

Course Syllabus
 Department of Educational Psychology and Special Services
 College of Education, University of Texas at El Paso



I	Course Number	SPED 3345
II	Title	Language and Reading for Special Learners (Literacy Instruction for Students with Disabilities)
III	Credit Hours	3 credit hours
IV	Semester	Fall 2021 (August 24 th - December 7 th)
V	Course Days/Times	Tuesdays 5:00 pm – 7:50 pm
VI	Course Location/Modality	Liberal Arts Building Room 209 Hybrid: In-Person and Online (weeks specified in schedule)
VII	Instructor	Kristopher Yeager, Ph.D.
VIII	Instructor Contact Information	Email: khyeager@utep.edu (response in 24 hours or less) Call/Text: (971) 678-7512 (M-F 8am-5pm)
IX	Required Field-Based Experience Hours	3 field-based experience hours are required for this course in local PK-12 public schools
X.	Office Hours	Tuesdays 3pm-4:45pm in EDU 704 By appointment (in-person or Zoom)
XI.	Course Description	This course focuses on evidence-based instructional practices for students in need of intensive literacy interventions. Emphasizes the essential components of the science of teaching reading (phonemic awareness, phonics, fluency, vocabulary, comprehension) and writing. Field-based experience is required.
XIII	Learning Outcomes	I. Students will demonstrate proficiency in knowledge of the development of language and communication, the science of teaching reading and writing, and strategies to plan, teach, and assess literacy with students with disabilities from culturally and linguistically diverse backgrounds.

		<p>2. Students will be able to administer diagnostic, progress monitoring, and formative assessments in literacy, using data to identify the strengths and needs of students with disabilities, plan and adjust instruction, and set rigorous, appropriate, and measurable goals.</p> <p>3. Students will be able to develop high quality standards-based lesson plans related to literacy, addressing learning outcomes, accommodations and modifications, pre/post and formative assessment, explicit instructional sequences, communication skills, and high quality materials.</p> <p>4. Students will be able to model explicit instruction related to literacy, demonstrating strong content knowledge and communication skills.</p>
<p>XIV</p>	<p>Texas Education Agency (TEA) Pk-12 Special Education or Educational Diagnostician Standards</p>	<p>Core Standard</p> <p>Standard XI: The special education teacher promotes students' performance in English language arts and reading.</p> <ul style="list-style-type: none"> • 11.1k: the developmental process of communication systems (e.g., listening, speaking, writing), including emergent and pre-literacy skills • 11.2k: the components of phonological and phonemic awareness • 11.3k: the elements of the alphabetic principle and the relationship among the alphabetic principle, reading, and components of other communication systems • 11.4k: the nature and stages of literacy development and various contexts and methods to promote students' literacy development • 11.5k: word analysis skills (e.g., decoding, blending, structural analysis, sight word vocabulary) • 11.6k: the relationship between reading fluency and reading comprehension and how to provide systemic instruction to improve students' reading fluency • 11.7k: the importance of comprehension in reading • 11.8k: the relationship between learning and effective study and inquiry skills • 11.9k: how to interpret, analyze, evaluate, and provide visual images and messages in various media and technologies <p>Supporting Standards</p> <p>Standard III: The special education teacher knows how to communicate and collaborate effectively in a variety of professional settings.</p>

		<p>Standard IV: The special education teacher understands and applies knowledge of the characteristics and needs of individuals with disabilities</p> <p>Standard V: The special education teacher understands formal and informal assessment procedures and knows how to evaluate student competencies to make instructional decisions.</p> <p>Standard VI: The special education teacher understands and applies knowledge of procedures for planning instruction and managing teaching and learning environments.</p> <p>Standard X: The special education teacher promotes students' academic performance in content areas by facilitating their achievement in a variety of settings and situations.</p>
<p>XV</p>	<p>Council for Exceptional Children (CEC) Initial or Advanced Preparation Standards</p>	<p>1.0: Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.</p> <p>3.0: Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.</p> <p>4.0: Beginning Special Education Professionals use multiple methods of assessment and data sources in making educational decisions.</p> <p>5.0: Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.</p>

XVI. Course Results

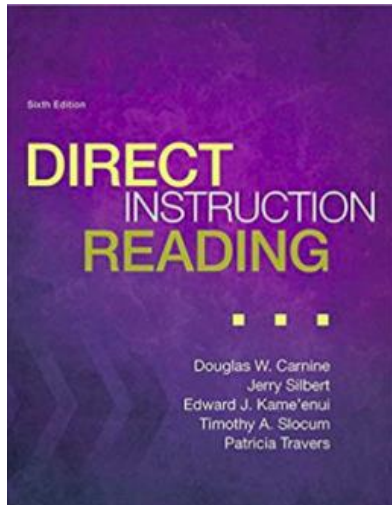
Learning Outcome	Related Standard(s)	Learning Opportunities/ Evaluation
<p>1. Students will demonstrate proficiency in knowledge of the development of language and communication, the science of teaching reading and writing, and strategies to plan, teach, and assess literacy with students with disabilities from culturally and linguistically diverse backgrounds.</p>	<p>TEA X (content area instruction), XI (literacy)</p> <p>CEC 1.0 (knowledge of students with exceptionalities)</p>	<p>Quizzes, Reading Reflection Papers</p>
<p>2. Students will be able to administer diagnostic, progress monitoring, and formative</p>	<p>TEA V (assessment), XI (literacy)</p>	<p>In-class practice, Field-based experience</p>

<p>assessments in literacy, using data to identify the strengths and needs of students with disabilities, plan and adjust instruction, and set rigorous, appropriate, and measurable goals.</p>	<p>CEC 4.0 (assessment)</p>	
<p>3. Students will be able to develop high quality standards-based lesson plans related to literacy, addressing learning outcomes, accommodations and modifications, pre/post and formative assessment, explicit instructional sequences, communication skills, and materials.</p>	<p>TEA V (assessment), VI (planning), and XI (literacy) CEC 3.0 (curricula), 4.0 (assessment)</p>	<p>Lesson plans, evaluated using domains in the Miner Assessment Tool</p>
<p>4. Students will be able to model explicit instruction related to literacy, demonstrating strong content knowledge and communication skills.</p>	<p>TEA III (communication), XI (literacy) CEC 3.0 (curricula) and 5.0 (strategies)</p>	<p>Instructional Videos, evaluated using domains in the Miner Assessment Tool</p>

XVII. Course Materials

Textbook:

Carnine, D. W., Silbert, J., Kame'enui, E. J., Slocum, T. A., & Travers, P. A. (2016). *Direct instruction reading* (6th ed.). Pearson.



Websites/Videos

- [DIBELS \(Dynamic Indicators of Basic Early Literacy Skills\)](#)
- [EasyCBM](#)
- [FCRR \(Florida Center for Reading Research\)](#)
- [IES \(Institute of Education Science\) Videos](#)
- [Intervention Central](#)
- [“Introduction to Special Education” Vimeo: Michael Kennedy](#)
- [IRIS Center: Reading, Literacy, Language Arts](#)
- [Reading Rockets](#)

XVIII. Learning Opportunities/Evaluation

1. **Online Textbook and IRIS Module Quizzes (10 points each)**
 - a. Students will have six (6) online quizzes due on Sunday nights at 11:59pm on Blackboard throughout the semester (9/5, 9/19, 10/10, 10/17, 11/7, 12/5). Each will consist of 10 short answer questions on material from the week’s textbook readings and IRIS Module. Each response must be written in one or more complete sentences. Students may not plagiarize responses from the text, nor may they copy answers from classmates. Students must paraphrase responses in their own words. These quizzes are open book/notes, and students have unlimited time to complete them.
2. **Reading Reflection Papers (20 points each)**
 - a. **Paper #1: Language and Literacy History (due 9/5 at 11:59 pm)**
 - i. Students will write a 3-5-page (APA Style- double spaced, 12 pt., Times New Roman, 1-inch margins) paper describing (a) their personal experiences learning language(s) and literacy (e.g., reading, writing), (b) their family’s experiences learning language(s) and literacy, and (c) their interests/worries about teaching language(s) and literacy to students with disabilities.
 - b. **Literacy Paper #2: Learning Reflection and Future Plans (due 12/5 at 11:59pm)**
 - i. Students will write a 3-5-page paper describing (a) what you learned about language and literacy this semester (b) what you learned about teaching students with disabilities this semester, and (c) what your vision is for how you plan on addressing language and literacy as a special educator (or teacher working with students with disabilities) in various classroom contexts and subject areas in the future?

Rubric for Reading Reflection Papers

Area	Exceeds Expectations (5 points)	Meets Expectations (4 points)	Below Expectations (3 points or fewer)
Completeness	Thoroughly answers all components of each question.	Touches on all components of each question.	Missing consideration of one or more questions.
Professionalism	Extremely professional, ready to share with administrators and colleagues	Mostly professional, may need a little revision before sharing with administrators and colleagues	Lacking professionalism, would need major revisions before sharing with administrators and colleagues

Connections	Insightful and in-depth connections made with personal experience.	Adequate connections to personal experience.	Limited connections to personal experience.
Uniqueness	Highly unique product, demonstrates considerable reflection, individualized	Mostly unique, demonstrates some reflection, somewhat individualized	Lacking uniqueness, demonstrates little reflection, not individualized

3. Instruction (Modeling) Videos (30 points each, rubric in Appendices)

a. Video #1: Phonemic Awareness (due 9/19 at 11:59pm)

- i. In class, you will identify/be assigned a phoneme (/t/) or common blend (/tr/).
- ii. Identify 5 similar words (e.g., rhyme, alliteration, assonance) that include that phoneme or common blend.
- iii. You will script, develop a PowerPoint, and record the modeling component of a lesson that (1) introduces the 5 words, their meanings, and a representative image/gif, (2) uses each word in helpful, student-friendly, culturally responsive sentence that highlights the phoneme or blend, (3) explains what onset-rime means and models the onset-rime of each word, and (4) explains what segmenting and blending means and segments and blends each word. Throughout, you will model teacher thinking, ask appropriate questions, and address potential misconceptions/errors.

b. Video #2: Vocabulary (due 11/14 at 11:59pm)

- i. In class, you will identify/be assigned a vocabulary word based on a subject/grade level of interest.
- ii. You will script, develop a PowerPoint, and record the modeling component of a lesson that includes the following components: (1) student-friendly definition, (2) use of images/multimedia, (3) examples, non-examples, (4) demonstration of the term, (5) word learning strategies, (6) connection to things the student knows/cares about, and (7) discussion, drawing, and/or practice prompts for students.
- iii. See the following videos for more information and guidance on Vocabulary instruction and each required component:
 1. <https://vimeo.com/523853111>
 2. <https://vimeo.com/444031616>
 3. <https://vimeo.com/448122821>
 4. <https://vimeo.com/448389509>
 5. <https://vimeo.com/448730569>
 6. <https://vimeo.com/143401206>
 7. <https://vimeo.com/143396501>

4. Reading Lesson Plans (40 points each, rubric in Appendices)

a. Lesson Plan #1: Phonics (due 10/10 at 11:59pm)

- i. Using the provided lesson plan template, develop a comprehensive lesson plan addressing an important phonics-related learning objective. In class, students will identify a standard and learning objective with the instructor's guidance. Then, students will develop/describe appropriate assessments (pre/post and formative), explicit instruction (warm-up, direct instruction, guided practice, independent practice, closing), communication considerations, and high-quality materials.

b. Lesson Plan #2: Comprehension (due 10/31 at 11:59pm)

- i. Using the provided lesson plan, develop a comprehensive lesson plan addressing an important comprehension-related learning objective. In class, students will identify a standard and learning objective with the instructor's guidance. Then, students will

develop/describe appropriate assessments (pre/post and formative), explicit instruction (warm-up, direct instruction, guided practice, independent practice, closing), communication considerations, and high-quality materials.

- ii. If your Lesson Plan #2 grade is higher than Lesson Plan #1, I will use your Lesson Plan #2 grade for both.
 - 1. E.g., if you scored a 30 on #1 and a 35 on #2, you will now receive 35 on both
 - 2. E.g., if you scored 35 on #1 and 30 on #2, there won't be any change to your #1 grade

5. Field-Based Experience (3 hours total, 60 points, due 12/7 at 11:59pm)

a. Observation (3 hours minimum)

- i. Observe direct reading instruction delivered by a PK-12 public-school special education teacher that is being delivered to students with disabilities. Take detailed notes, scripting the lesson using a T/S chart.
- ii. If already met TEA requirements, you may watch and reflect on the following 5 videos to receive credit.
 - 1. <https://vimeo.com/438220576>
 - a. HLP reading comprehension instruction video (24 minutes)
 - 2. <https://vimeo.com/434434881>
 - a. HLP science vocabulary instruction (23 minutes)
 - 3. <https://vimeo.com/404306182>
 - a. HLP English language arts instruction (20 minutes)
 - 4. <https://vimeo.com/404050977>
 - a. HLP language video (11 minutes)
 - 5. <https://vimeo.com/404043453>
 - a. HLP story parts video (11 minutes)

(Time)	Teacher Says/Does	Students Say/Do

iii. Write a reflection on the following questions after each observation:

- 1. What was the learning objective and did students make progress toward/master the learning objective?
- 2. How did the teacher model, provide opportunities for students to respond, and provide positive and/or corrective feedback?
- 3. How did the students engage with the lesson, practice, demonstrate their learning, and ask questions?
- 4. What connections did you make between the reading instruction you observed and the information provided in class?

XIX. Schedule (blue=in person, white=online)

Week/ Date	Topic	Course Materials	Assignments
Week 1 8/24	Course Introduction	Review Syllabus	
Week 2 8/30-9/5	Perspectives on Reading Instruction	Textbook: Part I: Chapters 1-4 (p. 1-36) IRIS Module on K-1 Reading	Quiz 1 (due 9/5) Reading Reflection Paper #1 (due 9/5)

Week 3 9/7	Phonemic Awareness	Florida Center Strategies (Phonological Awareness- Share 1 in Class) -Sequence Trains -Rhyme Video -Syllable Video -Phoneme Fingers Video -Link to Letters Video	
Week 4 9/13-9/19	Beginning Reading	Textbook: Part II: Chapters 5-8 (p. 37-87) IRIS Module on Grade 2-6 Reading	Quiz 2 (due 9/19) Instruction (Modeling) Video #1 (due 9/19)
Week 5 9/21	Phonics	Florida Center Strategies (Phonics- Share 1 in Class) -Phonics Song with ASL -Letter-Sound Video -Word-Building Video -Non-Decodable Words Video -Word Study Video	
Week 6 9/28	Fluency	Florida Center Strategies or Intervention Central Strategies (Fluency-Share 1 in Class) -Repeated Reading Video -Echo Reading -Alternated Reading -Partner Reading -Choral Reading	
Week 7 10/4-10/10	Beginning Reading	Textbook: Part II: Chapters 9- 12 (p. 88-126) IRIS Module on High Quality Reading Programs	Quiz 3 (due 10/10) Reading Lesson Plan #1 (due 10/10)
Week 8 10/11-10/17	Primary and Intermediate Reading Instruction	Textbook: Part III: Chapters 13- 17: (p. 127-190) IRIS Module on Reading Comprehension Strategy	Quiz 4 (due 10/17)
Week 9 10/19	Text Comprehension	Florida Center Strategies or Intervention Central Strategies (Comprehension- Share 1 in Class) -CAP on Comprehension	

		<ul style="list-style-type: none"> -Story Circle Video -Graphic Organizer Video -Jigsaw Strategy Video -Think-Pair Share Video 	
Week 10 10/26	Vocabulary	Florida Center Strategies (Vocabulary-Share I in Class) <ul style="list-style-type: none"> -High Quality Vocab Video -Vocab Example Video -Pre-Teach Vocabulary Video -Vocabulary and ELs Video -Academic Vocab and ELs 	Reading Lesson Plan #2 Due (10/31)
Week 11 11/1-11/7	Comprehension Instruction	Textbook: Part IV: Chapters 18-20 (p. 191-232) IRIS Module on High School Reading	Quiz 5 (due 11/7)
Week 12 11/9	Spelling	Intervention Central Strategies (Spelling- Share I in Class) <ul style="list-style-type: none"> -Spelling with Silent e Video -Task Analysis Spelling Video -Pencil Free Spelling Video -High Frequency Words Video 	Instruction (Modeling) Video #2 (due 11/14)
Week 13 11/16	Written Expression	Intervention Central Strategies (Writing- Share I in Class) <ul style="list-style-type: none"> -Writing and SRSD Video -IES Writing Part 1 -IES Writing Part 2 -IES Writing Part 3 -IES Writing Part 4 -IES Writing Part 5 	
Week 14	No Class: Thanksgiving Holiday		
Week 15 11/29-12/5	Content Area and School-Wide Reading Instruction	Textbook: Part V & VI: Chapters 21-22 (p. 233-288) IRIS Module on Content-Area Reading	Quiz 6 (due 12/5) Reading Reflection Paper #2 (due 12/5)
Week 16 12/7	Course Conclusion		Field-Based Experience Log and Reflection (due 12/7)

XX. Course Policies/University Resources

Academic Honesty: Academic honesty is necessary to receive the full benefit of this course. Plagiarism includes attempting to pass over someone else's words as your own (i.e., copying) or passing over someone's ideas as your own without proper reference or citation. Any materials deemed to be plagiarized will receive no credit. To read UTEP's policies, visit the Office of Student Conduct and Conflict Resolution's website on Academic Integrity and Scholastic Dishonesty at <https://www.utep.edu/student-affairs/osccr/student-conduct/academic-integrity.html>

Attendance/Participation: Attendance and participation are required for this course's eight (8) in-person sessions. Please email, text, or call the instructor prior to class if you are unable to attend for any reason. Any absence without communication with the instructor prior to the start of class will result in a lowering of the student's final grade by one letter (e.g., A to B). Participation during class is critical for meeting learning outcomes. Students will engage in a variety of practical activities related to planning instruction, assessing, and teaching students with disabilities.

Center for Accommodations and Support Services: All individuals with disabilities have the right to equal access and opportunity in college courses and on campus. For accommodations or support services, contact the Center for Accommodations and Support Services at (915) 747-5148. Evaluation services are also available. They are located in the Union East, Room 106. For more information and to access their Online Portal, visit their website at www.utep.edu/student-affairs/cass/

COVID-19: Please stay home if you have been diagnosed with COVID-19 or are experiencing COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, so that we can work on appropriate accommodations. If you have tested positive for COVID-19, you are encouraged to report your results to covidaction@utep.edu, so that the Dean of Students Office can provide you with support and help with communication with your professors. The Student Health Center is equipped to provide COVID-19 testing.

The Center for Disease Control and Prevention recommends that people in areas of substantial or high COVID-19 transmission wear face masks when indoors in groups of people. The best way that Miners can take care of Miners is to get the vaccine. If you still need the vaccine, it is widely available in the El Paso area, and will be available at no charge on campus during the first week of classes. For more information about the current rates, testing, and vaccinations, please visit epstrong.org.

Counseling and Psychological Services: UTEP provides confidential counseling and psychological services related to critical situations, crisis counseling, personal counseling, career counseling, and consultation. To schedule services or ask questions, contact them at caps@utep.edu or (915) 747-5302 or visit their website at <https://www.utep.edu/student-affairs/counsel/counseling-services/>

Field-Based Experience: Per TACS228.35(b)(1), candidates seeking teacher certification must complete a minimum of 30 clock-hours of field-based experience (FBE) prior to clinical student teaching or internship. This course requires 3 hours of FBE. You will document each observation in the Educator Preparation Online Portal (EPOP), located at <https://coe.utep.edu/epop/>. Documentation includes both a log of the time spent observing and a final reflection paper.

Follow these instructions after each observation:

1. Navigate to <https://coe.utep.edu/epop/>
2. Go to "Student Login" and select "Field-based Experience"
3. Select "New Observation"
4. Enter the information pertaining to your most recent observation
5. An email will be sent to your cooperating teacher, so s/he can verify the information you provided.

You must submit a “New Observation” every time you go to a campus to complete field-based experience hours. For each course, upload a final reflection that addresses the prompts provided by your instructor. Once you have obtained the minimum number of required FBE hours for a particular course and uploaded your final reflection paper, click “Submit for Verification.” A summary of your observations will be sent to your instructor for confirmation.

Grading Scale

Points	Percentage	Grade
270-300	90-100	A
240-269	80-89.9	B
210-239	70-79.9	C
180-209	60-69.9	D
0-179	0-59.9	F

Late or Missing Work: On-time submission of work by the due dates listed in the syllabus is required for this course. Missing work will result in no credit. Like attendance, late work will not be considered for grading without communication (text, email, call) with the instructor prior to the due date. For each week work is turned in late, the grade for that assignment will be lowered by one grade (e.g., A to B). Field-based experience logs/reflections are due the last week of class on 12/7 and will not be accepted late.

Netiquette: Appropriate online etiquette or netiquette is required for this course to ensure a safe environment for all. Visit UTEP’s Center for Instructional Design for more information, university guidelines, and information for online course netiquette at <https://www.utep.edu/extendeduniversity/cid/faculty-resources/bsonetiquette.html>

Technology: A computer with internet connection, video, and audio capabilities is necessary for this online course. Lectures and office hours are conducted on video-chat using Blackboard Collaborate. All assignments will require Microsoft Word or PowerPoint. For the Reflections, you have the option of creating an audio podcast or a vlog (video) post. Technology is available at the library if needed. Contact UTEP Technology if you need support with technology throughout the semester at <https://www.utep.edu/technologysupport/> Or contact the library at ask@utep.libanswers.com or call (915) 747-5643.

Tutoring/Writing Center: For tutoring or support, contact mlctutor@utep.edu or call (915) 747-6008 for tutoring or uwctutors@utep.edu for writing or call (915)747-5112. They are located in the library, Room 227. For more information or to schedule an appointment visit their website at <https://www.utep.edu/mlc/> or www.utep.edu/uwc

XXI. Appendices

Reading Lesson Plan Template

Lesson Plan Template		
Teacher:	Date:	
Subject Area:		
Grade Level(s):		
Start Time:	End Time:	
Objectives		
Standard(s):		
Learning Objective(s):		
Prior Learning Objective(s)/Next Learning Objective(s):		
Language Objective(s):		
Assessment Tools and Data Collection Procedures*		
Assessment Type	Description of Tool/Procedures, discuss alignment to Learning Objective	Description or Example of Student Response(s) that Demonstrate(s) Mastery**
<u>Formative Assessment(s):</u>		

<u>Pre/Post-Assessment:</u>		
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Assessment Accommodations/Modifications:

Universal Design for Learning (UDL) Considerations (Action & Expression):

Procedures and Instructional Strategies*

Time	Component	Teacher Says/Does (Explicit directions/modeling/pre-planned questions, frequent behavior specific feedback, checks for understanding)	Student Says/Does** (Expected responses/potential misconceptions or errors, frequent opportunities to think/respond/practice)
	<u>Warm-Up:</u>		
	<u>Lesson Open:</u>		

	<u>Direct Instruction:</u>		
	<u>Guided Practice:</u>		
	<u>Independent Practice:</u>		
	<u>Lesson Closing:</u>		

Instructional Accommodations/Modifications:

Universal Design for Learning (UDL) Considerations (Engagement and Representation):

Choose one or more communication skill (e.g., augmented communication or assistive technology for communication, verbal or nonverbal communication, initiative or responsive communication, expressive or receptive communication), that the focus learner will need to use to participate in learning tasks and/or demonstrate learning related to the learning goal. Explain how you will support (e.g., modeling, rehearsal, guided practice, word walls, graphic organizers, language frames, examples) the learner's use of the communication skill.

Communication Skill	Supports

Materials and Resources*

Describe any relevant textbook or instructional program, electronic whiteboard, graphing calculators, online resources and platforms, manipulatives, laboratory materials/equipment, guest speakers, recordings, etc. Include copies/screenshots of instructional materials you use. (Include any Citations/Links for any materials you did not create.):

*Attach all instructional materials, resources, and assessments.

Lesson Plan Rubric (Adapted from Miner Assessment Tool; MAT)

Domain	Accomplished-10 points	Proficient-9 points	Developing-8 points	Improvement Needed-7 or less points
<p>Standards and Alignment</p> <p><i>The teacher designs clear, well-organized, sequential lessons that reflect best practice, align with the standards and are appropriate for diverse learners</i></p>	<p>Instructional Planning includes:</p> <ul style="list-style-type: none"> • All measurable goals aligned to state content standards • All activities, materials, and assessments are sequenced, relevant, integrate other disciplines, provide appropriate time for student work, lesson, and lesson closure, reinforce broader unit and course objectives, are vertically aligned to state standards, are appropriate for diverse learners • All objectives aligned and logically sequenced to the lesson's goals • Integration of technology to enhance mastery of goals 	<p>Instructional planning includes:</p> <ul style="list-style-type: none"> • All goals aligned to state content standards • All activities, materials, and assessments are relevant to students, provide appropriate time for lesson and lesson closure, fit into broader unit and course objectives, are appropriate for diverse learners • All objectives aligned to the lesson's goal • Integration of technology when applicable 	<p>Instructional planning includes:</p> <ul style="list-style-type: none"> • Most goals aligned to state content standards • Most activities, materials, and assessments are sequenced, sometimes provide appropriate time for lesson and lesson closure • Lessons where most objectives are aligned and sequenced to the lesson's goals 	<p>Instructional planning includes:</p> <ul style="list-style-type: none"> • Few goals aligned to state content standards • Few activities, materials, and assessments are sequenced, rarely provide time for lesson and lesson closure • Lessons where few objectives are aligned and sequenced to the lesson's goals

<p>Data & Assessment</p> <p><i>The teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction</i></p>	<p>Instructional planning includes:</p> <ul style="list-style-type: none"> • Formal and informal assessments to monitor progress of all students and incorporate appropriate diagnostic, formative and summative assessment data into lesson plans • Substantive, specific, and timely feedback to students in relation to classroom and campus goals, while maintaining student confidentiality • Analysis of student data connected to specific instructional strategies and use of results to reflect on their teaching and to monitor teaching strategies and behaviors in relation to student success • Modifications based on diverse student needs 	<p>Instructional planning includes:</p> <ul style="list-style-type: none"> • Formal and informal assessments to monitor progress of all students • Consistent feedback to students • Analysis of student data connected to specific instructional strategies • Modifications based on diverse student needs 	<p>Instructional planning includes:</p> <ul style="list-style-type: none"> • Formal and informal assessments to monitor progress of most students • Timely feedback to students • Utilization of multiple sources of student data • Few modifications made based on diverse student needs. 	<p>Instructional planning includes:</p> <ul style="list-style-type: none"> • Few formative and informal assessments to monitor student progress • Few opportunities for timely feedback to students • Utilization of few sources of student data • No modifications are made based on diverse student needs
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<p>Activities</p> <p><i>The teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence, and achievement.</i></p>	<p>Instructional planning includes:</p> <ul style="list-style-type: none"> • Questions that encourage all students to engage in complex higher-order thinking and problem solving. • Instructional groups based on the needs of all students and maintains both group and individual accountability • Activities, resources, technology, and instructional materials that are all aligned to instructional purposes, are varied and appropriate to ability levels of students 	<p>Instructional planning includes:</p> <ul style="list-style-type: none"> • Questions that encourage all students to engage in complex, higher-order thinking. • Instructional groups based on the needs of all students. • Activities, resources, technology and instructional materials that are all aligned to instructional purposes 	<p>Instructional planning includes:</p> <ul style="list-style-type: none"> • Questions that promote limited, predictable, or rote responses and encourage some complex, higher-order thinking. • Instructional groups based on the needs of most students. • Activities, resources, technology, and/or instructional materials that are mostly aligned to instructional purposes 	<p>Instructional planning includes:</p> <ul style="list-style-type: none"> • Encourages little to no complex, higher-order thinking. • Instructional groups based on the needs of a few students • Activities, resources, technology and /or instructional materials misaligned to instructional purposes.
<p>Literacy</p>	<p>Instructional planning includes:</p> <ul style="list-style-type: none"> • Comprehensively addresses evidence-based strategies in the designated area of literacy 	<p>Instructional planning includes:</p> <ul style="list-style-type: none"> • Addresses some evidence-based strategies in the designated area of literacy 	<p>Instructional planning includes:</p> <ul style="list-style-type: none"> • Somewhat addresses evidence-based strategies in the designated area of literacy 	<p>Instructional planning includes:</p> <ul style="list-style-type: none"> • Does not address evidence-based strategies, or addresses the incorrect area of literacy

Instruction (Modeling) Video Rubric

Domain	Accomplished-19-20 points	Proficient-16-18 points	Developing- 14-15 points	Improvement Needed-13 or fewer points
2.2 Content Knowledge and Expertise	<p>The Teacher</p> <ul style="list-style-type: none"> • Conveys a depth of content knowledge that allows for differentiated explanations. • Integrates learning objectives with other disciplines and real-world experiences. • Anticipates possible student misunderstandings and proactively develops teaching 	<p>The Teacher</p> <ul style="list-style-type: none"> • Conveys accurate content knowledge in multiple contexts. • Integrates learning objectives with other disciplines • Anticipates possible student misunderstandings. • Provides opportunities for students to use different types 	<p>The Teacher</p> <ul style="list-style-type: none"> • Conveys accurate content knowledge. • Sometimes integrates learning objectives with other disciplines. • Sometimes anticipates possible student misunderstandings. • Sometimes provides opportunities for students to use different types of thinking 	<p>The Teacher</p> <ul style="list-style-type: none"> • Conveys inaccurate content knowledge that leads to student confusion. • Rarely integrates learning objectives with other disciplines. • Does not anticipate possible student misunderstandings. • Provides few opportunities for
2.3 Communication	<p>The Teacher</p> <ul style="list-style-type: none"> • Establishes classroom practices that encourage all students to communicate effectively • Anticipates possible student misunderstandings and proactively develops techniques 	<p>The Teacher</p> <ul style="list-style-type: none"> • Establishes classroom practices that provide opportunities for most students to communicate effectively • Recognizes student misunderstandings and responds with an array of teaching 	<p>The Teacher</p> <ul style="list-style-type: none"> • Leads lessons with some opportunity for dialogue, clarification or elaboration. • Recognizes student misunderstandings but has a limited ability to respond. • Uses verbal and written communication that 	<p>The Teacher</p> <ul style="list-style-type: none"> • Directs lessons with little opportunity for dialogue, clarification or elaboration. • Is sometimes unaware of or unresponsive to student misunderstandings • Uses verbal communication that

	<p>to address obstacles to learning.</p> <ul style="list-style-type: none"> • Provides explanations that are clear and coherent and uses verbal and written communication that is clear and correct. • Skillfully uses probing questions to clarify, elaborate and extend learning. • Provides wait time when questioning students. 	<p>techniques to clarify concepts.</p> <ul style="list-style-type: none"> • Provides explanations that are clear and uses verbal and written communication that is clear and correct. • Uses probing questions to clarify and elaborate learning. 	<p>is generally clear with minor errors of grammar.</p>	<p>is characterized by inaccurate grammar; written communication that has inaccurate spelling, grammar, punctuation or structure.</p>
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Field-Based Experience Observation Form

Date/ Time Started – Time Ended	Teacher Says/Does	Students Say/Do
(1 st observation)		
(2 nd observation)		
(3 rd observation)		

Post-Observation Reflection:

1. What was the learning objective and did students make progress toward/master the learning objective?

2. How did the teacher model, provide opportunities for students to respond, and provide positive and/or corrective feedback?

3. How did the students engage with the lesson, practice, demonstrate their learning, and ask questions?

4. What connections did you make between the reading instruction you observed and the information provided in class?