


Tentative

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|    | <p style="text-align: center;"><b>LTCY 527:</b></p> <p style="text-align: center;"><b>Diversity and Equity in Literacy Education</b></p> <p style="text-align: center;">Spring 2024 Syllabus</p> |
| Instructor:   | Dr. Nancy Hulan  |
| Class Location: Online asynchronous course- content available on Blackboard   |  |
| Instructor's Office Hours: online appointments via Zoom, please request times that are convenient to you<br><a href="https://wku.zoom.us/my/hulan">https://wku.zoom.us/my/hulan</a> |  |

\*Note: This document and other class related materials are available on our course site at <https://wku.blackboard.edu>.

#### **Course Description:**

Introduction to social factors, cultural factors, and aspects of language that affect teaching and learning of literacy, particularly in reading, writing, and the language arts; application of multicultural perspectives and culturally responsive instruction to curriculum development and classroom literacy practices.

#### **Prerequisites:**

N/A

#### **Textbooks and Required Materials:**

Hammond, Z. (2015). *Culturally responsive teaching and the brain*. Thousand Oaks: California: Corwin.  
 ISBN: 978-1-4833-0801-2

Articles, webinars, and recordings will be provided by the instructor on Blackboard ranging in topics from Universal Design for Learning (UDL), Social Justice in education, Culturally Responsive Literacy Instruction, Linguistics for teachers, etc. <http://www.cast.org/impact/universal-design-for-learning-udl>

In addition, students will be required to access literature at a public library or book store for analysis of multicultural literature. During the semester, students will select a book among four choices to read for an online literature circle. Students are responsible for acquiring a copy of their selected book. Sources include the local public library or book store.

#### **Major Course Topics:**

| # | Topic  |
|---|--|
| 1 | Literacy as “reading, writing, speaking, listening, viewing, and visually representing (ILA, 2016).  |
| 2 | Creating and implementing curricula and instruction that are inclusive, differentiated, and responsive to cognitive, social, emotional, cultural, and linguistic needs of students.  |
| 3 | Differentiation of instruction to meet the needs of individual learners, including but not limited to English learners; students with literacy learning disabilities, physical disabilities, dyslexia, emotional needs; the gifted and talented. |
| 4 | Diversity as an asset.   |

### **Course Objectives:**

|   |  |
|---|--|
| 1 | Demonstrate knowledge of foundational theories about diverse learners, equity, and culturally responsive instruction.  |
| 2 | Demonstrate understanding of themselves and others as cultural beings through their pedagogy and interactions with individuals.  |
| 3 | Create and advocate for inclusive and affirming classroom and school environments by designing and implementing instruction that is culturally responsive and acknowledges and values the diversity in their school and society. |
| 4 | Advocate for equity at school, district, and community levels.   |

### **Description of Course Assessments:** *(narrative)*

#### **1. Professionalism, Participation, Collegiality (10 points)**

Active participation through email, discussion board forums, and other means required in this course is mandatory! This also includes participation in submitting assignments, collegiality, effort, etc. Professionalism is expected with regard to your electronic communications to one another and to the professor. Your communications should be polite and professional. All tasks will be explained via email, video, and discussion boards as they are introduced in the course. **You cannot work ahead of the class, as we are "traveling" together as a unit through this course.**

#### **2. Identity Paper (ILA 4, 5; KTS 2,3,9)**

After completing a variety of readings and online activities, you will write a 2-page paper in which you reflect on ways your own identity impacts your teaching, as well as ways your students' identities impact their ability to learn and ways you should be teaching. 1) How does my identity impact my instruction? In positive ways and also in negative ways? 2) What realizations (aha moments) have I come to in completing these readings/explorations? 3) How can I improve my instruction based on the readings and

explorations so that aspects of my identity do not negatively impact my students? 4) How can I improve my instruction to insure that my students' identities are validated and respected?

### **3. Reading and Engaging with Multicultural Literature – Literature Circles (ILA 2.4.5; KTS 2.3)**

It is important that we continuously read literature so we can learn more about the world around us and so we can find more literature that will engage our students. You will participate in an online literature circle with fellow classmates. You will choose from one of the following book titles:

Torres, J. (2017). *Stef Soto, Taco Queen*. Little Brown and Co.

Moore, D.B. (2017) *Stars Beneath Our Feet*. Knopf.

Rauf, O.Q. (2018). *The Boy in the Back of the Class*. Yearling.

Participation will involve reading the book, posting on online literature circle forum (on Blackboard), preparing questions for particular sections of the book, and writing a final reflective response in the form of a paper or online questionnaire. Literature circles are required to have regularly scheduled discussions (can be asynchronous via Discussion board or other portal) but including at least one synchronous (at the same time- seeing one another via Zoom, Google Hangout, Skype, etc.) meeting.

In addition, there will be opportunities for you to share multicultural children's books with fellow classmates in this course. You will need to access multicultural children's books at a local library, bookstore, or other venue so that you can analyze the text and provide feedback. You will be asked to address ways to use these as springboards for further reading, writing, listening, speaking, viewing, and visually representing.

### **4. Sharing Multicultural Literature and ways to incorporate it in literacy instruction (ILA 2.4.5; KTS 2.3)**

During the semester, you will identify and share children's books, poetry, or other genre that are representative of a non-dominant culture. These will be positive models for use in classes. You will discuss ways that this text could be used in literacy instruction to engage students in reading, writing, listening, speaking, viewing, and visually representing. In addition, you will use Guidelines for Evaluating Multicultural Literature in discussion of the text you have chosen. This will take place on Flipgrid.

### **5. Response opportunities: Professional Development preparation of presentations and Discussion Board responses (ILA 1, 2, 4, 5, 6; KTS 2.3)**

You will write reflective papers and/or submit responses to readings via Discussion Board, Google Docs, etc. on several topics in this class. Each of these will be based upon readings and activities that you complete within modules. These are further described within the modules on Blackboard.

### **6. Web of Best Practices for Working with Diverse Populations (ILA 1.2.4.5.6; KTS 2.3.9.10)**

As you read the assigned chapters, articles, and websites, you will create a web in which you use "best practices for working with diverse populations" for the inside of the middle circle and a line coming from that circle for each of the 8 most important teaching strategies/points for you personally that you gleaned from the above sources. Color-code the strategies with a key at the bottom of the page to indicate which resource the idea came from. If it came from multiple sources, you can either indicate that with the key or choose the source that was most useful on the specific strategy. Draw lines from each of those 8 strategies to describe exactly how you will enact or enforce the strategy you listed. You will then present this web via Flipgrid.

### 7. **Professional Learning Experience Creation (ILA 1,2,4,5,6; KTS: 2,3,9)**

Students will review the National Council for Teachers of English Position Statement on *Supporting Linguistically and Culturally Diverse Learners in English Education* (2005). From this document's Eight Beliefs, students will select at least one of these beliefs to tackle, which they see as a need or weakness in their current teaching position. In conjunction, students will review the Web of Best Practices they created to weave concepts from course readings, viewings, and experiences with the NCTE Belief they have chosen. This weaving of ideas will culminate in a professional learning experience comprising 3 PLC sessions.

The purpose of this task is to allow students to synthesize and construct concepts related to the theme of supporting diversity within the literacy classroom into professional learning experiences that can then be shared with participants' school communities.

The culminating product will take the form of 3 presentations with the overall theme focused on 1-3 of the NCTE *Supporting Linguistically and Culturally Diverse Learners in English Education* (2005) in the form of Google Slide presentations.

Within each presentation, concepts from the Web of Best Practices should be infused to support your participants in their work with diverse populations.

A minimum of eight total resources must be referenced and included in the bibliography slides.

More information will be provided on Blackboard.

### **Course Grading and Evaluation:**

| Assessment Name   | Point Value | DUE DATES           |
|---|-------------|---------------------|
| Professionalism, Participation, Collegiality (10 points)  | 10          | Throughout Semester |
| Identity Paper (ILA 4, 5; KTS 2,3,9)  | 20          | Beginning           |
| Reading and Engaging with Multicultural Literature/Literature Circle (ILA 2,4,5; KTS 2,3)   | 40          | Throughout Semester |
| Sharing Multicultural Literature and ways to incorporate it in literacy instruction (ILA 2,4,5; KTS 2,3)                                  | 20          | Throughout Semester |
| Response opportunities: Professional Development preparation of presentations and Discussion Board responses (ILA 1, 2, 4, 5, 6; KTS 2,3) | 80          | Throughout Semester |

|   |            |                     |
|---|------------|---------------------|
| Web of Best Practices for Working with Diverse Populations (ILA 1,2,4,5; KTS 2,3) | 20         | Throughout Semester |
| Professional Learning Experience Creation: (ILA 1,2,4,5, 6; KTS: 2,3,9)           | 60         | End                 |
| <b>Total Points</b>   | <b>250</b> |                     |

The following represents the grade equivalent for accumulated points and percentage expectations:

**Grading Scale:**

| Grading Scale |         |
|---------------|---------|
| Grade         | Percent |
| A             | 93-100% |
| B             | 85-92%  |
| C             | 77-84%  |
| D             | 70-76%  |
| F             | ≤69%    |

**Attendance and Participation Policy:** While physical attendance in an online course is not expected, attending to the assignments and readings in an online course is. Students are expected to maintain a regular presence in the Blackboard course site. Participation in online discussion boards is required.

**AI Policy:**

In general, I expect that the work you submit in this class will be your own and you are not authorized to use artificial intelligence (AI) tools such as ChatGPT for your assignments. However, there will be specific assignments or activities in which we may utilize these tools to enhance your learning experience. In these instances, I will provide you with additional information about the assignment and how AI will be employed and cited. Again, unless permission is granted, you are expected to complete assignments without substantive assistance from others, including AI tools.

**Regular and Substantive Interaction in Online and Distance Education:** The U.S. Department of Education requires that distance education courses must include regular and substantive interaction between students and faculty. For more information about Regular and Substantive Interaction at WKU, please visit the [Regular and Substantive Interaction in Online and Distance Learning webpage](#).

In this course, regular and substantive interaction will take place in the following ways:

- Weekly asynchronous announcements and content sharing on Zoom,
- Regular office hours held on Zoom,
- Timely and detailed feedback on assignments,
- Assignments are timed throughout the semester with clear deadlines

### **Participation/Professionalism and Communication:**

Students in this online course are not expected to physically attend any class at WKU; however, student class participation in online and synchronous class sessions is required. You ARE a part of a distributed class, i.e., you and your classmates are spread around the US and even the world! Each time you come to class via Blackboard, please check Announcements for any current or relevant new information. You must discipline yourself to complete assignments on time. It is strongly suggested that the student notify the instructor in advance of a possible absence. Students' participation grade includes attendance in synchronous meetings, completion of class assignments, reading all assigned materials, turning in assignments on time, maintaining contact with the instructor, use of the Q & A Discussion board, and maintaining a positive professional attitude.

Students' professionalism grade includes completion of class assignments, reading all assigned materials, turning in assignments on time, maintaining contact with the instructor, use of the Q & A Discussion board, and maintaining a positive professional attitude. Your instructor is happy to make an appointment (either in person or by phone) with any student to help with any assignment or answer any questions. However, it is easier for your instructor to respond more quickly to email than phone messages.

**Extra Assignments:** Faculty members may assign extra work for students who have missed any part of a class or clinical to help the student regain what was lost during their absence if the faculty member feels this is appropriate.

### **Emails to Instructor:**

1. ALL emails to your instructor MUST be in the following format:  
LTCY 521, First Initial, Last Name, Topic
2. Remember that your emails are professional communication with your instructor.

### **Submission of Assignments:**

1. There will be various methods used for class discussions. Some will be Discussion Boards through BlackBoard, others may include Flipgrid and Google tools.
2. **The preferred method for submission of your assignments is to upload your assignment file through BlackBoard. Please do NOT copy and paste links from Google docs. Word documents are preferred to allow the professor to provide feedback in a timely and relevant manner.**
  - a. View the assignment description under Assignments in our BlackBoard course.
  - b. Click on the link "View/Complete Assignment: Assignment Name" under the assignment description.
  - c. Type a comment to your instructor about your assignment. It will not submit if you do not type something.
  - d. Click "Browse" and locate your assignment file.
  - e. If you have another file to upload, click "Add Another File" and Browse to locate your file. Be sure to add all files that you need to submit before you click Submit. You cannot come back to this screen.
  - f. Click "Submit" to send your file to your instructor.

### **Naming Files:**

In general, all files submitted should begin with your last name, then a period, then the module code, and a description of the assignment. For example, "Hulan.Leadership.Plan.doc".

### **Class Time Management:**

Management of your personal "class time" is one of the most difficult issues for students in an online class. Most face-to-face classes meet three hours a week and students are expected to spend up to six hours per week in class preparation and assignments. Therefore, you can expect to spend up to nine hours per week on any university course whether face-to-face or online. (Travel time has been a major consideration for many of you in face-to-face classes.) It is not advisable to procrastinate not only because of the time involved but the technical issues you may face and the time required to teach your lesson.

**Student Disability Services:**

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at [sarc.connect@wku.edu](mailto:sarc.connect@wku.edu). Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

**Title IX/Discrimination & Harassment:**

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's [Sex and Gender-Based Discrimination, Harassment, and Retaliation](#) (#0.070) and [Discrimination and Harassment Policy](#) (#0.2040). Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Deborah Wilkins, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121. Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's [Counseling and Testing Center](#) at 270-745-3159.

**Statement of Diversity:**

Western Kentucky University is committed to empowering its campus community to embrace diversity by building equitable and inclusive learning, working, and living environments. At the heart of our mission, we seek to provide holistic education and employment experiences that prepare students, faculty, and staff to become effective scholars, contributors, and leaders in our diverse and evolving communities. To that end, this classroom is an inclusive space where all participants are welcomed and treated with respect, dignity, and acceptance. Immoral, illegal, or unethical behavior and/or communication will not be tolerated.

While the majority of students are comfortable with the pronoun sets "he/him" or "she/her," there is a growing population who prefer "they/them" pronouns, or another pronoun sets like ze/zir, per/pers, ey/em, or xe/xem, to avoid binary gender association. Participants in this course may choose to go by the pronoun sets with which they identify and are most comfortable. In addition to pronouns, all students have the right to indicate their preferred first name on TOPNET; this will appear on class rosters. If you did not specify your preferred name on TOPNET, please let me know what name and pronouns I should use for you. Student's chosen names and pronouns will be respected at all times in the classroom.

**Plagiarism:**

To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be the student's own. One must give any author credit for source material borrowed from another. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism.

For more information about the [Process for Academic Dishonesty](#)

**Kentucky Teacher Performance Standards:** ([Link to the standards and all 174 indicators](#))

Teacher Standards for Educator Preparation and Certification established June 30, 2018. These standards shall be used in the evaluation and assessment of a teacher for initial or advanced certification and for the accreditation of educator preparation providers.

NOTE INDICATORS in each cell below:

| KTPS with INTASC<br>Details/Indicators -- Core<br>Curriculum Alignment | LTCY<br>519 | LTCY<br>523 | LTCY<br>524 | LTCY<br>527 | LTCY<br>530 | LTCY<br>532 | LTCY<br>520 | LTCY<br>521 | LTCY<br>695 |
|--|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
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| <b>Standard 1. Learner Development:</b> The teacher shall understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and shall design and shall implement developmentally appropriate and challenging learning experiences. | X<br>d, e, f    | X | X<br>b,e       |                      | X<br>e,g,h     |              | X<br>a,b,c,h |  | X<br>g,j   |
| <b>Standard 2. Learning differences:</b> The teacher shall use the understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.   | X<br>g, j, l, m | X |                | X<br>e,g,j,k,l,m,n,o | X<br>d,e,h,i,k |              | X<br>a,e,j,l |  | X<br>a,f   |
| <b>Standard 3. Learning environments:</b> The teacher shall work with others to create environments that: Support individual and collaborative learning; and Encourage positive social interaction, active engagement in learning, and self-motivation.  | X<br>b, e, i    |   |                | X<br>g,e,i,l,m,q     | X<br>d,e,n,q   |              |              |  | X<br>a,n   |
| <b>Standard 4. Content knowledge:</b> The teacher shall: Understand the central concepts, tools of inquiry, and structures of the discipline he or she teaches; and Create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.   | X<br>f, g, h, l |   | X<br>a,c,j,l,r |                      | X<br>a         | X<br>d,f,i,l | X<br>b,h     |  | X<br>d,f,i |
| <b>Standard 5. Application of content:</b> The teacher shall understand how to connect concepts and use differing perspectives to engage learners in critical thinking,  |                 |   |                |                      |                | X<br>k,l,h   | X<br>h,l,m   |  | X<br>h,l   |



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|---|--------------------|---|--------------|----------------------|------------|--------------------------|----------------------|--------------|------------------|
| creativity, and collaborative problem solving related to authentic local and global issues.   |                    |   |              |                      |            |                          |                      |              |                  |
| <b>Standard 6. Assessment:</b> The teacher shall understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the educator's and learner's decision making.  |                    | X |              |                      | X<br>b,g   | X<br>c,j,l,v             | X<br>g,j,k,l,t,<br>v |              | X<br>c,v         |
| <b>Standard 7. Planning for Instruction:</b> The teacher shall plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.   |                    | X | X<br>b,h     |                      | X<br>i,n   | X<br>e,i,m,n             | X<br>b,c,d,f         | X<br>b,c,d,f | X<br>e,k,m,<br>o |
| <b>Standard 8. Instructional strategies:</b> The teacher shall understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.   | X<br>h             | X | X<br>a,h,l,o |                      | X<br>h,i,m |                          |                      | X<br>b,h,i,l | X<br>i,l,s       |
| <b>Standard 9. Professional learning and ethical practice:</b> The teacher shall engage in ongoing professional learning, shall use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others, such as learners, families, other professionals, and the community, and shall adapt practice to meet the needs of each learner. | X<br>a, c, e,<br>n |   | X<br>h,l     | X<br>a,b,c,d<br>,e,i |            | X<br>b,c,d,f,<br>h,k,n,o | X<br>b,c,d,h         | X<br>d,h,k,l | X<br>c,k         |

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| <b>Standard 10. Leadership and collaboration:</b> The teacher shall seek appropriate leadership roles and opportunities to: Take responsibility for student learning; Collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth; and Advance the profession. |  |       |   |       |                               |     |       |                 |
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|  |  |       |   |       |                               |     |       |                 |
|  |  |       | X |       | X                             | X   | X     | X               |
|  |  | a,d,f |   | f,g,j | b,c,e,f,<br>l,m,n,p<br>,r,s,t | d,f | d,f,g | b,e,i,m<br>,n,t |

**Major Course Assessments Aligned with Standards:**

| Major Course Assessments   | Course Objectives | SPA Standard(s): CAEP/ELED | <a href="#">KY Teacher Performance Standards/INTASC</a> | Overall Core Program Student Learning Outcomes |
|--|-------------------|----------------------------|---|--|
| <b>Course Experiences and Assessments</b>  |                   |                            |   |  |
| Identity Paper   | Obj. # 2, 4       | ILA: 4, 5                  | KTPS: 2,3,9   |  |
| Reading and Engaging with Multicultural Literature   | Obj. 3            | ILA: 2,4,5                 | KTPS:2,3  |  |
| Sharing Multicultural Literature and ways to incorporate it in literacy instruction                          | Obj. 1, 2, 3      | ILA: 2, 4,5                | KTPS: 2,3   |  |
| Response opportunities: Professional Development preparation of presentations and Discussion Board responses | Obj. 1, 2, 3, 4   | ILA: 1,2,4, 5, 6, 7        | KTPS: 2, 3  |  |
| Web of Best Practices for Working with Diverse Populations   | Obj.# 1, 3        | ILA: 1, 2,4,5              | KTPS: 2,3   |  |
| Professional Learning  | Obj.# 1,2, 3, 4   | ILA: 1,2,4,5,6             | KTPS: 2,3,9   |  |

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| Experience Creation: |  |  |  |  |
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## ADDITIONAL COURSE INFORMATION AND EXPERIENCE RELATED TO EDUCATION PREPARATION

### (EPSB Program Level Requirements)

#### **Course Required P-12 Classroom Observation or Clinical Experiences and Assessments:**

(List assessment or experience if this course includes the criteria. If none, put “N/A” and delete the table below. For others, use the table below to provide the number of observation hours and check each type of experiences candidates have during those hours. Note: The table categories are those that the KY EPSB requires each program to have as outlined by **16 KAR 5:040 Section 5(3).**)

|  |   |
|--|---|
| <b>Total Number of Hours: minimum of 10</b>  |   |
| <b>EPSB Required Candidate Experience Types - 16 KAR 5:040 Section 5(3)</b>  |   |
| (a) Engagement with diverse populations of students which include:   |   |
| 1. Students from a minimum of two (2) different ethnic or cultural groups of which the candidate would not be considered a member; |   |
| 2. English language learners;  | X |
| 3. Students with disabilities; and   | X |
| 4. Students from the following grade levels:   |   |
| • Elementary   |   |
| • Middle School  |   |
| • Secondary  |   |
| (b) Observation in schools and related agencies, including:  |   |
| 1. Family Resource Centers; or 2. Youth Service Centers  |   |
| (c) Student tutoring   |   |
| (d) Interaction with families of students;   |   |
| (e) Attendance at school board and school-based council meetings;  |   |
| (f) Participation in a school-based professional learning community; and   |   |
| (g) Opportunities to assist teachers or other school professionals.  |   |

#### **Course Assessments Related to Standards:**

- [The Kentucky Academic Standards \(KAS\)](#)
- [The Kentucky P-12 Curriculum Framework](#)
- [P-12 Assessment System to Guide Instruction](#)

Prior to graduation, every teacher candidate must be fluent in the Kentucky Academic Standards (KAS) for their content area and for literacy, must be able to deconstruct the standards into learning targets, and must be able to create formative assessments. (See Common Lesson Planning Template at end of document.) Provide descriptive evidence of meeting the following expectations of EPSB:

|   |   |
|---|---|
| <b>EPSB Questions to Address regarding:</b>   | <b>Course Assessment and HOW Assessed -- Include Criteria Demonstrating Depth of Knowledge of Candidate</b> |
| <ul style="list-style-type: none"> <li>• KAS/KECS</li> <li>• KY P-12 Curriculum Framework</li> <li>• P-12 Assessment System to Guide Instruction</li> </ul> |   |

|  |   |
|--|---|
| 1. How does the EPP measure a candidate's knowledge and understanding of the Kentucky Academic Standards?<br>How does the candidate demonstrate a deep understanding of a system-wide process for designing curriculum aligned to the KAS at the school or district level? | Students in LTCY 527 are practicing teachers and have been introduced to the KAS in prior coursework. |
| 2. Briefly describe how candidates use the Kentucky Academic Standards and appropriate assessment data to guide instruction.)  |   |
| 3. Describe how candidates use the Kentucky Academic Standards in lesson plans?<br>(To what extent did the EPP provide evidence of candidates' use of the KAS framework in lesson plans?)  |   |
| 4. Provide evidence of candidate's abilities to create and use formative and summative assessments to guide instruction toward P12 student mastery of the Kentucky Academic Standards.   |   |
| 5. How does the candidate demonstrate understanding of how a school/district implements the curriculum at the school and classroom level?  |   |
| 6. How do candidates learn about the state's assessment system for student learning and how that influences their instruction and assessment of their students?  |   |

**Course Assessment Serving as Education Preparation Program "Key Assessments" aligned to CAEP Accreditation:**

(Please name and briefly describe the assessment and check which category in the table below the assessment represents. If none, put "N/A.")

| <b>CAEP Key Assessment Areas</b>   | <b>Assessment and Description</b>  |
|--|--|
| Candidate Knowledge (content), Skills, and Professional Dispositions (integrated practices of diversity) | Professional Portfolio (throughout program)  |
| Professional Dispositions  | Professional Portfolio (throughout program)<br>Observation of Clinical Practices (520 and 521)   |
| Data and Research driven decision making   | Professional Portfolio (throughout program)<br>Diagnostic Report (521)<br>Literacy Specialist Project (695)<br>Learner Dimensions Case Study (523) |
| Integration of Technology in the discipline  | Professional Portfolio (throughout program)<br>Professional Learning Experience Creation (527)   |
| Clinical Practice(integrated practices of diversity)   | Professional Portfolio (throughout program)<br>Observation of Clinical Practices (521)   |

**Course Experiences or Assessments Addressing International Literacy Association Standards for Classroom Teachers (2017):**

| <b>International Literacy Association<br/>Standard # and Description</b>   | <b>Course Experiences and/or Assessments</b>  |
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| STANDARD 1: FOUNDATIONAL KNOWLEDGE<br>Candidates demonstrate knowledge of the major theoretical, conceptual, and evidence-based foundations of elementary/intermediate literacy and language and the ways in which they interrelate.   | Responses opportunities (1.1, 1.2, 1.3, 1.4)<br>Web of Best Practices (1.1, 1.2, 1.3, 1.4)<br>Professional Learning Experience Creation (1.1, 1.2, 1.3, 1.4)  |
| STANDARD 2: CURRICULUM AND INSTRUCTION<br>Candidates apply foundational knowledge to critically examine elementary/intermediate literacy curricula; design, adapt, implement, and evaluate instructional approaches and materials to provide a coherent and motivating literacy program that addresses both general and discipline-specific literacy processes | Responses opportunities (2.1, 2.2)<br>Reading and engaging with Multicultural Literature (2.1, 2.2, 2.4)<br>Sharing Multicultural Literature (2.1, 2.2, 2.3, 2.4)<br>Web of Best Practices (2.1, 2.2, 2.3, 2.4)                       |
| STANDARD 3: ASSESSMENT AND EVALUATION<br>Candidates understand, select, and use appropriate assessments to gather evidence on elementary/intermediate students' language acquisition and literacy development for instructional and accountability purposes.   |   |
| STANDARD 4: DIVERSITY AND EQUITY<br>Candidates examine their own culture and beliefs; set high expectations for their students; learn about and appreciate the cultures of their students, families, and communities to inform instruction.  | Identity Paper (4.1, 4.2)<br>Reading and engaging with Multicultural Literature (4.2, 4.3)<br>Response opportunities (4.1, 4.2, 4.3)<br>Web of Best Practices (4.2, 4.3, 4.4)<br>Professional Learning Experience Creation (4.3, 4.4) |
| STANDARD 5: LEARNERS AND THE LITERACY ENVIRONMENT<br>Candidates apply knowledge of learner development and learning differences to create a positive, literacy-rich learning environment anchored in digital and print literacies.   | Identity Paper (5.1)<br>Reading and engaging with Multicultural Literature (5.1, 5.2, 5.4)<br>Web of Best Practices (5.1)<br>Professional Learning Experience Creation (5.1, 5.2, 5.3, 5.4)   |
| STANDARD 6: PROFESSIONAL LEARNING AND LEADERSHIP<br>Candidates are lifelong learners who reflect upon practice; use ongoing inquiry to improve their professional practice; advocate for students and their families to enhance students' literacy learning.   | Response opportunities (6.1, 6.2, 6.3)<br>Professional Learning Experience Creation (6.1, 6.3, 6.4)   |