

## CIEP 421: Reading/Literacy Instruction in the Elementary School Spring 2011

### *Course Description:*

This course will focus on the theoretical and practical applications associated with teaching reading in the elementary school. Emphasis will be on research-based teaching strategies that are effective in developing the literacy abilities of elementary school students within a literate classroom environment. The interrelationship between reading and writing will be emphasized. Teacher candidates will learn instructional approaches to assist ALL elementary school students to develop within literate environments. The development of teachers who realize the value of professional journals, organizations, and conferences will be encouraged.

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### *School of Education Conceptual Framework:*

The conceptual framework of the School of Education can be summarized as “*professionalism in service of social justice*.” As you prepare for a career in teaching, your professional development will focus on how to become actively engaged in working with others and working for others. The pillars of the conceptual framework are knowledge, skills, ethics, and service. In this course reading, writing, speaking, and listening are identified as the components that define a literate individual and your participation in this course will provide the groundwork for the development of your knowledge and skills as a literacy teacher. As a teacher of literacy, you will assist in your future students’ development as literate individuals. Universal literacy is critical to the development and nurturing of a just society. As literacy educators, we advance the work of social justice for all learners.

This course addresses the following School of Education Conceptual Framework Standard:

*CF1: Candidates demonstrate an understanding of a current body of literature and are able to critically evaluate new practices and research in their field.*

### *Diversity*

Issues of diversity are addressed throughout this course through children’s literature, instructional methodology, and technology. Adaptations that are necessary to assist all learners to become literate are included in the research-based strategies presented in this course.

### *Technology*

Teacher candidates in this course will be expected to use the Internet to support their learning of literacy topics. Each chapter in the primary text presents several websites where additional information can be found. Those enrolled in this course are expected to access the sites and

become knowledgeable about the contents of these websites. The myeducationlab provides case study videos which will support the readings in each chapter.

### ***Special Circumstances***

Candidates who have any special needs or who may require considerations or modifications for any reason must contact the instructor personally during the first two weeks of the semester so that these issues may be addressed.

### **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](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](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/>

### **Harassment (Bias Reporting)**

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: <http://webapps.luc.edu/biasreporting/>

### *Course Objectives:*

1. Teacher candidates will develop an awareness of the importance of teaching reading and writing in the elementary school classroom as a natural component of learning. (ACEI Standard 1 and Standard 2.1)
2. Teacher candidates will develop a knowledge base of current reading/writing/thinking theory as it applies to the teaching of reading and the development of literate learning communities. Candidates will review current literacy research and research-based teaching strategies. (ACEI Standard 2.1 and Standard 3.4)
3. Teacher candidates will gain confidence in their ability to teach reading/writing to all students in the elementary school classroom and to choose research-based reading/writing teaching strategies that will be most effective with children who represent a variety of cultures, home backgrounds, learning styles, and motivation. (ACEI Standard 3.1 and 3.2)
4. Teacher candidates will learn how assessments of literacy skills will be used in making decisions regarding literacy instruction and how Response to Intervention components will be employed in future classrooms. (ACEI Standard 3.1 and 4.0)
5. Teacher candidates will discover resources available in the library, school, community, and the world of technology to assist teachers to improve the quality of reading instruction. (ACEI Standard 5.1)
6. Teacher candidates will value the importance of professional growth as they become aware of professional organizations, journals, and conferences. (ACEI Standard 5.1)

### ACEI Standards

The following ACEI standards are linked to the above course objectives.

**1. Development and learning**—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 and acquisition of knowledge.

**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, and to help students successfully apply their developing skills to many different situations, materials, and ideas.

**3.1 Integrating and applying knowledge for instruction**—Candidates plan and implement instruction based on knowledge of students, learning theory, connection across the curriculum, curricular goals, and community.

**3.2 Adaptation to diverse students**—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.

**3.4 Active engagement in learning**—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.

**4.0 Assessment for instruction**—Candidates know, understand and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional and physical development of each elementary student.

**5.1 Professional growth, reflection and evaluation**—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 students, families, and other professionals in the learning community and actively seek out opportunities to grow professionally.

This course includes two **ACEI/NCATE** Core Assessment requirements:

**#2: *Assessment of content knowledge in elementary education***; this will be met by the course grade.

**#3 *Assessment of candidate ability to plan instruction***) which will be met in the Lesson Plan requirement which must be submitted in Live-Text. Additional information will be given when assignment is due.

**REQUIRED TEXT:**

Tompkins, Gail E. *Literacy for the 21<sup>st</sup> Century, 5th edition*. Upper Saddle, New Jersey: Merrill/Prentice Hall, 2010. (Be sure to purchase the **myeducationlab** component.)

**RECOMMENDED TEXT:**

Boushey, Gail and Moser, Joan. *The Daily 5: Fostering Literacy Independence in the Elementary Grades*. Portland, ME: Stenhouse Publishers, 2007.

Dow, Roger S. and Baer, G. Thomas. *Self-Paced Phonics: A Text for Educators, 4<sup>th</sup> edition*. Upper Saddle, New Jersey: Merrill/Prentice Hall, 2007.

**Course Requirements:**

Class Participation/Literacy Sharing .....	15%
Reading Game or Literacy Center.....	20%
Literature Focus Unit .....	25%

Literacy Lesson Plan .....	5%
Phonics Proficiency Demonstration .....	15%
Final Paper/Project.....	20%

**Description of Course Requirements:**

**Class Participation/Literacy Sharing:** As a literate community, we model the literate environment which is anticipated/expected in your future classroom. To encourage this literate environment, teacher candidates are expected to share literacy experiences. There are two components to this requirement:

**Class participation:**

All teacher candidates who are enrolled in CIEP 421 are expected to attend class, and to share literacy experiences and relevant knowledge with course participants. The learning experiences in class and the learning community that develops during the class periods cannot be replaced or “made up.” Your active involvement in this course is essential in helping you to reach your goals as a future elementary school classroom teacher. Class attendance therefore is NOT optional.

**Literacy Sharing:**

- 1) Share a picture book or chapter book in class in a 5-minute presentation.
- 2) Create a handout or a response activity or a collector’s item. A sign-up calendar for these activities will be circulated at the first class session.

**Due Date:** *As determined by calendar sign-up*

**Reading Game or Literacy Center:** Each teacher candidate will have the choice of creating either an original reading game that teaches or reinforces reading abilities or a literacy center that focuses on phonemic awareness, phonics, vocabulary, fluency, or comprehension abilities. The instructor will provide additional instructions.

**Due Date:** *March 14, 2011*

**Literature Focus Unit:** Effective teachers of reading/writing plan literature focus units to organize for literacy instruction. For this assignment, teacher candidates will choose a recently published picture book, chapter book, children’s author, or a genre as the basis for the literature focus unit. Appropriate research-based teaching strategies and classroom activities for each of the five stages of the reading process must be included in this plan. Additional information about the literature focus unit assignment will be provided by the instructor.

**Due Date:** *April 11, 2011*

**Literacy Lesson Plan:** Each teacher candidate will create a lesson plan that may be used to teach a reading/literacy strategy or skill. This lesson plan will be included in the Literature

Focus Unit. As you plan this lesson, be sure to consider what the students will be able to do as a result of this lesson and how this lesson will assist them to learn. Keep in mind the “Big Picture” and how this lesson will contribute to the literacy abilities of the students. This assignment meets the **ACEI/NCATE** Core Assessment requirement (**#3 Assessment of candidate ability to plan instruction**). This lesson plan must be submitted in Live-Text. Additional information about this assignment will be provided by the instructor.

**Due Date: April 11, 2011**

**Phonics Proficiency Demonstration:** Teacher candidates will successfully complete an assessment of phonics skills and application to classroom instruction.

**Due Date: February 21, 2011**

**Literacy Final Paper/Project:** Each teacher candidate may choose from several alternative projects or a final paper that requires a written response to a typical job interview question related to literacy instruction. Additional instructions for this final paper/project will be provided by the instructor.

**Due Date: May 2, 2011**

### **Grading Scale:**

All teacher candidates who are enrolled in CIEP 421 are expected to attend class, to share clinical experiences and relevant knowledge with course participants, and complete/submit assignments on the identified due dates. Assignment of final grade is based upon the completion of course requirements, which are weighted as stated on the preceding page. The following grading scale will be used in assigning a final grade:

93-100 .....	A
90-92 .....	A-
87-89 .....	B+
82-86 .....	B
80-81 .....	B-
77-79 .....	C+
73-76 .....	C
70-72 .....	C-

### **Clinical Experiences**

The candidates who are enrolled in CIEP 421 are students in the M.Ed. Elementary Education program (both full-time and part-time) and the M.Ed. Special Education programs. Those who are in the full-time one year internship program complete the clinical requirements during the Fall semester of the one-year internship. Those who are in the part-time M.Ed. Elementary Education and M.Ed. Special Education program are required to complete 15 clinical experience hours during the term of their enrollment. Clinical placements will be made through the Office of Clinical Experiences (Ms. Lisa Vogt) and the instructor for this course. Those who are

required to complete 15 clinical experience hours will submit a reflection paper that focuses on the literacy lessons observed. The instructor will provide additional instructions on an individual basis.

**Calendar:**

<b>January 24, 2011</b>	Creating a Literate Environment Becoming an Effective Teacher of Reading <b>Read: Chapter 1</b>
<b>January 31, 2011</b>	Reading/Writing Processes <b>Read: Chapter 2</b>
<b>February 7, 2011</b>	Emergent Literacy <b>Read: Chapter 4</b>
<b>February 14, 2011</b>	The Alphabetic Code/Phonemic Awareness and Phonics Instruction <b>Read: Chapter 5</b>
<b>February 21, 2011</b>	Fluency <b>Read: Chapter 6</b>
<b>February 28, 2011</b>	Vocabulary Instruction <b>Read: Chapter 7</b>
<b>March 7, 2011</b>	Mid-Semester Break (no class)
<b>March 14, 2011</b>	Comprehension Instruction—Readers Factors <b>Read: Chapter 8</b>
<b>March 21, 2011</b>	Literature Focus Unit <b>Read: Chapter 10</b>
<b>March 28, 2011</b>	Comprehension Instruction—Text Related Factors <b>Read: Chapter 9</b>
<b>April 4, 2011</b>	Basal Readers/ Reading and Writing Workshop <b>Read: Chapter 10</b>
<b>April 11, 2011</b>	Literature Circles <b>Read: Chapter 10</b>
<b>April 18, 2011</b>	Assessing Literacy Development <b>Read: Chapter 3</b> Response to Intervention (RtI) <b>Read: Assigned Readings</b>
<b>April 25, 2011</b>	Differentiating Instruction <b>Read: Chapter 11</b>
<b>May 2, 2011</b>	Final Paper/Project Due (must be submitted via email by 6:45 p.m.)

**ASSIGNMENT: Reading/Literacy Centers**

“Literacy centers contain meaningful, purposeful literacy activities that students can work at in small groups.” (Tompkins) If you choose this option, you will have a head start on the Literacy Centers you would want to have to excite, challenge, and assist your students to gain literacy skills. There are many possible literacy center formats. Consult Page 369-371 in our text for more information about literacy centers at every grade level.

To complete this assignment, please submit the following components:

**PART I: Written assignment**

Name of Literacy Center

Grade Level or Reading Level of students who would benefit from this activity

Purpose of the Literacy Center (practice of specific literacy abilities)

Materials needed for this Literacy Center

Provide some options for the students who use this Literacy Center so that they can be assigned to this center more than once or so that they can choose this center more than once.

Directions for students to read and follow at this Literacy Center

How will this Literacy Center support independent student use? How will this Literacy Center challenge and reinforce literacy skills?

**PART II. THE LITERACY CENTER**

Most importantly, construct the packet that will be placed in this Literacy Center.

Be sure to assemble all pieces for the Literacy Center in a large envelope or self-sealing plastic bag.

Include all the materials your students will need to work at this Literacy Center; this includes books or other reading materials as well as the writing and/or other response activities.

Materials should be sturdy so that they can be reused by children. Laminate or cover with clear contact paper.

Keep in mind that attractive presentation encourages children to use the Literacy Center materials.

The Literacy Center will be evaluated using the rubric on the next page. All components have a point value as indicated in the rubric.

**DUE DATE: March 14, 2011**

**READING/LITERACY CENTER RUBRIC**  
**Spring 2011**

	<b>TARGET</b>	<b>ACCEPTABLE</b>	<b>UNACCEPTABLE</b>
<b>Literacy Center Title</b>  (5 points)	<b>Creative title that reflects purpose of center; motivational for children</b>  (5 points)	<b>Appropriate title for Literacy Center</b>  (3 points)	<b>Title does not reflect purpose of center or no title is provided; does not motivate children</b>  (1 –2 points)
<b>Age or grade level that may use the center</b> (2 points)		<b>Age or grade level is indicated</b>  (2 points)	<b>Age or grade level is not indicated</b>  (0 points)
<b>Purpose of Literacy Center</b>  (10 points)		<b>Purpose is appropriate to literacy instruction; it is clearly indicated in report</b>  (6-10 points)	<b>Purpose is not stated or is not clear</b>  (0-5 points)
<b>Materials</b>  (6 points)		<b>All materials are listed in report.</b> (6 points)	<b>Materials list is incomplete.</b> (0-5 points)
<b>Directions</b>  (20 points)	<b>A. Directions are clear, concise, and easy to follow</b>  (19-20 points)	<b>A. Directions are somewhat clear, concise, and easy to follow</b>  (16-18 points)	<b>A. Directions are confusing and difficult to follow</b>  (less than 15)
<b>Options</b>  (10 points)	<b>Several options are listed so that students can use center more than once</b>  (9-10 points)	<b>One or two options are listed so that students have some choice and can return to center</b>  (7-8 points)	<b>No options are listed and no additional opportunities to use the center are provided</b>  (0 points)
<b>Literacy Center</b>  (40 points)	<b>Materials are sturdy; pieces are easy to handle; attractive in appearance and construction; bag for components</b>  (35-40 points)	<b>Materials are sturdy; pieces are easy to handle; neatly constructed; bag for components</b>  (30-34 points)	<b>Materials are not sturdy; difficult for children to handle; poorly constructed; no box or bag for components</b>  (less than 30)
<b>Appropriateness</b>  (7 points)	<b>Center supports independent use as well as challenge and reinforcement of literacy skills</b>  (6-7 points)	<b>Center supports reinforcement of literacy skills</b>  (5 points)	<b>Center does not support reinforcement of literacy skills or independent use</b>  (less than 5 points)

### **Assignment: Literature Focus Unit**

Create a Literature Focus Unit featuring a recently published picture book, or a chapter book, or a genre as the basis for your Literature Focus Unit. **The central focus book you choose must have been published during the period from 2004 to 2011.** The books you choose for the text set do not have this particular requirement.

Be sure to consult our textbook, Literacy for the 21<sup>st</sup> Century, 5<sup>th</sup> edition by Gail Tompkins for further instructions about creating a Literature Focus Unit. Please refer to pages 330-335.

Your typewritten (word processed) paper must include the following:

- 1. Literature Choice:** Present a brief rationale for the book (or genre) you have chosen as the central focus. Be sure to include the **grade level** at which you think this literature focus unit would be most appropriate. Include a **text set bibliography** (5-10 books) that can be used during the unit as well as any supplementary materials (video/DVD/websites) that would support the unit.
- 2. Goals:** What goals do you have for this literature focus unit? What do you hope your students will learn as a result of this unit? Identify the Common Core Standards that will guide this unit and **be sure to link the Common Core Standards to your unit goals.**
- 3. Unit Plan:** Develop a unit plan that addresses each stage of the reading process. Consult pages 42-49 in our text to guide you in this section. You should clearly identify and elaborate on what you plan to do with the students in the prereading, reading, responding, exploring, and applying stages. **One lesson plan that teaches a reading strategy or reading skill (see page 50) must be included in your unit. This lesson plan must be submitted on Live-Text.** You may describe and schedule additional mini-lessons in your unit, but only one lesson plan must be submitted on Live-Text.
- 4. Grouping Patterns:** Identify the grouping patterns you will use in this unit.
- 5. Time Schedule:** Create a calendar (minimum: 2 weeks; maximum: 3 weeks) that depicts your plans for each day of the unit. Refer to text: page 334.

**Evaluation:** Present the plan you will use to determine how well your students have completed the activities in this unit and how you will evaluate their progress. **A requirement of this section is an assignment checklist** that you can use with the students (one that they might use to determine the completion of the assigned activities.) An **optional** activity you may choose to include is the rubric you would use to evaluate the students' progress during this unit.

LITERATURE FOCUS UNIT RUBRIC

	TARGET	ACCEPTABLE	UNACCEPTABLE
<b>Literature Choice</b>  Rationale  Grade Level  Text Set	Literature is appropriate for grade level; rationale is clear and well articulated; text set bibliography includes books and supplementary materials. <b>20 pts.</b>	Literature is appropriate for grade level; rationale is clear; text set bibliography compliments lit choice  <b>18-19 pts.</b>	Literature is not appropriate for grade level; rationale is weak; no grade level is indicated and no text set is provided  <b>0-17 pts.</b>
<b>Goals/Standards</b>	Goals clearly indicate what learners will do and are appropriate to literacy instruction; Illinois Common Core goals are linked to unit goals. <b>10 pts.</b>	Goals clearly indicate what learners will do and are appropriate to literacy instruction; Illinois Common Core goals are linked to unit goals. <b>10 pts.</b>	Goals do not reflect learners needs and are not appropriate to literacy instruction  <b>0-9 pts.</b>
<b>Unit Plan</b>  Prereading  Reading  Responding  Exploring  Applying	Each component of the reading process is addressed with appropriate activities and examples; more than one lesson plan is provided <b>30 pts.</b>	Each component of the reading process is addressed with one activity and some examples; one lesson plan is provided  <b>26-29 pts.</b>	Each component is not addressed or activities for some components are not literacy focused; no lesson plan is provided <b>0-25 pts</b>
<b>Grouping Patterns</b>	Unit plan includes all appropriate grouping patterns. <b>5 pts.</b>	Unit plan includes all appropriate grouping patterns <b>5 pts.</b>	Grouping patterns are not addressed <b>0-4 pts.</b>
<b>Time Schedule</b>	A 2-week time schedule for 2 hours each day is presented in a grid that clearly indicates what teacher/students will do each day <b>20 pts.</b>	A 2-week time schedule for 2 hours each day is presented in a grid that indicates what is planned for each day  <b>15-19 pts.</b>	Schedule is not presented in a grid; daily activities are vague  <b>0-14 pts.</b>
<b>Evaluation</b>  1. Assignment Checklist  2. Rubric	Brief narrative explains evaluation plan; checklist is visually attractive. A rubric clearly identifies areas to be evaluated  <b>15 pts.</b>	Brief narrative explains evaluation plan; assignment checklist with listing of assignments to be completed by students is included <b>12-14 pts</b>	No checklist or rubric are included or the quality of the work is poor  <b>0-11 pts.</b>

LITERACY LESSON PLAN RUBRIC (AVAILABLE IN LIVETEXT)

	<b>Target</b> (3 pts)	<b>Acceptable</b> (2 pts)	<b>Unacceptable</b> (1 pt)
<b>Introduction</b>	Targeted performance is evidenced by a clear and concise description of the purpose and context for this lesson.	Acceptable performance is evidenced by the inclusion of a statement telling the purpose and context for this lesson.	Unacceptable performance is evidenced by failure to include a clear or purposeful introduction to the lesson.
<b>Content Knowledge</b> ACEI.1 ACEI.2.b ACEI.3.a IL-LUC-CF.1	Targeted performance is evidenced by demonstrated effective use of research based instructional strategies in reading, writing, speaking, listening.	Acceptable performance is evidenced by inclusion of instructional strategies for reading, writing, speaking listening.	Unacceptable performance is evidenced by failure to plan to teach instructional strategies for reading, writing, speaking, listening.
<b>Standards</b> ACEI.2.b ACEI.3.a	Targeted performance is evidenced by appropriate standards linked instructionally to lesson objectives.	Acceptable performance is evidenced by appropriate standards identified.	Unacceptable performance is evidenced by not identifying standards or by standards that are too broad or too difficult for the developmental level.
<b>Objectives</b>	Targeted performance is evidenced by three or four objectives that are written in correct format, are appropriate for this lesson, and are linked to the instructional procedure.	Acceptable performance is evidenced by objectives that demonstrate the instructor's basic intent for the student outcome.	Unacceptable performance is evidenced by objectives that are poorly written or not included. They may not be supported by the procedure as it is described.
<b>Resources and Materials</b> ACEI.1 ACEI.2.b	Targeted performance is evidenced by developmentally appropriate age and interest level materials that have been effectively utilized for the lesson. They are	Acceptable performance is evidenced by the materials working adequately to teach the objectives. Basic information	Unacceptable performance is evidenced by the choice of material that is questionable for the age and/or reading level of the students. Little effort was placed

	<b>Target</b> (3 pts)	<b>Acceptable</b> (2 pts)	<b>Unacceptable</b> (1 pt)
	creative and interesting. Complete information is provided about them.	about the materials is provided.	into selecting or developing appropriate materials.
<b>Motivation</b>	Targeted performance is evidenced by a complete and appropriate statement that encourages students to become involved in the lesson.	Acceptable performance is evidenced by a statement that may encourage students to become involved in the lesson.	Unacceptable performance is evidenced by the absence of a statement that encourages students to become involved in the lesson.
<b>Lesson Sequence</b> ACEI.3.b ACEI.3.c ACEI.3.d ACEI.3.e	Targeted performance is evidenced by the use of multiple instructional strategies. Complete instructional details are presented in a before, during, and after reading format. Strategies are focused, sequential, and engaging.	Acceptable performance is evidenced by the attempt to use multiple instructional strategies. Some details are presented in a before, during, and after reading format.	Unacceptable performance is evidenced by failure to utilize multiple instructional strategies. The instructional directions are vague or incomplete. It would be difficult for anyone else to teach from these instructional guidelines.
<b>Evaluation</b> ACEI.4	Targeted performance is evidenced by specific criteria identified to determine the effectiveness of the lesson. Evaluation criteria are linked to the lesson objectives.	Acceptable performance is evidenced by some criteria to determine the effectiveness of the lesson. Some criteria are linked to lesson objectives.	Unacceptable performance is evidenced by a lack of appropriate criteria to determine the effectiveness of the lesson. No effort is made to link criteria to lesson objectives.
<b>Overall Performance</b>			