Course Syllabus

<table>
<thead>
<tr>
<th>Course Number: EEC 3213</th>
<th>Course Title: Emergent Literacy</th>
<th>Credits: 3</th>
<th>Semester Hours: 3</th>
</tr>
</thead>
</table>

**Department:** Elementary Education & Prekindergarten/Primary Education

**Required Textbooks:**

<table>
<thead>
<tr>
<th>Office Location: GEC-B 200G</th>
<th>Office Phone: 599-3125</th>
<th>Email: <a href="mailto:nancy.fontaine@famu.edu">nancy.fontaine@famu.edu</a></th>
</tr>
</thead>
</table>

| Faculty Name: Nancy Fontaine, Ph.D. Associate Professor | Term/Year: Fall 10 |

**Office Hours:** Mon, Wed 1:30 – 2:00, Tues, Thurs 9:00 – 2:00

**CONCEPTUAL FRAMEWORK**

In response to Florida’s demand for accountability from their public schools, the 1997 State Legislature created the Florida System of School Improvement and Accountability, which is designed to improve student performance. The Elementary Education Department, in response to this initiative, strives to make a positive impact by ensuring that it produces high quality professional teachers who are committed to improving student performance and who will assist students in meeting the Florida Sunshine State Standards. The Elementary Education Department endeavors to provide a quality program through the implementation of an integrated curriculum based on the guidelines and competencies aligned with the Florida Sunshine State Standards, Florida Accomplished Practices, Florida Adopted Subject Area Competencies, Association for Childhood Education International, National Association for the Education of Young Children, and those of other learned organizations.

The conceptual framework which guides the work in the Elementary Education Department and the Preschool and Prekindergarten/Primary Program is heavily tied to the integrative education principles and thinking which result in the development of the “Exemplary Professional.” The conceptual framework is grounded in a combination of theories by philosophers such as Dewey, social scientists such as Erikson and DuBois, practitioners such as Bethune, and developmental constructivist theorists such as Piaget and Vygotsky.
The Conceptual Framework in the Professional Education Unit at Florida A&M University’s College of Education is an integrated approach to providing educational experiences that result in exemplary professional educators. The Framework is comprised of many activities and themes with the mission of developing high quality classroom teachers, administrators and support personnel. The term “exemplary” refers to the kind of graduates the unit strives to produce. Figure 1 provides a diagram of the Exemplary Professional Conceptual Framework.

**FIGURE 1**

The four themes within the Conceptual Framework include: multiculturalism, educational technology, values, problem solving, professionalism, and urban and rural education. Through the student’s general studies work and other early activities, research and practices of faculty that is integrated within course content and instruction, coursework within the education major and specialty areas, field clinical experiences, and internships the student evolves into the “Exemplary Professional.”
The Preschool and Prekindergarten/Primary Education Program works within this Conceptual Framework to prepare the preprofessional to work effectively with young children within the context of their family, culture, and community. It assists the student in understanding and respecting the unique differences of individuals, particularly in regard to their cognitive, emotional, social, motor, and language skill development. Coursework, direct experience, practice, and external research enables students to examine current best practices in educating and facilitating the development of children. The emphasis of the Program is on developmental appropriateness through the utilization of a variety of curricula and activities.

The practical application of this information is also prioritized to facilitate a more thorough knowledge and skill in working in the real world. Students are provided with the education standards and competencies required for young children by the Florida Department of Education and school districts throughout the state.

**COURSE DESCRIPTION**

This course will provide students with a knowledge base in regard to early childhood education. Included will be developmentally appropriate information on language, language arts, and emergent literacy development with children ages three through eight in various settings. These settings include developmental clinics, human service programs, pre-kindergarten classrooms, elementary grades, and childcare centers.

**COURSE GOALS**

Students will gain a knowledge base on the content areas including emergent and developing language and literacy including expressive, receptive, and interpretive communication. Students will become familiar with best practices and effective methods for instructing and guiding children in obtaining knowledge and skill in these areas. With this knowledge base, students will gain an appreciation and positive attitude and commitment to working with all children to promote early care and learning, regardless of individual need or diversity.

**COURSE OBJECTIVES**

Students will be able to increase their knowledge and skill to a satisfactory level of 2 or 3 according to the assessment rubric for NCATE Standards 2.0 (2.1, 2.4) and 6.0 (6.1, 6.2, 6.3, 6.4), which cover the following areas:

1. Understanding current issues, trends, and laws pertaining to literacy education.
2. Play-based learning and child-initiated activities in a planned learning environment
3. Planning, implementing, and evaluating developmentally appropriate and integrated content and methodology in the areas of interpretative communication
4. Planning, implementing, and evaluating developmentally appropriate and integrated content and methodology in the areas of emergent and developing understanding of culture
5. Planning, implementing, and evaluating developmentally appropriate and integrated content and methodology in the areas of emergent and developing understanding of literacy, reading, writing, and language arts

6. Planning, implementing, and evaluating developmentally appropriate and integrated content and methodology in the areas of emergent and developing understanding of receptive, interpretive, and expressive language

7. Content developmentally appropriate practices including, but not limited to: individual and small group learning; child or teacher initiated learning experiences; learning through play, enriching, and extending activities; technology to facilitate learning; discovery learning and problem solving; creative expression; and developing children’s abilities to be resourceful learners

8. Environments to support developmentally appropriate practices

9. Developmentally appropriate practices to promote positive self-concept, self-esteem, and prosocial and social emotional development through positive interactions

10. Adapting curriculum and practices for inclusion of children with special needs and their families including those who are gifted and talented

11. Curriculum methods that provide for the language needs of children and families who have limited English proficiency

12. Determine and use appropriate instructional methods and strategies for individuals and groups, using knowledge of first and second language acquisition processes

13. Apply current effective ESOL teaching methodologies in planning and delivering instruction to LEP students

14. Develop experiential and interactive literacy activities for LEP students, using current information on linguistic and cognitive processes

15. Analyze student language and determine appropriate instructional strategies using knowledge of phonology, morphology, syntax, semantics, and discourse

16. Apply essential strategies for developing and integrating the four language skills of listening comprehension, oral communication, reading, and writing

17. Apply content-based ESOL approaches to instruction

18. Evaluate, design, and employ instructional methods and techniques appropriate to learner’s socialization and communication needs

19. Design and implement effective unit and daily plans for ESOL students in the regular classroom.
20. Evaluate, adapt, and employ appropriate curricula materials, media, and technology for ESOL students in the content areas.

21. Create a positive classroom environment to accommodate the various learning styles and cultural backgrounds of students

PROFESSIONAL COMPETENCIES

All instruction and activities for this course will specifically assist students in developing the following professional competencies to promote an understanding of early childhood education of children from age three through grade three.

CEC Standards

IRA.1 Theoretical Base
IRA.1.1 ...demonstrate recognition that reading should be taught as a process
IRA.1.2 ...demonstrate an understanding and respect for cultural, linguistic, and ethnic diversity in the teaching process
IRA.1.3 ...demonstrate an understanding of the importance of literacy for personal and social growth
IRA.1.5 ...demonstrate an understanding of reading as the process of constructing meaning through the interaction of the reader’s existing knowledge, the information suggested by the written language, and the context of the reading situation
IRA.1.6 ...demonstrate an understanding of the major theories of language development, cognition, and learning
IRA.1.7 ...demonstrate an understanding of the impact of physical, perceptual, emotional, social, cultural, environmental, and intellectual factors on learning, language development, and reading acquisition
IRA.10.2 ...administer and use information from norm-referenced tests, criterion-referenced tests, formal and informal inventories, constructed response measures, portfolio-based assessments, student self-evaluations, work/performance samples, observations, anecdotal records, journals, and other indicators of student progress to inform instruction and learning
IRA.12 Curriculum Development
IRA.12.1 ...initiate and participate in ongoing curriculum development and evaluation
IRA.12.2 ...adapt instruction to meet the needs of different learners to accomplish different purposes
IRA.12.4 ...select and evaluate instructional materials for literacy, including those that are technology-based
IRA.12.7 ...help develop individual educational plans for students with severe learning problems related to literacy
IRA.16 Professionalism
IRA.16.2 ...reflect on one’s practice to improve instruction and other services to students
IRA.2 Knowledge Base
IRA.2.1 ...demonstrate an understanding that written language is a symbolic system
IRA.2.11 ...show an understanding of relevant reading research from general education and how it has influenced literacy education
IRA.2.12 ...teach classic and contemporary children’s and young adults’ literature, and easy-reading fiction and nonfiction for adults, at appropriate levels
IRA.2.13 ...illustrate the importance of giving learners opportunities in all aspects of literacy (e.g., as readers, writers, thinkers, reactors, or responders)
IRA.2.14  ...show that goals, instruction, and assessment should be aligned
IRA.2.2  ...demonstrate an understanding of the interrelation of language and literacy acquisition
IRA.2.3  ...demonstrate an understanding of principles of new language acquisition
IRA.2.5  ...demonstrate an understanding of the interrelation of reading and writing, and listening and speaking
IRA.2.6  ...show that students need opportunities to integrate their use of literacy through reading, writing, listening, speaking, viewing, and representing visually
IRA.2.7  ...demonstrate an understanding of emergent literacy and the experiences that support it
IRA.2.8  ...demonstrate an understanding of the role of metacognition in reading and writing, and listening and speaking
IRA.2.9  ...demonstrate an understanding of how contextual factors in the school can influence student learning and reading (e.g., grouping procedures, school programs, and assessment)
IRA.3  Individual Differences
IRA.3.1  ...illustrate how differences among learners influence their literacy development
IRA.3.2  ...demonstrate an understanding and respect for cultural, linguistic, and ethnic diversity in the teaching process
IRA.3.3  ...show that spelling is developmental and is based on student knowledge of the phonological system and of the letter names, their judgments of phonetic similarities and differences, and their ability to abstract phonetic information from letter names
IRA.3.4  ...illustrate the importance of creating programs to address the strengths and needs of individual learners
IRA.4  Reading Difficulties
IRA.4.1  ...demonstrate an understanding of the nature and multiple causes of reading and writing difficulties
IRA.4.2  ...demonstrate knowledge of principles for diagnosing reading difficulties
IRA.4.3  ...illustrate an understanding of individualized and group instructional interventions targeted toward those students in greatest need or at low proficiency levels
IRA.5  Creating a Literate Environment
IRA.5.1  ...create a literate environment that fosters interest and growth in all aspects of literacy
IRA.5.2  ...use texts and trade books to stimulate interest, promote reading growth, foster appreciation for the written word, and increase the motivation of learners to read widely and independently for information, pleasure, and personal growth
IRA.5.3  ...model and discuss reading and writing as valuable, lifelong activities
IRA.5.4  ...provide opportunities for learners to select from a variety of written materials, to read extended texts, and to read for many authentic purposes
IRA.5.5  ...provide opportunities for creative and personal responses to literature, including storytelling
IRA.5.6  ...promote the integration of language arts in all content areas
IRA.5.7  ...use instructional and information technologies to support literacy learning
IRA.5.8  ...implement effective strategies to include parents as partners in the literacy development of their children
IRA.6  Word Identification, Vocabulary, and Spelling
IRA.6.1  ...teach students to monitor their own word identification through the use of syntax, semantic, and graphophonemic relations
IRA.6.2  ...use phonics to teach students to use their knowledge of letter/sound correspondence to identify sounds in the construction of meaning
IRA.6.3  ...teach students to use context to identify and define unfamiliar words
IRA.6.4 ... guide students to refine their spelling knowledge through reading and writing
IRA.6.5 ... teach students to recognize and use various spelling patterns in the English language as an aid to word identification
IRA.6.6 ... employ effective techniques and strategies for the ongoing development of independent vocabulary acquisition
IRA.7 Comprehension
IRA.7.1 ... provide direct instruction and model when and how to use multiple comprehension strategies, including retelling
IRA.7.2 ... model questioning strategies
IRA.7.3 ... teach students to connect prior knowledge with new information
IRA.7.4 ... teach students strategies for monitoring their own comprehension
IRA.7.5 ... ensure that students can use various aspects of text to gain comprehension, including conventions of written English, text structure and genres, figurative language, and intertextual links
IRA.7.6 ... ensure that students gain understanding of the meaning and importance of the conventions of standard written English (e.g., punctuation or usage)
IRA.8 Study Strategies
IRA.9 Writing
IRA.9.1 ... teach students planning strategies most appropriate for particular kinds of writing
IRA.9.2 ... teach students to draft, revise, and edit their writing
IRA.9.3 ... teach students the conventions of standard written English needed to edit their compositions

Conceptual Framework

1. Diversity

| CF: 1.1 (K) | Understand diverse backgrounds of individuals. | F: 5,6,7 | I: 3 |
| CF: 1.2 (S,D) | Acquire the skills & dispositions to understand & support diverse student learning. | F: 5,7 | I: 3,8 |
| CF: 1.3 (S,D) | Accept and foster diversity. | F: 5,6 | I: 3,8 |
| CF: 1.4 (S) | Practice strategies such as: acceptance, tolerance, mediation & resolution. | F: 5,6 | I: 3 |
| CF: 1.5 (K, S) | Establish a comfortable environment in which all students can learn. | F: 5, 7, 9, 10 | I: 5 |

4. Critical Thinking

| CF: 4.1 (K) | Understand a variety of instructional/professional strategies to encourage students development of critical thinking and performance. | F:4,7 | I: 4 |
| CF: 4.2 (S) | Use a variety of instructional/professional strategies to encourage students’ development of critical thinking and performance. | F:2,7 | I: 4 |
| CF: 4.3 (D) | Values critical thinking and self-directed learning as habits of mind. | F: 4 | I: 1,4 |
| CF: 4.4 (K) | Acquire performance assessment techniques and strategies that measure higher order thinking skills of student. | F:1,4 | I: 1,8 |
| CF: 4.5 (S) | Demonstrate the use of higher order thinking skills. | F: 8 | I: 4 |
6. Urban/Rural Education

| CF: 6.1 (S) | Be able to work in school settings with varied levels of resources. | F: 9,10,11 | I: 10 |
| CF: 6.2 (S,D) | Be able to work in school settings that focus on rural/urban context with opportunities and challenges that these environments provide. | F: 11 | I: 3 |

**INTASC**

*Content*

1.1 demonstrates an understanding of the central concepts of his or her discipline.

1.2 uses explanations and representations that link curriculum to prior learning.

1.3 evaluates resources and curriculum materials for appropriateness to the curriculum and instructional delivery.

1.4 engages students in interpreting ideas from a variety of perspectives.

1.5 uses interdisciplinary approaches to teaching and learning.

1.6 uses methods of inquiry that are central to the discipline.

*Student Development*

2.1 evaluates student performance to design instruction appropriate for social, cognitive, and emotional development.

2.2 creates relevance for students by linking with their prior experiences.

2.3 provides opportunities for students to assume responsibility for and be actively engaged in their learning.

2.4 encourages student reflection on prior knowledge and its connection to new information.

2.5 accesses student thinking as a basis for instructional activities through group/individual interaction and written work (listening, encouraging discussion, eliciting samples of student thinking orally and in writing).

*Diversity*

3.1 designs instruction appropriate to students’ stages of development, learning styles, strengths and needs.

3.2 selects approaches that provide opportunities for different performance modes.

3.3 accesses appropriate services or resources to meet exceptional learning needs when needed.

3.4 adjusts instruction to accommodate the learning differences or needs of students (time and circumstance of work, tasks assigned, communication and response modes).

3.5 uses knowledge of different cultural contexts within the community (socio-economic, ethnic, cultural) and connects with the learner through types of interaction and assignments.

3.6 creates a learning community that respects individual differences.
**Instructional Strategies**

4.1 selects and uses multiple teaching and learning strategies (a variety of presentations/explanations) to encourage students in critical thinking and problem solving.

4.2 encourages students to assume responsibility for identifying and using learning resources.

4.3 assumes different roles in the instructional process (instructor, facilitator, coach, audience) to accommodate content, purpose, and learner needs.

**Motivation and Management**

5.1 encourages clear procedures and expectations that ensure students assume responsibility for themselves and others, work collaboratively and independently, and engage in purposeful learning activities.

5.2 engages students by relating lessons to students’ personal interests, allowing students to have choices in their learning, and leading students to ask questions and solve problems that are meaningful to them.

5.3 organizes, allocates, and manages time, space and activities in a way that is conducive to learning.

5.4 organizes, prepares students for, and monitors independent and group work that allows for full and varied participation of all individuals.

**Communication and Technology**

6.1 models effective communication strategies in conveying ideas and information and when asking questions (e.g., monitoring the effects of messages; restating ideas and drawing connections; using visual, aural, and kinesthetic cues; being sensitive to nonverbal cues both given and received).

6.2 provides support for learner expression in speaking, writing, and other media.

**Planning**

7.1 plans lessons and activities to address variation in learning styles and performance modes, multiple development levels of diverse learners, and problem solving and exploration.

7.2 develops plans that are appropriate for curriculum goals and are based on effective instruction.

**Assessment**

8.1 selects, constructs, and uses assessment strategies appropriate to the learning outcomes.

8.2 uses a variety of informal and formal strategies to inform choices about student progress and to adjust instruction (e.g., standardized test data, peer and student self-assessment, informal assessments such as observation, surveys, interviews, student work, performance tasks, portfolio, and teacher made tests).

**Professional Development**

9.1 uses classroom observation, information about students and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice.

**Florida Accomplished Practices**

*Accomplished Practice # 1 - Assessment*

  a. Uses multiple perspectives to diagnose student behavior problems and devise solutions.
b. Diagnoses students’ readiness to learn and their individual learning needs and plans appropriate intervention strategies.

d. Assesses individual and group performance to design instruction that meets students’ current needs in the cognitive, social, linguistic, cultural, emotional, and physical domains.

e. Employs performance-based assessment approaches to determine students’ performance of specified outcomes.

g. Modifies instruction based upon assessed student performance.

j. Selects, administers, and interprets various informal and standardized instruments for assessing students’ academic performance and social behavior.

k. Reviews assessment data about individual students to determine their entry-level skills, deficiencies, academic and language development progress, and personal strengths to modify instruction-based assessment.

Accomplished Practice # 2 – Communication

d. Encourages students in a positive and supportive manner.

e. Communicates to all students high expectations for learning.

Accomplished Practice # 3 - Continuous Improvement

a. Identifies principles and strategies for affecting changes occurring in her/his classroom and school.

c. Uses data from her/his own learning environments as a basis for reflecting upon and experimenting with personal teaching practices.

f. Reflects respect for diverse perspectives, ideas, and opinions in planned learning activities.

i. Shows evidence of reflection and improvement in her/his performance in teaching/learning activities.

l. Works as a reflective practitioner and develops the skills to recognize problems, research solutions, and evaluate outcomes.

Accomplished Practice # 4 - Critical Thinking

a. Provides opportunities for students to learn higher-order thinking skills.

b. Identifies strategies, materials, and technologies which she/he will use to expand students’ thinking abilities.

c. Has strategies for utilizing discussions, group interactions, and writing to encourage student problem solving.

h. Modifies and adapts lessons with increased attention to the learners' creative thinking abilities.

Accomplished Practice # 5 - Diversity

a. Accepts and values students from diverse language and culture.

b. Fosters a learning environment in which all students are treated equitably.

c. Recognizes the cultural, linguistic and experiential diversity of students.

d. Recognizes students' learning styles and cultural and linguistic diversity and provides for a range of activities.

e. Has a repertoire of teaching techniques and strategies to effectively instruct all students.

f. Selects appropriate culturally and linguistically sensitive materials for use in the learning process.

g. Uses appropriate school, family, and community resources to help meet all students' learning needs.

h. Employs techniques in creating a climate of openness, honesty, respect, inquiry.

i. Selects and introduces materials and resources that are multicultural.

j. Acknowledges the importance of family and family structure to the individual learner.

Accomplished Practice # 7 - Human Development and Learning

a. Recognizes developmental levels of students and identifies differences in a group of students.

b. Uses multiple activities which engage and motivate students at appropriate developmental levels.

f. Presents concepts and principles at different levels of complexity so that they are meaningful to students at varying levels of development.

g. Communicates with students effectively by taking into account their developmental.

Accomplished Practice # 8 - Knowledge of Subject Matter

a. Communicates knowledge of subject matter in a manner that enables students to learn.

b. Increases subject matter knowledge in order to integrate the learning activities.
c. Uses the materials and technologies of the subject field in developing learning activities for students.

d. Acquires currency in her/his subject field.

Accomplished Practice # 9 - Learning Environments

d. Recognizes cognitive, linguistic, and affective needs of individual students and arranges learning environments and activities to meet these needs.

e. Uses techniques to align student needs, instructional settings, and activities.

h. Respects any student's right to use a home language other than English for academic and social purposes.

i. Monitors learning activities by providing feedback and reinforcement.

j. Implements instructional activities to meet cognitive, linguistic, and affective needs.

l. Uses learning time effectively, maintains momentum.

m. Provides clear directions for instructional activities and routines.

Accomplished Practice # 10 - Planning

a. Identifies student performance outcomes for planned lessons.

b. Plans and conducts lessons with identified student performance and learning outcomes.

c. Plans activities to promote high standards for students through a climate which enhances and expects continuous improvement.

d. Provides comprehensible instruction based on performance standards required of students in Florida public schools.

f. Plans activities that utilize a variety of support and enrichment activities and materials.

g. Accesses and interprets information from multiple sources.

i. Incorporates the visual and physical environment when planning learning activities.

j. Plans activities that engage students in learning activities and employs strategies to re-engage students who are off task.

l. Plans and conducts lessons that are interdisciplinary.

m. Helps students develop concepts through a variety of methods.

n. Adjusts instruction based upon reflection of her/his own practice.

Accomplished Practice # 12 – Technology

e. Uses technology to construct a variety of teaching materials and assessment exercises, and applies current research on integrating technology when planning for instruction.

j. Uses digital information obtained through intranets and/or the Internet (e.g., e-mail and research).

Florida Department of Education Competencies for Preschool and Prekindergarten/Primary Education:

I. Child Growth and Development:

d. Choose strategies for designing and implementing instructional practices

f. Recognize ways in which children's early experiences and culturally transmitted knowledge contribute to individual differences in development and learning.

2. Knowledge of Foundations

c. Identify the impact of federal and state laws on education in the classroom (e.g., English for Speakers of Other Languages, Individuals with Disabilities Education Improvement Act).

3. Knowledge of Research, Standards, Trends
a. Identify professional organization.
c. Identify current issues and trends.

4. Knowledge of effective practices
   a. Identify developmentally appropriate practices that guide effective instruction.
   c. Identify ways to organize furniture, equipment, materials, and other resources in an indoor or outdoor environment in order to support early childhood curricula and the development of the whole child.
   d. Identify the components of and techniques for creating a print-rich environment (e.g., classroom libraries, labeled objects, student work displayed, word walls) reflecting diverse cultures and the impact of such an environment on classroom instruction.
   e. Identify strategies for short- and long-term planning to set instructional goals in alignment with standards for developing teacher objectives.
   f. Identify strategies for designing appropriate objectives and developing and implementing lesson plans.
   g. Identify activities that enrich and extend active learning through the selection and use of developmentally and age-appropriate instructional materials.
   i. Identify methods for prevention and early intervention of reading difficulties.
   j. Identify characteristics of an integrated curriculum.

6 Knowledge of developmentally appropriate curricula
   a. Identify the implications of teacher read alouds and how they directly relate to the academic success of children at all grade levels.
   b. Select developmentally appropriate curricula.
   c. Identify instructional methods and strategies (e.g., summarizing, monitoring comprehension, question answering, question gathering, use of graphic and semantic organizers, recognizing story structure, use of multiple strategy instruction) for facilitating students' reading comprehension across the curriculum.
   d. Identify strategies for facilitating the development of literal, interpretive, and critical listening and thinking skills.

7. Knowledge of the diverse needs of all children and their families
   a. Identify strategies to adapt curricula for children with diverse needs.
   b. Identify characteristics of children with diverse needs.
   c. Select resources and procedures that support children with diverse needs and their families.
   d. Identify programs, curricula, and activities that provide for the language needs of children and their families with limited English proficiency.
10. Knowledge of literacy instruction

a. Identify the content of emergent literacy (e.g., oral language development, phonological awareness, alphabet knowledge, concepts of print, motivation, text structures, written language development).

b. Identify common emergent literacy difficulties and strategies for prevention and intervention.

c. Demonstrate knowledge of various approaches for developing prereading and early literacy skills (e.g., oral language and listening, phonological awareness, alphabet knowledge, background knowledge, print concepts).

d. Select literature from a variety of narrative and expository text that builds language skills and concept development.

f. Identify the components of reading fluency (e.g., accuracy, automaticity, rate, prosody).

g. Identify instructional methods (e.g., practice with high-frequency words, timed readings) for developing reading fluency.

i. Identify instructional methods and strategies for increasing vocabulary acquisition (e.g., word analysis, choice of words, context clues, multiple exposures) across the curriculum.

j. Identify instructional methods for teaching essential comprehension skills (e.g., main idea, supporting details and facts, author's purpose, fact and opinion, point of view, inference, conclusion).

k. Evaluate appropriate classroom organizational formats (e.g., literature circles, small groups, individuals, workshops, reading centers, multiage groups) for specific instructional objectives.

l. Identify appropriate uses of multiple representations of information (e.g., charts, tables, graphs, pictures, print and nonprint media) for a variety of purposes.

Florida Sunshine State Standards:

<table>
<thead>
<tr>
<th>Benchmark Number</th>
<th>Descriptor</th>
<th>Subject Area</th>
<th>Idea</th>
</tr>
</thead>
<tbody>
<tr>
<td>LA.K.1.1.1</td>
<td>The student will locate a printed word on a page;</td>
<td>Reading/Language Arts</td>
<td>Concepts of Print</td>
</tr>
<tr>
<td>LA.K.1.1.2</td>
<td>The student will distinguish letters from words;</td>
<td>Reading/Language Arts</td>
<td>Concepts of Print</td>
</tr>
<tr>
<td>LA.K.1.1.3</td>
<td>The student will identify the separate sounds in a spoken sentence;</td>
<td>Reading/Language Arts</td>
<td>Concepts of Print</td>
</tr>
<tr>
<td>LA.K.1.1.4</td>
<td>The student will match print to speech; The student will identify parts of a book (e.g., front cover, back cover, title page);</td>
<td>Reading/Language Arts</td>
<td>Concepts of Print</td>
</tr>
<tr>
<td>LA.K.1.1.5</td>
<td>The student will move top to bottom and left to right on the printed page; and</td>
<td>Reading/Language Arts</td>
<td>Concepts of Print</td>
</tr>
<tr>
<td>LA.K.1.1.6</td>
<td>The student will name all upper and lower case letters of the alphabet.</td>
<td>Reading/Language Arts</td>
<td>Concepts of Print</td>
</tr>
<tr>
<td>Benchmark Number</td>
<td>Descriptor</td>
<td>Subject Area</td>
<td>Idea</td>
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</tr>
<tr>
<td>L.A.K.1.2.1</td>
<td>The student will auditory segment sentences into the correct number of words;</td>
<td>Reading/Language Arts</td>
<td>Phonological Awareness</td>
</tr>
<tr>
<td>L.A.K.1.2.2</td>
<td>The student will identify, blend, and segment syllables in words;</td>
<td>Reading/Language Arts</td>
<td>Phonological Awareness</td>
</tr>
<tr>
<td>L.A.K.1.2.3</td>
<td>The student will recognize and produce words that rhyme; and</td>
<td>Reading/Language Arts</td>
<td>Phonological Awareness</td>
</tr>
<tr>
<td>L.A.K.1.2.4</td>
<td>The student will identify, blend, and segment onset and rime.</td>
<td>Reading/Language Arts</td>
<td>Phonological Awareness</td>
</tr>
<tr>
<td>L.A.K.1.3.1</td>
<td>The student will identify initial, final, and medial phonemes (sounds) in consonant/vowel/consonant (CVC) words (e.g., sat);</td>
<td>Reading/Language Arts</td>
<td>Phonemic Awareness</td>
</tr>
<tr>
<td>L.A.K.1.3.2</td>
<td>The student will blend and segment individual phonemes in simple, one-syllable words; and</td>
<td>Reading/Language Arts</td>
<td>Phonemic Awareness</td>
</tr>
<tr>
<td>L.A.K.1.3.3</td>
<td>The student will manipulate individual phonemes in CVC words through addition, deletion, and substitution.</td>
<td>Reading/Language Arts</td>
<td>Phonemic Awareness</td>
</tr>
<tr>
<td>L.A.K.1.4.1</td>
<td>The student will recognize and recall the one to one correspondence between most letters and sounds; and</td>
<td>Reading/Language Arts</td>
<td>Phonics/Word Analysis</td>
</tr>
<tr>
<td>L.A.K.1.4.2</td>
<td>The student will decode simple words in isolation and in context.</td>
<td>Reading/Language Arts</td>
<td>Phonics/Word Analysis</td>
</tr>
<tr>
<td>L.A.K.1.6.1</td>
<td>The student will use new vocabulary that is introduced and taught directly; The student will listen to and discuss both familiar and conceptually challenging text;</td>
<td>Reading/Language Arts</td>
<td>Vocabulary Development</td>
</tr>
<tr>
<td>L.A.K.1.6.2</td>
<td>The student will describe common objects and events in both general and specific language;</td>
<td>Reading/Language Arts</td>
<td>Vocabulary Development</td>
</tr>
<tr>
<td>L.A.K.1.6.3</td>
<td>The student will identify and sort common words into basic categories (e.g., colors, shapes, food);</td>
<td>Reading/Language Arts</td>
<td>Vocabulary Development</td>
</tr>
<tr>
<td>L.A.K.1.6.4</td>
<td>The student will use language correctly to express spatial and temporal relationships (e.g., up/down, before/after); and</td>
<td>Reading/Language Arts</td>
<td>Vocabulary Development</td>
</tr>
<tr>
<td>L.A.K.1.6.5</td>
<td>The student will relate new vocabulary to prior knowledge. The student will make predictions about text content using pictures, background knowledge, and text</td>
<td>Reading/Language Arts</td>
<td>Reading Comprehension</td>
</tr>
<tr>
<td>Benchmark Number</td>
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<td>Idea</td>
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</tr>
<tr>
<td>LA.K.1.7.2</td>
<td>features (e.g., title, sub-heading, captions, illustrations); The student will use background knowledge, supporting details from text, or another source to determine whether a reading selection is fact or fiction; The student will identify the sounds of vowels and consonant digraphs in printed words;</td>
<td>Reading/Language Arts</td>
<td>Reading Comprehension</td>
</tr>
<tr>
<td>LA.1.1.4.2</td>
<td></td>
<td>Reading/Language Arts</td>
<td>Phonics/Word Analysis</td>
</tr>
<tr>
<td>LA.1.1.4.3</td>
<td>The student will decode words with r-controlled letter-sound associations;</td>
<td>Reading/Language Arts</td>
<td>Phonics/Word Analysis</td>
</tr>
<tr>
<td>LA.1.1.4.4</td>
<td>The student will decode words from common word families; The student will recognize high frequency words;</td>
<td>Reading/Language Arts</td>
<td>Phonics/Word Analysis</td>
</tr>
<tr>
<td>LA.1.1.4.5</td>
<td>The student will identify common, irregular words, compound words, and contractions; The student will use self-correction when subsequent reading indicates an earlier misreading.</td>
<td>Reading/Language Arts</td>
<td>Phonics/Word Analysis</td>
</tr>
<tr>
<td>LA.1.1.4.6</td>
<td>The student will decode base words and inflectional endings; and The student will apply letter-sound knowledge to decode phonetically regular words quickly and accurately in isolation and in context;</td>
<td>Reading/Language Arts</td>
<td>Fluency</td>
</tr>
<tr>
<td>LA.1.1.4.7</td>
<td>The student will recognize high frequency and familiar words in isolation and in context; and The student will adjust reading rate based on purpose, text difficulty, form, and style.</td>
<td>Reading/Language Arts</td>
<td>Fluency</td>
</tr>
<tr>
<td>LA.1.1.5.1</td>
<td>The student will use new vocabulary that is introduced and taught directly; The student will listen to, read, and discuss both familiar and conceptually challenging text;</td>
<td>Reading/Language Arts</td>
<td>Vocabulary Development</td>
</tr>
<tr>
<td>LA.1.1.5.2</td>
<td></td>
<td>Reading/Language Arts</td>
<td>Vocabulary Development</td>
</tr>
<tr>
<td>LA.1.1.5.3</td>
<td>The student will use context clues; The student will categorize key vocabulary and identify salient features;</td>
<td>Reading/Language Arts</td>
<td>Vocabulary Development</td>
</tr>
<tr>
<td>LA.1.1.6.5</td>
<td>The student will relate new</td>
<td>Reading/Language Arts</td>
<td>Vocabulary</td>
</tr>
<tr>
<td>Benchmark Number</td>
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</tr>
<tr>
<td>LA.1.1.6.6</td>
<td>vocabulary to prior knowledge; The student will identify and sort common words into conceptual categories;</td>
<td>Reading/Language Arts</td>
<td>Vocabulary Development</td>
</tr>
<tr>
<td>LA.1.1.6.7</td>
<td>The student will identify common antonyms and synonyms; The student will use meaning of individual words to predict meaning of unknown compound words;</td>
<td>Reading/Language Arts</td>
<td>Vocabulary Development</td>
</tr>
<tr>
<td>LA.1.1.6.8</td>
<td>The student will determine the correct meaning of words with multiple meanings (e.g., mine) in context; and</td>
<td>Reading/Language Arts</td>
<td>Vocabulary Development</td>
</tr>
<tr>
<td>LA.1.1.6.9</td>
<td>The student will determine meanings of unfamiliar words by using a beginning dictionary, illustrations, and digital tools.</td>
<td>Reading/Language Arts</td>
<td>Vocabulary Development</td>
</tr>
<tr>
<td>LA.1.1.7.1</td>
<td>The student will identify a text's features (e.g., title, subheadings, captions, illustrations), use them to make predictions, and establish a purpose for reading;</td>
<td>Reading/Language Arts</td>
<td>Reading Comprehension</td>
</tr>
<tr>
<td>LA.1.1.7.2</td>
<td>The student will use background knowledge and supporting details from text to verify the accuracy of information presented in read selections;</td>
<td>Reading/Language Arts</td>
<td>Reading Comprehension</td>
</tr>
<tr>
<td>LA.1.1.7.3</td>
<td>The student will retell the main idea or essential message;</td>
<td>Reading/Language Arts</td>
<td>Reading Comprehension</td>
</tr>
<tr>
<td>LA.1.1.7.4</td>
<td>The student will identify supporting details;</td>
<td>Reading/Language Arts</td>
<td>Reading Comprehension</td>
</tr>
<tr>
<td>LA.1.1.7.5</td>
<td>The student will distinguish fact from fiction and cause from effect;</td>
<td>Reading/Language Arts</td>
<td>Reading Comprehension</td>
</tr>
<tr>
<td>LA.1.1.7.6</td>
<td>The student will arrange events in sequence;</td>
<td>Reading/Language Arts</td>
<td>Reading Comprehension</td>
</tr>
<tr>
<td>LA.1.1.7.7</td>
<td>The student will identify the text structures an author uses (e.g., comparison/contrast, cause/effect, and sequence of events);</td>
<td>Reading/Language Arts</td>
<td>Reading Comprehension</td>
</tr>
<tr>
<td>LA.1.1.7.8</td>
<td>The student will identify the authors purpose in text and ask clarifying questions (e.g., why, how) if meaning is unclear; and</td>
<td>Reading/Language Arts</td>
<td>Reading Comprehension</td>
</tr>
<tr>
<td>LA.1.1.7.9</td>
<td>The student will self monitor comprehension and reread when necessary.</td>
<td>Reading/Language Arts</td>
<td>Reading Comprehension</td>
</tr>
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</tr>
<tr>
<td>LA.2.1.4.1</td>
<td>The student will use knowledge of spelling patterns (e.g., vowel diphthongs, difficult word families);</td>
<td>Reading/Language Arts</td>
<td>Phonics/Word Analysis</td>
</tr>
<tr>
<td>LA.2.1.4.2</td>
<td>The student will apply knowledge of spelling patterns to identify syllables; The student will decode phonetically regular one-syllable and multi-syllable words in isolation and in context;</td>
<td>Reading/Language Arts</td>
<td>Phonics/Word Analysis</td>
</tr>
<tr>
<td>LA.2.1.4.3</td>
<td>The student will identify irregularly spelled words (e.g., laugh) and words with special vowel spellings (e.g., bread);</td>
<td>Reading/Language Arts</td>
<td>Phonics/Word Analysis</td>
</tr>
<tr>
<td>LA.2.1.4.4</td>
<td>The student will recognize high frequency words;</td>
<td>Reading/Language Arts</td>
<td>Phonics/Word Analysis</td>
</tr>
<tr>
<td>LA.2.1.4.5</td>
<td>The student will recognize common abbreviations;</td>
<td>Reading/Language Arts</td>
<td>Phonics/Word Analysis</td>
</tr>
<tr>
<td>LA.2.1.4.6</td>
<td>The student will recognize and correctly use regular and irregular plurals; and</td>
<td>Reading/Language Arts</td>
<td>Phonics/Word Analysis</td>
</tr>
<tr>
<td>LA.2.1.4.7</td>
<td>The student will use self-correction when subsequent reading indicates an earlier misreading.</td>
<td>Reading/Language Arts</td>
<td>Phonics/Word Analysis</td>
</tr>
<tr>
<td>LA.2.1.5.1</td>
<td>The student will apply letter-sound knowledge to decode phonetically regular words quickly and accurately in isolation and in context;</td>
<td>Reading/Language Arts</td>
<td>Fluency</td>
</tr>
<tr>
<td>LA.2.1.5.2</td>
<td>The student will adjust reading rate based on purpose, text difficulty, form, and style.</td>
<td>Reading/Language Arts</td>
<td>Fluency</td>
</tr>
<tr>
<td>LA.2.1.5.3</td>
<td>The student will use new vocabulary that is introduced and taught directly; The student will listen to, read, and discuss familiar and conceptually challenging text; The student will use context clues to determine meanings of unfamiliar words; The student will categorize key vocabulary and identify salient</td>
<td>Reading/Language Arts</td>
<td>Vocabulary Development</td>
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<tr>
<td>LA.2.1.6.5</td>
<td>The student will relate new vocabulary to familiar words; The student will identify base (root) words and common prefixes to determine the meanings of prefixed words;</td>
<td>Reading/Language Arts</td>
<td>Vocabulary Development</td>
</tr>
<tr>
<td>LA.2.1.6.6</td>
<td>The student will identify antonyms, synonyms, and homophones; The student will determine the correct meaning of words with multiple meanings (e.g., mine) in context; and The student will determine meanings of unfamiliar words by using a dictionary and digital tools.</td>
<td>Reading/Language Arts</td>
<td>Vocabulary Development</td>
</tr>
<tr>
<td>LA.2.1.6.7</td>
<td>The student will identify features of a text's features (e.g., title, subheadings, captions, illustrations), use them to make and confirm predictions, and establish a purpose for reading; The student will determine the author's purpose in text and ask clarifying questions (e.g., why, how) if meaning is unclear; The student will summarize information in text, including but not limited to main idea, supporting details, and connections between texts; The student will identify cause-and-effect relationships in text; The student will identify the text structure an author uses (e.g., comparison/contrast, cause/effect, and sequence of events) and explain how it impacts meaning in text; The student will identify themes or topics across a variety of fiction and nonfiction selections; The student will compare and contrast characters and settings in one text; and The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not</td>
<td>Reading/Language Arts</td>
<td>Reading Comprehension</td>
</tr>
<tr>
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<tr>
<td><strong>limited to rereading, checking context clues, predicting, summarizing, questioning, and clarifying by checking other sources.</strong></td>
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</tr>
<tr>
<td>LA.3.1.4.1</td>
<td>The student will use knowledge of the pronunciation of root words and other morphemes (e.g., prefixes, suffixes, derivational endings) to decode words; The student will use knowledge of the pronunciation of complex word families (e.g., -ieve, -ield) to decode words in these families; The student will decode multi-syllabic words in isolation and in context; and The student will use self-correction when subsequent reading indicates an earlier misreading.</td>
<td>Reading/Language Arts Phonics/Word Analysis</td>
<td></td>
</tr>
<tr>
<td>LA.3.1.5.1</td>
<td>The student will apply letter-sound knowledge to decode unknown words quickly and accurately in context; and The student will adjust reading rate based on purpose, text difficulty, form, and style.</td>
<td>Reading/Language Arts Fluency</td>
<td></td>
</tr>
<tr>
<td>LA.3.1.6.1</td>
<td>The student will use new vocabulary that is introduced and taught directly; The student will listen to, read, and discuss familiar and conceptually challenging text; The student will use context clues to determine meanings of unfamiliar words; The student will categorize key vocabulary and identify salient features; The student will relate new vocabulary to familiar words; The student will identify shades of meaning in related words (e.g., blaring, loud); The student will use meaning of</td>
<td>Reading/Language Arts Vocabulary Development</td>
<td></td>
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</tbody>
</table>

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<table>
<thead>
<tr>
<th>Benchmark Number</th>
<th>Descriptor</th>
<th>Subject Area</th>
<th>Idea</th>
</tr>
</thead>
<tbody>
<tr>
<td>LA.3.1.6.8</td>
<td>The student will use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words;</td>
<td>Reading/Language Arts</td>
<td>Vocabulary Development</td>
</tr>
<tr>
<td>LA.3.1.6.9</td>
<td>The student will determine the correct meaning of words with multiple meanings in context; and</td>
<td>Reading/Language Arts</td>
<td>Vocabulary Development</td>
</tr>
<tr>
<td>LA.3.1.6.10</td>
<td>The student will determine meanings of unfamiliar words by using a dictionary, thesaurus, and digital tools.</td>
<td>Reading/Language Arts</td>
<td>Vocabulary Development</td>
</tr>
<tr>
<td>LA.3.1.7.1</td>
<td>The student will identify a text's features (e.g., title, subheadings, captions, illustrations), use them to make and confirm predictions, and establish a purpose for reading;</td>
<td>Reading/Language Arts</td>
<td>Reading Comprehension</td>
</tr>
<tr>
<td>LA.3.1.7.2</td>
<td>The student will determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events;</td>
<td>Reading/Language Arts</td>
<td>Reading Comprehension</td>
</tr>
<tr>
<td>LA.3.1.7.3</td>
<td>The student will identify cause-and-effect relationships in text;</td>
<td>Reading/Language Arts</td>
<td>Reading Comprehension</td>
</tr>
<tr>
<td>LA.3.1.7.4</td>
<td>The student will identify the text structure an author uses (e.g., comparison/contrast, cause/effect, and sequence of events) and explain how it impacts meaning in text;</td>
<td>Reading/Language Arts</td>
<td>Reading Comprehension</td>
</tr>
<tr>
<td>LA.3.1.7.5</td>
<td>The student will identify themes or topics across a variety of fiction and nonfiction selections;</td>
<td>Reading/Language Arts</td>
<td>Reading Comprehension</td>
</tr>
<tr>
<td>LA.3.1.7.6</td>
<td>The student will compare and contrast elements, settings, characters, and problems in two texts; and</td>
<td>Reading/Language Arts</td>
<td>Reading Comprehension</td>
</tr>
<tr>
<td>LA.3.1.7.7</td>
<td>The student will use strategies to repair comprehension of grade-</td>
<td>Reading/Language Arts</td>
<td>Reading Comprehension</td>
</tr>
</tbody>
</table>
appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, summarizing, questioning, and clarifying by checking other sources.

National Association for the Education of Young Children’s (NAEYC) National Council for Accreditation of Teacher Education Approved Guidelines:

Standard 3. Observing, Documenting and Assessing to Support Young Children and Families

3c: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches
3d: Understanding and practicing responsible assessment to promote positive outcomes for each child.

Standard 4. Using Developmentally Effective Approaches to Connect with Children and Families

4a: Understanding positive relationships and supportive interactions as the foundation of their work with children
4b: Knowing and understanding effective strategies and tools for early education
4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches
4d: Reflecting on their own practice to promote positive outcomes for each child

Standard 5. Using Content Knowledge to build Meaningful Curriculum

5a: Understanding content knowledge and resources in academic disciplines
5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines
5c: Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child.
ESOL Performance Standards

2.1 **Language as a System:** Teachers will demonstrate understanding of language as a system, including phonology, morphology, syntax, semantics and pragmatics; support ELLs’ acquisition of English in order to learn and to read, write, and communicate orally in English.

3.2 **Standards-Based ESL and Content Instruction:** Teachers will know, manage, and implement a variety of teaching strategies and techniques for developing and integrating ELLs’ English listening, speaking, reading, and writing skills. The teacher will support ELLs’ access to the core curriculum by teaching language through academic content.

3.3 **Effective Use of Resources and Technologies:** Teachers will be familiar with and be able to select, adapt and use a wide range of standards-based materials, resources, and technologies.

4.1 **Planning for Standards-Based Instruction of ELLs:** Teachers will know, understand, and apply concepts, research, best practices, and evidenced-based strategies to plan classroom instruction in a supportive learning environment for ELLs. The teacher will plan for multilevel classrooms with learners from diverse backgrounds using a standards-based ESOL curriculum.

4.2 **Instructional Resources and Technology:** Teachers will know, select, and adapt a wide range of standards-based materials, resources, and technologies.

5.1 **Assessment Issues for ELLs:** Teachers will understand and apply knowledge of assessment issues as they affect the learning of ELLs from diverse backgrounds and at varying English proficiency levels. Examples include cultural and linguistic bias; testing in two languages; sociopolitical and psychological factors; special education testing and assessing giftedness; the importance of standards; the difference between formative and summative assessment; and the difference between language proficiency and other types of assessment (e.g., standardized achievement tests). Teachers will also understand issues around accountability. This includes the implications of standardized assessment as opposed to performance-based assessments, and issues of accommodations in formal testing situations.

5.2 **Language Proficiency Assessment:** Teachers will appropriately use and interpret a variety of language proficiency assessment instruments to meet district, state, and federal guidelines, and to inform their instruction. Teachers will understand their uses for identification, placement, and demonstration of language growth of ELLs from diverse backgrounds and at varying English proficiency levels. Teachers will articulate the appropriateness of ELL assessments to stakeholders.

The instructor utilizes an array of instructional techniques designed to build a foundation of knowledge and skill. Course material will be covered through direct instruction by the instructor and discussion by the students. Audiovisual materials including videotapes, overhead transparencies, and materials for young children will be incorporated into instruction. Students will actively participate in planning and role-playing activities that they will use with children later in the course during field placement.

Higher level critical thinking and learning will then be facilitated through the application of content in case studies. Students will develop curricula, styles, techniques, and activities based on course content and individual situations presented within case studies.
The highest level of learning, application and analysis, will be facilitated through a required field experience and clinical discussion sessions. During field placement, students will apply best practices within daily lessons, care, and activities. During clinical practice sessions, specific, real-life examples from students’ field experiences will be presented and discussed.

NOTE: Class lectures and activities will be based on the course text, as well as many outside resources. Students are responsible for this material.

**USE OF TECHNOLOGY**

Students will be exposed to different types of technology to utilize within a classroom or center setting with children. They will receive instruction on how to use this equipment, as well as methods for motivating children to use the equipment. Various technology projects in which children could participate will be presented. Students will develop activities for children to use on the computer that would enable them to be reinforced on skills, think critically, be creative, problem solve, and do research. Various software packages to use with children ages three though eight will be reviewed.

Methods for using technology to improve record keeping will also be presented to students. For the first 15 minutes of each class, I am allowing time for you to read the text and your notes. It is expected that you will buy the book, take notes, study, and participate in our class time. This is what a responsible student does.
Matrix of National and State Competencies Correlated with Course Objectives and Artifacts Providing Evidence of Attainment

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>COURSE OBJ.</th>
<th>CONCEPT. FRAME WORK</th>
<th>FEAP</th>
<th>INTASC</th>
<th>NAEYC</th>
<th>ESL</th>
<th>PREK/ PRIMARY</th>
<th>New Generation St.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summary of Current Laws and Issues in Literacy</td>
<td>1, 16</td>
<td>3.a, 8.d, 12j</td>
<td>1.1</td>
<td>4 b, 5 a</td>
<td>3.2, 3.3, 4.1, 4.2, 5.2</td>
<td>2c, 3a, c</td>
<td></td>
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<tr>
<td>Emergent Literacy Lesson Plans</td>
<td>2 - 21</td>
<td>1.1 – 1.5</td>
<td>1 b</td>
<td>2.d, e, 4 a, b, c, h, 5 a – f, h, 7a, c, g, 8 a – c, 9 d, e, h, i, j, l, m, 10a - g, i, j, l - n, 12 e</td>
<td>1.1 – 2 3</td>
<td>2.1</td>
<td>2.1, 3.2, 3.3, 4.1, 4.2, 5.2</td>
<td>1 d, f, 4a, c – g, i, j, 6a - d, 7a - d, 10a –g, i - l</td>
</tr>
<tr>
<td>Case Study Quizzes</td>
<td>11 - 21</td>
<td>1.1 – 1.5</td>
<td>1 a, b, d, e, g, j, k, 5 c, d, g, j, 7a, c, f, 9d, e</td>
<td>1.1, 5.2.1</td>
<td>1 a – c</td>
<td>3.1, 5.1, 4.1, 2.5</td>
<td>3 a, c, d</td>
<td>1 a – c</td>
</tr>
<tr>
<td>Observation Site Visit Report</td>
<td>2 - 8</td>
<td>4.1 – 4.3, 6.1 – 6.2</td>
<td>1 a, b, d, e, g, j, k, 3 a, c, f, i, 1.5c, d, g, j, 7a, c, f, 9d, e</td>
<td>1.1</td>
<td>1 a – c</td>
<td>3 a, c, d</td>
<td>2.1</td>
<td>1 d, f, 4a, c – g, i, j, 6a - d, 7a - d, 10a –g, i - l</td>
</tr>
</tbody>
</table>

Summary of Current Laws and Issues in Literacy: 1, 16
Emergent Literacy Lesson Plans: 2 - 21
Case Study Quizzes: 11 - 21
Observation Site Visit Report: 2 - 8
**SCHEDULE**

**WEEK 1**  Aug 23, 25, 27 - Introduction

**WEEK 2**  Aug 30, Sept 1, 3 - Chapter 1 A Child Learns to Read

**WEEK 3**  Sept 6 – Holiday
    Sept 8, 10 - Chapter 2 A Quest for Balance

**WEEK 4**  Sept 13, 15, 17 – Chapter 3 –Emergent Literacy

**WEEK 5**  **Sept 20 Summaries Assignment 1 DUE**
    Sept 22, 24 – Florida Next Generation Standards
    Lesson Planning and the COE format using the Standards

**WEEK 6**  Sept 27, 29, Oct 1 – Chapter 4 Phonemic Awareness

**WEEK 7**  **Oct 4 Lesson Plan on Phonemic Awareness Assignment 2 DUE**
    Oct 6, 8 Chapter 5 Phonics

**WEEK 8**  Oct 11  Chapter 5 Phonics cont’d
    **Oct 13 Lesson Plan on Phonics Assignment 3 DUE**
    Oct 15 Video of 90-minute block of Reading instruction

**WEEK 9**  Oct 18 Finish Video
    Oct 20, 22  Chapter 6 Spelling

**WEEK 10**  Oct 25, 27, 29 Chapter 7 Acquiring Word Meanings
    **October 29 Lesson Plan on Spelling Assignment 4 DUE**
    Oct 29 Practice Case Studies

**WEEK 12**  **Nov 1 QUIZ 1 – Case Study #1**
    Nov  3 Chapter 8 Reading Comprehension
    **Nov 3 Lesson Plan on Vocabulary Assignment 5 DUE**
    Nov 5 – No Class

**WEEK 13**  Nov 8 - No Class
    Nov 10  Chapter 8 cont’d
    Nov 12 – No Class

**WEEK 14**  **Nov 15 Lesson Plan on Comprehension Assignment 6 DUE**
    Nov 15, 17, 19 Chapter 9 Reading-Writing Connections

**WEEK 15**  **Nov 22, 24 Chapter 10 Information Text in the Classroom**
    **Nov 22 Lesson Plan on Writing Assignment 7 DUE**
    Nov 26 Holiday
WEEK 16  Nov 29 Review and Practice Case Studies
Dec 1 Classroom Observation DUE
Dec 3 Quiz 2 – Case Study #2

WEEK 17  Dec 6 Finals Week

METHODS OF EVALUATION BASED ON PERFORMANCE ON TASKS

Assignments – All assignments must be posted on Task Stream

Assignment 1  50 points
Research the Internet, print out what you find, and write a one-page summary of EACH of the following. Include ALL a three ring binder divided by each topic.
- No Child Left Behind
- Florida Center for Reading Research
- Early Reading First/Reading First
- Florida Partnership for School Readiness
- Early Learning and Developmental Standards 2010 Language and Communication
- Next Generation Standards for Reading/Language Arts
- Florida Consent Decree

Assignments 2 - 7  each worth 10 points for a total of 60 points
Students must prepare an EMERGENT LITERACY lesson plan on each of the 6 emergent literacy areas covered in this course (phonemic awareness, phonics, spelling, vocabulary, writing, comprehension). You must use the lesson plan format that is provided. If it involves making something, make samples to include. If it involves a book or web site, include reference information. You must include accommodations for ESOL students and those with multiple intelligences and those with a learning disability in reading. Be specific.

Assignment 8  each worth 10 points for a total of 60 points
Students must visit a classroom at least six times during the 90-minute block of reading time. During this time you will need to facilitate lessons in the reading areas that you have planned in Assignments 2 – 7 and observe students engaging in at least three of the following: phonics, phonemic awareness, vocabulary, fluency, spelling, or comprehension. Each time, you will write up a self reflection (format given in class) recording your experience. Your will be reporting on the following: Student needs gained through assessment data including diversity (ESL, ESE, etc.), Differentiated
strategies planned and those used, Student learning strategies and styles, Higher level questioning that you facilitated, Evidence of higher level thinking by students, Behavior issues and interventions you implemented.

**Case Study Quizzes**

Each quiz is **15 points for a total of 30 points**

Two quizzes, essay and case study in nature, will be given to students. These require students to understand methodology that will enable them to apply course text material and information discussed in class in regard to phonics, phonemic awareness, writing, vocabulary, fluency, comprehension skills of students. Assessment data will be provided and you will be expected to develop an individualized learning plan for the student in each case.

**GRADING**

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<th>Points Range</th>
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<td>180 – 200 points</td>
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<td>Summary</td>
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**Level 4 (F):**
- All of the following items have at least one printed page and a concise summary which entails the intent and all important elements is included for each:
  - No Child Left Behind
  - Florida Center for Reading Research
  - Early Reading First/Reading First
  - Florida Partnership for School Readiness

The following are fully printed and a summary that captures the intent and important components of each is included.
- Early Learning and Developmental Standards 2010 Language and Communication
- Next Generation Standards for Reading/Language Arts
- Florida Consent Decree

(50 – 45 points)

**Level 3 (A):**
- All of the following items have at least one printed page and an inclusive summary is included for each:
  - No Child Left Behind
  - Florida Center for Reading Research
  - Early Reading First/Reading First
  - Florida Partnership for School Readiness

The following are fully printed and a summary that captures the intent and most of the important components of each is included.
- Early Learning and Developmental Standards 2010 Language and Communication
- Next Generation Standards for Reading/Language Arts
- Florida Consent Decree

(44 – 40)

**Level 2 (M):**
- All of the following items have at least one printed page and a summary is included for each:
  - No Child Left Behind
  - Florida Center for Reading Research
  - Early Reading First/Reading First
  - Florida Partnership for School Readiness

The following are fully printed and a summary which has some essential components of each is included.
- Early Learning and Developmental Standards 2010 Language and Communication
- Next Generation Standards for Reading/Language Arts
- Florida Consent Decree

(39 – 35)

**Level 1 (U):**
- Not all of the following items have at least one printed page and/or a concise summary which entails the intent and all important elements is not included.
  - No Child Left Behind
  - Florida Center for Reading Research
  - Early Reading First/Reading First
  - Florida Partnership for School Readiness

The following are printed in incomplete format and/or a summary that captures the intent and important components of each is not included.
- Early Learning and Developmental Standards 2010 Language and Communication
- Next Generation Standards for Reading/Language Arts
- Florida Consent Decree

(39 – 35)
|   |   |   |   | Reading/Language Arts  
|   |   |   |   | • Florida Consent Decree  
<p>|   |   |   |   | (less than 35) |</p>
<table>
<thead>
<tr>
<th>Lesson Plans</th>
<th>Lesson plans include all requirements as outlined by the PEU. (9-10 points) 1 pt will be given for each of the following standards:</th>
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<tbody>
<tr>
<td>- Knowledge of subject matter</td>
<td>- Lesson plans lack all PEU required components and only meets the 7 – 8 standards (8-7 points) Knowledge of subject matter</td>
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<td>- Differentiation of instruction</td>
<td>- Lesson plans lack all PEU required components and only meets six of the ten standards (6 points) Knowledge of subject matter</td>
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<td>- Based on best practices</td>
<td>- Lesson plans lack all PEU required components and only meets half or less of the standards (less than 6 points) Knowledge of subject matter</td>
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<td>- Use of appropriate materials that motivate</td>
<td>- Differentiation of instruction</td>
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<td>- Maintains positive learning environment</td>
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<td>- Communicates high expectations</td>
<td>- Use of appropriate materials that motivate</td>
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<td>- Considers diversity of need (ability, language, etc.)</td>
<td>- Maintains positive learning environment</td>
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<td>- Is interdisciplinary</td>
<td>- Communicates high expectations</td>
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<td>- Includes higher level questioning and strategies</td>
<td>- Considers diversity of need (ability, language, etc.)</td>
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<td>- Is clear and reflects a sound plan that students will be able and motivated to participate in.</td>
<td>- Is interdisciplinary</td>
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<td>- Is clear and reflects a sound plan that students will be able and motivated to participate in.</td>
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| Observation | Logs reflect all 6 observations and include a comprehensive self-reflection of the following: (10 – 9 points):  
- Student needs gained through assessment data including diversity (ESL, ESE, etc.)  
- Differentiated strategies planned and those used  
- Student learning strategies and styles  
- Higher level questioning that you facilitated  
- Evidence of higher level thinking by students | Logs reflect only 5 observation days, include an attempt at a comprehensive self-reflection but only include 4/5 of the required components or one of more components lack depth  
- Student needs gained through assessment data including diversity (ESL, ESE, etc.)  
- Differentiated strategies planned and those used  
- Student learning strategies and styles  
- Higher level questioning that you facilitated  
- Evidence of higher level thinking by students (8 points) | Logs reflect only 4 observation days, include an attempt at a comprehensive self-reflection but only include 3/5 of the required components or one or more of the component slack depth  
- Student needs gained through assessment data including diversity (ESL, ESE, etc.)  
- Differentiated strategies planned and those used  
- Student learning strategies and styles  
- Higher level questioning that you facilitated  
- Evidence of higher level thinking by students  
(7 - 6 points) | Logs reflect less than 4 observation days, include an attempt at a self-reflection but only include less than 3 of the required components or most of the components lack depth  
- Student needs gained through assessment data including diversity (ESL, ESE, etc.)  
- Differentiated strategies planned and those used  
- Student learning strategies and styles  
- Higher level questioning that you facilitated  
- Evidence of higher level thinking by students  
(less than 6 pts) |
| --- | --- | --- | --- |
| Case Study Quizzes | Students will apply information learned in class and in field experience in regard to students with emergent literacy skills in the following areas:  
- Assessing / Identifying student needs (3 pts) | Students will apply a majority of information learned in class and in field experience in regard to students with emergent literacy skills in the required areas. (11 – 10 points)  
- Assessing / | Students will apply some information learned in class and in field experience in regard to students with emergent literacy skills in the required areas. (13 – 12)  
- Assessing / | Students will apply little information learned in class and in field experience in regard to students with emergent literacy skills in the required areas. (Less than 10) |
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<th>Points</th>
<th>Prescribing instruction based on needs (3 pts)</th>
<th>Identifying student needs (3 pts)</th>
<th>Assessing / Identifying student needs (3 pts)</th>
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<td>Prescribing instruction based on needs (3 pts)</td>
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<td>Reflection of diversity (2pts)</td>
<td>Current best practices (2 pts)</td>
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<td>Maintaining a motivational environment (1 pt)</td>
<td>Reflection of diversity (2pts)</td>
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<td>Supporting higher level thinking and aesthetic development (2pts)</td>
<td>Maintaining a motivational environment (1 pt)</td>
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<td>Knowledge of subject matter (2pts)</td>
<td>Supporting higher level thinking and aesthetic development (2pts)</td>
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<td>Knowledge of subject matter (2pts)</td>
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- Prescribing instruction based on needs (3 pts)
- Current best practices (2 pts)
- Reflection of diversity (2pts)
- Maintaining a motivational environment (1 pt)
- Supporting higher level thinking and aesthetic development (2pts)
- Knowledge of subject matter (2pts)
POLICIES

Student Professional Conduct and Disposition

The administration and faculty of the FAMU College of Education have a responsibility to guide and support students in their learning and early opportunities to become exemplary professionals in knowledge, skill, and disposition. The Prekindergarten/Primary Education Program and Elementary Education Program and their courses have been developed based on the College of Education Conceptual Framework, and national and state standards and competencies. All Program aspects are continually revised to reflect current trends, issues, and requirements for professional educators.

A positive disposition is critical for high ethical and professional behavior. A willing and cooperative attitude is required for optimal learning. The following guidelines and rules are provided for your reference to guide you, a student, in making decisions regarding your academic career. Your instructors and advisors will continue to reinforce these dispositional requirements for all students.

- While the Department encourages communication of diverse values and beliefs, respect for others must be maintained. This requirement includes verbal and non-verbal respect for all faculty, administration and staff. Take care with how you address other students and your instructors. Be courteous and treat others how you would want to be treated. Respect should also be shown to the traditional and practical value of the content and methods presented in courses, assignments, and field experience.

- Attendance is required for the classes in which you are enrolled. The University and College allows you to be absent in three hours of class time. If there are emergency situations, a note should be provided by a physician, pastor, or individual in a leadership position appropriate to the situation. Attendance also means being on time for classes. If you are late to class, you are officially, not in attendance.

- To ensure that you are appropriately completing your course of study, you will need to meet with your advisor at least once per semester.

- Complete your assignments on time and with the appropriate and required information. Complete your assignments with pride as a professional education student.

- When out in field experience, students should represent FAMU, the College, and the Programs in a respectable manner. Attendance, respect, and professional attitude and dress are required. Your behavior and disposition seriously reflect on the quality of our University, College, and Programs.

- Plagiarism (copying work from another source, such as a student or off the Internet) is not allowed. In addition, turning on assignments that have already been turned in as another course assignment is not acceptable. This is self-plagiarizing.

- Written and oral communication is essential for success as an individual in the society, the community, and in the world of work. Faculty instructors will assist students in obtaining a working knowledge and skill in grammar, spelling, punctuation, non-verbal communication required for professional. Assistance may include, but not be limited to required visits to the Writing Center, rewriting and revising assignments, individualized instruction, online tutoring programs, in class role plays, self videotaping.
• Faculty also will be identifying and working with students who may need assistance in areas that are assessed formally through instruments such as the CLAST and FTCE. Assistance may include required enrollment in test preparation courses, additional or different assignments, and online tutoring programs.

• Cell phones are to be completely turned off during classes. Putting them on vibrate is not permitted. It is extremely disturbing to the instructor and other class mates. Check your messages on breaks between or during class.

• To properly assist in the preparation of your technology education, you are required to purchase and utilize the Task Stream software. This resource must be purchased in your first semester of taking education coursework. All College of Education faculties are also required to use Task Stream. All course syllabi will be posted on Task Stream. You will be using this software to post your assignments and collaborate with instructors and your student peers. These assignments will be used to work towards completion of your electronic portfolio. This document is required to be completed during your student internship.

• Beginning fall semester 2008, all students participating in field experience must show evidence of having current liability insurance. Fortunately, many of your professional organizations, such as the National Association for the Education of Young Children (NAEYC) offer low cost liability insurance to its student members. The COE faculty and administration strongly recommend that you take advantage of this opportunity to become a member and get involved in your student level organization.

• In addition to proof of liability insurance, you will need to have no criminal background record. Therefore, students are required to be fingerprinted before they are allowed to participate in field experience or internships. This process is coordinated through the Office of Student Teaching and the local school district.

As a component of student assessment, the College of Education has instituted a system for monitoring the professional dispositions: Professionalism, Effective Communication, Respectful Behavior, Ethical Behavior, and Reflective Behavior. At the end of each semester each instructor will fill out an assessment instrument for each student which will be turned in to the department chair and kept in the student’s file. If a problem arises during the semester, a disposition feedback form may be completed by an instructor or school personnel and turned in to the student’s department chair. The severity of the behavioral deficiency will influence the chairperson’s handling of the situation. (See Assessment Instrument for Dispositions and Disposition Feedback Form for more detailed information. This policy includes provisions for professional dress, attendance, punctuality, use of cell phones, etc.)

Policy Statement on Non-Discrimination
It is the policy of Florida Agricultural and Mechanical University to assure that each member of the University community be permitted to work or attend classes in an environment free from any form of discrimination including race, religion, color, age, disability, sex, marital status, national origin, veteran status and sexual harassment as prohibited by state and federal statutes. This shall include applicants for admission to the University and employment.

Academic Honor Policy
The University’s Academic Honor Policy is located in the FANG Student Handbook, under the Student Code of Conduct- Regulation 2.012 section, beginning on page 55-56.

ADA Compliance
To comply with the provisions of the Americans with Disabilities Act (ADA), please advise instructor of accommodations required to insure participation in this course. Documentation of
disability is required and should be submitted to the Learning Development and Evaluation Center (LDEC). For additional information please contact the LDEC at (850) 599-3180.

Dispositions
As a component of student assessment, the College of Education has instituted a system for monitoring the professional dispositions: Professionalism, Effective Communication, Respectful Behavior, Ethical Behavior, and Reflective Behavior. At the end of each semester each instructor will fill out an assessment instrument for each student which will be turned in to the department chair and kept in the student’s file. If a problem arises during the semester, a disposition feedback form may be completed by an instructor or school personnel and turned in to the student’s department chair. The severity of the behavioral deficiency will influence the chairperson’s handling of the situation. (See Assessment Instrument for Dispositions and Disposition Feedback Form for more detailed information. This policy includes provisions for professional dress, attendance, punctuality, use of cell phones, etc.)
### Professionalism: The Teacher Candidate demonstrates professionalism

(Please use a ✓ to indicate level of performance.)

- Acts as a high quality representative of FAMU’s College of Education
- Does not exceed three unexcused absences, per university catalog 2009-2010
- Is in class or field experience site at or before specified time, per Registrar
- Attends class, field experiences, meetings
- Uses appropriate dress and grooming
- Turns off cell phone, puts it away, and avoids checking or making text

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messages

- Completes assignments on or before due date
- Emotional Management
  - Handles feeling appropriately
  - Reacts reasonably to situations
  - Finds a healthy balance between emotions
  - Accepts responsibility for self and choices
- Demonstrates the appropriate use of personal technology during class
- Follows established protocol and procedures and policies
- Is attentive in class, participates in discussions, completes assignments in a timely manner
- Makes choices which demonstrates a commitment to teaching

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<td>The candidate <strong>consistently and thoroughly</strong> demonstrates indicators of performance. (90–100 %)</td>
<td>The candidate <strong>usually and extensively</strong> demonstrates indicators of performance. (89-80%)</td>
<td>The candidate <strong>sometimes and adequately</strong> demonstrates indicators of performance. (79-70%)</td>
<td>The candidate <strong>rarely or never and inappropriately or superficially</strong> demonstrates indicators of performance.</td>
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**Effective Communication: The Teacher Candidate demonstrates effective communication skills**

(Please use a ✓ to indicate level of performance.)

- Uses standard English language in various settings
- Has written work that is generally error free (spelling, punctuation, grammar)
- Uses appropriate tone of voice for the setting
- Clearly articulates concepts (avoids words such as you know, um, uh-uh, and okay)
- Models appropriate respectful communication that is not demeaning or harmful (avoids loud outbursts and profanity)
- Avoids confrontational behavior
- Is willing to use a variety of technology communication tools
- Works professionally with peers, colleagues, and supervisors or administrators

### Criteria for rating

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### Respectful Behavior: The Teacher Candidate demonstrates respectful behavior

(Please use a ✓ to indicate level of performance.)

- Considers opinions of others with an open mind (respects diversity)
- Listens to others in a variety of settings
- Provides equitable learning opportunities for all
- Considers background interests and attitudes
- Reacts reasonably to situations (avoids verbal confrontational behavior)

### Outcome

<table>
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<tr>
<th>F (4)</th>
<th>A (3)</th>
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### Criteria for rating

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The candidate **consistently** and **thoroughly** demonstrates indicators of performance.  
(90–100 %)

The candidate **usually** and **extensively** demonstrates indicators of performance.  
(89-80%)

The candidate **sometimes** and **adequately** demonstrates indicators of performance.  
(79-70%)

The candidate **rarely or never** and **inappropriately or superficially** demonstrates indicators of performance.

### Ethical Behavior: The Teacher Candidate demonstrates ethical behavior

(Use a ✓ to indicate level of performance.)

- Demonstrates academic honesty
  - Avoids plagiarizing
- Demonstrate honesty inside and outside of the classroom
- Demonstrates trustworthiness
- Understands the importance of professional code of ethics
- Advocates fairness
- Maintains standards of confidentiality for all information obtained on others

### Criteria for rating

<table>
<thead>
<tr>
<th>Favorable</th>
<th>Acceptable</th>
<th>Marginal</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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</tbody>
</table>

| The candidate **consistently** and **thoroughly** demonstrates indicators of performance.  
(90–100 %) | The candidate **usually** and **extensively** demonstrates indicators of performance.  
(89-80%) | The candidate **sometimes** and **adequately** demonstrates indicators of performance.  
(79-70%) | The candidate **rarely or never** and **inappropriately or superficially** demonstrates indicators of performance. |

### Reflective Behavior: The Teacher Candidate demonstrates reflective behavior

Outcome

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<tr>
<th>F</th>
<th>A</th>
<th>M</th>
<th>U</th>
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<tbody>
<tr>
<td>4</td>
<td>3</td>
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41
<table>
<thead>
<tr>
<th>behavior</th>
<th>F (4)</th>
<th>A (3)</th>
<th>M (2)</th>
<th>U (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Accepts feedback and suggestions, and incorporates in subsequent practice in various settings</td>
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<td>• Demonstrates accurate self-analysis regarding ones strengths and weaknesses</td>
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<tr>
<td>• Evaluates the effect of his/her choices and actions on self and others</td>
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<td>• Accepts feedback in a mature, positive, and proactive manner</td>
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<td>• Realizes that learning is an on-going process</td>
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<td>• Persists in helping ALL children become successful</td>
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<tr>
<td>• Appreciates and values human diversity</td>
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</tr>
</tbody>
</table>
Suggested Readings


Cornell, C (1993) Language and culture monsters that lurk in our traditional rhymes and folktales, Young Children 48(6) 40-46.


Kelen, C. Perpetual Motion: Keeping the Language Classroom Moving. http://iteslj.org/Techniques/Kelen-PerceptualMotion


Noonan, Helping EFL Students Improve Their Spoken English, http://iteslk.org


Saricoban, A. The Teaching of Listening. http://iteslj.org/Articles/Saricoban-Listening


