**Targeted Observation: Academic Literacy Development**

Over several days, candidates will conduct careful observation of the teaching and assessment of academic literacy in the mentor teacher’s classroom. Candidates will also write up a report including specific attention to reading, writing, listening, speech, and vocabulary development.

Keeping in mind the *Reading Standards for Literacy in Science and Technical Subjects*, **find and discuss examples of teaching and learning academic language in a content area classroom**. Use the Targeted Observation Protocol: Academic Literacy Development form (see below).

Resource

* *Reading Standards for Literacy in Science and Technical Subjects*

1. During your observations, keep the above resource close at hand. What are you seeing? Remember, for some of the activities you observe, it may not obvious. Ask questions of the mentor or master teacher. Share your observations with him or her.
2. Record what you see in the appropriate space on the activity form below. In addition to clear and concise descriptions, be sure to include your own thoughts in each section.
3. When you have completed all sections, reflect on your findings. What did you not/see? What questions were raised for you? What conclusions can you draw? Write 1-3 paragraphs on your reflections.

Your work will be scored according to the rubric below.

**Targeted Observation: Academic Literacy Development Rubric**

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| --- | --- | --- | --- | --- |
|  | LEVEL 1 | LEVEL 2 | LEVEL 3 | LEVEL 4 |
| Discussion of academic language | 3 or more examples of academic language are inappropriate OR examples are provided for only 3 or fewer categories requested | 1 or 2 examples of academic language are inappropriate OR examples are provided for only 1 or 2 categories requested | Identifies and discusses appropriate examples of academic language for all categories requested | More than one example is provided for each category OR Examples chosen are especially rich |
| Clarity and precision of language | Descriptions and discussions are difficult to understand | Descriptions and discussions are generally clear, but some areas may be difficult to understand | Descriptions and discussions are clear and precise | Descriptions and discussions are exceptionally well-written |
| Quality of reflection | Reflection is not based on observations or discussions OR reflections do not demonstrate learning | Reflections are sketchy or not useful for learning about academic language development among urban youth | Reflection is based upon observations and discussion;  Reflections demonstrate learning about academic language development among urban youth | Reflections are exceptionally relevant OR supportive of learning about academic language development among urban youth |

Total Rubric Score \_\_\_\_\_

**Targeted Observation Protocol: Academic Literacy (AL) Development**

Conduct and record careful observation(s) of academic literacy development. Your goal is to observe as many of the activities below as you can, so you will have to observe more than one class period, or in more than one teacher’s classroom. Collaborate with the master teacher(s) and let them know what you are doing—they can help. The text is green is tips and prompts for you and can be replaced.

|  |  |  |  |
| --- | --- | --- | --- |
| *Academic Literacy Activity*  (What are the students doing to build their AL?) | *Teaching Strategy*  (How is the teacher getting them to do the activity?) | *Assessment*  (How does the teacher know whether students are “getting it”?) | *Your Observations and Thoughts* (What is working? What isn’t? Why?) |
| 1. **Reading in the content area**  (This could be in the textbook, an article, a worksheet, etc.) | (e.g., Are they reading silently, or aloud? Taking turns? Teacher reads?) | (e.g., Does the teacher ask questions? What specific task(s) are students asked to complete? How will their work be evaluated?) |  |
| 2. **Writing in the content area** (Are students being asked to use special or technical words? Are students being asked to follow a particular genre? This could be a lab report, a geometric proof, a hypothesis, etc.) | (e.g., Do students have a template? Are they responding to prompts? What are the guidelines?) | (e.g., Is there a rubric? Are students receiving feedback from the teacher or their peers? What specific task(s) are students asked to complete? How will their work be evaluated?) |  |
| 3. **Vocabulary Development**  (Are students seeing new words for the first time? Are they practicing words they’ve already learned? Which words?) | (e.g., Does the teacher use a word wall? Does s/he point to specific uses in the text?) | (Do students use the words in any way? Do they collect them? What specific task(s) are students asked to complete? How will their work be evaluated?) |  |
| 4. **Academic Speech**  (Are students being asked to use special or technical words? Are students being asked to follow a particular genre? What are they?) | (How does the teacher get students to engage in the desired activity?) | (What specific task(s) are students asked to complete? How will their work be evaluated?) |  |
| 5. **Listening to Academic Language**  (Are students asked to pay attention to specific words or language use? What?) | (How does the teacher get students to engage in the desired activity?) | (What specific task(s) are students asked to complete? How will their work be evaluated?) |  |
| 6. **Any other activity** that you observe which leads to academic literacy development… | (How does the teacher get students to engage in the desired activity?) | (What specific task(s) are students asked to complete? How will their work be evaluated?) |  |
| 7. As you read over your observations, what reflections do you have? What did you see/not see? What questions were raised for you? What conclusions can you draw? Write 1-3 clear, concise paragraphs. | | | |