



Lake Superior State University
School of Education
October 2007 Addendum

Draft Required Advanced Reading Course of Study For
ALL Provisionally Certified Teachers
MDE Review Matrix

Assessment, Instruction and Field Experiences for the following areas: Possible Focus Question(s)	Examples of How Standard can be met (Teaching/Learning Experiences)	Assessment/Evidence of Elements Learned and Applied
Interest Inventories What motivates students? How can teachers engage students for learning?	<ul style="list-style-type: none">• Research and discuss children’s learning; the influence of language, identity, inquiry, observation, creating agency, transfer and flexibility• Build a community of learners – discuss student learning environment, breakout groups to discuss areas classroom student’s struggle most with in literacy (at-risk, ELL and LLL students, Special Education and Gifted and Talented) (a. student introductions b. interest in course c. biggest concern about student’s literacy in your current classroom)• Review and discuss student interest interview (to be completed in class by students) and share feedback of literacy survey• Read chapter (Choice Words) jigsaw activity and lead small group discussion on levels of knowing, teacher language and discourse in relation to current classroom environment• Design and administer interest inventory• Literacy framework – review components of literacy, organizational framework of reading in Michigan, national research (NRP, NIL, NICHHD)• Read chapter (Struggling Readers) and whole group discussion on reading in U.S. schools• Examine three tier model of instruction• Discuss Scientifically-research based reading research (quantitative & qualitative research)	<ul style="list-style-type: none">• Teachers will share and discuss examples of reading and writing inventories from elementary and secondary students in class• Teachers will complete personal reading and writing interest inventory and/or literacy attitudes• Teachers will create inventory, checklists, and/or interview with case study student• Teachers will include a written administered copy in case study

	<ul style="list-style-type: none"> • Read chapter (Choice Words) jigsaw small group discussion reflect on current classroom language, environment and strategic actions • Small group discussion on assignment 1 – share information gained from interest inventory with case study student, focus of instruction and current plan of action • Jigsaw activity: Read and share with assigned group How Experts Differ from Novices 	<p>portfolio with reflection</p>
<p>Visual and auditory discrimination How can teachers help students learn who see or hear language in diverse ways?</p>	<ul style="list-style-type: none"> • Articulate the developmental nature of visual and auditory discrimination on a continuum of developing and fluent levels and the experiences that support the continuum • Review what proficient readers do including symptoms and causes of reading disabilities; including identification of Dyslexia (definition, characteristics associated with, early detection and instructional information) • Read chapter (Choice Words) jigsaw activity and lead small group discussion on levels of knowing, teacher language and discourse in relation to current classroom environment • Examine the continuum of reading development (Chall & Ehri), concepts of print, definition, rationale, research with learning to look at print and fast visual recognition • Discuss assessment for concepts of print and visual recognition • Review and discuss assessments best used to inform instruction based on case study student’s needs (strengths and weaknesses) • Discuss, administer and score appropriate visual and auditory assessment • Write around activity: record thoughts on Struggling Reader chapters on reading, each student shares thoughts (written expression) & ideas in small group • Discuss, review, score examples tool kit assessments including the following: spelling inventories, phonemic awareness and fluency (includes rhyme, blending, segmentation, initial sound, onset and rime), phonics (including alphabetic principal, letter naming, and nonsense word fluency) and oral language screening • Listening and visual discrimination instruction – definition and instructional practices for automaticity and fluency • Review, discuss and practice oral reading records and miscue analysis, sources of information in continuous text 	<ul style="list-style-type: none"> • Teachers will discuss appropriate visual assessment procedures and scoring using student samples • Teachers will discuss appropriate auditory assessment procedures and scoring using student samples • Teachers will administer appropriate visual and auditory discrimination assessment with case study student • Teachers will videotape lesson and provide a copy of the written transcript including analysis of contingencies of teaching

	<ul style="list-style-type: none"> • Use oral reading record assignment to work with a partner to identify: <ul style="list-style-type: none"> a. Pattern of errors in the records b. Strengths of the case study c. Examine self-corrections d. Consider the pattern of responses • Understand guided reading methods – definition, rationale with National Reading Panel findings small group instruction 	
<p>Language expression and processing screening How can teachers help students who express and process language in diverse ways?</p> <p>Dialect Lesson cover Written content area instructional syllabus Secondary teachers</p>	<ul style="list-style-type: none"> • Understand students need opportunities to integrate the use of the six language arts: reading, writing, listening, speaking, viewing, and visually representing • Read chapter (Choice Words) jigsaw activity and lead small group discussion on levels of knowing, teacher language and discourse in relation to current classroom environment • Reflection: use chapter readings & listen to sections of Peter Johnson’s keynote address (record 10 individual important thoughts, 10 shared thoughts with partner and list 10 important wonderings whole group) • Review what proficient readers do & symptoms/causes of reading disabilities • Examine continuum of reading development (Chall & Ehri), concepts of print, definition, rationale, research with learning to look at print & fast visual recognition • Power Point presentation on phonemic awareness – definition, understanding, research examples, level of difficulty, Speech sounds of English video (Moats) • Power Point presentation on phonemic awareness instruction - instructional guidelines, principles and priorities of teaching phonemic awareness • Power Point presentation on oral language , defined, rational and research • Power Point presentation on phonics – definition, best practices, ELL and LLL, dialect differences • Power Point presentation on alphabetic principles, instructional format and skills (level of difficulty) • Power Point presentation on decoding (high frequency words, multi-syllabic words and fluency) definition, rationale, research 	<ul style="list-style-type: none"> • Teachers will observe administration of oral language assessment procedures • Teachers will score and discuss appropriate instructional procedures for sample student • Teachers will present written and/or oral record of lesson in case study portfolio for language assessment and provide written documentation of lesson in field experience • Teachers will provide written content area instructional plan

	<ul style="list-style-type: none"> • Observe, administer and record appropriate oral language assessments with rubric • Review, discuss and practice oral reading records and miscue analysis, sources of information ▪ Administer oral reading record – digging deeper into case study student literacy processing, identify where to student needs to go next in their learning, examples of early and late visual processing and strategic activity a. analysis of records, check & practice b. sources of information c. level 1 analysis – accuracy rate, s/c rate and text difficulty d. level 2 analysis – semantic, syntactic and graphophonic analysis (M,S,V) e. level 3 analysis – summary statement of observed behavior to indicate evidence for strategic activity to inform and guide instruction ▪ Understand inquiry theory – definition, rationale and research ▪ Examine guided reading – definition, rationale with NRP findings small group instruction 	
<p>English language learning How can teachers help students learn whose first language is not English?</p>	<ul style="list-style-type: none"> • Understand the processes of second language acquisition and the implications for developing oral language, reading, and writing proficiency for English language learners • Power Point presentation on setting for ELL literacy instruction and grouping for instruction including: small-group instruction, grouping formats, flexible grouping and planning for and managing groups • Read chapter (Choice Words) jigsaw activity and lead small group discussion on levels of knowing, teacher language and discourse in relation to current classroom environment • Power Point presentation on phonics – definition, alphabetic principle, best practices, English Language Learner (ELL) and/or Limited Language Learner (LLL), Dialect differences • Power Point presentation on vocabulary definition, instructional practices, ELL or LLL instruction and learning to read, how do we learn the words we know, teaching vocabulary (implicit & explicit) • Observe guidelines for teaching phonological awareness and 	<ul style="list-style-type: none"> • Teachers will engage in discussion of appropriate research-base articles and journals for understanding acquisition of developing oral language and reading and writing for ELL/LLL students • Teachers will discuss and review a checklist of guidelines to implement with

suggested word study and spelling guidelines for teaching ELL/LLL

- Discuss how to build a community of learners – discuss student learning environment, breakout groups to discuss areas classroom student’s struggle most with in literacy (at-risk, ELL and LLL students, Special Education)
- Read ELL literacy instruction – variety, support in various developmental stages nonverbal period, early production, and productive language use
- Observe, administer and record appropriate oral language proficiency assessments and/or ELL assessments with rubric
- Understand the social, cultural and dynamic nature of language
- Use appropriate sight word instruction, word wall components, instructional strategies considered for sight words
- Examine instructional adaptations for bilingualism and language diversity; characteristics of appropriate adaptations (individualized, relevant and effective) and categories of adaptations (instructional content, delivery of instruction, instructional activity and material/assistive technology)
- Write around activity: record thoughts on Struggling Reader chapters on reading, each student shares thoughts (written expression) & ideas in small group
- Administer appropriate tool kit assessments including the following: oral language screening,
- Review, discuss and practice oral reading records and miscue analysis, sources of information
- 1. Review assignment of writing with case study student
 - a. What strengths does the student have?
 - b. How does this inform your instruction?
 - c. What evidence do you have that is reciprocal to the student’s reading?
 - d. What patterns are evident?
 - Use oral reading record assignment to work with a partner to identify:
 - e. Pattern of errors in the records
 - f. Strengths of the case study
 - g. Examine the self-corrections

ELL/LLL students

- Teachers will watch video clips of small group and one on one teaching samples to discuss appropriate guidelines for teaching ELL/LLL students
- Teachers will watch and discuss video clips of appropriate instructional adaptations for content, delivery, and activities related to ELL
- Teachers will administer appropriate assessment (ELL or LLL) with case study

	<p>h. Consider the patterns of responses What does the child control? What can the student be more automatic with? Where are the areas of concern?</p> <ul style="list-style-type: none"> • Understand comprehension and ties to fluency and automaticity, definition, rationale and research/background • Discuss comprehension instructional strategies & techniques, factors that affect reading comprehension 	
<p>Phonemics, phonics, fluency How can teachers help students who have not yet learned basic word recognitions skills? How and when should teachers refer students to specialists when they observe problems with language and fluency?</p>	<ul style="list-style-type: none"> • Understand the relationships of phonemics, phonics, word identification, vocabulary building, spelling patterns, fluency, and comprehension to articulate and discuss current research issues • Power Point presentation on phonological awareness – definition, understanding types of phonological awareness including; <ol style="list-style-type: none"> 1. phoneme blending, segmentation, and manipulation 2. onset-riming blending and segmentation 3. syllable blending and segmentation 4. sentence segmentation 5. rhyme and alliteration <p>research examples, level of difficulty, Speech sounds of English video (Moats)</p> • Understand phonemic awareness instruction - instructional guidelines, principles and priorities of teaching PA with examples of explicit instruction • Understand phonics – definition, best practices, ELL and LLL, dialect differences, Alphabetic principles, instructional format and skills (level of difficulty) • Discuss decoding (high frequency words, multi-syllabic words and fluency) definition, rationale, research • Review sight word instruction, word wall components, instructional strategies considered for sight words • Review, discuss and practice oral reading records and miscue analysis, sources of information • Review (Struggling Readers) and share answers to questions: <ol style="list-style-type: none"> a. What information about fluency was affirming to you? b. What ideas were new for your understanding? c. What concepts will you try in your classroom tomorrow? 	<ul style="list-style-type: none"> • Teachers will submit written reports of research projects and/or reputable journal article reviewing phonemic awareness and/or phonics • Teachers will engage in class discussions using student samples from elementary and secondary students • Teachers will administer phonological awareness assessments and/or phonic assessments with case study student • Teachers will administer fluency assessments with case study student to be included in final portfolio

	<p>d. How do these concepts and ideas compare to Ransinki's fluency rubric?</p> <ul style="list-style-type: none"> • Implement research-based skills and strategies based on informed instructional procedures • Administer oral reading record – digging deeper into case study student literacy processing, identify where to go next, examples of early and late visual processing and strategic activity <ul style="list-style-type: none"> a. analysis of records, check & practice b. sources of information c. level 1 analysis – accuracy rate, s/c rate and text difficulty d. level 2 analysis – semantic, syntactic and graphophonic analysis (M,S,V) e. level 3 analysis – summary statement of observed behavior to indicate evidence for strategic activity to inform and guide instruction • Review tool kit assessments for fluency including; initial sound fluency, letter naming fluency, phoneme segmentation fluency, and nonsense word fluency 	<ul style="list-style-type: none"> • Teachers will analyze and summarize findings from assessments to provide direct evidence and rationale of instructional activities • Teachers will videotape reading or writing lesson with group of students or case study student including a written transcript and analysis of contingencies of teaching • Teachers will include a rubric and/or chart of case study student's fluency progress
<p>Vocabulary How can teachers help students learn the language of the content areas?</p>	<ul style="list-style-type: none"> • Power Point presentation on a variety of strategies for learning content-area vocabulary; including decoding, letter-sound correspondence (alphabetic principle, letter identification, and sound identification), letter combinations, blending, word study, structural analysis (prefix, suffix, consonant/vowel sounds, base word), multi-syllabic word recognition (six types of syllable patterns) and irregular words, instructional format and skills (level of difficulty) • Presentation includes activities, checklists, discussions and instructional adaptations in letter combinations, to reinforce decoding, structural analysis, and syllable patterns and irregular 	<ul style="list-style-type: none"> • Teachers will submit a written report of research project and/or reputable journal article • Teachers will complete an in-class activity to reinforce decoding and structural

	<p>words for teachers to work individually, partners and small group</p> <ul style="list-style-type: none"> • Understand guidelines for teaching decoding, teaching structural analysis, multi-syllabic word recognition, irregular words, and word wall components, including definition, rationale, research • Review, discuss and practice oral reading records and miscue analysis, sources of information • Understand vocabulary and learning to read, how do we learn the words we know, teaching vocabulary (implicit & explicit) • Examine the instructional focus for developmental levels, book selection • Use strategies for conceptual development including graphic organizers, context clues and reference tools including dictionary, thesaurus, and electronic sources (Freyer's model) • Partner discussion (Choice Words) and whole group 'wonderings' about flexibility, transfer and generative learning 	<p>analysis guidelines</p> <ul style="list-style-type: none"> • Teachers will observe a short video segment on decoding and structural analysis and record observations and key adaptations evident in content, instructional activity, material and delivery of instruction • Teachers will participate in small group or paired discussions for sample word wall activity • Teachers will administer a known words assessment in writing and/or a graded word list assessment
<p>Comprehension and Fluency How can teachers help students comprehend what they are learning?</p>	<ul style="list-style-type: none"> • Power Point presentation on comprehension instructional strategies & techniques, factors that affect reading comprehension • Understand the characteristics of texts (narrative, expository, imaginative), how textual aids enhance comprehension (such as pictures, graphs, graphic organizers, charts, italics) • Understand how to effectively utilize comprehension strategies that support interactions with a variety of texts (before, during, and after reading) including structure and genre to enhance understanding and metacognition 	<ul style="list-style-type: none"> • Teachers will administer passage reading with appropriate questioning for comprehension • Teachers will include the oral reading records or miscue analysis

	<ul style="list-style-type: none"> • Understand how to connect comprehension of texts within the content areas to prior knowledge with new information and the importance of having students respond in a variety of ways to texts • Discuss strategies, instructional practices that facilitate struggling readers' and teaching prompts • Review, discuss and practice oral reading records and miscue analysis, sources of information • Questions to consider: What does the child control? What can the student be more automatic with? Where are the areas of concern? • Use oral reading record – digging deeper into case study student literacy processing, identify where to go next, examples of early and late visual processing and strategic activity <ul style="list-style-type: none"> b. analysis of records, check & practice c. sources of information d. level 1 analysis – accuracy rate, s/c rate and text difficulty e. level 2 analysis – semantic, syntactic and graphophonic analysis (M,S,V) f. level 3 analysis – summary statement of observed behavior to indicate evidence for strategic activity to inform and guide instruction • Review and discuss questions about comprehension for different grade levels and suggestions for using questioning techniques • Model a variety of questioning strategies • Understand and practice retelling – discuss definition and rationale, review current research • Review and discuss (Struggling Readers & Choice Words) whole group ideas to tie into case study and summative learning of course content for literacy learning • Understand difference between summarizing and retelling • Review and demonstrate assessments for retelling and review procedures • Understand developmental levels for retelling • Examine profundity – introduce definition, discuss rationale and research 	<p>with the comprehension assessments in the final portfolio</p> <ul style="list-style-type: none"> • Teachers will include a copy of the students fluency checklist or graph of on-going instructional changes • Teachers will submit a written report about a research project and reputable journal article • Teacher will participate in class discussions with peers about student samples of comprehension assessments and fluency charting, graphing and assessments • Videotape of lesson with written transcript and analysis • Teachers will practice and discuss appropriate instructional practices for before, during, and after
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	<ul style="list-style-type: none"> • Understand comprehension and ties to fluency and automaticity, definition, rationale and research/background • Review whole group ideas about fluency instruction, demonstration, and modeling • Discuss teaching for fluency (principles of instruction & developmental approaches), definition, how children become fluent, causes of dysfluent reading & underlying problems, video samples from classroom • Partner discussions • Reflection: use chapter readings & listen to sections of Peter Johnson’s keynote address (record 10 individual important thoughts, 10 shared thoughts with partner and list 10 important wonderings whole group) • Review and use student core examples and case study student examples to guide and model instruction and demonstrations • Read and review (Choice Words) quotes and record thoughts: <ol style="list-style-type: none"> 1. Do you agree or disagree with the statement? Why or why not? 2. How can you incorporate this into your classroom or case study assignment? What might it look like? 	
<p>Spelling, writing What specific symbol sound knowledge do students need to become independent writers? How can teachers help students improve their writing and spelling?</p>	<ul style="list-style-type: none"> • Power Point presentation guiding students understanding in refining spelling knowledge through reading and writing • Review and analyze writing samples and assignment 3 • Power Point presentation on what we know about spelling; including guidelines for effective spelling instruction, Spelling Principles <ol style="list-style-type: none"> a. Letter and letter combinations b. Position of a sound c. Letter patterns d. Morphemes/meaning e. Word origin • Examine and analyze assignment of writing with case study student <ol style="list-style-type: none"> a. What strengths does the student have? b. How does this inform your instruction? c. What evidence do you have that is reciprocal to the student’s reading? d. What patterns are evident? 	<ul style="list-style-type: none"> • Teachers will write reports of research projects and reputable journal articles • Teachers will participate in class discussions with student samples for scoring • Teachers will copy and analyze a piece of writing included in case study portfolio using a rubric • Teachers will provide a copy of a

	<ul style="list-style-type: none"> • Understand writer's workshop – review research, definition and rationale • Discuss and review progression of skills and instructional techniques • Practice and present writing process – steps, strategies and procedures • Understand components of To-With-By chart for instruction • Discuss and review components – model, share and review procedures • Review components of mini-lesson and looking at student work • Explain interactive writing, definition, rationale and research • Understand the developmental stages of spelling and writing (including spelling inventory) • Review spelling inventory assessment • Understand the nature of the writing process including teaching prewriting, drafting, revising, editing, and publishing • Discuss current research on teaching spelling and writing (include rubrics, assessment) • Use case study student writing samples (from 1:1 instruction, small group or classroom) to inform instruction • Examine instructional techniques and authentic purposes • Review tool kit assessments (including spelling inventory, known words, and dictation assessments) and rubrics for writing • Review writing samples and assignment 3 • Model and demonstrate appropriate scaffolding strategies 	<p>student spelling (dictation or inventory) sample included in case study portfolio</p> <ul style="list-style-type: none"> • Teachers will videotape a lesson with case study student and provide a written transcript and with analysis
<p>Instructional strategies How can teachers implement instructional strategies that help students develop learning strategies?</p>	<ul style="list-style-type: none"> • Read and reflect on professional journals, publications, texts about implementation of appropriate instructional strategies for differentiating learning • Participate in class discussions • Power Point presentation for understanding how theories and research have influenced literacy education and practices for differentiating instruction of all students and recognize and provide differentiated instruction for students with reading disorders • Power Point presentation on literacy framework – review components of literacy, organizational framework of reading in 	<ul style="list-style-type: none"> • Teachers will provide a written report of research projects and reputable journal article • Teachers will participate in class discussions with video taped or paper copy student

	<p>Michigan, national research (NRP, NIL, NICHD) and literacy timeline, important documents, research base including 12 essential components of research-based programs, past & present state & federal programs & initiatives (5 main components)</p> <ul style="list-style-type: none"> • Understand overview of literacy assessment tool kit, review of current initiatives in state Reading First, discuss subtests • Understand Three Tier Model of instruction • Discuss and share experiences of how to build a community of learners – discuss student learning environment, breakout groups to discuss areas classroom student’s struggle most with in literacy (at-risk, ELL and LLL students, Special Education and Gifted and Talented) <ul style="list-style-type: none"> a. student introductions b. interest in course c. biggest concern about student’s literacy in your current classroom • Read chapter (Choice Words) jigsaw activity and lead small group discussion on levels of knowing, teacher language and discourse in relation to current classroom environment • Review principles of constructivist learning and sociolinguistic theory, characteristics of traditional/constructive classroom, revisit theories of learning, Zone of Proximal Development (ZPD), key aspects of developmentally appropriate practice, introduce characteristics of reading stages, guidelines for scaffolding instruction for struggling readers • Read chapter (Struggling Readers) and whole group discussion on reading in U.S. schools • Sharing feedback on student interest interviews on reading and writing • Teachers will review the literacy assessments provided throughout the classes and/or current initiatives in their districts, schools or boards, and develop a framework for instruction of case study student to include a plan of action and a timeline for completion • Understand system for delivering systematic, explicit instruction (comprehensive reading instruction) and assessment which 	<p>samples</p> <ul style="list-style-type: none"> • Teachers will verbally share ideas, current understanding, lesson plans, during group discussions • Teachers will provide copies of lesson plans that are developed to show accommodations specific to student need • Teachers will review and highlight checklist of ways to scaffold instruction • Teachers will discuss and present ideas on grouping for instruction, small-group instruction and different grouping formats (flexible grouping, planning and managing groups) • Teachers will submit a written portfolio containing all assessments, instructional
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	<p>provides multiple practice opportunities, balanced literacy, informing instruction – screening, progress monitoring, diagnostic and outcome based assessment</p> <ul style="list-style-type: none"> • Use appropriate grouping procedures, content area reading strategies, reading tasks, and assessment • Recognize and facilitate the value of learning through genuine inquiry and utilize strategies for fostering student inquiry and communication • Discuss Scientifically-research based reading research (quantitative & qualitative research) • Read chapter (Choice Words) jigsaw small group discussion reflect on current classroom language, environment and strategic actions • Discuss Power Point slides on high performance in high poverty schools: 90/90/90 characteristics – multiple opportunities for improvement • Teach students to organize and interpret data to draw inferences and synthesize information for contingent instruction • Review questions(Struggling Readers) small group and discuss answers whole group • Small group discussion on assignment 1 – share information gained from interest inventory with case study student, focus of instruction and current plan of action • Assist students in selecting appropriate resources to support and present conclusions • Reflection: use chapter readings & listen to sections of Peter Johnson’s keynote address (record 10 individual important thoughts, 10 shared thoughts with partner and list 10 important wonderings whole group) 	<p>adaptations, lesson records, and student work samples for case study portfolio</p> <ul style="list-style-type: none"> • Teachers will present orally to class peers the culmination and findings of the case study portfolio
<p>Assessment strategies How can teachers assess students in formal and informal ways that promote instruction?</p>	<ul style="list-style-type: none"> • Examine, discuss, and use informal and formal assessments to discover areas of concern with phonemic awareness, phonics, vocabulary, fluency, and comprehension • Tool Kit includes: Phonemic awareness assessments (rhyme choice/supply, onset-rime blending, phoneme blending/segmenting), initial sound fluency, phoneme segmentation fluency, letter naming fluency, letter/sound 	<ul style="list-style-type: none"> • Teachers will submit a written report of research project(s) and reputable journal article(s) • Teachers will

	<p>identification, sight word/decodable words, nonsense word fluency, known words, hearing and recording sounds in words, spelling inventory, concepts of print, oral language (rubric), writing (rubrics), oral reading records and oral reading fluency, fluency rubrics, comprehension retelling (rubric)</p> <ul style="list-style-type: none"> • Assessment, Analysis and Intervention questions to consider for guiding initial instruction: <ul style="list-style-type: none"> What does this child know? What strengths does the child have? In which areas is he/she fluent? What does this child almost know? What can he/she almost do? What teaching strategies should be used with this student to turn the almost known into a known? • Select appropriate literacy assessments which are subject to the following examples but not an inclusive list: Michigan Literacy Progress Profile (MLPP 2006), Dynamic Indicators of Early Literacy Skills (DiBELS), Developmental Reading Assessment (DRA), Developmental Writing Assessment (DWA), Qualitative Reading Inventory (QRA), Informal Reading Inventory (IRI) and state (MEAP), district (GLAD, ITBS,), school (DIAL, Peabody, Brigance, or board, adopted assessments used to inform current levels of performance to guide instruction; <p>Questions to consider:</p> <ol style="list-style-type: none"> 1. What are the student’s instructional objectives in reading? 2. How does the student perform in each objective? 3. What progress monitoring techniques can I use to inform my reading instruction? 4. What are the results? Do I need to adapt instruction, or should I continue with the present activity? <ul style="list-style-type: none"> • Use assessment practices based on learning theories and aligned with literacy goals, curriculum standards, and instruction that reflect high expectations for all students 	<p>administer, score, analyze and use formal and informal assessments to inform and guide instruction with case study student</p> <ul style="list-style-type: none"> • Teachers will have opportunities to observe, administer and score appropriate assessments • Teachers will graph or chart student progress monitoring for case study student and include the data and summary in final portfolio
<p>The law also mandates that teachers need to apply “appropriate field experiences” in light of these topics. As</p>	<ul style="list-style-type: none"> • Working with a case study student who is an at-risk literacy learner in grades Kindergarten-12 • Participation in 1:1 instruction for a minimum of 10 sessions, (each session is a minimum of 30 minutes) additional sessions required for observation of case study student in small group or 	<ul style="list-style-type: none"> • Teachers will administer, score, and examine appropriate literacy assessments with

<p>a result, learners will need to demonstrate appropriate application of these topics in a classroom setting.</p>	<p>whole group instruction in literacy (reading or writing)</p> <ul style="list-style-type: none"> • Administration, scoring, and examination of specific literacy assessments (required: graded word lists, graded reading passages, comprehension assessments, fluency assessments, writing assessment) with case study student (pre and post required) • Additional administration, scoring and examination of assessments will be required based on pre-assessments and initial action plan (may include but not limited to; additional fluency assessments, writing assessments including work samples, phonemic awareness assessments, phonic assessment, spelling inventory etc.) • Initial action plan report submitted prior to lessons with student for feedback and discussion of appropriate instructional adaptations • On-going submissions for class sharing of student work samples (from individual sessions or classroom samples) • Lesson plans developed as a response to instruction using pre-assessment (screening, progress monitoring and/or outcome based assessments) to guide and direct instruction for accelerated literacy growth and differentiation • Know and understand how language choices advance and constrain people • Select, use, analyze and model appropriate instruction and activity materials to facilitate learning • Video recording and transcript will examine 3 domains of instruction (instructional contingency, domain contingency, and temporal contingency) to look at level of help, appropriate teaching point, and rate of timing • Understand the impact of physical, perceptual, emotional, social, cultural, environmental, and intellectual factors on learning language development, reading acquisition, and comprehension • Advocate for appropriate intervention and support services and work in coordination with specialists to modify curriculum, instruction, assessment and follow-up 	<p>case study student</p> <ul style="list-style-type: none"> • Teachers will complete a formal written report summarizing the case study portfolio of observations, assessments and instruction • Teachers will prepare a presentation to model and describe a summary of their case study portfolio (including initial action plan, pre and post assessment findings, instructional adaptations and reflection of student and teacher learning) • Teachers will submit a written transcript of video recording and analysis of contingencies of instruction in 3 domains with case study student(s)
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