

	<p style="text-align: center;">LTCY 519:</p> <p style="text-align: center;">Literacy Development and Instruction</p> <p style="text-align: center;">Summer 2021 Syllabus</p>
Instructor:	Dr. Nancy Hulan
Class Location: Online	
Instructor's Office Hours: online appointments via Zoom, please request times that are convenient to you	

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

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Course Description:

Investigation into the development of reading and writing in young children, instructional strategies for emergent and developing literacy including practices related to phonemic awareness, phonics, comprehension, vocabulary, fluency, invented spelling, writing traits, process and development.

Prerequisites:

None

Textbooks and Required Materials:

Required Textbook:

[Literacy Development in the Early Years: Helping Children Read and Write \(9th Edition\)](#) by Lesley Mandel Morrow (ISBN: 978-0134898230)

Additional materials will be provided by the instructor on Blackboard.

Major Course Topics:

#	Topic
1	Evidence-based best practices for comprehensive literacy instruction for beginning readers and writers
2	Best Practices in Early Literacy: Preschool, Kindergarten, and First Grade
3	Best Practices in Teaching Phonological Awareness and Phonics
4	Best Practices in Motivating Students to Read
5	Best Practices in Vocabulary Instruction for Young Readers and Writers
6	Best Practices in Narrative and Informational Text Comprehension for Young Readers and Writers
7	Best Practices in Teaching Early Writing
8	Best Practices in Content Area Reading and Writing Across the Curriculum
9	Best Practices in Early Reading Assessment
10	Organizing effective literacy instruction for differentiation

Course Objectives:

1	Demonstrate knowledge of theoretical, historical, and evidence-based components of reading (e.g., concepts of print, phonological awareness, phonics, word recognition, fluency, vocabulary, and comprehension) develop throughout the grades.
2	Demonstrate knowledge of theoretical, historical, and evidence-based components of writing development and the writing process throughout the grades.
3	Demonstrate knowledge of theoretical, historical, and evidence-based components of communication (e.g., reading, writing, listening, speaking, and viewing) throughout the grades.
4	Understand that a variety of instructional routines and procedures are needed to differentiate literacy instruction.

Description of Course Assessments: *(narrative)*1. **Professionalism, Participation, Collegiality (10 points)**

You are expected to be a fully participating member of this class. All students are expected to contribute to this community of learners by being positive participants in all classwork interactions. This includes Discussion boards, Flipgrids, Padlets, and emails.

2. **Responses to Readings/Activities/ Discussion Board 10 points each** ILA Standards: 1, 2, 4, 5; KTPS: 1, 4

To facilitate students' ability to become reflective educators, decision makers, and to construct meaning for an understanding of the interrelationships and application of educational theory into classroom practices, students will engage in Discussion Board entries responding to the assigned prompt, EdPuzzle videos, and other activities. The purpose of this assignment is to allow students to reflect, explore and dialogue with the university instructor and with **each other** concerning topics and issues discussed in class or as these issues relate to the experiences of the student. The discussion boards take place in BlackBoard. This forum provides a means of communication and exploration of topics/assignments. The text for this course will guide our discussions. Scoring for this assignment will be based on the following criteria: 1) thoughtful insights, 2) all responses posted by DUE dates, 3) sharing of experiences specific to topic of discussion, 4) specific references to information from our text or other outside readings (references must accompany), NO "drive-by," "hit-and-run" or "token" responses

Students MUST reply to at least one other student's entry (in addition to their own response to the question) - as in a class discussion or "grand conversation" on these topics. Try to add your initial post earlier in the week and your response once others have added theirs.

3. **Literacy Autobiography (25 points)** ILA Standards: 1, 2, 4; KTPS: 1, 2, 9

Students will compose a reflective literacy autobiography to document their textual lineage. "A reading and writing autobiography which shows that who you are is in part developed through the stories and information you've experienced" (Tatum, 2014). Your literacy autobiography should be 3-5 pages in length (typewritten, double-spaced) and must be submitted as a Word document or Google Doc. This must include the following components (**which should have headings for each bullet**):

- Your **first recollections of reading/writing/literacy experiences**; interview family members, etc., to refresh your memory, if necessary. Include titles and impressions of the first books you remember reading. Include any samples of your early writing (some people save these things) or descriptions of stories you remember having written at a young age.
- **Elementary, middle and secondary school literacy experiences** (be reflective and "dig deep"). Which theories of early childhood education did you witness in your educational journey? **Reference Chapter 2 in Morrow book- cite accordingly.**
- **Personal introduction and description of your previous and current home literacy environment**, culture, attitudes and daily oral and written literate practices
- **How previous and current oral and written literacy experiences impact your current attitudes, identity**, practices, uses and literacy instruction (reading, writing, oral language use) in the classroom (be SPECIFIC using real life examples and application)
- **Current changes occurring in your attitudes and practices** (be SPECIFIC and reflective)

4. ****Professional Dispositions Portfolio** ILA Standards: 1,2,3,4,5,6,7; KTPS: 1,2,3,4,5,6,7,8,9,10: If you are a Literacy Education MAE student, you are required to keep an

online Professional Dispositions Portfolio on a password protected website, a blog, a hyperdoc, or other means that would allow you to link documents to then demonstrate your knowledge that meets each of the Standards of Literacy Professionals. More information will be shared about this in class and on the WKU Graduate Literacy website:

<https://sites.google.com/g.wku.edu/literacygrad/home> .

5. Teaching and Learning Observations and Activities (20 points) ILA Standards: 2, 3, 4, 5; KTPS: 4, 9

You will observe and engage in a literacy classroom (pre-K through 5) for 8-10 hours (for those of you who are already certified teachers) or for 40 hours (for those working toward initial certification). You will complete an online journal in which you chronicle your experiences in the field. Assignments include 1) observations, 2) assessments of concepts of print and early reading skills (phonological awareness, phonics, alphabet recognition), 3) engaging students in story retellings or graphic organizer completion, 4) observe and evaluate writing development, etc.

6. Thematic Unit or Evidence and Argument Paper (50 points) and reflection (25 points) ILA Standards: 1,2,4, 5, 6; KTPS: 1, 2, 3, 4

Through the semester and based upon activities and readings in class, you will create a thematic unit for early readers incorporating literacy instruction around the main content area/theme. In creating this thematic unit, you will include hyperlinks to actual virtual activities for use. Individual activities must address 1) alphabet recognition, 2) phonemic awareness, 2) phonics/decoding, 3) oral language and vocabulary growth, 4) comprehension, 5) writing, 6) the joy of reading.

You will submit your Thematic Unit Plan (including hyperlinks to activities) and a reflection. The reflection will address the following:

- 1) Explain how each of the activities in your thematic unit are built upon research (cite accordingly) and will promote learning. Cite evidence for each component of literacy and activity you include.
- 2) How has this course altered or improved your understanding of how children learn to read? Provide concrete examples and citations from the course texts and outside sources.
- 3) What was your most significant "ah-ha" you experienced this semester

You may share your Thematic using Google Slides, Thinglink (I can provide some guidance), or another tool. Be sure you use an online tool that can be shared with others, as this is meant to benefit real kids in schools and homes.

Course Grading and Evaluation:

Assessment Name	Point Value	DUE DATES
Professionalism, Participation, and Collegiality	10	Throughout Semester

Responses to Readings and activities (10 pts each) (Includes discussion boards, padlets, flipgrid, Edpuzzles, Language Essential activities)	200	Throughout Semester
Literacy Autobiography	25	Beginning
Teaching and Learning Observations and Activities	20	Throughout Semester
Thematic Unit or Evidence and Argument Paper	50	End
Reflection	25	End
Total Points	330	

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.

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 on the web, 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 for three or more days. Students' participation 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.

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 regular postal mail or 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 519, First Initial, Last Name, Topic

Emails without this format will (gently) be returned to you to revise the subject. We are not trying to be rude! Our email programs sort mail according to the class number. If you do not use this standard email format, your message may get lost and many have been lost in past courses. Please help us with this!

2. Please set your email options such that when you reply to any message, it will include the original message. When you email me, my email software will retain your original message when I reply. If you reply back, your message should retain both your original message and my response. This helps to remind me of our ongoing conversations. Thanks!!
3. Remember that your emails are professional communication with your instructor.

Submission of Assignments:

1. You will maintain your own blog journal through Blackboard. It should be private but allow your instructors access to read your reflections.
2. There will be various methods used for class discussions. Some will be Discussion Boards through BlackBoard; however, other Web 2.0 discussion tools will also be used.
3. **The preferred method for submission of your assignments is to upload your assignment file through BlackBoard.**
 - 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. 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 Details/Indicators -- Core Curriculum Alignment	ELED 503	ELED 505	ELED 506	ELED 507	ELED 509	LTCY 519	SPED 515	PSY 510	EDU 589
Standard 1. Learner Development: 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 a, b, c, d, e, g, h, i, j, k				X d, e, f			

Standard 2. Learning differences: 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 d, h, j, l, n				X g, j, l, m			
Standard 3. Learning environments: 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 a, g, h, m, p, q, r				X b, e, i			
Standard 4. Content knowledge: 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 a, b, d, e, f, g, h, k, l, m, n, o, p				X f, g, h, l			
Standard 5. Application of content: The teacher shall understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.		X b, c, d, f, l, m, n, o							
Standard 6. Assessment: 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 a, b, c, d, e, f, g, i, j, k, l, m, r, t							

Standard 7. Planning for Instruction: 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 a, b, c, d, g, j, k, l							
Standard 8. Instructional strategies: 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 b, e, f, g, h, i, j, l, r				X h			
Standard 9. Professional learning and ethical practice: 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 a, b, g, h, l,				X a, c, e, n			
Standard 10. Leadership and collaboration: 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.		X e, h, i, n, o, r, s, t							

Student Learning Outcomes:

School of Teacher Education Student Learning Outcomes
Graduates of the WKU School of Teacher Education Initial Preparation Programs are able to:

Courses	1. Demonstrate content knowledge in the academic disciplines	2. Apply the foundational principles of learning and teaching	3. Exhibit teaching competence in a clinical environment	4. Select, administer, and analyze results of formative and summative assessments	5. Identify, evaluate, and implement individualized instruction	6. Apply content knowledge, pedagogical skills, and technology to instructional practice	7. Identify, evaluate, and implement literacy practices	8. Display the dispositions of a professional educator
ELED 503								
ELED 505	D	D	D	D	D	D		D
ELED 506								
ELED 507								
ELED 509								
LTCY 519							D	
SPED 515								
PSY 510								
EDU 589								

I - Initial, R-Reinforced, D-Demonstrated, M-Mastered

Major Course Assessments Aligned with Standards:

Major Course Assessments	Course Objectives	SPA Standard(s): CAEP/ELED	KY Teacher Performance Standards/INTASC	Overall Core Program Student Learning Outcomes (number)
Course Experiences and Assessments				
Responses to Readings/Activities/ Discussion Board	Obj. # 1,2,3,4	ILA: 1, 2, 4, 5	KTPS: 1, 4	#7
Literacy Autobiography	Obj. #1, 4	ILA: 4	KTPS: 1, 2, 9	#7
Teaching and Learning Observations and Activities <input checked="" type="checkbox"/> Clinical; <u>8-40</u> hours	Obj. #1,2,3,4	ILA: 2, 3, 5	KTPS: 4, 9	#7
Thematic Unit or Evidence and Argument Paper	Obj. #4	ILA: 1,2,4,5,6	KTPS: 1,2,3,4 ,8	#7

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).**)

Total Number of Hours: minimum of 40	
EPSB Required Candidate Experience Types - 16 KAR 5:040 Section 5(3)	
(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;	
3. Students with disabilities; and	
4. Students from the following grade levels:	
• Elementary	X
• Middle School	

• Secondary	
(b) Observation in schools and related agencies, including:	
1. Family Resource Centers; or 2. Youth Service Centers	
(c) Student tutoring	X
(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.	X

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:

EPSB Questions to Address regarding:	Course Assessment and HOW Assessed -- Include Criteria Demonstrating Depth of Knowledge of Candidate
<ul style="list-style-type: none"> • KAS/KECS • KY P-12 Curriculum Framework • P-12 Assessment System to Guide Instruction 	
1. How does the EPP measure a candidate's knowledge and understanding of the Kentucky Academic Standards? 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 519 are practicing teachers and have been introduced to the KAS in prior coursework. Field work activities are designed while addressing the KAS for Reading and Writing.
2. Briefly describe how candidates use the Kentucky Academic Standards and appropriate assessment data to guide instruction.)	During field work within elementary classrooms, students observe student literacy interactions, conduct literacy assessments on students and plan for next steps using the assessments.
3. Describe how candidates use the Kentucky Academic Standards in lesson plans? (To what extent did the EPP provide evidence of candidates' use of the KAS framework in lesson plans?)	In field work, students work with elementary students and integrate KAS for Reading and Writing in plans for mini-lessons, read alouds, and other activities. In addition, in their own classrooms, students incorporate KAS within the lesson ideas that are shared with classmates through Thematic Unit or the Evidence and Argument paper.
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.	Students will conduct an early literacy assessment on students in their field work and will plan for instruction upon the results. Assessment data will include concepts of print, phonemic awareness, and phonics knowledge.

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.”)

CAEP Key Assessment Areas	Assessment and Description
Assessment #1: Content Assessment	
Assessment #2: Other Assessment of Content Knowledge	
Assessment #3: Assessment of Professional Capabilities	
Assessment #4: Clinical Experiences Measure of Teaching Proficiency	
Assessment #5: Measure of Candidate Assessment Proficiencies	5B: Analysis of Student Learning
Assessment #6: Candidate ability to diagnose and prescribe for personalized Student Learning	
Assessment #7: Application of Content Knowledge and Pedagogical Skills (Instructional Practice)	
Assessment #8: Assessment of Literacy Outcomes	Dimensions of Literacy Assessment
Assessment #9: Dispositions	

Course Experiences or Assessments Addressing Learned Society (SPA) Standards:

(Please refer to your EPSB Program Review Document SPA Table to see what you and your program faculty have determined takes place in your course related to meeting SPA standards. Provide those standard numbers and description/titles below and briefly describe the course experiences and assessments that prepare candidates in this area. NOT necessary for CORE -- delete this section if CORE COURSE.)

SPA Standard # and Description <i>CAEP 2018 Elementary Teacher Standards</i>	Course Experiences and Assessments -- note standard AND indicator alignment
STANDARD 1 – Understanding and Addressing Each Child’s Developmental and Learning Needs 1.a – Candidates use their understanding of how children grow, develop and learn to plan and implement developmentally appropriate and challenging learning experiences within environments that take into account the individual strengths and needs of children. 1.b – Candidates use their understanding of individual differences and diverse families, cultures, and communities to plan and implement inclusive learning experiences and environments that build on children’s strengths and address their individual needs. 1.c – Candidates work respectfully and reciprocally with families to gain insight into each child in order to maximize his/her development, learning and motivation.	

<p>STANDARD 2 – Understanding and Applying Content and Curricular Knowledge for Teaching</p> <p>Candidates demonstrate and apply understandings of major concepts, skills, and practices, as they interpret disciplinary curricular standards and related expectations within and across literacy, mathematics, science, and social studies.</p> <p>2.a – Candidates demonstrate and apply understandings of the elements of literacy critical for purposeful oral, print, and digital communication.</p> <p>2.b - Candidates demonstrate and apply understandings of major mathematics concepts, algorithms, procedures, applications and mathematical practices in varied contexts, and connections within and among mathematical domains.</p> <p>2.c – Candidates demonstrate and apply understandings and integration of the three dimensions of science and engineering practices, cross-cutting concepts, and major disciplinary core ideas, within the major content areas of science.</p> <p>2.d - Candidates demonstrate understandings, capabilities, and practices associated with the central concepts and tools in Civics, Economics, Geography, and History, within a framework of informed inquiry.</p>	<p>2a: Responses to Readings and Materials</p> <p>2a: Teaching and Learning Observations and Activities</p>
<p>STANDARD 3 – Assessing, Planning, and Designing Contexts for Learning</p> <p>Candidates assess students, plan instruction and design classroom contexts for learning. Candidates use formative and summative assessment to monitor students' learning and guide instruction. Candidates plan learning activities to promote a full range of competencies for each student. They differentiate instructional materials and activities to address learners' diversity. Candidates foster engagement in learning by establishing and maintaining social norms for classrooms. They build interpersonal relationships with students that generate motivation, and promote students' social and emotional development.</p> <p>3.a – Candidates administer formative and summative assessments regularly to determine students' competencies and learning needs.</p> <p>3.b – Candidates use assessment results to improve instruction and monitor learning.</p> <p>3.c – Candidates plan instruction including goals, materials, learning activities and assessments.</p> <p>3.d – Candidates differentiate instructional plans to meet the needs of diverse students in the classroom.</p> <p>3.e – Candidates manage the classroom by establishing and maintaining social norms and behavioral expectations.</p> <p>3.f – Candidates explicitly support motivation and engagement in learning through diverse evidence based practices.</p>	<p>3.c: Teaching and Learning Observations and Activities (concepts of print and early reading assessment and plan)</p> <p>3f: Thematic Unit/Evidence and Argument Paper</p>

<p>Standard 4 – Supporting Each Child’s Learning Using Effective Instruction.</p> <p>Candidates make informed decisions about instruction guided by knowledge of children and assessment of children’s learning that result in the use of a variety of effective instructional practices that employ print, and digital appropriate resources. Instruction is delivered using a cohesive sequence of lessons and employing effective instructional practices. Candidates use explicit instruction and effective feedback as appropriate, and use whole class discussions to support and enhance children’s learning. Candidates use flexible grouping arrangements, including small group and individual instruction to support effective instruction and improved learning for every child.</p> <p>4.a – Candidates use a variety of instructional practices that support the learning of every child.</p> <p>4.b – Candidates teach a cohesive sequence of lessons to ensure sequential and appropriate learning opportunities for each child.</p> <p>4.c – Candidates explicitly teach concepts, strategies, and skills, as appropriate, to guide learners as they think about and learn academic content.</p> <p>4.d – Candidates provide constructive feedback to guide children’s learning, increase motivation, and improve student engagement. 4.e – Candidates lead whole class discussions to investigate specific content, strategies, or skills, and ensure the equitable participation of every child in the classroom.</p> <p>4.f – Candidates effectively organize and manage small group instruction to provide more focused, intensive instruction and differentiate teaching to meet the learning needs of each child.</p> <p>4.g – Candidates effectively organize and manage individual instruction to provide targeted, focused, intensive instruction that improves or enhances each child’s learning.</p>	
<p>STANDARD 5- Developing as a Professional</p> <p>Candidates promote learning and development of every child through participation in collaborative learning environments, reflective self-study and professional learning, and involvement in their professional community.</p> <p>5.a – Candidates work collaboratively with colleagues, mentors, and other school personnel to work toward common goals that directly influence every learner’s development and growth.</p> <p>5.b – Candidates design and implement professional learning activities based on ongoing analysis of student learning; self-reflection; professional standards, research and contemporary practices; and standards of ethical professional practice.</p> <p>5.c - Candidates participate in peer and professional learning communities to enhance student learning.</p>	

Course Experiences or Assessments Addressing ILA (literacy) Standards: (to the indicator level)

(Please refer to your course and the ILA standards below to see what you and your program faculty have determined takes place in your course related to meeting ILA (literacy standards.)

International Literacy Association Standard # and Description	Course Experiences and/or Assessments
STANDARD 1: FOUNDATIONAL KNOWLEDGE Candidates demonstrate knowledge of the major theoretical, conceptual, and evidence-based foundations of	Responses to Readings and other Materials (1.1, 1.2, 1.3, 1.4)

elementary/intermediate literacy and language and the ways in which they interrelate.	Literacy Autobiography (1.1, 1.2, 1.3, 1.4)
STANDARD 2: CURRICULUM AND INSTRUCTION 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 to Readings and other Materials (2.1, 2.2, 2.3, 2.4) Literacy Autobiography (2.1, 2.2) Teaching and Learning Observations and Activities (2.1, 2.2, 2.3, 2.4) Thematic Unit/Evidence and Argument Paper (2.1, 2.2, 2.3, 2.4)
STANDARD 3: ASSESSMENT AND EVALUATION Candidates understand, select, and use appropriate assessments to gather evidence on elementary/intermediate students' language acquisition and literacy development for instructional and accountability purposes.	Teaching and Learning Observations and Activities (3.2)
STANDARD 4: DIVERSITY AND EQUITY 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.	Literacy Autobiography (4.1) Responses to Readings and other Materials (4.1, 4.3) Teaching and Learning Observations and Activities (4.2, 4.3) Thematic Unit/Evidence and Argument Paper (4.1, 4.2, 4.3)
STANDARD 5: LEARNERS AND THE LITERACY ENVIRONMENT Candidates apply knowledge of learner development and learning differences to create a positive, literacy-rich learning environment anchored in digital and print literacies.	Teaching and Learning Observations and Activities (5.1) Responses to Readings and other Materials (5.1) Thematic Unit/Evidence and Argument Paper (5.2)
STANDARD 6: PROFESSIONAL LEARNING AND LEADERSHIP 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.	Thematic Unit/Evidence and Argument Paper (6.2)

School of Teacher Education Lesson Plan Template



Name _____		Date of Observation _____
Ages/Grades of Students _____		#Number of Students in Class _____
# of Students having IEP/504 _____	# of Gifted Students _____	# of Students having LEP _____
Lesson Title: _____		
1. Context: Describe the Students for which this Lesson is Designed Identify your students' backgrounds, special needs, cultural differences, interests, and language proficiencies. <i>Use student initials for specific information about students in terms of learning strategies, behavior strategies. Give examples of what you know about students' interests, outside activities, etc., which could be incorporated into lesson plan. Also, be specific about student skills and knowledge. Describe racial, economic diversity in class.</i>		
2. Learning Target(s)/Objectives <i>Provide 1-2 learning targets/objectives and 1-2 connected Kentucky Early Childhood Standards and Benchmarks for each component listed in this section.</i> a. Previous lesson's learning target(s)/objective(s); connect each target/objective to the appropriate state curriculum/content area standard(s) and benchmark(s) AND to the appropriate NCTM, NGSS or NAAEE standard(s) b. Current lesson's learning target(s)/objective(s); connect each target/objective to the appropriate state curriculum/content area standard(s) and benchmark(s) AND to the appropriate NCTM, NGSS or NAAEE standard(s) c. Next lesson's learning target(s)/objective(s); connect each target/objective to the appropriate state curriculum/content area standard(s) and benchmark(s) AND to the appropriate NCTM, NGSS or NAAEE standard(s)		
3. Students' Baseline Knowledge and Skills Describe and include the pre-assessment(s), including the developmental continuum used to establish students' baseline knowledge and skills for this lesson.		
4. Formative Assessment Describe and include the formative assessment(s) and developmental continuum(s) to be used to measure student performance during this lesson. <i>The formative assessment(s) and developmental continuum(s) should be directly connected to the current learning target/objective. The description should include the method used for collecting data.</i>		
5. Resources Identify the resources and assistance available to support your instruction and facilitate students' learning. This includes links to technology, homework, exit or bell ringer slips, readings, etc. Be specific if there is an aide in the classroom and their role.		
6. Lesson Procedures Describe the sequence of strategies/activities and/or assessments will be used to scaffold instruction, engage your students. facilitate attainment of the lesson objective(s), and promote higher order thinking. Within this sequence, be sure to describe how the instruction will be differentiated to meet your students' needs, interests, and abilities. <i>Components of this section should include: 1. Connection to prior</i>		

learning, 2. Frontloading of expected learning/outcomes, 3. Introduction of new materials or new ways of using materials, 4. Step by step instructions on lesson implementation, 5. The role of other adults involved in the lesson, 6. Scaffolded and/or differentiated instruction to meet the needs, interests and abilities of all students, 7. Detailed script of teacher talk and questioning embedded throughout the procedures, 8. Plan for providing feedback to students, 9. Closure of what took place, what was learned and next steps to connect to next lesson's learning.

7. Reference

Identify the evidenced based resource(s) this activity was retrieved from using APA format.

8. Watch for -----

Identify anything that you would like specifically observed during this lesson. *What area(s) are you seeking specific feedback on for teacher performance as to improve student outcomes? (i.e. including all students, engaging students, promoting higher order thinking, higher level questioning, collecting assessment data, managing transitions, connecting to prior learning, etc.)*