

13. Prerequisite(s): None

a. Can prerequisite be taken concurrently? ☐ Yes ☒ No

b. Minimum grade required for the prerequisite course(s)?

c. Use Banner coding to enforce prerequisite course(s)? ☒ Yes ☐ No

d. Who may waive prerequisite(s)?

☐ No one ☒ Chair ☐ Instructor ☐ Advisor ☐ Other (specify)

14. Co-requisite(s): N/A

15. Enrollment restrictions

a. Degrees, colleges, majors, levels, classes which may take the course: MAT

b. Degrees, colleges, majors, levels, classes which may not take the course: all others

16. Repeat status: ☒ May not be repeated ☐ May be repeated once with credit

17. Enter the limit, if any, on hours which may be applied to a major or minor: 3

18. Grading methods: ☒ Standard ☐ CR/NC ☐ Audit ☐ ABC/NC

19. Special grading provisions:

☐ Grade for course will not count in a student's grade point average.

☐ Grade for course will not count in hours toward graduation.

☐ Grade for course will be removed from GPA if student already has credit for or is registered in:

☐ Credit hours for course will be removed from student's hours toward graduation if student already has credit for or is registered in: _____

20. Additional costs to students:

Supplemental Materials or Software _____

Course Fee ☒ No ☐ Yes, Explain if yes _____

21. Community college transfer:

☐ A community college course may be judged equivalent.

☒ A community college may not be judged equivalent.

Note: Upper division credit (3000+) will not be granted for a community college course, even if the content is judged to be equivalent.

Rationale, Justifications, and Assurances (Part I)

1. X Course is required for the major(s) of MAT

____ Course is required for the minor(s) of _____

____ Course is required for the certificate program(s) of _____

____ Course is used as an elective
2. **Rationale for proposal :** The Masters of Art in Teaching (MAT) program will prepare graduate students to complete the requirements for teacher licensure. This pedagogical based methodology course will address literacy within content areas, the selection and use of assessment as a teaching tool and teaching strategies supporting differentiated instruction. In response to the revised (2010) Illinois Professional Teaching Standards, this course has been designed to provide students with a deeper understanding of literacy and reading instruction in the content areas at the high school level. This course will also provide fieldwork experiences in literacy, assessment, and differentiation strategies in the semester preceding student teaching in order to prepare students for the edTPA student teaching assessment.
3. **Justifications for (answer N/A if not applicable)**

Similarity to other courses: N/A

Prerequisites: N/A

Co-requisites: N/A

Enrollment restrictions: This course is specific to MAT majors

Writing active, intensive, centered: N/A

Capstone as Senior Seminar: N/A
4. **General education assurances (answer N/A if not applicable)**

General education component: N/A

Curriculum: N/A

Instruction: N/A

Assessment: N/A
5. **Online/Hybrid delivery justification & assurances (answer N/A if not applicable)**

Online or hybrid delivery justification: This course must be flexible in delivery mode so that it can be used for the Masters of Art in Teaching (MAT) students, i.e. post-baccalaureate student who may simultaneously be teaching in a classroom. A requirement of the MAT program is a full-year classroom practicum/student teaching experience.

Instruction: Instruction will be direct for some lectures, no matter what format is used for the course. Investigations in to research, videos to observe model teaching, and other online essential resources will be used for the course. All instructors of online or hybrid sections must submit proof of having completed the Online Course Development Institute (OCDI), Illinois Online Network's "Master Online Teacher" certificate or other documented and equivalent training activity before teaching the courses/sections for the first time.

Integrity: Students will be held to the same standards and expectations regardless of delivery model used.

Interaction: Students will engage in discussions, collaboration and peer feedback through delivery models available.

Model Syllabus (Part II)

Please include the following information:

1. Course number and title
SED5430 Literacy, Assessment and Differentiation in Secondary Schools
2. Catalog description
A course designed for all secondary pre-service teachers. Teaching strategies and materials for recognizing needs and teaching academic language development and the use of contextual communication skills to receive and share knowledge and skills will be addressed. Students learn to develop and use diagnostic, formative and summative content specific literacy based assessments as a teaching tool to support differentiated instruction.
3. Learning objectives.
 - a. Students will demonstrate foundational knowledge of reading, writing, speaking and listening skills needed within the content area.
 - b. Students will develop and employ appropriate diagnostic, formative, and summative assessments to determine student needs, monitor student progress, measure student growth and evaluate student outcomes.
 - c. Students will assess and address student reading, writing speaking and listening needs to facilitate acquisition and use of content knowledge and skills.
 - d. Students will plan and design instruction based on content area knowledge, diverse student characteristics, student performance data, curriculum goals and community context.
 - e. Students will plan for ongoing student growth and achievement.
 - f. Students will make data-driven decisions about curricular and instructional effectiveness and differentiate practices to meet the needs of each student.
4. Course materials.
Fisher, D., Brozo, W.G., Frey, N., & Ivey, G. (2015) *50 instructional routines to develop content literacy*. 3rd ed. Pearson.

Fisher, D. & Frey, N. (2016) *Improving adolescent literacy: content area strategies at work*. 4th ed. Pearson

5. Weekly outline of content.
 - Week One: Literacy and Fluency in Content Area Instruction
 - Week Two: Language Demands
 - Week Three: Strategies to assess and support academic language development.
 - Week Four: Materials to support academic language development.
 - Week Five: Planning Instruction
 - Week Six: Designing and creating evidence of student understanding through diagnostic assessments.
 - Week Seven: Knowledge of Students to Plan Instruction
 - Week Eight: Differentiation and literacy development with adolescent learners.
 - Week Nine: Designing and creating evidence of student understanding through formative assessments.
 - Week Ten: Creating evidence and analyzing assessment data to support teaching and learning.
 - Week Eleven: Engaging learners to deepen student connections to content through instructional materials.
 - Week Twelve: Deepening student understanding and providing opportunities to practice using academic language.
 - Week Thirteen: (continued) Deepening student understanding and providing opportunities to practice using academic language.
 - Week Fourteen: Choose and effectively using feedback as individualized instruction
 - Week Fifteen: From theory to practice: looking at literacy, assessment in the classroom while drawing on research and best practices.
 - Week Sixteen: Final Project
6. Assignments and evaluation, including weights for final course grade.
 - 40% Instructional strategies development / Student and Teacher focused literacy reflections
 - 20% Professional Reflections
 - 20% Discussions and Responses
 - 10% Collaborative Tasks
 - 10% Final Project
7. Grading scale.
 - A 100% - 90%; B 89% - 80%; C 79% - 70%; D 69% - 60%

8. Correlation of learning objectives to assignments and evaluation.

| Objective | 40% Instructional strategies development / Student and Teacher focused literacy reflections | 20% Professional Reflections | 20% Discussions and Responses | 10% Collaborative Tasks | 10% Final Project |
|--|---|------------------------------|-------------------------------|-------------------------|-------------------|
| a. Students will demonstrate foundational knowledge of reading, writing, speaking and listening skills needed within the content area. (GSLG 1,2,3,4, and 5) | X | X | X | X | X |
| b. Students will develop and employ appropriate diagnostic, formative, and summative assessments to determine student needs, monitor student progress, measure student growth and evaluate student outcomes. | X | X | X | | X |
| c. Students will assess and address student reading, writing speaking and listening needs to facilitate acquisition and use of content knowledge and skills. | X | | X | X | X |
| d. Students will plan and design instruction based on content area knowledge, diverse student characteristics, student performance data, curriculum goals and community context. | X | X | | X | X |
| e. Students will plan for ongoing student growth and achievement. | X | X | X | | X |
| f. Students will make data-driven decisions about curricular and instructional effectiveness and differentiate practices to meet the needs of each student. | X | X | X | | |

Date approved by the department or school: November 17, 2021

Date approved by the college curriculum committee: January 24, 2022

Date approved by the Honors Council (*if this is an honors course*):

Date approved by CAA: CGS: