



**READ 3370/3371/3372**  
**The Teaching of Reading/ Literacy Assessment and Instruction/  
The Teaching of Language Arts**

**Spring 2018**

*Courses 3370/3371/3372 are required courses for EC-6 Generalist and 4-8 ELAR/SS*

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

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**Office hours:** Before or after class on Tuesdays and Thursdays  
@ New Waverly Elementary or Intermediate Schools  
Wednesdays 12:00-3:00-office  
Other times by appointment

**Day and time the class meets: Tuesday/Thursday, 7:30-3:30**

**Location of class: New Waverly ISD: New Waverly Elementary School,  
New Waverly Intermediate School**

**Course Format:** The content of this course is delivered through demonstrations, lecture, and discussion groups. Course concepts are learned through observations, readings, collaborative study, practicum experiences, presentations, and research. In addition, candidates work with mentor teachers in elementary school classrooms to apply the concepts, theories, and strategies 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, and professor assessments using rubrics for products, discussions, and presentations.

**Course Description:** 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 literacy instruction in these three blocked courses to meet the needs of our communities' diverse learners. This course is an ACE course (Academic Civic Engagement) so that service to the community is a major component.

## Required Materials

### Textbooks:

Tompkins, G. E. (2013). *Literacy for the 21<sup>st</sup> century: A balanced approach* (7th ed.) New York: Pearson. ISBN-13: 978-0134090191.

Tompkins, G.E. (2012). *Teaching writing: Balancing process and product* (6th ed.). New York: Pearson. ISBN 978-0-13-248481-7.

**You must have the required texts when classes begin. These are not optional.**

### Children's Books:

- Two children's books—to be discussed in class.

### Online resources to download:

**\*\***<http://lincs.ed.gov/publications/pdf/PRFbooklet.pdf>

**\*\***<https://dyslexiaida.org/wp-content/uploads/2015/01/DITC-Handbook.pdf>

**\*\***TEKS-Reading and Language Arts: Available: [www.tea.state.tx.us](http://www.tea.state.tx.us) or [www.tenet.edu/teks/languagearts](http://www.tenet.edu/teks/languagearts)

**\*\***EC-6 ELAR standards—pdf is located on Blackboard under course information

### **TK20 uploads are required for these courses**

- Tk20 is an electronic toolkit linked through Blackboard for candidates to provide evidence they have mastered state and professional standards for the profession. You will be uploading 1 assignment (case study) for READ 3371 and complete your Field Experience log weekly through the link on READ 3370 on Blackboard for your mentor teacher to approve via email. Your field experience log will be monitored by me as your professor on a monthly basis and your case study will be scored based on a rubric at the end of the semester.

### Course Content:

- **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.
- **3371** – The focus is on literacy assessment, developmental stages, and guiding instruction through assessment.
- **3372**—The focus is on the developmental stages of writing and the interrelated language processes of listening, speaking, reading, and writing.

**\*\*Please note that all course documents and assignments will be posted under course 3370 to support the accessibility of necessary materials and when submitting assignments electronically.**

**Course Objectives:** The following objectives will be met during these courses:

These blocked courses (READ 3370/3371/3372) are 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, these courses will develop the following concepts:

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 instructional practices 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 students, 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.

A matrix that aligns course objectives, activities, assessments, and standards can be viewed below.

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

**Essential:** The students will learn the fundamental principles, generalizations, and theories related to the teaching and learning of the Language Arts.

Learning to apply course material (to improve thinking, problem solving, and decisions).

**Important:** Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

### **Course Outline:**

- I. Becoming an Effective Literacy Teacher
  - a. Nine Key Principles
  - b. Developing Critical Thinkers
  - c. Engaging Students in Literacy Practices
- II. Understanding Literacy Development
  - a. Oral language development
  - b. Stages of literacy development
  - c. Fostering Interest in Literacy
  - d. Instructional practices to support literacy development
- III. Understanding the Reading and Writing Processes
  - a. Reading and writing as reciprocal processes
  - b. Stages of reading and writing
  - c. Instructional strategies

- IV. Assessing literacy development
  - a. Types of assessments
  - b. Phonemic awareness
  - c. Phonological awareness
  - d. Phonics
  - e. Spelling
  - f. Word study
- V. Differentiating Instruction
  - a. Using assessments to plan for instruction
  - b. Supporting English Language Learners
  - c. Supporting struggling readers
  - d. Developing fluent readers and writers
- VI. Supporting Comprehension
  - a. Reader factors
    - i. Strategies
    - ii. Motivation
    - iii. Text complexity
  - b. Text factors
    - i. Strategies
    - ii. Genres
    - iii. Text formats
- VII. Organizing for Instruction
  - a. Components of an effective ELA block
  - b. Scheduling and modeling the process
- VIII. Literacy Across the Curriculum
  - a. Developing consumers of information
  - b. Research
  - c. Analyzing and evaluating information

### Course Expectations:

- 1) **Attendance.** These are “hands-on” courses 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. For each absence without a doctor’s excuse, five points will be deducted from your professionalism points and also from your attendance points. Tardies and early departures are recorded. Two such occurrences are equivalent to one absence. Remember, these are blocked courses and when you miss one day you are missing 3 classes and the hours for your required practicum experience. You may be required to make up the missed time with your students or in your mentor teacher’s classroom. The attendance policy is also noted below.
- 2) **Assignments/Grading.** All assignments must be completed and are due at the beginning of the class period on the date assigned or by the specified time for on-line submission. Grades for assignments not submitted on time/date will be reduced 10% for each week day late. Five points will be deducted from professionalism points for each late assignment. Assignments uploaded to Blackboard must be in a doc. format. **If an assignment cannot be opened due to the wrong**

**format it will be considered late and points will be deducted. It is your responsibility to be sure the format is correct and the document is uploaded properly.**

- 3) Time requirement.** A minimum of sixty hours of practicum is required for these blocked courses. This component is NOT observation. You will be expected to arrive on time to class each day and stay until our day has ended. Additionally, you must complete the hours to earn your full practicum experience. You are expected to be on campus two full days weekly as noted on the dates and times above. This means arriving at the time of regular faculty and at times leaving after the children go home for the day. Absences may require time to be made up and will be jointly arranged by the pre-service teacher, mentor teacher, and professor.
- 4) Professionalism policy.** In these courses, everyone begins the semester with 80 points, the maximum for exemplary professional behavior. Loss of points can be the result of absences, tardies, late/unfinished or poorly prepared work, poor communication between your colleagues or mentor teachers, unauthorized use of cell phone, negative attitudes, lack of initiative, impatience, rudeness, or other unprofessional behavior. A loss of 5 points for each such occurrence can be expected. Failure to upload TK 20 assignments on the date specified on the course calendar will also result in the loss of professionalism points (5 points for each week day late, for each assignment). More points can be lost depending on the seriousness of the infraction. In addition, loss of most or all professionalism points will result in the submission of a written concern to the College of Education's Professional Concerns Committee. **Solely**, the professor will determine the final total of professionalism points. Additionally, input from your mentor teacher will be considered. **NOTE:** If **all** professionalism points are lost, the final grades for READ 3370/3371/3372 cannot be higher than a D. You must retake the block of courses if your grade is below a "C".
- 5) 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 here at Sam Houston Elementary School. You have been given the opportunity to help improve the learning opportunities of children with whom you work and to 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 are designated as ACE components. The majority of your course grade will include completion of: Community Service Project, Case Study, Writing Process, Guided Reading, Book Shares, and Mentor Evaluation.
- 6) Calendar/Schedule:** The course calendar is ongoing in development throughout the semester. An overall outline will be provided for the courses; however, a specific and detailed calendar will be provided in advance for students to know what will be covered each biweekly period in the semester. The readings and assignment due dates will be noted and all assignments and rubrics will be discussed in class prior to the due date. Because of the nature of the 3 blocked courses and the field experience component, the calendar is a fluid document and must be updated and adjusted based on the needs of the students, experiences in the classrooms, and the

discussions/topics covered in class each day/week. The calendar will be discussed each class period to clarify assignments and readings due a week in advance.

## **Course Assignments:**

**1. Required readings and Reading Response Journal.** You will be assigned to read sections or chapters from your course texts and articles from journals. You will be expected to read these assignments, and be prepared to discuss and review the material with your colleagues during small and whole group discussions. You will also be expected to keep a reading response journal over the readings. These will be checked throughout the semester; however, you must have your reading journal with you each class session to access notes to support discussions. A disciplined reading of your reading assignments prepares you well for the TExES certification exams.

**Reading Response Journal.** The reading journal is where you will record your personal responses to each of the assigned readings. You will have the opportunity to experience creating various types of journal entries and apply strategies to help you reflect and record your responses to the readings throughout the semester. Additionally, you will be given thinking stems or specific topics to help you evaluate and reflect on the materials and will record your responses in your journal. These journal formats and strategies will be presented and discussed in class prior to the reading assignment. Thinking stems will be presented in class following the readings. Reading journals will be checked at least three times throughout the semester.

The following will help you organize your reading journal:

- Number or date each log entry.
- Summarize content
- Write about your connections to your field experience or your own educational experiences.
- Record questions you might have about what you are reading (that way we can discuss these in class).
- Keepers (2 or 3 things that stand out to you)
- Record words that you come across that you need clarification on and define them.
- Use your logs for online and face-to-face discussions.

Evaluation: Completion of above requirements. These will be used for sharing in small groups as part of your class activities and formally checked at three points in the semester.

**2. Journal Articles and Discussion.** Candidates will select and read two articles from either *The Reading Teacher* or *Language Arts* or another approved literacy journal that relates to the content of this course and prepares a reflective synopsis. Many education journals are available in the library and online. Information from the article will be shared in class through discussion groups. Articles must be full-length features and not departmental columns. A copy of the article will be submitted with the synopsis. You will be responsible for submitting an article to your group and leading a discussion at two points in the semester.

**3. Course reflections submitted on Blackboard:** You will prepare a written response **two** times during our course reflecting on content and growth. The responses will be due before class as noted on the course calendar and will be submitted through Blackboard. **A rubric will be posted and discussed in class.**

- A brief summary of the course to date reflecting on class discussions/lectures/activities and assigned reading material (5pts)
- Your personal response to the discussions, ideas and experiences in the course. This should include any connections you had during the readings in relation to your personal experiences or observations in the field. This should be thoughtful and specific. Do not include blanket statements without a validating sentence with explanation. Responses should demonstrate you are growing as a literacy teacher and that you are beginning to take ownership of the content, as well as visualizing yourself as teacher—not a student (10pts).

**4. Critical Literacy Reflections/Analysis.** Throughout the semester you will participate in small and whole group discussions of selected readings, literary, and digital materials. You will be introduced to a philosophy in school program and will practice the process as a participant and a facilitator. The philosophical/critical literacy discussions will take place weekly to allow you to practice critical thinking, asking higher level questions, and experience in depth discussions regarding critical and social issues. At various points in the semester you will submit a reflection on BB about your experiences. At times you will be provided prompts or considerations to guide your reflection and at other times these reflections will strictly be open ended responses. Additionally, you will have at least one opportunity in the semester to serve as a group facilitator and will collect and analyze notes and anecdotal records of the process. You will post your reflection and analysis on BB. Further details will be discussed in class.

**5. Writer's Workshop.** You will take at least one child through the writing process (prewriting, drafting, revising, editing, and publishing) that will result in the publication of their own books. You will be responsible for developing appropriate lesson plans each time you meet with your student(s). The lesson plan format is provided by the professor. Each time you work with the student, a completed lesson plan must be present. You will also submit a reflection of the previous writing lesson with your new writing lesson plan each session you work with the child. These plans will be checked **on the dates specified on your calendar** and assessed for completeness and appropriateness. Be prepared! If a lesson plan is not presented and checked, the candidate will not be allowed to work with the student for that session, and professional points will be deducted. The final session will be an Author's Celebration. This event will feature the children reading their books to an invited audience of children, parents, and teachers.

**6. Text Set Compilation.** Text sets include a variety of genres of text to support content and concept learning. For example, two complimentary books, one fiction, one non-fiction may be included to support your unit on WWII. You might choose the fiction book, Number *the Stars* and pair it with the nonfiction book, *Sadako and the Thousand Paper Cranes*. Your Unit will consist of a variety of materials that cover one topic for a particular grade level. You will include a variety of texts to complement your Literature Unit. Details for this assignment will be discussed in class. This will be paired with the matrix assignment noted below.

**7. Critical Thinking and Diverse Learning Lesson Plan Matrix.** You will select a topic and create a teaching plan for a unit which will include a multitude of diverse learning opportunities for students to develop understanding of a given subject. The matrix plan will correlate Bloom's Taxonomy and Gardner's Multiple Intelligence Theory to create a variety of learning experiences for students. This will compliment and support the text set unit.

**8. Sharing Books 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 several times a week, you only need to formally document (by filling out a Book Share form) three of such sessions. These Book Share forms must be turned in on specific dates (see calendar). You will submit book share reflections on BB. Book Share #1 can be done in small group or with the whole class. However, Book Share #2 requires you to share a book with the whole class. You should prepare for this with your mentor teacher early in the semester. It will be an Instructional Read Aloud to model/teach a strategy. Further instructions will be given in class. This book share will require a written peer review from one of your classmates so make sure to plan ahead so that someone will be available to observe you. Book share #3 will be a nonfiction or nonfiction/ fiction paired selection.

## **9. Case Study**

**A. Case Study: Part 1 Assessment Report.** You will gather background information (contextual factors), administer literacy assessments, interpret assessment results, determine strengths and needs, then recommend and implement reading instructional strategies for one child. Your reflection of this process is a key component of the case study. You will also need to schedule a conference with the child's teacher to discuss your findings. You will post this case study to TK20 and turn in a hard copy with the lesson plans and assessment results included. Evaluation: Case Study Rubric. This is an ACE component.

**B. Case Study: Part II** You will work with a student to develop his/her reading abilities using either the Guided Reading format or a shared reading experience format with the students. The method used will depend upon the literacy level of the students. You will select developmentally appropriate materials to meet students' learning needs and develop and teach guided reading lessons based on the results of the assessments. These lessons will be submitted in your folder labeled "Lesson Plans." All lesson plans will be graded, and the best 2 will be used to determine your grade. At the conclusion of your interventions with a child, you will write a reflection about your experience with guided reading. More information will be forthcoming on the case study format.

**10. Guided Reading Lessons and Reflective Analysis of Guided Reading:** Students will work with a guided reading group that includes your case study student. Students will develop two lesson plans and discussion of the lesson to submit for final grading. This will include developing a rubric to assess the students in the guided reading group. Additionally, students will write a reflection of their experiences with the group during the guided reading lessons. Candidates will describe their own learning as well as the students' learning. Reflection will be turned in with all lesson plans.

**11. Lesson Plans.** Each time you work with the students, you must have two completed lesson plans, one for reading and one for writing. These plans will be checked daily 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. At the conclusion of the course, all lesson plans will be placed in chronological order and a reflective analysis of your process will be completed. From this you will select your two best reading and two best writing lesson plans to submit in your final course notebook. Upon completion of each lesson you will write a reflection which will include at least one connection to theory and will be submitted the following class session.

**12. Word Study Lesson Plans and Word Sorts.** You will assess your reading and writing student with the primary or elementary spelling inventory then determine your student's spelling stage. Each session



you will prepare word sorts for your student as **part** of your lesson. More information will be shared in class.

**13. Class Activities:** There will be many activities that we will do in class. These activities will require no outside preparation on your part but will include the theories and practices we study in class. You should keep them in your “Class Activity Folder.” **If you are absent, you cannot make up these activities.** The points per activity will be determined by the number of activities completed in class.

**14. Mini-Lesson-Strategy demonstration (practice).** You will choose one (1) strategy and prepare a 10-15minute mini-lesson to present to our class. A copy of your lesson plan along with a justification for this lesson will be given to all members of the class. These lessons will be videotaped and a reflection will be submitted the following class session. Teacher candidates will lead an in class simulation of the pre-teaching and scaffolding of the desirable behaviors associated with reading or writing strategies.

**15. Lesson –Strategy teaching and activity.** You will need to meet with your mentor teacher to discuss and plan a lesson for the students. You will complete a lesson plan and teach the class. A reflection will be submitted with lesson plan following the lesson.

**16. Literature circles, Discovery circles, Readers Theater.** You will participate in three reading activities in small groups. The readings include one fictional piece, one nonfiction piece, and a poetry selection (as noted in the required materials section). Groups will change for each selection as will roles of participants for acquisition of an array of experiences. Summaries of discussions and reflections of process will be submitted after each group session.

**17. My library/Librarything.com:** You will select and read **50** children’s books and note them in your library on this website **or in another manner that fits your needs.** Additionally, you will rate the book, record the genre, and note in the “tag section” why you selected this book and how you will use it for literacy instruction (including which skills you might address with the text). You will print your final list and submit for grading. **You must include books from a variety of genres and levels. If you do not record your notes in the Tag section, they will not appear on your final copy. You may set up your own recording system as long as it includes the same features.**

**\*\*You will share selected books with the class and in small groups during the semester. A signup sheet will be provided and more information discussed in class.**

**18. Phonics Assessment-** You will demonstrate understanding of phonological awareness, phonemic awareness, and phonics instruction by teaching a minilesson on one area and creating an artifact to demonstrate your understanding of the concepts.

**19. Professional Development.** You will attend one professional conference or workshop. Examples include those presented on campus, at Region Service Centers, at schools or at Lakeshore. Evaluation: Conference Certificate. You may also complete an online professional development course for 6 hours credit. (This is included as 10 points of your professionalism points)

**20. Dyslexia Certificate.** You will read an article, complete an online training through Texas Gateway Courses and earn a certificate (a copy will be uploaded on BB). You will participate in a discussion of strategies to support students identified as dyslexic. On BB you will submit a reflection of your learning and connections to classroom application which demonstrates your understanding of the characteristics of

dyslexia, identification of dyslexia, and effective, multisensory strategies for teaching students with dyslexia. <https://www.texascourses.org/courses/course-v1:TexasGateway+R10Dyslexia+2017/about>

**21. Mentor Evaluation.** Literacy Block students will be evaluated by mentor teachers at the end of the semester. Mentors will evaluate students on their attendance, punctuality, initiative in working in the classroom, as well as on their general attitude and their ability to communicate to their mentors the results of their activities with children.

**22. Service/classroom project.** You will complete a classroom activity as part of your service component. It could be creating anchor charts, a word wall, setting up a center, or another learning experience to support student learning. This will be specific to each class and grade level, according to the needs of the students. We will also participate in any school wide event that takes place to provide necessary support and experience important aspects of working with families and the community.

### **COURSE EVALUATION:**

### **Final Point Totals**

<b>Professionalism</b>	80	662-735=A
<b>Attendance</b>	25	588-661=B
<b>Service</b>	25	<u>515-587=C</u>
<b>Critical Literacy Reflections/Analysis</b>	30	441-514=D (Repeat)
<b>Phonics Assessment</b>	20	Below 441=Failing
<b>Book Shares (3 x 10 pts)</b>	30	
<b>Child's Writing Process Lesson Plans/Reflections</b>	40	
<b>Case Study</b>		
<b>Part I</b>		
<b>Contextual Factors</b>	25	
<b>Assessment Report</b>	40	
<b>Part II</b>		
<b>Lesson Plans</b>	40	
<b>Reflections</b>	15	
<b>Parent Letter</b>	5	
<b>Guided Reading Lesson Plans (2 x 15)</b>	30	
<b>Word Sort Activities/Plans</b>	20	
<b>Journal Articles (2 x 10)</b>	20	
<b>Mini-Lesson Demonstration (practice)</b>	20	
<b>Mini-lesson strategy (teach to class)</b>	20	
<b>Mentor Teacher Final Evaluation</b>	10	
<b>Class Activities</b>	50	
<b>Dyslexia certificate and reflection</b>	10	
<b>Text set</b>	30	
<b>My library/Librarything.com/book share</b>	20	
<b>Lesson Plan Matrix</b>	40	
<b>Literacy Circles/Discovery circles/Reader's Theater</b>	30	
<b>Reading Response Journals (3 x 10 pts.)</b>	30	
<b>Course Reflections (2 x 15)</b>	<u>30</u>	
<b>TOTAL POINTS</b>	<b>735</b>	

**The instructor reserves the right to alter course requirements to better meet the learning needs and knowledge/experience levels of the pre-service teachers. Students will be notified of any adjustments in course requirements in a timely manner. Changes will be discussed in class and provided in writing.**

**\*\*Additional Materials that you **may** need (to be discussed at our first class meeting).**

- Blank books—we will discuss this
- Spirals (journal, reading log)
- Folder to submit lesson plans and one for class assignments
- Three ring notebook and dividers
- Other materials will be discussed as needed for lessons
- Planner to coordinate assignments
- Other materials noted below to work with your students:
  - Set of magnetic letters (upper and lower case)
  - 8 ½ X 11 or larger wipe off board
  - Broad-tipped markers
  - Narrow-tipped markers
  - Highlighters
  - Glue sticks
  - Pencils/pens
  - Stapler with staples
  - Lined paper
  - Unlined paper
  - Ruler
  - Post-it-notes
  - 3-hole punch
  - Scissors
  - Construction paper
  - 3 x 5 index cards
  - A rolling cart might be helpful

## **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](#)
  - **Cell Phone/ Social Media Policy.** You are not permitted to use your cell phone at any time while in class whether you are on the Sam Houston State University campus or at the Elementary School that you are assigned unless your instructor gives you permission to do so. You will have time during breaks or lunch to contact or respond to individuals outside of our class. Additionally, you must **never** post any pictures of the children you work with at the schools on social

media. Professionalism points will be deducted for social media postings that are deemed inappropriate for a teacher education candidate. 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 Expectations:**

- Regular and punctual attendance is required. These are blocked courses and when you miss one day you are missing 3 classes and the hours for your required practicum experience. You may be required to make up the missed time with your students or in your mentor teacher's classroom. You **must** contact your professor and your mentor teacher if you are going to be absent (the day before if possible, but the morning of your absence at the latest). Your mentor teacher and the children are depending on you to be there each day. Please refer to the previous statement in expectations regarding attendance policy.

### **Expectations:**

- 1) Professional Disposition--You are currently in a professional course of study in which you are preparing to be a teacher, accountable to and for our children, their parents, your colleagues, and administrators. This is not a responsibility that can be taken lightly. It is expected that your enthusiastic participation in activities as well as positive attitudes and dispositions toward learning be exhibited throughout your teacher preparation program. New Waverly Elementary School and New Waverly Intermediate School are our host schools for these courses. You are a guest in the 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. The dispositions that you will be evaluated on include values, commitment, professional ethics, organization and flexibility.
- 2) Because children and teachers at New Waverly Elementary School and New Waverly Intermediate School are depending upon you, you must be punctual and attend every class session. In the event that you must be absent or tardy, you must notify both your instructor and your mentor teacher. Failure to make these arrangements ahead of time will result in the loss of professionalism points.
- 3) You are expected to conduct yourself as professionals at all times. Your behavior and attire should reflect the standards set for the teachers at the school. You will be expected to greet office staff each morning appropriately and with enthusiasm. Every person on the campus is supportive of working with us and you will be expected to be cordial to all individuals on the campus at all times.
- 4) You are not permitted to leave the school and come back during the day, even at lunch time. Unless there is an emergency situation, you should plan to stay the entire time. You may bring your lunch or purchase a lunch from the cafeteria.
- 5) Please do not talk loudly in the hallways or sit in the hallways to socialize.
- 6) You may use the Teachers' lounge at the school for lunch or other areas to prep for your lessons, but please behave in an appropriate manner.
- 7) You may use the library and literacy library at the school, but you must follow the procedures that the librarian and/or reading specialist outline for you. **IF YOU HAVE OUTSTANDING BOOKS FROM THE LIBRARY AT THE END OF THE SEMESTER, YOUR FINAL GRADE WILL NOT BE**

## TURNED IN UNTIL YOU RETURN THE BOOK(S) OR COMPENSATION FOR THE TEXTS HAS BEEN COMPLETED.

### Bibliography:

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### **Suggested Journal Articles**

- Gambrell, L. (2011). Seven rules of engagement: What's most important to know about motivation to read. *Reading Teacher*, 65, (3), 172-178.
- Hudson, R., High, L., Al Otaiba, S.(2007). Dyslexia and the brain: What does current research tell us? *Reading Teacher*, 60 (6), 506-515.
- Stricklin, K. (2011). Hands-On Reciprocal Teaching: A Comprehension Technique. *Reading Teacher*, 64(8), 620-625. doi:10.1598/RT.64.8.8
- Williams, J. A. (2010). Taking on the Role of Questioner: Revisiting Reciprocal Teaching. *Reading Teacher*, 64(4), 278-281. doi:10.1598/RT.64.4.6
- Young, C. & Rasinski, T. (2009). Implementing reader's theatre as an approach to classroom fluency instruction. *The Reading Teacher*, 63(1), 4-13.

### **Websites:**

<http://www.reading.org>

This is the website for the International Reading Association. This respected organization offers outstanding journals, conferences, and current information about literacy.

<http://www.readwritethink.org/>

readwritethink provides educators and students access to the highest quality practices and resources in reading and language arts instruction.

<http://interdys.org/>

This is the website for the International Dyslexia Society. This organization provides resources for professionals and families dealing with individuals with reading disabilities.

<http://www.tea.state.tx.us/index.aspx>

Texas Education Agency—information about TEKS and the STAAR test are located here.

[http://www.thomasarmstrong.com/multiple\\_intelligences.htm](http://www.thomasarmstrong.com/multiple_intelligences.htm)

Multiple Intelligences website.

## **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.

**Standards Matrix:** Assignments and activities with an \* indicate that candidates in SHSU's educator preparation program interact with EC-6 public school students in a public school classroom in order to complete this activity.

<b>Topic(s)/Objective(s) The Candidate will:</b>	<b>Activities/Assignment s (including field-based activities)</b>	<b>Measurement (including performance- based)</b>	<b>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</b>
#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 *Lesson reflections	Discussion rubric Writer's Workshop rubric Quizzes Reading logs and reflections Case Study Rubric Lesson Rubric/Video Mentor Teacher Evaluation	<b>CAEP- 1.a, 1.b, 1.c, 2.a</b> <b>EC-6-1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12</b> <b>ISTE- 1d</b> <b>InTASC-1a-1k</b> <b>TS –1, 3, 4</b> <b>TTT-1.6s</b>
#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 *Lesson reflections *Professional reading share *Course Reflections *Text set *Lesson Plan Matrix	Discussion rubric Mentor Evaluation Writer's workshop rubric Book share reflection Strategy rubric Reflection rubric Text Set rubric	<b>CAEP- 1.a, 1.b, 1.c, 2.a, 3.a, 3.b, 3.c, 3.d, 3.e, 3.f</b> <b>EC-6-1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12</b> <b>ISTE- 1d, 4b</b> <b>InTASC-1a-1k, 4a-4r, 5a-5s</b> <b>TS-1, 3</b> <b>TTT-1.6s</b>
#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 *Book clubs *Reading journals *Classroom activities *Librarything *Lesson Plan Matrix	Lesson plan rubric Mentor Evaluation Book share reflection Writer's workshop rubric Case Study Mimi-lesson reflection Text set Group discussions	<b>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</b> <b>EC-6-1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12</b> <b>ISTE- 1a, 1c, 1d, 4b</b> <b>InTASC – 3a-3r, 5a-5s; 8a-8s</b> <b>TS –1, 3, 4</b> <b>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</b>
#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 * Book share/instructional read aloud activity *Administering assessments *Interpreting data *Word study	Lesson plan rubric Mentor Evaluation Writer's workshop rubric Book share reflection Lesson reflections Case Study Text set Word Study activities	<b>CAEP- 3.a, 3.b, 3.c, 3.d, 3.e, 3.f</b> <b>EC-6-2, 3, 4, 5, 6, 7, 8, 9, 10</b> <b>ISTE-2</b> <b>InTASC – 2a-2o; 6a-6v, 7a-7q</b> <b>TS-2,5</b> <b>TTT-1.6s</b>
#5	*Lesson Plans *Librarything.com activity	Lesson plan rubric Book Share Reflection	<b>CAEP- 1.a, 1.b, 1.c</b> <b>EC-6-1, 7, 8, 11</b>



Use knowledge of diversity in student abilities, cultural backgrounds and language, and apply these understandings to develop appropriate instructional practices.	<ul style="list-style-type: none"> <li>*Book shares/instructional read aloud</li> <li>*Class activities</li> <li>*Group discussions</li> <li>*Lesson Plan Matrix and Text set</li> </ul>	Mentor Evaluation Book list for librarything.com Text set Book clubs Reading journals Lesson reflections	<b>ISTE- 1d, 4b</b> <b>InTASC – 2a-2o; 7a-7q; 8a-8s</b> <b>TS- 2,3,4,5</b> <b>TTT-1.6s</b>
#6 Ability to identify, select, and implement instructional practices appropriate for meeting students' assessed needs.	<ul style="list-style-type: none"> <li>*Responses to readings and group discussions</li> <li>*Writer's workshop</li> <li>*Book shares</li> <li>*Lesson plans/reflections</li> <li>*Reflections on learning experiences in mentor teacher's classroom</li> <li>*Text set</li> <li>*Lesson plan Matrix</li> </ul>	Discussion rubric Writer's workshop rubric Book share reflections Reflections of readings and connections Book Clubs Reading journals Case study Text set rubric	<b>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</b> <b>EC-6-2, 3, 4, 5, 6, 7, 8, 9, 10, 11</b> <b>ISTE- 1a, 1d, 4b</b> <b>InTASC – 7a-7q; 8a-8s</b> <b>TS-1,2</b> <b>TTT-1.6s, 3.1s, 3.11s, 3.12s, 4.1k, 4.1s, 4.6s, 5.2k, 5.4s</b>
# 7 Develop awareness of children's difficulty with classroom reading/writing processes such as dyslexia and other individual needs.	<ul style="list-style-type: none"> <li>*Responses to readings and group discussions</li> <li>*Dyslexia certificate completion, article and reflection</li> <li>*Case study evaluation</li> <li>*Professional article discussions</li> </ul>	Discussion rubric Reading Journal Reflections Lesson plans Reflection/response to dyslexia video and article Group discussions Professional article reflection	<b>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</b> <b>EC-6-2, 3, 4, 5, 6, 7, 8, 9, 10</b> <b>ISTE- 1b, 4b</b> <b>InTASC – 2a-2o</b> <b>TS-2</b> <b>TTT-1.6s, 2.1k, 2.2k</b> <b>TS – 1.3k, 1.5k, 1.k, 2.1k, 2.4k, 3.1k, 3.2k, 3.4k,</b>
# 8 Develop competencies to ethically communicate and collaborate with students, families, colleagues, and other literacy professionals to support the strengths and needs of childrens' literacy development.	<ul style="list-style-type: none"> <li>*Study &amp; administration of informal assessment tools and techniques</li> <li>*Response to readings and group discussions</li> <li>*Case study assessments and evaluation</li> </ul>	Student samples of completed Assessments/narratives Assessment forms Assessment conference Case Study Discussion rubric	<b>CAEP- 1.b, 1.c, 5.a, 5.b, 5.c, 5.d</b> <b>EC-6-</b> <b>ISTE- 3c, 4c</b> <b>InTASC – 10a-10f</b> <b>TS- 4,6</b> <b>TTT-1.15s, 1.16s, 1.6s, 2.2k, 3.1s</b>
# 9 Reflect and act on their own literacy pedagogical development and professional identities to improve the delivery of literacy instruction based on current research.	<ul style="list-style-type: none"> <li>*Responses to readings and group discussions</li> <li>*Case study reflection</li> <li>*Course reflections</li> <li>*Lesson plan reflections</li> <li>*Mid semester conferences</li> <li>*Exit interviews</li> </ul>	Discussion rubric Reading Log Reflections Preliminary assessment reports Case Study Report Reflections Conferences and exit interview	<b>CAEP- 5.a, 5.b, 5.c, 5.d</b> <b>ISTE- 4a, 4b, 4c, 4d,5a, 5c</b> <b>InTASC-9a-9o</b>

Program specific URL address for *Specialty Program Association (SPA) standards*:

State Standards: <http://www.tea.state.tx.us/index2.aspx?id=5938>