



READ 3370.05, The Teaching of Reading
READ 3371.05, Literacy Assessment and Instruction
READ 3372.05, The Teaching of Language Arts

Fall 2017

READ 3370, 3371, 3372 is a required course for EC-6 Generalist and 4-8 ELAR/SS Certifications

College of Education
Department of Language, Literacy, and Special Populations

Instructor:

Patricia Durham, Ph.D.
TEC 111c
P.O. Box 2119/SHSU,
Huntsville, Texas 77341-2119
Office & Voice Mail - 936-294-3912
Fax 936-294-1131 pmd006@SHSU.edu

Office Hours:

Tuesday: 3:30- 4:00 @Wilkinson Elementary
9:00- 11:00 (during field time)
Wednesday: 12:00- 4:00 @ SHSU campus
(prefer and email notice)
Thursday: 3:30- 4:00 @ Wilkinson
Elementary
9:00- 11:00 (during field time)

Co-Instructor:

Carole Brady, M.S.
Cab073@shsu.edu

Office Hours:

Tuesday: by email appointment
9:00- 11:00 (during field time)

Class Format: The content of this course is delivered through demonstrations, readings, and mini-lectures. Course concepts are learned through observations, readings, collaborative study, role play, and discussions (on-line and classroom), practicum experiences, presentations, and research. In addition, candidates work with mentor teachers and students in elementary classrooms to apply the concepts, theories, and assessment based instruction discussed in class. The professor's instructional focus is to assist certification candidates in the process of becoming **reflective practitioners**. Evaluation consists of self-evaluations, peer evaluations, mentor teacher evaluations, tests, and professor assessments using rubrics for products, discussions, and presentations.

Class day and time:

Days and times the class meets: We will meet Tuesday and Thursday until December 7th which is a Wilkinson Elementary Young Readers and Writer's Celebration with parents. This serves as the final.

Tuesday:

8:45 am – 3:30 pm
At Wilkinson Elementary, rm
212
Conroe, Texas

(lunch between 12:00-12:35)

Thursday:

8:45 am – 3:30 pm
At Wilkinson Elementary, rm
212
Conroe, Texas

(lunch between 12:00-12:35)

Field Experience:

Beginning week 5
Thursdays only
7:50- 11:00 mentor classroom
11:00-11:45 Task/planning
work...
(Lunch between 12:00-12:35)
Class 12:35- 3:30

**** Tuesday 11/21 class at
the Woodlands Campus
Thanksgiving break-
Wednesday – Friday 11/22-
11/24

**Tues/Thurs Mentor
Classroom**
Beginning week 8

These are subject to alterations with advance notice. Additional time at the school may be required in order to complete all necessary practicum work.

Course Description:

- **READ 3370 The Teaching of Reading.** The fundamental concepts and principles of reading instruction and focus on the developmental stages of reading. Word attack, comprehension, study strategies and other aspects of a balanced literacy program are learned and applied. Field experiences in PK-12 public schools required. The theory behind the components of a balanced literacy program will be addressed as well as how to deliver instruction in word attack skills, comprehension, fluency, vocabulary, and other aspects of literacy development. Students will have opportunities to practice what they are learning with children in an authentic setting.
- **READ 3371 Literacy Assessment and Instruction.** Students will administer and interpret varied assessment tools as well as select and implement appropriate instructional techniques to plan and conduct effective classroom literacy instruction. Field experiences in PK-12 public schools required. The focus of this course will be on assessment based instruction. Students will learn how to assess children's literacy skills and then how to develop appropriate instruction based upon children's needs.
- **READ 2272 The Teaching of Language Arts.** Focus on the developmental stages of writing and the interrelated language processes of listening, speaking and reading and writing. Pre-service teachers will explore theories and instructional practices in the elementary school language arts program. Field experiences in PK-12 public schools required.

Textbooks:

READ 3370

Tompkins, G.E. (2014). *Literacy for the 21st century: A balanced approach* (6th ed.). Upper Saddle River, NJ: Pearson/Allyn & Bacon. ISBN: 978-0-13-283779-8

READ 3372

Bear, D.R., Invernizzi, M., Templeton, S., & Johnston, F. (2012). *Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction* (5th edition/ Silver edition). Upper Saddle River, NJ: Merrill/Prentice Hall. ISBN: 978-0-13-703510-6

Or 6th edition

Dow, R. & Baer, G.T. (2007). *Self-paced phonics: A text for educators* (4th ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.

or

Fox, B. (2014). *Phonics and word study: for the teacher of reading. Programmed for self-instruction.* (11th ed.). Upper Saddle River, NJ: Pearson/Allyn & Bacon. ISBN: 978-0-13-28389-2

Fletcher, R. & Portalupi, J. (2001). *Writer's Workshop*. Portsmouth, NH: Heinemann.

READ 3372 for later in the semester. Children's books... these can be borrowed, used, or new but each of you will need a copy.

Required: (for later)

Fredrick by Leo Lionni

The True Story of the Three Little Pigs by Jon Scieszka

Love that Dog by Sharon Creech

Optional books (there may be a few more mentioned in class)

Wilford Gordon McDonald Partridge by Mem Fox

Verde by Janell Cannon

Roger the Jolly Pirate by Brett Helquist

Albert the Bear by Nick Butterworth

Bibliography (recommended books):

Fletcher, R. & Portalupi, J. (1998). *Crafting lessons: Teaching Writing K-8*. Stenhouse Publishing.

Keene, E. & Zimmermann, S. (2007). *Mosaic of thought*. (2nd ed.). Portsmouth, NH: Heinemann.

Course Objectives: The following objectives will be met during this course:

This blocked course (READ 3370/3371/3372) is designed to help you become an informed, reflective decision maker who can translate understandings of literacy processes and methodology into appropriate instructional decisions for children. Specifically, this course will develop your:

1. Apply knowledge of the theories, processes, and principles of children's language and literacy development from emergent through fluent level readers, writers, listeners, and speakers.
2. Apply knowledge of the stages of literacy development, instructional strategies, and knowledge of the ELAR Texas Essential Knowledge and skills (TEKS) in assessing and instructing students to become strategic readers and writers.
3. Demonstrate knowledge of current approaches for teaching reading, writing, listening, and speaking through a balanced literacy approach in a safe, supportive learning environment.
4. Use a variety of assessment techniques to determine student's literacy strengths and needs.
5. Use knowledge of diversity in student abilities, cultural backgrounds and language, and apply these understandings to develop appropriate instructional practices.
6. Ability to identify, select, and implement instruction appropriate for meeting students' assessed needs.
7. Develop awareness of children's difficulty with classroom reading/writing processes such as dyslexia and other individual needs.
8. Develop competencies to ethically communicate and collaborate with families, colleagues, and other literacy professionals to support the strengths and needs of children's literacy development.
9. Reflect and act on their own literacy pedagogical development and professional identities to improve the delivery of literacy instruction based on current research.

IDEA Objectives: The instruction in this course will address the following major objectives (as assessed by the IDEA course evaluation system):

Essential: The ESSENTIAL objective for these courses is that students develop skills, competencies, and points of view needed by professionals in the field most closely related to this course (language arts teachers).

Important: Additionally, an IMPORTANT objective is that students learn to *apply* course material to improve thinking, problem solving, and decisions.

Course/Instructor Requirements:

Required SUPPLIES

Materials for courses: printer access and printer paper (on a weekly bases lesson will be printed)

Highlighters/pencils/pens/markers/crayons
planner to coordinate assignments
2 pocket folder w/ brads

2- 2" binder for resources & class notes
stapler/3 hole puncher/ scissors
post-it-notes/glue/tape

Dividers for binder 1: Reading, Writing, Word study, Assessments, Lesson Handouts, Field Experience Agendas

Dividers for binder 2: Reading Assessments, Reading lessons, Word Study Assess/Lessons, Writing Assess/Lessons

For your field experience teaching, though not all inclusive, the following materials will be needed:

MAY NEED:

lined/unlined paper (special for young grades), construction paper, small digital timer (phone is fine), a traveling case for your supplies (rollers might be helpful), white board

Assignments within course:

Readings: You will be assigned to read chapters from your course text, articles from journals, and on-line materials. You will be expected to read these assignments and discuss and review the material with your colleagues in a variety of formats. A disciplined reading of your reading assignments is an absolute must for this class and prepares you well for the TExES certification exams. Your reflection must demonstrate your theoretical understanding of the three courses. This is not regurgitating facts, but putting your personal understanding together with research and theory.

Quizzes: Quizzes covering texts and lectures will be given.

Personal Writer's Workshop Publication: Each candidate will go through the writing process and produce both finished/published and unfinished products. You will be evaluated on your participation in the writing process, your writing portfolio (in a pocket folder), and one "published" work.

Children's Literature Project: You will begin to develop your own data base of children's literature by reading and entering 50 children's books and related information on this web based site (librarything.com). Books used for your reading and writing lesson assignment and chapter book/literature circle assignment will be included within the 50 required as well as the books that will be read aloud in class. You will need to make an account. Rate each book that you add as well as add a comment in the "edit" section regarding how you would use it and why the students might like this book. You will select the "print" version of your list at the end of course for turn in. A list of suggested children's book will be given for you to exam using the library at Wilkinson Elementary.

Engaging Readers Strategy presentations: Of these book collections, you will share 3 books with the class and relate them to supporting specific skills. Each presentation will have a written analysis including the APA citation, brief summary (4 sentences), and a reflection of the strategy

Mentor Text Collection: You will begin a collection of 16 mentor texts that can assist with teaching children how to develop author's craft. The collection will consist of 2 mentor text representing various types of author's craft. Each section of the collection will include an image of the book, a copy of the mentor text section, and an example of personal writing with the specific crafting technique.

Group Reading Comprehension Strategy Share: Your group will work to align vertically and horizontally a comprehension element, create a pedagogical content knowledge statement, and provide two leveled activities to develop the element.

Assignments within practicum/field experience:

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 here at Wilkinson 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 professional educator and as a positive force in this world and deepen your understanding of your role as a citizen. These practicum experiences listed below constitute over 50% of your grade.

Complete Guided Instruction Lessons: By the end of the semester you will develop one full guided reading lesson and one full guided comprehension lesson to teach to small groups of students in your mentor teacher's classroom. Leading up to this final lesson, you will "build" the concept of guided instruction one lesson at a time.

Lesson Types:

Instructional Read Alouds / Shared Reading/ Guided Reading/ Guided Comprehension with

Children: The purpose of this experience is to give you a chance to teach literacy through children's literature. Although you may be reading books to children often, you will formally document at least six instructional read aloud/shared readings with lesson plans and reflections. You will turn in a lesson and a DAP reflection.

ALL LESSONS MUST BE APPROVED BEFORE TEACHING. RESCHEDULING A TEACHING DAY MAY BE NECESSARY IF LESSONS ARE NOT APPROVED. See Professionalism for guidelines for rescheduling.

Lesson are reviewed from Thursday through Sunday and you will be expected to revise and resubmit within a 24 hour period. Email is vital to this process.

One the day of teaching: A lesson plan will be presented to the mentor teacher (can be digitally sent via email the night before or hard copy the AM) AND you should be observed having your own hard copy of the lesson in close proximity to your teaching area. You will be expected to refer to it if necessary. Any materials you will need to teach the lesson must be ready when you arrive at 7:50 a.m. on the day the lesson will be taught. If a lesson is not printed out for the day of teaching, 2 professional points will be deducted

If a child is absent or unavailable at the designated time for the teaching lesson you will still be expected to make up the lesson with the child as soon as possible. Completing all the work necessary with your student may require additional time at the school outside your usual class times.

Case Study Binder: You will gather background information, administer pre- and post- assessments, interpret assessment results, determine strengths and weaknesses, and implement at least 8 lessons for one child. You will conference with the instructor and with this student's teacher after the pre-assessments and again after post-assessments. Your reflection of this process is a key component of the case study. You will be working with this student the entire semester.

You will post a final analysis of your student's progress and a case study report to **TK20**.

- **Post/Pre assessments:** After each completion of a post/pre assessment, a professional/formal written analysis will be turned in stating how the data was collected, what the data tells you about the student, what your plan to do with the data and what you learned as a teacher from administering the assessment.
- **Lesson plans:** The case study binder will be the storage unit for all weeks in the field. After each lesson is taught you will complete a DAP reflection and put the lesson/DAP in the binder. Tabs will be used to designate Week and Subject taught. Make copies of student work and include either pictures of your manipulatives or manipulatives you used to teach the lesson.

Writer's Workshop Lessons: You will work with one child (possibly a small group) in a writing workshop format taking the child (or group) through the writing process (prewriting, drafting, revising, editing, publishing). You will assess writing and develop writing lesson plans. The child will produce at least one publication in the form of a book. Lesson plans and reflections will be kept and turned in with writing samples. This assignment will culminate in an Author's Celebration featuring children reading their books to an invited audience.

Word Study Lessons: After assessing your tutorial student's orthographic knowledge (developmental spelling level), you will prepare four sets of instructional materials appropriate to the student's stage of spelling development. These will include sound or pattern sorts and word study games. You will use these activities with your tutorial student and also be prepared to share them with your classmates.

Parent Communication: You will craft a letter of introduction to send home to the parents of your two students. Half way through the semester, you will craft an ‘update’ letter discussion the various activities you and the student have done including a tip for at home reading/writing/word study.

Field experience log sheet: You will be required to log in/out to document the hours of observation you complete. This will be done digitally via TK20 with a reflection.

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

Grades

ASSIGNMENTS Reading 3370	Possible Points	Earned Points
*Professionalism (professor) 35 x 2	70	
Quizzes (3 x 10 pts) #	30	
Engaging Readers Book presentation (2 x 25 pts)	50	
*Instructional Read aloud/Shared Reading lessons (2 x 25pts) Lessons 2, 4	50	
*Guided Reading/comprehension Lesson TK20 task Lesson 5: 2 days (62.5 points) and Lesson 6: 2 days (62.5 pts)	125	
Group Comprehension Strategy Share	60	
Children’s Literature Project	50	
TOTAL POINTS	435	

*Field Experiences # shared assignment with other block
courses (do once/grade twice)

ASSIGNMENTS Reading 3371	Possible Points	Earned Points
*Professionalism #	70	
*Case Study Binder Review and Interview		
Reading Assessments	50	
Guided Instruction	50	
Word study and Writer’s Workshop (15pts each)	30	
Case Study Summary (TK20 task)		
Contextual Factors	30	
Assessment Plans (Discussion of Formative Assessments)	80	
Design for Instruction	60	
Analysis of Student Learning	60	
Reflection and Self Evaluation	25	
Final Case Report: 255pts		
TOTAL POINTS	455	

*Field Experiences # shared assignment (do once/grade twice)

ASSIGNMENTS Reading 3372	Possible Points	Earned Points
Professionalism #	70	
Quizzes (3 x 10 pts) #	30	
Personal Writers Workshop Publication:		
Participation (25) & Portfolio (25)	50	
Mentor Text Collection	45	
*Child's (Children's) Writing Process:		
Writing Lessons (5 x 25pts) (plans, samples)	125	
L.A. Assessment write ups: Getting to know you (20pts), Attitude Survey (20pt), PSI/ESI/USI assessment (20), Writing level assessment (20 pts)	60	
*Word Study Lessons -(3 x 25pt)	75	
Phonics Mastery Test (passing only)	50	
TOTAL POINTS	475	

*Field Experiences

shared assignment (do once/grade twice)

Grade Equivalents:

READ 3370	435-392= A	391-384= B	383-304= C	Below 303=F
READ 3371	455-409= A	408-364= B	363-318= C	Below 317=F
READ 3372	475-427= A	426-380= B	379-332= C	Below 331=F

Schedule- 15 Week course content outline. Monthly schedules with specific assignments will be given the last week of the month for the next month (one for course content and one for field experience teaching tasks.

Week 1	The literacy genealogy/Intro to oral reading fluency
Week 2	Being a teacher of reading/Working with the youngest Readers and Writers/Oral Language Development/Observing and collecting word study data... What are they using but confusing/Discover Circles
Week 3	Phonological Awareness/ Cracking the Alphabetic Code/Phonemic Awareness/Alphabetic Principle/ The Dyslexia Connection/Handwriting/Writer's Workshop/Assessment of Orthographic Development
Week 4	Emergent Stage of readers and writers/Engaging readers/Instructional Read Aloud/Developing oral listening comprehension/Guided Writing: Planning/Organizing to write
Week 5	Writer's Workshop/Analyzing Word study assessments/Dispositions in the field/Phonics/Contextual factors to consider/Response to Literature
Week 6	Phonics and Word study/Word Walls/Organizing for word study Emergent and Letter Name Alphabetic stages/Using assessments of word study to drive instruction/Instructional Read Alouds: Vocabulary/Content Clues
Week 7	Status of the class for Reader and Writer workshops/Conferring with writers/Guided writing- Developing your craft for the "before"/Within Word stage/What is Fluency?/Fluency Checks/running records
Week 8	Continuing What is Fluency? And Running Records/Teaching for strategies/Assessments: Miscue analysis/fluency checks/comprehension/retelling/words per minute/Bringing it all together to drive instruction for Guided Instruction/Informal Reading Assessments/Developing the craft during writer's workshop-mentor texts
Week 9	Continue with multiple assessments for reading and writing/Developing your craft

	“during” the process for transitions and time passing, for the “after” section and revising strategies
Week 10	Using the informal reading inventory to find reading levels/ Using assessments to drive reading instruction/Reciprocal teaching/ Developing your craft during writing: closings/ writing assessments/Case Study discussion for Assessment write up
	Guided Reading/small group learning/Writing lesson planning
Week 11	Crafting writing with mentor text using interrogatives/Editing and Revising/Genre/Text factors/comprehension/Guided Comprehension
Week 12	Writer’s workshop using mentor text poetry/Sticky Note discussions/Guided Comprehension lesson designing/Case Study discussion for Design for Instruction
Week 13	Guided comprehension-Character traits and the evolution through the grades/Literature circles/Case Study discussion for Design for Instruction
Week 14	Reader theater/Dyslexia reflection/Informational Text reading/Case Study Discussion for Reflection on instruction
Week 15	Final for Tuesday: Case Study Binder Review Final for Thursday: Young Readers and Writers Celebration with students and parents

Student Guidelines

University Policies

- SHSU Academic Policy Manual-Students
 - [Procedures in Cases of Academic Dishonesty #810213](#)
 - [Students with Disabilities #811006](#)
 - [Student Absences on Religious Holy Days #861001](#)
 - [Academic Grievance Procedures for Students #900823](#)
- SHSU Academic Policy Manual-Curriculum and Instruction
 - [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)
 - Technology during instruction: INSTRUCTOR'S POLICY ON TECHNOLOGY USE DURING INSTRUCTION
 - Technology during exams: INSTRUCTOR'S POLICY ON TECHNOLOGY USE DURING EXAMS
 - Technology in emergencies: INSTRUCTOR'S POLICY ON TECHNOLOGY USE IN EMERGENCIES
- 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.

Attendance

Time Requirement / Attendance: This is a “hands-on” 9 hours course with 60 hours of observation in which many of the instructional techniques are demonstrated in class, applied in elementary classrooms, and debriefed in large and small group discussions. Your participation and contributions are vital to your success. Therefore, regular and punctual attendance is expected. Attendance also demonstrates a level of responsibility and commitment that is expected of a professional. The university expectation of a 9 hour course is an additional 12 hours of outside work to prepare and study.

Absence before field experience begins is defined as not being in the classroom by 9:00 am or leaving before 2:45 pm.

On the second absence, 5 points will be deducted from your professionalism points. **More than two absences will necessitate a drop of one letter grade in the final course grade for each class missed AND a**

conference discussing withdrawing from the block courses.

Tardies

Tardies and early departures are recorded. If you are over 10 minutes tardy or leave class for more than 10 minutes at least 2 points will be deducted from your professionalism grade. **Two such occurrences are the equivalent of one absence with the resultant loss of points.**

Lateness/Early departure to class: You are late if not in class by the designated time (8:45 am prior to field experience). An excuse is not necessary for an occasional tardy (less than 5 minutes), but two tardy marks will result in a reduction of your professional by 5 points. Every tardy thereafter will result in 10 points more off all final course grades. Leaving the class more than 10 minutes early will result in the same penalty.

Field Experience

Field experience absence is defined as not being in your mentor classroom by 8:15 a.m.
Field experience tardy is 7:55.

Field experience absences and tardies are sensitive. A mentor teach can elect to have a student removed for excessive tardies or absences.

Rescheduling of teaching: No points will be deducted if the student is absent or mentor teacher request. 5 professional points will be deducted on the second rescheduling of teaching which is not related to a student absence or mentor teacher request. All lesson must be taught within a weeks' time.

Course Expectations

- Assignments: All papers must be word processed, double spaced, spell checked. Cite references where applicable. Where noted in the schedule, assignments will be turned in via Blackboard. Assignments must be in .doc format. If an assignment is not able to be opened due to a wrong file format, it will be counted as late. Please check that the upload was successful and correct format.
 - **Quality of assignments:** All assignments should be in final draft form with little to no grammatical errors. Some assignments, especially lesson plans, which earned less than mastery, will be asked to be resubmitted. **ALL lesson plans must show mastery before teaching can be allowed. If a lesson plan is deemed to not meet this criterion, the student will be informed and an additional teaching make-up day will need to be arranged to complete the task. A lesson that needs to be revised more than 3 times, will result in rescheduling the lesson and deduction of professionalism points.**
- Late assignment policy- Please pay special attention to observe the due dates for each of the assignments. If you are aware of problems or special situations **BEFORE** the due dates contact the professor for special arrangements. **If your work is submitted later than the day specified, the following points are deducted from the assignment:**
 1. Up to 24 hours-25% of the total assessed points are deducted.
 2. 25-72 hours-50% of the total assessed points are deducted.
 3. **After 72 hours** late assignment will **NOT** be accepted. (Lesson plans are the exception as they are required to be taught. If later than 72 hours, a lesson must be turned in but no points will be awarded)
- Communication:
 - Email: Initial correspondence should be in proper letter form with letter format. Email that does not respectfully communicate with the professor may not receive a reply.

Phone: Email communication is not the only way to make contact with me! All voice mail goes directly to email and notifies me of a message. **Do not wait or dismiss the need to talk with me about assignments. I willingly look at drafts of assignments, and I am willing to discuss assignments on the phone up until 24 hours before the due date.**

In person: I am available during the posted office hours.

This is not a semester to stay in the background. I expect to see you often asking questions regarding assignments, meeting me after class for clarification or on campus!

- Civic Engagement: In this course, you will not only learn knowledge and skills, but also actively use them to make a difference in our community to improve the quality of life, particularly at Wilkinson Elementary School. 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.

Professional Points

- Professionalism: You are currently in a professional course of study in which you are preparing to be a teacher, accountable to and for the children you teach, their parents, your colleagues, and administrators. This is not a responsibility that can be taken lightly. It is expected that your professional **participation** in activities as well as positive **attitudes and dispositions** toward learning be exhibited throughout your teacher preparation program. Wilkinson 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 are grateful to be here.

Everyone begins the semester with 35 points for course professionalism, the maximum for exemplary professional behavior. (35 points are also awarded from your mentor teaching for field experience)

Loss of points can be the result of:

- Absences (class or field teaching)
- tardies,
- unfinished or poorly prepared work,
- poor communication between your professor, colleagues or mentor teachers,
- negative attitudes, (even if not directed towards an individual but overheard by others)
- gossiping,
- any inappropriate cell phone use including but not limited to talking or texting during class time,
- lack of initiative,
- impatience,
- rudeness,
- lack of participation during observations, course time
- debriefings,
- group discussions/reflections,
- professional dress
- or other unprofessional behavior.

More points can be lost depending on the seriousness of the infraction. In addition, loss of most (more than ½) or all professionalism points will result in the submission of a note to the College of Education's Professional Concerns Committee. Solely the professors and your mentor teachers determine the final total of professionalism points. **NOTE:** If all professionalism points are lost, the final grades for READ 3370/3371/3372 cannot be higher than a D.

- 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 pants/slacks (full length, not Capri or leggings-like unless covered by a long dress shirt or skirt ******(below the knee or longer)

Dress ******(below the knee or longer/no sundress-like strap dresses/most of the shoulder should be covered)

No midriffs showing even when arms are raised or you are sitting/squatting

****** it is highly advisable to avoid skirts/dresses once in the field classroom

There can be no tattoos showing (you must cover them)

There can be no piercing (tongue, nose, eyebrow, etc)

All tops must be somewhat loose fitting and cover ALL cleavage

Both: Closed toe shoes (limit heel height). No sneakers or flip-flops/sandals

- Cell phone use: 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
- 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.
- *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. <https://tk20.shsu.edu/> The dispositions that you will be evaluated on for TK20 include values, commitment, professional ethics, organization and flexibility.

College of Education Information

Accreditation

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency ([TEA](#)). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation ([CAEP](#)-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations ([SPA](#)), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs ([CACREP](#)).

Course and Program Evaluation

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to

view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.

Standard Matrix:

Topic(s)/Objective(s) The Candidate will:	Activities/Assignment s (including field-based activities)	Measurement (including performance-based)	Standards Alignment CAEP-K-6 Elementary Teacher Standards EC-6 ELAR and Reading Standards ISTE - Technology Standards InTASC - Model Core Teaching Standards TS—Teacher Standards TTT-Texas Teacher Tech
#1 Apply knowledge of the theories, processes, and principles of children's language and literacy development from emergent through fluent level readers, writers, listeners, and speakers.	*Responses to readings and group discussions *Writer's workshop Reflections and reading logs *Lesson Plans *Case Study * Literacy Lesson	Discussion rubric Writer's Workshop rubric Quizzes Reading logs and reflections Case Study Rubric Lesson Rubric/Video, Mentor Teacher Evaluation	CAEP- 1.a, 1.b, 1.c, 2.a EC-6-1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 ISTE- 1d InTASC- 1a-1k TS –1, 3, 4 TTT- 1.6s
#2 Apply knowledge of the stages of literacy development, instructional strategies, and knowledge of the ELAR Texas Essential Knowledge and skills (TEKS) in assessing and instructing students to become strategic readers and writers.	Responses to readings and group discussions *Writer's workshop *Book shares *Lesson Plans *Strategy shares *Literacy Lesson Professional reading share *Reflections	Discussion rubric Mentor Evaluation Writer's workshop rubric Book share reflection Strategy rubric Reflection rubric	CAEP- 1.a, 1.b, 1.c, 2.a, 3.a, 3.b, 3.c, 3.d, 3.e, 3.f EC-6-1, 2, 3, 4, 5, 6, 7, 8, 9, 10,11, 12 ISTE- 1d, 4b InTASC- 1a-1k, 4a-4r, 5a-5s TS- 1, 3 TTT- 1.6s
#3 Demonstrate knowledge of current approaches for teaching reading, writing, listening, and speaking through a balanced literacy approach in a safe, supportive learning environment.	*Writer's workshop *Book shares *Strategy shares and mini lessons for writer's workshop *Posters for strategies	Lesson plan rubric Mentor Evaluation Book share reflection Writer's workshop rubric Strategy rubric Case Study Mimi-lessons Posters	CAEP- 3.a, 3.b, 3.c, 3.d, 3.e, 3.f, 4.a, 4.b, 4.c, 4.c, 4.d, 4.e, 4.f, 4.g EC-6-1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12 ISTE- 1a, 1c, 1d, 4b InTASC – 3a-3r, 5a-5s; 8a-8s TS –1, 3, 4 TTT- 1.6s, 2.1k, 2.2k, 3.2k, 3.1s,3.11s, 3.12s, 4.1k, 4.1s, 4.6, 2.5k, 5.4s
#4 Use a variety of assessment techniques to determine student's literacy strengths and needs.	Writer's workshop *Book shares *Strategy demonstrations *Mini lessons for writer's workshop and tutoring * Book share/instructional read aloud activity	Lesson plan rubric Mentor Evaluation Writer's workshop rubric Book share reflection Strategy rubric Case Study	CAEP- 3.a, 3.b, 3.c, 3.d, 3.e, 3.f EC-6-2, 3, 4, 5, 6, 7, 8, 9, 10 ISTE-2 InTASC – 2a-2o; 6a-6v, 7a-7q TS- 2,5 TTT- 1.6s
#5 Use knowledge of diversity in student abilities, cultural	*Lesson Plans *Librarything.com activity	Lesson plan rubric Book Share Reflection Mentor Evaluation	CAEP- 1.a, 1.b, 1.c EC-6-1, 7, 8, 11 ISTE- 1d, 4b

backgrounds and language, and apply these understandings to develop appropriate instructional practices.	*Book shares/instructional read alouds	Book list for librarything.com	InTASC – 2a-2o; 7a-7q; 8a-8s TS - 2,3,4,5 TTT -1.6s
#6 Ability to identify, select, and implement instructional practices appropriate for meeting students' assessed needs.	Responses to readings and group discussions *Writer's workshop *Book shares Reflections on learning experiences in mentor teacher's classroom	Discussion rubric Writer's workshop rubric Book share reflections Reflections of readings and connections Book Clubs	CAEP - 3.a, 3.b, 3.c, 3.d, 3.e, 3.f, 4.a, 4.b, 4.c, 4.d, 4.e, 4.f, 4.g EC-6-2 , 3, 4, 5, 6, 7, 8, 9, 10, 11 ISTE - 1a, 1d, 4b InTASC – 7a-7q; 8a-8s TS -1,2 TTT -1.6s, 3.1s, 3.11s, 3.12s, 4.1k, 4.1s, 4.6s, 5.2k, 5.2k, 5.4
# 7 Develop awareness of children's difficulty with classroom reading/writing processes such as dyslexia and other individual needs.	Responses to readings and group discussions Case study evaluation	Discussion rubric Reflections Lesson plans Quiz	CAEP - 3.a, 3.b, 3.c, 3.d, 3.e, 3.f, 4.a, 4.b, 4.c, 4.d, 4.e, 4.f, 4.g EC-6-2 , 3, 4, 5, 6, 7, 8, 9, 10 ISTE - 1b, 4b InTASC – 2a-2o TS -2 TTT -1.6s, 2.1k, 2.2k TS – 1.3k, 1.5k, 1.k, 2.1k, 2.4k, 3.1k, 3.2k, 3.4k,
# 8 Develop competencies to ethically communicate and collaborate with students, families, colleagues, and other literacy professionals to support the strengthens and needs of childrens' literacy development.	*Study & administration of informal assessment tools and techniques Response to readings and group discussions *Case study assessments and evaluation	Student samples of completed Assessments/narratives Assessment forms Assessment conference Case Study Discussion rubric	CAEP - 1.b, 1.c, 5.a, 5.b, 5.c, 5.d EC-6 - ISTE - 3c, 4c InTASC – 10a-10f TS - 4,6 TTT -1.15s, 1.16s, 1.6s, 2.2k, 3.1s
# 9 Reflect and act on their own literacy pedagogical development and professional identities to improve the delivery of literacy instruction based on current research.	Responses to readings and group discussions Assessment results *Lesson plans *Case Study	Discussion rubric Reflections Preliminary assessment reports Case Study Report	CAEP - 5.a, 5.b, 5.c, 5.d ISTE - 4a, 4b, 4c, 4d,5a, 5c InTASC -9a-9o