Syllabus Revision Rubric

Introduction

Teacher education faculty all over the country must prepare pre-service and in-service teachers to provide a fast growing student population of English Language Learners (ELLs) with the opportunity to access California's new Common Core State Standards (CCSS) and to acquire 21st century, college- and career-readiness skills. In response to this need, Project CORE receives funds from the federal government to provide teacher education faculty at San Diego State University with professional development on the California Common Core Language Arts Standards (CA CCLAS) and aligned California English Language Development Standards 2012 (CA ELD Standards).

This Syllabus Revision Rubric[1] (hereafter, The Rubric) is both a resource for teacher education faculty to revise their course syllabi to coordinate with the CA CCLAS and CA ELD Standards, and an instrument for measuring the impact of Project CORE's professional development program on teacher education faculty participants. Results of the syllabus revision process, described on the following page, will help program evaluators determine the success of Project CORE in meeting the program's first objective: to increase the percentage of San Diego State University teacher education faculty who are able to effectively prepare pre-service and in-service teachers to design standards-based instruction using the CA CCLAS in order to meet the needs of ELLs by language proficiency levels (using the CA ELD Standards).

The syllabus revision process offers professors the opportunity to re-imagine their syllabi, course format and instruction as crucial models of effective pedagogy for ELLs in the era of the CCSS. A revised syllabus demonstrates how professors coordinate the *content* and *design* of their course with the CA CCLAS and CA ELD Standards. In terms of content, a revised syllabus integrates existing course content with explicit and relevant information about the CCSS, the CA ELD Standards, and the unique educational needs of ELLs given this standards reform. For example, a professor will address and give students opportunities to develop standards-based assessments that measure student learning through three communicative modes, which are newly defined by the CA ELD Standards; or a professor will address the concept of gradual increase of complexity and attendant instructional implications. In terms of design, a revised syllabus embodies the key concepts and major pedagogical and instructional shifts brought on by the CCSS and the CA ELD Standards. For example, a professor will integrate into his or her course new assessments that measure student learning through three communicative modes, which are newly defined by the CA ELD Standards; or a professor will rearrange the course calendar to exemplify how one gradually increases the complexity of course demands.

The proceeding section provides an overview of the syllabus revision process and describes the components of The Rubric, which include: the Syllabus Revision Planning Document, The Rubric, and Examples.

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[1] Aspects of The Rubric were adopted from the following online resources: The Cornell Center for Teaching Excellence's Syllabus Evaluation Rubric, found online at http://www.cte.cornell.edu/documents/Syllabus%20Rubric.pdf; and the California State Universal Design for Learning Syllabus Rubric, found online at http://enact.sonoma.edu/content.php?pid=218878&sid=2032318.

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Syllabus Revision Process: An Overview

Theoretical Framework: A Learning-Centered Syllabus for Improving the Education of ELLs

"A learning-centered syllabus requires that you shift from what you, the instructor, are going to cover in your course to a concern for what information, tools, assignments, and activities you can provide to promote your students' learning and intellectual development…When thoughtfully prepared, your syllabus will demonstrate the interplay of your understanding of students' needs and interests, your beliefs and assumptions about the nature of learning and education, and your values and interests concerning course content and structure. When carefully designed, your syllabus will provide your students with essential information and resources that can help them become effective learners by actively shaping their own learning" (Grunert O'Brien, Millis & Cohen, p. xiv, 2008).

See also, [Appendix C: Theoretical Foundations and Research Base for California's English Language Development Standards](.).

Instructions

1) **Professional Development**
Attend Project CORE's professional development workshops for teacher education faculty.

2) **Planning and Initial Revision**
Use the Syllabus Revision Planning Document (p. 3) to identify strengths and areas for improvement in your current syllabus. After studying The Rubric (pp. 4-6) and Examples (pp. 7-11), revise your syllabus with the purpose of coordinating course content and design with the new demands of the CA CCLAS and the CA ELD Standards. The Rubric includes embedded links to supporting documents and resources.

3) **Submission**
It is preferred that you submit paper copies of your Syllabus Revision Planning Document (p. 3), your original syllabus and your revised syllabus to the PLC Office (EBA 248) on or before **August 15, 2013 at 4 p.m.** You may choose to submit electronic copies of these documents via email to Project CORE's Research Assistant, Alex Hunt (alexandrahunt18@gmail.com). Your revised syllabus should be printed with the Track Changes function turned on. For an example of correct submission format for revised syllabi, please refer to Nancy Frey's example syllabus (see attached). If your word processor does not support the Track Changes function, please highlight revised content.

4) **Review**
A team of lead faculty in the San Diego State University College of Education will use The Rubric to review and score revised syllabi on a 21 point scale. Please review the scoring sheet for a breakdown of points (see PDF attachment).

5) **Final Revision**
Your reviewed syllabus, with scoring sheet and feedback, will be returned to you through interdepartmental mail on August 23rd. If you scored less than 16 points and/or have comments in the "Required Changes" section, you must revise and resubmit your syllabus to the PLC Office (EBA 248), or via email, on or before **August 27, 2013 at 4 p.m.** Please keep in mind that *all* syllabi should be continuously revised as new research deepens our understanding of the shifts brought on by the new standards and the implications of these shifts for the education of ELLs.

Syllabus Revision Planning Document

Name: _____   **Course:** _____

Objective: Begin to identify, through reflection and analysis, aspects of my syllabus where I can strengthen coordination of my course with the CA CCSS, the CA ELD Standards, and the education of ELLs.

Instructions: Considering your current syllabus, complete the sentences below. As you plan, you may want to highlight and/or annotate your current syllabus.

I read the attached excerpt from *The Course Syllabus: A Learning-Centered Approach*[2] (pp. 11-37).

☐ In reading this excerpt, one aspect I found particularly interesting and relevant to my course is…

My syllabus communicates a clear set of learning goals or outcomes related to the CA CCSS, the CA ELD Standards, and the education of ELLs.

☐ My current syllabus does not address this objective.   OR

☐ My current syllabus addresses this objective in the following manner...

☐ To meet this objective at a deeper level, I will revise my syllabus in the following manner…

My syllabus clearly communicates the criteria I will use to evaluate students' knowledge and understanding surrounding the CA CCSS, the CA ELD Standards, and the education of ELLs.

☐ My current syllabus does not address this objective.   OR

☐ My current syllabus addresses this objective in the following manner...

☐ To meet this objective at a deeper level, I will revise my syllabus in the following manner…

My syllabus reinforces for students the importance of the material I provide about the CA CCSS, the CA ELD Standards, and the education of ELLs, and gives them detailed information on how to best use it.

☐ My current syllabus does not address this objective.   OR

☐ My current syllabus addresses this objective in the following manner...

☐ To meet this objective at a deeper level, I will revise my syllabus in the following manner…

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[2] Grunert O'Brien, J., Millis, B. & Cohen, M. (2008). *The course syllabus: A learning-centered approach*. San Francisco, CA: Jossey-Bass.

Syllabus Revision Rubric

Criterion	Basic	Satisfactory	Excellent
1. Course Description and Objectives *Provides students with a list of expected learning outcomes and links these objectives to the major pedagogical and instructional shifts brought on by the CA CCLAS and the CA ELD Standards.*	**Do not specifically address** the relevance of course content and student work to the implementation of the CA CCLAS and the CA ELD Standards, and **minimally discuss** this in terms of ELLs.	**Address** the relevance of course content and student work to the implementation of the CA CCLAS and the CA ELD Standards, and **minimally discuss** this in terms of ELLs.	**Address** the relevance of course content and student work to the implementation of the CA CCLAS and the CA ELD Standards, and **specifically discuss** this in terms of ELLs.
2. Course Format and Content *Provides students with a clear schedule of course activities and events that relate to English language development and the differentiation of instruction by levels of language proficiency (see pp. 5-13 of hyperlinked PDF). Highlights course requirements and their relationship to learning outcomes.*	Introduction of the CA CCLAS and the CA ELD Standards is complimented with **minimal to no opportunities** for practical application and authentic learning experiences, which connect students' living and learning context to course content and to their prospective teaching communities.	Introduction of the CA CCLAS and the CA ELD Standards is complimented with **some opportunities** for practical application and authentic learning experiences, which connect students' living and learning context to course content and to their prospective teaching communities. **Instruction embodies, or models, the relevant major shifts of the CA CCLAS and the CA ELD Standards.**	Introduction of the CA CCLAS and the CA ELD Standards is complimented with **many opportunities** for practical application and authentic learning experiences, which connect students' living and learning context to course content and to their prospective teaching communities. **Instruction embodies, or models, the relevant major shifts of the CA CCLAS and the CA ELD Standards.** **Mirroring expectations found in the CA CCLAS, course schedule is designed to gradually increase the complexity of texts, assignments and topics.**
3. Course Materials and Resources *Provides students with a list of required and recommended textbooks/readings, materials and resources related to the CA CCLAS, the CA ELD Standards, and the education of ELLs.*	Provides **minimal to no access information** to the CA CCLAS, CA ELD Standards, professional development opportunities (also, click here) and resources (also, click here) to help students further their knowledge of the new standards and the education of ELLs, outside of the classroom.	Provides **some, but no current access information** to the CA CCLAS, CA ELD Standards, professional development opportunities (also, click here) and resources (also, click here) to help students further their knowledge of the new standards and the education of ELLs, outside of the classroom.	Provides **relevant and up to date access information** to the CA CCLAS, CA ELD Standards, professional development opportunities (also, click here) and resources (also, click here) to help students further their knowledge of the new standards and the education of ELLs, outside of the classroom.

Criterion	Basic	Satisfactory	Excellent
4. Assignments *Provides students with detailed information about course assignments, submission guidelines, grading criteria and appropriate due dates. Assignments reinforce content related to the CA CCLAS and the CA ELD Standards and give students opportunities to demonstrate their ability to connect course content to the prospective teaching contexts.*	Build students' capacity to implement the CA CCLAS and CA ELD Standards. **Minimal opportunity** to consider course content in relation to the education of ELLs. Opportunity to differentiate standards-based instruction and assessments **with no consideration of language proficiency levels** (see pp. 5-13 of hyperlinked PDF).	Build students' capacity to implement the CA CCLAS and CA ELD Standards. **Some opportunity** to consider course content in relation to the education of ELLs. Opportunity to differentiate standards-based instruction and assessments **by language proficiency levels** (see pp. 5-13 of hyperlinked PDF)**, and using three modes of communication** (see pp. 10-11 of hyperlinked PDF).	Build students' capacity to implement the CA CCLAS and CA ELD Standards **in their prospective teaching contexts**. **Ample opportunity** to consider course content in relation to the education of ELLs. Opportunity to differentiate standards-based instruction and assessments **by language proficiency levels** (see pp. 5-13 of hyperlinked PDF)**, and using three modes of communication** (see pp. 10-11 of hyperlinked PDF).
5. Assessments *Uses a variety of methods to measure student learning about the CA CCLAS and the CA ELD Standards.*	Measure student learning through **formative assessment methods**.	Measure student learning through **formative and summative assessment methods**. **Measure student learning through a variety of modes of communication, i.e., collaborative, interpretive, productive** (see pp. 10-11 of hyperlinked PDF). **Provide grading criteria and rubrics when appropriate.**	Measure student learning through **formative, summative and authentic assessment methods**. **Measure student learning through a variety of modes of communication, i.e., collaborative, interpretive, productive** (see pp. 10-11 of hyperlinked PDF). **Aim to keep students informed of their relative progress and preparedness to implement the CA CCLAS and CA ELD Standards and apply course content to their prospective teaching contexts.** **Provide grading criteria and rubrics when appropriate.**

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Criterion	Basic	Satisfactory	Excellent
6. Overall Coherence and Coordination with the CA CCLAS and the CA ELD Standards for ELLs *Intentionally and purposefully coordinates all aspects of course to the CA CCLAS and the CA ELD Standards with respect to the educational needs of ELLs.*	Communicates a **connection** between course content and requirements; the CA CCLAS and the CA ELD Standards; and students' capacity to deliver high quality instruction to ELLs. **Does not utilize** the academic language found in the CA CCLAS **or** the CA ELD Standards. **Touches upon, but does not fully address,** issues related to the implementation of the CA CCLAS and the CA ELD Standards for ELLs; incorporation and adaptation of this content is **surface-level**.	Communicates a **connection** between course content and requirements; the CA CCLAS and the CA ELD Standards; and students' capacity to deliver high quality instruction to ELLs. **Utilize some** of the academic language found in the CA CCLAS **or** the CA ELD Standards. **Addresses, but does not embed throughout,** issues related to the implementation of the CA CCLAS and the CA ELD Standards for ELLs; incorporation and adaptation of this content is **critical but not thorough**.	Communicates a **clear connection** between course content and requirements; the CA CCLAS and the CA ELD Standards; and students' capacity to deliver high quality instruction to ELLs. **Utilizes** the academic language (also, click here) found in the CA CCLAS **and** the CA ELD Standards. **Addresses, in depth and breadth**, issues related to the implementation of the CA CCLAS and the CA ELD Standards for ELLs; incorporation and adaptation of this content is **comprehensive, innovative and critical**.
Additional Qualities of Exceptional Syllabi			
7. Theoretical Framework Guiding Teacher Pedagogy *Teaching and learning philosophy is transparent and explicit.*	**Does not articulate** who and what inform the instructor's teaching and learning philosophy.	**Articulates** who and what inform the instructor's teaching and learning philosophy.	**Articulates** who and what inform the instructor's teaching and learning philosophy. **Includes a letter to the students or teaching philosophy statement.**
8. Teacher Ideology and Instruction *Per CA Teacher Performance Expectation 12 (see p. 17 of hyperlinked PDF), conveys awareness of personal values and biases, and recognizes how these values and biases affect the teaching and learning of students.*	**Does not reflect** instructor's values, beliefs, assumptions and worldview.	**Reflects, through *content*,** instructor's values, beliefs, assumptions and worldview.	**Reflects, through *content* and *design*,** instructor's values, beliefs, assumptions and worldview. **Instruction embodies, or models, the principles of democratic schooling and effective teaching strategies for culturally and linguistically diverse learners, especially ELLs.** **Affirms teaching and learning as an ongoing, collaborative process of inquiry.**

Syllabus Revision Rubric: Examples

Criterion	Excellent	Examples
1. Course Description and Objectives *Provides students with a list of expected learning outcomes and links these objectives to the major pedagogical and instructional shifts brought on by the CA CCLAS and the CA ELD Standards.*	**Address** the relevance of course content and student work to the implementation of the CA CCLAS and the CA ELD Standards, and **specifically discuss** this in terms of ELLs.	• *Excerpts from Dr. Nancy Frey's* Teacher Education 933: Teaching Reading in Secondary School *syllabus, demonstrating intent to address the CA CCSS, the CA ELD Standards, and the education of ELLs:* **COURSE OVERVIEW** Consistent with the California Common Core Standards and the CA English Language Development Standards, this course focuses on the development of literacy for learning across the content areas…While many instructional strategies will be discussed, the following will be of particular importance: Text-dependent questions, writing for argumentation, close reading of complex texts, academic vocabulary and language development, and annotation. Consideration of student strengths and areas of need are essential in reading and language arts instruction in the content area. Therefore, this course will address issues related to the development of discipline-specific literacy, with diverse learner and students who are English Language Learners. **STUDENT OUTCOMES AND COMPETENCIES** b. Demonstrate knowledge of first and second language acquisition and development c. Align content instruction with the CA Common Core State Standards and CA English Language Development Standards. e. Discuss reading and writing processes and how they are fostered for first and second language students. h. Utilize effective and flexible grouping patterns that maximize opportunities for interaction among diverse learners and promote communication and collaboration for learning.

Criterion	Excellent	Examples
2. Course Format and Content *Provides students with a clear schedule of course activities and events that relate to English language development and the differentiation of instruction by levels of language proficiency (see pp. 5-13 of hyperlinked PDF). Highlights course requirements and their relationship to learning outcomes.*	Introduction of the CA CCLAS and the CA ELD Standards is complimented with **many opportunities** for practical application and authentic learning experiences, which connect students' living and learning context to course content and to their prospective teaching communities. **Instruction embodies, or models, the relevant major shifts of the CA CCLAS and the CA ELD Standards.** **Mirroring expectations found in the CA CCLAS, course schedule is designed to gradually increase the complexity of texts, assignments and topics.**	• *Excerpts from Dr. Nancy Frey's* Teacher Education 933: Teaching Reading in Secondary School *syllabus, demonstrating opportunities for practical application of the CA CCLAS:* **Putting It All Together: Content Area Literacy in the Classroom (2 lessons x 50 points each = 100 points possible)** An important measure of your growth as an educator is your ability to translate theory into practice. The research base and pedagogy of effective literacy development will be explored through class discussions and assigned readings. The instructors will model lessons from a variety of content areas and grade levels. You will develop and teach lessons for each of the following six strategies: Collaboration, Close Reading, Text-based Questioning, Argument Writing, Academic Vocabulary Development and Annotation. Each lesion will include the following: ✓ A lesson plan, including content standards and a brief description of the students and course. ✓ A discussion of the implementation of the lesson, including reflective practice about what worked and what did not.
3. Course Materials and Resources *Provides students with a list of required and recommended textbooks/readings, materials and resources related to the CA CCLAS, the CA ELD Standards, and the education of ELLs.*	Provides **relevant and up to date access information** to the CA CCLAS, CA ELD Standards, professional development opportunities (also, click here) and resources (also, click here) to help students further their knowledge of the new standards and the education of ELLs, outside of the classroom.	• *Excerpt from Dr. Cristian Aquino-Sterling's* PLC 553: Language Assessment and Evaluation *syllabus, demonstrating course material related to the education of ELLs:* **Required Texts** Gottlieb, M. (2006). *Assessing English language learners: Bridges from language proficiency to academic achievement.* Corwin Press. • *For more examples, see embedded links throughout this document.*

Criterion	Excellent	Examples
4. Assignments *Provides students with detailed information about course assignments, submission guidelines, grading criteria and appropriate due dates. Assignments reinforce content related to the CA CCLAS and the CA ELD Standards and give students opportunities to demonstrate their ability to connect course content to the prospective teaching contexts.*	Build students' capacity to implement the CA CCLAS and CA ELD Standards **in their prospective teaching contexts**. **Ample opportunity** to consider course content in relation to the education of ELLs. Opportunity to differentiate standards-based instruction and assessments **by language proficiency levels** (see pp. 5-13 of hyperlinked PDF)**, and using three modes of communication** (see pp. 10-11 of hyperlinked PDF).	• *Excerpt from Dr. Cristian Aquino-Sterling's* PLC 553: Language Assessment and Evaluation *syllabus, demonstrating opportunities for practical application of the CA ELD Standards to students' teaching context:* ☐ **Final: Action Research Language Assessment and Evaluation Project and Presentation (50%):** Course participants will conduct an action research project directly related to the task of assessing and evaluating (functional) language proficiency in linguistically diverse K-12 contexts (receptive/productive sills; grammar/vocabulary; literacy/biliteracy development). The project will serve as an opportunity for participants to become familiar with the practice of Action Research, designing formative and summative classroom-based language assessment instruments, and analyzing and using assessment data to improve language performance and academic achievement. Educators may begin the project with the collection an analysis of student language assessments/ evaluation data in order to identify a research question based on that data, or they may choose to begin the project with a burning research question on a language assessment/evaluation issue identified in their own pedagogical practice and for which they would like to find an answer in order to improve conditions...
5. Assessments *Uses a variety of methods to measure student learning about the CA CCLAS and the CA ELD Standards.*	Measure student learning through **formative, summative and authentic assessment methods**. **Measure student learning through a variety of modes of communication, i.e.,** collaborative, interpretive, productive (see pp. 10-11 of hyperlinked PDF). **Aim to keep students informed of their relative progress and preparedness to implement the CA CCLAS and CA ELD Standards and apply course content to their prospective teaching contexts.** **Provide grading criteria and rubrics when appropriate.**	• *Excerpt from Dr. Nancy Frey's* Teacher Education 933: Teaching Reading in Secondary School *syllabus, demonstrating intent to use authentic assessment:* **Responding to reflective questions (6 topics x 20 points each = 120 points possible)** Throughout the course, you will write responses to prompts related to our areas of study. These will be posted on the Blackboard discussion board, and you are expected to integrate information form the assigned readings into your responses. *You are required to post one response to the discussion questions, as well as two follow-up responses to your classmates.* A rubric describing the criteria for Threaded Discussion Board (TBD) postings appears at the end of this syllabus.

Criterion	Excellent	Examples
6. **Overall Coherence and Coordination with the CA CCLAS and the CA ELD Standards for ELLs** *Intentionally and purposefully coordinates all aspects of course to the CA CCLAS and the CA ELD Standards with respect to the educational needs of ELLs.*	Communicates a **clear connection** between course content and requirements; the CA CCLAS and the CA ELD Standards; and students' capacity to deliver high quality instruction to ELLs. **Utilizes** the academic language (also, click here) found in the CA CCLAS **and** the CA ELD Standards. **Addresses, in depth and breadth**, issues related to the implementation of the CA CCLAS and the CA ELD Standards for ELLs; incorporation and adaptation of this content is **comprehensive, innovative and critical**.	• *Refer to Dr. Nancy Frey's* Teacher Education 933: Teaching Reading in Secondary School *syllabus (see PDF attachment).*
Additional Qualities of Exceptional Syllabi		
7. **Theoretical Framework Guiding Teacher Pedagogy** *Teaching and learning philosophy is transparent and explicit.*	**Articulates** who and what inform the instructor's teaching and learning philosophy. **Includes a letter to the students or teaching philosophy statement.**	• *Excerpt from the first page of Dr. Cristian Aquino-Sterling's* PLC 553: Language Assessment and Evaluation *syllabus, demonstrating instructor's values and beliefs:* "La enseñanza, ¿quién no lo sabe? es ante todo una obra de infinito Amor." "Teaching is above all a work of infinite Love, who doesn't know it?" José Martí, 1957.

Criterion	Excellent	Examples
8. **Teacher Ideology and Instruction** Per *CA Teacher Performance Expectation 12 (see p. 17 of hyperlinked PDF), conveys awareness of personal values and biases, and recognizes how these values and biases affect the teaching and learning of students.*	**Reflects, through *content* and *design*,** instructor's values, beliefs, assumptions and worldview. **Instruction embodies, or models, the principles of democratic schooling and effective teaching strategies for culturally and linguistically diverse learners, especially ELLs.** **Affirms teaching and learning as an ongoing, collaborative process of inquiry.**	• *Example from Dr. Nancy Frey's* Teacher Education 933: Teaching Reading in Secondary School *syllabus, demonstrating value and affirmation of diverse learners:* The "Americans with Disabilities Act Policy" announced on the front page of the syllabus gives importance and priority to this information.

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