

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	Summer 2022 (May 16 - May 29)
V	Course Days/Times	In-Person: Tuesday, Wednesday, Thursday 5:15pm-7:45pm Online (Asynchronous): Assignments due Sunday at 11:59 pm
VI	Course Location/ Modality	EDU 108 Hybrid (In-person and online asynchronous)
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 9am-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	Tuesday, Wednesday, & Thursday: 3pm - 5pm 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	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>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 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>In-Class Participation Reflection Essays IRIS Modules Lesson Plans</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 Participation IRIS Modules Lesson Plans</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.	CEC 4.0 (assessment)	
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.	TEA V (assessment), VI (planning), and XI (literacy) CEC 3.0 (curricula), 4.0 (assessment)	In-Class Participation IRIS Modules Lesson Plans Field-Based Experience
4. Students will be able to model explicit instruction related to literacy, demonstrating strong content knowledge and communication skills.	TEA III (communication), XI (literacy) CEC 3.0 (curricula) and 5.0 (strategies)	In-Class Participation Instruction (Modeling) Video Field-Based Experience

XVII. Learning Opportunities/Evaluation

1. **In-Class Participation (60 points total, 10 points per class)**
 - a. There are six in-person class sessions this semester (5/17, 5/18, 5/19, 5/24, 5/25, 5/26). Students will have the opportunity to earn 10 points for participation per class (e.g., attendance, discussion, activities, quizzes).
2. **Pre/Post-Course Reflection Essays (20 points each, 40 points total)**
 - a. **Pre-Course Reflection (2-3-page paper due Monday, May 16th at 11:59pm)**
 - i. In two to three pages, 12-point font, double spaced reflect on the following questions:
 1. What are some of your most vivid memories in learning how to read, write, and spell? Include reflections on both elementary school and middle/high school. Ask, text, call, or facetime a family member, what is one of their most vivid memories in learning how to read, write, and spell? Any age.
 2. What are two or three things you want to learn about teaching students with disabilities how to read, write, and spell? What did you learn about supporting students to develop/practice these skills at school or home?
 - b. **Post-Course Reflection (2-3-page paper due Sunday, May 29th at 11:59pm)**
 - i. In two to three pages, 12-point font, double spaced reflect on the following questions:
 1. What are the two or three main things you learned in this course about teaching students with disabilities how to read, write, and spell, and supporting them in developing/practicing these skills at school or home?

2. What else would you still like to learn/practice related to teaching students with disabilities how to read, write, and spell?
3. **IRIS Modules (Complete two each week, 5 points each, 20 points total)**
 - a. **Week 1 (Assessment sections for each module due Friday, May 20th at 11:59pm)**
 - i. RTI (Part 3): Reading Instruction:
(<https://iris.peabody.vanderbilt.edu/module/rti03/>)
 - ii. PALS (Pick one of the PALS modules based on your grade levels of interest)
 1. A Reading Strategy for Grades K-1:
(<https://iris.peabody.vanderbilt.edu/module/palsk1/>)
 2. A Reading Strategy for Grades 2-6
(<https://iris.peabody.vanderbilt.edu/module/pals26/>)
 3. A Reading Strategy for High School
(<https://iris.peabody.vanderbilt.edu/module/palshs/>)
 - b. **Week 2 (Assessment sections for each module due Friday, May 27th at 11:59pm):**
 - i. Secondary Reading Instruction (Part 1): Teaching Vocabulary and Comprehension in the Content Areas: (<https://iris.peabody.vanderbilt.edu/module/sec-rdng/>)
 - ii. Improving Writing Performance: A Strategy for Writing Persuasive Essays
(<https://iris.peabody.vanderbilt.edu/module/pow/>)
4. **Reading Lesson Plans (40 points each, 80 points total, rubric in Appendices)**
 - a. **Lesson Plan #1: One-on-one reading lesson (due 5/12 at 11:59pm)**
 - i. Using the provided lesson plan template, develop a 30-minute lesson targeting an individual student that addresses phonemic awareness, phonics, and fluency.
 - ii. Additional guidance to be provided in class on 5/19.
 - b. **Lesson Plan #2: Small group reading and writing lesson (due 5/29 at 11:59pm)**
 - i. Using the provided lesson plan, develop a 45-minute lesson targeting a small group of three students that addresses vocabulary, comprehension, and writing.
 - ii. Additional guidance to be provided in class on 5/26.
5. **Instruction (Modeling) Video (60 points due Monday, 5/23 at 11:59pm)**
 - a. Identify a vocabulary word based on a TEK of interest.
 - b. Develop a PowerPoint with the six following slides
 - i. Objective of the webinar
 - ii. Vocabulary word, student friendly definition, supporting image (e.g., clipart, gif, photo)
 - iii. Vocabulary word and example or demonstration sentence (be culturally responsive, community oriented, memorable)
 - iv. Vocabulary word and non-example sentence (provide a meaningful, nuanced non-example that helps clarify the true meaning of the vocabulary word)
 - v. Vocabulary word and strategy/tip for remembering the meaning (e.g., mnemonic, key word strategy)
 - vi. Vocabulary word and formative assessment question to monitor student learning of the definition (e.g., true/false, multiple choice)
 - c. Develop a Video (webinar-style) with the PowerPoint (no more than 5 minutes)
 - i. Record yourself speaking over each slide (either embed audio into each slide of the PowerPoint, or record a Zoom sharing the PowerPoint screen while you speak)

6. Field-Based Experience (40 points, due Sunday, May 29th at 11:59pm)
- a. Reading 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 the T/S chart provided in the Appendices. Reflect on each lesson using the questions provided on the same form.
 - ii. If already met TEA field-based experience requirements or not planning to become a certified teacher, you may watch, script the lesson using a T/S chart, and reflect on the following five videos to receive credit using the form provided in the Appendices.
 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)

XIX. Schedule (blue=online, white=in-person in EDU 108 from 5:15 pm - 7:45 pm)

Day/ Date	Topic	Course Materials	Assignments
Day 1 Monday 5/16	Literacy Reflection	<ul style="list-style-type: none"> • Syllabus • Videos on Blackboard 	Pre-Course Reflection Essay due at 11:59pm
Day 2 Tuesday 5/17	Evidence-based Practices for Students with Disabilities	<ul style="list-style-type: none"> • Coyne & Koriakin (2017) • Lindstrom (2018) • Ming & Dukes (2010) • Videos on Blackboard 	In-Class Participation
Day 3 Wednesday 5/18	Early Childhood Intervention (ECI), Language Development, and Early Literacy	<ul style="list-style-type: none"> • Cárdenas-Hagan (2018) • Hampton et al. (2022) • Murphy et al. (2022) • Videos on Blackboard 	In-Class Participation
Day 4 Thursday 5/19	Early Reading Assessment and Instruction for Students with Disabilities	<ul style="list-style-type: none"> • Earle & Sayeski (2017) • Johnston et al. (2018) • Whitbread et al. (2021) • Videos on Blackboard 	In-Class Participation
Day 5 Friday 5/20	IRIS Modules	<ul style="list-style-type: none"> • IRIS Module #1: RTI: Reading Instruction: • IRIS Module #2: PALS (Pick one) <ul style="list-style-type: none"> • Grades K-1 • Grades 2-6 • High School 	IRIS Assessment #1 and #2 due at 11:59pm

Day 6 – 7 Saturday & Sunday 5/21-5/22	Reading Fluency Assessment and Instruction for Students with Disabilities	<ul style="list-style-type: none"> • Didion & Toste (2021) • Fenty & Brydon (2020) • Toste et al. (2017) • Videos on Blackboard 	Lesson Plan #1 due Sunday at 11:59pm
Day 8 Monday 5/23	Vocabulary Assessment and Instruction for Students with Disabilities	<ul style="list-style-type: none"> • Geist & Erickson (2021) • Patterson & Hicks (2020) • Swanson et al. (2017) • Videos on Blackboard 	Instruction (Modeling) due at 11:59pm
Day 9 Tuesday 5/24	Reading Comprehension Assessment and Instruction for Students with Disabilities	<ul style="list-style-type: none"> • Brum et al. (2019) • Lyon et al. (2021) • Williams & Martinez (2019) • Videos on Blackboard 	In-Class Participation
Day 10 Wednesday 5/25	Spelling Assessment and Instruction for Students with Disabilities	<ul style="list-style-type: none"> • Harris et al. (2017) • Sayeski (2011) • Murray & Steinen (2011) • Videos on Blackboard 	In-Class Participation
Day 11 Thursday 5/26	Writing Assessment and Instruction for Students with Disabilities	<ul style="list-style-type: none"> • Cannella-Malone et al. (2015) • Evmenoga & Regan (2020) • Poch et al. (2021) • Videos on Blackboard 	In-Class Participation
Day 12 Friday 5/27	IRIS Modules	<ul style="list-style-type: none"> • IRIS Module #3: Secondary Reading Instruction • IRIS Module #4: Improving Writing Performance 	IRIS Assessment #3 and #4 due at 11:59pm
Day 13 – 14 Saturday & Sunday 5/28-5/29	Literacy Reflection		Lesson Plan #2 due Sunday at 11:59pm Post-Course Reflection Essay due Sunday at 11:59pm Field-Based Experience Notes and Reflection due Sunday at 11:59pm

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 six (6) in-person sessions. Please email, text, or call the instructor prior to class if you are unable to attend for any reason. 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. Missing class will result in the loss of 10 points for in-class participation.

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 (CASS) 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 (CAPS) 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 TAC§228.35(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 observation in a log of the time spent observing and a final reflection.

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
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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 day 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 5/29 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/bsa/netiquette.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. 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

Rubric for Pre/Post-Course Reflection Essay

Area	Exceeds Expectations (5 points)	Meets Expectations (4 points)	Below Expectations (3 points or fewer)
Completeness	Thoroughly answers all components of each question. Two to three pages, double spaced, 12-point font.	Touches on all components of each question. Less than two to three pages, double spaced, 12-point font.	Missing consideration of one or more questions. Less than two to three pages, double spaced, 12-point font.
Professionalism	Extremely professional, ready to share publicly or with colleagues.	Mostly professional, may need a little revision before sharing publicly or with colleagues	Lacking professionalism, would need major revisions before sharing publicly or with 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

One-on-One Lesson Plan Template

Lesson Plan Template
<p>Teacher:</p> <p>Student Name:</p> <p>Grade Level:</p> <p>Disability(ies):</p> <p>Language(s):</p> <p>Culture and Interests:</p> <p>Strengths (reading and personal):</p> <p>Needs (reading and personal):</p>
Objectives
<p>Phonemic Awareness Learning Objective:</p> <p>Phonics Learning Objective:</p> <p>Fluency Learning Objective:</p>

Activities, Directions, and Questions			
Time	Component	Teacher Says/Does	Student Says/Does
	<u>Hook/ Advance Organizer</u>		
	<u>Phonemic Awareness Warm-Up:</u>		
	<u>Introduce and Practice New Phonics Concept (letter, digraph, blend, rule)</u>		
	<u>Reading Fluency Practice</u>		
	<u>Closing & Preview of Next Lesson</u>		

Materials and Resources*

List all materials and resources necessary for the lesson.

*Attach all instructional materials, resources, and assessments (handouts, screenshots, pictures, links, etc)

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

Domain	Accomplished-18-20 points	Proficient-16-17 points	Developing-14-15 points	Improvement Needed-13 or fewer 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 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 objectives aligned to the lesson's goal • Integration of technology when applicable 	<p>Instructional planning includes:</p> <ul style="list-style-type: none"> • Lessons where most objectives are aligned and sequenced to the lesson's goals 	<p>Instructional planning includes:</p> <ul style="list-style-type: none"> • Lessons where few objectives are aligned and sequenced to the lesson's goals
<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. • 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. • 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. • 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. • Activities, resources, technology and /or instructional materials misaligned to instructional purposes.

Small Group Lesson Plan Template

Lesson Plan Template
<p>Teacher:</p> <p>Student 1 Name:</p> <p>Student 2 Name:</p> <p>Student 3 Name:</p>
Objectives
<p>Vocabulary State Standard:</p> <p>Vocabulary Learning Objective:</p> <p>Comprehension State Standard:</p> <p>Comprehension Learning Objective:</p> <p>Writing State Standard:</p> <p>Writing Learning Objective:</p>

Assessment		
	Question/Prompt	Answer/Scoring Rubric
<u>Vocabulary Assessment (multiple choice)</u>		
<u>Comprehension Assessment (short answer)</u>		
<u>Writing Assessment (essay)</u>		

List an Assessment Accommodation for Student 1:

List an Assessment Accommodation for Student 2:

List an Assessment Accommodation for Student 3:

Activities, Directions, Questions

Time	Component	Teacher Says/Does	Student Says/Does
	<u>Hook/ Advance Organizer</u>		
	<u>Vocabulary Warm-Up:</u>		
	<u>Introduce and Practice New Comprehension Strategy</u>		
	<u>Introduce and Practice New Writing Strategy</u>		
	<u>Closing & Preview of Next Lesson</u>		

List an Instructional Accommodation for Student 1:

List an Instructional Accommodation for Student 2:

List an Instructional Accommodation for Student 3:

Materials

List all materials and resources necessary for the lesson.

*Attach all instructional materials, resources, and assessments (handouts, screenshots, pictures, links, etc)

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 objectives 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 objectives 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 objectives 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 objectives 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 • 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 • 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 • 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 • No modifications are made based on diverse student needs
<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. • 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. • 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. • 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. • 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 vocabulary, comprehension, and writing 	<p>Instructional planning includes:</p> <ul style="list-style-type: none"> • Addresses some evidence-based strategies in vocabulary, comprehension, and writing 	<p>Instructional planning includes:</p> <ul style="list-style-type: none"> • Somewhat addresses evidence-based strategies in vocabulary, comprehension, and writing 	<p>Instructional planning includes:</p> <ul style="list-style-type: none"> • Does not address evidence-based strategies, or addresses the incorrect areas of literacy

Instruction (Modeling) Video Rubric

Domain	Accomplished-27-30 points	Proficient-24-26 points	Developing- 21-23 points	Improvement Needed-20 or fewer points
<p>2.2 Content Knowledge and Expertise</p>	<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
<p>2.3 Communication</p>	<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 	<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 	<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 	<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

	<p>develops techniques 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>array of teaching 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>communication that is generally clear with minor errors of grammar.</p>	<ul style="list-style-type: none"> • Uses verbal communication that is characterized by inaccurate grammar; written communication that has inaccurate spelling, grammar, punctuation or structure.
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Field-Based Experience Observation Form

UTEP Student Name and Student #		
Course Number, & Name		
Name of District and School of Observation		
	Teacher Says/Does	Students Say/Do
1 st observation Date: Time:		
2 nd observation Date: Time:		

<p>3rd observation</p> <p>Date:</p> <p>Time</p>		
<p>Post-Observation Reflection (write at least one paragraph per question):</p> <ol style="list-style-type: none"> 1. What were the learning objectives and how did students progress toward/master them? 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 instruction you observed and what you learned in class? 		
<p>UTEP Student Name</p>		

UTEP Student Signature:	Date:
Cooperating Teacher Name	
Cooperating Teacher Signature:	Date:
UTEP Instructor Name:	
UTEP Instructor Signature:	Date: