

LOYOLA UNIVERSITY OF CHICAGO
SCHOOL OF EDUCATION
TLSC: **423 Foundations of Literacy Instruction (2 credits)**
Section 001: Mondays 4:15 – 6:45 p.m.
Mundelein 308

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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 graduate foundations course is to provide pre-service graduate level teacher candidates with a solid foundation for effective literacy instruction in elementary and middle grade classrooms. Special emphasis will be placed on the major five elements of reading: phonemic awareness, phonics, vocabulary, fluency, and comprehension. This course will review research-based teaching strategies, instructional materials as well as methods and assessments for efficacious literacy instruction. Rigorous learning objectives, informed instructional decisions and culturally responsive literacy practices will be highlighted. Course materials will also address recent policies and standards impacting classroom teachers. The primary focus of course content will be on core (tier 1) classroom instruction with discussions of differentiated instruction and frameworks for responsive instruction also addressed. A central aim of this course is to help pre-service candidates develop skills to support the literacy instruction of diverse learners from different linguistic, culturally and academic backgrounds.

REQUIRED TEXTS*:

- 1) Boushey, Gail and Joan Mosher. (2006). *The Daily Five*. Portland, ME: Stenhouse.
ISBN: 1-57110-429-1
- 2) Fox, Barbara, J. (2012) *Word Identification Strategies: Building phonics into a classroom reading program, 5th edition*. Allyn & Bacon: Boston, MA. EU 3 S1
- 3) Hougen, Martha C., and Susan Smartt. (2012). *Fundamentals of Literacy Instruction & Assessment, PK–6*. Baltimore: Paul H. Brookes Publishing Co.

*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

Candidates are required to have a LiveText account in order to complete course, benchmark and CF assessments, as well as receive feedback on disposition growth.

More information about LiveText can be learned though the following link

<http://www.luc.edu/education/admission/tuition/course-management-fee/>.

LOYOLA UNIVERSITY CHICAGO OFFICIAL POLICIES:

University Policies and Information

Syllabus Addendum Link

www.luc.edu/education/syllabus-addendum/

This is a link to university policies and information that includes the following:

Academic Honest, Accessibility, Conceptual Framework, EthicsLine Reporting Hotline, & Electronic Communication Policies and Guidelines.

Conceptual Framework

Teacher candidates in TLSC 423 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 TLSC 423 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 TLSC 423 will be expected to demonstrate evidence of professional technology skills. Teacher candidates will 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 TLSC 423 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 their clinical school site.

Dispositions

All students are assessed on one or more dispositional areas of growth across our programs: Professionalism, Fairness, and the Belief that All Students Can Learn. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

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.

Candidates in all courses will be assessed on the following deposition as well:

D17: Demonstrating professionalism through personal responsibility and accountability related to attendance, participation and communication.

			Acceptable	Target	
		Candidates repeatedly report to class or field sites late, or fail to make up absences, are dressed unprofessionally, or are repeatedly unprepared for class activities; do not respond to faculty communication concerning issues of attendance, participation or assignments within 48 hours, and/or use inappropriate tone, word choice and etiquette when interacting with faculty, co-teachers, peers, or students	Candidates report to class or field sites on time, are dressed in professional attire, and are prepared for the activities of the course as described in the syllabus; initiate communication with faculty and others directly impacted when an issue of attendance, participation or assignments arises, accept constructive feedback and initiate changes to improve performance; use appropriate tone, word choice, and etiquette when interacting with faculty, co-teachers, peers, and students	Candidates report to class or field sites early, are dressed in professional attire, and are prepared for course activities; proactively communicate to faculty and others directly impacted about potential issues of attendance, participation or assignments, and provide solutions to address the issue or attempt to resolve the issue independently; use appropriate tone, word choice, and etiquette when interacting with faculty, co-teachers, peers, and students	

IDEA Course Evaluation Objectives

Course evaluations for this course will be completed online beginning this semester. The goals of TLSC 423 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

You can access the student login for IDEA Campus labs via the following URL to complete course evaluations: <http://luc.edu/idea/>

COURSE OUTCOMES:

In combined experiences from course readings, demonstrations, modeling, mini- lessons, and discussions, by the end of the semester, teacher candidates enrolled in TLSC 423 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)

EU 3 S1 Consult academic texts or journals to read current research on designing instruction

EU 3 S4 Write objectives that identify the learner, the skill, the context, and the criterion for performance.

EU8 S3 Develop literacy instruction and assessment that reflect an understanding of developmental, cultural, and linguistic diversity.

EU8 S5 Identify, select or adapt high quality and culturally responsive reading materials and scaffold reading to enable students to comprehend challenging text.

EU8 S8 Design curriculum and instruction that provides opportunities for oral language development and the use of newly acquired vocabulary in reading and writing activities. EU8 S10 Design curriculum and

instruction that guides students to write informative/explanatory texts that analyze complex ideas; to write narratives that present real or imagined events that utilize effective technique, well-chosen details, well-structured event sequences, and standard conventions. (6P)

TLSC 423 Participation Policy:

It is expected that teacher candidates in TLSC 423 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 TLSC 423:

Percent Range	Letter Grade
93% - 100%	A
90% - 92%	A-
87% - 89%	B+
83% - 86%	B
80% - 82%	B-
77% - 79%	C+
73% - 76%	C
70% - 72%	C-
67% - 69%	D+
63% - 66%	D
62% and Below	F

Please note the following additional information related to this course:

- Students may not use computers, the internet, or cell phones 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.
- 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.
- Because this course meets only once weekly on Mondays, it is highly suggested that candidates begin course assignments/assessments promptly in order to make sure that the requirements are understood. Questions asked about assignments via email will be answered within 24 hours whenever possible on Mondays through Fridays. Candidates should not expect that responses will be provided on weekends.
- In the event of a personal emergency, however, please contact the instructor via email or phone as soon as possible so that course support can be provided if it is helpful.

CALENDAR *The instructor may adapt the syllabus as needed throughout the sequence.

***Rubrics must be handed in with all assignments**

Date	Readings and Assignments	Class Topics	Class Activities
1) 8/29	H & S Ch. 1 Fox Ch. 1	Course Introduction The Science of Teaching Reading Common Core Standards Response to Intervention (MTSS) Elements of ELA instruction What is reading?	Weekly double-entry & book talks Getting to Know Each other interviews Early Literacy Reflection Jigsaw article activity Observing a literacy lesson Current initiatives in ELA
<i>No class- Labor Day</i>			
2) 9/12	H & S Ch. 2-3 Literacy lesson reflection essay due	Critical Components of Effective Reading Instruction Skills and Strategies Lesson planning	Review of Literacy Lesson/ Peer discussion Beginning to plan with CCSS ELA Introduction to lesson planning Introduction to literature text set project
3) 9/19	H&S Ch. 4-5 Fox Ch. 2 - 3	Phonological Awareness, Phonemic Awareness and Alphabetic Principle	Phonemic Awareness video clip Phonics partner quiz (open book) Review lesson plan assignment
4) 9/26	Fox Ch. 4 – 5 Lesson Plan 1 due (rough draft)	Phonics, Fluency, and Daily Five (bring book to class)	Daily Five overview Daily CAFÉ Discuss presentation assignment

5) 10/3	H & S pages 173-180, 193-194, 197-201	Fluency Comprehension Reading Comprehension Close Reading Strategies McLaughlin, M. (2012). Reading Comprehension: What Every Teacher Needs to Know. <i>Reading Teacher</i> , 65(7), 432-440. doi:10.1002/TRTR.01064	Fluency assessment Comprehension Strategies Literature Circles Close Reading, Comprehension skills: QAR, Predict-o-gram, Book bits, Small Group Guided Reading Instruction Before, During, After Reading
<i>No class- Fall Break</i>			
6) 10/17	H&S Ch. 10 Daily Five Presentations	Daily Five Comprehension & Fluency Vocabulary	Daily Five Presentations/simulations Vocabulary Reader's Theater Overview of Text Set Project
7) 10/24	Lesson Plan One due – final draft	<i>Guided Reading: The Romance and the Reality</i> Fountas, Irene C. ; Pinnell, Gay Su The Reading Teacher, 2012, Vol.66(4), pp.268-284 Hand in revised lesson plan with rubric and rough draft copy	NewsELA article: Small Group Guided Reading F&P practice LLI kit demo in small groups Lesson Planning workshop
8) 10/31	H & S pages 144-147 & Ch. 14 Literature Text Set Project Due	RAN (Reading and Analyzing Nonfiction, Stead) Literacy in the Content Areas	Share-out Text Set Projects Disciplinary Literacy RAN Strategy/ Nonfiction and Informational Text Comprehension
9) 11/7	Lesson Plan Two Due (post on Live Text)	Reading/Writing Connections Reading Comprehension Preparation for Journal Talk	H&S Ch. 13 jigsaw Calkins/Atwell Preparation for Journal Talk
10) 11/14	Journal Talk	Academic Language Final Review of course content	Articles on Sakai

Assignments and Points for Grading:

Grades will be posted on the Sakai Gradebook

Percentage of course grade:

Literacy Lesson Extended Response Essay	10%
Text Set Project	15%
Daily Five Group Simulation	10%
Journal Talk	15%
Lesson plan one – code based (formative)	20%
Lesson plan two - meaning based (summative) on Live Text	20%
Class Participation	10%

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.

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.

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 literacy lesson. Candidates will be asked to write a 650 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. The second plan must include a written response element. Candidates will be required to use the TLLSC lesson plan template.

Literature Text Set Project: Candidates will pick a topic/theme for an informational text set project, i.e. biographies, community helpers, artists, athletes, presidents, scientists, etc. Consider various text formats such as poetry, periodicals and websites.

Identify an elementary grade level and select 5 texts that work together as an instructional text set for reading/writing/ collaborative discussion lessons. The rubric for this will be posted on Sakai. This will be presented in a ppt. Candidates may work in teams to complete this assessment.

Included will be:

Overview of the topic and why it is relevant for this grade level

CCSS ELA standards to be addressed
Summaries of the five texts
Readability information for the five texts
Suggested standards based literacy activities for each of the texts

Online Journal Talk:

An important aim of this course is to develop your skills as 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 post a review/response/summary of the article and then post a response to a colleague who read the same article and a colleague who read a different article. Your initial post 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).

Literacy Lesson Plan Template and Rubric

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

Element /Standard	Target	Acceptable	Unacceptable
<p>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.</p>	<p>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.]</p>	<p>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.]</p>	<p>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.]</p>
<p>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 and to help students successfully apply their</p>	<p>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 supported. [Plan provides specific steps and details for before, during</p>	<p>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 reading/writing and it is aligned</p>	<p>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 learners or to help them develop both word and text</p>

<p>developing skills to many different situations, materials, and ideas;</p>	<p>and after reading/writing to guide students in their literacy learning based on the identified curriculum standards and objectives.]</p>	<p>with the curriculum standards and objectives.]</p>	<p>level skills. [Additional specific details may be needed in some or all of the before, during or after reading/writing instructional elements.]</p>
<p>Standards Standard 3.1 Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community.</p>	<p>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.]</p>	<p>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.]</p>	<p>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.]</p>
<p>Objectives Standard 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.</p>	<p>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.]</p>	<p>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.]</p>	<p>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.]</p>
<p>Assessment Standard 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.</p>	<p>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 along with analysis of instructional procedures is used to determine future plans for instruction. [Candidate includes a simple, yet specific rubric for</p>	<p>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 performance that is linked to standards/objectives.]</p>	<p>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. [A rubric that clearly demonstrates how</p>

	assessing student performance that is aligned with standards/objectives.]		the standards/objectives are met needs to be provided.]
Materials	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.]	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.]	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.]
Procedure- Standard 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.	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.]	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.]	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.]
Standard 3.3 Development of critical thinking, problem solving, performance skills —Candidates understand and use a variety of teaching strategies that encourage elementary students’ development of critical thinking, problem solving, and performance skills.	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.]	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.]	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.]
Standard 3.4 Active engagement in learning —Candidates use their knowledge and understanding of	Details include varied evidence based strategies, approaches, materials, resources and technology designed to	Details include evidence based strategies, approaches, materials, resources and technology designed to	Details do not include evidence based strategies, approaches, materials, resources and

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.	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.]	engage students in the lesson. Management strategies are employed to motivate, guide, and support students to become independent learners. [A specific evidence based strategy is utilized in this lesson.]	technology designed to engage students in the lesson. 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.]
Communication Skills Standard 3.5 Communication to foster collaboration —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	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 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.]	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.	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.
Reflection Standard 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 student, families and other professionals in the learning community and actively seek out opportunities to grow professionally	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.]	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.]	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.]
Overall Grade			