

	<p>COURSE:</p> <p>LTCY 420: Literacy Methods of the Elementary Grades</p> <p>Fall 2022 Syllabus</p> <p>Online section</p>
Instructor:	Dr. Nancy Hulan
<p>This is an asynchronous online section of LTCY 420. Due dates and assignments are detailed on Blackboard. Students are expected to keep up with assignments by frequently checking Blackboard, printing off the course calendar, and engaging in office hours when questions arise. Clinical experiences should occur within students' placements for Block classes.</p>	
<p>Instructor's Office Hours: Office hours will occur via my zoom room, linked below. Please pop in with questions during the times below.</p> <p>https://wku.zoom.us/jv/hulan</p> <p>Monday: 8:00-10:00 am Tuesday: 8:00-10:00 am Wednesday: 1:00-3:00 pm Thursday: 1:00-3:00 pm</p> <p>Other times are available- please email me with your available times to meet if these don't fit your schedule.</p>	

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

Table of Contents:

Course Title	1
Course Description:	2
Prerequisites:	Error! Bookmark not defined.
Textbooks and Required Materials:	2
Major Course Topics:	2
Course Objectives: (list course objectives -- number them)	3
Description of Course Assessments: (narrative)	Error! Bookmark not defined.
Course Grading and Evaluation:	3
Attendance and Participation Policy: (edit to fit course)	4

Student Disability Services:	6
Title IX/Discrimination & Harassment:	6
Statement of Diversity:	6
Plagiarism:	6
Kentucky Teacher Performance Standards: (Link to the standards and all 174 indicators)	7
Student Learning Outcomes:	9
Major Course Assessments Aligned with Standards:	10
Course Required P-12 Classroom Observation or Clinical Experiences and Assessments:	11
Course Assessments Related to Standards:	12
Course Assessment Serving as Education Preparation Program “Key Assessments” aligned to CAEP Accreditation:	134
Course Experiences or Assessments Addressing Learned Society (SPA) Standards:	14

Course Description: A second course in literacy designed to offer standards-based, practical applications of instruction that build on the content of LTCY 320. Field experiences in public schools and / or other appropriate settings away from campus are required. Students are responsible for arranging their own transportation to designated or assigned sites.

Prerequisites: LTCY 320 and either ELED 345 or SPED 340 with grades of “C” or higher and admission to teacher education.

Textbooks and Required Materials:

Required Textbooks:

[Blevins, W. \(2017\). Phonics from A to Z, 3rd edition.](#)

[Culham, R. \(2016\). The Writing Thief.](#)

[Harvey, S. & Goudvis, A. \(2017\). Strategies that Work, 3rd edition.](#)

Students will need to access the KDE Kentucky Dyslexia Toolkit for reference and in-class discussion. The Toolkit can be found at this following link:

[https://education.ky.gov/curriculum/standards/teachtools/Documents/Dyslexia Toolkit 2019 Accessible.pdf](https://education.ky.gov/curriculum/standards/teachtools/Documents/Dyslexia_Toolkit_2019_Accessible.pdf)

Written Expression Case Study-During the semester you will be asked to access the following for a group assignment: https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_case_studies/ics_writex.pdf

Major Course Topics:

- Literacy assessment and intervention
- Response and intervention for students experiencing deficits in phonological processing
- Instructional strategies—comprehension, fluency, vocabulary, phonics, phonemic awareness
- Writing development and instruction
- Family literacy
- Literacy as reading, writing, listening, speaking, viewing, and visually representing
- Differentiated literacy instruction
- Teaching reading and writing in the content areas

Course Objectives:

1. Identify qualities of an effective teacher of literacy
2. Assess literacy skills and use assessments to monitor progress and student growth
3. Address and build instruction based on student needs related to deficits in phonological awareness or other language deficits (including dyslexia)
4. Evaluate the process of early reading and writing development
5. Develop strategies for teaching phonemic awareness and phonics skills
6. Develop strategies for teaching vocabulary and comprehension skills
7. Develop strategies for improving students' reading fluency
8. Develop strategies for writing instruction
9. Develop instructional plan based on multiple assessments
10. Ground instructional decisions in research

Description of Course Assessments:

1. *Analysis of Student Assessment Data and Implications for Instruction (Key Assessment):* Students will analyze at least four assessment tools that have been administered on their target student. Analysis will reflect a student's a) reading comprehension, b) fluency, c) writing, and d) phonemic awareness/phonics knowledge, and must include description of the student's strengths and weaknesses in each of the reading components. Next steps for instruction must be included along with a reflection on how the multiple assessments helped the teacher candidate to better understand the multidimensionality of the learners and literacy instruction. **You must receive a 3 or 4 on the Key Assessment to move forward in your program.**
2. *Reading and Viewing Responses:* These will include Strategy and skill Demonstrations on Flipgrid, responses to teaching videos, reading guides, writers notebook contributions, a Dyslexia Toolkit response, participation in centers during class, etc.
3. *Language Essentials:* It is critical that literacy educators have a firm understanding of language essentials. These activities will help build and practice related skills of phonemic awareness, syllable instructional knowledge, Phonics knowledge, morphemic analysis, etc.
5. *Field experience journal:* You are required to acquire 20 hours of field experience for successful completion of this course and will respond to an online journal (on Blackboard) after several visits.
5. *Running Record Extravaganza:* Students will complete an interactive tutorial to learn to conduct running records and then to plan instruction upon the results of a reader's demonstrated skills on a running record.
6. *Running Record:* Students will learn to administer running records and will analyze one of their target student's running records for reader skills, needs, and next steps for instruction.
7. *Lessons:* Students will develop and teach lessons in Phonics/Phonemic Awareness and Comprehension for their field placement classrooms and will then reflect upon them.
8. *Exams:* Students will complete a midterm and a final exam in this course. Information on these exams will be from reading guides, course lectures and in-class activities, and readings.

9. *Participation/Professionalism*: One important aspect of becoming a teacher is learning appropriate professional behavior. Professionalism is expected in both the virtual college classroom and your field experience classroom. Points are earned by:
- Completing required readings and assignments by the due date
 - Watching all course videos and completing all course tasks to become the best educator you can become
 - Treating classmates, professor, school personnel, and students in a respectful manner in classroom discussions, meetings, interactions, and emails.
10. *Small Moment Story*: Students will begin the semester developing a Small Moment Story to share with their clinical classrooms.

Course Grading and Evaluation:

Assessment Name	Point Value	DUE DATES
<i>Analysis of Student Assessment Data and Implications for Instruction (Key Assessment)</i>	60	All due dates can be found on the course calendar in Blackboard.
Reading and Viewing Responses (10 points each)	160	
Language Essentials and Dyslexia Toolkit	47	
Field Experience Journal (10 points each)	50	
Running Record Extravaganza	20	
Running Record and analysis	25	
Lesson Plans (2 lessons, 20 points each)	40	
Exams (2 exams, 50 points each)	100	
Participation/Professionalism	10	
Small Moment Story	25	
Total Points	537	

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:

Attendance: Students are expected to complete work in a timely manner, by due dates. If there are questions about course content and expectations, students are expected to meet with the professor during office hours or communicate with the professor via email.

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.

Extenuating Circumstances: Unforeseen events such as auto accidents, deaths in the immediate family or personal illness which requires a student to be absent from class or clinical may be viewed as an extenuating circumstance. In the case of such events the student must notify faculty members as soon as possible. Vacations, weddings, doctor appointments, studying for an exam, child care issues, job interviews, working, etc. are not considered extenuating circumstances as these are not unforeseen events. Students wishing to claim extenuating circumstances will be asked to provide documentation of the condition which led to excessive absenteeism. The presence of extenuating circumstances does not guarantee that a student will be exempted from this attendance policy.

Personal Illness and Emergency: Students may not attend clinical if they have a fever or other evidence of a contagious illness. Students are expected to be fever free for 24 hours after an acute illness before returning to the class or clinical setting. If students are unable to attend the regularly scheduled class, lab or clinical rotation due to illness or such an emergency, they are required to provide advance notice via telephone or email to the faculty member teaching the course. In an emergency where advance notice is impossible, the student is required to notify the faculty member teaching the course as soon as possible. Students should contact their own health care provider for recommendations for follow-up treatment.

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.

Sexual Misconduct/Assault Policy:

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at <https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf> and

Discrimination and Harassment Policy (#0.2040) at https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf.

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, Andrea Anderson, 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.

For further information and support you may choose to go to the Student Accessibility Resource Center:

<https://www.wku.edu/sarc/>

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. Students who commit plagiarism or any other act of academic dishonesty will receive a failing grade for the course and may be subject to dismissal from the program. Student work may be subject to review and checks using plagiarism detection software. For more information about the [Process for Academic Dishonesty](#)

Kentucky Teacher Performance Standards: [\(Link to the CORE Alignment of KTPS Standards\)](#) [\(Link to the ELED Alignment of KTPS standards and all 174 indicators\)](#)

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 345	SPED 335	LTCY 320	SPED 340	ELED 407	LTCY 420	SPED 350	ELED 405	ELED 406	SPED 480	SPED 345	SPED 400	SPED 346	SPED 425	EDU 489
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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	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
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	X		X	X		X	X	X	X	X	X	X	X	X	X

Student Learning Outcomes: (list the courses in your program pathway in the far left column)

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
EDU 250		I (assess)		I	I	I	I	I
EDU 260		I		R (assess)	I	I (assess)	I	I
PSY 310		I (assess)					I	I
EDU 350		I		R/D	R (assess)	R	I (assess)	I (assess)
EDU 360		I (assess)		R/D	R	R	R	R
ELED 345		R (assess)	I	R		R (assess)	R	R
LTCY 320				R	R		R (assess)	
SPED 335		R						
SPED 340/ ELED 365	I	I	I	R	I	R (Assess)	R	R
ELED 407	R (assess)		R	R		R (assess)	R	
LTCY 420				D	D		D	
SPED 350				D (assess)				
ELED 405	R	D	D	D (assess)		R	R	

ELED 406	R (assess)	R	D	R		R (assess)	R	R
ELED 465/ SPED 480	R	D	D (assess)	D	D (assess)	R	R	
SPED 425	D (assess)	D			D	D (assess)	D (assess)	
SPED 345	D	D	D		D	D	D	
SPED 400		D (assess)						D
SPED 346	D	D			D	D	D	D (assess)
EDU 489	M:assess (TWS)	M:assess (TWS)	M:assess (TWS)	M:assess (TWS)	M:assess (TWS)	M:assess (TWS)	M:assess (TWS)	M:assess (TWS)
ELED 490	M:assess (TWS)	M:assess (TWS)	M:assess (TWS)	M:assess (TWS)	M:assess (TWS)	M:assess (TWS)	M:assess (TWS)	M:assess (TWS)

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	KY Teacher Performance Standards/INTASC	Overall Core Program Student Learning Outcomes (number)
Clinical Experiences and Assessments				
Title: Analysis of Student Assessment Data and Implications for Instruction ✓Clinical; _20_ hours	2,5,7,8,9	2. 2 Candidates plan, modify, and implement evidence-based and integrated instructional approaches that develop reading processes as related to foundational skills (concepts of print, phonological awareness, phonics, word recognition, and fluency), vocabulary, and comprehension for elementary/ intermediate learners. 3.2 Candidates use observational skills and results of student work to determine students' literacy and language strengths and needs; select and administer other formal and informal assessments appropriate for assessing students' language and literacy development. 3.3 Candidates use results of various assessment measures to inform and/or modify instruction. 3.4 Candidates use data in an ethical manner, interpret data to explain student progress, and inform families and colleagues about the function/ purpose of assessments	Std. # 1a, 1b, 6g, 6l, 7a, 7b	

		5.1 Candidates apply knowledge ^[1] _{SEP} of learner development and learning differences to plan learning experiences that develop motivated and engaged literacy learners		
Title: Lessons ✓Clinical; __20__ hours	3,4,5,6,7,8 , 10	<p>2.1 Candidates demonstrate the ability to critically examine elementary/intermediate literacy curricula and select high-quality literary, multimedia, and informational texts to provide a coherent and motivating literacy program that addresses both general and discipline-specific literacy processes</p> <p>2.3 Candidates design, adapt, implement, and evaluate evidence-based instruction and materials to develop writing processes and orthographic knowledge of elementary/ intermediate learners</p> <p>2.4 Candidates plan, modify, implement, and evaluate evidence-based and integrated instructional approaches and materials that develop the language, speaking, listening, viewing, and visually representing processes of elementary/intermediate learners</p> <p>3.3 Candidates use results of various assessment measures to inform and/or modify instruction</p> <p>4.2 Candidates set high expectations for learners and implement instructional practices that are responsive to students' diversity.</p> <p>5.1 Candidates apply knowledge^[1]_{SEP} of learner development and learning differences to plan learning experiences that develop motivated and engaged literacy learners.</p> <p>5.2 Candidates demonstrate knowledge of and the ability to incorporate digital and print texts and experiences designed to effectively differentiate and enhance students' language, literacy, and the learning environment</p> <p>5.3 Candidates incorporate safe and appropriate ways to use digital technologies in literacy and language learning experiences</p>	Std. # 1a, 1b, 7a, 7b	
Title: Field Experience Blog ✓Clinical; __20__ hours	2,3,10	1.1 Candidates demonstrate knowledge of major theoretical, conceptual, and evidence- based components of elementary/intermediate reading development (i.e., concepts of print, phonological awareness, phonics, word recognition, fluency, vocabulary, comprehension) and evidence- based instructional approaches that support that development.	5h, 6g, 7a, 7b, 8b	

		1.2 Candidates demonstrate knowledge of major theoretical, conceptual, and evidence-based foundations of elementary/intermediate writing development and the writing process and evidence-based instructional approaches that support writing of specific types of text and producing writing appropriate to task.		
Course Experiences and Assessments				
Title: <i>Reading and Viewing Responses and In-Class Experiences</i> <input type="checkbox"/> Clinical; ____ hours	1,3,4,7,8,10	1.1 Candidates demonstrate knowledge of major theoretical, conceptual, and evidence-based components of elementary/intermediate reading development (i.e., concepts of print, phonological awareness, phonics, word recognition, fluency, vocabulary, comprehension) and evidence-based instructional approaches that support that development. 1.2 Candidates demonstrate knowledge of major theoretical, conceptual, and evidence-based foundations of elementary/intermediate writing development and the writing process and evidence-based instructional approaches that support writing of specific types of text and producing writing appropriate to task.	4g, 4l, 4m, 4n	
Title: Language Essentials <input type="checkbox"/> Clinical; ____ hours	4,5,6	1.1 Candidates demonstrate knowledge of major theoretical, conceptual, and evidence-based components of elementary/intermediate reading development (i.e., concepts of print, phonological awareness, phonics, word recognition, fluency, vocabulary, comprehension) and evidence-based instructional approaches that support that development. 1.2 Candidates demonstrate knowledge of major theoretical, conceptual, and evidence-based foundations of elementary/intermediate writing development and the writing process and evidence-based instructional approaches that support writing of specific types of text and producing writing appropriate to task.	1d, 1g	
Title: Running Record and analysis <input type="checkbox"/> Clinical; ____ hours	2,10	3.1 Candidates understand the purposes, strengths and limitations, reliability/validity, formats, and the appropriateness of various types of informal and formal assessments. 3.2 Candidates use observational skills and results of student work to determine students' literacy and language strengths and needs; select and administer other formal and informal assessments	6b, 6l	

		appropriate for assessing students' language and literacy development.		
Title: Assessment analysis within Clinical Experience Journal <input type="checkbox"/> Clinical; ____hours	2,3,5,10	3.1 Candidates understand the purposes, strengths and limitations, reliability/validity, formats, and the appropriateness of various types of informal and formal assessments. 3.2 Candidates use observational skills and results of student work to determine students' literacy and language strengths and needs; select and administer other formal and informal assessments appropriate for assessing students' language and literacy development.	6b, 6l	

**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: 20	
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	
• 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:

EPSB Questions to Address regarding: <ul style="list-style-type: none"> • KAS/KECS • KY P-12 Curriculum Framework • P-12 Assessment System to Guide Instruction 	Course Assessment and HOW Assessed -- Include Criteria Demonstrating Depth of Knowledge of Candidate
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?	KAS are used throughout coursework before students reach LTCY 420, are reinforced and used within lesson planning for students.
2. Briefly describe how candidates use the Kentucky Academic Standards and appropriate assessment data to guide instruction.)	Teacher candidates complete a variety of literacy assessments on target students, determine a student's specific needs, identify the KAS that needs to be addressed, and build instruction upon the standard that addresses the students' needs.
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?)	Kentucky Academic Standards are the basis of lesson plans. Teacher candidates build objectives, procedures, and assessments upon the standards that are appropriate to the specific learners' needs.
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.	Teacher candidates complete phonics, phonemic awareness, fluency, comprehension, and writing assessments on target students. In addition, they conduct running records and determine next steps for instruction based upon all of the assessment data they have collected.
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	

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:

International Literacy Association Standards for Classroom Teachers	Course Experiences and/or Assessments
1.1 Candidates demonstrate knowledge of major theoretical, conceptual, and evidence- based components of elementary/intermediate reading development (i.e., concepts of print, phonological awareness, phonics, word recognition, fluency, vocabulary, comprehension) and evidence- based instructional approaches that support that development.	Midterm and Final Exams
1.2 Candidates demonstrate knowledge of major theoretical, conceptual, and evidence-based foundations of elementary/ intermediate writing development and the writing process and evidence-based instructional approaches that support writing of specific types of text and producing writing appropriate to task.	Midterm and Final Exams
2.1 Candidates demonstrate the ability to critically examine elementary/intermediate literacy curricula and select high-quality literary, multimedia, and informational texts to provide a coherent and motivating literacy program that addresses both general and discipline-specific literacy processes.	Analysis of Student Assessment Data and Implications for Instruction
2. 2 Candidates plan, modify, and implement evidence-based and integrated instructional approaches that develop reading processes as related to foundational skills (concepts of print, phonological awareness, phonics, word recognition, and fluency), vocabulary, and comprehension for elementary/ intermediate learners.	Lesson Plans
2.3 Candidates design, adapt, implement, and evaluate evidence-based instruction and materials to develop writing processes and orthographic knowledge of elementary/ intermediate learners.	Lesson Plans
2.4 Candidates plan, modify, implement, and evaluate evidence-based and integrated instructional approaches and materials that develop the language, speaking, listening, viewing, and visually representing processes of elementary/intermediate learners.	Lesson Plans

3.1 Candidates understand the purposes, strengths and limitations, reliability/validity, formats, and the appropriateness of various types of informal and formal assessments.	Midterm Final Exam Running records Literacy Assessments
3.2 Candidates use observational skills and results of student work to determine students' literacy and language strengths and needs; select and administer other formal and informal assessments appropriate for assessing students' language and literacy development.	Analysis of Student Assessment Data and Implications for Instruction Running Records Literacy Assessments
3.3 Candidates use results of various assessment measures to inform and/or modify instruction.	Lesson Plans Analysis of Student Assessment Data and Implications for Instruction
3.4 Candidates use data in an ethical manner, interpret data to explain student progress, and inform families and colleagues about the function/ purpose of assessments.	Analysis of Student Assessment Data and Implications for Instruction
4.2 Candidates set high expectations for learners and implement instructional practices that are responsive to students' diversity.	Lesson Plans
5.1 Candidates apply knowledge ⁽¹¹⁾ of learner development and learning differences to plan learning experiences that develop motivated and engaged literacy learners.	Lesson Plans Analysis of Student Assessment Data and Implications for Instruction
5.2 Candidates demonstrate knowledge of and the ability to incorporate digital and print texts and experiences designed to effectively differentiate and enhance students' language, literacy, and the learning environment.	Lesson Plans
5.3 Candidates incorporate safe and appropriate ways to use digital technologies in literacy and language learning experiences.	Lesson Plans
6.3 Candidates collaboratively participate in ongoing inquiry with colleagues and mentor teachers and participate in professional learning communities.	Planning between adjunct faculty and candidate

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. 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 Kentucky Academic Standard for Reading and Composition		
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. *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.)*