CI 522: Literacy Foundations

Using Foundational Knowledge in Literacy Curriculum Development and Pedagogical Reasoning

Through this assignment, the candidate has the opportunity to conduct an in-depth analysis of the literacy curriculum being implemented in a literacy teaching practicum, integrating this with the foundational literacy knowledge, theories, and teaching approaches studied in class. The purpose of this assignment is to engage the candidate with foundational content knowledge in the field of literacy, and opportunities to use this knowledge to gain insight into the effective designing of literacy curricula that maximize student literacy learning.

Through this assignment, licensure candidates will have the opportunity to:

- Discuss, compare, contrast, and synthesize, and analyze multiple theories and studies of literacy processes
- Apply foundational knowledge about literacy to gain insight into effective literacy curriculum development and teaching
- Explore how literacy development is affected by variations related to culture and linguistic diversity

Standards addressed: IRA/TSPC Reading Specialist standards: 1.1, 1.2, 1.3, 4.3, 5.1

<table>
<thead>
<tr>
<th>Assignment element</th>
<th>Exemplary</th>
<th>Acceptable</th>
<th>Unacceptable</th>
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<tbody>
<tr>
<td>The candidate demonstrated an understanding of foundational literacy research and theory by discussing, comparing and analyzing key ideas and sources.</td>
<td>The candidate fully addressed the multiple aspects of literacy knowledge as studied in class. The candidate not only thoroughly explained the highlighted ideas/findings, but analyzed them in a way that brought forth unique pedagogical insights.</td>
<td>The candidate addressed many aspects of literacy knowledge studied in class. The candidate effectively explained many of the key ideas/findings.</td>
<td>The candidate did not fully address the aspects of literacy knowledge as studied in class. The candidate did not effectively explain many of the key ideas/findings.</td>
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Standards addressed: IRA/TSPC Reading Specialist 1.1, 1.2

Also:

GSE Conceptual framework, Research-Based Practices & Professional Standards:
- To demonstrate appropriate professional knowledge, skills, and
| dispositions | The candidate demonstrated an understanding of the variations in literacy development and processes related to culture and linguistic diversity. Standards addressed: IRA 1.3 | Also: PSU GSE Conceptual Framework Diversity & Inclusiveness Standards:  
• To work effectively with diverse populations  
• To promote inclusive environments | The candidate described some key ideas about variations in literacy development that are related to cultural and linguistic diversity. Some of these ideas were applied to understanding the practicum experiences. Standards addressed: IRA 1.3 | The candidate did not describe ideas about variations in literacy development that are related to cultural and linguistic diversity. The ideas addressed in class were not applied to understanding the practicum experiences. |
| --- | --- | --- | --- | --- |
| The candidate demonstrated the ability to use foundational literacy knowledge to analyze the effectiveness of the literacy curriculum in the practicum classroom. Standards addressed: IRA 1.1, 4.3, 5.1 | Also: PSU GSE Conceptual Framework Evidence-Informed Decision Making Standard:  
• To use evidence to solve problems of practice and make educational decisions | The candidate applied multiple ideas from the course readings and clearly connected these ideas to actual examples/observations from the practicum, resulting in well-founded instructional and curricular suggestions and solid pedagogical reasoning. | The candidate applied some ideas from the course readings and connected them to some examples of the curriculum implemented in the practicum. However, certain assertions are not fully reflected in the observations and examples. The results lead to fair insights into instruction and curriculum planning. | The candidate did not adequately apply the course readings to the actual examples and observations from the practicum. This resulted in few and unfounded insights into instruction and curriculum planning. |
And:

PSU GSE Conceptual Framework Research-Based Practices & Professional Standards:
  • To critically analyze and implement research-based practices

The candidate demonstrated the development of professional knowledge and dispositions that are necessary for continually developing as a reading professional and expanding her/his repertoire of knowledge and teaching practices.

Standards addressed: IRA 5.1, 5.2

Also:

GSE Conceptual framework Research-based practices & Professional Standard:
To demonstrate appropriate professional knowledge, skills, and dispositions

| The candidate clearly and thoroughly used the practicum and the assignment as an opportunity to develop as a reading professional at the practicum site. The assignment included clear evidence of deep engagement with the course material, and a process of growth and change in the candidate’s professionalism and knowledge. | The candidate used the practicum and the assignment to pursue new directions in literacy teaching and her/his practices as a reading professional. It was evident that the candidate integrated many aspects of the course into her/his practices and knowledge. | The candidate did not use the assignment and practicum as an opportunity to develop as a reading professional at the practicum site. It is not evident that the candidate engaged with the course material or grew as a literacy professional. |