tuesday, April 21	Micro Teach #2	Micro Teach #2	
Thursday, April 23 Friday April 24 PHS Visit #2 (006)	Micro Teach #2	Micro Teach #2/ SPA work time	

7:30-4:30pm			
Tuesday, April 28		SPA3 Work day (out of class-TBD)	
Thursday, April 30		SPA3 Work day	Due: End of Class Reflection Due: Micro Teach #2 Reflection
FINAL WEEK		No Class Meeting during Finals week	Due: SPA3 May 3 midnight to Live Text & Reggient

PEORIA TEACHER EDUCATION PIPELINE ILLINOIS STATE UNIVERSITY

PEORIA CDG IMMERSION EXPERIENCE TCH219 Becky Beucher February 20th, 2020

6:45 AM -	Leave ISU Campus Meet at Bone Student Center Circle Drive by 6:30 AM
7:45 – 8:20 AM	Dr. Coleman Discussion Peoria High School 1615 N. North St., Peoria Annette Coleman, Principal
8:25 AM – 11:20 AM	Peoria High School <ul style="list-style-type: none">o 2nd Hour – 8:25 AM – 9:40 AM (Observations)o 3rd Hour – 9:45 AM – 10:30 AM (Observations)o 4th Hour – 10:35 AM – 11:20 AM (Jenny Parker Class) Peoria High School 1615 N. North St., Peoria Annette Coleman, Principal
11:30 AM – 1:00 PM	Peoria Public Schools Administration Building – Room PLC1 3202 N. Wisconsin Ave., Peoria Lunch/Discussion regarding Peoria Public Schools (PPS) and the Peoria Teacher Education Pipeline (PTEP) Tentative participants: Dr. Sharon Kherat, Superintendent Dr. Alexander Ikejiaku, Associate Superintendent for HR Cliff Cobert, Associate Director, PTEP
1:15 PM – 2:15	Black Business Alliance Denise Moore Founder/CEO of Black Business Alliance Peoria Chapter Peoria - 1 st District Council Member 2139 SW Adams St, Peoria, IL, 61602
2:30 PM – 3:45 PM	Teacher Panel/Discussion Peoria High School
3:50 PM	Depart for Campus
4:40 PM	Arrive ISU (Bone Student Center Circle Drive)

RESOURCES

Peoria Public Schools	https://peoriapublicschools.org
Peoria High School	https://peoriapublicschools.org/phs
Dream Center Peoria	https://www.dreamcenterpeoria.org/
Luthy Botanical Garden	https://peoriaparks.org/places/luthy/
National Center for Urban Education/ Peoria Teacher Education Pipeline	https://ncue.illinoisstate.edu/
Cliff Cobert	ccobert@ilstu.edu 309/370-5974

PEORIA TEACHER

EDUCATION PIPELINE

ILLINOIS STATE UNIVERSITY

PEORIA HIGH SCHOOL CAMPUS VISIT MARCH 18, 2020

7:30 AM	Depart Peoria High School
8:20 AM	Arrive ISU Bone Student Center (Circle Drive) 200 N. University St. Normal, IL
8:30 AM – 9:15 AM	Admissions Presentation Branden Delk Atrium, Bone Student Center
9:30 AM – 10:30 AM	Math Literacy Project Laura McGinnes, PHS Math Teacher Dr. Saad El-Zanati, ISU Distinguished Professor, Mathematics Jenny Parker, PHS English Teacher Dr. Becky Beucher, ISU Asst. Professor, Teaching & Learning Milner Library, FLR6SW
10:30 AM	Break and Transition
11:00 AM – 11:30 AM	Class Visit: Shadow ISU TCH219 student OR ISU Professor Saad El-Zanati's Math Class Stevenson Hall #401 [PHS students interested in Teaching, will meet with Kelli Apple, Director of Enrollment and Transition Services]
11:30 AM – 12:15 PM	Lunch Watterson Dining Center
12:15 PM	Meet in Watterson Dining Center lobby
12:20 PM	Board Bus
12:30 PM	Depart ISU
1:20 PM	Arrive Peoria High School

DRESS FOR THE WEATHER



and wear comfortable shoes. You will be walking around campus!

PEORIA TEACHER

EDUCATION PIPELINE

ILLINOIS STATE UNIVERSITY

PEORIA VIRTUAL CDG IMMERSION EXPERIENCE

May 21, 2020

1:00 pm – 1:50 pm	Welcome Overview of Peoria Public Schools (PPS) Tentative participants: Dr. Sharon Kherat, Superintendent sharon.kherat@psd150.org Dr. Alexander Ikejiaku, Associate Superintendent for Human Resources alexander.ikejiaku@psd150.org Dr. Sandra Wilson, Assistant Superintendent of Curriculum & Instruction Sandra.wilson@psd150.org
2:00 pm – 2:40 pm	PPS Building Administrator and Teachers Tentative Participants: Tom Blumer, Principal, Lincoln K-8 School Teachers TBD
2:45 pm – 3:15 pm	Dream Center Peoria Virtual Tour Tentative Participants: Michelle Luther michelle.luther@dreamcenterpeoria.org Robbie Criss robbie.criss@dreamcenterpeoria.org JoJo Winters michael.wintersjr@dreamcenterpeoria.org

RESOURCES

Peoria Public Schools	https://peoriapublicschools.org
Lincoln K-8 School	https://www.peoriapublicschools.org/Domain/1358
Dream Center Peoria	https://www.dreamcenterpeoria.org
National Center for Urban Education/ Peoria Teacher Education Pipeline	https://ncue.illinoisstate.edu/
Cliff Cobert	ccobert@ilstu.edu OR 309/370-5974
Billy Mosburg	wamosbu@ilstu.edu OR 309/678-6478