READ 3370.07, READ 3371.07 & READ 3372.07
The Teaching of Reading, Literacy Assessment, &
The Teaching of Language Arts

Fall, 2017

Course Number is a required course for EC-6 and ELAR/SS 4-8 Certification.

College of Education
Department of Language, Literacy and Special Populations

Instructor: Dr. Monika Anderson
TEC 153
P.O. Box 2119/SHSU
Huntsville, Texas 77341

Office hours: Tues.   11:30-12:30 & 2:30-3:00PM (Williams campus)
Thurs. 11:30-12:30 & 2:30-3:00PM (Williams campus)
Other days online or by appointment

Day and time
class meets: Tuesday & Thursday; 8:15 to 2:30PM

Location of class: SHSU The Woodlands Campus
3380 College Park Dr, The Woodlands, TX 77384

Willie Williams Elementary
18101 FM 1488 Road, Magnolia, TX 77353

Course Description: This course is designed to help candidates become informed, reflective decision makers who can translate understanding of literacy processes and methodology into appropriate instructional decisions for children. At the conclusion of this course pre-service teachers will be able to:

1) Discuss the degree and probable causes of children's difficulty with classroom reading-writing processes.
2) Use a range of assessment techniques to determine student's literacy strengths and needs.
3) Communicate student strengths and needs with colleagues and parents.
4) Identify, select, and implement instructional strategies appropriate for meeting Students' assessed needs.

IDEA Objectives:

In this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

> **Essential:** Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
> **Important**: Learning to *apply* course material (to improve thinking, problem solving, and decisions).

Required Textbooks:

Title of Book: Literacy Assessment & Intervention for Classroom Teacher
ISBN (13-digit): 978-1621590200

Author: Beverly A. DeVries

Publisher: Holcomb Hathaway

Edition: 4th

Title of Book: Why Didn't I Learn This in College? (I recommend getting this through Amazon)

ISBN (13-digit):   978-0979728013

Author: Rutherford

Publisher: Just ASK Publications

Edition: 2nd

Title of Book: Teaching Writing

ISBN (13-digit):   9780132484817

Author: Tompkins

Publisher: Pearson   .

Edition: 6th edition

> *Tk20 Account* **is** required for this course. Tk20 is an electronic toolkit used by candidates to provide evidence that they have mastered state and professional standards for the profession. Additional information regarding Tk20 is available at: https://tk20.shsu.edu/

Additional materials: You will need to buy TWO of these blank books. They are available on Amazon at: https://www.amazon.com/Ashley-Productions-ASH10701-Blank-Hardcover/dp/B004ALKCNK/ref=sr_1_6?ie=UTF8&qid=1470448010&sr=8-6&keywords=bare+books

- Please be sure to purchase TWO of these Writing Process folders ASAP. There is a Lakeshore Learning storefront in the Portofino Shopping Center, but being the start of school, they sell out quickly. http://www.lakeshorelearning.com/seo/p|FF358~~.jsp
- 1.5 in three ring notebook and 5 tab dividers
- Planner/calendar to coordinate assignments
- A rolling cart (optional)

Other required expenses you will incur this semester:

- Class t-shirt (usually $15 or less depending on design and shirt choice)
- Mentor appreciation gift (no more than $10 is sufficient)
  2 pot-luck meal celebrations (Author Reception and Mentor Appreciation Brunch) Because the meal/decoration load is shared by all, this is usually a very reasonable expense.

Course Format: The class format includes in-class activities, mini-lessons taught by candidates, shared literature activities, readings from textbooks, and responses in quiz form and literature circles, approximately 19.5 hours of student contact per course through guided reading activities, writing workshop, and professional reading in organizational journals. This course does require substantial online-time through BlackBoard.

Course Content:
READ 3370--Fundamental concepts and principles of reading instruction are taught with a focus on the developmental stages of reading. Word attack, comprehension, study strategies, and other aspects of a balanced literacy program are learned and applied.
READ 3371 – The focus is on literacy assessment, developmental stages, and guiding instruction through assessment.
READ 3372 - The focus is on the developmental stages of writing and the interrelated language processes of listening, speaking, and reading and writing.

ACE Course Designation:

PRACTICUM – A course of civic engagement. A minimum of sixty hours of practicum is required for these blocked courses. This component is NOT observation. You will be expected to be an active assistant and learner in these classrooms. Your university professor and mentor teachers jointly oversee all practicum experiences. The required school practicum experiences represent a collaborative effort by your host school mentor teachers and university faculty to meet program, state, and national standards as well as school district literacy goals. You will not

only learn the knowledge and skills taught through this course, but also actively use them to make a difference at Williams Elementary School. You have been given the opportunity to help improve the learning opportunities of children with whom you work and assist and support your mentor teachers. This experience, it is hoped, will help you see yourself as a positive force in this world and deepen your understanding of your role as a citizen. These experiences listed in the course requirements below constitute about 50% of your course grade and are designated as ACE components: Daily on campus tutoring apart from your case study student, daily reading and writing lessons with your case study student and participation with campus family nights.

Course Requirements:

All assignments (even when submitted online) must include a hard copy of a blank rubric.

1. **Writing Projects –**
   Candidates will complete four writing projects in workshop fashion in this course. Occasionally opportunities will be provided to work on these projects both in and outside of class time. In addition, some of these projects may be completed individually and some with partners. The five types of writing projects are:
   1) Descriptive (multi-genre)
   2) Narrative or Non-fiction (children's book)
   3) Double Entry Journal - The double entry journal will be completed online over the Tompkins text. An entry is required for each chapter and is due midnight before the beginning of each class session.

2. **Diversity Journal**
   The diversity journal will be your personal record of your experiences working with children, parents, and faculty at Williams Elementary or journal questions provided by Dr. Anderson. This journal will help you complete your "Dispositions and Diversity Proficiencies" requirement, which might be need to be uploaded to TK20.

3. **Discussion Agenda**
   Candidates will be assigned chapters in the DeVries text to read and will be held accountable for the information in group discussion format. Each group member is responsible for responding to three pre-reading questions and composing at least three discussion questions/comments over each chapter. Discussion agendas are due at the beginning of class and are not to be composed during group discussion times.

4. **Children's Literature Log**
   When the students you are working with are in specials, you will read children's picture books in the library. You will keep a log of the books you've read on librarything.com. You will download your librarything.com spreadsheet of at least

80 **high quality** children's books and download the document into the dropbox or other way specified by Dr. Anderson.

5. **Strategy demonstration.**
   Candidates will present a teaching strategy (with a partner or individually) to the class that can be used with the students they are teaching. Strategies and presentation order will be randomly drawn.

6. **Poetry Café –**
   Each candidate is expected to share a poem of their choice with the class. Poems do not need to be memorized, but prior preparation should be evident. Candidates must bring some kind of prop to enhance the sharing of their poem and music may be included.

7. **Quizzes and Comprehension Checks.**
   Candidates will take three to four, quizzes over class content (the textbooks) and a phonics quiz over PowerPoints.

8. **Literature Circle (meet in-class)**
   Candidates will select and read a novel (to be provided) with a group of like interests. Discussions and responses to the literature will follow the guidelines provided in the "Literature Circle Packet". A book trailer will be the culminating activity.

9. **Literature Focus Unit** –
   As a class, you will read and discuss The Book Whisperer by Donalyn Miller. The discussion will be conducted online. Text to be supplied by Dr. Anderson.

10. **Book Shares (3).**
    Candidates will choose a favorite book and read it aloud to their case study student's class. After reading the selected book, you will conduct an extension activity with the class. An abbreviated lesson plan that includes an extension activity and a book share form are to be turned in the class period following your book share. A detailed handout and grading rubric will be provided.

11. **ACE Project**
    As part of your Literacy Methods experience, you will be **required** to participate in an ACE project.

12. **Reading/Writing Lesson Plans.**
    Candidates will turn in their best reading lesson plan and best writing lesson of their choice to be graded.

13. **Case Study**
    Candidates will prepare a case study about their student that describes the assessments done with the child, the developmental level of the child, and the Reading and Writing lessons done with the child based upon the assessments.

    a. *Lesson Plans*. Each time you work with the students, you <u>must</u> have two completed lesson plans. One copy is submitted to me for review, and the other needs to be with you to use during your time with your tutorial student. These plans will be checked weekly and assessed for completeness and appropriateness. BE PREPARED. If you do not have a completed lesson plan, you will not be allowed to work with the student. The lack of a lesson plan will be counted as an absence. The lesson plans, along with my notes to you, will be contained in a case study notebook.

    b. *Reflective Analysis of Reading and Guided Reading Plans*: Students will write a reflection of their experiences with the students during reading and guided reading lessons. Candidates will describe their own learning as well as the students' learning. Reflection will be turned in with <u>all</u> lesson plans. Candidates will do a running record on their child *each week*. These notes are to be analyzed and included in the final case study.

    c. *Case Study*: Candidates will prepare a case study about their student that describes the assessments done with the child, the developmental level of the child, and the Reading and Writing lessons done with the child based upon the assessments.

14. **Online Discussions (3-5).**
    Candidates will post responses to online teaching video clips during the semester. One original posting and at least three responses to group members' posts are required. These are included under "Quizzes" points. **Due: as assigned**

15. **Professionalism Policy.**
    You are currently in a professional course of study which prepares you to be a responsible teacher and accountable to and for our most precious assets, our children, their parents, your colleagues and administrators. This is not a responsibility to be taken lightly. Your joyful and enthusiastic participation as well as a responsible learning attitude will be exemplary models for our young children. Williams Elementary School is our host school for this course. You are a guest in this school. That means your attitude and behaviors are those of the perfect guest: You look for the good things, you're cheerful and enthusiastic, and you show that you're grateful to be here. In this course, everyone begins the semester with 50 points, the maximum for exemplary professional behavior. Loss of points can be the result of absences, tardies, unfinished or poorly prepared work, poor

communication between your colleagues or mentor teachers, negative attitudes, lack of initiative, impatience, rudeness, inappropriate technology use, or other unprofessional behavior. Loss of most or all professionalism points will result in the submission of a note to the College of Education's Professional Concerns Committee and/or a letter grade deduction. *Note: Your professor determines the final total of professionalism points.*

Attendance.
Regular and punctual attendance is required. This is a "hands-on" course in which many of the instructional techniques are demonstrated in class and are debriefed in large and small group discussions. Attendance also demonstrates a level of responsibility and commitment that future employers like to see. It is not a good idea to miss any class. **Four points will be deducted from the "Professionalism" grade for each class absence.** Attendance is strictly required for any class period spent working with the students in the school setting. **If you must miss a session with your student, you are required to e-mail your mentor teacher AND Dr. Anderson that you will be absent.**   Candidates will sign into class. Tardies and early departures are noted. Two points will be deducted for each class tardy. Two early departures or tardies will be the equivalent of one class absence. **There are no "excused" absences or tardies. Just absences or tardies.**

16. **Mentor Teacher Evaluation.**
    Each candidate will be evaluated by their classroom mentor at the end of the semester.

17. **Exit Survey.**
    SHSU candidates are required to complete a short, written exit interview at the end of the semester.

Late assignment policy: Late assignments will have points removed at the following rate: 10 points removed for every calendar day late. Most assignments will be submitted electronically through the course Blackboard. However, if the candidate is to turn in a hard copy of an assignment and chooses instead to e-mail the instructor the assignment, 15 points will be deducted from the final grade of the assignment.

The professor reserves the right to alter course requirements to better meet the learning needs of the preservice teachers.

Time requirement: 60 hours per course classroom time; 45 hours per course fieldwork.

Academic Dishonesty policy:

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. For a complete listing of the university policy, see:
Dean of Student's Office

Cell Phones:

Cell phones need to be turned off or put on vibrate at the beginning of class. Unless specifically requested by the professor, texting during class periods is prohibited. Infractions of the "Cell Phone Policy" may result in a reduction of points from the candidate's "Professionalism" grade.
http://www.shsu.edu/~his_rtc/2011_Fall/USE%20OF%20CELL%20PHONES.htm

Attire:

All candidates must dress according to the following dress code:

Males: Dress shirt or knit shirt with collar (shirts must be tucked in)
        Belt
        Dress pants worn at the waist
        All shoes must be worn with socks
Females: Dress slacks, capris, or skirt (below the knee or longer)
        There can be no tattoos showing (you must cover them)
        There can be no piercing (tongue, nose, eyebrow, etc)
        Dress (below the knee or longer)
        All tops must be somewhat loose fitting and cover ALL cleavage
        No midriffs showing even when arms are raised or you are
       sitting/squatting
        No see-through material
Both: No flip-flops; only presentable sneakers if needed

 Student Syllabus Guidelines (please see http://www.shsu.edu/syllabus/)

STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY: Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911 (a) (2) defines a religious holy day as: "a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20…." A student whose

absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed. For a complete listing of the university policy, see: http://www.shsu.edu/~vaf_www/aps/documents/861001.pdf

STUDENTS WITH DISABILITIES POLICY: It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance are expected to visit with the Office of Services for Students with Disabilities located in the Counseling Center . They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Counseling Center and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Counseling Center. For a complete listing of the university policy, see: http://www.shsu.edu/dotAsset/7ff819c3-39f3-491d-b688-db5a330ced92.pdf

VISITORS IN THE CLASSROOM: Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance. Students wishing to audit a class must apply to do so through the Registrar's Office.

Sam Houston Writing Center, located in Farrington 111, is open from 8 a.m. until 7 p.m. Monday through Thursday, 8 a.m. until 3 p.m. on Friday, and 2 - 7 p.m. on Sunday. Writing tutors will work with you one-on-one at any stage of the writing process (brainstorming, generating a draft, organizing a draft, or revising a draft) for any written assignment. The Writing Center operates on an appointment system, so please call (936) 294-3680 to schedule a session with a writing tutor. In addition to offering

one-to-one writing conferences, the Center also offers a computer lab, handouts, style manuals, dictionaries, thesauruses, and handbooks for client use.

NCATE Accreditation

The National Council for Accreditation of Teacher Education (NCATE), the largest accreditation body in the United States, is officially recognized by the U.S. Department of Education and highly acclaimed as an accrediting body for institutions that prepare educators for professional roles in schools. NCATE's mission is to provide accountability and improvement in educator preparation through a standards-based assessment. NCATE accreditation adds value to your education as a program of high quality in the educational community.

"NCATE standards are based on the belief that all children can and should learn, (NCATE, 2008)." The effectiveness of the College or Unit is measured based on the standards, which are institutional guidelines that ensure knowledge, skills, and professional dispositions educators need to facilitate P-12 learning.

The NCATE website is source for additional information accessed as follows:

http://www.ncate.org/documents/standards/NCATE%20Standards%202008.pdf

http://www.ncate.org/public/unitStandardsRubrics.asp?ch=4

The Conceptual Framework and Model

The COE Conceptual Framework establishes the shared vision of the college in preparing educators to work with P-12 students through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment preparing educators to work with P-12 students. Employing a variety of technologies, candidates learn to plan, implement, assess, and modify instruction to meet the needs of diverse learners.

The Conceptual Framework (CF) incorporates five (5) indicators throughout the framework that serve to identify areas tied to course work where there is evidence of Conceptual Framework and goals assessment. The five indicators are:

Knowledge Base (CF1)
Technological Learning Environment (CF2)
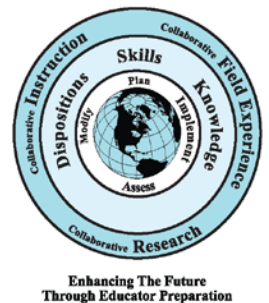
Communication (CF3)
Assessment (CF4)
Effective Field Experience with Diverse Learners (CF5)
Web link on *Educator Preparation Services* site for ***Conceptual Framework***:
http://www.shsu.edu/~edu_edprep/

SHSU Dispositions and Diversity Proficiencies

1. Demonstrate an attitude of reflection and thoughtfulness about professional growth and instruction. (CF 1)
2. Demonstrate a commitment to using technology to create and authentic learning environment that promotes problem-solving and decision making for diverse learners. (CF 2)
3. Practices ethical behavior and intellectual honesty. (CF 3)
4. Demonstrates thoughtfulness in communication and an awareness and appreciation of varying voices. (CF 3)
5. Demonstrates knowledge of second language acquisition and a commitment to adapting instruction or programs to meet the needs of culturally and linguistically diverse learners. (CF 3; CF 5)

6. Demonstrates ability to be understanding, respectful and inclusive of diverse populations. (CF 3; CF 5)
7. Uses assessment as a tool to evaluate learning and improve instruction for all learners. (CF 4)
8. Demonstrates a commitment to literacy, inquiry, and reflection. (CF 1; CF 4)
9. Leads diverse learners to higher level thinking in cognitive, affective and/or psychomotor domains. (CF 5)
10. Demonstrates a commitment to adapting instruction or programs to meet the needs of diverse learners. (CF 5)

The Dispositions and Diversity Proficiencies (DDP) are administered and evaluated during the initial and advanced programs in prescribed courses.
http://www.shsu.edu/~coegp/documents/shsu_d_dps_for_advanced_programs_list.pdf

College of Education Information:
Please be advised that the College of Education conducts ongoing research regarding the effectiveness of the programs. You will receive one survey in the final semester prior to graduation regarding the operations of the unit during your time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent

to you and to your employer. This survey will focus on the preparation received at SHSU. Please remember that your response to these surveys is critical to SHSU program excellence.

Course Matrix: The objectives of this course correspond with the Conceptual Framework model developed for the Educator Preparation Program at SHSU.

Objectives/Learning Outcomes	Activities (* indicates field-based activity)	Performance Assessment	**Standards:** ACEI – Spa Standard Alignment TS – Texas Educator Standards/Competencies DDP – Diversity and Disposition *CF -Conceptual Framework* NETS – ISTE NETS Technology Standards
#1 Candidates will demonstrate their knowledge of theories, processes, and principles of children's language and literacy development from emergent through fluent level readers, writers, listeners, and speakers.	*Responses to readings, group discussions and online discussions *Writer's Workshop *Guided and shared reading or tutoring lessons *Book shares	*Participation, rubric assessment of responses *Rubrics assessing product and reflection on teaching. *Student produced book *Unit, lesson plans, reflections *Lesson Plans *Article, synopsis of article	TS - 1.1k-1.9k, 1.1s-1.6s 2.1k-2.5k, 2.1s-2.6s 3.1k-3.10k, 5.1k-5.8k, 5.10k, 5.2s-5.8s, 5.10s-5.13s

DDP - 1, 3, 6, 7

ACEI - *1, 2a, 2b, 2i 3a, 3d, 5b* CF1, CF3

NETS•T – 1d; 3d; 4a; 4c |
| #2 | *Responses to readings, group | *Participation, | TS -2.6k, 2.4s, |

Candidates demonstrate knowledge of current approaches for teaching reading and writing, listening and speaking, and the components of a balanced literacy program.	discussions and online discussions *Writer's Workshop *Guided and shared reading or tutoring lessons *Book shares *Strategy shares and mini-lessons for writer's workshop *Poetry Cafe	rubric assessment of responses *Rubrics assessing product and reflection on teaching. Student-produced book *Lesson plans and reflections *Literacy unit, lesson plans, reflection *Lesson plans *Written analysis of basal readers *Lessons plans and classroom presentations	2.5s, 2.8s, 2.10s, 3.7s, 5.9k, 5.12s, DDP – 1, 3, 4, 5, 6, 7 *ACEI - 1. 2b* CF 1, CF 3 NETS•T – 1d; 3c; 4c
#3 Candidates demonstrate skill in using language arts instructional strategies and knowledge of the Texas Essential Knowledge and Skills (TEKS).	*Writer's Workshop *Guided and shared reading or tutoring lessons. *Book shares *Strategy shares and mini-lessons for writer's workshop *Poetry Cafe	*Rubrics assessing product and reflection on teaching. Student-produced book *Lesson plans and reflections *Literacy unit, lesson plans, reflection *Lesson plans *Lesson plans and classroom presentations	TS - 3.9k, 3.1s-3.3s, 3.4s-3.9s, 4.1k-4.6k, 4.8k-4.10k, 4.1s, 4.9s DDP – 1,2,3,4,5,6,7 ACEI - 1, 2a, 2b CF 3 NETS•T – 3c
#4		*Participation,	TS - 4.19k,

Candidates demonstrate awareness of diversity in students abilities, cultural backgrounds, and language, and ability to use these understandings to develop appropriate instructional strategies and practices.	*Responses to readings, group discussions and online discussions *Writer's Workshop *Guided and shared reading or tutoring lessons. *Book shares *Diversity Journal	rubric assessment of responses *Rubrics assessing product and reflection on teaching. Student-produced book *Lesson plans and reflections *Unit rubric *Presentations and reflections	4.12s DDP – 1,2,3,4,5,6,7 ACEI - 2b, 3d CF 9 NETS•T – 1d; 4a; 4c
#5 Candidates demonstrate a knowledge of interesting and grade appropriate trade books for children.	*Lesson Plan *Children's Lit. Log (Library Thing) *Book Shares	*Lesson plan rubric *Literacy Unit rubric *Mentor Evaluation	TS - 003, 018 DDP – 1,3,5, ACEI 2b, 3b CF 3 NETS•T – 3d; 4a; 4c
#6 Candidates demonstrate an ability to reflect on their own learning processes, seek answers to questions, and participate in and lead collaborative tasks.	*Responses to readings and group discussions *Writer's workshop *Book shares *Reflections on learning experiences in mentor teacher's classroom *Lesson plan reflections *ACE project	*Discussion rubric *Writer's workshop rubric *Book share reflections *Literacy Unit rubric	TS - .1k-1.9k, 1.1s-1.6s 2.1k-2.5k, 2.1s-2.6s 3.1k-3.10k, 5.1k-5.8k, 5.10k, 5.2s-5.8s, 5.10s-5.13s DDP – 2,3 ACEI -2b, 5b, 5d NETS•T - 5c CF 8
# 7 Candidates discuss the framework and key vocabulary of assessment-based	*Responses to readings, group discussions and online discussions *Writer's Workshop *Guided and shared reading or	*Participation, rubric assessment of responses *Rubrics	TS - 3.1s, 3.2s, 3.11k, 4.1s, 4.21k, 5.12k, 5.1s

literacy instruction.	tutoring lessons	assessing product and reflection on teaching *Lesson plans and reflections *Presentations and reflections	DDP – 6,7 *AECI - 2b, 4* CF 8 NETS•T – 1d; 3d; 4a; 4c
# 8 Candidates explain the need for and use of a variety of assessment tools (formal and informal) and techniques and are able to determine the reading level of a student in order to provide reading/writing instruction.	*Responses to readings, group discussions and online discussions *Writer's Workshop *Guided and shared reading or tutoring lessons *Case Study	*Participation, rubric assessment of responses *Rubrics assessing product and reflection on teaching *Lesson plans and reflections *Presentations and reflections	TS - 3.1s, 3.2s, 3.11k, 4.1s, 4.21k, 5.12k, 5.1s DDP – 6,7 *AECI - 2b, 4* CF 8 NETS•T – 1d; 3d; 4a; 4c
# 9 Candidates articulate and use information describing the stages of literacy development to assess and instruct a student in reading and writing.	*Responses to readings and group discussions *Assessment results *Lesson plans *Case Study	*Discussion rubric *Discussion agenda *Preliminary assessment reports *Case Study Report	TS - 1.2k, 1.3k, 1.6k, 1.7k 1.3s, 1.7s, 4.1k-4.3k, 5.1k-5.5k, 6.1k, 6.2k, 7.5k, 7.7k, 7.1s, 7.7s, 7.8k, 7.9k, 8.1k, 8.2k, 8.3k, 8.5k, 9.1k-9.4k DDP – 1,4,5 AECI - 2, 4b CF3 NETS•T -2d
# 10 Candidates demonstrate the importance of communicating with	*Self-introduction letter to parents Authors' Reception *ACE Project	*Reflections on parent interactions from Family	TS - 1.8s, 2.4s, 3.4s, 4.10s, 5.8s, 7.13s, 8.8s, 9.7s, 10.4s

parents about ways they can encourage the literacy development of their child.		Nights and conversations during Author's Celebration.	DDP – 1,4,5 AECI - 2, 4a CF7 NETS•T -2d
# 11 Candidates demonstrate their ability to communicate with other professionals in order to learn about and share current literacy practices.	*Mentor teacher discussions *Informal debriefing sessions after tutorials with classroom teacher	*Student samples of assessment in case study *Mentor evaluation	TS 0 1.9s, 2.5s, 3.5s, 4.11s, 5.9s, 7.14s, 8.9s, 9.8s DDP – 2,3,5 AECI - 2b, 5b CF 7 NETS•T 5d

Web address for State Standards: www.tea.state.tx.us
Web address for Reading Professional Standards: reading.org

NCATE Unit Standards
http://www.ncate.org/documents/standards/NCATE%20Standards%202008.pdf
http://www.ncate.org/public/unitStandardsRubrics.asp?ch=4
State Standards: http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlevl.asp
Web link on *Educator Preparation Services* site for ***Conceptual Framework***:
http://www.shsu.edu/~edu_edprep/
International Society for Technology in Education
http://www.iste.org/standards/nets-for-teachers/nets-for-teachers-2008.aspx

Course Evaluation: All assignments (even when submitted online) must include a hard copy of a blank rubric. All Assignment rubrics can be found on BlackBoard.

All assignments must be completed and TK20 assignments must be uploaded to receive a grade for this course.

Expectations: Through programs dedicated to collaboration instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning

environment. Employing a variety of technologies, these candidates learn to plan, implement, assess, and modify instruction to meet the needs of our communities' diverse learners.

Bibliography:

Gray, E.N. (2001). A literacy growth spurt during inquiry: Tommy's story. *Language Arts, 78*(4), 325-332.

Keefe, J.W., & Jenkins, J.M. (2002). Personalized instruction. *Phi Delta Kappan, 83*(6), 440-448.

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Important Dates at a Glance	
Thurs., Aug. 24 Tues., Aug. 29 Thurs., Aug. 31	First Days of class! Different time and location: **SHSU The Woodlands Center** **9:30-2:00PM Room 338**
Tues., Sept. 6	First day in Williams classrooms (Campus tour/ observation Only) Arrive on campus by 8:15. (Firm) In mentor class at 8:30-10:30. (Tentative) Lunch 10:30-11:30 SHSU Class 11:30-2:30 (Tentative)
Once a month in Sept., Oct., and Nov.	Book Shares Must occur once a month. **Organize dates with your mentor teacher in advance ASAP.**
Thurs., Sept. 7 Pre-Writing Tues., Sept. 12 Pre-Writing/Drafting Thurs., Sept. 14 Drafting Tues., Sept 19 Revising Thurs., Sept. 21 Revising/ Editing Tues., Sept. 26 Editing Thurs., Sept. 28 Publishing Tues., Oct. 3 Publishing	Days of writing tutorial (8 lessons)
Thurs., Oct. 5	Authors' Reception/Celebration
Tues., Oct. 10 and Thurs. Oct. 12	Days of reading assessments (We will posted digitally for you to print prior to class.) - Reading Attitude - Spelling Assessment - Informal Reading Inventory (Running Record and Reading Level)

Tues., Oct. 17 Thurs., Oct. 19 Tues., Oct. 24 Thurs., Oct. 26 Tues., Oct. 31 Thurs., Nov. 2 Tues., Nov. 7 Thurs., Nov. 9	Days of reading tutorials (8 lessons)
Tues., Nov. 14	Re-assess reading
Tues., Nov. 16	Mentor Appreciation Brunch Come and go 9:30-12:30
Tues. Nov. 28 Thurs. Nov. 30	Last days of class (Tentative)
Sat. Nov. 4- Flags for Our Heroes Fri., Oct. 27- Book Fair/ Community Night	MANDATORY Community Service Options

Assignments	Eligible Points	Due Date
Peer Book Share Read Aloud (Completed in-class)	15	Tues., Aug. 29th
Multi-Genre Website	25	Thurs., Sept. 1
Self-introduction letter to parents	5	Tues. Sept. 5
Tompkins Double-entry notes Discuss in-class (12 chapters) Every class period.	24	Tues., Aug 29th-Sept. 26th

<u>Online</u> Book Club- The Book Whisperer By the week.	20	Aug. 29th: Week 1- Forward, Intro, and Ch 1 Sept. 5: Week 2- Ch 2&3 Sept. 12: Week 3- Ch 4&5 Sept. 19: Week 4- Ch 6&7 Read Thurs-weekend; Post Tuesday; respond twice by Thursday.
Lesson Plans	Required	Due daily before leaving for mentor classes
Children's Book Writing Assignment	40	Thurs., Sept. 14
Lit. Circle Roles & Book Trailer	30	Sept. 26-Oct. 10
DeVries Agendas (14 chapters)	28	Sept. 28 through Nov.14
Poetry Cafe	20	Thurs., Nov. 9
Strategy Presentations (partner optional)	30	Tues., Oct. 24
80 Books- LibraryThing.com	40	Thurs., Nov. 16
Book Shares (lesson plan required)	30 (10x3)	Sept./Oct./Nov. Must occur once a month. **Organize dates with your mentor teacher in advance ASAP.**
Ace Project attendance and reflection	20	Flags for Our Heroes Sat. morning, Nov. 4th Alt: Movie Night
Quizzes	30	TBA
Diversity Journal	23	Daily through Nov. 28
Case Study	50	Thurs., Nov. 30
Professionalism	50	Thurs., Nov. 30
Mentor Evaluation	10	Thurs., Nov. 30
Exit Survey	10	Thurs., Nov. 30
TOTAL POINTS/ GRADES	500 500-450= A 449- 400= B 399-350= C 349-300= D 299 and below= F	