

Eastern Illinois University
Department of Early Childhood, Elementary and Middle Level Education
ELE 5650: Language Arts in the Elementary and Middle School

Credit Hours: 3 semester hours
Prerequisites: Eight semester hours in education and psychology
Professor: [Kiran Padmaraju, Ph.D.](#) Office Hours: **MW: 2:00 – 4:00 pm**
Office: **1322 Buzzard Hall** **T: 4:00 – 6:00 pm**
(Inside the Reading Center) Email: kpadmaraju@eiu.edu
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Class Meeting: **7:00 pm - 9:30 pm on Tuesday** Location: **BUZZ 1302**
Fall 2012 – Aug. 20th – Dec. 11th

Unit Theme: EDUCATOR AS CREATOR OF EFFECTIVE EDUCATIONAL ENVIRONMENTS: INTEGRATING STUDENTS, SUBJECTS, STRATEGIES, SOCIETIES AND TECHNOLOGIES

Graduate Mission Statement:

The Graduate Program in Elementary Education advances scholarly preparation by providing quality teaching and promoting excellence in research/creative activity in order for graduate students to exemplify best teaching practices for children from birth through age fourteen. The graduate curriculum encompasses comprehensive content knowledge and promotes the use of critical thinking and problem solving to cultivate teacher-researchers who are empowered to serve as leaders in the profession. Faculty members challenge students to bridge the gap between theory and practice as they develop the skills required for ethical and effective collaboration and communication within the local school community and a culturally diverse, technologically advanced global environment.

Outcomes for all Graduate Students at Eastern Illinois University:

Graduate students will:

1. Possess a depth of content knowledge including effective technology skills and ethical behaviors;
2. Engage in critical thinking and problem solving;
3. Exhibit effective oral and written communication skills;
4. Engage in advanced scholarship through research and/or creative activity;
5. Demonstrate an ability to work with diverse clientele, recognizing individual differences; and
6. Collaborate and create positive relations within the school, community, and profession in which they work.

Course Description: A critical analysis of language arts instruction with emphasis on the organization of the program, content, materials, and procedures (3-0-3).

Purpose of the Course: This course will provide knowledge and skills which will help teachers to understand the language development of children and how to help elementary pupils attain skill and confidence in listening, speaking, reading, writing and thinking so that they may be effective in using 21st century literacy skills in communicating thoughts and ideas.

Teaching Models:

Information-Processing Models

Information-processing models emphasize ways of enhancing the human being's innate drive to make sense of the world by acquiring and organizing data, sensing problems and generating solutions to them, and developing concepts and language for conveying them. (pp. 25-28)

Social Models: Building the Learning Community

When we work together, we generate a collective energy that we call *synergy*. The social models of teaching are constructed to take advantage of this phenomenon by building learning communities. Essentially, "classroom management" is a matter of developing cooperative relationships in the classroom. The development of positive school cultures is a process of developing integrative and productive ways of interacting and norms that support vigorous learning activity. (p. 28-30)

Joyce, B., Weil, M., & Calhoun, E. (2009). *Models of teaching* (8th ed.). Boston: Pearson.

International Society for Technology in Education (ISTE)
Standards for Students (2007)

Performance Outcomes:

- The competent language arts teacher knows a wide range of strategies to assist students in developing effective spoken (listening/ speaking), written (reading/writing), and visual (viewing/visually representing) language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).
- The competent language arts teacher knows a wide range of strategies that can be used to comprehend, interpret, evaluate and appreciate texts.
- The competent language arts teacher stays current with developments in the field by reading professional journals.
- The competent language arts teacher conducts research on issues and interests by generating questions and posing problems. He/she collects, evaluates and synthesizes data from a variety of credible sources.
- The competent language arts teacher uses a variety of technological and informational resources (e.g., libraries, databases, computer networks) to gather and synthesize information and communicate knowledge.
- The competent language arts teacher applies effective techniques to assist students whose first language is not English to make use of their first language to develop competency in the English language arts and to develop an understanding of content across the curriculum.
- The competent language arts teacher reflects on teaching practices and conducts self-evaluation.

Textbook:

Pappas, C. C., Kiefer, B. Z., & Levstik, L. S. (2006). *An integrated language perspective in the elementary school:*

An action approach (4th ed.). Boston: Pearson.

Additional supplemental readings will be made available during the semester.

Supplemental Materials: Class Packet

Course (Core) Requirements	Demonstrated Competencies	Standards
Examination/Test	<p>The graduate student will demonstrate his/her knowledge of the language arts by appropriately responding to test items that require the application of course information.</p> <p><u>Knowledge Indicators:</u></p> <p>The competent language arts teacher knows a wide range of strategies to assist students in developing effective spoken (listening/ speaking), written (reading/writing), and visual (viewing/visually representing) language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).</p> <p>The competent language arts teacher knows a wide range of print and nonprint texts (i.e., fiction, nonfiction, classic and contemporary works).</p> <p>The competent language arts teacher knows a wide range of quality literature from many periods in many genres.</p> <p>The competent language arts teacher</p>	<p>1.a. depth of content knowledge in the discipline</p> <p>2.a. critical thinking and problem solving</p> <p>3.b. effective written communication skills</p> <p>4.a. an understanding of the role of research in the discipline</p> <p>5.a. an understanding of individual differences in clientele</p> <p>5.c. a respect for individual differences through the use of rich and varied approaches</p>

	<p>knows a wide range of strategies that can be used to comprehend, interpret, evaluate and appreciate texts.</p> <p>The competent language arts teacher knows how to adjust spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.</p> <p>The competent language arts teacher has an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.</p> <p>The competent teacher knows exemplary programs and practices in language arts instruction.</p>	
Journal Article Reviews	<p>The student will read articles taken from professional language arts/reading journals and compose written reviews that relate to language arts instruction.</p> <p><u>Performance Indicators:</u> The competent language arts teacher stays current with developments in the field by reading professional journals.</p>	<p>1.a. depth of content knowledge in the discipline</p> <p>1.b. effective use of technology as appropriate</p> <p>2.a. critical thinking and problem solving</p> <p>3.b. effective written communication skills</p> <p>4.a. an understanding of the role of research in the discipline</p> <p>5.f. an ability to engage in reflective practice</p>
Literature Review	<p><u>Performance Indicators:</u> The competent language arts teacher conducts research on issues and interests by generating questions and posing problems. He/she collects, evaluates and synthesizes data from a variety of credible sources.</p> <p>The competent language arts teacher uses a variety of technological and informational resources (e.g., libraries, databases, computer networks) to gather and synthesize information and communicate knowledge.</p> <p>The competent language arts teacher knows how to adjust spoken, written, and visual language (e.g.,</p>	<p>1.a. depth of content knowledge in the discipline</p> <p>1.b. effective use of technology as appropriate</p> <p>1.c. the ability to apply content knowledge to practice</p> <p>1.d. an understanding and respect for professional ethics in the discipline</p> <p>2.a. critical thinking and problem solving</p> <p>3.b. effective written communication skills</p>

	<p>conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.</p>	<p>4.a. an understanding of the role of research in the discipline</p> <p>4.b. the ability to conduct research and apply it to practice</p> <p>5.f. an ability to engage in reflective practice</p>
<p>Theory into Practice</p> <p style="text-align: center;">- OR -</p> <p style="text-align: center;">(See below)</p>	<p><u>Knowledge Indicators:</u></p> <p>The competent language arts teacher knows a wide range of strategies to assist students in developing effective spoken (listening/ speaking), written (reading/writing), and visual (viewing/visually representing) language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).</p> <p><u>Performance Indicators:</u></p> <p>The competent language arts teacher conducts research on issues and interests by generating questions and posing problems. He/she collects, evaluates and synthesizes data from a variety of credible sources.</p> <p>The competent language arts teacher uses a variety of technological and informational resources (e.g., libraries, databases, computer networks) to gather and synthesize information and communicate knowledge.</p> <p>The competent language arts teacher employs a wide range of strategies to assist students in developing effective spoken (listening/ speaking), written (reading/ writing), and visual (viewing/visually representing) language.</p> <p>The competent language arts teacher applies knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre in order to create and discuss print and nonprint texts.</p> <p>The competent language arts teacher applies effective techniques to assist students whose first language is not English to make use of their first language to develop competency in the English language arts and to develop an understanding of content</p>	<p>1.a. depth of content knowledge in the discipline</p> <p>1.b. effective use of technology as appropriate</p> <p>1.c. the ability to apply content knowledge to practice</p> <p>1.d. an understanding and respect for professional ethics in the discipline</p> <p>2.a. critical thinking and problem solving</p> <p>2.b. the ability to effectively evaluate situations and identify an appropriate course of action</p> <p>3.a. effective oral communication skills</p> <p>3.b. effective written communication skills</p> <p>4.b. the ability to conduct research and apply it to practice</p> <p>5.a. an understanding of individual differences in clientele</p> <p>5.b. a respect for all clientele by fostering a supportive and encouraging atmosphere in their workplace</p> <p>5.c. a respect for individual differences through the use of rich and varied approaches</p> <p>5.d. an ability to provide evidence of differentiation of curricula</p> <p>5.e. an ability to provide evidence of inquiry based instruction</p> <p>6.a. the ability to collaborate with other professionals to promote the success of their clientele</p> <p>6.b. the ability to effectively work</p>

	<p>across the curriculum.</p> <p>The competent language arts teacher uses technology to support classroom instruction.</p>	<p>with the community to promote the success of their clientele</p>
<p>Thematic Unit*</p> <p>*The thematic unit is an option provided for graduate students who do not currently have access to a classroom in which to implement the "Theory into Practice" project.</p>	<p><u>Knowledge Indicators:</u></p> <p>The competent language arts teacher knows a wide range of strategies to assist students in developing effective spoken (listening/ speaking), written (reading/writing), and visual (viewing/visually representing) language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).</p> <p>The competent language arts teacher knows a wide range of quality literature from many periods in many genres.</p> <p>The competent language arts teacher knows a wide range of strategies that can be used to comprehend, interpret, evaluate and appreciate texts.</p> <p>The competent language arts teacher knows how to adjust spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.</p> <p><u>Performance Indicators:</u></p> <p>The competent language arts teacher employs a wide range of strategies to assist students in developing effective spoken (listening/ speaking), written (reading/ writing), and visual (viewing/visually representing) language.</p> <p>The competent language arts teacher applies knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre in order to create and discuss print and nonprint texts.</p>	<p>1.a. depth of content knowledge in the discipline</p> <p>1.b. effective use of technology as appropriate</p> <p>1.c. the ability to apply content knowledge to practice</p> <p>1.d. an understanding and respect for professional ethics in the discipline</p> <p>2.a. critical thinking and problem solving</p> <p>2.b. the ability to effectively evaluate situations and identify an appropriate course of action</p> <p>3.a. effective oral communication skills</p> <p>3.b. effective written communication skills</p> <p>4.b. the ability to conduct research and apply it to practice</p> <p>5.a. an understanding of individual differences in clientele</p> <p>5.b. a respect for all clientele by fostering a supportive and encouraging atmosphere in their workplace</p> <p>5.c. a respect for individual differences through the use of rich and varied approaches</p> <p>5.d. an ability to provide evidence of differentiation of curricula</p> <p>5.e. an ability to provide evidence of inquiry based instruction</p>
	<p>The competent language arts teacher applies effective techniques to assist students whose first language is not English to make use of their first language to develop competency in the English language arts and to develop an understanding of content</p>	<p>6.a. the ability to collaborate with other professionals to promote the success of their clientele</p> <p>6.b. the ability to effectively work with the community to promote the success of their clientele</p>

	<p>across the curriculum.</p> <p>The competent language arts teacher uses technology to support classroom instruction.</p>	
<p>Sharesop Presentations</p>	<p><u>Knowledge Indicators:</u></p> <p>The competent language arts teacher knows a wide range of strategies to assist students in developing effective spoken (listening/ speaking), written (reading/writing), and visual (viewing/visually representing) language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).</p> <p>The competent language arts teacher knows a wide range of quality literature from many periods in many genres.</p> <p>The competent language arts teacher knows a wide range of strategies that can be used to comprehend, interpret, evaluate and appreciate texts.</p> <p>The competent language arts teacher knows how to adjust spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.</p> <p><u>Performance Indicators:</u></p> <p>The competent language arts teacher employs a wide range of strategies to assist students in developing effective spoken (listening/ speaking), written (reading/ writing), and visual (viewing/visually representing) language.</p> <p>The competent language arts teacher applies knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre in order to create and discuss print and nonprint texts.</p> <p>The competent language arts teacher applies effective techniques to assist students whose first language is not English to make use of their first language to develop competency in the English language arts and to</p>	<p>1.a. depth of content knowledge in the discipline</p> <p>1.b. effective use of technology as appropriate</p> <p>1.c. the ability to apply content knowledge to practice</p> <p>2.a. critical thinking and problem solving</p> <p>2.b. the ability to effectively evaluate situations and identify an appropriate course of action</p> <p>3.a.. effective oral communication skills</p> <p>3.b. effective written communication skills</p> <p>5.a. an understanding of individual differences in clientele</p> <p>5.b. a respect for all clientele by fostering a supportive and encouraging atmosphere in their workplace</p> <p>5.c. a respect for individual differences through the use of rich and varied approaches</p> <p>5.d. an ability to provide evidence of differentiation of curricula</p> <p>5.e. an ability to provide evidence of inquiry based instruction</p> <p>5.f. an ability to engage in reflective practice</p> <p>6.a. the ability to collaborate with other professionals to promote the success of their clientele</p> <p>6.b. the ability to effectively work with the community to promote the success of their clientele</p>

	<p>develop an understanding of content across the curriculum.</p> <p>The competent language arts teacher uses technology to support classroom instruction.</p>	
Class Participation	<p>The student will exhibit effective communication skills, conduct him/herself in a professional manner and engage in positive peer interactions that contribute to a supportive and encouraging learning environment.</p> <p><u>Performance Indicators:</u> The competent language arts teacher reflects on teaching practices and conducts self-evaluation.</p>	<p>1.d. an understanding and respect for professional ethics in the discipline</p> <p>1.e. a respect for the professional environment through their honesty, integrity and professionalism</p> <p>2.a. critical thinking and problem solving</p> <p>3.a. effective oral communication skills</p> <p>3.b. effective written communication skills</p> <p>3.c. effective, fair and honest communication considering not only the message but also the audience</p> <p>5.f. an ability to engage in reflective practice</p>

Although graduate courses may have common assignments (e.g., critiques of journal articles, literature reviews, or research papers), the overall goal of the program in elementary education is to provide a “spiral curriculum”. The class assignments submitted by a graduate student must provide evidence of growth and advancement by building upon prior coursework, but not duplicating previous projects, experiences, or materials.

Course (Core) Requirements	Brief Description	Point Values (Approximate Weight)	Due Date
Examination/Test	A minimum of one test consisting of multiple item types (e.g., multiple choice, true/false, short answer, essay) will be administered to assess student understanding of course content. The tests treat reading assignments, class activities, lecture content and audio-visuals materials used.	45 points (15%)	Scheduled Final Exam Tuesday, Dec. 11th 7:30 – 9:30 pm
Journal Article Reviews (i.e., a minimum of two article reviews)	The articles must have been published in a professional language arts/reading journal (e.g., Language Arts, The Reading Teacher, Journal of Adolescent and Adult Literacy or	2 X 15 = 30 points (10%)	Journal Article 1 due on August 28th Journal Article 2 due on September 11th

	<p>the Illinois Reading Council Journal) and the topic should relate to the course content. The typed review is to include a content summary, its application to ELE 5650 course content, a critical evaluation of the article and appropriate bibliographic information presented according to the guidelines in the APA Style Manual.</p> <p>NOTE: The topics selected should extend the student's breadth of content knowledge and target areas of the language arts beyond that addressed in the literature review.</p>		
Literature Review	<p>Students will read, analyze and summarize eight articles on a focused topic relevant to the language arts course content. Research of the selected topic will be appropriately related to the student's Theory into Practice project (or thematic unit) and provide a solid foundation for translating theory into practical classroom application.</p>	60 points (20%)	<p>Complete Draft Due – October 9th</p> <p>Peer Review in Writing Groups - October 9th</p> <p>Revisions and Editing completed and final paper due on October 16th</p>

<p>Theory into Practice</p> <p style="text-align: center;">- OR -</p>	<p>After completing the literature review, the student will translate theory into practice by designing and implementing a practical classroom application of the information.</p> <p>The graduate student will...</p> <ul style="list-style-type: none"> • provide a description of the project to be implemented (i.e., detailed project summary, sample materials, time frame & logistics); • include a statement of the goals for the project (i.e., including the Illinois Learning Standards being addressed); • assess the impact of the project (i.e., summarize and analyze the results obtained); • engage in reflection (i.e., function as a reflective practitioner by maintaining a journal regarding the experience). 	<p>60 points (30%)</p>	<p>Completed Paper Due electronically on November 13th</p> <p>Presentations begin on November 27th</p>
<p>Thematic Unit*</p> <p>*The thematic unit is an option provided for graduate students who do not currently have access to a classroom in which to implement the "Theory into Practice" project.</p>	<p>The student will develop either a literature unit (e.g., based upon James and the Giant Peach) or a content area unit (e.g., a science unit on insects) that is cross-curricular in nature.</p> <p>The thematic unit will include:</p> <ul style="list-style-type: none"> • major goals/objectives; • an introductory activity; • a minimum of ten activities/lessons/projects (i.e., that include the Illinois Learning Standards addressed, materials required and a description of the activity/lesson/project); • a culminating activity; • method(s) of evaluation/assessment; and • resources/materials. <p>NOTE: The unit should be designed to address the six language arts while integrating content from the various</p>		

	disciplines (i.e., math, science, social studies, arts, music, etc.).		
Shareshop Presentations (i.e., two presentations)	<p>The student will prepare two oral presentations or “shareshops”. Although both presentations must incorporate children’s/young adolescent literature, the first will highlight listening and speaking (i.e., an Oral Language Shareshop) and the second will address the writing process (i.e., a Writing Shareshop).</p> <p>The graduate student will...</p> <ul style="list-style-type: none"> • describe and/or demonstrate the language arts project or activity developed; • identify the Illinois Learning Standards being targeted and explain how they will be addressed; • share the related children’s/young adolescent literature with the class; • provide samples of student work; and • distribute a summary of the project/activity to the class members. 	2 X 15 = 30 points (10%)	<p>Listening and Speaking Shareshops begin on September 5th (not more than 5 per day)</p> <p>Other dates for these shareshops – September 11th and 25th</p> <p>Writing Shareshops begin on October 2nd</p> <p>Other dates for these shareshops – October 9th and 23rd</p>
Writing Process project	The Graduate students will complete a creative writing project using the different stages of the writing process and in groups, design a writing unit for implementation in the classroom.	60 points (20%)	<p>Writing project – Part 1 Due on October 2nd Part 2 – Group Activity – To be completed on September 25th</p>
Chapter Presentations	Present assigned chapter from the textbook in a meaningful and creative presentation (25-30 minutes). Highlight key important points students will need to know from the chapter and provide a study guide (not more than 2 pages double-spaced) either self-made or made by the students during the class presentation. These study guides will be used for the final exam.	30 points (10%)	<p>August 28th – Chapters 1 and 2</p> <p>September 11th – Chapters 3 and 5</p> <p>October 2nd – Chapters 6 and 7</p> <p>October 9th – Chapters 8 and 9</p> <p>October 23rd – Chapter 10</p>
Class Participation	Class attendance and participation are expected in the course. The student will be present during class meetings, contribute to discussions, actively	15 points (5%)	5 Points will be deducted for each class absence after one excused absence.

	engage in projects/activities, and support his/her peers in the learning process.		
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Late Assignments: Late papers will be accepted, but will result in a point deduction which reflects the tardiness of the assignment. (One point will be deducted for each day for which the paper is late.)

All assignments must be submitted by the last day of class for the semester (i.e., prior to the beginning of finals week).

Evaluation: Evaluation of student progress will be on the basis of the written examination, course assignments and class contributions. The following grading scale will be employed.

Grading Scale

A	93 – 100 %
B	85 – 92 %
C	77 – 84 %
D	69 – 76 %
F	below 69%

The Department of EC/ELE/MLE is committed to the learning process and academic integrity as defined within the Student Conduct Code Standard I. “Eastern students observe the highest principles of academic integrity and support a campus environment conducive to scholarship.” Students are expected to develop original and authentic work for assignments submitted in this course. “Conduct in subversion of academic standards, such as cheating on examinations, plagiarism, collusion, misrepresentation or falsification of data” or “submitting work previously presented in another course unless specifically permitted by the instructor” are considered violations of this standard.

Special Accommodations: If you have a documented disability and wish to receive academic accommodations or services, please contact Julie or Kathy in the Office of Disability Services at 581-6583. If you need to know where the areas of rescue assistance are located in case the building must be evacuated, please notify the instructor.

COURSE OUTLINE

1. The Theory of the Integrated Language Perspective.

- How Do Children Learn Spoken Language?
- Spoken Communication.
- Written Communication.
- It’s a Multimodal World: The Communication Landscape.
- Schemas: Our Mental Representations of Knowledge.

2. Children and Teachers in an Integrated Language Classroom.

- Characteristics of Children and Teachers.
- Teachers Use a Collaborative Style of Teaching.
- Sharing Power in Collaboration: Developing Alternative, Non-IRE Classroom Discourse Patterns.
- The Culture of the Classroom.

3. Planning Thematic Units.

- Choosing a Theme.
- Selecting Resources.
- Planning Activities.
- Organizing the Classroom for Complex Instruction.
- Implementing the Unit.

4. Prototypes for Integrated Language Classrooms.

- Starting a Thematic Unit.
- Prototype 1: Full-Day Kindergarten–WONDERING.
- Prototype 2: First Grade–SOUNDS ALL AROUND.
- Prototype 3: Second/Third Grade–JOURNEYS.
- Prototype 4: Third Grade–CREATING COMMUNITIES.
- Prototype 5: Fourth Grade–CYCLES.

- Prototype 6: Fifth Grade—EXPLORING OUR ROOTS.
- Prototype 7: Sixth Grade—DIGGING UP THE PAST.
- Prototype 8: Seventh Grade—LANDSCAPES.
- Prototype 9: Eighth Grade—PERSPECTIVES.

5. More Ideas to Integrate the Curriculum.

- Social Studies.
- Science.
- Mathematics.
- Art and Music.

6. Learning about Written Language.

- Registers of Written Language.
- The Organization of Written Genres.
- A General Model of Written Genres.
- The Ideology of Texts/Genres: Examining the “Element” of Description in Different Genres.
- The Reading and Writing Processes.
- The Nature of Visual Images.
- The Reader/Viewer—Writer/Illustrator Contract Reconsidered.

7. More How-To: Action Approaches in Integrated Language Classrooms.

- Reflective, Disciplined Inquiry.*
- Organizing/Monitoring Student-Directed Inquiry* Projects.
- Collaborative/Cooperative Groups.*
- Primary Sources.*
- Jackdaws.*
- Observation and Inference.*
- Graphic Organizers.*
- Literacy Activities and Experiences.
- Writing Activities and Experiences.
- Developing a Repertoire of Literacy Strategies.
- Extending Literacy Strategies.

8. Learning Kid-Watching Procedures and Techniques.

- Literacy Assessments.
- Modified Miscue Analysis (MMA).
- Writing.
- Kid-Watching Procedures for Emergent Learners.
- Retelling Assessment.
- General Observation Schemes.

9. Evaluation and Accountability.

- Major Methods of Evaluation.
- Managing Authentic, Performance-Based Assessment.
- Learning Portfolios.

10. Developing an Antiracist, Multicultural Community.

- Redesign the Physical Environment.
- Confront the Basics.
- Look to the Content Areas.
- Implement and Share Your Own Teacher Research.
- Invite Parents to Participate.
- Work with Administrators.
- Invite the Community in and Take Children into the Community.
- Find a Friend.
- Get Involved!
- Become Associated with a University or College.
- Incorporate Evaluation and Assessment Strategies.
- Become Politically Savvy.

11. Guidelines for Teacher Inquiry.

- Teacher Inquiry as Cycles of Action Research.
- Raising Questions about Teaching—Learning.
- The Role of Research Journals in Teacher Inquiry.
- Strategies for Analyzing Your Journal Entries and Other Data.
- Tips for “Publishing” Teacher Inquiry.

REFERENCES

* Denotes Unit Conceptual Framework References

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- The Language Arts
- The Reading Teacher
- Journal of Educational Research
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- Childhood Education
- Teaching Exceptional Children
- Reading Research Quarterly
- Educational Leadership
- The Elementary School Journal
- Journal of Second Language Writing

- Review of Educational Research

Professional Organization Websites:

- International Reading Association: <http://www.reading.org>
- National Council of Teachers of English: <http://www.ncte.org>
- Association of Supervision and Curriculum Development: <http://www.ascd.org>