# Course Description

This course provides information on how to utilize informal and formal assessment data to drive the instruction of reading skills that experts see as crucial to reading success. Particular emphasis is given to the Pennsylvania Core English Language Arts Standards for students in Kindergarten through 8th grade. Additionally, incorporation of students with special needs and students who are English Language Learners into the language Arts curriculum will be studied. Students will determine how to create a high-quality, balanced literacy program utilizing research-based strategies and assessment data. Emphasis will be placed on designing reading instruction to remediate reading difficulties and skills deficits and on expanding a child's reading strengths.

# University Learning Outcomes (ULO)

* **ULO1:**Knowledge of Human Cultures and the Physical and Natural World
* **ULO2:**Intellectual and Practical Skills
* **ULO3:**Personal and Social Responsibility
* **ULO4:**Integrative and Applied Learning­
* **ULO5:**Immersed in the Critical Concerns of the Sisters of Mercy of the Americas

# Program Learning Outcomes (PLO)

MSED

* **PLO1:** Apply theoretical and practical knowledge in support of your professional practice. (ULO 2, 4)
* **PLO2:** Utilize educational research and develop your own research interests and agenda. (ULO 2, 3)
* **PLO3:** Examine and critique the economic, political, cultural, historical, and social influences that impact education in the United States. (ULO 1, 3, 5)
* **PLO4:** Apply policies, statutes, and rules established by state and local agencies relating to judicious application of disciplinary methods and behavioral procedures. (ULO 3, 4)
* **PLO5:** Identify and use instructional methods and curricula that are appropriate and effective in meeting the needs of individual learners. (ULO 1, 2, 4, 5)

# Course Learning Outcomes (CLO)

* **CLO1**: Analyze the five basic reading skills of phonemic awareness, phonics, fluency, vocabulary, and comprehension. (PLO1, 2, 5)
* **CLO2**: Determine how to apply various methods, tools, and techniques for assessment and instruction. (PLO1, 2, 5)
* **CLO3**: Analyze the components and instructional strategies of a balanced literacy instruction program and how they are applied in the classroom. (PLO1, 2, 5)
* **CLO4**: Determine how to use data collected with Response to Instruction and Intervention (RTII). (PLO2, 3, 5)
* **CLO5**: Evaluate the Pennsylvania Core English Language Arts Standards for instruction. (PLO4, 5)

# Student Expectations

Students are expected to:

* Ask probing and insightful questions related to course content.
* Make meaningful and relevant connections and application to their own learning process.
* Be productive and contributing members of class discussions.

# Required Course Materials

Fountas, I., & Pinnell, G. S. (2010). *The continuum of literacy learning, grades preK–8* (2nd ed.). Heinemann: Portsmouth, NH.

ISBN: 978 03 250 28804

*Note:* This text is only available as a hard copy.

# Supplemental Materials

Vacca, J. L., Vacca, R. T., Gove, M. K., Burkey, L. C., Lenhart, & L. A., McKeon, C. A. (2014). *Reading and learning to read* (10th ed). Pearson: Upper Saddle River, NJ.

ISBN: 978 01 345 17681

# Suggested Point Values

|  |  |  |
| --- | --- | --- |
| **Assessment** | **Point Value** | **Due** |
| **Week 1** |  |  |
| Discussion: Basic Reading Skills | 20 |  |
| Website Project: Creating a Website | 15 |  |
| Presentation: ELA Common Core Standards (CCS) | 25 |  |
| Website Project: Reading Terminology | 30 |  |
| Website Project: Basic Reading Skills | 30 |  |
| **Week 2** |  |  |
| Discussion: Balanced Literacy | 20 |  |
| Website Project: Reading Resources | 40 |  |
| Discussion: Assessment to Drive Instruction: K–2 | 20 |  |
| Assignment: K–2 Balanced Literacy Lesson Plan | 50 |  |
| **Week 3** |  |  |
| Discussion: Struggling Students | 20 |  |
| Discussion: RTII & Parents | 20 |  |
| Website Project: RTII Resources | 40 |  |
| Group Discussion: Performance Assessment Evaluation Plan: K–2 | 20 |  |
| Assignment: Performance Assessment Evaluation Plan: K–2 | 50 |  |
| **Week 4** |  |  |
| Discussion: Literacy Instruction | 20 |  |
| Website Project: Reading Resources | 40 |  |
| Discussion: Assessment to Drive Instruction: Grades 3–5 | 50 |  |
| Assignment: Balanced Literacy Lesson Plan | 50 |  |
| Assignment: Balanced Literacy from Primary to Intermediate | 30 |  |
| **Week 5** |  |  |
| Discussion: Components of RTII | 20 |  |
| Discussion: Progress Monitoring | 20 |  |
| Website Project: RTII Resources | 40 |  |
| Group Discussion: RTII Evaluation Plan: Grades 3–5 | 50 |  |
| **Week 6** |  |  |
| Discussion: Thinking Skills | 20 |  |
| Website Project: Reading Resources | 40 |  |
| Assignment: Reading Across the Content Areas Lesson Plan 1 | 30 |  |
| **Week 7** |  |  |
| Discussion: Peer Conferencing | 20 |  |
| Website Project: Intervention Resources | 40 |  |
| Assignment: Reading Across the Content Areas Lesson Plan 2 | 30 |  |
| Assignment: Field Experience Log | 100 |  |
| **Total Points** | **1000** |  |

**Grading Scale**

|  |  |
| --- | --- |
| **Grade** | **Range** |
| A | 93–100 |
| A- | 90–92 |
| B+ | 87–89 |
| B | 83–86 |
| B- | 82–80 |
| C+ | 77–79 |
| C | 73–76 |
| C- | 70–72 |
| D+ | 67–69 |
| D | 63–66 |
| D- | 60–62 |
| F | 59 |

# Course Schedule

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| --- | --- | --- |
| **Week** | **Start** | **End** |
| One | <insert start date> | <insert end date> |
| Two |  |  |
| Three |  |  |
| Four |  |  |
| Five |  |  |
| Six |  |  |
| Seven |  |  |

# Weekly Learning Modules

|  |  |  |
| --- | --- | --- |
| **Week One: English Language Arts (ELA) Overview** | | |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Explain the five basic reading skills, theories of reading, and instructional approaches. | CLO1, CLO2 | |
| * 1. Determine how to diagnose deficiencies in the five basic reading skills. | CLO1, CLO2 | |
| * 1. Explain the Pennsylvania Core English Language Arts Standards for instruction. | CLO5 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | ***Alignment*** | ***AIE*** |
| **Tutorials**  During this course, you will be asked to use and participate in various technologies to complete activities and assignments.  **Review** the tutorials available on Blackboard as needed.  **Click** the **Student Resources** button from the menu on the left. | N/A | N/A |
| **Weekly Participation and Discussion**  The purpose of the weekly discussions is to provide you with a way to synthesize the concepts presented in this course. Each week, you will respond to the discussion questions with a substantive post of 200–250 words that addresses all the prompts for the question by 11:59 p.m. EST of the listed due date. By the conclusion of each week, Sunday at 11:59 p.m. EST, you will make at least one substantive comment of 100–150 words to three of your classmates’ posts for each assigned discussion question. Your comments must further the discussion by following the RISE Model for meaningful feedback. It is recommended that you check in periodically throughout the week to ensure that you are meeting the participation requirement.  **Review** the [RISE Model for Peer Feedback](http://elwray.squarespace.com/feedback). |  |  |

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| **Week One Reading**  This week’s reading highlights the changes in the text from the previous edition. It also discusses the changes to the content of the continuum of literacy learning to reflect current researched best practices, and how to best use the text as a resource in the classroom. Focus on the seven principles of the continuum of literacy learning (Figure 1-1 on p. 3).  **Read** the Introduction of *The Continuum of Literacy Learning, Grades PreK–8*. | | 1.1 |  |
| **Activity: Course Introductions**  **Create** a short video to introduce yourself to your classmates. You may find some useful resources located here: <https://sites.gmercyu.edu/student-resources/technology-tutorials/>.  **Consider** discussing what you currently teach, or provide information about your profession outside of the education field, your interests and hobbies, what you love most about education, and your professional goals.  **Post** a link to your video or presentation to the Course Introductions discussion forum by Thursday.  **Review** your classmates’ videos and presentations, and post responses to their submissions. | | N/A |  |
| **Effective Literacy Practice**  **Read** the “Six Components of an Effective Literacy Program” at <https://dataworks-ed.com/blog/2016/02/six-components-of-an-effective-literacy-program/>.  The following videos highlight the five basic reading skills and provide examples of the practice of these skills within the classroom setting.   * **Phonemic Awareness**: “What Is Phonemic Awareness?” [1:43]: <https://www.youtube.com/watch?v=8JNVzioC7lc> * **Phonics**: “Understanding phonics: Why is teaching this way effective?” [4:16]: <https://www.youtube.com/watch?v=HIz9Ypd4YsY> * **Fluency**: “Increasing Your Students’ Reading Fluency: Strategies That Work, Grades 1–3” [1:20]: <https://www.youtube.com/watch?v=8OVZYEGFfUk> * **Vocabulary**: “Explicit Vocabulary Teaching Strategies” [7:43]: <https://www.youtube.com/watch?v=OetbzrP2QUU> * **Comprehension**: “What Is Comprehension? The Five Components of Reading” [15:15]: <https://youtu.be/LU461AMLAAg> | | 1.1, 1.2 | Content Review: **2 hours** |
| **Resource: ELA Standards from Pennsylvania Department of Education**  The Standards Aligned System (SAS) contains a vast amount of information relating to state standards and curriculum for grades K–12 in Pennsylvania. While this information will remain relevant to you throughout your education career, we want to focus our efforts on looking at the standards related to your particular certification and grade level.  **Review** the Standards Aligned System page at <http://www.pdesas.org/default.aspx>.  After reviewing some of the general resources available on the site, search the English language arts (ELA) standards for reading at the grade level of your specific certification.  **Review** the ELA/Reading standards for your grade level, located at <http://www.pdesas.org/standard/views>. | | 1.3 | Content Review: **1 hour** |
| **Website Project: Content Area Literacy**  Imagine that you have been asked by your principal to create a resource for your school that is to assist faculty and parents with the application of literacy concepts. In an effort to provide accessibility and allow effective updating, you have decided to create and maintain a website dedicated to reading in the content areas. You will be adding to, revising, and developing your website each week as you move through this seven-week course. The organization of your website will be up to you. The flow and usability of your website must be easy for parents and teachers to navigate.  At the end of the course, your website will contain the following:   * Information about the Common Core * Helpful reading terminology * Expectations by grade level * Leveled book lists * Websites for children and parents * Strategies good readers use * Writing resources (mentor texts and instructional strategies) * At-home activities | | COURSE | N/A |
| **Field Experience Work**  **Resources:** Pre K-4 Program Guidelines, Field Experience Log Example, Field Experience Log, Field Experience Instructions  During this course, you are expected to complete **20 hours** of field-based work as it pertains to teaching and learning reading in the elementary school. You must keep a record of the time spent on these field-based projects using the Field-Based Experience Log. The logs will be due during Week Seven of the course and are a required pre-requisite for Student Teaching. Failure to submit your log, and complete it according to directions may prevent your ability to student teach.  *Note*. You may find it valuable to contact more than one education professional to experience a wider swath of what the field offers. In this case, you would need to have each professional sign your log for any field experience time claimed.  You are expected to perform observations in several assignments for this class and then create a Lesson Plan:   * Week 2: Assignment: K–2 Balanced Literacy Lesson Plan * Week 4: Assignment: Balanced Literacy Lesson Plan * Week 6: Assignment: Reading Across the Content Areas Lesson Plan 1 * Week 7: Assignment: Reading Across the Content Areas Lesson Plan 2   Please review these assignments **now** so you know some of the discussions you should be having with the education professional you observe.  **Select** field-based projects related to the topic of teaching reading in a K–4 school setting.  **Consult** with your instructor if you are unsure if a field-based experience is appropriate.  **Post** any questions or comments to the General Questions & Discussion forum. | | COURSE |  |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***AIE*** |
| **Adobe Connect Live Discussion**  **Review** the [Adobe Connect Resources](https://sites.gmercyu.edu/student-resources/adobe-connect-resources/).  **Participate** in the scheduled live session with the course instructor. This session will provide an overview of the class and discuss the major assignments in the course.  **Prepare** to ask questions concerning the content of the week and the course as a whole.  **Note.** A recorded lecture will be made available to those who are unable to attend the live session. | |  | Live Discussion: lecture and discussion = **1 hour** |
| **English Language Arts Standards**  **Read** the following article regarding the Common Core State Standards for English Language Arts & Literacy: <http://www.corestandards.org/ELA-Literacy/> | | 1.3 | Content Review:**.5 hours** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Basic Reading Skills**  **Respond** to the following question in the Basic Reading Skills discussion forum by Thursday:   * Of the five basic reading skills covered this week, is there one that seems more important than the others? Why or why not?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 1.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Website Project: Creating a Website**  **Create** a website shell that will accommodate the requirements using a website creation tool such as [Weebly for Education](https://education.weebly.com/), or [Google Sites](https://gsuite.google.com/learning-center/products/sites/#!/). Be sure that your classmates and instructor will have access to view your website. Note. If you use Weebly, choose the sub domain option when publishing to keep the website use free.  **Submit** a link to the website by Thursday. | | N/A | Private Post: **.5 hours** |
| **Presentation: ELA Common Core Standards (CCS)**  **Imagine** that you have been asked to create a presentation for parents about the ELA CCS for back-to-school night. You will need to provide an informative overview that does not overwhelm the parents.  **Create** a 7- to 10-slide presentation using the presentation tool of your choice, such as Prezi, Microsoft® PowerPoint®, or PowToons, that includes the following:   * An introduction explaining the purpose of standards in general * An overview of the standards for your grade level, using information from the SAS website * Animation and audio narration   **Choose** an appropriate page for the presentation on your Content Area Literacy website.  **Upload** the presentation to your Content Area Literacy website.  **Write** a brief paragraph that includes the following:   * Instructions on where to locate the presentation * A brief explanation about why you chose that location for your presentation   **Submit** both a hyperlink to your website and your paragraph to your instructor via Blackboard no later than 11:59 p.m. EST on Sunday. | | 1.3 | Presentation: **1 hour** |
| **Website Project: Reading Terminology**  **Identify** helpful reading terminology that teachers and parents should be familiar with on your website. Include the five main components of literacy, as well as any other terminology that you found important within the readings and videos provided.  **Upload** the terminology to your Content Area Literacy website.  **Write** a brief paragraph that includes the following:   * Instructions on where to locate the terminology * A brief explanation about why you chose that location for your terminology   **Submit** both a hyperlink of your website and your paragraph to your instructor via Blackboard no later than 11:59 p.m. EST on Sunday. | | 1.1 | Private Post: **.5 hours** |
| **Website Project: Basic Reading Skills**  This week, you will have read in the *Continuum of Literacy Learning* text about the frameworks and their importance in approaching literacy. You will now apply your reading and understandings to create a custom framework that includes each of the five basic reading skills for both teachers and parents.  **Review** the framework that is discussed in the Introduction of the *Continuum of Literacy Learning* framework (Figure 1-1 on p. 3). The framework required by the course is a visual depiction of the scaffolding of the reading process.  **Review** the following sample framework of the reading comprehension process: <http://ekladata.com/HZJXVlfepkQIpnvZM_EOJFRZ5AQ.jpg>.  **Create** a framework of the five basic reading skills for both teachers and parents. The framework should be useful to parents and should act as a classroom resource for teachers.  **Note.** You may create separate framework references for teachers and parents.  **Upload** the framework or frameworks to your Content Area Literacy website.  **Write** a brief paragraph that includes the following:   * Instructions on where to locate the framework * A brief explanation about why you chose that location for your framework     **Submit** both your website and your paragraph to your instructor via Blackboard no later than 11:59 p.m. EST on Sunday. | | 1.2 | Private Post: **.5 hours** |
| **Total** |  |  | **8 hours** |

# Faculty Notes

**General Questions and Discussion Forum:** This course includes a discussion forum for general questions, comments, and concerns. This forum is intended for any course-related commentary not found within a specific weekly discussion. This forum is not graded. Make sure to monitor this forum for student posts. You are encouraged to make an announcement advertising this forum and to monitor and post regularly to build engagement.

**Group Discussion:** In **Week 3**, students will work in groups to provide each other with feedback on their work. **Create** groups of 3 to 4 students, and post an instructor announcement with group assignments no later than the end of Week 1.

**Adobe Connect:** Consider posting an announcement asking students to submit any questions or topics they'd like to be addressed ahead of time. You can then utilize those questions that come up in the first part of the week to tailor the live Adobe Connect class session that would be scheduled toward the later part of the week. That 1-hour synchronous session will allow students the opportunity to go over any questions they had with the homework and clarify any misconceptions they have about the course content. All Adobe Connect sessions should be recorded and a link to the recording be posted to the course page so any student who misses the session can review it later in the week.

**Note.** It is your choice as to which day you will schedule the Adobe Connect Live Session, but it is recommended that you schedule this session for Wednesday of the week so students have plenty of time to review their homework prior to the deadline on Sunday.

**Field Experience:** In this course, each student is expected to log 20 hours of field experience related to the learning outcomes of this course that correspond to the Pennsylvania Department of Education (PDE) Standards for Principal or Competencies for Preparation for Curriculum and Instruction. Failure to submit their log(s), and complete their log(s) according to directions may prevent a student’s ability to student teach.

When reviewing logs, check for the following benchmarks:

1. Completion
2. Securing appropriate 20 hours of field experience
3. Mentor’s signature

At the end of the course, **submit** completed logs to the Director of the Master Teacher Program. Download the logs as a zip file from the Grade Center in Blackboard and email the zip file to the Director.

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| Week Two: Reading Instruction and Assessments | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Analyze instructional strategies for their effectiveness in supporting reading skill attainment for K–2 students. | | CLO2 | |
| * 1. Apply the components for a balanced literacy instruction program for K–2 students. | | CLO3 | |
| * 1. Identify the most effective literacy assessments for K–2 students. | | CLO3 | |
| * 1. Analyze literacy assessment data to drive instruction for K–2 students. | | CLO3 | |
| * 1. Determine how to align the K–2 PA Core ELA standards to a balanced literacy instruction program. | | CLO5 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Week Two Reading**  **Read** the following sections from *The Continuum of Literacy Learning, Grades PreK–8*. These sections include introductions and information regarding the implementation of the Balanced Literacy components into the PreK–2 classroom.   * pp. 14–27 * pp. 49–61 * pp. 74–85 * pp. 103–139 * pp. 188–199 * pp. 212–225 * pp. 239–297 | | 2.1, 2.2, 2.3 |  |
| **Resources: DIBELS Next**  Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of short (one- to two-minute) assessments that measure the basic early literacy skills of students in grades K–6. DIBELS are often used to monitor the progress of both special and regular education students on their reading progress throughout the school year.  When looking at the websites, carefully examine what the DIBELS assessments are and what the actual assessments look like.  **Read** the following article to learn about the DIBELS system and how it is used:   * “What is DIBELS?” located at <http://dibels.org/dibels.html>   **Review** the following websites:   * Dynamic Measurement Group, located at <http://dibels.org/index.html> * UO DIBELS Data System, located at <https://dibels.uoregon.edu/assessment/index/materialdownload/?agree=true#dibels>   **Download** a copy of the DIBELS assessment for your grade levels of choice. | | 2.3, 2.4 | Website Review: **.5 hours** |
| **PA Core Curriculum Framework K–2**  **Review** the Pennsylvania Core Curriculum Framework for ELA grades K–2, located at <https://www.pdesas.org/Page/Viewer/ViewPage/14>. | | 2.5 | Website Review: **.5 hours** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Balanced Literacy**  **Respond** to the following in the Balanced Literacy discussion forum by Thursday:   * Describe a two-hour, balanced literacy block of instruction. * Which factors make the instructional block work well? Explain what makes this instructional block balanced.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 2.2, 2.5 | Discussion: one post and replies to three other posts = **1 hour** |
| **Website Project: Reading Resources**  **Add** a reading-level book list to your Content Area Literacy website, focusing on the grade levels you are interested in.  **Write** a brief paragraph that includes the following:   * Instructions on where to locate the resources * A brief explanation about why you chose that location for your resources     **Submit** both a hyperlink to your website and your paragraph to your instructor via Blackboard no later than 11:59 p.m. EST on Sunday. | | 2.1 | Website creation: **2 hours** |
| **Discussion: Assessment to Drive Instruction: K–2**  **View** the following videos from YouTube:   * “DIBELS Next: Phoneme Segmentation Fluency (PSF)” [1:47] located at <https://www.youtube.com/watch?v=0r2By10IAjQ> * “DIBELS Next: Nonsense Word Fluency (NWF)” [1:56] located at <https://www.youtube.com/watch?v=ItDQEFK3tw0> * “DIBELS Next: First Sounds Fluency Assessment (FSF)” [1:54] located at <https://www.youtube.com/watch?v=dur8raMbLnQ>   **Write** a 250- to 350-word diagnosis of the instructional needs for this child based on information gathered from the videos.  **Post** your diagnosis to the Assessment to Drive Instruction: K–2 discussion forum by Thursday.  **Provide** meaningful feedback to three of your classmates’ posts by Sunday. | | 2.3, 2.4 | Problem Solving: **1.5 hours** |
| **Assignment: K–2 Balanced Literacy Lesson Plan**  **Conduct** a classroom observation for one of the grades within K–2.  **Select** one to three components of a balanced literacy program that would apply to your observation.  **Create** a detailed lesson plan for one of the three grade levels that support the selected balanced literacy component. Your lesson plan may be an overview of the observed lesson, or an extension of the observed lesson.  **Utilize** the BL Lesson Plan Template document available on Blackboard.  **Submit** your lesson plan by Sunday.  \**Documentation of your observation is required.* | | 2.1, 2.2, 2.3, 2.5 | Private Post: **.5 hours** |
| **Total** |  |  | **6 hours** |

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| Week Three: RTII and Data-Driven Instruction | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Determine how to use data collected through Response to Instruction and Intervention (RTII) for students at various grade levels. | | CLO4 | |
| * 1. Analyze student performance assessments to identify students’ literacy strengths and needs. | | CLO4 | |
| * 1. Apply appropriate instruction strategies to support the literacy strengths and needs from a performance assessment. | | CLO2, CLO3, CLO4 | |
| * 1. Determine how to align the Pennsylvania Core ELA standards in a balanced literacy program to individual students’ RTII levels. | | CLO5 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Week Three Reading**  **Read** the following articles:   * “Study: RTI Practice Falls Short of Promise” located at <https://www.edweek.org/ew/articles/2015/11/11/study-rti-practice-falls-short-of-promise.html> * Leaver, K.A. (2012). RTI implementation: Identifying the barriers and best practices. *Electronic theses & dissertations,* 399. <https://digitalcommons.georgiasouthern.edu/cgi/viewcontent.cgi?referer=&httpsredir=1&article=1399&context=etd>   **Read** the following articles from Keiss Library:  Lemons, C., Kearns, D., & Davidson, K. (2014). [Data-based individualization in reading](http://libproxy.gmercyu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=94922303&site=ehost-live). *Teaching Exceptional Children*, 46*(4)*, 20–29. doi:10.177/0040059914522978.  Spear-Swerling, L., & Cheesman, E. (2012). [Teachers' knowledge base for implementing response-to-intervention models in reading](http://libproxy.gmercyu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=77683478&site=ehost-live). *Reading & Writing*, 25*(7)*, 1691–1723. doi:10.1007/s11145-011-9338-3  Decker, G. (2003). [Creating a framework to make data-driven instruction a reality](http://libproxy.gmercyu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=507815389&site=ehost-live). *Multimedia Schools*, 10*(2)*, 22–25.  Bineham, S., Shelby, L., Pazey, B., & Yates, J. (2014). [Response to intervention: Perspectives of general and special education professionals](http://libproxy.gmercyu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=95858069&site=ehost-live). *Journal Of School Leadership*, 24*(2)*, 230–252.  **Read** the “Issue Brief from the National Center for Learning Disabilities,” located at <https://www.ncld.org/wp-content/uploads/2011/05/MTSS-brief-in-LJ-template.pdf>. | | 3.1, 3.2, 3.3, 3.4 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Struggling Students**  **Read** the RTII Case Study.  **Respond** to the following question in the Struggling Students discussion forum by Thursday:   * Describe your assessment of this student, including areas you would address with RTII. * As an educator, how would you implement RTII to provide extra support to this student?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 3.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: RTII & Parents**  **Respond** to the following question in the RTII & Parents discussion forum by Thursday:   * What information about RTII should the school, school district, or state provide for parents?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 3.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **Website Project: RTII Resources**  **Add** the following items your Content Area Literacy website, focusing on the grade levels you are interested in:   * Instructional strategies for each tier of RTII * Instructional activities for each tier of RTII   **Write** a brief paragraph that includes the following:   * Instructions on where to locate the resources * A brief explanation about why you chose that location for your resources     **Submit** both a hyperlink to your website and your paragraph to your instructor via Blackboard no later than 11:59 p.m. EST on Sunday. | | 3.1 | Website creation: **2 hours** |
| **Group Discussion: Performance Assessment Evaluation Plan: K–2**  **Review** the following assessment results available on Blackboard:   * Kindergarten Assessment * First-Grade Assessment * Second-Grade Assessment   Within your group, make sure each person is assigned one grade level to focus on so there is deeper understanding during the discussions.  **Diagnose** the strengths and needs of each student with your collaborative work groups. Consider the following questions in your groups:   * Where is each child having difficulty? * What additional information does each child report card provide? * What RTII tier do you think the child would fall into, based on the data?   **Complete** your group discussions no later than 11:59 p.m. EST on Thursday. | | 3.1, 3.2 | Group Discussion: **1 hour** |
| **Assignment: Performance Assessment Evaluation Plan: K–2**  *Note.* This assignment is connected to the Group Discussion: Performance Assessment Evaluation Plan: K–2.  **Review** your group’s discussion about the assessment results for the K–2 students.  Based on your team’s discussion, **create** a guided reading plan for each student featured within the assessments. There should be **one plan for each student**.  **Discuss** within your team how to break the work up so that each student in the team is responsible for a portion of the work. For example, one team member will write the reading plan for the student in Kindergarten, one for first grade, etc.  **Combine** the three plans as a team. Each student should submit the combined team document (reading plans for the students in grades K, 1, and 2) individually.  The combined team document should include the following information:   * Data analysis summary that includes the proposed RTII tier * Instructional reading goals * Instructional writing goals * A data-driven instructional plan * Address of the Pennsylvania Core English Language Arts Standards   **Note.** You may submit your plan to your group discussion for feedback and revision.  **Submit** your assignment to your instructor via Blackboard no later than 11:59 p.m. EST on Sunday.  **Note.** Review the Sample Assessment and Sample Case Study documents for an example of how to create your Performance Assessment Evaluation Plan. | | 3.2, 3.3, 3.4 | Case Study: **2 hours** |
| **Total** |  |  | **7 hours** |

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| Week Four: Reading Instruction and Assessments | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Analyze instructional strategies for their effectiveness in supporting reading skill attainment. | | CLO2 | |
| * 1. Apply the components for a balanced literacy instruction program. | | CLO3 | |
| * 1. Identify the most effective literacy assessments for various grade levels. | | CLO3 | |
| * 1. Analyze literacy assessment data to drive instruction for various grade levels. | | CLO3 | |
| * 1. Determine how to align Pennsylvania Core ELA standards with a balanced literacy instruction program. | | CLO5 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Week Four Reading**  **Read** the following sections from *The Continuum of Literacy Learning, Grades PreK–8*:   * pp. 28–37 * pp. 62–63 * pp. 86–91 * pp. 140–165 * pp. 200–205 * pp. 226–231 * pp. 304–335 | | 4.1, 4.2, 4.3, 4.4 |  |
| **Resources: Articles on Reading**  **Read** the following articles:  Allyn, P. (2012). [Taming the wild text](http://libproxy.gmercyu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=73183257&site=ehost-live). *Educational Leadership*, 69*(6)*, 16–21.  Allington, R., & Gabriel, R. (2012). [Every child, every day](http://libproxy.gmercyu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=73183256&site=ehost-live). *Educational Leadership*, 69*(6)*, 10–15.  Shanahan, T., Fisher, D., & Frey, N. (2012). [The challenge of challenging text](http://libproxy.gmercyu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=73183264&site=ehost-live). *Educational Leadership*, 69*(6)*, 58–62.  Newkirk, T. (2012). [How we really comprehend nonfiction](http://libproxy.gmercyu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=73183259&site=ehost-live). *Educational Leadership*, 69*(6)*, 28–32. | | 4.1, 4.2, 4.3, 4.4 |  |
| **Resources: DIBELS Next**  **Review** the following websites:   * Dynamic Measurement Group, located at <http://dibels.org/index.html> * UO DIBELS data System, located at <https://dibels.uoregon.edu/> | | 4.3, 4.4 | Website Review: **.5 hours** |
| **Resource: Pennsylvania Core Curriculum Standards**  **Review** the Pennsylvania Core Curriculum Standards for English Language Arts, located at <https://www.pdesas.org/Page?pageId=11>. | | 4.5 | Website Review: **.5 hours** |
| **Website Project Review**  **Post** a link to your Content Area Literacy Website to the Website Project Review discussion forum by Monday.  **Provide** meaningful feedback to your classmates’ websites by Friday. | | N/A | Website Review: **.5 hours** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Literacy Instruction**  **Respond** to the following question in the Literacy Instruction discussion forum by Thursday:   * How does the literacy instruction shift from the primary (K–2) to intermediate (3–5) grades?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 4.1, 4.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Website Project: Reading Resources**  **Add** the following items to your Content Area Literacy website, focusing on a grade level of your choice:   * Strategies to teach reading * Strategies to reach writing   **Write** a brief paragraph that includes the following:   * Instructions on where to locate the resources * A brief explanation about why you chose that location for your resources     **Submit** both a hyperlink to your website and your paragraph to your instructor via Blackboard no later than 11:59 p.m. EST on Sunday. | | 4.1, 4.2 | Website creation: **2 hours** |
| **Group Discussion: Assessment to Drive Instruction: Grades 3–5**  **View** the “Running Record Assessment with a 6-Year-Old Boy” video [7:12] on YouTube, located at <https://www.youtube.com/watch?v=dQtLFZHWP88>.  **Diagnose** the instructional needs for this child based on information gathered from the video with your collaborative work groups.  **Post** your group’s diagnosis to the Assessment to Drive Instruction: 3–5 discussion forum by Thursday.  **Provide** meaning feedback to each group no later than 11:59 p.m. EST on Sunday. | | 4.3, 4.4 | Problem Solving: **1.5 hours** |
| **Assignment: Balanced Literacy Lesson Plan**  **Conduct** a classroom observation.  **Select** one to three components of a balanced literacy program that would apply to your observation. Your lesson plan may be an overview of the observed lesson, or an extension of the observed lesson.  **Create** a detailed lesson plan for the observed class that supports the selected balanced literacy component.  **Utilize** the BL Lesson Plan Template document available on Blackboard.  **Submit** your assignment to your instructor no later than 11:59 p.m. EST on Sunday.  \**Documentation of your observation is required.* | | 4.1, 4.2, 4.3, 4.5 | Private Post: **.5 hours** |
| **Assignment: Balanced Literacy from Primary to Intermediate**  **Create** a Venn diagram that compares balanced literacy at the primary grade (K–2) levels to balanced literacy at the intermediate (3–5) grade levels.  **Use** a tool of your choice to create your Venn diagram.  **Note.** Tutorials for creating a Venn Diagram in Microsoft® PowerPoint® can be located here: <https://support.office.com/en-us/article/Create-a-Venn-diagram-d746a2ce-ed61-47a7-93fe-7c101940839d>.  **Note.** You may use pen and paper to create your Venn diagram if you can scan or upload a clear photo of your work. It is your responsibility to ensure the legibility and clarity of your submission.  **Submit** your assignment to your instructor no later than 11:59 p.m. EST on Sunday. | | 4.1, 4.2 | Private Post: **.5 hours** |
| **Total** |  |  | **7 hours** |

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| Week Five: Grades 3–5 and Data–Driven Instruction | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Determine how to use data collected through RTII for various students. | | CLO4 | |
| * 1. Analyze student performance assessments to identify the literacy strengths and needs of students. | | CLO4 | |
| * 1. Apply appropriate instruction strategies to support the literacy strengths and needs from a performance assessment. | | CLO2, CLO3, CLO4 | |
| * 1. Determine how to align the Pennsylvania Core ELA standards in a balanced literacy program to students’ individual RTII levels. | | CLO5 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Week Five Reading**  **Read** the following articles:  Goodwin, B. (2012). [Address reading problems early](http://libproxy.gmercyu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=73183268&site=ehost-live). *Educational Leadership*, 69*(6)*, 80–81.  Marzano, R. (2012). [An easier way to score tests](http://libproxy.gmercyu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=73183269&site=ehost-live). *Educational Leadership*, 69*(6)*, 82–83.  National Center on Response to Intervention (June 2011). [RTI Implementation Processes for Middle Schools](http://www.rti4success.org/sites/default/files/0644MS_RTI_Implementation_Brief_d3.pdf). Washington, DC: U.S. Department of Education, Office of Special Education Programs, National Center on Response to Intervention.  American Institutes for Research. (2010). [RTI in Middle Schools](http://www.rti4success.org/video/rti-middle-schools). National Center on Response to Intervention. | | 5.2, 5.3 |  |
| **Website Resources**  **Review** the following websites regarding response to intervention:   * Center on Response to Intervention, located at <http://www.rti4success.org/> * Center on Instruction RTI, located at <http://www.centeroninstruction.org/topic.cfm?k=R>   **Review** the following SAS website through the Pennsylvania Department of Education. Choose your grade level(s) of choice. Browse through the standards, materials, and resources aligned with your chosen grade level: [https://www.pdesas.org/Standard/Search#](https://www.pdesas.org/Standard/Search). | | 5.1, 5.2, 5.4 | Website Review: **.5 hours** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Components of RTII**  **Respond** to the following question in the Components of RTII discussion forum by Thursday:   * How do the components of RTII change from primary to intermediate grades? * What have you observed in the classroom in regard to the implementation of RTII?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 5.1, 5.3 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Progress Monitoring**  **Respond** to the following question in the Progress Monitoring discussion forum by Thursday:   * What progress monitoring strategies can you use in RTII for the intermediate grades?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 5.1, 5.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Website Project: RTII Resources**  **Add** the following items to your Content Area Literacy website:   * Effective progress-monitoring strategies for each tier of RTII   **Note.** These strategies should align with your grade level(s) of choice.  **Write** a brief paragraph that includes the following:   * Instructions on where to locate the resources * A brief explanation about why you chose that location for your resources     **Submit** both a hyperlink to your website and your paragraph to your instructor via Blackboard no later than 11:59 p.m. EST on Sunday. | | 5.1, 5.2 | Website creation: **2 hours** |
| **Group Discussion: RTII Evaluation Plan: Grades 3–5**  **Resources**:   * RTII - L * RTII – J   RTII L and J Source: Class activity, (2014). Philadelphia Performing Arts Charter School: A String Theory School.  **Imagine** that your group is an administrative team at a school where a teacher has submitted RTII forms (RTII – L and RTII – J) for two students for your review.  **Review** the teacher-completed forms, and discuss your recommendations for each student with your team.  **Post** your team’s recommendations in the RTII Evaluation Plan: Grades 3–5 discussion forum by Thursday. Your plan must address the following questions:   * What would you advise in regard to assisting the teacher help this child be successful in the classroom? Would you continue with the strategies suggested, try new ones, move to Tier 3, or try something else?   **Provide** meaningful feedback to each group by Saturday. | | 5.2, 5.3, 5.4 | Case Study: **3 hours** |
| **Total** |  |  | **7.5 hours** |

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| Week Six: Grades 6–8 Reading Instruction Content Area Reading | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Analyze instructional strategies for their effectiveness in supporting reading skill attainment for students in various grade levels. | | CLO2 | |
| * 1. Apply research-based instructional strategies for students who are reading in the content areas. | | CLO3 | |
| * 1. Determine how to align the ELA standards with the Pennsylvania Core content area standards. | | CLO5 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Week Six Reading**  **Read** the following sections of *The Continuum of Literacy Learning, Grades PreK–8*:   * pp. 38–43 * pp. 68–71 * pp. 92–99 * pp. 166–185 * pp. 232–235 | | WEEK |  |
| **Resources: Content Area Literacy**  **Read** the following articles:  Biancarosa, G. (2012). [Adolescent literacy: More than remediation](http://libproxy.gmercyu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=73183258&site=ehost-live). *Educational Leadership*, 69*(6)*, 22–27.  Duke, N., Caughlan, S., Juzwik, M., & Martin, N. (2012). [Teaching genre with purpose](http://libproxy.gmercyu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=73183260&site=ehost-live). *Educational Leadership*, 69*(6)*, 34–39.  Goudvis, A., & Harvey, S. (2012). [Teaching for historical literacy](http://libproxy.gmercyu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=73183263&site=ehost-live). *Educational Leadership*, 69*(6)*, 52–57.  Jago, C. (2012). [Opening the literature window](http://libproxy.gmercyu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=73183261&site=ehost-live). Educational *Leadership*, 69*(6)*, 40–43.  Guthrie, J., & Klauda, S. (2012). [Making textbook reading meaningful](http://libproxy.gmercyu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=73183265&site=ehost-live). *Educational Leadership*, 69*(6)*, 64–68.  Abilock, D. (2012). [True—or not?](http://libproxy.gmercyu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=73183266&site=ehost-live) *Educational Leadership*, 69*(6)*, 70–74.  Kasman Valenza, J., & Stephens, W. (2012). [Reading remixed](http://libproxy.gmercyu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=73183267&site=ehost-live). *Educational Leadership*, 69*(6)*, 75–78. | | WEEK |  |
| **Reading in All Content Areas**  **View** the following video and read the items provided on the site: <http://www.acpsk12.org/pl/acps-classrooms-in-focus/reading-in-the-content-area/>. | | 6.2 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Thinking Skills**  **View** the “Higher Order Questions: A Path to Deeper Learning” video [6:28] from The Teaching Channel. located at <https://www.teachingchannel.org/videos/teaching-higher-order-thinking-skills>.  **Respond** to the following question in the Thinking Skills discussion forum by Thursday:   * How does the teacher help her students develop higher order questions? * What do the students learn from writing and discussing questions? * How do the students test the validity of their questions? Why is this an important step?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 6.1, 6.2 | Discussion: one post and replies to three other posts = **1.5 hours** |
| **Website Project: Reading Resources**  **Add** the following items to your Content Area Literacy website. The items should align with your grade level(s) of choice:   * At-home activities * Website resources   **Write** a brief paragraph that includes the following:   * Instructions on where to locate the resources * A brief explanation about why you chose that location for your resources     **Submit** both a hyperlink to your website and your paragraph to your instructor via Blackboard no later than 11:59 p.m. EST on Sunday. | | 6.1, 6.2 | Website creation: **2 hours** |
| **Assignment: Reading Across the Content Areas Lesson Plan 1**  **Conduct** a classroom observation. This observation should focus on one of the Pennsylvania Core subject area such as math, science, or history.  Based on your observation, create a detailed lesson plan. This lesson plan should focus on enhancing or extending the lesson that you have observed by the addition of ELA instruction into the lesson.  **Utilize** the BL Lesson Plan Template document available on Blackboard.  **Include** the following in your lesson plan:   * Instructional practices to incorporate reading strategies into the subject area selected * How you will accommodate for students at various reading levels * Alignment of the core subject area standards to the ELA standards   **Submit** your lesson plan by Sunday.  \**Documentation of your observation is required.* | | 6.1, 6.2, 6.3 | Private Post: **1 hour** |
| **Total** |  |  | **4.5 hours** |

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| Week Seven: Grades 6–8 Assessments and Data-Driven Instruction | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Determine instructional strategies to identify students’ strengths and needs for reading in the content areas. | | CLO4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Week Seven Reading**  **Read** the following articles:  Clark, A. (2014). [Turning middle years students on to literature](http://libproxy.gmercyu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=94355975&site=ehost-live). *Literacy Learning: The Middle Years*, 22*(1)*, i–viii.  Moreau, L. (2014). [Who's Really Struggling?: Middle School Teachers' Perceptions of Struggling Readers](http://libproxy.gmercyu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=97072858&site=ehost-live). *Research In Middle Level Education Online*, 37*(10)*, 1–17.  Smith, N., Carter, T., & Erwin, K. (2014). [From a middle schooler's mind: Reading, what's the story?](http://libproxy.gmercyu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=96677897&site=ehost-live) *Reading In Virginia*, 361–20.  Stevens, M. (2014). [Explicit expository text structure that improves the reading comprehension of struggling middle school students](http://libproxy.gmercyu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=96993636&site=ehost-live). *Kentucky English Bulletin*, 63*(2)*, 14–19.  Williams, E. (2014). [Breaking the barriers to reading success in middle and high schools](http://libproxy.gmercyu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=97105089&site=ehost-live). *Reading Improvement*, 51*(2)*, 233–236.  Lowe, R. (2012). [Teen readers need continuing support](http://libproxy.gmercyu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=73183276&site=ehost-live). *Educational Leadership*, 69*(6)*, 88. | | 7.1 |  |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***AIE*** |
| **Adobe Connect Live Discussion**  **Participate** in the scheduled live session with the course instructor. This session will provide summary of the class.  **Prepare** to ask questions concerning the content of the course and provide constructive feedback.  **Note.** A recorded lecture will be made available to those who are unable to attend the live session. | |  | Live Discussion: lecture and discussion = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Peer Conferencing**  **View** the “Peer Conferencing” video [6:20] from The Teaching Channel, located at <https://www.teachingchannel.org/videos/peer-conferencing>.  **Respond** to the following question in the Peer Conferencing discussion forum by Thursday:   * In your current or future classroom, what could you incorporate from this video to enhance the effectiveness of peer conferencing? * What steps does the teacher take to ensure productive peer conferences? How would you make the conferences more effective and efficient? * What are the positive and negative aspects of the peer conference as a form of assessment?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 7.1 | Discussion: one post and replies to three other posts = **1.5 hours** |
| **Website Project: Intervention Resources**  **Add** the items below to your Content Area Literacy website. The activities should be focused on your grade level of choice:   * Activities for how to keep students engaged in reading * Strategies to re-engage students in reading   **Submit** a link to the website by Sunday, along with the following:   * Instructions on where to locate the activities and strategies * A brief description about why they were placed in that location | | 7.1 | Website creation: **2 hours** |
| **Assignment: Reading Across the Content Areas Lesson Plan 2**  **Conduct** a classroom observation. This observation should focus on one of the Pennsylvania Core subject area such as math, science, or history.  Based on your observation, **create** a detailed lesson plan. This lesson plan should focus on enhancing or extending the lesson that you have observed by the addition of ELA instruction into the lesson.  **Identify** a different Pennsylvania Core subject area from last week, such as math, science, or history, to create a detailed lesson plan that incorporates ELA instruction.  **Utilize** the BL Lesson Plan Template document available on Blackboard.  **Include** the following in your lesson plan:   * Instructional practices to incorporate reading strategies into the subject area selected * How you will accommodate for students at various reading levels * Alignment of the core subject area standards to the ELA standards   **Submit** your lesson plan by Sunday.  \**Documentation of your observation is required.* | | 7.1 | Private Post: **1 hour** |
| **Assignment: Field Experience Logs**  **Submit** your field experience logs to your instructors no later than 11:59 p.m. [EST] on Sunday. | | COURSE |  |
| **Total** |  |  | **5.5 hours** |

# Faculty Notes

**Field Experience Logs:** In this course, each student is expected to log 20 hours of field experience related to the learning outcomes of this course that correspond to the Pennsylvania Department of Education (PDE) Standards for Principal or Competencies for Preparation for Curriculum and Instruction. Failure to submit their log(s), and complete their log(s) according to directions may prevent a student’s ability to student teach.

When reviewing logs, check for the following benchmarks:

1. Completion
2. Securing appropriate 20 hours of field experience
3. Mentor’s signature

Please submit students’ Field-Based Experience Logs upon course completion:

Access the **Full Grade Center**.

Right-click on the column name and select**Assignment File Download**.

Click the box next to **Name**to select all users.

Click the **Submit** button.

Click **Download assignments now**.

Save the file to your Desktop or Z Drive.

Email the zip file to Marianne.

# Breakdown of Academic Instructional Equivalencies

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|  | **AIE Hours** |
| **Week 1** |  |
| Required | 6.5 |
| Supplemental | 1.5 |
| **Week 2** |  |
| Required | 6 |
| Supplemental |  |
| **Week 3** |  |
| Required | 7 |
| Supplemental |  |
| **Week 4** |  |
| Required | 7 |
| Supplemental |  |
| **Week5** |  |
| Required | 7.5 |
| Supplemental |  |
| **Week 6** |  |
| Required | 4.5 |
| Supplemental |  |
| **Week 7** |  |
| Required | 4.5 |
| Supplemental | 1 |
|  |  |
| **Total Required Hours** | 43 |
| **Total Supplemental Hours** | 2.5 |
| **Total Hours** | 45.5 |