**CTRD 3013**

**Auburn University**

Department: Department of Curriculum & Teaching

Reading Education

Program: Early Childhood Education

Course Title: Foundations of Language and

Literacy Instruction II

Course Number: CTRD 3013

Course Credit: 3 hours

Semester: Summer, 2015

Instructor: Mary Jane McIlwain, PhD

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Office: 5068 Haley Center 5th floor

Office Hours: Wednesday, Thursday 1:00-3:00

Schedule: 5/18 – 5/29, MW, 3:00-4:30 & Online

6/1 – 6/18, M on site, 12:30 – 1:30 & Online

6/22 -7/17, W, 3:00-4:30 & Online

7/20 – 7/24, Online Conferences

Classroom: 2435 Haley Center

**1. COURSE DESCRIPTION**

**Catalog Description:**

This course introduces theoretical foundations of first and second language acquisition and literacy development of children and implications for teaching in diverse settings. Clinical experiences in teaching reading in small groups are included.

**Required Text:**

Fountas, I. & Pinnell, G. S. (2012). *Prompting guide part 1 for oral reading and early writing*.

Heinemann.

Fountas, I. & Pinnell, G. S. (2012). *Prompting guide part 2 for comprehension: thinking, talking, and*

*writing*. Heinemann.

Richardson, J. (2009). The next steps in guided reading: Focused assessments and targeted lesson for helping every

student become a better reader. New York: Scholastic.

**Course Goals:**

I.  Theories of First & Second Language Acquisition and Theories of Learning

* demonstrate knowledge of the four language domains—speaking, listening, reading, writing
* demonstrate a basic understanding of the universal structures, systems, and development of oral and written languages and ways in which acquisition of phonology and grapheme-phoneme correspondences for English and other alphabetic languages differs from non-alphabetic languages
* demonstrate knowledge of the impact of native language and linguistic background on language acquisition
* *demonstrate the knowledge of the process of English acquisition and strategies to support the learning of students whose first language is not English; demonstrate knowledge of bics & calp*
* *demonstrate knowledge of cultural and linguistic factors that influence* first *and second language acquisition*
* recognize and relate the different theories and models of learning and teaching and of language and literacy development that have been used to explain how children learn and should be taught phonology and grapheme-phoneme correspondences—speaking, listening, reading, writing

II. Pedagogy & Assessment

* demonstrate knowledge of state reading and language arts standards and varied techniques involved in effective early and ongoing reading instruction and practice as described in the Alabama Reading Initiative Publication, Essential Skills of Teachers of Reading
* demonstrate knowledge of the diversity of language and communication skills and learning processes in pluralistic settings and the diagnostic tools used for monitoring acquisition of reading skills , improving reading instruction, and identifying students who require additional instruction
* *demonstrate the ability to differentiate between learner difficulites that are related to cognitive or skill development and those that rlate to language learning*
* *create and use authentic and unbiased assessments for ELs*

III. Development of an Authentic, Personal & Responsive Home-School-Classroom Community Using a “Diverse Lens”

* use strategies for involving families in planning for and assisting with the children’s reading development
* *demonstrate the ability to collaborate with teacher of English language learners and to assist those students with full integration into the regular classroom*
* demonstrate ability to involve families, community agencies and organizations and colleagues in helping support academic achievement of diverse learners
* *demonstrate knowledge of how personal/cultural biases can affect teaching and learning*
* facilitate development and skills in communication, inquiry, creative expression and reasoning by planning for and involving student in reading and discussing literature with adults and peers both in school and at home using traditional, electronic and internet formats; demonstrate ability to create a learning community in which individual differences are respected
* create and organize classroom environments that include opportunities for cooperative learning and various other grouping strategies that promote students’ ability and appreciation for taking efferent and aesthetic stances in reading and writing activities and integrate traditional and innovative technologies
* select appropriate research based strategies and materials including multimedia and software materials that meet the needs of developing and struggling readers and teach skill related to phoneme awareness, decoding, fluency, vocabulary, & comprehension

**2. COURSE REQUIREMENTS**

**Attendance:**

Class attendance and engaged participation are essential to achieving the goals of this course. Missing class is like skipping a chapter in a book—what follows is harder to understand. Excused absences are defined in the *AU Bulletin*: You may be excused for personal illness, a serious illness or death of someone in your immediate family, a field trip, a religious holiday (one week notice required), or a subpoena. For a provisional excuse, please notify me before the day you miss by leaving a message by e-mail or telephone (no documentation is necessary). For a fully excused absence (and full attendance/participation points), you will need to provide documentation for your absence.

You will earn points by attending class and arriving on time (see grading plan below). Quizzes missed because of unexcused absences may not be made up. Late assignments lose 10% credit per unexcused *weekday* late (including weekdays when we do not meet) to a maximum of 30% lost credit. For example, a 20-point assignment due Tuesday would be worth at most 14 points by Friday. If your absence is excused, any assignment will be due the following weekday and will begin to incur late penalties on the second weekday unless you provide daily updates of continuing excusing information. Assignments may be sent by course e-mail to avoid late penalties. If you do send work by e-mail, address it carefully and watch for error messages or for my acknowledgement. Note: *E-mail errors will not negate late penalties.*

**Lab Work:**

To apply what you are learning, you will plan, teach, and evaluate lessons and develop a group learning profile for your group of students in your practicum placement. Four weekly small group sessions and one whole class lessons are scheduled. You must successfully complete the teaching to receive credit for this course. Grades will be based on your lesson plans, reflections, group learning profile report, and a self-study of your teaching.

Throughout the lab placement, you will keep an assessment notebook in which you will take running records, record your observations of students’ reading behaviors, explain your prompting and feedback, and discuss the student’s current reading abilities and needs. This documentation will inform your teaching and the group learning profiles, which is your final exam for the course.

**Grading Plan:**

The final grade for the course is based on the following:

90%-100%= A

80%-89% = B

70%-79% = C

60%-69% = D

Below 60% = F

\*Please note that this is only a plan; point totals for the course may change during the semester if assignments are added or deleted. Detailed instructions will be available in Canvas.

Grades will be weighted the following ways

* **Attendance and participation** *(*10%) 2 point may be earned for attending each session or for a fully excused absence (1 point for a provisionally excused absence or for arriving to class late).
* **Interactive Notebook w/ Case Studies** (25%)
* **5 Lesson Plans w/ Reflections** (25%)
* **Assessment NB & Group Learning Profile** – Group Case study (25%)
* **Self-Study project** – (15 points)

**Classroom Expectations and Group Norms:**

* + Be respectful of yourself and others. Talking while others are addressing the class (including the instructor) is not appropriate.
  + The class will start and end at the instructor’s designated time. If you arrive late or leave early, points will be deducted from your attendance and participation.
  + No unauthorized guests.
  + Cell phones, beepers, and pagers must be turned off or placed on vibrate mode. Inappropriate use of cell phones and other technology during class time will result in loss of points.

**Online Expectations:**

Students are expected to complete ½ of the course workload online via Canvas. You are expected to check

Canvas often for assignments and announcements. The course is set up in weekly modules (see calendar for dates) and is divided into 3 sections: overview, resources, and student responsibilities. New modules start on Thursdays and work must be completed by Tuesdays at midnight so that you can apply your learning in our face-to-face class on Wednesdays. Instructions will be provided in Canvas.

**Assignment Requirements:**

All assignments must be typed unless otherwise noted by the instructor. If your assignment contains excessive writing errors *it will not be accepted*. Make sure to proof read any submitted work before turning it in. Typographical and grammar errors will result in the lowering of an assignment grade. All assignments will be submitted via Canvas. Only use PDF or Word files when uploading to Canvas.

**3. University and College Policies**

**Participation**:

All students are expected to participate in all class discussions and participate in all exercises. It is the student’s responsibility to contact the instructor if assignment deadlines are not met and for initiating arrangements for missed work.

**Unannounced Quizzes:**

There will be no unannounced quizzes.

**Accommodations:**

Students who need special accommodations in class, as provided for by the American Disabilities Act, should arrange a confidential meeting with the instructor during office hours the first week of classes – or as soon as possible if accommodations are needed immediately. You must bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have these forms but need accommodations, make an appointment with the Program for Students with Disabilities, 1244 Haley Center, 844-2096.

**Academic Honesty Policy:**

All portions of the Auburn University student [Academic Honesty Code](https://sites.auburn.edu/admin/universitypolicies/Policies/AcademicHonestyCode.pdf) (Title XII) will apply to this class. All academic honesty violations or alleged violations will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

**Professionalism:**

Faculty, staff, and students in professional settings are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are as follows: Engage in responsible and ethical professional practices; contribute to collaborative learning communities; demonstrate a commitment to diversity; model and nurture intellectual vitality.

**Writing Center:**

The Miller Writing Center provides free support on any writing you are doing while at Auburn, whether for a course or not. Trained consultants are available to work with you as you plan, draft, and revise your writing. For students in distance courses and students temporarily away from Auburn’s campus, the Miller Writing Center offers synchronous online consultations. Please check the Miller Writing Center website ([www.auburn.edu/writingcenter](http://www.auburn.edu/writingcenter)) for instructions and information about scheduling online appointments. If you have questions about the Miller Writing Center, please email [writctr@auburn.edu](mailto:writctr@auburn.edu) or call 334-844-7475 M-F  7:45am-4:45pm.

**Student eHandbook:**

Please refer to <http://www.auburn.edu/student_info/student_policies/> for all AU student policies.

**4. Tentative Schedule**

|  |  |  |  |
| --- | --- | --- | --- |
| Module | Concept for the Week | Readings, On Line Lectures & Videos: All reading and viewing is done outside of class and before the IN Entry. | Assignments  \*IN (Weekly IN Entry)  \*Lesson Plan & Refl. |
| 1 5/18-5/20 | Balanced Literacy  Guided Reading  Assessments & Look Fors  Standards & Objectives | Guided Reading, TNS  All: Chapters 1, 2, group assigned chapter & 7 | Completed IN CLASS on 5/20  Initial Self Study Questions In Class on 5/20 |
| 2  5/21 – 5/27 | Interactive Read Aloud  Think Alouds  Shared Reading  Assessment Notebooks  Lesson Plan and Reflections | Lecture: Balanced Literacy (C)  PDF: Seeing Reading (C)  Video: Interactive RA in 2nd grade (C)  Video: Interactive RA in upper grades  PDF: Shared reading in primary grades (C)  PDF: Shared reading with upper grades (C)  Video: Shared Reading 1sr grade (C)  Video: Shared Reading 4th Grade (C) | Completed IN CLASS on 5/27  Set up Assessment NB |
| 3  5/28 – 6/3 | Text Complexity  Scaffolding  Close Reading | Lecture: Text Selection (C)  PDF: Text Selection White Paper (C)  PDF: Complexity Is the New Black (C)  PDF: Text Complexity in Picture Bks (C)  PDF: Are You Rescuing or Scaffolding (c)  Lecture: How to Use Prompting Guide 1 (C)  GR Video: Watch the one for your group’s level (c) | Completed OUT of Class 6/3 |
| 4  6/4 – 6/10 | First Language Acquisition  Learning Theories | Lecture: First Language Acquisition (C)  PDF: Language Explosion (C)  PDF: Stages of Expressive Oral Lang. Dev. (C)  PDF: Expressive & Receptive Table (C)  Videos: A series of videos showcasing development (C) | Shared Reading 1 (SG)  Guided Reading 1 (SG)  Assessment NB Check  Completed OUT of Class 6/11 |
| 5  6/11 – 6/17 | Second language Acquisition  Second Language Theories | Lecture: Second Language Acquisition (SLA) (C)  PDF: SLA Major Thinkers (C)  Video: Stephen Krashen (C)  Video: Jim Cummins (BICS & CALP) (C)  Video: Noam Chomsky/Universal Grammar (C)  PDF: Language Acquisition: An Overview (C)  PDF: Can Do Indicators (C) | Guided Reading 2 (SG)  Guided Reading 3 (SG)  Assessment NB Check  Completed OUT of Class 6/17 |
| 6  6/18 – 6/24 | Comprehension  Making Connections, Visualizing, | Lecture: Comprehension Overview (C)  PDF: Making Connections (c)  PDF: I Can Make Mental Imgaes (c)  Video: GR & Questioning (c)  Prompting Guide 2: Pages 1-34, 61 – 78 | Integrated Science Lesson/Shared Reading 2  Assessment NB Check  Completed IN Class 6/24  Revisit Self Study Questions |
| 7  6/25 – 7/1 | Comprehension  Questioning, Inferring, Determining Importance, Summarizing/Synthesizing | PDF: Questioning/Inferring (C)  Video: Inferring & Guided Reading (C)  PDF: Determining Importance (C)  PDF: Summarizing (c)  Prompting Guide 2: Pages 35-56 | Completed IN Class 7/1 |
| 8  7/2 – 7/8 | Vocabulary | PDF: Word Nerds Ch. 1 (C)  PDF: Word Nerds Ch.5 (C)  PDF: Looking At Words (c)  PDF: Text Matters (C) | Completed IN Class 7/8 |
| 9  7/9 – 7/15 | Fluency | Lecture: Fluency Defined and Assessed (c)  Video: Rasinski (C)  PDF: Why Fluency Should Be Hot (c)  PDF: The Magic of Son (C) | Revised Lesson Plans (7/15)  Completed IN Class 7/15 |
| 10  7/16 – 7/24 | Bio-ecological Theory  Review  On-line Conferences | Lrcture: Bioecological Theory  PDF: Working With Diverse Families | Self Study Project Due 7/24  No IN Entry This Week |
|  | Finals Week | Group Learning Profile & LP due July 31 at 6:30 PM | |

\*IN = Weekly Interactive Notebook Entry

**5. Assignments Descriptions & Rubrics**

1. **Professionalism (Attendance & Class Participation) (10%)**

Attendance and participation in all classes is required. The following 4 point, Professionalism/Participation Rubric will be used for each face-to-face class and field experience:

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria** | **Demonstrating Professional Dispositions**  **2 pts** | **Developing Early Professional Dispositions**  **1 pt** | **Lacks Awareness of Professional Dispositions**  **0 pts** |
| **Attendance** | Arrived on-time or had a fully excused absence. | Arrived 5 to 15 minutes late or had a partially excused absence prearranged with professor (and teacher when absence involves field experience). | Missed more than 15 minutes of class or field experience. |
| **Participation** | Participated fully in all aspects of class (sharing of Interactive Notebook and class activities). | Participated consistently, but lapsed a single time as evidenced by the following: use of social media, use of internet in ways that do not pertain to course work, offering inconsistent input to small group (including the sharing of the interactive notebook) and whole class discussions. | Participated in a marginal manner (doing little more than showing up and paying attention periodically) as evidenced by the following: repeated use of social media, repeated use of internet in ways that do not pertain to course work, offering very little input to small group and whole group class discussions. |

**B. Weekly Reading Assignments/Interactive Notebook Entries (25%)**

Weekly reading assignments and case studies will by assessed using the following 15 point rubric that aligns with the requirements for the digital interactive notebook entries:

|  |  |  |  |
| --- | --- | --- | --- |
| Criteria | Proficient (3 pts.) | Basic (2 pts.) | Needs Improvement (1 pt.) |
| Notes | Includes adequate notes for each resource, sufficient summary and three thoughtful questions. | Lapses in adequacy of notes for one or more resources OR insufficient summary OR lacks thoughtful questions. | Notes do not represent the content presented OR summary does not represent content presented OR one or more questions are missing. |
| Connection | Connection is thoughtful and explained. | Connection is simple and explained. | Connection is missing OR is not explained. |
| Synthesis | Synthesis is original and includes all resources (CS include all strengths/needs/ns AND implications across the gradual release AND scaffolds are clearly explained AND theories explained.) | Synthesis is original and includes most resources. (CS include most s/n/ns AND  implications across the gradual release, but scaffolds OR theories lack specificity and explanation. | Synthesis includes less than half of the resources. CS include few s/n/ns OR lacks implications across the gradual release OR scaffolds AND theories lack specificity and explanation. |
| Clarity & Mechanics | Content is clear and concise with only one or two errors. | Content is clear and concise with three to five errors. | Content lacks clarity OR includes more than five errors. |
| Timeliness | Work is posted on Canvas BEFORE class.  3pts. | | Work is posted on Canvas AFTER class.  0 pts. |

**C. Five Lesson Plans & Reflections.** You will administer and interpret pre and post language assessments and write up the analysis. Additionally, you will plan, conduct and reflect upon 8 small group lessons that will take place between the pre and post language assessments. See lesson plan report description on canvas.

Guidelines & Rubric for Lesson Plan & Reflection Reports

DIRECTIONS: Lesson plans are created BEFORE the lesson. The REPORT is written up AFTER the

lesson and submitted by midnight Sunday or Monday (depending on your cohort). A good routine for you

follows: before the lesson, complete sections I – V using this report template; complete a short form version

that can be put into your assessment notebook to bring with you out to the field; after the lesson, add your

reflections based on the lesson progression and assessments to the report (section VI). You will submit the

report and scanned assessments.

Lesson Plan Report Template

Lesson Plan Format: Reading

Name: Date: Grade Level:

1. Common Core/State Standard:

Learning Objective (and previous assessment/observations informing the objective):

II. Text Title/Level:

Reasons for Text Selection:

III. Instructional Technique and Scaffolds to be Used:

IV. Materials

V. Procedure:

1. Before Reading:
2. During Reading
3. After Reading
4. Plans for Assessment FOR Learning

VI. Reflection

1. Reflection on Student Learning

B. Reflection on Teacher Learning

Mechanics: Complete sentences, coherence, and correct spellings, punctuation, and grammar throughout the Lesson Design.

The 50 Pt. Lesson Plan and Reflection Report Rubric follows on the next page.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Criteria | Advanced  5 pts | Proficient  4 pts | Developing Awareness  3 pts | Needs Improvement  2 pts |
| Specific Standards and Objectives | Specific Alabama learning standards/goals stated AND explicit/detailed connection to previous assessments dictating this need | Specific Alabama learning standards/goals stated AND explicit connection to previous assessments, but lacks some detail. | Specific Alabama learning standards/goals stated OR explicit connection to previous assessment. May lack specificity or details. | Specific Alabama learning standards/goals are not present OR connection to previous assessment is limited. |
| Text & Materials | Text choice is explained detailing multiple considerations (level/instructional technique, background knowledge, language load, etc.). Reasons for additional materials are explained using appropriate theoretical foundations. | Text choice is explained detailing 1 or 2 considerations. Reasons for additional materials are thoroughly explained. | Text choice is explained proficiently detailing 1 consideration OR inaccurate explanations provided. Reasons for additional material selection lack specificity. | Text choice explanation is insufficient or lacks validity. Reasons for additional materials are not explained. |
| Pre-reading Link (A) | Background knowledge is skillfully activated/built AND targeted skills/strategies are thoughtfully modeled/scaffolded AND purpose for reading is stated using kid friendly language. | Background knowledge is activated/built AND targeted skills/strategies are modeled and purpose for reading is stated, but lacks insight into how to best scaffold/ model children’s learning. | Background knowledge is activated/built OR targeted skills/strategies are modeled OR purpose for reading is stated. | Plans to activate/build background knowledge, model targeted skills/strategies, and purpose for reading are not sufficiently developed. |
| During Reading Techniques & Scaffolds (B) | Instructional technique is adequately stated AND planned by using the technique accurately including ways of providing scaffolds, feedback and/or coaching | Instructional technique is adequately stated AND planned by using the technique accurately, but lacks sufficient plans for providing scaffolds, feedback and/or coaching. | Instructional technique is adequately stated OR accurately planned but lacks plans for scaffolds, feedback and/or coaching | Instructional technique not specified or is not used properly based on plans provided. |
| During Reading Responses/ Actions (C) | Plans for post reading response scaffold students to more sophisticated thinking and conversations align with theories AND prompts are detailed. | Plans for post reading response scaffold students to more sophisticated thinking and conversations align with theories, but prompts lack detail. | Plans for post reading response loosely align with theories. Prompts may not be present. | Plans for scaffolding more sophisticated thinking are insufficient |
| Post Reading Exploration (D) | Plans for revisiting the text are included AND alignment with theories and need is detailed. | Plans for revisiting the text are included, but alignment with theories lacks specificity. | Plans for revisiting the text do not reflect purposeful planning. | No plans for revisiting the text are present. |
| Assessment (E) | Appropriate assessment selected and described; plans for documenting progress are included and assessments are scanned into report | Appropriate assessment(s) are selected and described, assessments are scanned, but plans for documenting progress lack specificity. | Assessments do not measure targeted goals appropriately. | Assessments are not present. |
| Assessment for Learning | Assessment results are explained in detail using evidence from student responses AND next steps are discussed with specificity. | Assessments results are explained, but lack specific detail OR next steps are not clearly defined. | Assessment results include little detail OR next steps are omitted. | Assessment results AND next steps are not present. |
| Reflection on Practice | Explains post lesson thoughts on appropriateness of text, materials, lesson steps, and future changes in detail AND shares changes in assumptions about how children develop literacy with specificity to the reading process. | Explains post lesson thoughts on appropriateness of materials, lesson steps, and future changes AND shares changes in assumptions about how children develop literacy, but lacks detail and connection to the reading process. | Explains post lesson thoughts of appropriateness of materials, lesson steps, and future changes OR shares changes in assumptions about how children develop literacy. | Explanation reveals limited reflection on practice and understanding of reading process |
| Written Professional Communication | Language reflects professional knowledge of the field AND complete sentences, coherence, and correct spellings, punctuation, and grammar are used throughout with minimal errors. | Language reflects growing professional knowledge AND complete sentences, coherence, and correct spellings, punctuation, and grammar are used throughout with some errors. | Language reflects emerging professional knowledge OR complete sentences, coherence, and correct spellings, punctuation, and grammar are used throughout with many errors. | Language does not acknowledge field. |

1. **Group Learner Profile (25%).** One of the most valuable routines created by an effective teacher is the one that allow him/her to document student growth during the minute by minute interactions during instruction. This is called assessment FOR learning and includes observations, samples of oral responses, writing samples, running records, etc. Many teachers create assessment binders for each reading group in a class. The use a one inch three ring binder that has a section for each child in a group and a place to keep a lesson plan. You are expected to create an assessment notebook or binder for your group of students. You will look across all the assessments documented in your assessment notebook for each of your students and generate a learner profile for each student that includes strengths and needs in oral language, oral reading, and comprehension. Then you will complete a next steps section for the group as whole. You will turn submit the profile on Canvas and your assessment notebook in class.

Individual Learner Profile Template & Group Next Steps Template to be Used for Multiple Needs (# of needs TBA)

|  |  |
| --- | --- |
| Strengths | Needs |
| ***Oral Language***  ***Oral Reading***  ***Comprehension*** | ***Oral Language***  ***Oral Reading***  ***Comprehension*** |

|  |  |  |
| --- | --- | --- |
| Instructional Implications/Next Steps | | |
| ***Need \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*** | | |
| ***Whole Class*** | | |
| ***Technique(s)/Activity(ies)*** | ***How You Would Use Technique/Actvity***  ***(Teacher Language, Prompts, Etc.)*** | ***Why Technique/Activity May Help*** |
| ***Small Group (Teacher Directed)*** | | |
| ***Technique(s)/Activity(ies)*** | ***How You Would Use Technique/Actvity***  ***(Teacher Language, Prompts, Etc.)*** | ***Why Technique/Activity May Help*** |
| ***Independent Work (Not Teacher Directed & Can Be with Others)*** | | |
| ***Technique(s)/Activity(ies)*** | ***How You Would Use Technique/Actvity***  ***(Teacher Language, Prompts, Etc.)*** | ***Why Technique/Activity May Help*** |

Group Learner Profile Rubric (45 points)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Criteria | Advanced  5 | Proficient  4 | Developing Awareness  3 | Needs Improvement  2 | Needs Improvement  1 |
| Identifies Strengths Related to Oral Language | All strengths identified and used language of the field for each student. Strengths are evidenced in the assessment notebook. | Most strengths identified and used language of the field for each student. Strengths are evidenced in the assessment notebook. | Some strengths identified OR inconsistent use of language of the field for one student OR evidence is lacking. | Few strengths identified OR limited use of language of the field for one or more student. | Few strengths identified OR limited use of language of the field for most students. |
| Identifies Strengths Related to Oral Reading | All strengths identified and used language of the field for each student. Strengths are evidenced in the assessment notebook. | Most strengths identified and used language of the field for each student. Strengths are evidenced in the assessment notebook. | Some strengths identified OR inconsistent use of language of the field for one student OR evidence is lacking. | Few strengths identified OR limited use of language of the field for one or more student. | Few strengths identified OR limited use of language of the field for most students. |
| Identifies Strengths related to Comprehension | All strengths identified and used language of the field for each student. Strengths are evidenced in the assessment notebook. | Most strengths identified and used language of the field for each student. Strengths are evidenced in the assessment notebook. | Some strengths identified OR inconsistent use of language of the field for one student OR evidence is lacking. | Few strengths identified OR limited use of language of the field for one or more student. | Few strengths identified OR limited use of language of the field for most students. |
| Identifies Needs Related to Oral Language | All needs identified and used language of the field for each student. Strengths are evidenced in the assessment notebook. | Most needs identified and used language of the field for each student. Strengths are evidenced in the assessment notebook. | Some needs identified OR inconsistent use of language of the field for one student OR evidence is lacking. | Few needs identified OR limited use of language of the field for one or more student. | Few needs identified OR limited use of language of the field for most students. |
| Identifies Needs Related to Oral Reading | All needs identified and used language of the field for each student. Strengths are evidenced in the assessment notebook. | Most needs identified and used language of the field for each student. Strengths are evidenced in the assessment notebook. | Some needs identified OR inconsistent use of language of the field for one student OR evidence is lacking. | Few needs identified OR limited use of language of the field for one or more student. | Few needs identified OR limited use of language of the field for most students. |
| Identifies Needs Related to Comprehension | All needs identified and used language of the field for each student. Strengths are evidenced in the assessment notebook. | Most needs identified and used language of the field for each student. Strengths are evidenced in the assessment notebook. | Some needs identified OR inconsistent use of language of the field for one student OR evidence is lacking. | Few needs identified OR limited use of language of the field for one or more student. | Few needs identified OR limited use of language of the field for most students. |
| Identifies Next Steps Related Balanced Literacy | Provides multiple instructional implications across the gradual release model that explicitly ties to all needs. | Provides multiple instructional implications across the gradual release model that explicitly ties to most needs. | Provides multiple implications across the gradual release model that explicitly ties to some needs. | Provides multiple instructional implications with limited use of gradual release model. Limited specificity to needs. | Provides minimal instructional implications OR lacks in the use of the gradual release model. |
| Teacher Language Use in Next Steps | Thoroughly explains how each technique will be used AND includes examples of teacher language and prompts. | Thoroughly explains how most techniques will be used AND includes examples of teacher language and prompts. | Explains how most techniques will be used but lacks specificity OR lacks some teacher language/prompts. | Explains how some techniques will be used OR teacher language is not included. | Few techniques are explained. |
| Research/Theoretical Foundation (Why It Works) | Explanation of why each technique will work is grounded in research and theory and is clearly articulated. | Explanations of why most techniques will work are grounded in research and theory and are clearly articulated. | Explanations of why most techniques will work are grounded in research and theory, but lacks clarity at times. | Explanations of why most techniques will work are grounded in research and theory, but lacks clarity most of the time. | Explanations are not grounded in research or theory. |

E**. Self Study Project (15%)** You will synthesize your learning (based on *1* through *5*

below) using the Self-Study Project guide, which can be found on Canvas and on the following pages.

* 1. Initial self portrait and reflection on knowledge & beliefs about TEACHER language and STUDENT literacy learning
  2. Initial self assessment of teacher language used in first read aloud lesson
  3. Study questions and question reformations
  4. Teacher Language Analysis (change over the semester), Student Language Assessments & Lesson Plan and Reflection Reports
  5. Final self portrait and reflection on knowledge and beliefs about language and learning

Self Study Project Guide

**What is Self-Study?**

Self-study is “teachers’ systematic and critical examination of their actions and their context as a path to develop a more consciously driven mode of professional activity” (Samaras & Freese, 2006).

**Why self-study? Why now?**

Self-study as a habit of mind may facilitate our (professors/teachers and pre-service teachers) conscious understanding of how the AU Educate Alabama standards come together to empower professionals who ensure high quality teaching and learning no matter the context. In other words, self-study may influence individual teacher efficacy—“a teacher’s belief system and confidence in his or her ability to promote students’ learning” (Samaras & Freeze, 2006).

**Process for our self-study project:**

1. Develop three focused question(s) about your practice using the altered Educate Alabama grid below (one question for each knowledge domain represented):
2. Data collection & analysis (Data sources are listed in 1 – 5 above).

* Decide how to house data for ongoing review & analysis:
* Begin collecting and reviewing data and reform questions; document your thinking
* Document of how you reform your Self-Study questions on chart at mid/end of semester
* Continue collecting and reviewing data and documenting your thinking
* Look across/analyze all data before final reflection

4. Final reflection (Tell your story!):

* Synthesize your growth and understanding of your knowledge and practice based on your questions
* Determine a way of representing this professional growth (paper, sculpture, drawing, digital story, Powerpoint, poster etc.)
* Present SS to class & turn in digitally w/ cover sheet. Three dimensional work can be photographed and submitted with the coversheet.

**Self –Study Question Formation & Reformation Guide (adapted from *AU EDUCATE Alabama Internship Assessment Form*)**

*Directions: Read through the indicators and write any initial questions you have as you read. Reread the questions and highlight one question in each knowledge domain (Content, Teaching & Learning, Diversity) the really pulls at you. These will be the self-study questions that guide your study.*

|  |  |  |  |
| --- | --- | --- | --- |
| **Knowledge of Content** | | | |
| Knowledge Indicators | Initial Questions | Question Reformations (At Mid Semester) | New Questions (At Semester End) |
| 1.1 Demonstrates deep knowledge of subject matter content and an ability to organize related facts, concepts, and skills |  |  |  |
| 1.2 Uses learners’ prior knowledge, experience, and interests to plan content and to help individual students attain learning goals [Adaption to diverse students] |  |  |  |
| 1.4 Designs instructional activities based on state content standards |  |  |  |
| 1.5 Provides instructional accommodations, modifications, and adaptations to meet the needs of each individual learner. |  |  |  |
| Knowledge of Teaching & Learning (Pedagogy) | | | |
| 2.2 Creates a positive climate that promotes respect and responsibility [Fosters positive social interaction] |  |  |  |
| 2.3 Creates a safe, orderly, and stimulating learning environment and nurtures responsibility, motivation, and engagement of learners [Fosters engagement in learning, self motivation, and positive social interaction and to create supportive learning environments] |  |  |  |
| 2.4 Develops challenging, standards-based academic goals for each learner [Supports individual students’ development and acquisition of knowledge] |  |  |  |
| 2.6 Designs coherent lessons that integrate a variety of instructional strategies |  |  |  |
| 2.7 Creates learning activities that optimize each individual’s growth and achievement within a supportive environment [Creates instruction opportunities that area adapted to diverse students in a supportive learning environment] |  |  |  |
| Knowledge of Teaching & Learning Continued | | | |
| 2.8 Uses formative assessments to adjust instruction [Utilizes informal assessment strategies] |  |  |  |
| 2.10 Maintains evidence and records of learning performance to communicate progress [Communicates in a professional way to students, families, and other professionals] |  |  |  |
| Knowledge of Diversity | | | |
| 4.1 Develops culturally responsive curriculum and instruction in response to individual differences |  |  |  |
| 4.2 Communicates in ways that show sensitivity to diverse populations and responds appropriately to cultural, ethnic, and social differences |  |  |  |
| 4.3 Demonstrates and applies to own practice an understanding of how biases can affect teaching |  |  |  |
| 4.4 Supports learners to accelerate language acquisition |  |  |  |
| 4.6 Differentiates between learner difficulties and related to cognitive or skill development and difficulties related to language learning |  |  |  |

**Self-Study Project Rubric (15 Points)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria** | **Synthesis, Creating Generative Knowledge**  **3 pts** | **Developing Connected Understanding**  **2 pts** | **Developing Awareness**  **1 pt** |
| Knowledge of Content:  Understands the complexity and interconnectedness of the reading process | Final reflection addresses content self-study question providing evidence AND clearly synthesizes thoughts w/ other self-study questions. | Final reflection addresses content self-study question, and includes evidence AND synthesis w/ at least one of the other self-study questions. May lack some clarity. | Final reflection addresses content self-study question, but lacks evidence or synthesis with other research questions. |
| Knowledge of Teaching & Learning: Understands and applies various learning theories in helping children develop as readers | Final reflection addresses teaching & learning self-study question providing evidence AND clearly synthesizes thoughts w/ other self-study questions. | Final reflection addresses teaching & learning question, and includes evidence AND synthesis with at least one of the other self-study questions. May lack some clarity. | Final reflection addresses teaching & learning question, but lacks evidence or synthesis w/ other questions. |
| Knowledge of Diversity: Recognizes how cultural & linguistic differences influence language and literacy learning & adjusts planning and instruction accordingly. | Final reflection addresses diversity self-study question providing evidence AND clearly synthesizes thoughts w/ other self-study questions. | Final reflection addresses diversity question, and includes evidence AND synthesis with at least one of the other self-study questions. May lack some clarity. | Final reflection addresses self-study diversity question, but lacks evidence or synthesis with other self-study questions. |
| Usage & Mechanics |  |  | Error Free 1 pt |

**Self Study Cover Sheet (*Complete the sections below and attach your representation (story, paper, artwork, photograph(s), etc.).***

My ***Knowledge******of Content*** Question:

My Thoughts (Connect your thoughts to your representation.):

My ***Knowledge of Teaching and Learning*** Question:

My Thoughts (Connect your thoughts to your representation.):

My ***Knowledge of Diversity*** Question:

My Thoughts (Connect your thoughts to your representation.):

List of Terms that Make Up the Language of the Field

|  |  |  |  |
| --- | --- | --- | --- |
| **Reading Process** | **Skills/Strategies (What To Teach)** | **Assessment & Developmental Stages** | **Instruction**  **(How To Teach/Why It Works)** |
| (Deep Structures)  Background Knowledge  Schematic/Schema  Pragmatic  Semantic  (Surface Structures)  Grapho-phonic  Syntactic  Lexicon  Self Monitoring  Strategic/ Strategies  (5 Pillars)  Phonological Awareness  Concept of Word  Rhyme  Phonemic Awareness  Morphological awareness  Phoneme  morpheme  Phonics  Onset  Rime  Dipthong  Consonant  Vowel  Digraph  Blend  Fluency  Vocabulary  Comprehension  Thinking Strategies  Decoding  Encoding  Metacognitive Awareness  Oral Language  Receptive vocabulary  Expressive Vocabulary  Language Structure  Syntax  Information Cues/Sources (M, S, V)  Meaning (M)  Structure (S)  Visual (V) | Alabama CCCS  Reading Strategies  Comprehension Strategies  Concepts About Print  Directional Control  Voice to Print Matching  Concept of Word  Rhyme  Alliteration  Sound Manipulation  Letter Identification  Initial Sound Identification  Letter-Sound Association  (Surface--Decoding)  Problem solving words  Searching (M, S, V)  Rereading  Cross checking  Self correcting  Confirming  Expression  Phrasing  Rate  Sight Words  Word Study/Knowledge  Making Connections  Questioning  Visualizing  Inferring  Retelling/Summarizing  Determining Importance  Synthesizing  Sequencing  Predicting  Elements of Fiction  Elements of Nonfiction  Characters  Character Traits  Problem/Goal  Setting  Events  Solution  Main Idea  Details/Facts  Fact/Opinion  Cause and Effect | Formative  Summative  Evaluation  Assessment  Anecdotal records  Rubrics  Work Samples  Questioning/Prompting  Interviews  Running/Rdg Records  Error  Rereading  Omission  Substitution  Self Correction  Told  Appeal  Miscue Analysis  Informal Reading Invent.  Look Fors  Kid Watching  Emergent Literacy  (Literacy Stages)  Early Emergent  Developing Emergent  Emergent  Transitional  Early Fluent  Fluent  (Word Study Stages)  Emergent  rhyme  Initial phoneme  Letter Name  Initial Consonant  Final Consonant  Initial/Final Blend  Initial/Final Digraph  Short Vowels (CVC)  Within Word  Long Vowels (CVCe)  Other LV/V Patterns  CVVC  CV  CVCC  Syllable & Affixes  Derivational Relations  Medial Vowels  Additive Bilingual  Subtractive Bilingual  BICS & CALPS  English Language Proficiency | Balanced Literacy  Comprehensive Literacy  Reading Workshop  Gradual Release  ZPD  Scaffolding  Engagement  Motivation  Differentiation  Cognitive  Constructivist  Socio Cultural  Socio Linguistic  Behaviorism  Schema Theory  Affective Filter  Transfer Theory  Comprehensible Input  Input + 1  Learning Objective  Teaching Focus  (Grouping)  Whole Group  Interactive Read  Shared Reading  Think Aloud  Small Group  Guided Reading  Ad Hoc Grouping  Literature Circles  Independent Work  Reading Conferences  Rereading  Reading Boxes  Buddy Reading  Centers/Stations  Reader’s Respons  Mini Lesson  Focus Lesson  Word Sorts  Graphic Organizers  Reading Response  Before Reading  During Reading  After Reading |