

		LTCY 421 Content-Area Reading in the Middle and Secondary Grades Fall 2021 Syllabus
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Class Location: Blackboard site; online (Asynchronous - no class meetings)		
Instructor's Office Hours: Monday 9:00 to 3:00; Wednesday 9:00 to 3:00 And by appointment kandy.smith@wku.edu		

*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:

Principles, psychology, and methodologies for teaching both the general and specialized reading skills in the secondary grades - This course is required for secondary English. (SEE NOTE)

(NOTE: This course description above is out of date, but it is the one that must be listed. The 16 KAR 5:060

requires that all KY middle and high school teacher candidates admitted to a teacher education program after August 1, 2016 successfully complete a program of study that addresses the International Literacy Association's standards; LTCY 421 is that EPSB-approved literacy course at WKU. Here is the link to that requirement:
<https://apps.legislature.ky.gov/law/kar/016/005/060.pdf>

Prerequisites:

EDU 250, MGE 275, AGED 250, or AMS 330 with a grade of C or higher and admission to Teacher Education (includes passing Praxis scores)

Textbooks and Required Materials:

Assigned readings are provided by the instructor on Blackboard. Readings are selected from professional refereed journals including:

<i>Harvard Educational Review</i>	<i>International Journal of Academic Research</i>
<i>Journal of Adolescent & Adult Literacy</i>	<i>Journal of Teacher Education</i>
<i>Learning Disabilities Research & Practice</i>	<i>The Reading Teacher</i>
<i>Theory Into Practice</i>	<i>Voices from the Middle</i>

Formal papers will be written in 7th Edition APA style. Consult the Purdue University Writing Lab at https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html for guidance.

Major Course Topics:

Students will receive instruction, learn, and complete assignments addressing the Kentucky Department of Education's Interdisciplinary Literacy Practices, practices that include learning concerning content topics such as the following:

Kentucky Department of Education Interdisciplinary Literacy Practices

LITERACY PRACTICE FOR P-12	RELATED TOPICS
1. Recognize that text is anything that communicates a message.	podcasts, TED talks, videos, photographs, memes, paintings, music, posters, etc. student reading levels text readability levels
2. Employ, develop and refine schema to understand and create text.	background knowledge pre-reading activities the adolescent brain
3. View literary experiences as transactional, interdisciplinary and transformational.	engagement and motivation metacognition motivation theories
4. Utilize receptive and expressive language arts to better understand self, others and the world.	“reading like a... [historian, consumer, etc.]” “writing like a... [scientist, mathematician, etc.]” reading theories writing theories
5. Apply strategic practices, with scaffolding and then	reading as both a science and an art

independently, to approach new literacy tasks.	Adolescent Reading Theoretical Model (Deshler & Hock, 2006) strategies for managing texts comprehension strategies diversity in readers: <ul style="list-style-type: none"> ● English Language Learners ● students with disabilities including those with dyslexia ● students that struggle with texts ● students that need challenging texts Response to Intervention: <ul style="list-style-type: none"> ● tier 1 ● tier 2 ● tier 3 literacy assessments
6. Collaborate with others to create meaning.	literature circles Socratic circles
7. Utilize digital resources to learn and share with others.	onscreen reading e-textbooks reading on the Internet digital natives: <ul style="list-style-type: none"> ● digital orphans ● digital exiles ● digital heirs
8. Engage in specialized, discipline-specific literacy practices.	best practices in vocabulary, morphology choosing which words to teach reading and writing like those in the field primary documents
9. Apply high level cognitive processes to think deeply and critically about text.	critical thinking close reading deep reading brain
10. Develop a literacy identity that promotes lifelong learning.	importance of being literate: <ul style="list-style-type: none"> ● literate ● illiterate ● aliterate

Course Objectives:

The goal of this course is to provide information on various aspects connected with middle and secondary literacy instruction and to develop both conceptual and practical perspectives appropriate for teaching in middle and secondary schools.

Course Objectives/Student Learning Outcomes (SLOs):

Students will be able to:

1. Express fluency in the Kentucky Department of Education Interdisciplinary Literacy Practices
2. Demonstrate an understanding of reading comprehension and strategies for literacy instruction
 - Understand literacy skills and the strategies for instruction and practice
 - Understand discipline-specific literacy skills and the strategies for instruction and practice
 - Understand vocabulary and the strategies for its instruction
3. Design and implement reading and writing experiences that challenge, motivate, and actively involve the learner
 - Include literacy assignments in required lesson plans (as appropriate) from textbooks
 - Include literacy assignments in required lesson plans from primary documents and literature
4. Express a personal and professional enthusiasm for the learning and teaching of literacy
 - View self as a reader, writer, speaker, and listener
 - Recognize literacy as a common denominator of learning
 - Value what reading, writing, speaking and listening skills offer students in their present lives and in their futures
5. Identify underserved students and appropriate strategies to teach various literacy needs at the secondary level
 - Develop multiple teaching strategies to facilitate content-area literacy
 - Understand how to secure and interpret students' reading levels
 - Understand how to secure and interpret the readability levels/text complexity of written documents and on-line texts
6. Reflect on teaching and learning
 - Reflect on the various instructional strategies and literacy strategies used in secondary schools and their relevance and effectiveness in discipline-specific areas
 - Engage in self-reflection and evaluation of literacy in teaching experiences
 - Develop a professional operational stance regarding literacy

Description of Course Assessments:

As the teacher candidate participates in the online lectures and assignments, there will be multiple opportunities for the learner to exhibit his understanding of the learning objectives. Teacher candidates will view professor-created lecture videos, read and respond to questions, write papers to argue their understanding from the evidence, create lesson plans that include literacy and teach those lessons to a student or a group of students, and write a final paper to take an operational stance concerning the Kentucky Interdisciplinary Literacy Practices and the literacy components associated with those practices.

Course Grading and Evaluation:

Assessment Name	Point Value	DUE DATES
Reading Autobiography and Reading Rope Knowledge Essay	25	August 29
Evidence and Argument Papers (two papers at 25 points each)	50	September 26

		October 24
Additional Learning Tasks (8 tasks at 10 points each)	80	September 5, 12, 19 October 10, 17 November 7, 14, 21
Case Study	100	December 5
Operational Stance Concerning the KDE Interdisciplinary Literacy Practices	50	December 8
Total Points	305	

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

Grading Scale		
Grade	Percent	Points
A	93-100%	281-305
B	85-92%	257-280
C	77-84%	232-256
D	70-76%	211-231
F	≤69%	210 or fewer

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 as assigned is required. You should expect to work from six to nine hours each week on the tasks assigned in this course.

Late Assignment Policy:

If there is a reason you need to submit an assignment at a later time than the due date and time, please email the professor. Late work is accepted but not encouraged. The weeks in the course calendar set aside for accomplishing field hours and tutoring (the case study) will also be weeks to catch-up concerning any missing work. Therefore,

- all work for Weeks 1-5 must be in by Sunday, October 3 (end of Week 6),
- all work for Weeks 7-9 must be in by Sunday, October 31 (end of Week 10),
- all work for Weeks 11-13 must be in by Sunday, November 28 (end of Week 14).

The final two assignments must be submitted on or before their due dates (December 1 and December 8) so that they may be scored before final grades are due. Unless there is an emergency, the final two assignments will not be accepted later than the set due dates.

ADA Accommodation:

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, Room 1074. The 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 his own. One must give any author credit for source material borrowed from him. 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. A student (person copying or person providing work to person copying) involved in plagiarism will receive a zero on the assignment and may receive an F in the course. Additionally, a student plagiarizing may be dismissed from Teacher Ed and may also be brought before the student conduct committee at WKU. 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 were 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.

<p>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.</p>	<p>The teacher candidate will begin the semester by examining his own adolescent literacy background and organizing those reflections in a short formal paper. There will be learning tasks addressing student diversity, needs that arise from that diversity, and literacy instruction to address diversity. The teacher candidate will also create lesson plans and teach those lessons to a student or group of students.</p>
<p>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.</p>	<p>The teacher candidate will begin the semester by examining his own adolescent literacy background and organizing those reflections in a short formal paper; this will serve to activate his thinking around individual differences. As the teacher candidate develops lessons and delivers instruction to either one student or a group of students (case study assignment), he will make an initial attempt to create an inclusive learning environment that attempts to enable each learner to meet high standards. There will be learning tasks addressing student diversity, needs that arise from that diversity, and literacy instruction to address diversity.</p>
<p>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.</p>	<p>The combination of written papers, learning tasks, the case study, and the final operational stance will allow the teacher candidate to learn to and plan for effective learning environments. The case study will allow the teacher candidate to establish a learning environment.</p>
<p>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.</p>	<p>The combination of written papers, learning tasks, the case study, and the final operational stance will allow the teacher candidate to apply his gained knowledge concerning literacy development and instruction to the instruction in his discipline.</p>
<p>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.</p>	<p>The combination of written papers, learning tasks, the case study, and the final operational stance will allow the teacher candidate to develop and apply engagement strategies that they will use to lead his students into learning that includes critical thinking, creativity, and collaborative problem solving.</p>
<p>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.</p>	<p>The combination of written papers, learning tasks, the case study, and the final operational stance will allow the teacher candidate to grow in his understanding concerning assessment in general and literacy assessment in particular.</p>
<p>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.</p>	<p>The combination of written papers, learning tasks, the case study, and the final operational stance will allow the teacher candidate to develop instructional plans that lead students into valuable learning opportunities.</p>

<p>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.</p>	<p>The combination of written papers, learning tasks, the case study, and the final operational stance will allow the teacher candidate to come to understand and use a variety of instructional strategies.</p>
<p>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.</p>	<p>The teacher candidate will begin the semester by examining his own adolescent literacy background and organizing those reflections in a short formal paper; this will serve to activate his thinking around his own learning and choices, thinking that will serve him well as he makes future choices and takes future actions.</p>
<p>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.</p>	<p>As the teacher candidate plans instruction for the case study assignment, he may collaborate with the learner(s), their families, and other school professionals to attempt to ensure learner growth. Standard 10 will more likely be addressed once the teacher candidate is in a professional teaching role.</p>

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
LTCY 421	R	R	D	R	D	D	M	D

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

Major Course Assessments Aligned with Standards:

Major Course Assessments	Course Objectives	SPA Standard(s): International Literacy Association Standards	KY Teacher Performance Standards/INTASC	Overall Core Program Student Learning Outcomes (number)
Clinical Experiences and Assessments				

Literacy Observation in Classrooms and Case Study <input type="checkbox"/> Clinical; __15__ hours	Objectives 1-6	Standards 1-5	Standards 1-8	Outcomes 1,2,3,5,6,7,8
Course Experiences and Assessments				
Reading Autobiography and Reading Rope Knowledge Essay	Course Objective 6	N A	Standard 1	N A
Learning Tasks	Course Objectives 1-6	Standards 1-5	Standards 1-8	Outcomes 1, 2, 4, 5, 6, 7
Evidence and Argument Papers	Course Objectives 1-6	Standards 1-5	Standards 1-8	Outcomes 1, 2, 4, 5, 6, 7
Operational Stance Paper/Final Exam	Course Objectives 1-6	Standards 1-5	Standards 1-8	Outcomes 1, 2, 4, 5, 6, 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	
• Middle School	15 hours

• Secondary	
(b) Observation in schools and related agencies, including:	
1. Family Resource Centers; or 2. Youth Service Centers	
(c) Student tutoring	Hours may be in tutoring (case study)
(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.	Hours may be in classroom observations for literacy

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 	
<p>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?</p>	<p>The teacher candidate in LTCY 421 is assessed concerning his knowledge of the ELA Kentucky Academic Standards and the Kentucky Department of Education Interdisciplinary Literacy Practices through written papers, learning tasks (written responses to guiding questions), the case study, and the operational stance paper/final exam. As the candidates plan and teach lesson plans in the case study assignment, standards and practices are identified.</p>
<p>2. Briefly describe how candidates use the Kentucky Academic Standards and appropriate assessment data to guide instruction.</p>	<p>The teacher candidate must demonstrate in the written lesson plans in LTCY 421 that the standard (learning objective), the instruction, and the assessment are aligned. Interactions with students are limited in LTCY 421, so assessment data may not guide instruction, but teacher candidates are made aware of how it should.</p>
<p>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?)</p>	<p>As teacher candidates plan and teach lesson plans in the case study assignment, standards and practices are identified. The teacher candidate must demonstrate in the written lesson plans in LTCY 421 that the standard (learning objective), the instruction, and the assessment are aligned.</p>

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.	In the lesson plans that candidates write for their tutoring in LTCY 421, they must include assessments. Formative assessments are embedded throughout the lessons and are identified. A summative assessment is required for each lesson.
5. How does the candidate demonstrate understanding of how a school/district implements the curriculum at the school and classroom level?	This is not addressed directly in LTCY 421. Teacher candidates are taught that they have a responsibility for implementing the Kentucky Department of Education Interdisciplinary Literacy Practices into their content-area teaching.
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?	The state's assessment system for student learning is not directly addressed in LTCY 421. They are taught that strong reading skills are the basis of strong test scores.

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	
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	
Assessment #9: Dispositions	
Assessment #10: Exit Survey	

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.)

International Literacy Association Standard # and Description	Course Experiences and/or Assessments
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<p>STANDARD 1: FOUNDATIONAL KNOWLEDGE 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.</p>	<p>Evidence and argument papers, learning tasks, and the operational stance paper allow teacher candidates to read the research, argue their understanding based on the evidence, and formulate the semester of learning into a final reflective paper. Understanding is also measured by the final case study.</p>
<p>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</p>	<p>The case study allows teacher candidates to support student learning in reading and writing as lesson plans are created and taught by the teacher candidate.</p>
<p>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.</p>	<p>Teacher candidates are introduced to a variety of assessment tools and practices in course instruction and assigned readings; assessments are included in the lesson plans in the case study.</p>
<p>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.</p>	<p>The lesson plans in the case study assignment require that the teacher candidate is aware, understands, respects, and values the differences of the student(s) tutored. In the introductory reading autobiography, the teacher candidate is asked to explain his reading and cultural experiences. Assigned readings in the course address diversity; articles that provide the teacher candidate with knowledge concerning the needs of diverse learners address differences for students including English Language Learners, students with disabilities, and students of various races.</p>
<p>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.</p>	<p>The coursework in LTCY 421 will equip teacher candidates for this work in their future classrooms. The case study will allow a teacher candidate to create a temporary learning environment involving both print and digital literacies. In addition, both print and digital literacies will be addressed in the course work.</p>
<p>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.</p>	<p>In the first written assignment, the teacher candidate will be asked to identify the aspects of his own adolescent literacy experiences. The reflection process will be examined and followed as well. Teacher candidates will also be introduced to the ideas of diversity and equity, ideas that will encourage them to advocate for students' literacy learning.</p>

School of Teacher Education Lesson Plan Template



<p>Name _____ Date of Observation _____</p> <p>Ages/Grades of Students _____ #Number of Students in Class _____</p> <p># of Students having IEP/504 _____ # of Gifted Students _____ # of Students having LEP _____</p> <p>Lesson Title: _____</p>
<p>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></p>
<p>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></p> <p>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)</p> <p>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)</p> <p>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)</p>
<p>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.</p>
<p>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></p>
<p>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.</p>
<p>6. Lesson Procedures Describe the sequence of strategies/activities and/or assessments will be used to scaffold instruction,</p>

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. *Components of this section should include: 1. Connection to prior 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.)*