**IL 2218**

**Literacy Practicum with Adolescent Students**

**Summer Session 2**

**June 26-July 3, July 8-19, 2019**

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**Course Overview**

This course engages you in working with adolescent students to support their literacy development in vocabulary, fluency, and comprehension.

The setting for the course is a summer school program (Summer Dreamers Academy) in Pittsburgh Creative and Performing Arts School (CAPA). The Summer Dreamers program draws middle school students from across the city of Pittsburgh. The students are mostly African American, but in previous years we had students from Mexico and Japan who were English language learners. We also had Muslim students who had recently immigrated.

* **Prerequisites: IL 2203, IL 2211, and IL 2216 (or equivalent)**
* **Prerequisite or co-requisite: IL 2219 (or equivalent)**
* **Current clearances**

**Course Schedule**

**June 26-27 9:00-12:00**

* Meet at PITT in Posvar Hall room 4318

**June 28 9:00-11:00**

* Visit Pittsburgh Creative and Performing Arts (CAPA)

111 9th Street, Pittsburgh, PA 15222

**July 1-3 9:00-11:30**

* CAPA

**July 8-12 9:00-11:30**

* CAPA

**July 15-19 9:00-11:30**

* CAPA

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| **For the first meeting on June 26, 2019, you need to bring:**   * copies of your current clearances * syllabus for IL 2218 (this document) * copies of assigned articles and guide * Reading Response Log * Beck, McKeown, & Kucan vocabulary book | | |
| **NOTE: You should bring your laptop to each session at PITT because you will be working on preparing lessons.** | | |
| **Class meetings and topics** | **In-class activities** | **Assignment for *next* class meeting** |
| **June 26**   * Course Overview * Discussion of articles * Vocabulary instruction | * Course Overview * Syllabus * Discussion of key topics in assigned articles:   Culturally relevant pedagogy, English language learners, restorative practices   * Submit Reading Response Log * Work on daily vocabulary lessons | Begin reading and bring to class *Esperanza Rising* |
| **June 27**   * Discussions and related activities to support comprehension of novels * Poetry performances | * Discussion of features of fictional texts * Lessons for engaging students in reading and responding to the novel * Poetry for performances |  |
| **June 28**  We will visit CAPA to introduce ourselves to teachers and students and observe in the classroom.  Complete your first Teaching Log entry. | | |

**Required Texts**

**Books:**

* Beck, I. L., McKeown, M. G., & Kucan, L. (2013). *Bringing words to life: Robust vocabulary instruction* (2nd ed.). New York: Guilford Press.

**Articles and Guides:**

* Carrier, K. A. (November 2005). Key issues for teaching English language learners in academic classrooms. *Middle School Journal,* 4-9.
* Harper, C., & de Jong, E. (2004). Misconceptions about teaching English-language learners. *Journal of Adolescent and Adult Literacy, 48*(2), 152-162.
* Krasnoff, B. (March 2016). *Culturally responsive teaching: A guide to evidence-based practices for teaching all students equitably.* Region X Equity Assistance Center at Education Northwest. <http://educationnorthwest.org/sites/default/files/resources/culturally-responsive-teaching-508.pdf>
* Milner, H. R., Cunningham, H. B., Delale-O’Connor, L., & Kestenberg, E. G. (2019).

*“These kids are out of control”: Why we must reimagine “classroom management” for equity.* Thousand Oaks, CA: Corwin.

* Yoon, B. (2007). Offering or limiting opportunities: Teachers’ roles and approaches to English-language learners’ participation in literacy activities. *The Reading Teacher, 61*(3), 216-225.

**Major Course Assignments/Assessments**

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| --- | --- |
| **Assignment/Assessment** | **Your points/Total possible points** |
| **Reading Response Log**  *Your Response Log will be collected on June 26.* | 100 |
| **Teaching Log**  *Log entries for each week must be submitted electronically on Saturdays July 6, July 13,and July 20 by 8:00 PM.*  **(20 points per entry)** | 280 |
| **Designing and teaching vocabulary lessons/assessments** | 20 |
| TOTAL | 400 |

**Grading**

Grades will be assigned based on the following ranges:

**94-100% = A 90-93 = A- 87-89% = B+ 83-86%= B**

**80-82% = B- 74-79% = C 69-73% = D**

**Late assignment policy**: The pace of the class requires that you do not fall behind in assignments; thus, late assignments will not be accepted unless arrangements have been made with the course instructor **in advance of the due date.** If an extension is needed for assignments, this must be arranged before the due date and will be granted for only the most extenuating of circumstances.

**Note:** if you are granted an extension with an agreed-upon new due date and the assignment is not turned in by that date, there will be no credit given for the assignment.

**Revising assignments:** If your work on an assignment is graded below 80% you may revise and resubmit it one time. However, you should consult with the course instructor before doing so. **This consultation should be made within 2 days of receiving your returned assignment.** Resubmissions must be submitted **within 4 days** of receiving the graded assignment. The revision must be submitted stapled to the original submission. The highest grade you can receive on a resubmitted assignment is an 80%. This will replace your original grade.

**Assignments due on July 20 cannot be revised.**

**Teaching Log Assignment**

**Keep an electronic teaching log.**

Daily entries should address **all** of the following areas and questions. Use the headings to organize each entry.

**Part 1: VOCABULARY**

* **Describe** what you did today for vocabulary:
  + If you are teaching vocabulary, what was the plan and what role did you play?
* **Analyze and reflect** on your teaching (your peers’ teaching):
  + How did students respond to the vocabulary activities? (yours or your peers)
  + What worked well? Why do you think that happened?
  + What did not work well? Why do you think that happened?
  + What would you have done differently? Why?

**Part 2: DISCUSSION**

* **Describe** what you did today for discussion:
  + What were the **learning goals**?
  + What was the **discussion plan**?
* **Analyze and reflect** on your teaching (your peers’ teaching):
  + How did students respond to the discussion plan?
  + What worked well? Why do you think that happened?
  + What did not work well? Why do you think that happened?
  + What would you have done differently? Why?

**Part 3: POETRY**

* **Describe** what you did today for poetry:
  + How did you plan for the poetry lesson? What prompts/activities did you design?
* **Analyze and reflect** on your teaching (your peers’ teaching):
  + How did students respond to the plan?
  + What worked well? Why do you think that happened?
  + What did not work well? Why do you think that happened?
  + What would you have done differently? Why?

**Part 4: CONNECTIONS**

* **Connect your experience today with one of the readings about culturally relevant pedagogy, English language learners, or restorative practices.**

**FIRST ENTRY**

* Your first entry should capture your observations during our visit to CAPA on July 1.
* **Reflect on the instruction**: Observe and comment on the teacher’s routines and instructional approaches.
* **Reflect on the students:**  Observe the students. What are they like? How do they engage with the lessons? Are there any English language learners?
* **Reflect on the classroom climate:** How is the classroom set up? What resources are available for teachers and students?
* **Comment on your overall impression of the school and classroom.**

**LAST ENTRY**

Explain the top three take-aways or learning experiences that you have had as a result of your participation in this year’s Summer Dreamer’s Academy.

**Vocabulary Lesson Assignment**

You will be given a vocabulary chart for students that includes: word (part of speech) meaning, sample sentence, and room for students to compose their own sentences.

Your job is to:

1. Create a list of the vocabulary words on chart paper (Remember: do not capitalize the words)

***This chart will be posted in the classroom for your week of instruction.***

1. Design activities to engage students in using the words each day for 5 days

* Each activity should take no more than 10-15 minutes.
* On Day 1, introduce the words, have students pronounce them after you, and engage students in an activity (or more than one).
* On Days 2-5, chant the chart, engage students in an activity (or more than one).
* On Day 4, have students compose sentences and share.
* Across the 5 days, all words should be included in an activity 3 times. Thus, not all words need to be included in every activity.
* Select from the activities in the Menu of Instructional Activities included in the Beck, McKeown, and Kucan book. Or make up your own activities.
* Prepare a Speed Round for Wednesdays and Fridays.
  + Items must be in yes/no format.
* When appropriate, include answers or possible responses for activities.

**Chant the Chart Ideas**

Day 1, you say and explain each word.

Days 2-5: Have students lead the chanting.

* Ask: Which word means? OR I’m thinking of a word that means… What’s the word? OR If I were walking down the street and I saw a vast open space, which word might I use to describe it? (spacious)

**Game Ideas**

* HeadBands or Words taped on backs
* Flyswatter game
* BINGO
* Crossword puzzles
* Beach ball toss
* I say/ You say

**All lessons need to be submitted via e-mail by 8:00 PM on Saturday, July 6.**

**Indicate pages that need to be copied and I will do that and bring the copies to CAPA.**

**Policies**

**DRESS**

Although the practicum takes place in a camp setting, you need to dress appropriately when we are at the school site. Your professional appearance sends a message to students, parents, teachers, and school administration and personnel about the respect you have for students and for your position. Please do not wear jeans, shorts, revealing tops, or shirts with words or phrases that may be offensive or distracting to others.

**ATTENDANCE AND PARTICIPATION**

Because of the way this course is structured and the nature of the work you will be doing with students, **you cannot miss a class session**. Unexcused absences are not permitted. However, members of the reading faculty recognize that in some circumstances you must miss class because of illness or a family or other emergency.

If you must miss class, it is expected that you will communicate with the course instructor about your absence. Furthermore**, if you miss one class (even it is excused because of illness or family emergency), your grade will be reduced by one level and one level for each class beyond.** For example, if you miss two classes, the highest grade you could receive in the course would be within the C level.

In extreme circumstances that necessitate missing more than two classes, candidates may petition the reading faculty for emergency leave. Emergency leave is for unexpected and unavoidable critical situations and is reviewed on a case-by-case basis. To be granted emergency leave, a candidate will meet with the course instructor and one other member of the reading faculty to negotiate a plan for demonstrating their learning of the course material. Please note that in some cases, given the nature of the course, this will not be possible and candidates will be advised to withdraw from the course.

**ACADEMIC INTEGRITY**

Academic integrity is a key component of professionalism. It is expected that all candidates uphold the principles of academic integrity in their work during this course as specified on the University of Pittsburgh Office of the Provost. These guidelines are available for download at: **http://www.provost.pitt.edu/info/acguidelinespdf.pdf.**

Candidates who do not follow these guidelines may be subject to disciplinary action.

**GRIEVANCE POLICY**

The purpose of grievance procedures is to ensure the rights and responsibilities of faculty and students in their relationships with each other. The rights and responsibilities of faculty and students are described in the University’s Academic Integrity Guidelines at:

[**http://www.bc.pitt.edu/policies/policy/02/02-03-02.html.**](http://www.bc.pitt.edu/policies/policy/02/02-03-02.html.)

**CONFIDENTIALITY**

During this course and throughout your teaching career, you will have access to information about students that demands discretion. You may not share information about students in any setting beyond the confines of our work together. Within our group, you may discuss students in only the most professional ways. This means that students and their work are spoken about only for instructional purposes, without veering into gossip or “venting” frustrations. Your access to students is predicated on a disposition of care, respect, and a generous interpretation of their actions.

Confidentiality also means that you may not refer to students in ways that would identify them outside of the course setting including digital forums such as Facebook, Twitter or personal web spaces, such as blogs. Additionally, you may not share images of them or their work for any purpose outside of this course. This includes videotaped or audiotaped records, anecdotal notes, written work, assessments, and photographs. Any infractions will be considered professional misconduct and will jeopardize your standing in Pitt’s graduate programs. If you have any questions about confidentiality matters, it is your responsibility to seek answers from the course instructor.

**SPECIAL LEARNING NEEDS**

*If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and Disability Resources and Services, 140 William Pitt Union, (412) 648-7890* [(412) 383-7355 for TTY], *as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course.*

**PDE Requirements: Clearances**

According to the Pennsylvania Department of Education (PDE), anyone working with or observing children in public and private schools, IUs, and vocational-technical schools are required to provide proof of the following clearances:

* Federal Criminal History Record
* Pennsylvania State Criminal Record Check
* Pennsylvania Child Abuse History Clearance

1. [Federal Criminal History Record Fee](http://www.education.pitt.edu/CurrentStudents/TeacherPreparation/FederalandStateCriminalClearances.aspx#Federal%20Criminal): $38

Applicant must register online or by phone, and then visit a fingerprinting facility

1. [Pennsylvania State Criminal Record Check Fee](http://www.education.pitt.edu/CurrentStudents/TeacherPreparation/FederalandStateCriminalClearances.aspx#PA%20Criminal%20Record): $10
   * + - 1. Applicant can apply online, or via postal mail
2. [Pennsylvania Child Abuse History Clearance Fee:](http://www.education.pitt.edu/CurrentStudents/TeacherPreparation/FederalandStateCriminalClearances.aspx#PA%20Child%20Abuse) $10
   * 1. Applicant must apply via postal mail

**You must bring copies of your current clearances to the first class session.**

Detailed information about securing clearances can be found at the link below:

[http://www.education.pitt.edu/CurrentStudents/TeacherPreparation/FederalandStateCriminalClearances.aspx - Federal Criminal](http://www.education.pitt.edu/CurrentStudents/TeacherPreparation/FederalandStateCriminalClearances.aspx#Federal%20Criminal)

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