

The College of Education and Behavioral Studies
School of Education
Houston Baptist University

Course Syllabus
EDRE 4351. Emergent Literacy
Fall, 2014

COURSE DESCRIPTION

Prerequisite: Admission to Teacher Education

This course includes an analysis of the development of reading, speaking, listening, thinking and writing visualizing, and visually representing as it applies to the young child. The five critical components of reading instruction (phonemic awareness, phonics and word study, fluency, vocabulary, and comprehension) frame the study of the emergent learner. The course also includes a multi-tiered approach to classroom instruction: being able to differentiate instruction as needed and gather assessment data that will inform instructional decisions.

COURSE SEQUENCE IN CURRICULUM AND PREREQUISITE INFORMATION

This course includes an analysis of the development of reading, speaking, listening, thinking and writing visualizing, and visually representing as it applies to the young child. The five critical components of reading instruction (phonemic awareness, phonics and word study, fluency, vocabulary, and comprehension) frame the study of the emergent learner. This course focuses on the literacy learning for the children in K and 1st grade. The course also includes a multi-tiered approach to classroom instruction: being able to differentiate instruction as needed and gather assessment data that will inform instructional decisions.

DATE AND TIME OF CLASS MEETINGS: Monday and Wednesday 2:00-3:15

ROOM NUMBER: Hinton 211

INSTRUCTOR INFORMATION

Name: Dr. Sharon A. Lewis
Email: slewis@hbu.edu
Office Phone: 281-649-3074
Office Location: H334
Office Hours:

Monday	Tuesday	Wednesday	Thursday	Friday
9:30-12:00	9:30-12:00	9:30-12:00	9:30-12:00	9:30-12:00

Other times available by appointment.

LEARNING RESOURCES

Course Text(s):

Clay, M. M. (2006). *An observation survey of early literacy achievement*. Revised 2nd Edition. Portsmouth, NJ: Heinemann. ISBN 978-0-325-00929-2 (*save this text for EDRE 4360*)

New Zealand Ministry of Education (2003). *Effective literacy practice in years 1-4*. Wellington, New Zealand: Learning Media Ltd. ISBN 0-378-12940-8

Ray, K. W. and Cleveland, L. (2004). *About the Authors*. Portsmouth, NJ: Heinemann ISBN 978-0-325-00511-9

Optional:

Vaughn, S. and Linan-Thompson, S. (2010). *Research-based methods of reading instruction*. Alexandria, VA: ASCD Publishing. ISBN 978-0-87120-946-7

RELATION TO THE PURPOSE STATEMENT OF THE UNIVERSITY

The mission of Houston Baptist University is to provide a learning experience that instills in students a passion for academic, spiritual, and professional excellence as a result of our central confession, “Jesus Christ is Lord.”

In relation to the mission of the University, this course will help students develop an understanding of the literacy development of the emergent learner. It will include a theoretical base based on current and seminal research, teaching techniques and strategies for the emergent learner, and hands-on experiences through a case study of an emergent learner. Students will learn to assess emergent learners and apply that to instructional decisions, design lessons using a multi-tiered approach that differentiates based on need, and apply these in a case study.

RELATION TO THE GOALS AND PURPOSES OF THE COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

The mission of the College of Education and Behavioral Sciences is to prepare students to be effective citizens and professional educators, administrators, counselors, and researchers who reflect Christ in their work and service.

To accomplish this mission, we will provide students with the following:

- the courses and mentoring necessary for a solid pedagogical grounding in their discipline;
- essential learning experiences that will provide opportunities to develop knowledge, skills and wisdom; and
- an understanding of their Christian mission and calling to influence individuals and the larger society.

RELATION TO THE DEPARTMENTAL GOALS AND PURPOSES

The mission of the Department of Curriculum and Instruction is to assist in the development of knowledgeable and effective teachers so they may realize their fullest potential in service to God and humanity.

To accomplish this mission, we will provide students with the following:

- courses containing essential concepts and teaching strategies that reflect sound theories and research-based instructional practices as well as in depth content knowledge;
- courses designed to give students supported fieldwork experiences in local schools allowing them to put theory into practice;
- coursework and fieldwork designed to address the complex challenges of an increasingly diverse and technological society; and
- an enriched educational experience that allows students to develop a sound philosophy of education that reflects Christian values and ethical principles.

COURSE LEARNING OBJECTIVES

Upon completion of this course, students should be able to:

1. Identify the language processing requirements of proficient reading and writing.
2. Understand environmental, cultural, and social factors that contribute to literacy development.
3. Explain phrases in typical developmental progression.
4. Explain the known causal relationships among phonological skill, phonic decoding, spelling, accurate and automatic word recognition, text reading, fluency, background knowledge, verbal reasoning skill, vocabulary, reading comprehension and writing.
5. Explain how the relationships among the major components of literacy development change with reading development.
6. Discuss reasonable goals and expectations for learners at various stages of reading and writing development.
7. Identify, pronounce, classify and compare consonant and vowel phonemes of English.
8. Understand the broad outline of historical influences on English spelling patterns, especially Anglo-Saxon, Latin, and Greek.
9. Define *grapheme* as a functional correspondence unit or representation of a phoneme.
10. Explain common orthographic rules and patterns in English.
11. Explain the difference between high frequency and irregular words.
12. Discuss examples of meaningful word relationships or semantic organization.
13. Explain the differences among screening, diagnostic, outcome, and progress-monitoring assessments.
14. Identify the most well-validated screening tests designed to identify students at risk for reading difficulties.
15. Discuss how to interpret measures of reading comprehension in relation to an individual child's component profile.
16. Identify the general and specific goals of phonological skill instruction.
17. Explain the progression of phonological skill development (i.e., rhyme, syllable, onset-rime, phoneme differentiation).
18. Explain the differences among phonological manipulations, including identifying, matching, blending, segmenting, substituting, and deleting sounds.
19. Identify the principles of phonological skill instruction: brief, multisensory, conceptual, and auditory-verbal.
20. Explain the reciprocal relationships among phonological processing, reading, spelling, and vocabulary.
21. Describe how to order phonics concepts from easier to more difficult.
22. Describe examples of text a student's frustration, instructional, and independent reading level.
23. Discuss the sources of wide differences in students' vocabularies.
24. Review researched-based principles for teaching letter naming and letter formation in manuscript
25. Explain the relationship between transcription skills and written expression.

26. Explain the influences of phonological knowledge on spelling.
27. Explain the influences of orthographic knowledge on spelling.
28. Explain the morphemic knowledge on spelling.
29. Explain the major components and processes of written expression and how they interact (e.g., basic writing/transcription skills versus text generation).
30. Develop behaviors that maintain and extend professional knowledge through attending professional conferences and reading professional articles.

Foundational learning objectives, knowledge and skills required for all students seeking **initial teacher certification** are included in this course.

SCHOOL OF EDUCATION REQUIREMENTS RELATED TO STATE AND NATIONAL STANDARDS

- The course learning objectives acquired through the experiences in this course support state and national standards including the TEA Standards for Pedagogy and Professional Responsibilities, the International Dyslexia Association (IDA) Standards for Reading, and Requirements of the Texas Administrative Code 9 (TAC §228.30) and H.B.2012.
- Appropriate grade level TEA guidelines and TEKS are also included as part of this course.
- A matrix at the end of this document indicates the TAC §228.30 and H.B.2012 requirements addressed
- A list of specific TExES competencies and International Dyslexia Association (IDA) Reading Standards for this course is presented below.

TExES Competencies

The following TExES Pedagogy and Professional Responsibilities and EC-6 Generalist Competencies are addressed in part or in full in this course:

Domain I: English Language Arts and Reading

Competency 001 (Oral Language): The teacher understands the importance of oral language, knows the developmental processes of oral language, and provides the students with varied opportunities to develop listening and speaking skills.

Competency 002 (Phonological and phonemic awareness): The teacher understands phonological and phonemic awareness and employs a variety of approaches to help students develop phonological and phonemic awareness.

Competency 003 (Alphabetic Principle): The teacher understands the importance of the alphabetic principle for reading English and provides instruction that helps students understand the relationship between spoken language and printed words.

Competency 004 (Literacy Development): The teacher understands that literacy develops over time, progressing from emergent to proficient stages, and uses a variety of approaches to support the development of students' literacy.

Competency 005 (Word Analysis and Identification Skills): The teacher understands the importance of word identification skills (including decoding, blending, structural analysis, sight word vocabulary, and contextual analysis) and provides many opportunities for students to practice and improve word identification skills.

Competency 006 (Reading Fluency): The teacher understands the importance of fluency for reading comprehension and provides many opportunities for students to improve their reading fluency.

Competency 007 (Reading Comprehension and applications): The teacher understands the importance of reading for understanding, knows the components and processes of reading comprehension, and teaches students strategies for improving their comprehension, including using a variety of texts and contexts.

Competency 008 (Reading, Inquiry, and research): The teacher understands the importance of research and inquiry skills to students' academic success and provides students with instruction that promotes their acquisition and effective use of those study skills in the content areas.

Competency 009 (Writing Conventions): The teacher understands the conventions of writing in English and provides instruction that helps students develop proficiency in applying writing conventions.

Competency 010 (Written Communication): The teacher understands that writing to communicate is a developmental process and provides instruction that promotes students' competence in written communication.

Competency 011 (Viewing and Representing): The teacher understands skills for interpreting, analyzing, evaluating, and producing visual images and messages in various media and provides students with opportunities to develop skills in this area.

Competency 012 (Assessment of Developing literacy): The teacher understands the basic principles of literacy assessment and uses a variety of assessments to guide literacy instruction.

create a physical and emotion environment that is safe and productive.

IDA Standards.

The following International Dyslexia Association (IDA) Reading Standards are addressed in part or in full in this course:

A. Foundation concepts about Oral and Written Language

1. Identify the language processing requirements of proficient reading and writing.
2. Understand environmental, cultural, and social factors that contribute to literacy development.
3. Explain phrases in typical developmental progression.
4. Explain the known causal relationships among phonological skill. Phonic decoding, spelling, accurate and automatic word recognition, text reading, fluency, background knowledge, verbal reasoning skill, vocabulary, reading comprehension and writing.
5. Explain how the relationships among the major components of literacy development change with reading development.
6. Discuss reasonable goals and expectations for learners at various stages of reading and writing development.

B. Knowledge and structure of language

1. Identify, pronounce, classify and compare consonant and vowel phonemes of English.
2. Understand the broad outline of historical influences on English spelling patterns, especially Anglo-Saxon, Latin, and Greek.
3. Define *grapheme* as a functional correspondence unit or representation of a phoneme.
4. Explain common orthographic rules and patterns in English.
5. Explain the difference between high frequency and irregular words.
6. Discuss examples of meaningful word relationships or semantic organization.

C. Interpretation and administration of assessments

1. Explain the differences among screening, diagnostic, outcome, and progress-monitoring assessments.
2. Identify the most well-validated screening tests designed to identify students at risk for reading difficulties.
3. Discuss how to interpret measures of reading comprehension in relation to an individual child's component profile.

D. Structured language teaching: phonology

1. Identify the general and specific goals of phonological skill instruction.
2. Explain the progression of phonological skill development (i.e., rhyme, syllable, onset-rime, phoneme differentiation).
3. Explain the differences among phonological manipulations, including identifying, matching, blending, segmenting, substituting, and deleting sounds.
4. Identify the principles of phonological skill instruction: brief, multisensory, conceptual, and auditory-verbal.
5. Explain the reciprocal relationships among phonological processing, reading, spelling, and vocabulary.

E. Structured language teaching: phonics and word recognition

1. Describe how to order phonics concepts from easier to more difficult.

F. Structured language teaching: fluent, automatic reading of text

1. Describe examples of text a student's frustration, instructional, and independent reading level.

G. Structured language teaching: vocabulary

1. Discuss the sources of wide differences in students' vocabularies.

H. Structured language teaching: handwriting, spelling, and written expression

1. Review researched-based principles for teaching letter naming and letter formation in manuscript
2. Explain the relationship between transcription skills and written expression.
3. Explain the influences of phonological knowledge on spelling.
4. Explain the influences of orthographic knowledge on spelling.
5. Explain the morphemic knowledge on spelling.
6. Explain the major components and processes of written expression and how they interact (e.g., basic writing/transcription skills versus text generation).

TOPICAL OUTLINE

A course agenda is included at the end of this syllabus. It includes the following topics:

1. Assessments for phonological awareness; reading accuracy, fluency, comprehension; and early writing
2. Oral language development and the implications on reading and writing development
3. Phonemic awareness and the implications for reading accuracy
 - a. Phonemes

- b. Morphemes
 - c. Graphemes
 - d. Segmenting
 - e. Blending
 - f. matching
 - g. Manipulation (beginning, middle, and ending sounds)
 - h. Onset-rime
 - i. High frequency words/irregular words
4. Reading fluency
 5. Reading comprehension for the young child
 - a. Identify levels of frustrational, instructional, and easy texts
 6. Writing development and instruction for the young child
 7. Vocabulary development and instruction for the young child

The content of this outline and the attached schedule are subject to change at the discretion of the professor.

TEACHING STRATEGIES

A variety of learning methods will be used including the following:

1. Reading, lecture, videos and discussion
2. Reflection (both oral and written)
3. Media presentations
4. Small group activities and simulations
5. Technology: online class sessions (not to exceed 25% of class), threaded discussion reflections and responses, online diagnostic quizzes
6. Individual conferences (as needed)
7. Demonstration lessons

ASSESSMENT OF LEARNING

Foundational learning experiences required for all students seeking **initial teacher certification** are included in this course.

Course Requirements. See the agenda at the end of this syllabus for due dates.

Assignment ¹	Learning Objective(s)	Standards ²	Point Value
<i>Exam I</i>	2,3, 4,5, 8, 9, 10,11, 13, 14, 15, 16, 17, 19, 21, 22, 23, 24, 26, 27, 28	PPR: I, II, IV	100
<i>Comprehensive Final Exam</i>	1, 3, 4, 5, 6, 12, 15, 17, 20, 22, 25, 26, 27, 28, 29	PPR: I, II, III, IV	100
Additional Learning Activities			
<ul style="list-style-type: none"> • countdown discussion reflections about developmental theories (4) 	1, 2, 3, 4, 5, 6, 8, 11, 16, 17, 20, 21, 22, 23, 25, 28, 29	PPR: I. 1-5; II. 3,5,7,9; III, IV	50 each
<ul style="list-style-type: none"> • Phonemic awareness lesson 	4, 6, 7, 8, 9, 16, 17, 19, 21,28	PPRI.1. 2-3; II. 1. (2-3), 5, 8,9, 11, 14; III.1.2, 3,5,7,9	100

<ul style="list-style-type: none"> • Video reflections (4) 	<p>3, 4, 7, 8, 9, 10, 16, 17, 18, 19, 21, 24, 26, 27, 28</p>	<p>PPRI.1. (1-5); II. 1. (2-3), 5, 8,9, 11, 14; III.1.2, 3,5,7,9; IV. 8</p>	<p>50 each</p>
<ul style="list-style-type: none"> • Attend professional conference and reading professional articles 	<p>30</p>	<p>PPR II.2; IV. 2; TAC§ 247.2</p>	<p>50</p>

¹ Descriptions and rubrics for assignments are included at the end of this document.

² These assignment/activities develop and/or assess state and national standards including TexES competencies, IDA reading standards, TEKS

³ Each of these will result in a 1-100 score and an average of these scores will be determined.

Grading Standards

School of Education Undergraduate Grading Scale:

92-100 (A); 84-91 (B); 76-83 (C); 70-75 (D); <70 (F)

Student Evaluation of Faculty and Course

Students will complete faculty appraisal forms as regularly administered by the University.

CLASS POLICIES

ATTENDANCE: Absence and Tardy Policies . In the College of Education and Behavioral Sciences, students must attend at least 75% of class sessions in order to receive a passing grade in the course. This means that if more than 8 absences occur, the course grade will be “F” no matter what test and paper scores might indicate. All absences will impact your class participation grade. Coming into class 5-14 minutes late will be counted as a tardy; coming in late 15 minutes or more will count as an absence.

ACADEMIC ACCOMODATIONS:

Students needing learning accommodations should inform the professor immediately and consult the Academic Accommodations section of the HBU Classroom Policy posted on Blackboard. Documentation of Difficulties_If an education student fails to demonstrate an acceptable level of performance on one or more professional educator standards during any class or field experience, a form is filed in the Education Office (a PMID: Progress Monitoring & Intervention Documentation). If two such forms occur, a conference is held in which difficulties are identified and means for improvement are explored. [Sometimes specific interventions will be required.] A third form will result in a committee hearing to review difficulties and means for improvement and to determine conditions for continuance in the program. Professional standards include knowledge, skills and dispositions.

LATE WORK STATEMENT All assignments are expected to be completed in their entirety by the beginning of class on the date due, even if the student is not in class. Late work will only accepted during the next class session (with a twenty-point grade penalty) unless there is proper documentation for illness or other emergency situations beyond the control of the student. The work must then be turned in to the professor no more than one week after the student returns to class. No work will be accepted after the last day of class before the final.

Missed Tests. All the tests should be taken on the day and at the time when they are scheduled. Make-up tests will be given ONLY when the instructor is notified prior to the exam, and there is a

documented excused reason for missing the exam. Legitimate reasons include documented illness, death in the family, etc. A make-up test will then be completed at a time mutually agreed upon by both the professor and student—as soon as possible after the exam date. Any unexcused absence on the test day will result in a grade of zero for the particular test with no opportunity for a make-up test.

Use of Electronic Devices. During class sessions, electronic devices are only to be used to support class activities. Other uses (texting, surfing the web, emailing, etc.) will result in the device not being allowed in the classroom for future classes, and a penalty in your class participation grade will be given.

Students are required to read the University Classroom Policy addendum to this course syllabus that is included on Blackboard. In addition to the class policies listed here, it includes basic class policies that apply in all HBU classes.

PERSON RESPONSIBLE FOR DEVELOPING SYLLABUS



Instructor's Signature

July, 2014

Date

Emergent Literacy EDRE 4351

TENTATIVE SCHEDULE

OS=Observation Survey

ELP=Effective Literacy Practice

AA= About the Authors

Date	Class Activity	Reading & Assignments
Aug. 25	Go over syllabus, case study, and other assignments – treasure hunt Read Aloud: <i>Demonstrate an interactive read aloud</i>	Get your books!! Read OS chapter 5 
27	Train on running records Sign up for interactive read aloud	Review running records and re-read chpt. 5 in OS and read chapter 6
Sept 1	Holiday	
3	Complete running record and MSV training	Respond to reading on threaded discussion #1 Read ELP ch.1
8	Cambourne's Theory of Learning Interactive read alouds Sign-up for interactive read aloud	Respond to colleagues on threaded discussion #1 Read ELP ch. 2
10	Interactive read aloud	Read ELP ch. 3
15	Discussion Share an interactive read aloud	Read article on BlackBoard by Marie Clay
17	Share an interactive read aloud Discussion of Clay article Phonemic Awareness video Part I	Video Response #1 Read ELP ch. 4
22	Share an interactive read aloud Phonemic Awareness Video Part II	Video response #2 Read ELP ch. 5 pp. 111-127
24	Share an interactive read aloud Discuss reading	Read ELP ch. 5 pp. 127-150 Respond to reading on threaded discussion #2
29	K & 1 writing Workshop Share an interactive read aloud	Read ELP ch.6
Oct.1	Share an interactive read aloud Developmental writing	Read ELP ch.7
6	Share an interactive read aloud	Read ELP ch.8 Respond to reading on threaded discussion #3
8	Share an interactive read aloud Review for exam	Study for mid-term
13	Mid-term	
15		Read AA ch.1
20	Interactive writing video part 1	Read AA ch.2 Video Response #3
22	Share an interactive read aloud Discuss reading	Read AA ch.3
27	Interactive writing Video Part II Share an interactive read aloud	Read AA ch.4 Video Response #4
29	Share an interactive read aloud Discuss reading	Read AA ch.5
Nov.3	Share an interactive read aloud	Read AA ch.6
5	Matt Glover video clips	Read AA ch.7

10		Respond to reading on threaded discussion #3
12		
17	Phonemic Awareness Presentation	
19	Phonemic Awareness Presentation	
24	Phonemic Awareness Presentation	
26	Phonemic Awareness Presentation	
	Thanksgiving	
Dec. 1	TBA	
3	Review for Final	
	Final	

**changes to the tentative schedule will be made as warranted by the professor with timelu notification to students*

COURSE ACKNOWLEDGEMENTS for EDRE 4351

Syllabus Statement

I am aware of all topics listed and described in the course syllabus --by reading the syllabus on my own and through class discussions. Such topics include, but are not limited to the following:

- course description; course sequence in the curriculum and pr-requisite information;
- instructor information and learning resources;
- relation to the mission of the University and to the goals and purposes of School of Education;
- course learning objectives;
- state and national standards covered (TexES competencies, IDA standards, etc);
- topical outline and learning strategies;;
- assessment for learning: requirements & grading standards;;
- **HBU CLASS POLICIES – Please read the secondary document uploaded to Blackboard;**
- additional policies for this class: **attendance**, late work, missed tests and electronic devices; and
- the possibility of changes to the syllabus. [The content of this syllabus and the attached agenda are subject to change at the discretion of the professor.]

Professional Integrity Statement

To maintain and uphold the highest level of professional integrity and honesty, cheating and plagiarizing are not allowed.

Cheating is a catch-all term for not doing your own work. Within the broader view of cheating is the idea of using someone else’s work in place of your own. This is called plagiarism and is not allowed in this class. If a student cheats and/or plagiarizes, then the student will receive a “0” for the assignment and/or fail the course. Any attempt during a test to consult with notes or another person or to look at another’s test will constitute cheating. If you share answers in any way, both students will receive a “0” for the test and/or fail this course. Using stolen tests or “borrowed” tests (any test that is not readily available to all members of the class) to study for an exam is cheating and will result in a “0” and/or course failure. **DO NOT:**

- copy another person’s paper/project/work or part of that and turn it in as your own;
- copy a paper/project from the Internet and turn them in as your own;
- copy another paper/project (or cut and paste parts of Internet articles), make changes to it, and submit it as your own;
- include the work of others without documentation/reference (If seven or more words are taken directly from another source it must be quoted and referenced.);
- submit a paper/project or large parts of a paper/project you have done for another class at HBU or another institution to this class. (Always get a professor’s approval before using a prior work or topic from a different class.);
- have someone write parts or all of your paper/project/work
- share your work with others; and,
- change references or make up references.
- falsify fieldwork documentation

By signing this page, **I affirm** that I have read and understand the contents of this course **Syllabus Statement and the Professional Integrity Statement**. I understand that at any time during the course, I may request clarification, if needed.

Printed Name

Signature

Date

[After reading the course syllabus and this page, please **print and sign this** form then turn it in to the professor.]

Pedagogy and Professional Responsibilities Course Correlation to TAC §228.30*

*Source: TEA Audit Monitoring Handbook 2009

EC-12 PPR Standard	Curriculum Topic TAC §228.30	Essential Components	Learning Experiences/ Products
I, III	1. Reading Instruction : A variety of theories and methods appropriate for teaching these five essential components of reading instruction.	1. Text Structure (organization) 2. Vocabulary teaching strategies 3. Identifying the word (root, prefix, suffix) 4. Fluency basic teaching strategies 5. Comprehension (finding main idea, summarizing, supporting details, synthesizing/making connections, inferences, making generalizations)	Phonics/spelling lesson, video reflections, threaded discussions
II, IV	2. Code of Ethics	Texas Educators' Code of Ethics TAC§ 247.2 Ethics videos: http://www.youtube.com/playlist?list=PLYCCyVaf2g1vuF3qlz1NjEWFEMtxaBMvC	Student behavior
I, II, III	3. Child Development	A variety of theories for child development.	Readings and responses
I, II, III,	4. Motivation	A variety of theories & methods appropriate for teaching motivation.	Portfolio lessons, video reflections
I, II, III	5. Learning Theories	A variety of learning theories	Portfolio lessons threaded discussions
I, III	6. TEKS Organization,	http://ritter.tea.state.tx.us/teks/http://www.tea.state.tx.us/ click on Testing/ Accountability, click on Texas Essential Knowledge and Skills for much more information.	Portfolio lessons and TAKS examination
I, III	7. Content TEKS		Case study lessons
I, II, IV	8. State Assessment of Students & STAAR: Testing,	Requirements , responsibilities, scoring, analysis & use of results http://www.tea.state.tx.us/student.assessment/staar/	Case study lessons
I, II, III	9. Curriculum Development and Lesson Planning	A variety of theories & methods appropriate for teaching curriculum development & lesson planning.	Case study lessons
I, III	10. Classroom Assessment and Diagnosing Learning Needs	A variety of theories & methods appropriate for teaching formative assessment to diagnose learning needs & other types of classroom assessment.	Use of Developmental Reading Assessment
II, IV	11. Classroom Management	A variety of theories & methods appropriate for teaching classroom management.	Case study lessons
I, II, III, IV	12. Special Populations ELPS—English Language Proficiencies http://ritter.tea.state.tx.us/curriculum/biling/elps.html National Assoc. for Gifted Children Teacher Knowledge and Skills http://www.nagc.org/index2.aspx?id=1863 TEA website resources http://ritter.tea.state.tx.us/special.ed	A. ESL/ Bilingual /ELPS : Learning strategies , Listening ,Speaking , Reading & Writing	Portfolio lessons and assigned readings
		B. G/T: Learner characteristics and development , Instructional strategies, Socio-cultural influences & Identifying GT	
		C. Special Education: Acronyms/Terms , Modifications/ Accommodations,Inclusion, Parent Involvement , Discipline & Mental or emotion disorders including: characteristics of the most prevalent mental or emotional disorders among children, identification of mental or emotional disorders, effective strategies for teaching and intervening with students with mental or emotional disorders, including de-escalation techniques and positive behavioral interventions and support, and notice and referral to a parent or guardian of a student with a mental or emotional disorder so that the parent or guardian may take appropriate action such as seeking mental health services.	
III, IV	13. Parent Conferencing and Communication Skills	A variety of theories and methods appropriate for teaching communication skills & parent conferencing.	Case study lessons
I, III	14. Instructional Technology http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlev1.asp	SBEC Technology Standards for All Teachers 1. Tech terms, concepts, data input strategies and ethical practices to make informed decisions about tech app 2. Identify task requirements, apply search strategies, use tech to acquire, analyze, and evaluate a variety of information 3. Use technology to synthesize knowledge, create and modify solutions, and evaluate results 4. Communicate in different formats. 5. Plan, organize, deliver and evaluate instruction that uses technology, and technology TEKS for students.	presentations
I, III, IV	15. Pedagogy/ Instructional Strategies http://olc.spsd.sk.ca/DE/PD/instr/index.html	A variety of instructional strategies suitable for all classrooms & for specific subjects and content. http://olc.spsd.sk.ca/DE/PD/instr/index.html	Portfolio lessons and assigned readings
I, II, III, IV	16. Differentiated Instruction	A variety of instructional strategies suitable for differentiating instruction.	Portfolio lessons and assigned readings
IV	17. Certification Test Preparation (6 clock hours required)	Testing study guides, standards, frameworks, competencies, practice tests www.texas.ets.org	

TAC §228.35 & H.B. 2012 Requirements

I,	Dyslexia: Detection and education of students with dyslexia [TAC RULE §228.35 (4)]	1. Characteristics of dyslexia 2. Identification of dyslexia 3. Effective, multisensory strategies for teaching students with dyslexia Dyslexia Informational Power Point Dyslexia Handbook - English (PDF, 2.45 MB, outside source)	
IV	Legal & Employment Issues	Contract abandonment & the effect of supply & demand forces on the educator workforce in TX (including difficulty of getting jobs in the I 35 Corridor from Dallas/Ft Worth to San Antonio)	
	Status of HBU program	Pass rates & accreditation status	
IV	Teacher & principal evaluation PDAS:: http://www4.esc13.net/pdas/	PDAS: the purpose & process, what is evaluated, what the evaluation instrument look like, how could you appeal, the PDAS Teacher Manual which is required to be given to all teachers.	
I,II,III,IV	Skills & Expectations of Educators	The skills that educators are required to possess, the responsibilities that educators are required to accept, and the high expectations for students in Texas	

Websites

TEA website for TEKS/TAKS information. tea.state.tx.us/TEKS
<http://classroom.4teachers.org/>
www.spacesforchildren.com/flrpln.html
[Rubistar4teachers.org](http://www.rubistar4teachers.org)
 International Reading Association - <http://www.reading.org>
 Scholastic book clubs – www.scholastic.com/bookclubs
 Six Plus 1 Traits of Writing: www.sixtraits.com

Course Content and Related Topics Bibliography

- Allington, R. L. and Cunningham, P.M. (2007). *Schools That Work: Where All Children Read and Write*, 3rd ed. New York: Pearson Education, Inc.
- Bruner, J. (1990). *Acts of Meaning*. Cambridge, MA: Harvard University Press.
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Assignment Description

Phonemic Awareness Lesson Presentation – You will prepare and demonstrate a lesson that includes a principle of phonemic awareness. You will have the class respond as if they are your students. This lesson will include your objective, why you would teach this lesson and what students would need to have in their background for this lesson to be appropriate. You will provide a handout that outlines the why and how for this lesson.

Phonemic Awareness Lesson Grading Rubric

Lesson & planning	Points possible	Points earned
Clarity of presentation <ul style="list-style-type: none"> ▪ Evidence of planning ▪ Clarity of directions ▪ Accuracy of teaching 	60 (1-20) (1-20) (1-20)	
Evidence of appropriate lesson topic selection and assessment	15	
Materials ready	15	
Handout	10	
Total _____ /100		

Threaded discussions - I will post questions or statements for your response. You will respond with an in-depth, thoughtful reflection. This is **not** a summary of what you read, but rather a response to what the reading triggered for you. What connections did you make to the reading? How does it fit with what you have already learned? What aha occurred as you read? How will you incorporate what you read into your practice?

You will respond to the reflections of 3 colleagues. This should be a comment back to the colleague that shares what you took from their reflection. It has to be more than, “I agree with _____ about _ because _____.” It is a comment between readers.

Threaded Discussion Grading Rubric

	Points possible	Points earned
Shows connections to personal or professional experiences, wonderings/questions, conclusions, “Ahas”	15	
Provides evidence of reading organization	15	
Grammar, sentence structure, & conventions	5	
Responses to colleagues	10	
Total _____ / 50		

Professional Conference Attendance: As an educator you will need to keep your knowledge current and growing. You do that through attending professional conferences and professional reading. You will be provided with local conference information in class. You may also join and attend 4 ASE meetings. In the event you are unable to find a conference that you are able to attend and you have class conflicts with ASE, you may read two journal articles on topics pertaining to this course and summarize each and add a personal reflection in a paper to be turned in to the professor.

Video Response

After viewing the class videos, you will write a one page response. It needs to include key elements from the video and how you see that being implemented in a classroom. Make connections to your reading from the class text.

Video Response Rubric

	Points possible	Points earned
Shows connections to personal or professional experiences, and reading	15	
Provides evidence of understanding the key points	15	
organization	10	
Grammar, sentence structure, & conventions	10	
Total _____ X 2= _____ (recorded grade)		

TEKS and PK Guidelines Review

You will correlate the Kindergarten TEKS and the PK Guidelines to the text. You will create a chart that shows which TEKS or Guidelines are discussed in the various chapters. You may work with a partner but both need to submit the final project.