

AIAI Grant UDL Example ~ Towson University

Title: Primary Reading

Faculty Developer: Barbara Steele

Course/Program or Department: Early Childhood Education ECED 361

Notes: 2 files, 1 Ppt.



*College of Education*

Department of Early Childhood Education

**ECED 361.002**

**Teaching Reading in the Primary Grades (1-3)  
Best Practices and Materials**

**Tuesdays - 1:00 –3:40 - HH - 018**

**Fall 2017**

**Mrs. Barbara M. Steele, M.Ed.**

**Office hours: Tuesdays & Wednesdays 4:00-5:00; Fridays 12:00-1:00**

**Multiple  
Means of  
Engagement**

- **Other hours available for an appointment - email or text for**
- **Cell Phone: 410-371-5056**
- **Office Phone: 410-704-3574**
- **FaceTime or Skype appointments available – email or text for times**
- **Campus mailbox:** located in Main College of Education office – HH-304

Early Childhood Education Department Chair: **Dr. Janese Daniels**

Phone: **410-704-2564**

Early Childhood Education Office – HH019

Administrative Assistant: **Julie Uhl** – Office phone: **410-404-2572**

**Department Theme:** *Facilitator of Active Learning for All Children and Families in a developmentally, Culturally and Linguistically Appropriate and Inclusive Environment.*

**Mission Statement:** *The mission of Teacher Education at Towson University is to inspire, educate, and prepare educators as facilitators of active learning for diverse and inclusive communities of learners in environments that are technologically advanced.*

**Conceptual Framework:** Visit this website for details and graphic representation of the framework that guides what we do in the teacher education community at Towson.

<http://www.towson.edu/coe/cf2014/documents/ConceptualFramework.pdf>

**Required Texts:**

Tompkins, Gail E., (2016). *Literacy for the 21<sup>st</sup> Century: A Balanced Approach, 7<sup>th</sup> edition*, Boston, MA:

Boushey, Gail and Moser, Joan. (2013). **The Daily 5: Fostering Literacy Independence in the Elementary Grades**, New York, Stenhouse Publishing - ISBN-13: 978-1571109743  
Also: Visit their website at: <https://www.thedailycafe.com/daily-5>

Steele, Barbara. (2015). **Teaching Reading in the Primary Grades (1-3), ECED 316 Course Packet**, available in the Towson University Bookstore.

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\*Check our ECED361 Blackboard Site for extra handouts, video clips, PowerPoints, and articles that support this course.

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### **Recommended Texts:**

Barr, Rebecca; Blachowicz, Camille; Bates, Ann. (2007). **Reading Diagnosis for Teachers**, Boston, MA: Pearson Education, Inc.

Beck, I., et al. (2002). **Bringing Words to Life: Robust Vocabulary Instruction**, NY: Guilford Press.

Beck, I. (2006) **Making Sense of Phonics: The Hows & Whys (Solving Problems in Teaching of Literacy)**, NY: Guilford Press

Coles, G. (2000). **Misreading reading: The bad science that hurts children**. Portsmouth, NH: Heinemann Press.

Collins, Kathy. (2004). **Growing Readers**, Portland, ME: Stenhouse Publishers - ISBN: 978-157110-373-4

Cunningham, Patricia. (2005). **Phonics They Use: Words for Reading and Writing**, 4<sup>th</sup> edition, Boston, MA: Pearson Education, Inc. – ISBN – 0-205-60888-4

Dow, R. & Buaer, T. (2006). **Self-Paced Phonics, 4<sup>th</sup> Ed.**, Boston, MA: Pearson Education, Inc.

Fountas, I. & Pinnell, G. (1996). **Guided Reading**, Portsmouth, NH: Heinemann Press.

Gentry, Richard J. (2004). **The Science of Spelling**, Portsmouth, NH: Heinemann Press

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- Hill, Bonnie C. (2001), *Developmental Continuums*, Norwood, MA: Christopher-Gordon
- Hoyt, Linda. (2000). *Snapshots: Literacy Mini-lessons Up Close*, Portsmouth, NH: Heinemann Press.
- Miller, Debbie. (2002). *Reading with Meaning*, Portland, ME: Stenhouse Publishers
- Pressley, M., Allington, R., and Wharton-McDonald, R. (2001). *Learning to read*. NY: Guilford Press.
- Puckett & Black. (2007). *Meaningful Assessments of the Young Child: Celebrating Development and Learning, 3/E*. Boston, MA: Pearson Education, Inc. ISBN # - 13: 9780132237598
- Routman, Regie. (2000). *Conversations*, Portsmouth, NH, Heinemann Press.
- Taberski, Sharon. (2000). *On Solid Ground: Strategies for Teaching Reading K-3*, Portsmouth, NH: Heinemann Press.

### **Course Description:**

This course is a combination of the MSDE (Maryland State Department of Education) requirements for *Instruction in Reading* and *Materials in Reading*. It is an examination of the best practices, research, and materials used to create developmentally-appropriate, active learning in young children related to their literacy development. The work covered is a critical and practical examination of practices appropriate for promoting literacy development in beginning readers from first through third grade.

This course is taken currently with ECED 342 – *Curriculum and Materials*, and participants use the field experience portion of ECED 342 to complete assignments in ECED 361. Also, the ECED 429 course, *Assessment of Reading & Language Arts*, directly correlates to the principles and practices that are presented in this course. Be sure to notice when the topics from each of these courses support and reinforce your understanding of early literacy development. Teacher candidates will be in their field placement classrooms each Thursday for the full day, arriving before the mentor teacher arrives. This allows time for interns to plan, ask questions, review plans and materials, and seek feedback on classroom performance and preparing for the logistics of lesson plans.

Our MSDE has divided the discipline of teaching reading into 4 major categories of study and research: a) Process & Acquisition, b) Instruction, c) Materials, and d) Assessment. This course (ECED 361) deals mainly with the **Instruction** and **Materials** of the reading process, and will explore these two areas of reading in relation to the **processes** of learning to read (covered in ECED 321 & ECED 360) and can be connected to your understanding of reading **assessment** (covered in ECED 417 & ECED 429).

### **Understanding this COURSE:**

Each objective of this course is labeled with the standards and principles expected for excellence in teacher training by our professional organizations InTASC (The Interstate Teacher Assessment & Support Consortium), AEYC (National Association of Educators of Young Children), and MSDE (Maryland State Department of Education) – as stated in the MCCRS (Maryland College & Career Ready Standards), which is adapted from the CCSS- (Common Core State Standards)

#### **Reading Components according to MSDE standards:**

<b>P</b> = Process and Acquisition	<b>M</b> = Materials
<b>I</b> = Instruction	<b>A</b> = Assessment

**MCCRS = Maryland College & Career Ready Standards**

**ELA = English Language Arts:**

RF = Reading Foundations  
RL = Reading Literature  
RI = Reading Informational Texts  
W = Written Expression  
SL = Speaking & Listening  
L = Language

Participants will use, and gather data from, formal and informal assessments to design instruction that effectively works for all young children.

- Data driven instruction is especially important for those learners with atypical development. Their needs demand an understanding and use of **UDL** (Universal Design for Learning) and the implementation of differentiation of instruction and assessment.
- Students with special learning needs such as **ELL** (English Language Learners), **G&T** (gifted and talented), struggling learners, and students with documented learning disabilities need specialized interventions and recommendations to meet their grade-level learning goals.
- This course will outline a teacher's dependence on quality assessment data to fashion instruction that meets students' needs and their learning goals.

### **Facilitating Learning:**

**Blackboard (Bb):** A course Bb site has been developed to facilitate communication and support your learning. All students are expected to check the

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Bb site regularly for announcements, posted documents, and other course related materials and links. Content and important course announcements will be added throughout the semester. \*Also, there is a link to the

**Cook Library "Course Portal"** for ECED 361 under the "Content" tab on our Bb site. For your convenience, here is the link: <http://towson.libguides.com/eced>

**Discussion Roles:** When completing our discussion circles for the assigned readings, class participants will take turns in various roles that will facilitate a meaningful discussion of the readings. Participants will volunteer to be either the **Spokesperson**, the **Secretary**, the **Initiator**, the **Poker**, or the **Page Finder**. Participants cannot take a role more than 2 times during the semester. The Secretary is responsible for turning in the group's notes and making sure that everyone who participated in the group signs the notes and turns them in **dated**. Further explanation of these roles will be given in class.

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**Reflective time with creative communication:** Participants in this course will be given time periodically to write, draw, or communicate creatively the concepts that they are learning and express their understandings of the implications of learning theory and how it plays out practically in a real classroom.

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**Notetaker for the Day:** All participants will take a turn being the "Notetaker of the Day" by writing down notes about all the activities, lectures and whole group discussions that occur during that class session. A sign-up sheet will be provided early in the course, so everyone knows who the Notetaker of the Day is each week.

After class, the Notetaker must email the instructor the set of notes he/she took that day. The instructor will review them, and edit them if necessary, and post them on our Blackboard site that evening. This will provide all participants with a way to check their own notes and make sure that their understandings of the various concepts and discussions are accurate.

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**\*Conferences:** It is assumed that all students will be successful in this course. As your instructor, I strive to actively support you and the a wide range of learning styles and abilities that may be represented in this class. As such, I have applied UDL Principles to this course. I am available for individual conferences with students. If you feel you are having difficulty with the course, need further clarification, or assistance with assignments, please schedule an appointment as early as possible. *In addition, if you require any accommodations, submit your verified accommodations form to me during the first two weeks of the course.*

### COURSE OBJECTIVES

The Early Childhood Education Teacher Candidate will accomplish the following objectives while completing ECED 361:

1. Select, organize, and evaluate children's texts that support the development of the five essential components of reading: **phonemic awareness, phonics, fluency, vocabulary, and comprehension**. They will evaluate the core comprehensive program to determine the researched based principles in these five essential areas of reading and language instruction. (InTASC # 1, 2, 3, 4, 7, 8) (NAEYC # 1, 3, 4b, 4c, 4d, ) (MSDE - M - 1.1, 1.2, 1.3, 1.4, 1.5) (CCSS – RF 1-4, RL 1-10, & RI – 1-10)
2. Evaluate the quality of children's literature and other materials, including technology, to determine a clear instructional purpose, the developmental level, each student's interest, diverse cultural and linguistic background, as well as respecting the impact of gender issues in instructional material. They will consider the needs of English Language Learners (ELL), gifted and talented (G&T) students, and students with learning differences (LD). (INTASC # 1, 2, 3, 4, 7, 8) (NAEYC # 1, 3, 4b, 4c, 4d) (MSDE M - 1.6, 1.7, 1.8) (CCSS – RF 1-4, RL 1-10, & RI – 1-10)
3. Understand and use appropriate leveling systems (color-coded for attained skills) for independent reading and understand a method for organizing independent reading. (InTASC # 1, 2, 3, 4, 5, 6, 7)
4. (NAEYC # 3, 4b, 4c, 4d) (MSDE - M - 1.9, 2.1) (CCSS – RF 1-4, RL 1-10, & RI – 1-10)
5. Examine theoretic principles of motivation that support independent reading. Become aware of incentive programs and best classroom practices that promote reading. (InTASC # 1, 2, 5, 7) (NAEYC # 1, 3, 4b, 4c, 4d) (MSDE M - 2.2, 2.3,) (CCSS – RF 1-4, RL 1-10, & RI – 1-10)
6. Understand features of text, organization, and formatting that enhance comprehension. (InTASC # 1, 2, 3, 4, 5, 7, 8) (NAEYC # 1, 3, 4b, 4c, 4d) (MSDE - M - 2.4) (CCSS – RL 1-10, & RI – 1-10)
7. Collaborate with school-based teams, parents, and other community support programs to support and supplement reading instruction. (InTASC # 9 & 10) (NAEYC # 4a, 4b, 4c) (MSDE - M - 3.1, 3.2, 3.3, 3.4) (CCSS – RF 1-4, RL 1-10, & RI – 1-10)
8. Examine materials for establishing and managing a print-rich environment in the classroom that fully supports literacy instruction. (InTASC # 3, 4, 5, 7, 8) (NAEYC # 2, 3, 4b, 4c, 4d) (MSDE - M - 4.1, 4.2) (CCSS – RL 1-10, & RI – 1-10)
9. Become knowledgeable about the history of reading instruction, best practices, *The National Reading Panel Research Report*, and *Put Reading First Guide*. (InTASC # 1, 2, 3, 4, 7, 8, 9) (NAEYC # 1, 3, 4b, 4c, 4d) (MSDE – I - 1.1, 3.1) ,) (CCSS – RF 1-4, RL 1-10, & RI – 1-10)
10. Understand the behaviors and characteristics of students at various stages of reading development: a) emergent readers, b) beginning readers, c) fluency-building readers, d) readers who read for learning & for pleasure, and e) mature readers. (InTASC # 1, 2, 3, 4, 7, 8) (NAEYC # 1, 3, 4b, 4c, 4d) (MSDE - I – 1.1 P – 1.3, 1.6) ,) (CCSS – RF 1-4, RL 1-10, & RI – 1-10)

11. Examine the scope and sequence in phonemic awareness and phonics using the MCCSS in English Language Arts (ELA): Reading Foundations (RF). (InTASC # 1, 2, 4, 7,8) (NAEYC # 1, 4b, 4c, 4d) (MSDE - I – 1.3) ,) (MCCSS – RF 1-4)
12. Examine techniques for teaching explicit, systematic instruction of word study including phoneme/grapheme association, sound blending, segmenting, sound manipulation, decoding, and recognition of whole words (sight vocabulary). (InTASC # 1, 2, 3, 4, 7, 8) (NAEYC #1, 3, 4b, 4c, 4d) (MSDE - I – 1.4, 1.5, 1.6, 1.7) (CCSS – RF 1-4, RL 4, RI 4)
13. Examine the use of decodable and controlled texts to reinforce word recognition of whole words, language patterns, and families of words. (InTASC #1, 2, 3, 4, 7, 8) (NAEYC # 1, 3, 4b, 4c, 4d) (MSDE - I – 1.1) ,) (CCSS – RF 1-4, RL 1-10, & RI – 1-10)
14. Examine and identify children’s needs across a continuum of skills readiness and proficiency. Learning to differentiate instruction for a diverse learning community, including student who are gifted & talented, students with learning differences, and students who are English language learners. (InTASC # 1, 2, 3, 4, 5, 6, 7, 8) (NAEYC # 1, 3, 4b, 4c ,4d) (MSDE - I – 1.2, 4.1) ,) (CCSS – RF 1-4, RL 1-10, & RI – 1-10)
15. Examine vocabulary development and examine what it means “to know a word and use it well” (Beck, McKeown, & Kucan 2002). Understand the instructional strategies for in-depth learning of vocabulary that will include knowing the difference between recognizing a word in print and understanding a word’s meaning at a deeper level. (InTASC # 1, 2, 3, 4, 6, 7, 8) (NAEYC #1, 4b, 4c. 4d) (MSDE - I – 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.8) ,) (CCSS – RF 4, RL 4, RI 4)
16. Examine the expectations/norms for fluency as children develop reading skills, recognizing the factors that may impact fluency and dys-fluency, and identify instructional strategies that support fluency development within a comprehensive reading program. (InTASC # 1,2, 3, 4, 5, 7) (NAEYC # 1, 3, 4b, 4c, 4d) (MSDE - I – 1.8, 3.2, 3.2, 3.4, 3.5) ,) (CCSS – RF 4)
17. Examine effective comprehension instructional practices supported by current research. Learn how to explicitly teach and scaffold students’ independent use of comprehension skills and strategies. (InTASC #1, 2, 3, 4, 5, 6, 7,8) (NAEYC # 1, 3, 4b, 4c, 4d) (MSDE - I – 4.2, 4.3, 4.4) (CCSS – RL 1-10, & RI – 1-10)
18. Understand the difference between a comprehension skill and a comprehension strategy. (InTASC #1, 4, 5, 7) (NAEYC # 1, 3, 4b, 4c, 4d) (MSDE - I – 4.2, 4.4) ,) (CCSS –RL 1-10, & RI – 1-10)
19. Examine the “three-tier” model for organizing classroom instruction & intervention. (InTASC #1, 2, 3, 4, 6, 7, 8) (NAEYC # 1, 3, 4b, 4c, 4d) (MSDE - I – 5.1, 5.3) ,) (MCCSS – RF 1-4, RL 1-10, & RI – 1-10)
20. Examine the importance of the five essential components of reading as they relate to the implementation of a comprehensive, balanced reading/literacy program. (InTASC # 1, 2, 3, 4, 5, 7, 8) (NAEYC # 1, 3, 4b, 4c, 4d,) (MSDE - I – 5.2) (CCSS – RF 1-4, RL 1-10, & RI – 1-10)
21. Understand the scope of the term literacy and what it means to be literate. (InTASC# 1, 2, 3, 4, 5, 7, 8) (NAEYC # 1, 3, 4b, 4c, 4d) (MSDE – I – I – 5.2) (MCCSS – RF 1-4, RL 1-10, & RI – 1-10, W 1-8, SL 1-6, L 1-6)
22. Examine the importance of written expression in a comprehensive reading program and study the relationship between and among specific underlying skills, knowledge of conventions, and fluent transcription. (InTASC # 1, 2, 3, 4, 5, 7, 8) (NAEYC # 1, 3, 4b, 4c, 4d) (MSDE - I – 5.4, 5.5 ) (CCSS - W 1-8, SL 1-6, L 1-6)
23. Examine the work of J. Richard Gentry and others in the area of spelling within a comprehensive reading program and its relationship to language development, specific underlying skills, knowledge of conventions, and fluent transcription in written expression. (InTASC # 1, 2, 3, 4, 5, 7, 8) (NAEYC # 1,3,4b, 4c, 4d) (MSDE - I – 5.4, 5.5) (CCSS – RF 4)



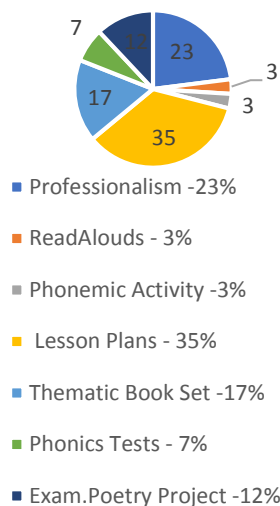
## **Formal Assignments**

All assignments must be submitted in an email to this instructor by the given due date.

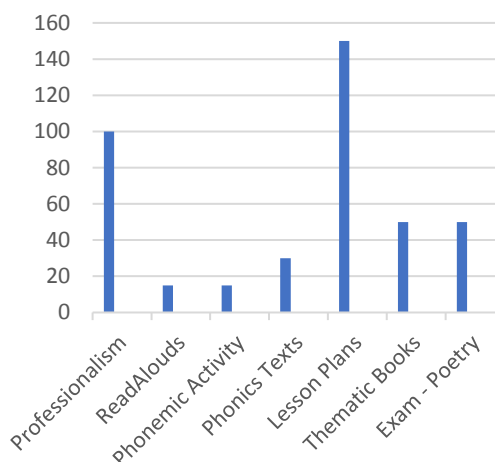
<u><b>Assignments</b></u>	<u><b>Points</b></u>	<u><b>Due</b></u>	<u><b>% of grade</b></u>
Participation/Professionalism	+ 100		23 %
Read Alouds (3X5 points)	15	Class # 3 - # 9 approx. dates	3%
Phonemic Awareness Group Activity	15	Class # 4	3%
<b><u>4 Lesson Plans</u></b>	<b>total: + 150</b>		<b>35%</b>
• Names/Phonics Activities Lesson Plan (informal)	25	Class # 4	
• Fluency Lesson Plan Formal JPTAAR	50	Class # 7	
• Vocabulary Lesson Plan (informal)	25	Class # 10	
• Comprehension Lesson Formal JPTAAR	50	Class # 13	
Thematic Children's Book Set	75	Class # 8	17%
Phonics Tests (3x10 points)	30	Class # 6, # 11 & # 15 approx. dates	7%
Final Exam – Poetry Project	50	Exam Day	<u>+ 12%</u>
<b>Total</b>	<b>435 points</b>		<b>100%</b>



## ECED 361 - Requirements



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## Explanation of Assignments

All assignments must be submitted in an email to this instructor by the given due date.

**Task # 1 – Participation & Professionalism – 100 points** - Throughout this course you will have many opportunities to share your experiences with young children and connect them to your own course work and professional growth. Interns in this course are graded on their willingness and readiness to share insightful examples and experiences of methods that work with young children. **Classroom management, behavioral management techniques, and literacy developmental stages and methods** are important professional discussions that contribute to an intern's growth as an educational professional, **Because all teachers are reading teachers**, interns must be ready to grapple with the complexities of teaching language skills to young children, so that their future academic growth can flourish. The readings and discussions in this course promote this, and interns must demonstrate a willingness to join in the problem solving and creativity that all the issues in our profession demand.

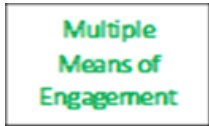
After reading chapters or articles about literacy development, you will be part of a small discussion group. Notes taken from these discussions will count towards your participation & professionalism grade.

There will be 15-minutes free-writes that will serve as reflective time for participants to organize in writing thoughts about teaching reading, theories of teaching reading, and experiences with teaching reading. These reflective writing times are an important part of your participation & professionalism grade.

At the end of this course, a participation & professionalism grade is given that including your level of active engagement in class activities, projects, presentations, and discussions. This assignment aligns with the NAEYC Standard 6 for becoming an Early Childhood Education professional. Participants will earn professionalism points based on the following:

- Participants will attend each scheduled class session, arrive to each class on time, and come to each class with all the required course materials. One excused absence is permitted without penalty. Please refer to the attendance policy in this syllabus for definition of excused absences on pg. 16. One excused lateness is permitted without penalty for special circumstances and/or when the participant contacts the instructor in advance with a valid reason.





- Participants will engage in large- and small-group discussion, in-class activities, and projects. Dialogue will reflect that the participant completed the assigned readings, media, or other activities prior to coming to class. Participants will meet all deadlines for assignment and requirements of this course.
- Participants will use professional language orally and in writing with the instructor and peers. For example, email correspondence will include an appropriate title, greeting, and salutation. Oral communication will include appropriate volume, tone, and body language. Any dispute or disagreement with the instructor or a peer will be discussed professionally and respectfully. (InTASC - # 9 & 10) (NAEYC # 6)

### **Task #2 – Three Read Alouds – 5 points each - 3X5 = 15 points**

Reading to children of any age is an important part of being an effective teacher. With this assignment, you will find two, 15-minutes times to read an engaging children's book to a small group or the whole class. Bring to our class the book you read, a brief summary of how you chose the book, how you involved the children in the reading of the book, and how you managed behavior so that all could enjoy the reading. (InTASC #1, 2, 3, 4, 6, 7, 8, 9) (NAEYC # 1, 2, 3, 4b, 4c, 4d, & 5) (MSDE - I – 5.1, 5.3) ,) (CCSS – RF 1-4, RL 1-10, & RI – 1-10)

### **Task # 3 – Phonemic Awareness Activities – Group Work – Due – class # 4 - 15 pts.**

Participants will be put into small groups and given a couple of choices of interactive phonemic awareness activities to choose from. Each group will perform one activity for the class. These activities may involve these elements: gathering props, making color-coded signs, using a dramatic voice in the game, creating picture flash cards, and other creative elements. Each group is expected to involve at least 5 members from the class at large to participate in their group's phonemic interactive activity. Participation, enthusiasm, and creativity will greatly influence your grade for this task. (InTASC # 1, 2, 3, 5, 6, 7, 8) (NAEYC – # 1, 3, 4, 5) (MSDE – I - 1.4, 1.5, 1.6, 1.7) (CCSS – RF 1-4)

### **Task # 4 -Three Phonics Tests – 10 points each = 30 points**

To make sure you understand the terminology and sequence of concepts needed to teach **phonics**, I will give you **three phonics tests**. Phonemic awareness and the understanding of alphabetic principle are vital for young children to learn in order for them to become proficient readers. I will give you other resources along with your textbook and course packet materials that will help you prepare for these tests. **Taken on or about class #6, # 9, & #14 (tentative class #s)** (InTASC # 1, 2, 3, 5, 6, 7, 8) (NAEYC – # 1, 3, 4, 5) (MSDE – I - 1.4, 1.5, 1.6, 1.7) (CCSS – RF 1-4)

### **Task #5 – Four Lesson Plans – total 150 points**

**Two** - informal lessons = **25 points each**: a Phonemic/Phonics lesson and a Vocabulary lesson.

**Two** – formal lessons = **50 points each**: a Fluency lesson and a Comprehension lesson

**TWO of your lesson plans may be written in an appropriate INFORMAL style. An informal style lesson plan includes the following:**

- Clearly stated lesson objective.
- Background information on what the students have learned about this topic already.
- Description of the 3-phases of the lesson's activities:
  1. How you activated their prior knowledge in a game-like way

2. How you got them engaged with each other and you as they work with the objective.
  3. How did you get them to demonstrate independently that they understand and can replicate the new skills/objective in this lesson.
- A chart with data collected on some aspect of the lesson
  - A reflection on the successful parts of the lesson and those you might change the next time.

**TWO of your lesson plans should be written in the appropriate FORMAL ECED block-format for the primary semester – JPTAAR = (Judge, Plan, Teach, Assess, Analyze, and Reflect).** Your **Fluency** Lesson and your **Comprehension** Lesson. The details expected in this format are in the course packet and will be explained in depth during class #2. Your supervisors will also go over these elements with you in detail.

### **Notes & Reminders for Lesson Plans:**

You will work out the implementation of these lessons with your mentor teacher. Even though your mentor teacher teaches several reading objectives during each reading/language arts block and the scripted reading manuals often do not teach just one element of reading at a time during a complete reading block, you and your mentor teacher must **isolate a specific objective for each JPTAAR** that you teach, so that you will do a JPTAAR report only ONE of the essential elements of reading at a time.

This can be done using all that the manual has to offer, but is coupled with you and your mentor teacher's creative elements to make the lesson original, engaging, and relevant to this class of students.

Be sure to teach all the aspects that a good JPTAAR covers. (For example, do not skip a guided/formative stage of any lesson, just to fit a tight time schedule.) You may need to teach a part of your lesson on the day before you do the guided stage, or you may implement the assessment on a day after the guided stage of your lesson if needed, so you cover all the steps of a JPTAAR completely. Work out the time with your mentor teacher. You should NOT be cutting corners on your lessons written in the JPTAAR format.

Each element of reading has its own emphases and techniques that you must learn about, implement, and assess so that your lesson will come together to demonstrate your success in teaching this element of reading effectively to young children.

Your instructor is available to give you age- and developmentally appropriate activities and techniques should you need guidance with certain age groups or learning styles.

### **Lesson Plan # 1 – DUE – Class # 4**

#### **INFORMAL LESSON PLAN – 25 POINTS**

**This lesson must be on one of these two objectives or both:**

**a) Phonemic Awareness skill or strategy and/OR b) a Phonics skill or strategy.**

(There are distinct differences between a phonemic awareness lesson and a phonics lesson. Be sure you understand the differences between the two before you start.)

- **Names Activities with young children – To increase phonemic & phonetic understandings.**

Getting to know your students' names is an important part of becoming an effective teacher. To facilitate this, you will use a children's book that talks about people's names. Be ready to make a fun name tag for each child in your class, and then use the children's names in

a creative and play-like learning situation that emphasizes a basic phonemic and phonetic skill with your class.

In class, we will brainstorm creative ways to teach phonemes and letters with a person's name. Also, see our course packet for more details, methods, and materials for this kind of lesson.

- You may do this 1<sup>st</sup> lesson in with small group of 3-8 students or with a whole class. But, you must submit a grade book of the summative scores for each child you worked with.
- You must submit this lesson to your mentor teacher at least 2 days (48 hours) before you teach it, so he/she has plenty of time to comment on and revise your ideas.

**An informal style lesson plan includes the following:**

- Clearly stated lesson objective.
  - Background information on what the students have learned about this topic already.
  - Description of the 3-phases of the lesson's activities:
    - ✓ How you activated their prior knowledge in a game-like way.
    - ✓ How you got them engaged with each other and you as they work with the objective.
    - ✓ How did you get them to demonstrate independently that they understand and can replicate the new skills/objective in this lesson.
  - A chart with data collected on some aspect of the lesson.
  - A reflection on the successful parts of the lesson and those you might change the next time.
- This lesson plan **MUST BE ORIGINAL** and **CREATED by YOU**. The rules and policies about plagiarism apply to lesson plans. If you use a source such as the Internet, you must cite the contribution that person made to your work. You may not copy a lesson plan directly from a scripted reading program, teacher's manual, curriculum guide, or from any web site. You may use these pre-written lessons as a model and starting point for your lesson, but you must embellish the lessons from the program or the web site with your own ideas, ideas from our text *Lit21stCent*, other reading web sites, and ideas gleaned from class or other literacy experts or professionals.

**Lesson Plan # 2 - Due Class #7 – 50 points**

**FORMAL JPTAAR – BLOCK STYLE**

**This lesson will be on a FLUENCY Objective.**

- Start all planning by aligning your fluency objective with a MCCRS.
- See [mdk12.org/instruction/commoncore](http://mdk12.org/instruction/commoncore).
- For a fluency lesson plan see **RF 4**. (Reading Foundations 4 - Fluency) in the MCCRS for the standards you will use to align your objective to.
- For a fluency lesson you may do one of the following types of activities:
  - focus on building an understanding of what fluent reading is,
  - **Or**, teach one of the three elements of fluency (accuracy, pace, & expression),
  - **Or**, teach all three elements of fluent reading (accuracy, pace, & expression).

Consider using the technique of Readers' Theater at some point in your lesson. This technique incorporates any, or all three, elements very nicely. Be sure your students are developmentally ready for a lesson that incorporates all 3 elements of fluency. See **RF 4.a, b, and/or c in the MCCRS for standards for your objective.**

- State your objective for this lesson in behavioral terms. This means explain what behaviors you want to observe, see, and measure in your students' performances as they move through the

activities you prepare. Be sure to state these behaviors using the same language used in the MCCRS for your objective.

- **EXAMPLE:** Use this model to clearly state the behavioral objectives you are going to cover:

*The students **will** identify appropriate pacing in an orally read text **by** \*raising their 'good pace' signs when the teacher reads at the right pace, **in order to** increase understanding of fluency skills.*

\*Note: The behavior you are watching for and gathering data on (measuring) is who raises their 'good pace' signs at the right time in the oral reading of the text.

- Your lesson should go about 35 minutes (not much more with children this age.) If you did not finish your lesson, work with your mentor teacher to pick up with the lesson again later in the day, or on the next day, so that you go through ALL the planned elements of your lesson. Consider using a timer to help you stick to a timeframe. Young children have short attention spans.
- Include the following:
  - **Introduction** – check prior knowledge & and **motivating** activity
  - **Guided Practice** – This means practice! - Your lesson must provide time for the children to practice the objective, make mistakes with it, go through some trial and error in at a stage when they are not graded, and discuss with them tricks and ways to be successful with this objective.
  - **Independent** (each individual student on their own) – This must be a similar activity that must mimic the work done at the Guided Stage of your lesson.

**Note:** The summative assessment must never be just the completion of the tasks done or started at the guided level.

A new task must be prepared that allows for internal integration of the objective individually and independently.

Multiple  
Means of Action &  
Expression

- **Closure** – This must be truly ASKING the children what they have learned from the lesson and then guiding them with questions to use the academic language developed from this objective.
- You must post the OBJECTIVE of the lesson for your learners on chart paper, on a large TV screen, Doc-Camera, or the chalkboard.
- You must REPEAT the OBJECTIVE frequently throughout your lesson & praise your students whenever they do the behavior that is in the objective and tell them, "Great job doing the skill in our objective!"
- The OBJECTIVE & the ASSESSMENTS must be aligned. This means that the behavior you are looking for must be the behavior you assess and score.

Example: The objective states: *Students will identify five CVCe words by.....; so the assessment states: Students will write five CVCe words by....*

#### THE ASSESSMENT SECTION:

- Clearly state what you will do to document observations of your students during the **introduction**, the **guided/formative stage**, and the **independent/individual stage** of your lesson.  
Example: *I will write down the names of those who do not respond during the introductory activities; I will use a seating chart for the guided stage; I will use a grade book to document scores from my rubric.*
- You must **create & submit a grade book of the results from the independent/individual assessment**. (Note: **No** "yes"/"no" scores or "check plus", "check", or "check minus" data are accepted for any final independent assessment in a primary classroom. There must be a score or a rating given for each child.)

Explain your **criteria for success** at the end of your assessment plan. For example: *I expect students to achieve an 83% or better on the final independent assessment, and I expect 75% of this group to get a 5/6 on the independent assessment.*

- For an assessment explain the levels of achievement your students demonstrated.

For example: 5-6 out of 6 items correct = **Proficient**

4 out of 6 items correct = **Progressing**

3 or below items correct = **Emerging**

\*Note: All data gathered must be authentic and gathered from the students' actual work. Any "faking", "fudging", or "fabricating" of the actual students' results will be a breach of academic honesty and grounds for a failure on the lesson.

**What to turn in when a FORMAL Lesson Plan is due:**

- a. **EMAIL the lesson plan** report in JPTAAR block-style format with all elements mentioned in the rubric.
- b. **Bring to class in a folder, or scan as a PDF and email, the mentor teacher's feedback sheet**
- c. **Bring to class in a folder, or scan as a PFD and email, at least 3 student samples from the independent/individual assessment.**
- d. **Make and fill out a grade book sheet with each child's score on the independent/individual assessment for each lesson you teach**, or make a pdf of it and attach it to the email, or embed this grade book list in the "Analysis" section of your JPTAAR report.

**Lesson Plan # 3 - Due Class # 10 – 25 points**

**INFORMAL LESSON**

**This lesson must provide for Vocabulary development.**

You **must complete this lesson with data on the whole class**. You may divide your whole class into 2 or 3 small groups and teach and assess these groups individually, but **you** must teach all the students in this class by the end of the lesson, and you must report on the results from **all students** in your class. (Data on just one small group is not allowed.)

- Your will plan and implement a one- **or** a two-day vocabulary lesson.
  - For a vocabulary lesson you may do one of the following:
    - Focus on building word awareness, word sorts, or sight word building without using a specific story. This kind of lesson reinforces "important words" for young readers.
    - **Or** teach students "useful words" that they will need for a specific story or text. Use activities that provide engaging ways to repeatedly use the targeted words for the lesson. This includes the use of small skits, mock interviews, or word games that use these target words.
    - **Or** teach your students "unknown words" that will stretch their vocabularies. This kind of lesson includes new terms needed for a specific topic, discipline, or theme. Students can work individually, or small groups, to research unknown words in several texts, view video clips that explain these new terms, or create an artifact that includes and demonstrates the use of these new terms in explaining the creation.
- **See L4, L5, or L6 in the MCCRS for standards for vocabulary.**

Multiple  
Means of Action &  
Expression

- This lesson plan **MUST BE ORIGINAL and CREATED by YOU.**

**See other details for informal lesson planning in the Lesson #1's explanation for the rest of the requirements.**

## Lesson Plan # 4 - Due Class # 13 – 50 points

### FORMAL JPTAAR LESSON PLAN FORMAT

This lesson must on one of these three **Comprehension** objectives:

**A) a Comprehension skill or strategy OR B) a Guided Reading Lesson OR C) Evidence-based (text-based) questions/answers**

- You **must complete this formal lesson with data on the whole class**. You may use small groups within the lesson, but you must meet your whole class' needs by the end of this lesson. You must teach and have data from all the groups in your class on your chosen objective. (Data on just one small group is not allowed.)

#### YOUR CHOICES:

For review or introduction of **a comprehension skill or strategy lesson** - plan and implement a two-day lesson for small groups that focuses on one of many reading comprehension skills or strategies; for example, finding main idea, understanding cause/effect, identifying story elements, making predictions, visualizing, monitoring comprehension. There are many more comprehension skills that your mentor teacher can give you to work with in this way.

- For a **guided reading lesson** – plan and implement a two-day lesson for small groups that takes a piece of literature (age & developmentally appropriate) and guides by questioning, your groups through how a story demonstrates the use of a particular strategy as it aids the reader in comprehension. For example, some stories demonstrate the power of understanding cause and effect very well, so after you and your mentor teacher identify a text that does this well, guide your students by a set of guided questions to see in each instance the text how understanding cause and effect can enhance full comprehension of the author's writing. There are many more such skills or strategies that your mentor teacher can give you to work with in this approach.
- For an finding **evidence-based or text-based answers lesson** - plan and implement a two-day lesson that guides your small groups to cite specific words and sentences from the text to support their answers to comprehension questions.

**See RL 1, RL 2, RL 3, RL 6, RL 9 for narrative texts. See RI 1, RI 2, RI 3, RI 6, RI 9 for non-fiction texts in the MCCRS.**

Multiple  
Means of Action &  
Expression

- You must include **a family-home connection** to your lesson **and** a technology experience for your learners.
- **You must include computer technology in this lesson.** For example: use of a helpful reading/language website, use of a PowerPoint you created, use of a SMART Board or Promethean Board Flip Chart, use of a computer lab with your students to do an interactive activity related to the lesson, use a video or video clip, use audio, or pod-cast, and the like.
- Both the home and technology activity must be mentioned in the responsiveness section of your JPTAAR and in the Closure of the lesson.
- This lesson plan **MUST BE ORIGINAL and CREATED by YOU.**

- All data gathered must be authentic and gathered from the students' actual work. Any "faking", "fudging", or "fabricating" of the results will be a breach of academic honesty and grounds for a failure on the lesson.

**See other details for a formal JPTAAR lesson plan in the Lesson #2's explanation.**

Should you need an extension on Lesson Plan # 2, #3, OR # 4, please see me one week before the lesson is due and explain the problem. I grant only one-week extensions for lesson plans. No extensions are granted for Lesson Plan # 1. One grade value (10 points) is taken off for each day that a Lesson Plan is late.

(InTASC # 1, 2, 3, 4, 5, 6, 7, 8, 9,10) (NAEYC # 1, 2, 3, 4b, 4c, 4d, 5) (MSCE - I – 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 4.2, 4.4) (MCCSS – RF 1-4, RL 1-10, RI 1-10, W 1-8, SL 1-6, L 1-6)

## **Task # 6 - Thematic Children's Book Set with Read Alouds- Due Class # 8 - 50 points**

- The purpose of this assignment is to help you integrate literacy into the content areas (science, math, and social studies) and provide you with experience conducting read alouds.
- You will select 10 high-quality texts that relate to a topic/theme covered in science, social studies, or math. **Three (3) of these books you will read as read-alouds to your class** emphasizing a reading strategy or skill. The remaining books should be ones that this class could select to read independently from the classroom library or during a guided reading lesson to investigate the theme/topic after your read alouds are completed.
- Read-alouds provide valuable modeling of fluent reading; they expose children to new vocabulary words in an authentic way; they demonstrate conventional patterns in the English language, and they demonstrate the enjoyment reading can bring to our lives. But, these read-alouds will work for you too because they will help you to quickly establish yourself as a teacher in the room, and give you an opportunity to practice classroom and behavioral management techniques in a relaxed situation. Read-alouds help you to learn your students' names, which facilitates maintaining a good learning environment. Consider bringing sticky notes to use as name tags for the children to label with their names, so you can learn their names.
- Keep appreciation of text complexity and cultural and physical diversity (ability level, special needs, disabilities, racial, cultural, religious, & gender) in mind as you choose your books.
- **Choose 10 high-quality children's books** that cover a theme of your choice. For example: pets, weather, American natives, folk tales, dinosaurs, feelings, stars & planets, friendship, community helpers, poetry, rainforests, transportation, joke/riddle books, thematic ABC books, dwellings around the world, and the like are all acceptable themes for this project. These books should present this theme from different cultural, gender, and age perspectives – not just the traditional way. Keep appreciation of diversity (special needs, disabilities, racial, cultural, religious, & gender) in mind as you choose your 10 books.
- Be sure that your collection has **varying levels of text complexity** involved. This is a key aspect of the CCSS. Some texts should be below-grade level, some on-grade level, and others above grade level. See CCSS – RL 10 and RI 10.
- **For each book, you will provide an explanation of how the text can be used to teach three of the Fab 5** (phonemic awareness, phonics, fluency, vocabulary, or comprehension) that we study in-depth in this course.
- **We will use a gallery walk format to allow each of you to give an oral-Power-Point presentation** (15 minutes) on your books in this theme. You are expected to bring at least 5 of the texts in your set to class for your presentation. Small groups will rotate to each presenter. Be prepared to present to at least three groups.



- This thematic book collection should include both fiction and non-fiction texts that represent a **range of genre** within both categories:

• <b>Picture Books</b>	• Interdependence of art and text. Story of Concept presented through combination of text and illustration. Classification based on format, not genre. All genres appear in picture books.
• <b>Poetry &amp; Verse</b>	• Condensed language, imagery. Distilled, rhythmic expression of imaginative thoughts and perceptions.
• <b>Folklore</b>	• Literary heritage of humankind. Traditional stories, myths, legends, nursery rhymes, and songs from the past. Oral tradition; no known author.
• <b>Fantasy</b>	• Imaginative worlds, make-believe. Stories set in places that do not exist, about people and creatures that could not exist, or events that could not happen.
• <b>Science Fiction</b>	• Based on extending physical laws and scientific principles to their logical outcomes. Stories about what might occur in the future.
• <b>Realistic Fiction</b>	• "What if" stories, illusion of reality. Events could happen in real world, characters seem real; contemporary setting.
• <b>Historical Fiction</b>	• Set in the past, could have happened. Story reconstructs events of past age, things that could have or did occur.
• <b>Biography</b>	• Plot and theme based on person's life. An account of a person's life, or part of a life history; letters, memoirs, diaries, journals, autobiographies.
• <b>Nonfiction</b>	• Facts about the real world. Informational books that explain a subject or concept.

- Consider correlating this project with the grade level you are working with this semester and if the class had a unit or field trip they may be taking, develop a set of diverse books for this purpose.)
- This is not an author study project, so your collection of books should include a variety of authors who look at your chosen theme from different perspectives.
- **Prepare a PPT presentation of your books.** Your PPT should include these elements:
  - a) explanation and **rationale** for your choice of theme,
  - b) explanation of the **subject areas** each book could be used for (at least 3),
  - c) **connect a song and/or dance to the theme.** The song or dance can be presented either through a pod-cast or video clip.
  - d) Where applicable include the links, and visit during your presentation, to one or more of these **authors' web sites**,
  - e) Where applicable include **a list of field trips**, links to these places that could correlate with this set of books.
  - f) explain which books you used for the read-alouds and how the children responded.

(InTASC # 1, 2, 3, 4, 5, 7, 8, 9) (NAEYC # 1, 4b, 4c, 4d, 5) (MSDE - M – 1.1, 1.4, 1.6, 1.7, 1.8, 2.1, 2.4, 3.3, 3.4, 4.1, 4.2) (CCSS – RL 1-10 & RI 1-10)

Multiple  
Means of Action &  
Expression

**Task #7 – Exam - Children’s Poetry Project – 50 points** – As a final exam project and an enjoyable unit, participants will share, create and appreciate the possibilities that children’s poetry bring to young readers and writers. You are required to bring in a book of children’s poetry to share and use during this project that is completed on the last two classes of the course. (InTASC # 1, 2, 3, 4, 5, 7, 8, 9) (NAEYC # 1, 2, 3, 4b, 4c, 4d, 5) (MSDE - M – 1.1, 1.4, 1.6, 1.7, 1.8, 2.1, 2.4, 3.3, 3.4, 4.1, 4.2) (CCSS – RL 1-10 & RI 1-10, W 1-8, SL1-6, L1-6)

Multiple  
Means of Action &  
Expression

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## **Course Policies**

**CLASS PARTICIPATION:** Active participation is expected at each class session. It is your responsibility to contribute to discussions, work cooperatively in groups, and assume leadership when needed. Use of cell phones for any purpose during class is prohibited. If you have an emergency situation that comes in on your cell phone, or a pre-arranged call of high importance to make during class, please inform the instructor discreetly and leave the classroom to quickly address the issue, and return to class.

**EMAIL:** Routine access (at least weekly) to electronic mail and Blackboard for communication and assignments is crucial for full participation in this class. All electronic communication regarding this course **MUST** be through **your student Towson University Email account only**; professionally written emails are expected. The tone and language used in your email reflect your commitment to professionalism, so avoid slang, over casual, or substandard language. Your email messages will be used to support (or degrade) your professionalism grade in this course. The instructor will generally respond to students’ emails within 24 business hours. Also, be sure to EMAIL all major assignments to your instructor for grading by the posted deadline.

### **CELL PHONE POLICY:**

Use of cell phones for personal calls or texting **is strictly prohibited during class**. Should you need to make or receive a very important call, please, quietly leave the room and take care of the matter as quickly as possible and return to class.

**ATTENDANCE POLICY:** University policy is followed regarding attendance. Building an effective community of learners is contingent upon your presence and participation at each class meeting. Attendance and active participation in this class are crucial to your success in this course. Only one **excused absence** is permitted without penalty.

**Note:** Excused/arranged absences are defined as an absence where the participant has given notice by phone, email, or in person at least 24 hours **before the absence is taken.**

An **excused absence** is defined by Towson University

(<http://catalog.towson.edu/undergraduate/academic-policies/class-attendance-absence-policy/>) as:

- illness or injury when the student is unable to attend class (***documented required***)
- religious observance where the nature of the observance prevents the student from attending class
- participation in university activities at the request of university authorities (*e.g., Intercollegiate Athletics, Forensics Team, Dance Company, etc.*)
- compelling verifiable circumstances beyond the control of the student

Students requesting an excused absence must provide documentation to the instructor **two weeks prior** to the scheduled absence when known in advance or as soon as possible when not known in advance.

Excused absences include **important** personal matters or serious illness. Students will not incur penalty to their final grades for one arranged/excused absence. Upon returning to class, please present the instructor with a signed note verifying the participation at the doctor's office or event.

**All other absences will result in a loss of 10 points from your professionalism grade.**

Regardless of type of absence, students are still responsible for submitting any assignments that are due that day via email to instructor, or with a classmate. Failure to get an assignment in on the due date will result in 50% of the point value taken off each day until the assignment is turned in.

### **LATENESS TO CLASS:**

Arriving late to class is viewed as unprofessional. Whenever you think you might be late to class, please email or text the instructor, or a classmate to inform this learning community of your whereabouts. More than one lateness to class will result in the loss of points to your professionalism grade.

### **UNIVERSITY CLOSINGS:**

Occasionally, the University closes because of severe weather threats or power outages. Participants and the instructor must maintain the assignment schedule and make-up any work missed **using on-line resources**.

Only in the case of an acute illness or emergency will an excuse be accepted after the absence has occurred with a doctor's note or police report submitted upon returning to class.

**Multiple absences, lateness, or leaving early will jeopardize continuance in the course.**

Participants whose absences are excused by the University for athlete scholars and those observing religious holidays will not be penalized, but advanced notice of these events must be given to the instructor.

**PROFESSIONALISM:** – Professional language and behavior are expected at all times during the course. This includes use of respectful language during face-to-face discussions and in written correspondence with the instructor and peers. All participants, including the instructor, will adhere to confidentiality of students and their families and will demonstrate acceptance of diverse points of view. Please review the Student Academic Integrity Policy for additional information.

### **PAPERS & ASSIGNMENTS:**

- **All drafts** and final copies of letters and papers must be **typed in 12 size Times New Roman, Arial, Cambria, or Calibri**.
- **American Psychological Association (APA) Formatting & Style:** The standard format for any written work in the College of Education is by use of the current APA style, unless indicated as such by the instructor
- **Participants are responsible for keeping and maintaining the drafts and final copies of all their written work until the course is over** either on OneDrive, Google Drives, memory stick, or paper copies. Copies of all work should be with you at each class session or accessible by electronic means such as an email account or through Blackboard.

- **Students should bring ALL the text, course packets and other required materials to each course meeting.**
- Grading is consistent with Towson University policy (see the undergraduate catalog).
- Proper spelling, punctuation, capitalization, use of complete sentences, and correct grammar are expected at all times. More than 4 grammatical errors per page of written work will result the drop of a grade and will affect a participant's professionalism grade.
- ANY LATE ASSIGNMENT WILL BE DOCKED 50% of the point value each day until it is turned in. If the assignment is still not turned in to the instructor 24 hours after the due date, the assignment is graded as a zero. This policy demonstrates this instructor's respect for those students who managed to get their work in on time, and honors their efforts.
- Students in this class should identify a classmate early in the semester who will help with any attendance or lateness issues or problems; this way you can have all your assignments to the instructor on time, even if you cannot be in class or are detained.
- Participants may request an EXTENSION for tuning in assignments, but this **MUST** be requested more than 24 hours before the due date. An extension of the due date is granted on a case-by-case basis, and must be for a circumstance & reason that demonstrates that completing the assignment by the due date is truly beyond the participant's control.

**\*NOTE:** No extension will be granted to any student on the day an assignment is due.

***\*\*\*Discuss issues of tardiness, absences, late assignments, or the need for an extension ahead of time with this instructor. This behavior is well advised and will prevent degradation of your grade or possible failure in this course.***

### **Grading:**

Participants **earn** grades; instructors do not *give* grades. Earning of grades in this course is consistent with Towson University policy (see the undergraduate catalog). All returned assignments will have detailed comments and questions written on them that are geared to help participants learn the concepts we are working on and striving to integrate into our understanding.

You will receive a rubric for most assignments. These will guide your progress through each project, lesson, and assignment, as well as guide my grading.

### **Assignment Grading**

A (93-100% of the 435 pts.)	Superior – work that shows consistent exemplary effort
A- (90-92% of the 435 pts.)	Superior - work that shows very good effort
B+ (86-89% of the 435 pts.)	Very Good – work that meets all criteria with very good effort
B (80-85% of the 435 pts.)	Good - work that meets all criteria with consistent good effort
C+ (77-79% of the 435 pts.)	Good – work the meets most criteria with good effort
C (70-76% of the 435 pts.)	Satisfactory – work that meets most criteria
D (60-69% of the 435 pts.)	Unsatisfactory– work does not meet criteria
F (0 - 59% of the 435 pts.)	Failure – work that fails to address the criteria

### **Academic Honesty:**

#### **STUDENT ACADEMIC INTEGRITY POLICY**

Towson University and the College of Education place a high value on honesty and integrity in our academic and professional work. All students throughout the University and specifically in the College of Education are expected to write, create, and submit academic work that is solely their own.

**Plagiarism is a crime of theft and/or dishonesty that corrupts the academic and professional product and reputation of an institution.**

Dishonesty will not be tolerated in this course. This includes, but is not limited to, cheating, plagiarizing, fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. Students who are found to be dishonest will receive academic sanctions, such as an “F” grade on the assignment, exam, and/or in the course. They will also be reported to the Provost’s Office of Student Affairs for possible further disciplinary action.

Blackboard provides a service to all faculty called **SafeAssign**, which this instructor will make full use of with all reports and written assignments submitted in this course.

**STUDENT ACADEMIC INTEGRITY POLICY**

I Policy Statement:

The acquisition, sharing, communication, and evaluation of knowledge are at the core of a university’s mission. To realize this part of its mission, a university must be a community of trust. Because integrity is essential to the purpose of an academic community, the responsibility for maintaining standards of integrity is shared by all members of that academic community.

As instructors, faculty members are ultimately responsible for maintaining the academic standards of integrity on which trust is founded because they set academic standards, award academic credit, and confer degrees when standards are met. To carry out these responsibilities, faculty members will reasonably assess that student work submitted for academic credit is authentic as well as consistent with established academic standards. Therefore, academic evaluation includes a judgment that the student’s work is free from academic dishonesty of any type.

Through example in their own academic pursuits and through the learning environment that they create for their students, faculty members preserve and transmit the values of the academic community. They are expected to instill in their students respect for integrity and a desire to behave honestly. They must also take measures to discourage student academic dishonesty.

The following policies, procedures, and definitions are intended to help faculty meet these responsibilities.

As responsible members of the academic community, students are obligated not to violate the basic standards of integrity. They are also expected to take an active role in encouraging other members to respect those standards. Should a student have reason to believe that a violation of academic integrity has occurred, he/she is encouraged to make the suspicion known to a member of the faculty or university administration. Students should familiarize themselves with the university’s policies, procedures, and definitions of types of violations.

Commitment to maintaining and encouraging high standards of academic integrity is demonstrated in many ways. One way is through the establishment of policies and procedures governing violation of the standards. The provisions of Towson University’s Student Academic Integrity Policy follow.

II. Reason for Policy:

To maintain and encourage high standards of academic integrity, and to comply with University System of Maryland Policy.

III. Policy on Faculty, Student and Institutional Rights and Responsibilities for Academic Integrity which can be found at <http://www.usmd.edu/regents/bylaws/SectionIII/III100.html> Also, Check this site for complete information on this

important aspect of any academic work submitted for grading. **Plagiarism is a serious offense.** <http://inside.towson.edu/generalcampus/tupolicies/documents/03-01.00%20Student%20Academic%20Integrity%20Policy.pdf>

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### Accommodations for special needs:

Due respect is paid to students who have documented disabilities of any form. Please make sure you have registered properly with our Disabilities Support Services Department to receive any accommodations or special services you may need to remain a successful participant here at Towson University.

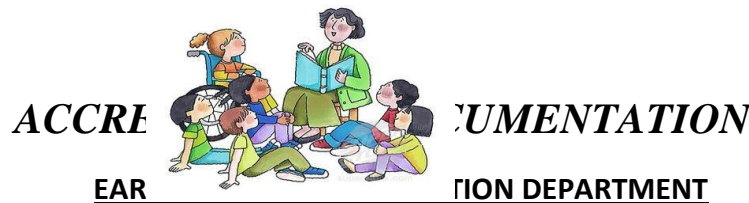
*Towson University is committed to providing equal access to its programs and services for students with disabilities, in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Disability Support Services*

Multiple  
Means of  
Representation

Multiple  
Means of  
Engagement

*is the office designated to provide reasonable accommodations to students with disabilities. **Students seeking accommodations must identify themselves to DSS, request an appointment to discuss their needs, and provide DSS with up-to-date and complete documentation***

***of their disabilities.** DSS determines what accommodations are reasonable on a case-by-case basis, taking into account the participant's disabilities and needs, nature of their learning task, course standards and essential requirements of the program of study, and educational environment. **Students are encouraged to register with DSS as soon as possible after admission to the University to ensure timely provision of services.***



#### **College of Education**

#### **Mission Statement**

The Department of Early Childhood Education is committed to the education of students interested in pursuing the knowledge, skills and dispositions critical to becoming professionals in the field of early childhood education.

The undergraduate major in Early Childhood Education is designed to prepare students to work with young children from birth through age eight, their families and communities. The graduates of the program are eligible for teacher certification to teach grades pre-kindergarten to third. The Faculty members are committed to preparing teachers/practitioners who will be facilitators of active learning in developmentally appropriate environments in public and private settings. The professional program is built upon a strong foundation in the liberal arts and sciences with a planned sequence of academic and professional course work combined with practicums and internships. The academic and the professional course work in early childhood education include reading, language arts, mathematics, integrated arts, science, and social science and technology. The internship experiences provide students with opportunities to apply the theoretical principles of teaching and learning within a supervised in-school environment. The internship experiences are located in settings throughout the Greater Baltimore Metropolitan Area surrounding communities where interns are engaged in practical and authentic experiences planning and implementing instruction for learners with diverse cultural backgrounds.

At the graduate level, the department offers three programs. One is a Master's in Early Childhood Education (M.Ed.), which offers advanced study for experienced educators. Students can follow a program in which there is a thesis option if the student is interested in advanced or doctoral study. Although the M.Ed. is not designed as an initial certification program, experienced practitioners without certification, such as those who have been working in Head Start and other programs for infants and preschoolers, may add certification requirements to the M.Ed. Another program offered by the Department is the Master of Arts in Teaching (M.A.T.) degree, designed for those individuals without a background of course work or experience in classrooms with young children who wish to pursue initial teacher certification. The third program is the Certificate of Advanced Study (C.A.S.) in Early Childhood Education, which provides greater professional specialization and pre-doctoral preparation with 30 credits beyond the master's degree.

#### **National Specialized Professional Association (SPA) Standards**

The Early Childhood Education program utilizes the National Association for the Education of Young Children (NAEYC) Standards as the content and SPA-specific performance-based outcome standards for its teacher education curriculum. Please see enclosed matrix of SPA Standards and required courses.

### **National Professional Performance Outcome Standards**

The Early Childhood Education program utilizes the 2011 Interstate Teacher Assessment and Support Consortium (InTASC) Standards as the performance-based outcome standards for its teacher education curriculum. Please see enclosed matrix of InTASC Standards and required courses.

### **Maryland State Department of Education Institutional Performance Criteria Based on the Redesign:**

#### **Diversity**

The Early Childhood Education program fully addresses the Redesign's *Institutional Performance Criteria: Diversity*. Please see enclosed matrix of Institutional Performance Criteria: Diversity and required courses.

### **Requirements for the Major**

Early Childhood Education is a screened major. To meet both the University and Maryland State certification requirements, the student must complete a minimum of 54 hours in the arts and sciences, including University Core Curriculum requirements. The required professional education courses in Early Childhood Education total 72 hours, including 12 hours, or four courses, MSDE approved courses in the teaching of reading. Students must achieve a "C" or better grade and maintain a 3.0 grade point average for the major. Students must have satisfied the designated score for Maryland certification for PRAXIS I, SAT or ACT examinations, complete the Speech and Hearing Screening and have a minimal cumulative of 2.75 for admission eligibility to the major.

### **Alignment with Assessment System**

The Early Childhood Education program is aligned with the Unit Assessment System, and reflects the InTASC standards and the standards of the National Association for the Education for Young Children (NAEYC).

The Unit Assessment System identifies performance assessments at five key transition points for teacher candidates: Admission to the Program, Preclinical Coursework; Admission to the Clinical Experience; Exit from the Clinical Experience; and In-Service Performance/ Postgraduate Feedback. Data gathered at each transition point are used by all programs to evaluate candidates, as well as program and unit performance.

The Unit Assessment Plan provides for common assessment of all candidates' knowledge, skills and dispositions. During the internship experience, candidates are evaluated by university supervisors as well as by mentor teachers using the InTASC standards, appropriate program content standards, and Towson University's *Essential Dispositions for Educators*. All candidates in the Unit are expected to demonstrate their understanding of the Essential Dispositions for Educators at the acceptable level by the conclusion of the internship. In addition, positive impact on student learning is evaluated through the requirement of a common artifact in the final portfolio evaluation. Praxis II data document mastery of content knowledge and pedagogical skills, and surveys of graduates and employers provide data on in-service performance of knowledge, skills and dispositions.

### **MSDE Institutional Performance Criteria**

**Programs prepare professional educators to teach a diverse student population (ethnicity, socio-economic status, English Language Learners [ELL], giftedness and inclusion of students with special needs in regular classrooms).**

- a. The program provides instruction to - and assesses proficiency of - teacher candidates in developing and implementing integrated learning experiences for diverse student needs
- b. The program provides instruction to - and to assesses proficiency of - teacher candidates in planning instruction, adapting materials, implementing differentiated instruction, and to provide positive behavior support for students with disabilities in an inclusive classroom
- c. The program provides instruction to - and assesses proficiency of - teacher candidates in how to differentiate instruction for English Language Learners (ELL)
- d. The program provides instruction to - and assesses proficiency of - teacher candidates' in how to differentiate instruction for gifted and talented students



e. The program provides instruction to - and assesses proficiency of - teacher candidates in how to collaboratively plan and teach with specialized resource personnel

For the Matrix:

1. Experiences differentiating instruction for diverse students and diverse student needs
2. Experiences differentiating instruction for students with disabilities in an inclusive classroom
3. Experiences differentiating instruction for English Language Learners (ELL)
4. Experiences differentiating instruction for gifted and talented students
5. Experiences collaboratively planning with specialized resource personnel

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## **NAEYC *INITIAL* STANDARDS** FOR EARLY CHILDHOOD EDUCATION PROFESSIONAL PREPARATION PROGRAMS

### **Standard 1. Promoting Child Development and Learning**

Students prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children's characteristics and needs and of the multiple interacting influences on children's development and learning to create environments that are healthy, respectful, supportive, and challenging for each child.

#### **Key elements of Standard 1**

- 1a: Knowing and understanding young children's characteristics and needs
- 1b: Knowing and understanding the multiple influences on development and learning
- 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments

### **Standard 2. Building Family and Community Relationships**

Students prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children's families and communities. They know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families and to involve all families in their children's development and learning.

#### **Key elements of Standard 2**

- 2a: Knowing about and understanding diverse family and community characteristics
- 2b: Supporting and engaging families and communities through respectful, reciprocal relationships
- 2c: Involving families and communities in their children's development and learning

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

Students prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.

#### **Key elements of Standard 3**

- 3a: Understanding the goals, benefits, and uses of assessment
- 3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches
- 3c: Understanding and practicing responsible assessment to promote positive outcomes for each child
- 3d: Knowing about assessment partnerships with families and with professional colleagues

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

Students prepared in early childhood degree programs understand that teaching and learning with young

children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Students know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning.

#### **Key elements of Standard 4**

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**

Students prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Students understand the importance of developmental domains and academic (or content) disciplines in an early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Students use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curricula that promote comprehensive developmental and learning outcomes for every young child.

#### **Key elements of Standard 5**

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.

### **Standard 6. Becoming a Professional**

Students prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

#### **Key elements of Standard 6**

6a: Identifying and involving oneself with the early childhood field

6b: Knowing about and upholding ethical standards and other professional guidelines

6c: Engaging in continuous, collaborative learning to inform practice

6d: Integrating knowledgeable, reflective, and critical perspectives on early education

6e: Engaging in informed advocacy for children and the profession

### **Standard 7. Early Childhood Field Experiences**

Field experiences and clinical practice are planned and sequenced so that candidates develop the knowledge, skills and professional dispositions necessary to promote the development and learning of young children across the entire developmental period of early childhood – in at least two of the three early childhood age groups (birth – age 3, 3 through 5, 5 through 8 years) and in the variety of settings that offer early education (early school grades, child care centers and homes, Head Start programs).

#### **Key elements of Standard 7**

7a. Opportunities to observe and practice in at least two of the three early childhood age groups (birth – age 3, 3-5, 5-8)

7b. Opportunities to observe and practice in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs)

**Reference: Resource:** National Association for the Education of Young Children (2011). 2010 NAEYC standards for initial and advanced early childhood professional preparation programs. p. 29-43. Retrieved from: [http://www.naeyc.org/files/ncate/file/NAEYC%20Initial%20and%20Advanced%20Standards%206\\_2011-final.pdf](http://www.naeyc.org/files/ncate/file/NAEYC%20Initial%20and%20Advanced%20Standards%206_2011-final.pdf)

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## **InTASC STANDARDS: THE INTERSTATE TEACHER ASSESSMENT & SUPPORT CONSORTIUM**

### **Standard #1: Learner Development**

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

### **Standard #2: Learning Differences**

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

### **Standard #3: Learning Environments**

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

### **Standard #4: Content Knowledge**

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

### **Standard #5: Application of Content**

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

### **Standard #6: Assessment**

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

### **Standard #7: Planning for Instruction**

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

### **Standard #8: Instructional Strategies**

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

### **Standard #9: Professional Learning and Ethical Practice**

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

### **Standard #10: Leadership and Collaboration**

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

**Reference:** CCSSO Interstate Teacher Assessment and Support Consortium, (April 2011) Model core teaching standards: A resource for state dialogue. Council of Chief State School Officers, (pp. 11-20). Retrieved from [http://ccsso.org/Documents/2011/InTASC\\_Model\\_Core\\_Teaching\\_Standards\\_2011.pdf](http://ccsso.org/Documents/2011/InTASC_Model_Core_Teaching_Standards_2011.pdf) on January 5, 2012.

### CoE (College of Education): Technology Standard

The teacher uses available technology not as an end in itself, but as a tool for learning and communication, integrating its use in all facets of professional practice, and for adapting instruction to meet the needs of each learner.

Created by Towson University's College of Education in 2012 to promote the creative and effective use of technology in the classroom across all disciplines.



## Tentative Course Calendar

Fall 2017 – ECED 361.002 – **Tuesdays- 1:00-3:40 PM**

**Note:** This is a projected schedule. This calendar is subject to change at any time due to weather, power outages, and course pacing. Be prepared to get all final due dates confirmed in class and write down information about the scheduled assignments from your instructor. The information stated IN CLASS constitutes the FINAL and definitive set of requirements and due dates.

Note: **All assignments must be submitted in an email to this instructor by the given due date.**

Class - Date	Topics and Activities	Assignments
		<b>Textbook: <i>Literacy in the 21<sup>st</sup> Century</i> (Lit21stC)</b>
1. 8/29 <b>No Class on campus</b>	<p><b>Work at placement with your mentor teacher.</b></p> <p><b>Email or call me if you need any Further clarification on this → Homework assignment.</b></p> <p><b>On Sept. 5<sup>th</sup>, we will do some names activities in class to give you some ideas.</b></p>	<p>Read - Chpt. 1 pgs 1- 33 &amp; Chpt. 2 pgs.36-47 from <i>Lit21stC</i> - due next class – 9/5/17.</p> <p>Plan a mini-lesson with your mentor plan to learn your students' names and reinforce phonemic and phonics skills - Due: class #4</p> <p>Review &amp; study the M-CCRS at: <a href="http://mdk12.msde.maryland.gov/instruction/commoncore/">http://mdk12.msde.maryland.gov/instruction/commoncore/</a> for our work with lesson planning.</p> <ul style="list-style-type: none"> <li>▪ Visit our ECED 361 Blackboard Site</li> <li>▪ Check our Course Packet - look for important handouts on the five</li> </ul>

Class - Date	Topics and Activities	Assignments  <b>Textbook: <i>Literacy in the 21<sup>st</sup> Century</i> (Lit21stC)</b>
		Essential Elements of Reading: <b>phonemic awareness, phonics, fluency, vocabulary, &amp; comprehension.</b> <ul style="list-style-type: none"> <li>▪ Review the Block-Format-JPTAAR lesson plans – look for model plans on Bb and in the course packet</li> </ul>
2. 9/5	Textbook discussion circles on Chpt. 1 pgs 1-33 & Chpt. 2 pgs.36-47  JPTAAR – part I – gradual release of an objective to young learners <ul style="list-style-type: none"> <li>- Names Activities to promote phonemic awareness and phonics</li> <li>- Sign-up for Phonemic Awareness Activities</li> <li>- Phonics pre-test in class.</li> </ul>	Read - Chapter 5 – PART I - pgs. 138-151 in <i>Lit21stC</i> for next class  Think about a topic for your Thematic Children's Book Set with your mentor teacher.
3. 9/12	<ul style="list-style-type: none"> <li>• Sign-up for Thematic Book Presentations</li> </ul> JPTAAR – part 2 – assessment of a lesson's effectiveness.  Textbook discussion circles on Chpt. 5 – PART I - phonemic awareness section (p. 138-151) <ul style="list-style-type: none"> <li>• Demonstrate Phonemic Activities</li> <li>• Phonics Basics – part 1</li> </ul>	Read - Chapt. 5 PART II in <i>Lit21stC</i> for next class - pgs. 152-175 <b><u>Due next class:</u></b> Lesson Plan # 1 – informal format - Names Lesson plan on Phonemic Awareness or Phonics.  <b><u>Due next class</u></b> – Phonemic Awareness Activity presentation.
4. 9/19	<u>DUE: Names Activity Lesson Plan # 1 – informal.</u> <u>DUE: Phonemic Awareness Activity presentation.</u> Textbook discussion circles on Chpt. 5 PART II - pgs. 152-175 - Phonics <ul style="list-style-type: none"> <li>• Phonemes, Graphemes, &amp; Morphemes</li> <li>• Phonics Basics – part 2</li> </ul> Reflective writing.	Read - Chpt 6 in <i>Lit21stC</i> for next class – Fluency  Read - <b>Daily 5</b> - Chpt. 2 pgs. 21-34  <b>Study</b> for Phonics test #1 next class (See Course Packet for sample text.)
5. 9/26	Textbook discussion circles on Chpt. 6 -fluency <ul style="list-style-type: none"> <li>• Phonics activities that work</li> </ul> Phonics test # 1 Assessing Fluency Textbook discussion circles on Daily 5 – Chpt. 2	Read - <b>Daily 5</b> – Chpt. 3 – pgs. 35-2
6. 10/3	<ul style="list-style-type: none"> <li>• Textbook discussion circles for D-5 Chpt. 3Dr.</li> <li>• Phonics activities from loose parts</li> <li>• Bonnie Campbell-Hill's work on reading &amp; writing development.</li> </ul>	<b><u>Due next class: Lesson Plan # 2 – formal JPTAAR - Fluency</u></b> Read - Chpt. 7 PART I pgs. 214-233 in <i>Lit21stC</i> -Vocabulary  <b>Study</b> for phonics test # 2

Class - Date	Topics and Activities	Assignments  Textbook: <i>Literacy in the 21<sup>st</sup> Century</i> (Lit21stC)
	<ul style="list-style-type: none"> <li>What does effective vocabulary instruction look like?</li> </ul>	
7. 10/10	<u>DUE: Lesson Plan # 2 – formal JPTAAR - Fluency</u> <ul style="list-style-type: none"> <li>Reflective writing.</li> </ul> Textbook discussion circles for Chpt. 7 – PART I <ul style="list-style-type: none"> <li>Vocabulary activities</li> <li>Phonics test #2</li> </ul>	<b><u>Due next class</u></b> - Complete Thematic Book Presentations next class Read - Chpt. 7 PART II pgs. 233-244 in <i>Lit21stC</i> -Vocabulary
8. 10/17	<u>DUE: Thematic Book Presentations</u> Vocabulary assessment. Textbook discussion circles for Chpt. 7 – PART II <ul style="list-style-type: none"> <li>Reading Comprehension for young learners</li> </ul>	Read - Chpt. 8 Part I pgs. 248-266 in <i>Lit21stC</i> – comprehension  <b>Study</b> for Phonics Test #3
9. 10/24	Textbook discussion circles for Chpt. 8 – Part I <ul style="list-style-type: none"> <li>Phonics Test #3</li> <li>Defining Comprehension Skills &amp; Strategies</li> </ul>	<b><u>Due next class-</u></b> Lesson Plan #3 – informal on Vocabulary development.  Read - Chpt. 8 Part II pgs. 267-285 in <i>Lit21stC</i> – comprehension
10. 10/31	<u>DUE: Lesson Plan # 3 – informal - Vocabulary</u> Textbook discussion circles for Chpt. 8 – Part II  Comprehension skills vs. strategies.	Read - Chpt. 9 in <i>Lit21stC</i> – non-fiction texts
11. 11/7	Textbook discussion circles for Chpt. 9 <ul style="list-style-type: none"> <li>Reflective writing</li> </ul> Text Features in Non-Fiction Books	Read - <b><u>Daily 5</u></b> – Chpt. 4 – pgs. 53-64
12. 11/14	Textbook discussion circles for <b><i>Daily-5</i></b> Chpt. 4 <ul style="list-style-type: none"> <li>Reading Comprehension Make &amp; Takes</li> </ul>	<b><u>Due next class: Lesson Plan # 4 – formal JPTAAR on Comprehension</u></b>
13. 11/21	<u>DUE: Lesson Plan # 4 – formal JPTAAR on Comprehension</u> History of reading in the USA ppt. <ul style="list-style-type: none"> <li>National Reading Panel</li> </ul> <a href="https://www.nichd.nih.gov/publications/pubs/nrp/documents/report.pdf">https://www.nichd.nih.gov/publications/pubs/nrp/documents/report.pdf</a>	
14. 11/28 No Class	<p style="text-align: center;"><b>TEACH WEEK</b></p> <p style="text-align: center;">Work at Placement</p>	Read - <b><u>Daily 5</u></b> – Chpt. 5 pgs. 65-86  Bring a children’s poetry book to next class.

Class - Date	Topics and Activities	Assignments  Textbook: <i>Literacy in the 21<sup>st</sup> Century</i> (Lit21stC)
15. 12/5	Textbook discussion circles for <i>Daily-5</i> - Chpt. 5 <ul style="list-style-type: none"> <li>• Reflective writing.</li> <li>• Major Educational Theorists &amp; Impact on Reading Instruction</li> <li>• Poetry Project - introduction</li> </ul>	Bring a children's poetry book to exam.
<b>EXAM</b> <b>DAY</b> <b>12/12/17</b>	Complete poetry project Same time/same place	





# **UDL INTEGRATION**

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**MAKING UDL REAL IN A READING METHODS & INSTRUCTION COURSE**

**ECED 361**

**BY**

**BARBARA STEELE, M.Ed.**

# SCOPE OF THIS PPT - ON UDL CHANGES IN ECED 361

## *Teaching Reading in the Primary Grades (1-3) Best Practices and Materials*

- Giving a **Context** for this course – *Teaching Reading in the Primary Grades (1-3) Best Practices and Materials: ECED 361.*
- Providing a **rationale** for the need for UDL changes.
- UDL Intervention #1: Stating how I set **clearer goals** for primary grade reading instruction in this course.
- UDL Intervention #2: Demonstrating intentional planning for **learner variability** in this course.
- UDL Intervention #3: Including **Flexible Methods and Materials** in this course.
- UDL Intervention #4: Setting up **Progress Monitoring** in the course.

# CONTEXT

## READING METHODS & MATERIALS COURSE : ECED 361.

- **ECED 361 is an undergraduate course that is the 2<sup>nd</sup> formal reading methods and materials course.** Interns will focus on teaching reading strategies and skills to 1<sup>st</sup> through 3<sup>rd</sup> graders.
- These interns are taking this course in their first semester as seniors (called semester 7), and they are interning two days a week in a public school.
- Many of our interns at this stage have had some teaching experience and have taught reading lessons to pre-K & K students last semester, but now, they must learn how to motivate young readers handle grade-level texts while relying more on reading strategies for their comprehension than just phonics.



# CONTEXT

## READING METHODS COURSE : ECED 361 - CONTINUED.

- Each intern works with a mentor teacher and gradually works towards teaching the full 120-minute language block with the children in this primary classroom. Much of the intern's course work is connected to implementing of reading lessons of the elements and strategies that they are learning about in this course.
- The interns are **part of a cohort** and take all their required courses together on campus during the rest of the week.

The *Maryland College & Career Ready Standards* (MCCRS) for Reading/Language Arts will drive instruction and data collection on their young learners' growth as readers and writers.





# RATIONALE: THE NEED FOR UDL

- All the interns at this level (both native Towson students and those transferring in) need guided support to promote the use accurate professional language and terminology when:
    - speaking at their school placements and
    - writing reports here on campus.
- 

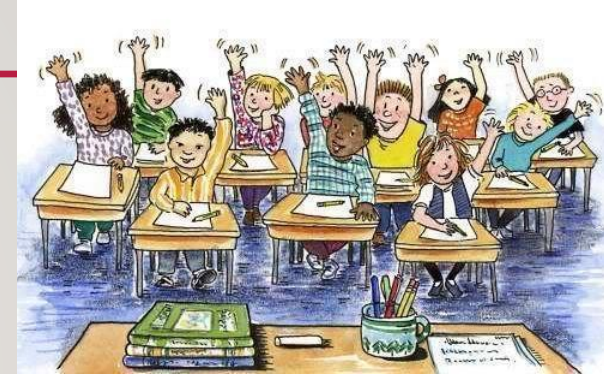
This level of professionalism must be applied much more consistently this semester than in their prior semester. So, expectations must be set clearly from the start.



# RATIONALE

## THE NEED FOR UDL - CONTINUED.

- Our interns come to us with varying levels of direct experience with teaching young children, so...
- professional classroom management strategies,
- material management techniques, and
- behavioral management plans must be fully explained to the interns, modeled by the instructor, and role-played by our interns back-and-forth with each other **before** the interns work in the public school classroom.
- This demands using a variety of materials and approaches to support the interns in gaining these important classroom operational skills.



# UDL INTERVENTION #1: SETTING CLEARER GOALS



## COURSE EXPECTATION # 1 – PROFESSIONALISM

Behaving like a professional is foundational work. Defining this term “professionalism” means that I must clearly defining the behaviors the intern needs to demonstrate to achieve all the course points for this important trait.

So, I have more explicitly stated on my syllabus what the intern must demonstrate for this requirement:

- a) Engagement in large and small group discussions which will occasionally include assigned roles: ***spokesperson, note taker, “poker”, initiator, and page finder.*** (Further explanations of these roles will be given in class.)

By assigning interns a turn at each of these roles, they will be able to see for themselves what demonstrating these professional skills look like.

(An upcoming slide will show the changes in wording that will better support my interns’ understanding of professional behaviors during our class sessions and in their placements.)



# SETTING CLEARER GOALS - CONTINUED.

b) Interact with the professor, or fellow classmates, using proper professional terms and language when asking, discussing, or writing about concepts or assignments.

c) **Complete in-class assignments neatly and hand them in at the end of class.**

To support the interns, the professor will:

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➤ Have a sign-up sheet for a volunteer Notetaker for each class. Each intern is expected to volunteer to be a notetaker at least once during the course.

The notetaker must submit the notes to the instructor who will edit them, and post these notes on our class BlackBoard site under the “Class Notes” tab.

# SETTING CLEARER GOALS - CONTINUED.

- Provide class time to reflect on how and why we, as educators, use these terms with each other and with the families we serve.
-

# CHANGES IN WORDING TO SUPPORT SUCCESS

## OLD WORDING:

- Task # 1 – Participation & Professionalism – 100 points –
- Throughout ~~this course~~ you will have many opportunities to share your experiences with young children and connect them to your own course work and professional growth.
- Interns in this course are graded on their willingness and readiness to share insightful examples and experiences of methods that work with young children.
- This willingness to join in the discussion of all these issues in our profession is a hallmark of each teacher candidate's professional commitment.
- After reading chapters or articles about literacy development, you will be part of a small discussion group. Notes taken from these discussions will count towards your participation & professionalism grade.

## NEW WORDING:

- **Task # 1 – Participation & Professionalism – 100 points -**  
Throughout this course you will have many opportunities to share your experiences with young children and connect them to your own course work and professional growth. **Interns in this course are graded on their willingness and readiness to share insightful examples and experiences of methods that work with young children. Classroom management, behavioral management techniques, and literacy developmental stages and methods** are important professional discussions that contribute to an interns growth as an educational professional, **because all teachers are reading teachers.**
- To facilitate participation and professionalism during our small group discussions, that usually involves a chapter in one of our textbooks. Interns will be assigned roles, or volunteer for these roles, which will encourage the discussions to meet the goal of professional language and professionalism.
- Interns will volunteer for these roles and rotate the roles they take during the semester: **spokesperson, note taker, “poker”, initiator, and page finder.**

This willingness to take on helpful roles and join in the discussion of all



# UDL INTERVENTION # 2: PLANNING FOR LEARNER VARIABILITY

Many of our interns are female and are at the age when they are trying out and formulating strategies to cope with juggling several domains in their lives at one time.

- a) Some are experiencing increased financial pressures for the first time.
- b) Some are not sure if teaching is really what they want to do.
- c) Some are dealing with family issues and have relationship issues to confront.
- d) Many females in our society feel much pressure to “do all” and “be all” perfect in every aspect of their lives so they can please those around them.
- e) More and more, we have one or more interns who are English Language ~~Learners or have other issues with understanding written, oral, and print~~ language.

As their instructor, i will monitor for this and check in one-on-one with those who exhibit undue levels of anxiety and perfectionism. And, discuss with them ways to balance the demands of home, school, relationships, and campus life.

For our interns with language difficulties, we will refer them to the TU Writing Lab, put supporting documents on our Bb site, require course packets, have class notes available on Bb, and meeting one-on-one to support their efforts to meet course requirements.

# USED

## 1. Testing materials:

The professors will provide several screening tools for each domain and afford the intern the decision-making process of choosing which two from the list explained that will be used to assess the target child in 2 of 3 domains: social/emotional; language/literacy development, or intellect/cognitive development.

## 2. Domains to be assessed:

The intern, working with his/her mentor teacher, will decide based on observations and past performances of the target child, which of the 2 domains will be assessed. This provides the intern with some practice with the decision-making process needed for future experiences as a classroom teacher.

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## 3. Final format:

For one of our assignment that involves intervention & advocacy for a child with learning needs, we, as the professors, are **providing our interns with choices** for how they will demonstrate to us their understanding of two aspects:

a) their practical interventions & recommendations for children, families, and teachers to remediate or support children dealing with academic or social/emotional delays,

and

b) the agencies, support groups, and technologies that they researched to support families and children with various academic or social/emotional issues.



# FLEXIBLE METHODS AND MATERIALS USED

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Our interns can create any of the following formats to present these recommendations and advocacy resources as if they were going to give them to the family or the child's teacher.

The choices are:

A PowerPoint presentation.    A web site.    Put together an informational binder.

Assemble an information box.    or  
Compose a brochure.





# PROGRESS MONITORING IN THIS COURSE: ECED 361

- By provide 3 or more writing reflections on the use of the required professional terms and language used in assessment of young children, our interns will be able to see over time how their use of these terms has grown as well as the number of terms they can now easily write about.
- By provide 3 or more self-evaluations of their progress with teaching reading and writing to young children, and their progress with understanding the methods and materials needed to help children develop independent skills and strategies.,
- These self-evaluations will give interns the needed time to process all the nuances and specifics of teaching language skills to young children.



# UDL Guidelines used in this revision

## Representation-

- UDL 1.1 - Notes before class, Bb course documents & resources, and a course packet of notes to use as needed
- UDL 1.2 - Use of graphic organizers (as an alternative to auditory information)
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UDL 1.3 - Lecture and discussions that highlight the transfer from, and make connections with, concurrent the reading methods course – ECED 360. (as an alternative to visual information)
- UDL 2.1 - Clarify terms *Differentiation, Assessment, Observation, IEP, RTI, IFSP, 504, ....* (we can add more here)
- UDL 2.5 - Frequent use of video & PPTs for explanation of terms and experiences in assessment.



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## **UDL GUIDELINES USED IN THIS REVISION** - CONTINUED

### **Engagement**

UDL 7.1 - Provide choices of assessment materials they will use.

ULD 7.1 - Provide choices of which domains will be assessed.

UDL 7.2 - Provide choices of the format of the final advocacy project

UDL 9.2 - Facilitate personal coping skills & strategies

UDL 9.3 - Develop self-assessment & reflection on the process of assessing young children.



# UDL GUIDELINES USED -

*CONTINUED*

## **Action & Expression**

- UDL 5.3 - Role-playing the administering of an assessment tool before giving it to the target child, so that parts of the testing materials that are trickier to administer to children this age can be discussed and problem solved.
- UDL 5.3 - Practicing the analysis and interpretation of results from these assessment tools by using mock sets of data.
- UDL 5.1 - Using multiple media for communication by providing Bb video clips, PPTs, notes, & course packet.
- UDL 6.4 – Including reflective writing on professional language
- UDL 6.4 – Including self-reflection exit tickets on progress with project.

# OUTCOMES EXPECTED

## Our interns will demonstrate:

- A deeper understanding of the process of data collection from children's observed performances in class and by the use of appropriate screening tools.
- A clearer understanding of what "data literacy" means because the interns will see firsthand what goes into interpreting and analyzing the data collected.
- A greater appreciation for how effective data collection can drive effective & creative lesson planning.



# Readings & Resources

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# CONCLUDING REMARKS

