

**Exhibit 1b.1.2 LA Reading and Language Competencies (PK-3)
 UMBMISSION OF DOCUMENTS TO THE LOUISIANA DEPARTMENT OF EDUCATION
 TO EVALUATE THE READING COMPETENCIES**

COVER PAGE

INSTITUTION			
Name of Institution: Grambling State University			
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TYPES OF PROGRAMS			
Check ALL redesigned programs being offered at your institution.			
<input type="checkbox"/> Baccalaureate Degree:			
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input checked="" type="checkbox"/> Grades PK-3 <input type="checkbox"/> Grades 1-5 <input type="checkbox"/> Grades 4-8 </div> <div style="width: 45%;"> <input type="checkbox"/> Grades 6-12 <input type="checkbox"/> Grades K-12 </div> </div>			
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<input type="checkbox"/> Master's Degree - Alternate:			
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OFFICIAL SIGNATURE			
By signing and submitting this document, the signator is certifying that all information contained within the document is accurate and reflective of the instruction that is occurring at the institution.			
Name and Title Campus Head/Authorized Campus Representative:			
Signature of Campus Head/Authorized Campus Representative:			
Date:		Telephone Number:	
E-mail Address:			

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III. OVERVIEW OF THE PROGRAMS

A. Identification of Programs

Type of Program	Areas of Certification
Baccalaureate	PK-3

B. Program Description

The Louisiana Reading and Language Competencies for Teachers are infused throughout the traditional and alternate certification programs. Specifically, the PK-3 program provides specific Reading/Literacy courses that include diverse experiences that directly relate to the Reading and Language Competencies. These courses include the following:

- ED 217 – Reading Language in Early Childhood Education
- ED 304-Children’s Literature
- ED 325-Teaching Reading in the Elementary School
- ED 431-Reading Diagnosis and Correction

The competencies are reflected in the course content and activities, field experiences, and program requirements. The teacher candidates have an opportunity to read, interpret, analyze, and summarize *best practices research* relating to the five essential components of reading instruction. The teacher candidates also have increased opportunities to *apply* and *transfer* the knowledge as they complete diverse field-based experiences in actual classroom settings. These experiences provide numerous opportunities for the candidates to work directly with PK-3 students and supervising teachers as they gain increased knowledge concerning assessing, planning, delivering appropriate instruction, and managing an elementary Reading/literacy program for diverse learners. These experiences (that are connected to the Reading and Language Competencies) also help to promote an increased understanding of the role of the teacher in developing and enhancing Reading/literacy skills for PK-3 students, additionally, by aligning the Reading competencies with the course objectives. The alignment of the Reading competencies to the course objectives helps to insure that the course experiences are directly connected to necessary knowledge, skills and dispositions needed for an effective Reading/literacy program.

The assessments for the courses are connected to the unit’s conceptual framework. The *legend* for the assessments that are aligned for each course objective are included at the end of the objectives for each course. A copy of the Conceptual Framework is included in the Appendix of this document.

IV. HIGHER EDUCATION PROGRAM REVIEW MATRIX FOR LOUISIANA’S READING AND LANGUAGE COMPETENCIES FOR TEACHERS FORM

NAME OF UNIVERSITY:	<i>Grambling State University</i>
TYPE OF PROGRAM: (e.g., Baccalaureate, Practitioner Teacher, Master’s Degree - Alternate, Non-Master’s/Certification-Only Alternate Program)	<i>Baccalaureate</i>
GRADE LEVELS & CERTIFICATION AREAS: (e.g., PK-3, Grades 4-8 (Mathematics & Science) Grades 1-5, Grades 6-12 (Mathematics, Biology, Chemistry), Grades K-12 (Art Education), Grades 1-12 (Mild/Moderate Special Education)	<i>PK-3</i>

STRAND A: FOUNDATIONAL CONCEPTS

1. BESE READING COMPETENCIES:

<i>GRADE LEVELS</i>	<i>PROFICIENCY LEVEL</i>	<i>KNOWLEDGE</i>	<i>SKILLS/DISPOSITIONS</i>	<i>LIST ALL COURSES IN WHICH THE COMPETENCY AND/OR SKILL IS ADDRESSED</i>	<i>BRIEFLY EXPLAIN THE STUDENT’S END PRODUCT AS IT RELATES TO THE SKILLS ACQUIRED</i>
PK-3	C C B A	A1. Knows the progression (stages) of reading/language development.	Develops and implements instructional activities that appropriately utilize and demonstrate the concept of the continuum of skills in reading, writing, and oral language proficiencies.	ED 304 ED 325 ED 431	Given varied content, activities and materials, the teacher candidates: <ul style="list-style-type: none"> • Design and present teacher-made devices and related activities (in the classroom and at the on-site school) that relate to each of the Reading/Literacy skills based on the guidelines identified in the rubric.
PK-3	C C B A	A2. Knows the major components of reading and language instruction and the teaching activities that typically address each component.	Plans and implements instruction that demonstrates an understanding of the major components of reading, writing, and oral language instruction and address each component thoroughly and systematically with emphasis appropriate to students’ grade levels or needs.	ED 304 ED 325 ED 431	<ul style="list-style-type: none"> • Design and present (at the on-site school) lesson plans (with appropriate materials) on specific Reading/Literacy skills for a specific grade level to meet diverse learner needs.
PK-3	C C B A	A3. Understands at a general level the causal links between phonological skills, phonic decoding, spelling, word recognition, reading fluency, vocabulary, reading comprehension, and writing.	Designs and implements instructional activities that build on an understanding of the connections between phonological skill, phonic decoding, spelling, word recognition, reading fluency, vocabulary, reading comprehension, and writing.	ED 325 ED 431	<ul style="list-style-type: none"> • Design creative teacher-made devices and specific grade appropriate lesson plans that specifically focus on, “phonological skill, phonic decoding, spelling, word recognition,

<i>GRADE LEVELS</i>	<i>PROFICIENCY LEVEL</i>	<i>KNOWLEDGE</i>	<i>SKILLS/DISPOSITIONS</i>	<i>LIST ALL COURSES IN WHICH THE COMPETENCY AND/OR SKILL IS ADDRESSED</i>	<i>BRIEFLY EXPLAIN THE STUDENT'S END PRODUCT AS IT RELATES TO THE SKILLS ACQUIRED</i>
					reading fluency, vocabulary, reading comprehension, and writing". <ul style="list-style-type: none"> Implement the lesson plans at the on-site school and present student work samples in the university classroom.
PK-3	C C B A	A4. Understands the most common intrinsic differences between proficient and poor readers (cognitive, physiological, and linguistic) and the major differences (language spoken at home, exposure to books, values, schooling itself).	Analyzes and selects instructional goals based on cognitive, physiological, cultural, environmental, and linguistic differences underlying good and poor reading.	ED 304 ED 325 ED 431	<ul style="list-style-type: none"> Use the English/Language Arts Comprehensive Curriculum to identify instructional goals and design skill based lessons and select appropriate materials to meet diverse learner needs. Analyze exemplary Reading/Literacy lessons (designed by pre-service and in-service teachers) which have been designed to meet diverse learner needs and implemented in the PK-3 school setting.
PK-3	C C B A	A5. Understands principles of teaching: model, lead, give guided practice, and independent practice.	Selects, develops and uses media (books, technology, non-print materials) to support instruction, based on considerations of student interests and cultural and linguistic backgrounds in reference to scientifically-based reading research.	ED 304 ED 325 ED 431	<ul style="list-style-type: none"> Select and present commercial and non commercial materials that may be used to develop specific Reading/Literacy skills to meet the diverse PK-3 learner needs.
PK-3	C C C B	A6. Knows how to question at multiple levels to assess and build comprehension at all levels from lower level factual to higher order thinking.	Asks questions at multiple levels, from lower level factual to higher order thinking, when assessing and building comprehension.	ED 304 ED 325 ED 431	<ul style="list-style-type: none"> Present (micro-teaching lessons) Reading/Literacy instructional activities that focus on the "multiple levels of questioning" for PK-3 students.

ALA = All Level Areas K-12 (Music, Art, PE)

A = Awareness

B = Basic Understanding

C = Comprehensive Understanding

STRAND C: PHONEMIC AWARENESS AND LETTER KNOWLEDGE

NAME OF UNIVERSITY:	<i>Grambling State University</i>
TYPE OF PROGRAM: (e.g., <i>Baccalaureate, Practitioner Teacher, Master’s Degree - Alternate, Non-Master’s/Certification-Only Alternate Program</i>)	<i>Baccalaureate</i>
GRADE LEVELS & CERTIFICATION AREAS: (e.g., <i>PK-3, Grades 4-8 (Mathematics & Science) Grades 1-5, Grades 6-12 (Mathematics, Biology, Chemistry), Grades K-12 (Art Education), Grades 1-12 (Mild/Moderate Special Education)</i>)	<i>PK-3</i>

1. BESE READING COMPETENCIES:

GRADE LEVELS	PROFICIENCY LEVEL	KNOWLEDGE	SKILLS/DISPOSITIONS	LIST ALL COURSES IN WHICH THE COMPETENCY AND/OR SKILL IS ADDRESSED	BRIEFLY EXPLAIN THE STUDENT’S END PRODUCT AS IT RELATES TO THE SKILLS ACQUIRED
PK-3	C C B	C1. Knows the progression of development of phonological skill (e.g., rhyme, syllable, onset-rime, phoneme segmentation, blending, and substitution).	Selects and instructs a range of activities representing a developmental progression of phonological skill (words in sentences; rhyming; oral word repetition; syllable counting; onset-rime segmentation and blending; phoneme identification, segmentation, and blending).	ED 304 ED 325 ED 431	<ul style="list-style-type: none"> Analyze and present findings in article critiques on specific phonological skills. Design and present activities for PK-3 students that represent specific phonological skills.
PK-3	C C B	C2. Understands the difference between speech sounds (phonemes) and the letters/letter combinations (graphemes) that represent them.	Designs lessons that begin with auditory phonemic awareness activities, then links phonemes with letters as soon as students develop an adequate level of phonetic awareness.	ED 304 ED 325 ED 431	<ul style="list-style-type: none"> Create activities and resources for PK-3 students that focus on the development of phonemic awareness.
PK-3	C C	C3. Knows how to identify and pronounce the speech sounds in standard English (consonant and vowel phoneme systems).	Demonstrates appropriate enunciation in oral demonstrations, especially when conducting phonemic awareness lessons.	ED 304	<ul style="list-style-type: none"> Prepare a micro teaching lesson which demonstrates the appropriate techniques for presenting a phonemic awareness activity in the PK-3 classroom.
PK-3	C C B	C4. Understands the print concepts young children must develop (e.g., directionality, connection of print to meaning)	Explains and demonstrates through shared reading and oral reading how print is used when reading a book. (e.g., provides details that readers take for granted while reading such as sentences, paragraphs, and that the end of lines on a page does not necessarily mean the end of a unit of meaning).	ED 304 ED 325 ED 431	<ul style="list-style-type: none"> Prepare a video-tape that represents strategies used in the PK-3 classroom to demonstrate appropriate strategies used for shared reading and oral reading.

<i>GRADE LEVELS</i>	<i>PROFICIENCY LEVEL</i>	<i>KNOWLEDGE</i>	<i>SKILLS/DISPOSITIONS</i>	<i>LIST ALL COURSES IN WHICH THE COMPETENCY AND/OR SKILL IS ADDRESSED</i>	<i>BRIEFLY EXPLAIN THE STUDENT'S END PRODUCT AS IT RELATES TO THE SKILLS ACQUIRED</i>
PK-3	C C	C5. Knows how to segment and blend any single-syllable word at the onset-rime and phoneme level	Models and assists students in segmenting and blending single-syllable words at the onset-rime and phoneme level using words with two, three, and four phonemes.	ED 304	<ul style="list-style-type: none"> Design activities and presents strategies (using diverse resources) through micro teaching lessons that demonstrate how to blend any “single-syllable word at the onset-rime and phoneme level”.
PK-3	C C C B	C6. Understands the role of letter name knowledge in reading and spelling.	Uses techniques for teaching fluency of letter naming, matching, and writing, including multi-sensory strategies for teaching letter identification and letter formation.	ED 304 ED 325 ED 431	<ul style="list-style-type: none"> Complete article critiques which focus on strategies and resources for developing reading fluency. Demonstrates the use of various strategies for teaching reading fluency as related to “letter identification and formation”.

A = Awareness B = Basic Understanding C = Comprehensive Understanding

STRAND D: PHONICS AND WORD RECOGNITION

NAME OF UNIVERSITY:	<i>Grambling State University</i>
TYPE OF PROGRAM: (e.g., <i>Baccalaureate, Practitioner Teacher, Master’s Degree - Alternate, Non-Master’s/Certification-Only Alternate Program</i>)	<i>Baccalaureate</i>
GRADE LEVELS & CERTIFICATION AREAS: (e.g., <i>PK-3, Grades 4-8 (Mathematics & Science) Grades 1-5, Grades 6-12 (Mathematics, Biology, Chemistry), Grades K-12 (Art Education), Grades 1-12 (Mild/Moderate Special Education)</i>)	<i>PK-3</i>

1. BESE READING COMPETENICES:

GRADE LEVELS	PROFICIENCY LEVEL	KNOWLEDGE	SKILLS/DISPOSITIONS	LIST ALL COURSES IN WHICH THE COMPETENCY AND/OR SKILL IS ADDRESSED	BRIEFLY EXPLAIN THE STUDENT’S END PRODUCT AS IT RELATES TO THE SKILLS ACQUIRED
PK-3	C C A	D1. Understands the various structures of language that underlie the English spelling system (e.g., phoneme-grapheme, syllable pattern, morpheme units in print, and word origin).	Identifies the kind of phonics and spelling instruction that is in an adopted comprehensive reading program (systematic, incidental, synthetic, analytic). Develops lessons that include practice in reading texts that are written for students to use their knowledge of language structure to decode and read words.	ED 304 ED 325 ED 431	<ul style="list-style-type: none"> • Prepare and present a written report which summarizes findings after reviewing the Comprehensive Curriculum for English/Language Arts as related to spelling and phonics instruction. • Design and present lessons in the PK-3 classrooms that demonstrate <i>how to</i> strategies for effectively decoding.
PK-3	C C A	D2. Understands explicit, systematic teaching and implicit, incidental, and opportunistic teaching of phonics.	Teaches all steps in a decoding lesson, resulting in reading words fluently, accurately, and with appropriate intonation and expression. Uses the following systematic progression to teach word reading so as to make public the important steps involved in reading a word: <ol style="list-style-type: none"> 1. Students orally produce each sound in a word and sustain that sound as they progress to the next. 2. Students must be taught to put those sounds together to make a whole word. 3. Students sound out the letter-sound correspondences "in their head" or silently and then produce the whole word. 	ED 325 ED 431	<ul style="list-style-type: none"> • Critically analyze articles that present strategies for developing effective phonics instruction for PK-3 students.
PK-3	C C A	D3. Understands the developmental progression in which orthographic knowledge is generally acquired.	Selects and delivers grade-appropriate lessons on spelling, phonics, and word identification skills.	ED 431	<ul style="list-style-type: none"> • Demonstrate the use of instructional activities and appropriate materials for developing “spelling, phonics, and word identification skills” for PK-3 students.

A = Awareness

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C = Comprehensive Understanding

STRAND D: PHONICS AND WORD RECOGNITION (CONTINUED)

<i>GRADE LEVELS</i>	<i>PROFICIENCY LEVEL</i>	<i>KNOWLEDGE</i>	<i>SKILLS/DISPOSITIONS</i>	<i>LIST ALL COURSES IN WHICH THE COMPETENCY AND/OR SKILL IS ADDRESSED</i>	<i>BRIEFLY EXPLAIN THE STUDENT'S END PRODUCT AS IT RELATES TO THE SKILLS ACQUIRED</i>
PK-3	C C A	D4. Knows how to recognize examples of sound-symbol correspondences, rules, and patterns in English and recognizes syllable types and morphemes.	Explicitly teaches phoneme-grapheme association, blending, and segmentation; in addition to syllable pattern and morpheme recognition	ED 304	<ul style="list-style-type: none"> Design and present literature-based lessons that focus on phoneme-grapheme associations.
PK-3	A A	D5. Possesses an awareness that second languages or dialects have varying phonological features that present a challenge to English pronunciation and phonics.	<p>Explicitly teaches phoneme-grapheme association, blending, and segmentation; in addition to syllable pattern and morpheme recognition.</p> <p>Identifies the phonological, morphological, and orthographic differences in English and a second language.</p>	ED 304 ED 431	<ul style="list-style-type: none"> Participate in and interactive session with a guest consultant that discusses, "Dialects and English Pronunciation". A summary report will be presented and evaluation rubric will be used to assess the product.

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STRAND E: FLUENT, AUTOMATIC READING OF TEXT

NAME OF UNIVERSITY:	<i>Grambling State University</i>
TYPE OF PROGRAM: (e.g., <i>Baccalaureate, Practitioner Teacher, Master’s Degree - Alternate, Non-Master’s/Certification-Only Alternate Program</i>)	<i>Baccalaureate</i>
GRADE LEVELS & CERTIFICATION AREAS: (e.g., <i>PK-3, Grades 4-8 (Mathematics & Science) Grades 1-5, Grades 6-12 (Mathematics, Biology, Chemistry), Grades K-12 (Art Education), Grades 1-12 (Mild/Moderate Special Education)</i>)	<i>PK-3</i>

1. BESE READING COMPETENCIES:

GRADE LEVELS	PROFICIENCY LEVEL	KNOWLEDGE	SKILLS/DISPOSITIONS	LIST ALL COURSES IN WHICH THE COMPETENCY AND/OR SKILL IS ADDRESSED	BRIEFLY EXPLAIN THE STUDENT’S END PRODUCT AS IT RELATES TO THE SKILLS ACQUIRED
PK-3	C C B A	E1. Understands the role of fluency in word recognition, oral reading, silent reading, and comprehension of written discourse.	Provides opportunities for multiple readings of continuous text with corrective feedback to promote speed, accuracy, comprehension, and expression.	ED 304 ED 325 ED 431	<ul style="list-style-type: none"> Design and present a technology related presentation that represents research findings on strategies for developing Reading Fluency.
PK-3	C C B	E2. Knows how to define and identify examples of text at a student’s frustration, instructional, and independent reading levels.	Determines the reading level of text and the student’s reading level; and selects appropriate text to match the student’s instructional and independent reading levels.	ED 304 ED 325 ED 431	<ul style="list-style-type: none"> Administer formal and informal assessments to PK-3 students to determine the instructional level of the students. Submit the findings (including the diagnostic results and the remediation strategies) in a formal report.
PK-3	C C B A	E3. Understands reading fluency from multiple perspectives: stages of normal reading development, intrinsic characteristics of some reading disorders, and consequences of practice and instruction.	Implements instructional strategies targeting the unique needs of each student to foster reading fluency.	ED 304 ED 325 ED 431	<ul style="list-style-type: none"> Design and deliver an instructional lesson which focuses on Reading Fluency that outlines five strategies for PK-3 students.

A = Awareness

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STRAND F – VOCABULARY

<i>NAME OF UNIVERSITY:</i>	<i>Grambling State University</i>
<i>TYPE OF PROGRAM: (e.g., Baccalaureate, Practitioner Teacher, Master’s Degree - Alternate, Non-Master’s/Certification-Only Alternate Program)</i>	<i>Baccalaureate</i>
<i>GRADE LEVELS & CERTIFICATION AREAS: (e.g., PK-3, Grades 4-8 (Mathematics & Science) Grades 1-5, Grades 6-12 (Mathematics, Biology, Chemistry), Grades K-12 (Art Education), Grades 1-12 (Mild/Moderate Special Education)</i>	<i>PK-3</i>

1. BESE READING COMPETENCIES:

<i>GRADE LEVELS</i>	<i>PROFICIENCY LEVEL</i>	<i>KNOWLEDGE</i>	<i>SKILLS/DISPOSITIONS</i>	<i>LIST ALL COURSES IN WHICH THE COMPETENCY AND/OR SKILL IS ADDRESSED</i>	<i>BRIEFLY EXPLAIN THE STUDENT’S END PRODUCT AS IT RELATES TO THE SKILLS ACQUIRED</i>
PK-3	C C C A	F1. Understands the role of vocabulary development and vocabulary knowledge in comprehension. Understands the concept of building word consciousness.	Structures lessons and selects appropriate words to develop students’ vocabulary using strategies and materials.	ED 304 ED 325 ED 431	<ul style="list-style-type: none"> Develop and deliver an instructional lesson in a PK-3 classroom that focuses on vocabulary development.
PK-3	C B	F2. Understands the role and characteristics of both direct and contextual methods of vocabulary instruction.	Develops and teaches lessons to provide both direct and contextual vocabulary instruction that is robust and engages the student.	ED 304 ED 325 ED 431	<ul style="list-style-type: none"> Create an instructional lesson with the use of creative materials for developing vocabulary skills for PK-3 students that demonstrate direct involvement and interaction. Student work samples will be available for representing the impact of instruction.
PK-3	C B C	F3. Knows varied techniques for rich vocabulary instruction before, during, and after reading/language instruction.	Identifies and applies varied techniques for vocabulary instruction before, during, and after reading, writing, and oral language.	ED 304 ED 325	<ul style="list-style-type: none"> Present micro teaching lessons that reflect vocabulary instruction “before, during, and after reading, writing, and oral language”.
PK-3	C B C	F4. Understands principles of word selection for rich vocabulary instruction (e.g., words with broad utility, specialty words).	Identifies and directly teaches words necessary for understanding text that should be taught before the passage is read, and differentiates specialty words from words with broad utility.	ED 304 ED 325 ED 431	<ul style="list-style-type: none"> Observe and summarize a master teacher in a PK-3 classroom to determine the strategies for promoting “rich vocabulary instruction”.
PK-3	C B C	F5. Knows reasonable goals and expectations for learners at various stages of literacy development (e.g., Biemiller’s list); knows how to recognize the wide differences in students’ vocabularies.	Plans and adjusts vocabulary instruction based on the needs of students.	ED 304 ED 325 ED 431	<ul style="list-style-type: none"> Plan and implement creative vocabulary activities to address the diverse needs of PK-3 students.

ALA = All Level Areas K-12 (Music, Art, PE)

A = Awareness

B = Basic Understanding

C = Comprehensive Understanding

STRAND G: TEXT COMPREHENSION

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TYPE OF PROGRAM: (e.g., <i>Baccalaureate, Practitioner Teacher, Master’s Degree - Alternate, Non-Master’s/Certification-Only Alternate Program</i>)	<i>Baccalaureate</i>
GRADE LEVELS & CERTIFICATION AREAS: (e.g., <i>PK-3, Grades 4-8 (Mathematics & Science) Grades 1-5, Grades 6-12 (Mathematics, Biology, Chemistry), Grades K-12 (Art Education), Grades 1-12 (Mild/Moderate Special Education)</i>)	<i>PK-3</i>

1. BESE READING COMPETENCIES:

GRADE LEVELS	PROFICIENCY LEVEL	KNOWLEDGE	SKILLS/DISPOSITIONS	LIST ALL COURSES IN WHICH THE COMPETENCY AND/OR SKILL IS ADDRESSED	BRIEFLY EXPLAIN THE STUDENT’S END PRODUCT AS IT RELATES TO THE SKILLS ACQUIRED
PK-3	C C C	G1. Understands comprehension monitoring strategies used by good readers.	Organizes and provides instruction that models comprehension monitoring strategies and has students use them (e.g., asking questions, summarizing, predicting, making connections).	ED 304 ED 325 ED 431	<ul style="list-style-type: none"> Develop a technology related presentation that presents “comprehension monitoring strategies”. Present some comprehension monitoring strategies in the PK-3 classroom and present the supervising teacher evaluation afterwards.
PK-3	C C C	G2. Differentiates among strategies that are appropriate before, during, and after reading.		ED 304 ED 325 ED 431	<ul style="list-style-type: none"> Research articles that focus on diverse instructional strategies for developing comprehension skills “ before, during, and after reading” the text.
PK-3	A B C B	G3. Knows the differences between characteristics of major text genres, including narration, exposition, and argumentation.		ED 304 ED 325 ED 431	<ul style="list-style-type: none"> Create and present diverse literature-based activities to teach “differences between major text genres” that are appropriate for PK-3 students. Present the results of the lesson implementation using student work samples.

<i>GRADE LEVELS</i>	<i>PROFICIENCY LEVEL</i>	<i>KNOWLEDGE</i>	<i>SKILLS/DISPOSITIONS</i>	<i>LIST ALL COURSES IN WHICH THE COMPETENCY AND/OR SKILL IS ADDRESSED</i>	<i>BRIEFLY EXPLAIN THE STUDENT'S END PRODUCT AS IT RELATES TO THE SKILLS ACQUIRED</i>
PK-3	C B B C	G4. Knows how to recognize text structure and syntax (phrases, clauses, sentences, paragraphs and "academic language") that could be a source of miscomprehension.	Models strategies to identify text structures and syntax and has students use the strategies to improve their comprehension.	ED 304 ED 325	<ul style="list-style-type: none"> Demonstrate (in PK-3 classrooms) some appropriate strategies for developing comprehension skills and present the results of the supervising teacher evaluation in the <i>Summary Field-Based Report</i>.
PK-3	B C C	G5. Understands the similarities and differences between written composition and text comprehension and the usefulness of writing in building comprehension.	Employs comprehension strategies across the content areas that emphasize the relationships among reading, writing and oral language.	ED 304 ED 325	<ul style="list-style-type: none"> Prepare a video-taped presentation that demonstrates PK-3 involved in comprehension skill-based activities that focus on the <i>Reading-Writing Connection</i> across the curriculum.

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H: SPELLING AND WRITING

NAME OF UNIVERSITY:	<i>Grambling State University</i>
TYPE OF PROGRAM: (e.g., <i>Baccalaureate, Practitioner Teacher, Master’s Degree - Alternate, Non-Master’s/Certification-Only Alternate Program</i>)	<i>Baccalaureate</i>
GRADE LEVELS & CERTIFICATION AREAS: (e.g., <i>PK-3, Grades 4-8 (Mathematics & Science) Grades 1-5, Grades 6-12 (Mathematics, Biology, Chemistry), Grades K-12 (Art Education), Grades 1-12 (Mild/Moderate Special Education)</i>)	<i>PK-3</i>

1. BESE READING COMPETENCIES:

<i>GRADE LEVELS</i>	<i>PROFICIENCY LEVEL</i>	<i>KNOWLEDGE</i>	<i>SKILLS/DISPOSITIONS</i>	<i>LIST ALL COURSES IN WHICH THE COMPETENCY AND/OR SKILL IS ADDRESSED</i>	<i>BRIEFLY EXPLAIN THE STUDENT’S END PRODUCT AS IT RELATES TO THE SKILLS ACQUIRED</i>
PK-3	C B A C	H1. Understands the organizing principles of the English spelling system at the sound, syllable, and morpheme levels.	Plans and teaches a sequence of lessons that incorporate spelling and word study activities appropriate for students at each developmental level.	ED 304 ED 325 ED 431	<ul style="list-style-type: none"> Teach a series of spelling and writing lessons for PK-3 students.
PK-3	C B A C	H2. Knows how to identify students’ levels of spelling achievement and orthographic knowledge.	Analyzes students’ spelling, identifies their levels of development, and provides appropriate instruction to improve their spelling achievement.	ED 325 ED 431	<ul style="list-style-type: none"> Critically evaluate the spelling of PK-3 students and identify strategies for developing and enhancing those skills.

A = Awareness B = Basic Understanding C = Comprehensive Understanding

**CAPP Implementation
Standard Curriculum Format**

College: Education Department: Teacher Education

Major: PK-3 Academic Year (one year only): 2004

Min. GPA Requirement to Graduate: 2.5 Total No. of Cr. Hrs. Required: 127 (no ranges)

COURSES	Cr. Hrs.	Min. Grade Required	COURSES	Cr. Hrs.	Min. Grade Required
GSU REQUIREMENTS			FREE ELECTIVES		
BSS 101 or HON 110 or [FYE 101 and 102]	2	D			
HED 100 – First Aid	1	D			
P.E. Activity or AS 101, or AS 102, or MS 101L, or MS 102L	1	D			
Required Examination – GET 300	0	P	HUMANITIES		
			HIST 201 – Amer Nat'l Multicul Hist to 1877	3	D
			[ST 208 or ST 212]-Speech Arts/Int to Pub Sp	3	D
			Other Humanities		
COMPUTER LITERACY					
ENGLISH			ART		
ENG 101 – Freshman Composition	3	C	ART 105, or ART 210, or MUS 219	3	D
ENG 102 – Freshman Composition	3	C			
ENG 213 – Advanced Composition	3	C			
ENG 310-Adv Traditional Grammar & Tutor	3	C	SOCIAL SCIENCES		
			ECON 201 – Principles of Economics	3	D
			History 101 – History of Civilization	3	D
			GEOG 201 – Cultural Geography	3	D
MATHEMATICS					
MATH 131 – College Algebra	3	C			
MATH 132 - Trigonometry	3	C			
MATH 137 – Elementary Geometry	3	C			
			FOREIGN LANGUAGES		
NATURAL SCIENCES					
BIOL 103 – Principles of Biology I	3	C			
BIOL 104 – Principles of Biology II	3	C			
SCI 101 – Physical Science Survey I	3	C			
			OTHERS [_____]		
MAJOR REQUIREMENTS			MAJOR REQUIREMENTS		
FN 205 – Nutrition for Children	3	C	ED 162/ED 215 – Introduction to Teaching or ECE	3	C
ART 402-Teach Young Child Thro the Arts	3	C	ED 200/202-Human Growth & Dev/Child Psy	3	C
KNES 301-Meth and Mat in Elementary PE	2	C	ED 216 – Methods in Curr and Mat in ECE	3	C
STAT 273 – Probability and Statistics	3	C	ED 217 – Read Lang Arts in Early Childhood	3	C
			ED 300 – Educational Psychology	3	C
			ED 302-Meth and Mat in Elementary Math	3	C
			ED 304 – Children's Literature	3	C
			ED 305 –Strategies for Teaching Elem Math	3	C
ED 402 –Instructional Technology Integration	3	C	ED 312- Intro to ED of Exceptional Children	3	C
ED 431- Reading Diagnosis and Correction	3	C	ED 316 – Early Childhood ED Seminar	3	C
ED 452 – Advanced Teaching Methods	6	C	ED 317 – Multicultural Education	3	C
ED 427 – Classroom Management	3	C	ED 325 – Reading in the Elementary School	3	C
ED 455 – Student Teaching	9	C	ED 328 – Diagnosis and Evaluation	3	C

V. COURSE SYLLABI

Course Number: ED 304
Course Title: Children's Literature
Credit Hours: 3

Course Description: This course is designed to assist teacher candidates in the selection, presentation, interpretation, and evaluation of literature appropriate to the ages and developmental stages of learners that can be used in classroom, clinical, and field settings
3 Credit Hours

The Form and Hour: This course will follow an interactive lecture format combined with cooperative grouping activities, presentations, and discussions delivered via technology and multimedia. The course content will focus on various genres of literature appropriate to diverse students in the elementary grade levels. Emphasis will be placed on creative strategies for presenting children's books, literacy based activities, and materials that can be used in the instructional and assessment process across the curriculum.

Candidates will engage in field-based activities at the Grambling State University laboratory and partnership schools to observe the integration of trade books into the balanced approach to teaching reading skills.

Course Objectives and Assessment:

Given varied content, activities, and materials, the *candidate* will:

1. provide a rationale for the academic value of children's literature. (LR&LC) A4, A5, C4, D1, E1, E2, E3, F1, F2, F5, G3 Assessment – A
2. identify the literary elements and discuss their function in narratives. (LR&LC) A5, C4, G3 Assessment – A
3. explain how trade books can be used to foster the development of language, cognitive, and social skills. (LR&LC) A1, A2, C1, C2, C4, D4, D5, E2, F1, F2, G1, G2, G3, G4, G5 Assessment – A, E, F
4. select and evaluate trade books appropriate to students in grades 1-5. (LR&LC), A5C4, G1, G2, G3, G4, G5 Assessment – A, G, H
5. present a literature - based lesson for a given grade level expectation. (LR&LC) A3, A5, A6, C2, C5, C6, D1, D2, E1, E3, F1, F2, F3, F5G1, G3, G5, H1 Assessment – A, E, F
6. develop and present a story box with artifacts that are representative of each literary element. (LR&LC) A5, C4, G1, G3, G5 Assessment – A, C, D
7. use multimedia technology to present forms of literary genres. (LR&LC) A5 Assessment – A, H
8. develop an annotated bibliography of Caldecott, Newbery, and Coretta Scott King award winning books. (LR&LC) E1, G1, G2, G3, G5) Assessment – A, G
9. critique and analyze current literature that focuses on best practices that integrate children's literature into content based lessons and activities. (LR&LC) A1, A2, A3, A4, C1, C2, C4, C6, D1, D5, E3, F1, F2, F3, F4, F5,G1, G3, G4, H1 Assessment – A, B

(Key - LR&LC = Louisiana Reading and Language Competencies)

Multiple Measures of Performance-Based Assessments: A=Reflective Journals, B=Follow-Up Surveys on Graduates, C=Evaluation Rubric, D=Teacher Candidate Work Samples, E=Student Work Samples, F=State Licensure Feedback, G= Oral Presentation, H=Technology-Related Presentations, I=Video-Taped Data Summaries, J=Case Studies, K=Faculty & Administrative Evaluations, L=Criterion-Referenced Tests, M=Norm-Referenced Tests, N=Micro Teaching, O=Lesson Plan & Delivery of Instruction, P=Supervising Teacher Observation, Q=Teacher Candidate Portfolio, R=Article Critiques

Assessment Measures: (Performance – based)

- A. Oral presentations that incorporate the use of multimedia/ technology (oral presentation rubric)
- B. Article critiques (evaluation rubrics)
- C. Story box presentation (evaluation rubric)
- D. Story box project (evaluation rubric)
- E. Lesson plan (written lesson plan rubric)
- F. Lesson presentation (micro-teaching rubric)
- G. Book box (evaluation rubric)
- H. Literature circle (evaluation rubric)

Empirical Base: The empirical bases for this course are from: Louisiana Components of Effective Teaching, No Child Left Behind, National Council for the Accreditation of Teacher Education standards, Association of Childhood Education International, International Reading Association, Louisiana Reading and Language Competencies for Teachers, Journal of Children's Literature, The Reading Teacher, Technology Connection

Proposed Resources and Materials for the Course:

Textbook and Resources:

Anderson, N. A. (2000). *Elementary children's literature: The basics for teachers and parents*. Bodon, MA: Allyn & Bacon.

Supplement to the textbook:

Lynch-Brown, C. L. & Tomlinson, C. M. (1999). *Essentials of children's literature (3rd ed.)*. Needham Heights, MA: Allyn and Bacon.

Websites:

The American Library Association (www.ala.org)

The Children's Literature Web Guide (<http://www.acs.ucalgary/~dkbrown/>)

Swapping Stories (<http://www.lpb.org/programs/swappingstories/>)

Internet (www.ablongman.com)

Field-based Experiences:

The teacher candidates will participate in various literacy-based activities at the GSU elementary laboratory and area partnership schools. The candidates will present literacy activities such as book boxes, storytelling activities, book presentations, and literature circles to students in grades 1-5. Candidates will observe elementary teachers engaged in the balanced approach to teaching reading. The candidates will work with small groups of students to enhance reading skills and to acquaint students with quality children's books. The candidates will record level two reflections (describe settings in which knowledge and skills are acquired, provide relevant data related to

teaching competencies and standards, connect research to observations, interpret and analyze data and facts to create learning opportunities) in a journal following each field experience.

Available Faculty to Teach the Course:

Elaine Foster

Loretta Jagers

Rubric for Evaluating Articles Critiques-

<i>Exemplary-5</i>	<i>Above Average- 4</i>	<i>Satisfactory – 3</i>	<i>Marginal – 2</i>	<i>Unacceptable - 1</i>	Score
ORGANIZATION	ORGANIZATION	ORGANIZATION	ORGANIZATION	ORGANIZATION	
The critique shows excellent evidence of the directions given by the instructor. The format is very consistent with the assigned guidelines. The summary provides a discussion of the main ideas and supporting details. The reaction provides an excellent discussion of connections made to class discussions, experiences at the on site school and related research.	The critique shows very good evidence of directions given by the instructor. The text is easy to follow and the summary provides a very good discussion of the main ideas with supporting details. The reaction provides a discussion of how the article can be applied to the school curriculum, class discussions, and field-based experiences.	The critique shows good evidence of the directions given by the instructor. The content lacks clearly constructed beginning, middle and ending. Connections are somewhat unclear.	The critique is not directly related to the assigned topic. It is difficult to follow because it lacks a logical organizational scheme. There is little connection between ideas presented from the article and practical application of the secondary classroom.	There is no evidence of acceptable organization. The candidate lacks proper preparation and construction.	
<i>Exemplary-5</i>	<i>Above Average – 4</i>	<i>Satisfactory – 3</i>	<i>Marginal – 2</i>	<i>Unacceptable - 1</i>	
CONTENT	CONTENT	CONTENT	CONTENT	CONTENT	
The article content provides an excellent relationship to the topic assigned. The reaction demonstrates the application and transfer of knowledge through the use of higher order thinking skills .	The article content represents a very good relationship to the topic assigned. The “reaction” demonstrates the use of some higher order of thinking skills. The summary outlines very good connections to related research and classroom settings.	The critique covers several aspects of the topic. The “reaction” could have included more illustrations and examples that relate to the actual classroom setting and classroom discussions.	The critique does not clearly present the focus of the topic. The reaction lacks an in dept connection of the school setting.	There no evidence of the focus topic presented. There is no reaction to the main focus of the article as related to the school.	
<i>Exemplary5</i>	<i>Above Average– 4</i>	<i>Satisfactory – 3</i>	<i>Marginal – 2</i>	<i>Unacceptable - 1</i>	
MECHANICS	MECHANICS	MECHANICS	MECHANICS	MECHANICS	
Excellent use of grammar, punctuation, spelling, capitalization, and sentence structure.	Correct grammar punctuation, spelling, capitalization, and sentence structure is used.	The critique indicates general observance of correct usage. Minor errors exist in punctuation and spelling.	The critique shows little awareness of writing conventions. Neatness and legibility are minimal.	The critique shows no evidence of writing conventions. The critique shows numerous errors in punctuation and spelling.	

TOTAL _____

Rubric for Oral Presentations						
	Exemplary 5	Above Average 4	Satisfactory 3	Needs Improvement 2	Unacceptable 1	Points
Professional Presentation	Excellent organization; consistent with directives of assignment; Definite evidence of outstanding planning and preparation	Very good organization; Consistent with directives of assignment; Very good evidence of planning and preparation	Good organization; Consistent with directives of assignment; Very good evidence of planning and preparation	Lacks basic organization; Lacks some assignment directives; Lacks sufficient planning and preparation	Fails to demonstrate organization; No evidence of consistency with assignment directives; No evidence of planning and preparation	
Audience Involvement	Superbly involves the audience in the presentation; appropriately promotes interest and interaction	Provides a very good engagement of the audience in related activities; Maintains interest through the presentation	Engages the audience in some of the related activities; Maintains interest through most of the presentation	Lacks sufficient audience engagement; Involvement does not directly relate to the topic of the presentation	No involvement of the audience; No effort made to promote interest among the audience	
Research/Literature	Excellent connection between the best practices research and the presentation content; Outstanding relationship between theory and practice	Very good connection between related research and topics presented; Very good explanations between theory and practice	Good connection between related research and topics presented; Good explanations between theory and practice	Lacks clarity of the connection between theory and practices of the topic presented; Explanations are unclear	No relationship between best practices research and the topic presented; No explanations between theory and practice	
Content Knowledge	Excellent demonstration of knowledge; Outstanding demonstration of application-transfer of skills and concepts	Very good demonstration of knowledge; Good demonstration of application-transfer of knowledge	Good demonstration of knowledge; Good demonstration of application-transfer of knowledge	Lacks effective demonstration of knowledge; Provides limited demonstration of application-transfer of knowledge	Shows no evidence of understanding of the topic; No indication of application-transfer of knowledge	
Media Use	Excellent construction of resources; Resources are effectively used to enhance the	Very good construction of resources; very good use of resources to enhance the presentation of	Good construction of resources; very good use of resources to enhance the	Shows minimal construction of resources; Resources show little evidence of enhancing the presentation	No resources or very poorly constructed resources; The poorly constructed resources have	

	presentation of concepts and skills	concepts and skills	presentation of concepts and skills		no relationship to topic	
Oral Language Skills	Excellent enunciation, strong projection, pronunciation; Outstanding voice tone and eye contact; Appropriate presentation and posture and use of positive non-verbal cues	Very good enunciation, projection, eye contact, and non verbal cues; adequate posture	Good enunciation, projection, eye contact, and non verbal cues; adequate posture	Inconsistent enunciation, projection, and eye contact; Lacks appropriate presentation posture	Voice tone is low and difficult to understand; no eye contact; Demonstrates poor presentation posture	

TOTAL _____

Written Lesson Plan Rubric						
	Exemplary 5	Above Average 4	Satisfactory 3	Needs Improvement 2	Unacceptable 1	TOTAL
Title/Topic	The title is interesting and provides an excellent representation of the lesson content standard, and grade level.	The title is interesting and provides a very good description of the lesson content standard, and grade level	The is title interesting and provides a good description of the lesson content standard, and grade level	The title lacks a clear connection between the content standard and the grade level lesson.	The title fails to relate to the lesson content and grade level.	.
Subject Matter Content	Excellent demonstration of the specific subject with various connections made to other disciplines when applicable through various engaged tasks	Very good demonstration of the specific content area with some connections to other disciplines through some engaged tasks	Good demonstration of the specific content area with few connections to other disciplines through few engaged tasks	Lacks focus on specific content and lacks connections among other disciplines	The lesson does not provide connections to other content areas or the connection with the subject area is not clearly expressed through engaging tasks and proposed activities.	
Real World Relevance	Excellent demonstration of the use of various authentic learning experiences by connecting real world experiences to content areas	Very good demonstration of the use of some authentic learning experiences by connecting some real world experiences to content areas	Good demonstration of the use of a few authentic learning experiences that connect to a few real world experiences to content areas	Lacks the engagement of students in authentic learning experiences that relate to real world experiences	The lesson does not provide opportunities for the students to connect real world experiences to course content. Students are not actively engaged in the course activities.	
Performance Objectives/ Content Standard	Excellent statement of performance based objectives that are related to the content standards	Very good statement of performance based objectives that are related to the content standards	Good statement of performance based objectives that relate to the content standards	Lacks measurable objectives that are related to the content standards for that subject matter area	The objective is measurable and related to what the student is expected to know or do. Components of the objective are omitted and do not clearly relate content standards	
Technology Infusion	Excellent infusion of technology in four or more activities	Very good infusion in at least three activity	Good infusion of technology in two activities	At least one activity includes the integration of technology.	There is no evidence of technology integration.	
Lesson Procedures	Excellent sequence of diverse procedures described and activities that include motivation, concept development, application-transfer exercises, and addresses a variety of learning styles	Very good sequence of activities that focus on most learning styles and provide some opportunities to apply and transfer knowledge	Good presentation of procedures but are not clearly described in detail and do not thoroughly present the sequential procedures for developing the lesson objectives	Lesson procedures are specified but are not clearly described or in enough detail. Lesson procedures address a limited number of learning styles.	Lesson procedures are vague or confusing. It is not certain why some tasks or activities are to be performed nor how they related to the lesson objective. Lesson procedures address only one learning style.	

Written Lesson Plan Rubric						
	Exemplary 5	Above Average 4	Satisfactory 3	Needs Improvement 2	Unacceptable 1	TOTAL
Materials/ Resources	Diverse resources are relevant to the lesson, reinforce the lesson content, and provide a scaffold for students to reach higher learning levels through critical thinking tasks.	Diverse resources are helpful to student learning but are not necessary for students to reach the lesson objective. Tasks address higher order thinking in a limited manner.	Limited resources that enhance student learning and promote higher order thinking skills	There are limited resources that are included.. They are only knowledge based recall or recognition and require students to complete tasks which are not likely to engage them in critical thinking processes.	Only includes the textbook for the course	
Assessment	Multiple methods of assessment are used to assess students' learning. Assessments are related to the learning tasks and require students to demonstrate understanding rather than recall only.	Authentic and traditional measures of student learning are used. Assessments are based on recall or recognition of information presented by the teacher.	Some Authentic and Traditional measures of assessment are used.	Assessments are comprised of traditional recall and recognition questions or activities. Only one assessment procedure is provided or described.	Fails to demonstrate the use of multiple measures of assessment.	
Modifications / Individual Differences	Four or more appropriate instructional modifications, strategies or materials to accommodate special needs learners are provided.	At least three instructional modifications, strategies or materials to accommodate special needs learners are provided.	At least two instructional modifications, strategies or materials to accommodate special needs learners are provided	One instructional modifications, strategies or materials to accommodate special needs learners are provided	Did not provide any instructional modifications, strategies, or materials to accommodate special needs learners	
Lesson Closure	The lesson closure includes appropriate questions and activities that re-examine the important objectives of the lesson. The lesson closure includes appropriate questions and activities that reexamine the important objectives of the lesson.	The lesson closure includes appropriate questions and activities that re-examine the important objectives of the lesson.	The lesson includes some appropriate questions and activities that re-examine the important objectives of the lesson.	The lesson closure includes limited questions and activities that re-examine the important objectives of the lesson.	Did not include the lesson closure.	
Lesson Components	All specified components of the Madeline Hunter Model are clearly stated	Major components of the Madeline Hunter Model are provided and	One component of the Madeline Hunter Model which is needed to present	Lacks major presentation of components of the Madeline Hunter Model	Fails to identify the major Madeline Hunter Model Components	.

Written Lesson Plan Rubric						
	Exemplary 5	Above Average 4	Satisfactory 3	Needs Improvement 2	Unacceptable 1	TOTAL
	and effectively developed.	developed	the lesson is omitted			
Mechanics	Excellent use of grammar, punctuation, spelling capitalization. And sentence structure used; Product is neat and well organized	Correct grammar, punctuation, spelling capitalization, and sentence structure is used; Product is neat and well organized	General observance of correct usage; Minor errors exist in punctuation and spelling	Lacks awareness of writing conventions; Neatness and legibility are minimal	No evidence of appropriate writing conventions; Numerous errors in punctuation and spelling	

Rubric for On Site Lesson Plan Delivery

Teacher Candidate _____ Presentation Time _____ Date _____

Major _____ Placement _____ Cooperating Teacher _____

	Exemplary 5	Above Average 4	Satisfactory 3	Needs Improvement 2	Unacceptable 1	Points
Presentation Sequence	Excellent sequential presentation of activities	Very good sequential presentation of activities	Good sequential presentation of activities	Lacks the sequential presentation of some components	There is no sequential presentation of activities	
Activities and Objectives	Excellent connections between activities/ procedures and behavioral objectives	Very good connections between activities/ procedures and behavioral objectives	Good connections between activities/ procedures and behavioral objectives	Demonstrates some connections between activities/ procedures and behavioral objectives	There is no connection between activities/ procedures and behavioral objectives	
Motivation	Excellent promotion of motivation, engagement and higher order thinking skills	Very good promotion of motivation, engagement and higher order thinking skills	Good promotion of motivation, engagement and higher order thinking skills	Presents some strategies for promoting motivation, engagement and higher order thinking skills	There is no evidence of motivation, engagement and higher order thinking skills	
Teacher Made Device	Excellent construction of Teacher-made device and connections made to lesson delivery	Very good construction of Teacher-made device and connections made to lesson delivery	Good construction of Teacher-made device and connections made to lesson delivery	Teacher-made device lacks proper construction and little connections to lesson delivery	There is no teacher made Device made to enhance instruction	
Communication Skills	Excellent oral and written communication skills	Very good oral and written communication skills	Good oral and written Communication skills	Oral and written communicative skills have some errors	Oral and written communicative skills are consistently incorrect and have serious errors	
					TOTAL	

Rater's Comments _____

Rater's Name _____ Rater's Signature _____

GENERAL EVALUATION SCALE FOR MICROTEACHING

Instructions: Rate the teacher candidate on each of the following items by circling the appropriate level of the scale.

5 – Excellent	4 – Satisfactory	3 – Good	2 – Needs Improvement	1 – Poor	
1. Introduction was appropriate, motivating	5	4	3	2	1
2. Purpose of lesson was clear	5	4	3	2	1
3. Lesson was logically organized	5	4	3	2	1
4. Explanation was clear	5	4	3	2	1
5. Evaluation indicated student understanding	5	4	3	2	1
6. Teacher and/or students summarized main points of lesson	5	4	3	2	1
7. Teacher used pauses to allow time for students to think	5	4	3	2	1
8. Lesson Plan Quality	15	12	9	6	3

Points Scored: _____
(Maximum is 50)

Comments:

Course Number: ED 325
Course Title: Teaching Reading in the Elementary School
Credit Hours: 3

Course Description: Focuses on techniques and materials basic to the development of skills in teaching the elementary school. Grades PK-6. Candidates will review theory and principles in teaching reading and engage in the demonstration of appropriate methods in both simulated and actual teaching settings under the supervision of a classroom teacher and the course instructor. Required of all elementary, early childhood and special majors as the second course in the required sequence. (Prerequisite ED 303 Reading Instruction and Survey with a grade of “C” or better. This course requires hands-on experiences with classroom students in PK-3 and 1-5. The instructional strategies include lecture/discussions, field-based activities, classroom discussions, and presentations. Candidates will earn 3 credit hours.

Form and Hour: This course is a three hour course that meets three times a week for one hour. This course is designed to focus on strategies and resources for developing Reading/literacy skills in the elementary school. Specifically, the *five essential components of reading instruction* will be emphasized (Phonemic awareness, Phonics, Fluency, Vocabulary, and Comprehension). The diverse learning experiences include technology infusion activities and problem-based learning research projects. The course includes the use of multiple modes of delivery such as lecture/discussions, cooperative/collaborative group activities, micro-teaching, field-based experiences at the on-site school and in the community, professional development activities, and supplementary web-based activities. The candidates must complete 15 hours of field-based activities.

Course Objectives and Assessment:

Given varied content, activities, and materials, the *candidate* will:

- A. Describe the role of the “teacher of Reading/literacy” as related to the *reading act (Reading product and Reading process)*. (LR&LC-A1,A2,A3,A4,A5,A6) (*G,H,F,N)
- B. Demonstrate the use of strategies for developing each of the Reading Skills (Emergent Literacy, Phonemic Awareness, Word Recognition/Phonics Instruction, Fluency, Vocabulary, and Comprehension). (C1,C2,D1,D2, E1,E3,F1,F2,G1,G2,H1) (*C,D,F,F,O,R,P)
- C. Create and present major approaches (e.g. published series, Literature-Based Instruction, Language Experience Approach) and materials for promoting effective Reading instruction in the elementary school. (A3,A4,A5,C1,C2,C6,D2,E3 F2,G3,H1) (*C,D,E,K,O,P)
- D. Select resources and present strategies that demonstrate how language and literature may be used to develop and enhance Reading/literacy skills to meet diverse learner needs. (A1,A2,A5,C4,D1,E1,E2,E3,G1,G2,G3,G4,G5) (*C,D,E,F,O,P)
- E. Design ten strategies for teaching Reading/Study techniques and content-area reading skills for students with diverse needs and reading levels. (LR&LC-A6, F1,F2,F3,F4,F5,G1,G2,G4,G5) (*A,C,D,E,F,OK,P,Q)
- F. Develop and present skills in using technology-based instructional strategies that may be used to promote enhanced *Literacy Learning* in the elementary reading program. (LR&LC-A5,) (*H,I,Q)

- G. Identify and demonstrate the use of multiple measures of assessing students in the reading program in the elementary school. (LR&LC-A6,E2,E3,F5) (*D,Q,R,A,C)
- H. Create and present strategies for organizing and managing the reading program in the elementary school to promote enhanced literacy learning for students with language differences and/or with special needs. (LR&LC A1,A4,A6,C1,D1, E1,F1,F5,G1,G2,H1, H2) *(K,P,O,B,R)

Multiple Measures of Performance-Based Assessments: A=Reflective Journals, B=Follow-Up Surveys on Graduates, C=Evaluation Rubric, D=Teacher Candidate Work Samples, E=Student Work Samples, F=State Licensure Feedback, G= Oral Presentation, H=Technology-Related Presentations, I=Video-Taped Data Summaries, J=Case Studies, K=Faculty & Administrative Evaluations, L=Criterion-Referenced Tests, M=Norm-Referenced Tests, N=Micro Teaching, O=Lesson Plan & Delivery of Instruction, P=Supervising Teacher Observation, Q=Teacher Candidate Portfolio, R=Article Critiques

Assessment Strategies

The candidate will:

- A. Complete and discuss article critiques that focus on specific concepts relating to current trends, strategies, resources, and *best practices* for developing Reading/literacy skills in the elementary school.
- B. Complete teacher-made exams that provide opportunities for the teacher candidates to *make connections* between theory and practice.
- C. After observing and making presentations at the on-site school, the teacher candidate will record the use of techniques for effective planning, assessing, and delivering instruction. They will also record techniques observed for promoting enhanced parent and community involvement. Observations will be recorded in their *Reflective Journals*.
- D. Form collaborative/cooperative groups to research and discuss specific concepts and principles in the elementary reading program.
- E. Participate in field-based seminars/conferences and staff development activities that focus on best practices for developing and enhancing reading/literacy skills in the elementary school.
- F. Complete group projects and make individual presentations to the entire class using technology infusion activities.
- G. Complete examinations and written quizzes.
- H. Create and present instructional strategies using various resources to meet diverse learner needs.

Primary Empirical Base: This course is designed to provide opportunities for the teacher candidates to exam and demonstrate current trends and strategies for enhancing and developing reading/literacy skills in the PK-3 and 1-5 grades. Specifically, the course content is based on the standards for Reading Professionals developed by the Professional Standards and Ethics Committee of the International Reading Association, the National Reading Panel Report on the Most Effective Way to Teach, INTASC (Interstate New Teacher Assessment Support Consortium), NAEYC (National Association for the Education of Young Children) for the PK-3 teacher candidate, ACEI (Association for Childhood International) for the 1-5 teacher candidate and the Louisiana Components of Effective Teaching. The course content and activities are also based on Louisiana's Reading and Language Competencies for Teachers. Additionally, the course content is based on the Louisiana Content Standards, The Grade Level Expectations, National Board Certification Standards, and the Blue Ribbon Commission expectations. Articles

from the International Reading Association. Evidence-Based Reading Instruction: Putting the National Reading Panel Report Into Practice (April 2004), Council for Exceptional Children (CEC).

Proposed Resources and Materials for the Course:

Textbook:

Roe, Betty D., Smith, Sandy H., Burns, Paul, C. Burns (2005). Teaching Reading in Today's Elementary School (9th ed). New York: Houghton Mifflin Co.

Supplementary Texts and Resources:

Beatty, J.J. (2004). Skills for preschool teachers (7th ed.) Upper Saddle River, N.J: Merrill/Prentice Hall.

Bernhardt, J. L. (2000). A primary caregiving system for infants and toddlers: Best for everyone involved. *Young Children*, 55, 74-80.

Cowee, M. (2004), Winter). Brain development research makes the case for partnering with families. *Stronger Together, The Parent Services Project*, 4.

Snow, C. E., Burns, M. S. & Griffin, P. (Eds). (1998). Preventing reading difficulties in young children. Washington, D.C. National Academy Press.

Selected Literacy Resources

Cooper, J., Kiger, N., (2002). *Literacy: helping children construct meaning*. Wilmington: Houghton Mifflin.

Ellery, V. (2005). *Creating strategic readers: techniques for developing competency in phonemic awareness, phonics, fluency, vocabulary, and comprehension*. Newark, DE: International Reading Association.

Evidence-based reading instruction: Putting the National Reading Panel Report Into Practice. (2002). Newark: International Reading Association.

Farstrup, A., Samuels, S. (2002). *What research has to say about reading instruction*. (3rd ed.). Newark, DE: International Reading Association.

Graves, M. (2006). *The Vocabulary book: Learning & instruction*. Newark, DE: International Reading Association.

Griffith, L., Rasinski, T. (2004). A focus on fluency: how one teacher incorporated fluency with her reading curriculum. *The Reading Teacher*, Volume 58 No.2; pp. 126-137.

Hammond, B., Hoover, M. E. R., & McPhall, I. P. (2005). *Teaching African American learners to read: perspectives and practices*. Newark, DE: International Reading Association.

Heilman, A., Blair, T., & Rupley, W. (2002). *Principles and practices of teaching reading* (10th ed.). Columbus: Merrill Prentice Hall.

Hudson, R., Lane, H., Pullen, P. (2005). Reading fluency assessment and instruction: What, why, and how? *The Reading Teacher*, Volume 58 No. 8; pp. 702-713.

Indrisano, R., Paratore, J. (2005). *Learning to write, writing to learn: Theory and research in practice*. Newark, DE: International Reading Association.

Jagers, L., McJamerson, N., Duhon, G. (2001). *Developing literacy skills across the curriculum: Practical approaches, creative strategies and resources*. Lewiston, NY: Edwin Mellen Press.

Kipper, K., Duggan, T. (2006). Writing to learn across the curriculum: Tools for comprehension in content area classes. *The Reading Teacher*, Volume 59 No.5; pp. 462-470.

Learning to read and write: Developmentally appropriate practices for young children (1998).
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Livingston, N., Kurkjan, C. (2005). Circles and celebrations: Learning about other cultures through literature. *The Reading Teacher*, Volume 58 No.7; pp. 696-703.

National Institute of Child Health and Human Development. (2000).
Report of the National Reading Panel. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction (NIH Publication N0. 00-4769). Washington, DD: US Government Printing Office.

Oczkus, L. (2003). *Reciprocal teaching at work: Strategies for improving reading comprehension*. Newark, DE: International Reading Association.

Tompkins, G. (2006). *Literacy for the 21st century: A balanced approach*. Columbus: Pearson Merrill Prentice Hall.

Vacca, R., & Vacca, J. (2002). *Content area reading: Literacy and learning across the curriculum* (7th ed.). Boston: Allyn and Bacon.

Wood, J. (1998). *Adapting instruction to accommodate students in inclusive settings* (3rd ed.). New Jersey: Prentice Hall.

Websites: (used for critiquing articles and securing background information for projects and discussions):

(www.nationalacademics.org/ncr/)
(www.doe.state.la.us/DOE/assessments/standards)
(www.eric.com)
(www.ets.org)
(www.lessonpage.com)
(www.nbpts.org)
(www.ideapractices.org)
(www.abilitymagazine.com)
(www.nationreadingpanel.org/ncr/)
(<http://www.ira.org>)

Journals Used for Critiquing Articles:

Early Childhood Research Quarterly
Childhood Education
The Reading Teacher
The Reading Research Quarterly
The Journal of Adolescent and Adult Literacy
Educational Leadership
ACEI Focus on Infants and Toddlers
Childcare Information Exchange

Field Experiences

The advanced candidates enrolled in the course are required to engage in 15 clock hours of field experiences. The following activities are required:

1. Observe the physical facilities, equipment/materials, organizational structure, curricular activities, teacher and staff roles, and parental involvement techniques of an elementary

reading program. Then write a reflection summation about the appearance, maintenance and ethos of the school.

2. Interview a *teacher of reading* at the PK-3 and the 1-5 grade levels to determine regarding the management system, the resources, and the curricular activities that have been effectively utilized in his/her classroom.
3. Design and implement a *thematic unit* for a given student in the PK-3 and/or the 1-5 level at the partnership school. Present the results of the project in class and submit a critical analysis of the implementation process. Share samples of the student's work in class.
4. Maintain a *Reflective Journal* of all observation/participation activities and submit a critical analysis of O/P experiences and activities to the course instructor for verbal performance feedback.
5. Design and implement activities for a professional development conference and assess individual performance on a *Self-Perception Inventory*.

Available Faculty to Teach the Course:

Dr. Loretta Jagers

Dr. Vicki Brown

Rubric for Assessing Electronic Portfolios					
Skill	1 - Poor	2 – Need Improvement	3 - Good	4 - Satisfactory	5 – Excellent
Mechanics Score ____	most links do not work, many dead ends, numerous spelling errors	5-10 links don't work, many dead ends, links not clear, all linear, numerous spelling errors	3-4 links don't work, some links go to dead ends, numerous spelling errors	most links work, links are clearly labeled, easy to navigate stack, few spelling errors	multi-linked pages, all links work, links clearly labeled, no spelling errors
Structure Score ____	one stack or each card saved as a stack, named incorrectly	one stack or each card saved as a stack, some named correctly	one stack, named correctly, no table of contents	4-6 stacks, named correctly, table of contents	multi-stacks, named, table of contents, easy navigation
Graphics Score ____	no graphics	only clip art, no scanned pictures little use of drawing tools	clip art , scanned pictures -not clear, little use of drawing tools	clip art, clear scanned pictures, some use of drawing tools	clip art, clear scanned pictures, varied use of drawing tools
Use of Tools Score ____	no special tools used	built in sound used but irrelevant to card	good use of sound and one special effect	original relevant sound and at least one New Button Action (NBA)	original relevant sound, (video), animation, and at least one NBA
*Content Relevancy Score ____	only personal information	mostly personal information, no coursework or resume	few examples of coursework, field experience, hobbies and interests, no resume	examples of coursework, lessons, related field experience, hobbies and interests and resume	good examples of coursework, lessons related field experience, hobbies and interests and resume
Captions/ Reflections Score ____	no captions or reflective pieces	few captions - mostly descriptive- not telling why pieces were included	adequate captions but descriptive only	good use of captions but greater depth of reflection needed	excellent captions provide links between experiences and learning theory, thoughtful reflections explain why pieces included

Rubric for Evaluating Articles Critiques-

<i>Exemplary-5</i>	<i>Above Average- 4</i>	<i>Satisfactory – 3</i>	<i>Marginal – 2</i>	<i>Unacceptable - 1</i>	Score
ORGANIZATION	ORGANIZATION	ORGANIZATION	ORGANIZATION	ORGANIZATION	
The critique shows excellent evidence of the directions given by the instructor. The format is very consistent with the assigned guidelines. The summary provides a discussion of the main ideas and supporting details. The reaction provides an excellent discussion of connections made to class discussions, experiences at the on site school and related research.	The critique shows very good evidence of directions given by the instructor. The text is easy to follow and the summary provides a very good discussion of the main ideas with supporting details. The reaction provides a discussion of how the article can be applied to the school curriculum, class discussions, and field-based experiences.	The critique shows good evidence of the directions given by the instructor. The content lacks clearly constructed beginning, middle and ending. Connections are somewhat unclear.	The critique is not directly related to the assigned topic. It is difficult to follow because it lacks a logical organizational scheme. There is little connection between ideas presented from the article and practical application of the secondary classroom.	There is no evidence of acceptable organization. The candidate lacks proper preparation and construction.	
<i>Exemplary-5</i>	<i>Above Average – 4</i>	<i>Satisfactory – 3</i>	<i>Marginal – 2</i>	<i>Unacceptable - 1</i>	
CONTENT	CONTENT	CONTENT	CONTENT	CONTENT	
The article content provides an excellent relationship to the topic assigned. The reaction demonstrates the application and transfer of knowledge through the use of higher order thinking skills .	The article content represents a very good relationship to the topic assigned. The “reaction” demonstrates the use of some higher order of thinking skills. The summary outlines very good connections to related research and classroom settings.	The critique covers several aspects of the topic. The “reaction” could have included more illustrations and examples that relate to the actual classroom setting and classroom discussions.	The critique does not clearly present the focus of the topic. The reaction lacks an in dept connection of the school setting.	There no evidence of the focus topic presented. There is no reaction to the main focus of the article as related to the school.	
<i>Exemplary5</i>	<i>Above Average– 4</i>	<i>Satisfactory – 3</i>	<i>Marginal – 2</i>	<i>Unacceptable - 1</i>	
MECHANICS	MECHANICS	MECHANICS	MECHANICS	MECHANICS	
Excellent use of grammar, punctuation, spelling, capitalization, and sentence structure.	Correct grammar punctuation, spelling, capitalization, and sentence structure is used.	The critique indicates general observance of correct usage. Minor errors exist in punctuation and spelling.	The critique shows little awareness of writing conventions. Neatness and legibility are minimal.	The critique shows no evidence of writing conventions. The critique shows numerous errors in punctuation and spelling.	

TOTAL_____

Rubric for Oral Presentations						
	Exemplary 5	Above Average 4	Satisfactory 3	Needs Improvement 2	Unacceptable 1	Points
Professional Presentation	Excellent organization; consistent with directives of assignment; Definite evidence of outstanding planning and preparation	Very good organization; Consistent with directives of assignment; Very good evidence of planning and preparation	Good organization; Consistent with directives of assignment; Very good evidence of planning and preparation	Lacks basic organization; Lacks some assignment directives; Lacks sufficient planning and preparation	Fails to demonstrate organization; No evidence of consistency with assignment directives; No evidence of planning and preparation	
Audience Involvement	Superbly involves the audience in the presentation; appropriately promotes interest and interaction	Provides a very good engagement of the audience in related activities; Maintains interest through the presentation	Engages the audience in some of the related activities; Maintains interest through most of the presentation	Lacks sufficient audience engagement; Involvement does not directly relate to the topic of the presentation	No involvement of the audience; No effort made to promote interest among the audience	
Research/Literature	Excellent connection between the best practices research and the presentation content; Outstanding relationship between theory and practice	Very good connection between related research and topics presented; Very good explanations between theory and practice	Good connection between related research and topics presented; Good explanations between theory and practice	Lacks clarity of the connection between theory and practices of the topic presented; Explanations are unclear	No relationship between best practices research and the topic presented; No explanations between theory and practice	
Content Knowledge	Excellent demonstration of knowledge; Outstanding demonstration of application-transfer of skills and concepts	Very good demonstration of knowledge; Good demonstration of application-transfer of knowledge	Good demonstration of knowledge; Good demonstration of application-transfer of knowledge	Lacks effective demonstration of knowledge; Provides limited demonstration of application-transfer of knowledge	Shows no evidence of understanding of the topic; No indication of application-transfer of knowledge	
Media Use	Excellent construction of resources; Resources are effectively used to enhance the	Very good construction of resources; very good use of resources to enhance the presentation of	Good construction of resources; very good use of resources to enhance the	Shows minimal construction of resources; Resources show little evidence of enhancing the presentation	No resources or very poorly constructed resources; The poorly constructed resources have	

	presentation of concepts and skills	concepts and skills	presentation of concepts and skills		no relationship to topic	
Oral Language Skills	Excellent enunciation, strong projection, pronunciation; Outstanding voice tone and eye contact; Appropriate presentation and posture and use of positive non-verbal cues	Very good enunciation, projection, eye contact, and non verbal cues; adequate posture	Good enunciation, projection, eye contact, and non verbal cues; adequate posture	Inconsistent enunciation, projection, and eye contact; Lacks appropriate presentation posture	Voice tone is low and difficult to understand; no eye contact; Demonstrates poor presentation posture	

TOTAL _____

Written Lesson Plan Rubric						
	Exemplary 5	Above Average 4	Satisfactory 3	Needs Improvement 2	Unacceptable 1	TOTAL
Title/Topic	The title is interesting and provides an excellent representation of the lesson content standard, and grade level.	The title is interesting and provides a very good description of the lesson content standard, and grade level	The is title interesting and provides a good description of the lesson content standard, and grade level	The title lacks a clear connection between the content standard and the grade level lesson.	The title fails to relate to the lesson content and grade level.	.
Subject Matter Content	Excellent demonstration of the specific subject with various connections made to other disciplines when applicable through various engaged tasks	Very good demonstration of the specific content area with some connections to other disciplines through some engaged tasks	Good demonstration of the specific content area with few connections to other disciplines through few engaged tasks	Lacks focus on specific content and lacks connections among other disciplines	The lesson does not provide connections to other content areas or the connection with the subject area is not clearly expressed through engaging tasks and proposed activities.	
Real World Relevance	Excellent demonstration of the use of various authentic learning experiences by connecting real world experiences to content areas	Very good demonstration of the use of some authentic learning experiences by connecting some real world experiences to content areas	Good demonstration of the use of a few authentic learning experiences that connect to a few real world experiences to content areas	Lacks the engagement of students in authentic learning experiences that relate to real world experiences	The lesson does not provide opportunities for the students to connect real world experiences to course content. Students are not actively engaged in the course activities.	
Performance Objectives/ Content Standard	Excellent statement of performance based objectives that are related to the content standards	Very good statement of performance based objectives that are related to the content standards	Good statement of performance based objectives that relate to the content standards	Lacks measurable objectives that are related to the content standards for that subject matter area	The objective is measurable and related to what the student is expected to know or do. Components of the objective are omitted and do not clearly relate content standards	
Technology Infusion	Excellent infusion of technology in four or more activities	Very good infusion in at least three activity	Good infusion of technology in two activities	At least one activity includes the integration of technology.	There is no evidence of technology integration.	
Lesson Procedures	Excellent sequence of diverse procedures described and activities that include motivation, concept development, application-transfer exercises, and addresses a variety of learning styles	Very good sequence of activities that focus on most learning styles and provide some opportunities to apply and transfer knowledge	Good presentation of procedures but are not clearly described in detail and do not thoroughly present the sequential procedures for developing the lesson objectives	Lesson procedures are specified but are not clearly described or in enough detail. Lesson procedures address a limited number of learning styles.	Lesson procedures are vague or confusing. It is not certain why some tasks or activities are to be performed nor how they related to the lesson objective. Lesson procedures address only one learning style.	

Written Lesson Plan Rubric						
	Exemplary 5	Above Average 4	Satisfactory 3	Needs Improvement 2	Unacceptable 1	TOTAL
Materials/ Resources	Diverse resources are relevant to the lesson, reinforce the lesson content, and provide a scaffold for students to reach higher learning levels through critical thinking tasks.	Diverse resources are helpful to student learning but are not necessary for students to reach the lesson objective. Tasks address higher order thinking in a limited manner.	Limited resources that enhance student learning and promote higher order thinking skills	There are limited resources that are included.. They are only knowledge based recall or recognition and require students to complete tasks which are not likely to engage them in critical thinking processes.	Only includes the textbook for the course	
Assessment	Multiple methods of assessment are used to assess students' learning. Assessments are related to the learning tasks and require students to demonstrate understanding rather than recall only.	Authentic and traditional measures of student learning are used. Assessments are based on recall or recognition of information presented by the teacher.	Some Authentic and Traditional measures of assessment are used.	Assessments are comprised of traditional recall and recognition questions or activities. Only one assessment procedure is provided or described.	Fails to demonstrate the use of multiple measures of assessment.	
Modifications / Individual Differences	Four or more appropriate instructional modifications, strategies or materials to accommodate special needs learners are provided.	At least three instructional modifications, strategies or materials to accommodate special needs learners are provided.	At least two instructional modifications, strategies or materials to accommodate special needs learners are provided	One instructional modifications, strategies or materials to accommodate special needs learners are provided	Did not provide any instructional modifications, strategies, or materials to accommodate special needs learners	
Lesson Closure	The lesson closure includes appropriate questions and activities that re-examine the important objectives of the lesson. The lesson closure includes appropriate questions and activities that reexamine the important objectives of the lesson.	The lesson closure includes appropriate questions and activities that re-examine the important objectives of the lesson.	The lesson includes some appropriate questions and activities that re-examine the important objectives of the lesson.	The lesson closure includes limited questions and activities that re-examine the important objectives of the lesson.	Did not include the lesson closure.	
Lesson Components	All specified components of the Madeline Hunter Model are clearly stated	Major components of the Madeline Hunter Model are provided and	One component of the Madeline Hunter Model which is needed to present	Lacks major presentation of components of the Madeline Hunter Model	Fails to identify the major Madeline Hunter Model Components	.

Written Lesson Plan Rubric						
	Exemplary 5	Above Average 4	Satisfactory 3	Needs Improvement 2	Unacceptable 1	TOTAL
	and effectively developed.	developed	the lesson is omitted			
Mechanics	Excellent use of grammar, punctuation, spelling capitalization. And sentence structure used; Product is neat and well organized	Correct grammar, punctuation, spelling capitalization, and sentence structure is used; Product is neat and well organized	General observance of correct usage; Minor errors exist in punctuation and spelling	Lacks awareness of writing conventions; Neatness and legibility are minimal	No evidence of appropriate writing conventions; Numerous errors in punctuation and spelling	

Rubric for On Site Lesson Plan Delivery

Teacher Candidate _____ Presentation Time _____ Date _____

Major _____ Placement _____ Cooperating Teacher _____

	Exemplary 5	Above Average 4	Satisfactory 3	Needs Improvement 2	Unacceptable 1	Points
Presentation Sequence	Excellent sequential presentation of activities	Very good sequential presentation of activities	Good sequential presentation of activities	Lacks the sequential presentation of some components	There is no sequential presentation of activities	
Activities and Objectives	Excellent connections between activities/ procedures and behavioral objectives	Very good connections between activities/ procedures and behavioral objectives	Good connections between activities/ procedures and behavioral objectives	Demonstrates some connections between activities/ procedures and behavioral objectives	There is no connection between activities/ procedures and behavioral objectives	
Motivation	Excellent promotion of motivation, engagement and higher order thinking skills	Very good promotion of motivation, engagement and higher order thinking skills	Good promotion of motivation, engagement and higher order thinking skills	Presents some strategies for promoting motivation, engagement and higher order thinking skills	There is no evidence of motivation, engagement and higher order thinking skills	
Teacher Made Device	Excellent construction of Teacher-made device and connections made to lesson delivery	Very good construction of Teacher-made device and connections made to lesson delivery	Good construction of Teacher-made device and connections made to lesson delivery	Teacher-made device lacks proper construction and little connections to lesson delivery	There is no teacher made Device made to enhance instruction	
Communication Skills	Excellent oral and written communication skills	Very good oral and written communication skills	Good oral and written Communication skills	Oral and written communicative skills have some errors	Oral and written communicative skills are consistently incorrect and have serious errors	
					TOTAL	

Rater's Comments _____

Rater's Name _____ Rater's Signature _____

GENERAL EVALUATION SCALE FOR MICROTEACHING

Instructions: Rate the teacher candidate on each of the following items by circling the appropriate level of the scale.

	5 – Excellent	4 – Satisfactory	3 – Good	2 – Needs Improvement	1 – Poor
1. Introduction was appropriate, motivating	5	4	3	2	1
2. Purpose of lesson was clear	5	4	3	2	1
3. Lesson was logically organized	5	4	3	2	1
4. Explanation was clear	5	4	3	2	1
5. Evaluation indicated student understanding	5	4	3	2	1
6. Teacher and/or students summarized main points of lesson	5	4	3	2	1
7. Teacher used pauses to allow time for students to think	5	4	3	2	1
8. Lesson Plan Quality	15	12	9	6	3

Points Scored: _____
(Maximum is 50)

Comments:

Course Number: ED 431
Course Title: Reading Diagnosis and Correction
Credit Hours: 3

Course Description: Course emphasis is placed on the types of reading difficulties and techniques in teaching remedial readers; laboratory practice in examining, administering and interpreting standardized and information reading tests; and planning remedial reading programs on the basis of findings of tests and other sources of information. Students use modules and actually teach a student in keeping with a program planned according to needs determined by assessments. Prerequisite: ED 303, ED 217, ED 322 or ED 325.

Forms and Hour: This is a three hour course. The course includes the use of technology and a variety of resources and materials such as the internet, standardized assessments, tradebooks and textbooks. The course also includes the use of diverse instructional strategies such a lecture/discussion, cooperative/collaborative group activities, micro-teaching, and field-based experiences. The teacher candidates are required to design a *Diagnostic-Remediation Packet* as part of their culminating project.

The Diagnostic-Remediation Packet includes both formal and informal procedures for assessment for the PK-3 teacher candidate. The formal assessments will include the DRA (Directed Reading Activity) and the BEAR (Basic Early Assessment Reading) Initial Skills Analysis, and the Brigance Screen. Some informal assessments include administering the IRI (Informal Reading Inventories), student-teacher conferences, teacher-made check-list and/or observation inventories.

The Diagnostic - Remediation Packet for elementary grades 1-5 teacher candidates will include both formal and informal procedures for assessment. These include norm-referenced tests (i.e. Iowa Tests of Basic Skills), criterion referenced tests (LEAP for the 21st Century), teacher-made tests, portfolio based assessments, student self-evaluations, journals, and other indicators of student progress to help identify instructional needs.

The teacher candidates then use the diagnostic/assessment procedures in their packets with a given student at the on-site school. Based on the results of the diagnosis, they design and implement remediation strategies for their individual student. Opportunities are provided for the teacher candidates to share the results of their *Diagnostic-Remediation Packets* with the entire class. The teacher candidates are also required to critique various articles for Reading/Literacy journals, to reinforce and expand on information presented in the textbook. Teacher candidates use Balanced Literacy Approaches for the remediation activities.

Course Objectives and Assessment:

Given varied content, activities, and materials, the *candidate* will:

- A. Define Reading and explain the process of Reading and Reading skill development (Emergent Literacy, Phonemic Awareness, Phonics Instruction, Word Recognition, Fluency, Vocabulary, Comprehension, Study Skills). (LR&LC A1,A2,A3,C1,C2,D1, E1,F1,G1) (*G,R)

- B. Demonstrate knowledge of specific terminology related to diagnosis and remediation/correction of reading difficulties for students in grades PK-3 and 1-5. (LR&LC-A2,A4,A6,D3,E2,F5) (*D,G,H)
- C. Describe the role of the teacher in the Diagnostic-Reading and Correction program. (LR&LC-A2,A4,A5,C1,C4, ,C2, C6,D2,E1, E2, E3,,G1,G2,F1,F3, H1) (*P,A,N,O)
- D. Outline and cite examples of factors that impact reading performance.(LR&LC-A4,A6, D5,E2,E3,F5) (*A,J)
- E. Compare and contrast *formal* and *informal* diagnostic procedures (including DIBELS) that involve multiple indicators of reading performance. (LR & LC- A6,E3,E2,F5,H2) (*C,L,MJ)
- F. Design and present diverse resources and creative skill-based instructional strategies for remediating/correcting reading difficulties. (LR&LC-A2,A3,A4,A5,C1,C2,D2,D3,E1,F2,F4,G2,G3,H2) (*F,O,C,D,F)
- G. Demonstrate (in the field experiences) the use of diagnostic procedures and remediation strategies for the special needs learner.(LR&LC-A4, A5, A6,C1,C4,D2, D3, D4,D5,E1,E2) (*F,J,D,F)
- H. Analyze the role of parents in the Diagnostic-Reading and Remediation/Correction program. (LR&LC-A4,C4) (*A,FH)
- I. Demonstrate skills in the application of technology infusion and *education that is multicultural* in the diagnostic-remediation process. (R&LC-A4,A5, D5) (*A, H,C)
- J. Demonstrate the use of diverse diagnostic procedures and implement the remediation activities that are located in the Diagnostic-Remediation Packet (LR&LC-A3,A5,A6, C2,D3,E2,E3,F2,G1,H2) (*A,C,D,E,H,L,M)
- K. Participate in professional development experiences (e.g. the Annual Spring Reading Conference, Literacy seminars) which relate to the improvement of reading /literacy skills appropriate for PK-3 and 1-6 students (LR&LC- A1,A2,A3,A4,A5,A6) (*A,B,F,K)
- L. Read, interpret, analyze, and summarize eight articles pertaining to current research on diagnosis and remediation of reading difficulties. (LR&LC-A5) (*R,F,H,Q)

Multiple Measures of Performance-Based Assessments: A=Reflective Journals, B=Follow-Up Surveys on Graduates, C=Evaluation Rubric, D=Teacher Candidate Work Samples, E=Student Work Samples, F=State Licensure Feedback, G= Oral Presentation, H=Technology-Related Presentations, I=Video-Taped Data Summaries, J=Case Studies, K=Faculty & Administrative Evaluations, L=Criterion-Referenced Tests, M=Norm-Referenced Tests, N=Micro Teaching, O=Lesson Plan & Delivery of Instruction, P=Supervising Teacher Observation, Q=Teacher Candidate Portfolio, R=Article Critiques

Assessment Strategies:

The candidate will:

- A. Complete and discuss article critiques on the following:
 - o Reading and Reading Skill Development
 - o The Diagnostic-Remediation Connection
 - o Diagnostic and Remediation Procedures for the Special Needs Learner
 - o Technology and Multicultural Education in the Diagnostic-Remediation Process
 (An Article Critique Rubric will be used to assess the critiques.)
- B. Administer informal and formal measures of assessment/diagnosis (see Forms and Hours Section) with individual students at the partnership school site.(see Diagnostic-Remediation Packet Overview)

- C. Design and present specific skill-based remediation activities for students in grades PK-3 and grades 1-5 through micro-teaching activities. (A Rubric for Lesson Plan and Delivery will be used).
- D. Participate in the planning and implementation of a Reading/Literacy Seminar which demonstrates strategies for partnering with the home, school, and community in an effort to enhance reading/literacy skills. (Teacher candidates will complete a Self-Assessment Performance Inventory).
- E. Form specific cooperative/collaborative groups to research, discuss, and present specific concepts related to the Diagnostic-Remediation Process. (A Rubric for Oral Presentation will be used to assess this activity.)
- F. Utilize Portfolio Assessment by maintaining a portfolio of individual course work, course expectations, and self evaluations.
- G. Complete teacher-made examinations that require candidates to describe strategies and resources for effectively diagnosing and remediating reading difficulties with 80% proficiency.
- H. Design a Diagnostic-Remediation Packet for an individual student in grades PK3 and 1-5. (A Diagnostic-Remediation Rubric will be used to assess this project.)
- I. Complete at least 15 hours of field-based experiences and professional development experiences that relate to the improvement of reading/literacy skills appropriate for PK-3 and 1-5 students. (see Field-Experiences Overview)

Primary Empirical Base:

This course is based on information that is needed for teacher candidates to effectively diagnose and remediate reading difficulties. The specific content is based on the standards for Reading professionals developed by the Professional Standards and Ethics Committee of the International Reading Association, the National Reading Panel Report on The Most Effective Way to Teach, Louisiana Reading and Language Competencies for Teachers, INTASC (Interstate New Teacher Assessment Support Consortium), NAEYC (National Association for the Education of Young Children) for the PK-3 teacher candidates, ACEI (Association for Childhood International) for the elementary teacher candidates and the Louisiana Components of Effective Teaching.

Proposed Resources and Materials for the Course:

Textbook:

Rubin, D. (2004). *Diagnosis and Correction in Reading Instruction*. 5th Ed. Needham Heights, Massachusetts: Allyn and Bacon.

Supplementary Texts and Resources:

Allington, R. (Ed.). (1998). *Teaching struggling readers: articles from The Reading Teacher*. Newark, DE: International Reading Association.

Bond, G., Tinker, M. Wasson, J. 2004. *Reading Difficulties: Their Diagnosis and Correction*. New York: Allyn and Bacon (Pearson Education).

Ellery, V. (2005). *Creating strategic readers: techniques for developing competency in phonemic awareness, phonics, fluency, vocabulary, and comprehension*. Newark, DE: International Reading Association.

Evidence-based reading instruction: Putting the National Reading Panel Report Into Practice. (2002). Newark: International Reading Association.

Fink, R. (2006). *Why Jane and John couldn't read—and how they learned: A new look at striving readers*. Newark, DE: International Reading Association

Journals (used for critiquing articles)

- The Reading Teacher
- The Journal of Adolescent and Adult Literacy
- Reading Research Quarter

Websites (used for critiquing articles and securing background information for projects and discussions)

- International Reading Association website(<http://www.ira.org>)
- National Research Council (www.nationalacademics.org.nrc)
- National Reading Panel Report on the Most Effective Way to Teach Reading; (www.nationalreadingpanel.org/press/press_rel_4_13_001.html)

Field Experiences

The PK-3 teacher candidates and the elementary (grades 1-5) teacher candidates will complete 15 hours of Level III field-based experiences at their appropriate levels. Specifically, the PK-3 teacher candidates will be involved in diverse field experiences at the GSU Nursery - Kindergarten School and other PK-3 school settings in the surrounding locations. The elementary teacher candidates will complete their field-based experiences in grades 1-5 school settings.

Both the PK-3 and the elementary teacher candidates will select a student at their designated school site for their diagnostic-remediation project. Specifically, the teacher candidates will use *formal* and *informal* measures of diagnosis to determine the needs of the student. Afterwards, the candidate will design remediation activities that include diverse resources, strategies, and activities that will be individually presented to their on-site student. Periodically, the candidates will present in class the results of the one-on-one instruction with their student at the field site. They will also share products of the students' work to demonstrate the extent of progress. As a culminating project, the candidates will design a *Diagnostic-Remediation Packet* which will include all of their students diagnostic results, and artifacts which resulted from the of the remediation activities which their students completed.

Diagnostic-Remediation Packet Overview

The Diagnostic-Remediation Packet will include both formal and informal procedures for assessing the PK-3 students. The formal assessments will include DIBELS, the (Directed Reading Activity) and the BRAR (Basic Early Assessment Reading) Initial Skills Analysis, and the Briggance Screen. Some informal assessments include administering the IRI (Informal Reading Inventories), parent inventories, Attitude Inventory, Interest Inventory, teacher-made check-lists and/or observation inventories.

The Diagnostic-Remediation Packet for the students in grades 1-5 will also include both formal and informal procedures assessment procedures. These include norm-referenced test (i.e. Iowa Tests of Basic Skills), criterion referenced tests (LEAP for the 21st Century), teacher-made tests,

portfolio based assessments, student self-evaluations, journals, and other indicators of student progress to help identify instructional needs.

Available Faculty to Teach the Course:

Dr. Loretta Walton Jagers

Dr. Vicki Brown

Rubric for Assessing Electronic Portfolios					
Skill	1 - Poor	2 – Need Improvement	3 - Good	4 - Satisfactory	5 – Excellent
Mechanics Score ____	most links do not work, many dead ends, numerous spelling errors	5-10 links don't work, many dead ends, links not clear, all linear, numerous spelling errors	3-4 links don't work, some links go to dead ends, numerous spelling errors	most links work, links are clearly labeled, easy to navigate stack, few spelling errors	multi-linked pages, all links work, links clearly labeled, no spelling errors
Structure Score ____	one stack or each card saved as a stack, named incorrectly	one stack or each card saved as a stack, some named correctly	one stack, named correctly, no table of contents	4-6 stacks, named correctly, table of contents	multi-stacks, named, table of contents, easy navigation
Graphics Score ____	no graphics	only clip art, no scanned pictures little use of drawing tools	clip art , scanned pictures -not clear, little use of drawing tools	clip art, clear scanned pictures, some use of drawing tools	clip art, clear scanned pictures, varied use of drawing tools
Use of Tools Score ____	no special tools used	built in sound used but irrelevant to card	good use of sound and one special effect	original relevant sound and at least one New Button Action (NBA)	original relevant sound, (video), animation, and at least one NBA
*Content Relevancy Score ____	only personal information	mostly personal information, no coursework or resume	few examples of coursework, field experience, hobbies and interests, no resume	examples of coursework, lessons, related field experience, hobbies and interests and resume	good examples of coursework, lessons related field experience, hobbies and interests and resume
Captions/ Reflections Score ____	no captions or reflective pieces	few captions - mostly descriptive- not telling why pieces were included	adequate captions but descriptive only	good use of captions but greater depth of reflection needed	excellent captions provide links between experiences and learning theory, thoughtful reflections explain why pieces included

Rubric for Evaluating Articles Critiques-

<i>Exemplary-5</i>	<i>Above Average- 4</i>	<i>Satisfactory – 3</i>	<i>Marginal – 2</i>	<i>Unacceptable - 1</i>	Score
ORGANIZATION	ORGANIZATION	ORGANIZATION	ORGANIZATION	ORGANIZATION	
The critique shows excellent evidence of the directions given by the instructor. The format is very consistent with the assigned guidelines. The summary provides a discussion of the main ideas and supporting details. The reaction provides an excellent discussion of connections made to class discussions, experiences at the on site school and related research.	The critique shows very good evidence of directions given by the instructor. The text is easy to follow and the summary provides a very good discussion of the main ideas with supporting details. The reaction provides a discussion of how the article can be applied to the school curriculum, class discussions, and field-based experiences.	The critique shows good evidence of the directions given by the instructor. The content lacks clearly constructed beginning, middle and ending. Connections are somewhat unclear.	The critique is not directly related to the assigned topic. It is difficult to follow because it lacks a logical organizational scheme. There is little connection between ideas presented from the article and practical application of the secondary classroom.	There is no evidence of acceptable organization. The candidate lacks proper preparation and construction.	
<i>Exemplary-5</i>	<i>Above Average – 4</i>	<i>Satisfactory – 3</i>	<i>Marginal – 2</i>	<i>Unacceptable - 1</i>	
CONTENT	CONTENT	CONTENT	CONTENT	CONTENT	
The article content provides an excellent relationship to the topic assigned. The reaction demonstrates the application and transfer of knowledge through the use of higher order thinking skills .	The article content represents a very good relationship to the topic assigned. The “reaction” demonstrates the use of some higher order of thinking skills. The summary outlines very good connections to related research and classroom settings.	The critique covers several aspects of the topic. The “reaction” could have included more illustrations and examples that relate to the actual classroom setting and classroom discussions.	The critique does not clearly present the focus of the topic. The reaction lacks an in dept connection of the school setting.	There no evidence of the focus topic presented. There is no reaction to the main focus of the article as related to the school.	
<i>Exemplary5</i>	<i>Above Average– 4</i>	<i>Satisfactory – 3</i>	<i>Marginal – 2</i>	<i>Unacceptable - 1</i>	
MECHANICS	MECHANICS	MECHANICS	MECHANICS	MECHANICS	
Excellent use of grammar, punctuation, spelling, capitalization, and sentence structure.	Correct grammar punctuation, spelling, capitalization, and sentence structure is used.	The critique indicates general observance of correct usage. Minor errors exist in punctuation and spelling.	The critique shows little awareness of writing conventions. Neatness and legibility are minimal.	The critique shows no evidence of writing conventions. The critique shows numerous errors in punctuation and spelling.	

TOTAL _____

Rubric for Oral Presentations						
	Exemplary 5	Above Average 4	Satisfactory 3	Needs Improvement 2	Unacceptable 1	Points
Professional Presentation	Excellent organization; consistent with directives of assignment; Definite evidence of outstanding planning and preparation	Very good organization; Consistent with directives of assignment; Very good evidence of planning and preparation	Good organization; Consistent with directives of assignment; Very good evidence of planning and preparation	Lacks basic organization; Lacks some assignment directives; Lacks sufficient planning and preparation	Fails to demonstrate organization; No evidence of consistency with assignment directives; No evidence of planning and preparation	
Audience Involvement	Superbly involves the audience in the presentation; appropriately promotes interest and interaction	Provides a very good engagement of the audience in related activities; Maintains interest through the presentation	Engages the audience in some of the related activities; Maintains interest through most of the presentation	Lacks sufficient audience engagement; Involvement does not directly relate to the topic of the presentation	No involvement of the audience; No effort made to promote interest among the audience	
Research/Literature	Excellent connection between the best practices research and the presentation content; Outstanding relationship between theory and practice	Very good connection between related research and topics presented; Very good explanations between theory and practice	Good connection between related research and topics presented; Good explanations between theory and practice	Lacks clarity of the connection between theory and practices of the topic presented; Explanations are unclear	No relationship between best practices research and the topic presented; No explanations between theory and practice	
Content Knowledge	Excellent demonstration of knowledge; Outstanding demonstration of application-transfer of skills and concepts	Very good demonstration of knowledge; Good demonstration of application-transfer of knowledge	Good demonstration of knowledge; Good demonstration of application-transfer of knowledge	Lacks effective demonstration of knowledge; Provides limited demonstration of application-transfer of knowledge	Shows no evidence of understanding of the topic; No indication of application-transfer of knowledge	
Media Use	Excellent construction of resources; Resources are effectively used to enhance the presentation of concepts and	Very good construction of resources; very good use of resources to enhance the presentation of concepts and skills	Good construction of resources; very good use of resources to enhance the presentation of concepts	Shows minimal construction of resources; Resources show little evidence of enhancing the presentation	No resources or very poorly constructed resources; The poorly constructed resources have no relationship to topic	

	skills		and skills			
Oral Language Skills	Excellent enunciation, strong projection, pronunciation; Outstanding voice tone and eye contact; Appropriate presentation and posture and use of positive non-verbal cues	Very good enunciation, projection, eye contact, and non verbal cues; adequate posture	Good enunciation, projection, eye contact, and non verbal cues; adequate posture	Inconsistent enunciation, projection, and eye contact; Lacks appropriate presentation posture	Voice tone is low and difficult to understand; no eye contact; Demonstrates poor presentation posture	

TOTAL _____

Rubric for the Diagnostic-Remediation Packet						
	Exemplary 5	Above Average 4	Satisfactory 3	Needs Improvement 2	Unacceptable 1	Points
Utilization of multiple measures for diagnosing reading difficulties	Provides excellent evidence of the use of both formal and informal diagnostic measures	Provides very good evidence of the use of both formal and informal diagnostic measures	Provides good evidence of the use of both formal and informal diagnostic measures	Lacks sufficient evidence of the use of multiple diagnostic measures	Fails to provide any evidence of the use of multiple diagnostic measures	
Analysis and summary of student data (reflects consistent and persistent patterns of problems with specific reading skills)	Excellent data summary and analysis as related to the reading skill needs of the student assessed	Very good data summary and analysis as related to the reading skill needs of the student assessed	Good data summary and analysis as related to the reading skill needs of the student assessed	Lacks sufficient data summary and analysis as related to the reading skill needs of the student assessed	No evidence of data summary and analysis	
Remediation recommendations based on the results of the data analysis; incorporates multi-media resources	Excellent presentation of five creative remediation strategies and resources	Very good presentation of five creative remediation strategies and resources	Good presentation of five creative remediation strategies and resources	Lacks the presentation of strategies and resources for remediation; lacks creativity and use of multimedia resources.	No evidence of remediation activities or multimedia resources	
Organization	Excellent evidence that the format is consistent with the directions provided by the instructor; Summary provides a thorough discussion of each component; Presents excellent details and illustrations	Very good evidence that the format is consistent with the directions provided by the instructor; Summary provides a thorough discussion of each component; Presents excellent details and illustrations	Good evidence that the format is consistent with the instructor's directions; Summary provides a very good discussion of the components; Presents very good details and illustrations	Lacks evidence that the format is consistent with the directions presented by the instructor; Summary is lacking in the presentation of the main idea and supporting details and illustrations	No evidence that the format is consistent with the directions; No evidence of the summary points presented	
Mechanics	Excellent use of grammar, punctuation, spelling, capitalization, and sentence structure used; Product is neat and well organized.	Correct grammar, punctuation, spelling, capitalization, and sentence structure is used. Product is neat and well organized	General observance of correct usage; Minor errors exist in punctuation and spelling	Lacks awareness of writing conventions Neatness and legibility are minimal	No evidence of writing conventions; Numerous errors in punctuation and spelling	

Written Lesson Plan Rubric						
	Exemplary 5	Above Average 4	Satisfactory 3	Needs Improvement 2	Unacceptable 1	TOTAL
Title/Topic	The title is interesting and provides an excellent representation of the lesson content standard, and grade level.	The title is interesting and provides a very good description of the lesson content standard, and grade level	The is title interesting and provides a good description of the lesson content standard, and grade level	The title lacks a clear connection between the content standard and the grade level lesson.	The title fails to relate to the lesson content and grade level.	.
Subject Matter Content	Excellent demonstration of the specific subject with various connections made to other disciplines when applicable through various engaged tasks	Very good demonstration of the specific content area with some connections to other disciplines through some engaged tasks	Good demonstration of the specific content area with few connections to other disciplines through few engaged tasks	Lacks focus on specific content and lacks connections among other disciplines	The lesson does not provide connections to other content areas or the connection with the subject area is not clearly expressed through engaging tasks and proposed activities.	
Real World Relevance	Excellent demonstration of the use of various authentic learning experiences by connecting real world experiences to content areas	Very good demonstration of the use of some authentic learning experiences by connecting some real world experiences to content areas	Good demonstration of the use of a few authentic learning experiences that connect to a few real world experiences to content areas	Lacks the engagement of students in authentic learning experiences that relate to real world experiences	The lesson does not provide opportunities for the students to connect real world experiences to course content. Students are not actively engaged in the course activities.	
Performance Objectives/ Content Standard	Excellent statement of performance based objectives that are related to the content standards	Very good statement of performance based objectives that are related to the content standards	Good statement of performance based objectives that relate to the content standards	Lacks measurable objectives that are related to the content standards for that subject matter area	The objective is measurable and related to what the student is expected to know or do. Components of the objective are omitted and do not clearly relate content standards	
Technology Infusion	Excellent infusion of technology in four or more activities	Very good infusion in at least three activity	Good infusion of technology in two activities	At least one activity includes the integration of technology.	There is no evidence of technology integration.	
Lesson Procedures	Excellent sequence of diverse procedures described and activities that include motivation, concept development, application-transfer exercises, and addresses a variety of learning styles	Very good sequence of activities that focus on most learning styles and provide some opportunities to apply and transfer knowledge	Good presentation of procedures but are not clearly described in detail and do not thoroughly present the sequential procedures for developing the lesson objectives	Lesson procedures are specified but are not clearly described or in enough detail. Lesson procedures address a limited number of learning styles.	Lesson procedures are vague or confusing. It is not certain why some tasks or activities are to be performed nor how they related to the lesson objective. Lesson procedures address only one learning style.	

Written Lesson Plan Rubric						
	Exemplary 5	Above Average 4	Satisfactory 3	Needs Improvement 2	Unacceptable 1	TOTAL
Materials/ Resources	Diverse resources are relevant to the lesson, reinforce the lesson content, and provide a scaffold for students to reach higher learning levels through critical thinking tasks.	Diverse resources are helpful to student learning but are not necessary for students to reach the lesson objective. Tasks address higher order thinking in a limited manner.	Limited resources that enhance student learning and promote higher order thinking skills	There are limited resources that are included.. They are only knowledge based recall or recognition and require students to complete tasks which are not likely to engage them in critical thinking processes.	Only includes the textbook for the course	
Assessment	Multiple methods of assessment are used to assess students' learning. Assessments are related to the learning tasks and require students to demonstrate understanding rather than recall only.	Authentic and traditional measures of student learning are used. Assessments are based on recall or recognition of information presented by the teacher.	Some Authentic and Traditional measures of assessment are used.	Assessments are comprised of traditional recall and recognition questions or activities. Only one assessment procedure is provided or described.	Fails to demonstrate the use of multiple measures of assessment.	
Modifications / Individual Differences	Four or more appropriate instructional modifications, strategies or materials to accommodate special needs learners are provided.	At least three instructional modifications, strategies or materials to accommodate special needs learners are provided.	At least two instructional modifications, strategies or materials to accommodate special needs learners are provided	One instructional modifications, strategies or materials to accommodate special needs learners are provided	Did not provide any instructional modifications, strategies, or materials to accommodate special needs learners	
Lesson Closure	The lesson closure includes appropriate questions and activities that re-examine the important objectives of the lesson. The lesson closure includes appropriate questions and activities that reexamine the important objectives of the lesson.	The lesson closure includes appropriate questions and activities that re-examine the important objectives of the lesson.	The lesson includes some appropriate questions and activities that re-examine the important objectives of the lesson.	The lesson closure includes limited questions and activities that re-examine the important objectives of the lesson.	Did not include the lesson closure.	
Lesson Components	All specified components of the Madeline Hunter Model are clearly stated	Major components of the Madeline Hunter Model are provided and	One component of the Madeline Hunter Model which is needed to present	Lacks major presentation of components of the Madeline Hunter Model	Fails to identify the major Madeline Hunter Model Components	.

Written Lesson Plan Rubric						
	Exemplary 5	Above Average 4	Satisfactory 3	Needs Improvement 2	Unacceptable 1	TOTAL
	and effectively developed.	developed	the lesson is omitted			
Mechanics	Excellent use of grammar, punctuation, spelling capitalization. And sentence structure used; Product is neat and well organized	Correct grammar, punctuation, spelling capitalization, and sentence structure is used; Product is neat and well organized	General observance of correct usage; Minor errors exist in punctuation and spelling	Lacks awareness of writing conventions; Neatness and legibility are minimal	No evidence of appropriate writing conventions; Numerous errors in punctuation and spelling	

Rubric for On Site Lesson Plan Delivery

Teacher Candidate _____ Presentation Time _____ Date _____

Major _____ Placement _____ Cooperating Teacher _____

	Exemplary 5	Above Average 4	Satisfactory 3	Needs Improvement 2	Unacceptable 1	Points
Presentation Sequence	Excellent sequential presentation of activities	Very good sequential presentation of activities	Good sequential presentation of activities	Lacks the sequential presentation of some components	There is no sequential presentation of activities	
Activities and Objectives	Excellent connections between activities/ procedures and behavioral objectives	Very good connections between activities/ procedures and behavioral objectives	Good connections between activities/ procedures and behavioral objectives	Demonstrates some connections between activities/ procedures and behavioral objectives	There is no connection between activities/ procedures and behavioral objectives	
Motivation	Excellent promotion of motivation, engagement and higher order thinking skills	Very good promotion of motivation, engagement and higher order thinking skills	Good promotion of motivation, engagement and higher order thinking skills	Presents some strategies for promoting motivation, engagement and higher order thinking skills	There is no evidence of motivation, engagement and higher order thinking skills	
Teacher Made Device	Excellent construction of Teacher-made device and connections made to lesson delivery	Very good construction of Teacher-made device and connections made to lesson delivery	Good construction of Teacher-made device and connections made to lesson delivery	Teacher-made device lacks proper construction and little connections to lesson delivery	There is no teacher made Device made to enhance instruction	
Communication Skills	Excellent oral and written communication skills	Very good oral and written communication skills	Good oral and written Communication skills	Oral and written communicative skills have some errors	Oral and written communicative skills are consistently incorrect and have serious errors	
					TOTAL	

Rater's Comments _____

Rater's Name _____ Rater's Signature _____

GENERAL EVALUATION SCALE FOR MICROTEACHING

Instructions: Rate the teacher candidate on each of the following items by circling the appropriate level of the scale.

5 – Excellent	4 – Satisfactory	3 – Good	2 – Needs Improvement	1 – Poor	
1. Introduction was appropriate, motivating	5	4	3	2	1
2. Purpose of lesson was clear	5	4	3	2	1
3. Lesson was logically organized	5	4	3	2	1
4. Explanation was clear	5	4	3	2	1
5. Evaluation indicated student understanding	5	4	3	2	1
6. Teacher and/or students summarized main points of lesson	5	4	3	2	1
7. Teacher used pauses to allow time for students to think	5	4	3	2	1
8. Lesson Plan Quality	15	12	9	6	3

Points Scored: _____
(Maximum is 50)

Comments:

VI. COURSE TEXTBOOK AND RESOURCE MATERIALS

ED 217

ED 304 - Children's Literature

Textbook and Resources:

Anderson, N. A. (2000). *Elementary children's literature: The basics for teachers and parents*. Bodton, MA: Allyn & Bacon.

Supplement to the textbook:

Lynch-Brown, C. L. & Tomlinson, C. M. (1999). *Essentials of children's literature (3rd ed.)*. Needham Heights, MA: Allyn and Bacon.

Websites:

The American Library Association (www.ala.org)

The Children's Literature Web Guide (<http://www.acs.ucalgary/~dkbrown/>)

Swapping Stories (<http://www.lpb.org/programs/swappingstories/>)

Internet (www.ablongman.com)

ED 325 - Teaching Reading in the Elementary School

Textbook:

Roe, Betty D., Smith, Sandy H., Burns, Paul, C. Burns (2005). *Teaching Reading in Today's Elementary School (9th ed.)*. New York: Houghton Mifflin Co.

Supplementary Texts and Resources:

Beaty, J.J. (2004). *Skills for preschool teachers (7th ed.)* Upper Saddle River, N.J: Merrill/Prentice Hall.

Bernhardt, J. L. (2000). A primary caregiving system for infants and toddlers: Best for everyone involved. *Young Children*, 55, 74-80.

Cowee, M. (2004), Winter). Brain development research makes the case for partnering with families. *Stronger Together, The Parent Services Project, 4*.

Snow, C. E., Burns, M. S. & Griffin, P. (Eds). (1998). *Preventing reading difficulties in young children*. Washington, D.C. National Academy Press.

Selected Literacy Resources

Cooper, J., Kiger, N., (2002). *Literacy: helping children construct meaning*. Wilmington: Houghton Mifflin.

Ellery, V. (2005). *Creating strategic readers: techniques for developing competency in phonemic awareness, phonics, fluency, vocabulary, and comprehension*. Newark, DE: International Reading Association.

Evidence-based reading instruction: Putting the National Reading Panel Report Into Practice. (2002). Newark: International Reading Association.

- Farstrup, A., Samuels, S. (2002). *What research has to say about reading instruction*. (3rd ed.). Newark, DE: International Reading Association.
- Graves, M. (2006). *The Vocabulary book: Learning & instruction*. Newark, DE: International Reading Association.
- Griffith, L., Rasinski, T. (2004). A focus on fluency: how one teacher incorporated fluency with her reading curriculum. *The Reading Teacher*, Volume 58 No.2; pp. 126-137.
- Hammond, B., Hoover, M. E. R., & McPhall, I. P. (2005). *Teaching African American learners to read: perspectives and practices*. Newark, DE: International Reading Association.
- Heilman, A., Blair, T., & Rupley, W. (2002). *Principles and practices of teaching reading* (10th ed.). Columbus: Merrill Prentice Hall.
- Hudson, R., Lane, H., Pullen, P. (2005). Reading fluency assessment and instruction: What, why, and how? *The Reading Teacher*, Volume 58 No. 8; pp. 702-713.
- Indrisano, R., Paratore, J. (2005). *Learning to write, writing to learn: Theory and research in practice*. Newark, DE: International Reading Association.
- Jagers, L., McJamerson, N., Duhon, G. (2001). *Developing literacy skills across the curriculum: Practical approaches, creative strategies and resources*. Lewiston, NY: Edwin Mellen Press.
- Kipper, K., Duggan, T. (2006). Writing to learn across the curriculum: Tools for comprehension in content area classes. *The Reading Teacher*, Volume 59 No.5; pp. 462-470.
- Learning to read and write: Developmentally appropriate practices for young children (1998). Joint position of the International Reading Association (IRA) and the National association for the Education of Young Children (NAEYC). *The Reading Teacher*, 52,193-216.
- Livingston, N., Kurkjan, C. (2005). Circles and celebrations: Learning about other cultures through literature. *The Reading Teacher*, Volume 58 No.7; pp. 696-703.
- National Institute of Child Health and Human Development. (2000). Report of the National Reading Panel. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction (NIH Publication N0. 00-4769). Washington, DD: US Government Printing Office.
- Oczkus, L. (2003). *Reciprocal teaching at work: Strategies for improving reading comprehension*. Newark, DE: International Reading Association.
- Tompkins, G. (2006). *Literacy for the 21st century: A balanced approach*. Columbus: Pearson Merrill Prentice Hall.
- Vacca, R., & Vacca, J. (2002). *Content area reading: Literacy and learning across the curriculum* (7th ed.). Boston: Allyn and Bacon.
- Wood, J. (1998). *Adapting instruction to accommodate students in inclusive settings* (3rd ed.). New Jersey: Prentice Hall.

Websites: (used for critiquing articles and securing background information for projects and discussions):

(www.nationalacademics.org/ncr/)

(www.doe.state.la.us/DOE/assessments/standards)

(www.eric.com)

(www.ets.org)

(www.lessonpage.com)

(www.nbpts.org)

(www.ideapractices.org)

(www.abilitymagazine.com)
(www.nationreadingpanel.org/ncr/)
(<http://www.ira.org>)

Journals Used for Critiquing Articles:

Early Childhood Research Quarterly
Childhood Education
The Reading Teacher
The Reading Research Quarterly
The Journal of Adolescent and Adult Literacy
Educational Leadership
ACEI Focus on Infants and Toddlers
Childcare Information Exchange

ED 431 - Reading Diagnosis and Correction

Textbook:

Rubin, D. (2004). *Diagnosis and Correction in Reading Instruction*. 5th Ed. Needham Heights, Massachusetts: Allyn and Bacon.

Supplementary Texts and Resources:

Allington, R. (Ed.). (1998). *Teaching struggling readers: articles from The Reading Teacher*. Newark, DE: International Reading Association.
Bond, G., Tinker, M. Wasson, J. 2004. *Reading Difficulties: Their Diagnosis and Correction*. New York: Allyn and Bacon (Pearson Education).
Ellery, V. (2005). *Creating strategic readers: techniques for developing competency in phonemic awareness, phonics, fluency, vocabulary, and comprehension*. Newark, DE: International Reading Association.
Evidence-based reading instruction: Putting the National Reading Panel Report Into Practice. (2002). Newark: International Reading Association.
Fink, R. (2006). *Why Jane and John couldn't read—and how they learned: A new look at striving readers*. Newark, DE: International Reading Association

Journals (used for critiquing articles)

- The Reading Teacher
- The Journal of Adolescent and Adult Literacy
- Reading Research Quarter

Websites (used for critiquing articles and securing background information for projects and discussions)

- International Reading Association website(<http://www.ira.org>)
- National Research Council (www.nationalacademics.org.nrc)
- National Reading Panel Report on the Most Effective Way to Teach Reading; (www.nationalreadingpanel.org/press/press_rel_4_13_001.html)

APPENDIX

Appendix A

Alignment Matrix for the Conceptual Framework

Teacher candidates, teachers, and educational leadership personnel will:

Unit Outcomes	* Assessment	INTASC	NCATE	NBPTS	LCET
1.0 Masters of Subject Matter Content (Knowledge)					
1.1 Demonstrate knowledge of content that underlies professional competencies. (Cognitive)	C, D, F, G, O, P, R	1,2,7	I,III,VI	I,II	IA,IIC,IIIA,IIIB
1.2 Apply knowledge of best pedagogical practices for use in the instructional process. (Cognitive, Psychomotor)	C, D, F, G, O, P, R	1,2,7	I,III,VI	I,II	IA,IIC,IIIA,IIIB
1.3 diverse strategies for interrelating disciplines in the instructional process. (Cognitive, Psychomotor)	C, D, F, G, O, P, R	1,2,7	I,III,VI	I,II	IA,IIC,IIIA,IIIB
1.4 technology infusion strategies for diverse populations. (Cognitive, Psychomotor)	H, N, O, G, D, P, Q, K, R	1,2,3,4,5,6,8,9	I,II,III,IV,V,VI	I	IIIA
1.5 effective lesson procedures and demonstrate effective delivery strategies. (Cognitive, Psychomotor)	O, P, E, D, B, R	1,4,6,7,8	I,II,III,IV, V	I,II,III	IA,IIA,IIIB,IIIC,IIIA, IIIB IIID
1.6 Interpret and implement appropriate and multiples measures of assessment. (Cognitive and Psychomotor)	O, P, E, D, B, R	1,4,6,7,8	I,II,III,IV, V	I,II,III	IA,IIA,IIIB,IIIC,IIIA, IIIB IIID
1.7 Reflect on the value of practices, knowledge, inquiry, and critical thinking behaviors. (Cognitive, Affective)	A, F, L, M, P, Q, R	1,4,6,7,9	I,II,III,IV, V	I,II,III,IV	IIIA,IIIB,IIIC
1.8 Identify personal, professional, and curricular values. (Cognitive, Affective)	A, K, P, Q, R	3,7,9,10	I,III	I, IV	IV, V
2.0 Facilitators of Learning (Skills)					
2.1 Demonstrate the effective delivery of standards-based instruction. (Cognitive, Psychomotor)	C, D, E, H, N, O, P, I, R	1,2,4,5,6,7,8	I,III,IV	II,IV	I,II,III,IIIB.IIID
2.2 Create and maintain effective management strategies (organization of time, space, resources, activities). (Cognitive, Psychomotor)	B, I, K, L, M, O, P, Q, R	1,3,5,6,9	I,II,III,IV	III,IV	IIA,IIB, IIIA
2.3 Design activities that promote active involvement, critical/creative thinking, and problem solving skills for all students. (Cognitive, Psychomotor)	A, E, F, H, I, K, N, O, P, R	1,2,3,4,5,6,7,8,9,10	I,II,III,V	I,II,III	IIIC
2.4 Demonstrate the use of diverse experiences that incorporate the underlying philosophy of education that is multicultural across the curriculum. (Cognitive, Psychomotor)	E, F, J, L, M, N, O, P, Q, B, R	1,2,4,5,6,7,8,10	I,III,IV	I,II,V	I,III,IIIB,IIIC, IIID, IV

Unit Outcomes	* Assessment	INTASC	NCATE	NBPTS	LCET
2.5 Perform strategies that incorporate literacy learning across the curriculum. (Cognitive, Psychomotor)	B, C, D, E, F, G, H, N, O, P, R	1,2,3,4,5,6,7,8	I,III,IV	I,II,IV	I,III,IIIB,IIIC IV
2.6 Apply strategies that accommodate diverse learner needs by selecting and using appropriate resources. (Cognitive, Psychomotor)	A, B, D, F, G, H, I, L, M, N, O, P, Q, R	1,3,5	I,II,III,IV,V	I,II	IA,IIIC
2.7 Analyze research that relates to strategies for promoting effective teaching and learning. and life-long learning in a global society. (Cognitive)	D, J, G, R	6,9	I,II,III,IV,V	IV,V	IIB,IVA
2.8 Commit to the continuing development of life-long learning in a global society. (Affective)	D, J, G, R	6,9	I,II,III,IV,V	IV,V	IIB,IVA
2.9 Relate knowledge of educational theorists to planning, lesson delivery, and classroom management. (Cognitive, Psychomotor)	B, D, E, F, G, H I, N, O, P, Q, R	1,2,3,4,5,8	I,II,IV	I,II,III,IV	I,II,III,IIIB,IIID
2.10 Demonstrate an awareness of the social, cultural, political, economic and comparative context of schools and learners. (Cognitive, Psychomotor, Affective)	B, F, G, J, L, M, Q, R	1,2,3,4,5,6,7,8,9,10	I,II,IV	IV,V	IIIA,IIID IV,V
2.11 Utilize technology in planning and presenting lessons, research, and professional development. (Cognitive, Psychomotor)	H, N, O, G, D, P, Q, K, R	1,2,3,4,5,6,8,9	I,II,III,IV,V,VI	I	IIIA
3.0 Enhancers and Nurturers of Affective Behaviors (Dispositions)					
3.1 Display positive self-concept development and respect for others. (Affective)	A, I, J, P, Q, R	2,3,5,6,9,10	I,III,IV	V,V	IV,VB
3.2 Practice a positive attitude and mutual respect toward students, parents, and colleagues. (Affective)	A, K, P, Q, R	1,5	I,III,IV,V,VI	I,II,III,IV	IIA,IIIC,IIIC
3.3 Display sensitivity to diverse learning styles and multiple intelligences. (Affective, Psychomotor)	A, C, D, E, F, G, H, I, M, N, O, P, R	1,3,5	I,II,III,IV,V	I,II,III	IA,IIA,IIIC, IIIC
3.4 Demonstrate sensitivity to the many facets of diversity.(Cognitive Domain-Application)	A, B, C, D, L, M, O, P, R	1,3	I,III,IV,V	I,II,III,IV	IIA,IIIC,IIIC
3.5 Organize school, family, and community partnerships. (Cognitive, Affective)	A, B, F, J, Q, R	6,9,10	I,III,IV,V,VI	IV,V	IIIB
3.6 Influence the development of healthy, mental, physical and social lifestyles. (Affective, Psychomotor)	A, P, Q, R, F, R	2,5,8	I,II,III,IV,V	I,II,III,IV	IIA,IIIC
3.7 Display a commitment to the improvement of student learning and school improvement. (Affective, Psychomotor)	A, B, E, F, I, J, P, Q, R	1,2,3,4,5,6,7,8,9,10	I,II,III,IV,V,VI	I,II,IV	IIA,IIIC,IIIC
3.8 Display a classroom climate that is conducive to learning. (Affective, Psychomotor)	A, B, C, E, I, N, O, P, Q	5,6	I,II,III,IV,V,VI	I,II,III,IV	IIA,IIIC