LOYOLA UNIVERSITY OF CHICAGO
SCHOOL OF EDUCATION
CIEP: 359 Reading in the Elementary School Spring 2015
Section 001: Wednesdays 4:15 – 6:45 p.m.
Cuneo Hall 111

Sakai: Please check this official website for any changes in the schedule or office hours. In case of emergency, clinical school site closing or special circumstances, information will be posted.

Dr. Jane Hunt - Jhunt2@luc.edu
Campus Office: 1054 LT, WTC
Campus Phone: (312) 915-6841
Office Hours: Before or After Class and also by appointment.

SPECIAL CIRCUMSTANCES: Candidates who have any special needs or who may require considerations or adaptations/modifications for any reason must contact the instructor personally during the first week of the term so that these issues may be addressed. Please see the statement listed below under Accessibility, P. 2 of this syllabus.

COURSE DESCRIPTION: The purpose of this course is to introduce the preservice teacher candidate to the teaching and learning processes associated with research based comprehensive literacy instruction in K – 8 elementary and middle grade classrooms and will emphasize the scientific foundations of reading instruction: phonemic awareness, phonics, vocabulary, text comprehension and fluency. Developmental stages of learning to read and write, interactive teaching strategies, and instructional materials, methods and assessments will be presented. Emphasis will be placed on the development of a knowledge base needed to assist beginning teachers in making insightful decisions regarding their objectives and practices. Updated information on current trends, research, and state and national common core standards will be emphasized. Tier 1 classroom literacy interventions in accordance with Response to Intervention philosophy and practice will be highlighted. The needs of all children including those with special needs based on exceptionalities or on diversity of language or culture will be embedded in all course experiences. Teacher Candidates will be introduced to the Domains of Response to Intervention practices throughout this course and will observe and practice applications during the clinical experience. Current multi-cultural children’s literature will be used in simulated classroom teaching experiences.

REQUIRED TEXTS*:

*Candidates must have individual copies of the required texts and bring them to all class sessions unless notified. After the first week of class, candidates who do not bring required resources to class will not earn participation points.

Required Readings on Sakai: There are several articles and resources posted under course documents.

REQUIRED SOFTWARE:
1) Live Text Software Account
This will be used in this course and throughout your teacher preparation program.

2) Smartboard Notebook Software
This is provided to you by the University for use while you are a student. The key for downloading on personal computers will be provided on Sakai. We are working with IT to have it installed on several campus computers as well for your use when you are on campus.

LOYOLA UNIVERSITY CHICAGO OFFICIAL POLICIES:

Academic Honesty
Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education’s Policy on Academic Integrity can be found at: http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to: http://www.luc.edu/education/academics_policies_main.shtml

Accessibility
Students who have disabilities, which they believe entitle them to accommodations under the Americans with Disabilities Act, should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: http://www.luc.edu/sswd/

EthicsLine Reporting Hotline
Loyola University Chicago has implemented EthicsLine Reporting Hotline, through a third party internet & telephone hotline provider, to provide you with an automated and anonymous way to report activities that may involve misconduct or violations of Loyola University policy. You may file an anonymous report here on-line or by dialing 855-603-6988. (within the United States, Guam, and Puerto Rico)

The University is committed to the highest ethical and professional standards of conduct as an integral part of its mission of expanding knowledge in the service of humanity through learning, justice and faith. To achieve this goal, the University relies on each community member's ethical behavior, honesty, integrity and good judgment. Each community member should demonstrate respect for the rights of others. www.luc.edu/ethicsline

Electronic Communication Policies and Guidelines
The School of Education faculty, students and staff respect each other’s rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities. A link to the Loyola University Chicago and School of Education official policies and guidelines can be found at: http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf

Conceptual Framework
Teacher candidates in CIEP 359 will be expected to demonstrate “professionalism in the service of social justice” in course experiences. This will be evidenced by developing and displaying a personal set of knowledge, skills, ethical behavior and contribution to service in class and particularly in pre-professional experiences at the clinical school site. Knowledge of literacy concepts, curriculum, instructional strategies and practices based on best practices; development of instructional skills; honest, fair and respectful treatment of others; and commitment to serving others beyond what is required will be expected. The
significance of providing access to literacy skills to all students and all populations will be emphasized. The following CF standards will be assessed in the CIEP 359 Core Assessment: Literacy Lesson Plan.

**School of Education Conceptual Framework Standards:**
CF1: Candidates demonstrate an understanding of a current body of literature and are able to critically evaluate new practices and research in their field.
CF4: Candidates demonstrate skills that will enable them to work effectively with diverse clients.

**Technology**

Teacher candidates in CIEP 359 will be expected to demonstrate evidence of professional technology skills. They will be expected to become competent with the University classroom’s SMARTboard, its technology and its Notebook software. Teacher candidates will also be expected to utilize a variety of websites including Sakai, ISBE and literacy related professional sites. It is expected that teacher candidates will recognize the importance of developing a strong and continually renewed set of technology skills and that they will promote access to these skills for all students with whom they teach.

**Diversity**

It is expected that teacher candidates in CIEP 359 will recognize, respect and address all varieties of diversity in their learning and teaching environments. This will be demonstrated in their coursework and relationships with classmates and instructors as well as in emerging professional relationships and knowledge of professional planning and instruction with the administration, faculty, students and families at our clinical school site.

**Dispositions**

Each course, sequence and module in the Teaching and Learning with Schools and Communities Program (TLSC) focuses on several professional dispositions. Candidates are offered opportunities to receive feedback on their dispositional growth. The specific disposition assessed in this course is listed below.

**Disposition Assessed in this Course**
The teacher candidate commits to appropriate professional and interpersonal behaviors by…

D8: Demonstrating how one’s beliefs about diverse learners impact teaching and learning and reflecting upon how one’s actions affect others by demonstrating respect, fair-mindedness, empathy, and ethical behavior toward all learners, including respect for students’ right to privacy

The rubric for this will be posted, and candidates will be assessed in Live Text.

**IDEA Course Evaluation Objectives**

Course evaluations for this course will be completed online beginning this semester. The goals of CIEP 359 are primarily to support candidates in:

1. Gaining factual knowledge (terminology, classifications, methods, trends)
2. Learning to apply course material (to improve thinking, problem solving, and decisions)
3. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

**COURSE OUTCOMES:**
In combined experiences from course readings, demonstrations, modeling, mini-lessons, and discussions, by the end of the semester, teacher candidates enrolled in CIEP #359 will demonstrate beginning competence in the following knowledge base, skills, and strategies:
EU3 K1 Identify what constitutes research and evidence-based practices related to designing and implementing instruction. (3G) (IB)
EUK3 K2 Explain the scope and sequence in relevant Standards (national, IL, CCSS). (3A)
EU3 K3 Explain how to adjust scope and sequence in standards-based curriculum maps to meet the needs of diverse learners. (3A) (IB)
EU3 K11 Identify appropriate evidence-based materials, technologies, resources and strategies to implement effective differentiated instruction to maximize learning for all students. (3F, 5B, 5C, 5F, 8G, 9A) (IB)
EU3 K16 Identify and describe a range and variety of research-based instructional strategies and discuss how they can be used to support creative thinking and problem solving and lead to continuous growth in student learning. (3G, 5A, 5B) (IB)
EU8 K1 Recognize the role of motivation and engagement and how to design learning experiences that build student self-direction and ownership of literacy skills. (5F)
EU8 K2 Describe literacy development across the PK – 12 years, (e.g., oral language, word recognition, fluency, reading comprehension, strategic knowledge, academic vocabulary, written composition, and reading-writing connections) using supporting evidence from theory and research. (6C)
EU8 K3 Explain how and why language varies and changes in different regions across different cultural groups, across different time periods and the impact this has on effective literacy instruction. (a1E)
EU8 K4 Describe appropriate and effective developmentally appropriate and evidence-based instructional literacy practices for before, during and after reading in the areas of oral language, decoding, comprehension, vocabulary, fluency, written composition, spelling, usage, and grammar. (6A, 6E, 6I, 6M)
EU8 K5 Recognize the role of prior knowledge and purpose for reading in comprehending text. (6B)
EU8 K6 Recognize the role of prior knowledge in comprehending text. (f1B)
EU8 K7 Identify literary and informational text structures. (F1B)
EU8 K8 Describe the components of a comprehensive curriculum that develop students’ literacy skills and strategies across all disciplines. (f1A)
EU8 K9 Recognize the role that academic language plays in developing knowledge of concepts and content within all disciplines. (f1C)

1. Demonstrate a high level of competence in the use of the English Language Arts. [ACEI 2.1]
   - Utilize these skills in order to develop lessons in reading, writing, speaking, viewing, listening and thinking skills.

2. Define, develop, and refine personal beliefs regarding literacy instruction based on research and best practices. [ACEI 1.0, 2.0, CF 1,]
   - Recognize the significance of quality core reading instruction for all learners.
   - Recognize mature literacy processes and their patterns of development.
   - Understand how students’ learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family and community values.
   - Consider and discuss the significance of “service” and “ethics” in today’s educational climate and the responsibility educators today have in our schools’ cultures with respect to literacy education.
   - Learn how to organize students and classrooms for literacy instruction that addresses the needs of all learners.
   - Consider and create instructional plans geared toward struggling readers in order to close the achievement gap for literacy instruction.
3. Understand the science of reading through current research based practices and their connection to literacy instruction. (Phonological Awareness, Phonics, Vocabulary Development, Fluency, Text Comprehension). [ACEI 2, CF 1]
   - Recognize the significance of high quality research based practices in the delivery of core instruction.

4. Link ideals of comprehensive literacy instruction to instructional planning, implementation and assessment. [ACEI 3, ACEI 4]
   - Develop strategies for assisting children’s acquisition of knowledge about print and cueing systems (Visual, Semantic, Syntactic)
   - Recognize the connections between comprehension, vocabulary and oral reading fluency.
   - Recognize strategies that facilitate development of the reading comprehension process through creative and stimulating instructional techniques that help students develop individual responses to text.
   - Understand skills and strategies involved in reading for various purposes: factual information, personal response, literary appreciation, critical analysis, and social interaction.
   - Learn how to select and utilize literature to develop skills based instruction and that presents content particularly appropriate with respect to students’ cultures and language.
   - Develop lesson plans that demonstrate the use of a variety of instructional strategies and are designed to meet the needs of diverse student populations.
   - Incorporate quality multicultural literature into literacy instruction.

5. Learn effective informal and formal strategies for assessing literacy development. [ACEI 4]
   - Understand the use of Curriculum Based Measures for Reading as screening and benchmarking tools within the Response to Intervention framework.
   - Recognize behavioral responses to reading
   - Analyze and record qualitative features of oral reading

6. Recognize that all learners have special needs and design literacy learning experiences for students with respect to their individual learning situations. [ACEI 1, ACEI 2.1, ACEI 3, CF 4]
   - Understand the Response to Intervention/MTSS philosophy with respect to literacy instruction and the classroom teachers’ role.
   - Recognize that English Language Learners have significant cognitive demands placed on them as they learn to listen, speak, read and write in English along with their native languages and that they should be taught in purposeful and authentic contexts.
   - Recognize and utilize research based teaching methods that are appropriate for all literacy learners, and make adjustments where appropriate for ELL learners.

7. Utilize technology in ways that facilitate the emerging roles of the learner and the educator with respect to the teachers’ knowledge base, instructional planning, and curriculum and instruction in the areas of reading/language arts. [ACEI 3.5, CF 5]

8. Integrate and apply knowledge for instruction and assessment. [ACEI 2.1, ACEI 3, ACEI 4, CF 1, CF 4]
   - Understand, apply and utilize the Illinois Learning Standards incorporating the Common Core in lesson planning.
   - Promote all students’ ability to apply language and thinking skills to many different genres, concepts, and situations.

**CIEP 359 Participation Policy:**

It is expected that teacher candidates in CIEP 359 will demonstrate high levels of professionalism and responsibility in all aspects of their work in this course. In order to complete
the course assessments and requirements in a satisfactory manner, it is important for candidates to be present and well prepared for all sessions. The following guidelines for participation will be considered in the module grades.

**Professional Attitude and Demeanor Part I**
- 2-Always prompt and regularly attend sessions.
- 1-Rarely late and regularly attend sessions (No more than 1 absence).
- 0- Often late and/or poor attendance at sessions (More than 2 absences).

**Professional Attitude and Demeanor Part II**
- 2-Always prepared for sessions with assignments and required materials.
- 1-Rarely unprepared for sessions with assignments and required materials.
- 0- Often unprepared for sessions with assignments and required materials.

**Level of Engagement in Class**
- 2-Always a willing participant. Contributes by offering ideas and asking questions in sessions, small groups and the whole class.
- 1- Often a willing participant. Contributes by offering ideas and asking questions in sessions, small groups or the whole class.
- 0- Rarely a willing participant. Rarely contributes to sessions by offering ideas or asking questions.

**Integration of Readings into Classroom Participation**
- 2- Often cite from readings; use readings to support points.
- 1- Occasionally cite from readings; sometimes use readings to support points.
- 0- Rarely cite from readings; rarely use readings to support points.

**Listening Skills**
- 2- Listen when others talk, both in groups and in sessions. Incorporate or build off of the ideas of others.
- 1- Listen when others talk, both in groups and in sessions
- 0- Rarely listen when others talk, both in groups and in sessions.

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**Grading Scale for CIEP 359:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93 - 100</td>
</tr>
<tr>
<td>A-</td>
<td>90 - 92</td>
</tr>
<tr>
<td>B+</td>
<td>87 - 89</td>
</tr>
<tr>
<td>B</td>
<td>83 - 86</td>
</tr>
<tr>
<td>B-</td>
<td>80 - 82</td>
</tr>
<tr>
<td>C+</td>
<td>77 - 79</td>
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<tr>
<td>C</td>
<td>73 - 76</td>
</tr>
<tr>
<td>C-</td>
<td>70 - 72</td>
</tr>
<tr>
<td>D</td>
<td>61 - 69</td>
</tr>
<tr>
<td>F</td>
<td>60 - 0</td>
</tr>
</tbody>
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Please note the following additional information related to this course:

- Students may not use computers, the internet, cell phones or PDAs during class unless approved by the professor based on a special need or authorized circumstances. These may be used without approval prior to class, during official breaks, or afterward. Students who do not follow these guidelines may not earn their participation points for the session.
- The course schedule listed below is an initial tentative schedule. Please consult the Sakai Website regularly for class notices, schedule updates, descriptions of assignments, and
grading rubrics. In the event of an emergency, school closing, etc., please consult the Sakai Website for general announcements.

- Students will be expected to be prepared for class and have assignments ready to hand in on the dates listed. Assignments will not be accepted via email unless specifically requested by the instructor. Assignments handed in late may be accepted, but full points will not be awarded. Quizzes must be taken on the dates and times listed unless an official absence is granted.
- Students may not re-do assignments or expect that extra credit will be accepted. As a result, it is important to attend drop in sessions or make an appointment for special help prior to the date an assignment is due, if extra assistance is needed.

### CALENDAR

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 14</td>
<td>H &amp; S 1, Fox 1</td>
<td>Getting to Know Each other interviews, Early Literacy Checklist, Observing a large group anchor lesson, Smart Board Intro, Using a rubric to complete an assessment</td>
</tr>
<tr>
<td>Jan. 21</td>
<td>H &amp; S 2 &amp; 3, Fox 3, Anchor lesson extended response essay due</td>
<td>Review of Shared Reading Anchor Lesson, Emergent Literacy video, Beginning to plan with CCSS ELA Instruction to lesson planning</td>
</tr>
<tr>
<td>Jan. 28</td>
<td>Chapters 4 &amp; 5, Fox 2 - 3</td>
<td>Video on from Texas Tier Two Instruction, Elkonin Boxes, Heggerty Phonics Awareness</td>
</tr>
<tr>
<td>Feb. 4</td>
<td>Fox 4 - 5</td>
<td>Smartboard Vortex, Phonics Bingo, Lesson planning review</td>
</tr>
<tr>
<td>Feb. 11</td>
<td>Daily Five to page 43, Lesson Plan One due</td>
<td>R-CBMs for emergent readers, Daily Five Video</td>
</tr>
<tr>
<td>Feb. 18</td>
<td>Quiz One, H &amp; S ch. 8</td>
<td>Readers’ Theater, Running Records</td>
</tr>
<tr>
<td>Feb. 25</td>
<td>Daily Five Presentations</td>
<td>Lesson Plan one returned and discussed</td>
</tr>
<tr>
<td>Mar. 4</td>
<td>Spring Break, No Class</td>
<td>No class</td>
</tr>
<tr>
<td>Mar. 11</td>
<td>Lesson Plan One Revisions Due, Academic Language, Structural Analysis</td>
<td>Intentional teaching of vocabulary</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading Comprehension</td>
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<td></td>
<td>H &amp; S ch. 14</td>
<td></td>
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<tr>
<td>12) April 1</td>
<td>Journal Talk</td>
<td></td>
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<tr>
<td>14) April 15</td>
<td>Quiz Two</td>
<td>Meaning Based Instruction and Assessment</td>
</tr>
<tr>
<td>15) April 22</td>
<td>H &amp; S Ch. 15</td>
<td>Policies and Synthesis</td>
</tr>
</tbody>
</table>

**Assignments and Points for Grading:**

**Grades will be posted on the Sakai Gradebook**

**Percentage of course grade:**

- Anchor Lesson Extended Response Essay: 10%
- Code based or meaning based activity on Smartboard Notebook: 5%
  - (to accompany one of the lesson plans)
- Two quizzes – code based and meaning based: 15% each
- Daily Five Group Presentation: 5%
- Journal Talk: 10%
- Lesson plan one – code based (formative, rough draft): 20%
- Lesson plan two - meaning based (summative) on Live Text: 20%
- Class Participation: 15%
COURSE REQUIREMENTS

Teacher Candidates should follow all professional guidelines in the TLLSC handbook. All student work should demonstrate serious effort and professionalism. All work must be individually completed. Credit must be given to original sources. All assignments including lesson plans and the essays must be typed. All assigned work must be completed and turned in on the dates listed on this syllabus.

Late work may not be accepted. If it is, based on the circumstances, points may be subtracted and grades will be reduced from all work that is handed in late without prior consent from this instructor.

Attendance will be taken at the beginning of class. Teacher Candidates not present at this time may be marked as absent. If Teacher Candidates are absent from class, they should notify the instructor by e-mail or phone. Learning Partners can share responsibility for collecting handouts or handing in materials. Teacher Candidates may demonstrate preparedness and participation, even if absent, if they notify the course instructor via email prior to the beginning of the class session and hand in materials due.

- Teacher candidates must not assume that they can redo assignments to earn higher grades once the work is completed and graded. If there are questions about an assignment, it is highly recommended that the teacher candidate make an appointment with the instructor or attend drop in sessions to receive additional assistance prior to the date the assignment is due.
- Quizzes MUST be taken on the dates and time they are scheduled, unless arrangements are made and approved in advance. In case of unique circumstances, SOE permission can be granted. Otherwise the score will be reduced by one letter grade percentage as long as the quiz is taken in a timely manner so that they may be returned to all other students as planned.
- Official midterm grades will be given on all work prior to the beginning of the clinical sessions.

Required Readings: Teacher Candidates will be responsible for all assigned readings. Readings should be completed by the dates listed. Required textbooks and materials should be brought to class each day unless students are notified otherwise.

Key Content Terms: A list of course terms will be provided to teacher candidates and available on the Blackboard website. This list is intended to help in the learning of terms and concepts significant in the teaching of literacy. These terms will also provide a framework for study and review when taking the Illinois State Certification examinations. Teacher Candidates will be responsible for learning these terms and will be tested on them.

Quizzes: There will be two quizzes given on February 19th and April 16th. This will cover material from coursework including assigned readings and in-class activities.

Class Participation: Teacher candidates will be expected to attend class and participate in class activities and discussions. Work from daily activities that are not otherwise graded will be included here. Only students who have excused absences from the Asst. Dean or for Athletic participation will be allowed to make up participation points. Punctuality, responsibility, professionalism, preparedness and contributions are considered. The rubric is posted above.

Anchor Lesson Response Essay: On day one of class, teacher candidates will watch a video of a whole class anchor lesson designed to teach students the difference between fiction and informational texts. Candidates will be asked to write a 400 word essay that identifies key elements of the lesson and connects them to their personal beliefs about teaching literacy. The rubric for this will be posted on Sakai.

Two Lesson Plans: Candidates will individually design two lesson plans, one code based and one meaning based. The first lesson plan will be a formative assessment, submitted for comments and revisions. The second lesson plan will be summative and it is expected that candidates will demonstrate their knowledge of lesson planning as well as pedagogy in the teaching of literacy. The first plan will be
submitted as a hard copy in class. The second plan will be submitted and assessed on Live Text. The rubric for this will be posted on Sakai and Live Text. Candidates will be required to use the TLLSC lesson plan template.

**Journal Talk:**
An important aim of this course is to develop your skills as a literacy professional. To support you in adopting current research-based practices and future research-based practices this assignment aims to provide a foundation for your ability to consume and evaluate research about literacy pedagogy. The goal of this assignment is to provide you with a skill set that will help you make decisions about which literacy techniques will be most effective in your own classroom. Students should choose an article from the list of articles on SAKAI that they would like to present in class. Detailed directions for how to read and present the article are posted to SAKAI. You will lead these presentations in groups of four, providing a thorough summary of the article. This summary should include the objectives of the study, a description of the technique evaluated, and evidence for why you would or would not adopt this technique in your classroom (see detailed instructions on SAKAI).

**Smartboard Activity:** Cuneo 111 is equipped with a Smartboard interactive board. Candidates will be expected to download the Smartboard notebook software key and to learn how to personally use the Smartboard and Notebook software. Candidates will be asked to design a simple activity for the Smartboard for one of the two lesson plans.

**Daily Five Group Presentation:** In small groups, teacher candidates will lead an in class simulation of the pre-teaching and scaffolding of the desirable behaviors associated with one of the areas of The Daily Five: Read to Self, Read to Someone, Listen to Reading, Work on Words, Work on Writing. Material from chapter 5 and 6 will be jigsawed and presented to the class along with a practice experience. The rubric for this will be posted on Sakai.
**ACEI Assessment #3**  
**Literacy Lesson Plan Template and Rubric**

1. Candidates will be required to use the official TLLSC literacy lesson plan template.

<table>
<thead>
<tr>
<th>Element /Standard</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
</table>
| **Content Knowledge:**  
**Standard 1.0 Development**  
**Learning Motivation**—Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation. | Teacher candidate’s plan demonstrates a thorough understanding of the developmental, learning and motivational elements of this age student. Standards, objectives, strategies, assessment and attention to individual needs are well represented throughout the plan. Candidate considers and respects diverse language, learning and cultural needs. [Plan provides specific statements, questions and strategies that are developmentally appropriate for the grade and learning level addressed.] | Teacher candidate’s plan demonstrates recognition of the developmental, learning and motivational elements of this age student. Standards, objectives, strategies, assessment and attention to individual needs are represented throughout the plan. Candidate considers and respects diverse language, learning and cultural needs. [Plan provides specific developmentally appropriate details throughout.] | Teacher candidate’s plan does not demonstrate recognition of the developmental, learning and motivational elements of this age student. Standards, objectives, strategies, assessment and attention to individual needs are inappropriate or missing from the plan. Evidence that the candidate considered diverse language, learning and cultural needs of students is missing. [Plan requires additional specific details that make it clear how this lesson will be taught to the identified grade and reading level.] |

| **Content Knowledge:**  
**Curriculum**  
**Standard 2.1 Reading, Writing, and Oral Language**—Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills | Literacy lesson plan thoroughly addresses diverse learners’ individual developmental, linguistic, learning and interest needs in the areas of reading, writing, listening, speaking and viewing. A variety of evidence based strategies are used appropriately to teach students to decode, comprehend, respond to and enjoy written texts in a balanced approach that addresses both word and text level skills. Critical responses to text are encouraged and | Literacy lesson plan addresses instructional considerations for teaching reading, writing, listening, speaking and viewing by attending to individual learner’s developmental, linguistic, learning and interest needs. Evidence based strategies are used purposefully to engage students and to allow them to respond to text in a balanced approach that includes critical and creative responses. [Plan provides details for before, during and after | Literacy lesson plan fails to consistently provide adequate standards/objectives and instructionally aligned details needed to teach reading, writing, listening, speaking or viewing or to effectively address the needs of individual and diverse learners. Evidence based strategies may not be appropriately or purposefully used in order to engage |
and to help students successfully apply their developing skills to many different situations, materials, and ideas;

supported. [Plan provides specific steps and details for before, during and after reading/writing to guide students in their literacy learning based on the identified curriculum standards and objectives.]

reading/writing and it is aligned with the curriculum standards and objectives.

learners or to help them develop both word and text level skills. [Additional specific details may be needed in some or all of the before, during or after reading/writing instructional elements.]

| Standards | Teacher candidate has identified highly appropriate CCSS ELA standards and has used this effectively to build a purposeful lesson that incorporates knowledge of learning theory and subject matter. These components are represented clearly in all parts of the lesson plan and in the instruction. [Candidates identify three or fewer standards and align them clearly with objectives, assessment and procedure.] | Teacher candidate has identified appropriate CCSS ELA standards and has used the standards to build a lesson that incorporates knowledge of learning theory and subject matter. These components are represented in all parts of the lesson plan and in the instruction. [Candidates identify three or fewer standards and align them with objectives, assessment and procedure.] | Teacher candidate has failed to identify appropriate CCSS ELA standards and has created a lesson plan that is not focused; it lacks evidence of knowledge of learning theory and subject matter. [Candidates struggle to identify three or fewer standards and align them with objectives, assessment and procedure.] |
| Objectives | Teacher candidate has written measurable objectives specifically aligned with the standards and plan for assessment. These are written in appropriate format with the action verb, conditions and criteria. Appropriate domains are presented. [Objectives are written properly using appropriate words and are specifically and clearly aligned with standards.] | Teacher candidate has written measurable objectives generally aligned with the standards and plan for assessment. These are written in appropriate format with the action verb, conditions and criteria. Appropriate domains are presented. [Objectives are written properly using appropriate words and are aligned with standards.] | Teacher candidate has failed to provide measurable objectives and has not aligned objectives with the standards and plan for assessment. Objectives are not written in appropriate format with the action verb, conditions and criteria. Appropriate domains are missing. [Objectives may be too few or too many and are not specifically and aligned with standards and assessment.] |
| Assessment | Teacher candidate has developed a coherent and cohesive plan for assessing the outcomes of the lesson and has provided the results or data from the lesson if possible or appropriate. Formative or summative assessment data is considered in the analysis of instructional procedures and is used to determine future plans for instruction. [Candidate includes a simple rubric for assessing student learning.] | Teacher candidate has developed a plan for assessing the outcomes of the lesson. Formative or summative assessment data is considered in the analysis of instructional procedures and is used to determine future plans for instruction. [Candidate includes a simple rubric for assessing student learning.] | Teacher candidate has not developed a plan for assessing the outcomes of the lesson. Formative or summative assessment data is missing or is not considered in the analysis of instructional procedures and is not used to determine future plans for instruction.
<table>
<thead>
<tr>
<th>continuous intellectual, social, emotional, and physical development of each elementary student.</th>
<th>plans for instruction. [Candidate includes a simple, yet specific rubric for assessing student performance that is aligned with standards/objectives.]</th>
<th>performance that is linked to standards/objectives.]</th>
<th>plans for instruction. [A rubric that clearly demonstrates how the standards/objectives are met needs to be provided.]</th>
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<td><strong>Materials</strong></td>
<td>Teacher candidate identifies, develops and utilizes a variety of curricular materials and text genres appropriate for developmental, motivational, and diverse learning needs that support the curriculum and teaching of the standards. [Complete list and examples are provided, where appropriate.]</td>
<td>Teacher candidate identifies, develops and utilizes curricular materials and text genres appropriate for developmental, motivational, and diverse learning needs that support the curriculum and teaching of the standards. [Complete list is provided.]</td>
<td>Teacher candidate fails to identify, develop and use curricular materials and text genres appropriate for developmental, motivational, and diverse learning needs that support the curriculum and teaching of the standards. [Complete list needs to be provided.]</td>
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<td><strong>Procedure—</strong> <strong>Standard 3.2 Adaptation to diverse students</strong>—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.</td>
<td>Lesson details demonstrate a thorough understanding of the developmental level and skills, strengths and weaknesses of the individual students to whom this lesson will be taught. Specific, creative and targeted strategies and approaches are clearly presented that respond directly to the needs of diverse students. [Specific elements designed to differentiate the instruction are described in order to meet the needs of each individual learner.]</td>
<td>Lesson details demonstrate an understanding of the developmental level and skills, strengths and weaknesses of the individual students to whom this lesson will be taught. Strategies and approaches are presented that respond directly to the needs of diverse students. [Elements designed to differentiate the instruction are described in order to meet the needs of each individual learner.]</td>
<td>Lesson details fail to demonstrate an understanding of the developmental level and skills, strengths and weaknesses of the individual students to whom this lesson will be taught. Strategies and approaches are generic and fail to respond directly to the needs of diverse students. [Effective use of differentiation for instruction is not specified.]</td>
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<td><strong>Standard 3.3 Development of critical thinking, problem solving, performance skills</strong>—Candidates understand and use a variety of teaching strategies that encourage elementary students’ development of critical thinking, problem solving, and performance skills.</td>
<td>Lesson details provide specific activities and evidence based practices for engaging students and encouraging individual responses to instruction that include critical thinking, problem solving and performance skills. [Lesson plan provides detailed steps listed in bullet points or numbered steps that could be followed by someone else teaching this lesson.]</td>
<td>Lesson details provide activities and evidence based practices for engaging students and encouraging individual responses to instruction that include critical thinking, problem solving and performance skills. [Lesson plan provides helpful steps listed in bullet points or numbered steps that could be followed by someone else teaching this lesson.]</td>
<td>Lesson details lack activities and evidence based practices for engaging students and encouraging individual responses to instruction that include critical thinking, problem solving and performance skills. [Lesson plan tends to be generic and would be difficult for someone else to teach with this limited guidance.]</td>
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<td><strong>Standard 3.4 Active engagement</strong></td>
<td>Details include varied evidence based</td>
<td>Details include evidence based</td>
<td>Details do not include evidence</td>
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<td><strong>In Learning</strong>—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments.</td>
<td>strategies, approaches, materials, resources and technology designed to effectively engage students in the lesson. Management strategies are employed to motivate, guide, and support students to become independent learners. Candidate demonstrates recognition of cultural and gender differences and responds accordingly. [Specific evidence based strategies are intentionally and effectively utilized in this lesson.]</td>
<td>strategies, approaches, materials, resources and technology designed to engage students in the lesson. Management strategies are employed to motivate, guide, and support students to become independent learners. Candidate demonstrates recognition of cultural and gender differences and responds accordingly. [Specific evidence based strategy is utilized in this lesson.]</td>
<td>strategies, approaches, materials, resources and technology designed to engage students in the lesson. Management strategies to motivate, guide, and support students to become independent learners are missing. [It is not clear how or where a specific evidence based strategy is intentionally utilized in this lesson.]</td>
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<td><strong>Communication Skills Standard 3.5 Communication to foster collaboration</strong>—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.</td>
<td>Teacher candidate models effective use of English in written and spoken discourse and encourages a variety of opportunities for supportive, collaborative and interactive communication among students. Media communication is used to effectively support active learning. Instructional practices promote active and creative thinking and problem solving. [Candidate makes an attempt to teach in an interesting and engaging manner.]</td>
<td>Teacher candidate models appropriate use of English in written and spoken discourse and encourages opportunities for supportive, collaborative and interactive communication among students. Media communication is included when appropriate. Instructional practices promote active and creative thinking and problem solving. [Candidate provides an insightful and thoughtful statement about what is believed to be a strength of this plan and what might need to be adapted as it is taught, or taught as a follow up lesson.]</td>
<td>Teacher candidate does not use appropriate language skills in written and spoken discourse. No effort to include media communication is present. There is a lack of evidence that the candidate would encourage opportunities for supportive, collaborative and interactive communication among students.</td>
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<td><strong>Reflection Standard 5.1 Professional growth, reflection and evaluation</strong>—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on student, families and other professionals in the learning community and actively seek out opportunities to grow professionally.</td>
<td>Teacher candidate provides a thoughtful and perceptive analysis of the lesson in specific and detailed terms. Suggestions are provided for future lessons and data from the assessment is considered. Support or connections to this from research is provided. Candidate may suggest a plan for professional development or collaboration with other professionals. [Candidate provides an insightful and thoughtful statement about what is believed to be a strength of this plan and what might need to be adapted as it is taught, or taught as a follow up lesson.]</td>
<td>Teacher candidate provides a thoughtful analysis of the lesson. Suggestions are provided for future lessons and data from the assessment is considered. Support or connections to this from research is provided. Candidate may suggest a plan for professional development or collaboration with other professionals. [Candidate provides an appropriate statement about what is believed to be a strength of this plan and what might need to be adapted as it is taught.]</td>
<td>Teacher candidate provides a cursory analysis of the lesson. While suggestions are provided for future lessons, the data and research support for the suggestions is missing. [Candidate needs to think about this plan regarding ways that it might need to be adapted when taught or could be taught as a follow up lesson.]</td>
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<td><strong>Overall Grade</strong></td>
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