**University of North Texas: College of Teacher Education and Administration**

**INSTRUCTOR:** Rosie Alexander

**OFFICE:** 206 J

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**OFFICE HOURS:** To be decided

**CLASS MEETING/SECTION – EDRE 4850.002 – To be scheduled**

**Department of Teacher Education and Administration: Preparing Tomorrow’s Educators and Scholars**

The **Department of Teacher Education and Administration** seeks to improve educational practice through the generation of knowledge and to prepare education professionals who serve all students in an effective, inclusive and equitable manner. Its focus is on the preparation of highly competent educators, researchers and administrators who employ current theory and research as they fill these important roles.

**Mission**

The Department of Teacher Education and Administration integrates theory, research, and practice to generate knowledge and to develop educational leaders who advance the potential of all learners.

**Vision**

We aspire to be internationally recognized for developing visionary educators who provide leadership, promote social justice, and effectively educate all learners.

**UNT’s Standard Syllabus Statements**

**Academic Integrity Standards and Consequences.** According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

**ADA Accommodation Statement.** UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one’s specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website at disability.unt.edu.

**Course Safety Procedures (for Laboratory Courses).** Students enrolled in [insert class name] are required to use proper safety procedures and guidelines as outlined in UNT Policy 06.038 Safety in Instructional Activities. While working in laboratory sessions, students are expected and required to identify and use proper safety guidelines in all activities requiring lifting, climbing, walking on slippery surfaces, using equipment and tools, handling chemical solutions and hot and cold products. Students should be aware that the UNT is not liable for injuries incurred while students are participating in class activities. All students are encouraged to secure adequate insurance coverage in the event of accidental injury. Students who do not have insurance coverage should consider obtaining Student Health Insurance. Brochures for student insurance are available in the UNT Student Health and Wellness Center. Students who are injured during class activities may seek medical attention at the Student Health and Wellness Center at rates that are reduced compared to other medical facilities. If students have an insurance plan other than Student Health Insurance at UNT, they should be sure that the plan covers treatment at this facility. If students choose not to go to the UNT Student Health and Wellness Center, they may be transported to an emergency room at a local hospital. Students are responsible for expenses incurred there.

**Emergency Notification & Procedures.** UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Blackboard for contingency plans for covering course.

**Department Syllabus Statements**

**Foliotek ePortfolio** (where applicable). Foliotek is a software data management system (DMS) used in the assessment of your knowledge, skills, and dispositions relevant to program standards and objectives. You will be required to use your Foliotek account for the duration of your enrollment in the College of Education in order to upload required applications, course assignments, and other electronic evidences/evaluations as required. This course may require assignment(s) to be uploaded and graded in Foliotek. The College of Education will track your progress in your program through this data to verify that you have successfully met the competencies required in your program of study. All students must register in the program portfolio that aligns with their degree plan. Registration codes and tutorials can be found on this site: https://coe.unt.edu/educator-preparation-office/foliotek

**Student Evaluation Administration Dates.** Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via *IASystem* Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey, they will receive a confirmation email that the survey has been submitted. For additional information, please visit the SPOT website at www.spot.unt.edu or email spot@unt.edu.

**Sexual Assault Prevention.** UNT is committed to providing a safe learning environment free of all forms of sexual misconduct. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking and/or sexual assault, there are campus resources available to provide support and assistance. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565- 2648.

**COURSE REQUIREMENTS – EDRE 4850**

**REQUIRED TEXTS**

DeVries, B. A. (2015) 5th Edition. *Literacy assessment and intervention for classroom teachers*. Scottsdale, AZ: Holcomb Hathaway Publishers.

Johns, J. L. (2017). *Basic Reading Inventory* (12th ed.). Dubuque, IA: Kendall Hunt Publishing. (**This is a big book with a CD in the back and a small spiral book)**

**Canvas:** This class uses Canvas. Assessments and important information for class will be found here. I do NOT use Canvas for email. **You are to use my UNT email address at all times.**

**E-mail:** email me from your UNT email account to this address [Rosalie.Alexander@unt.edu](mailto:Rosalie.Alexander@unt.edu)

**CATALOG COURSE DESCRIPTION**:

Examines a variety of assessment and evaluation strategies that are appropriate for the classroom teacher to utilize. Although both formal and informal procedures are introduced, the main focus is on non-intrusive, naturalistic procedures. Observations are required. Prerequisite(s): EDRE 4450 or equivalent.

**PURPOSE AND RATIONALE:**

Given the current controversies about effective literacy instruction and teacher accountability, it is imperative that pre-service teachers understand their responsibility to be able to properly assess and evaluate students’ reading and writing competencies. Classroom teachers are expected to administer and interpret evaluation tools. In addition, they are expected to use the collected data to customize instruction to facilitate student progress. Despite concern about these issues in public and professional circles, there is a great deal of research-based information and myriad instruments that enable educators to assess and evaluate student’s literacy behaviors. This course will enable students to increase their awareness and understanding of informal and formal assessment and evaluation measures and to explore ways to incorporate this knowledge into their developing professional repertoires.

**Attendance/Participation Policy**: **THIS POLICY DOES NOT APPLY TO THE ONLINE COURSE.**

Class participation is very important to your grade and to me, so that means coming to class. You are going to be professionals in the work place and you cannot miss work and still have a job. I have attached 100 points as incentive for good attendance. You can still make an A and not receive the incentive points. However, please notice that if you get to a third absence, we will discuss this together as to your options. A 4th absence is automatic failure of the class.

\*\*\* You will be giving 10 assessments to your child and I will show you how to do each of them. If you miss class then you will be on your own and will have to rely on a classmate. Some of the assessments are confusing but if you are in class when I explain them, you should have no problems.

0 absences = 100 points

1 absence = 50/100 points

2 absences = 25 points

3 absences = 0/100 points and an office visit

4 unexcused absences = automatic failure of the class

**TARDIES: Do not be late to class. You are expected to arrive on time as you will be expected to arrive on time to work when you have a teaching job. Three unexcused tardies will count as an absence.**

**EXCUSED ABSENCES WILL BE DETERMINED BY THE INSTRUCTOR.** If you want to be considered for an excused absence, you must notify me within 24 hours of your absence as to why you were not in class.

Three excused absences will count as 1 absence.

**Lab Days:** There will be occasional built in Lab Days. These are not free days. These are not optional unless determined and announced by the instructor.

**Missing Class:** If you miss class you are responsible for getting all information discussed from another classmate. It is your responsibility, not the teacher’s responsibility, to make you aware of what you missed.

**Tests:** There will be 3 tests (minimum) in this class. I will let you know in plenty of time what each test will cover. **SEE CLASS SCHEDULE FOR TEST DATES.**

**Framework Reflections:** There are 5 Literacy Frame Reflections. You will be writing a reflection on each one of them. The due dates for these will correspond with the assessment due dates. These have a specific format which you will use (you must use the proper format and they must be typed). You can find this in Canvas under the Reflection tab. **Further discussion on these will occur in class.**

**Student Literacy Profile (SLP)**: Students will identify a child in 2nd, 3rd, 4th,5th or 6th grade to work with for your assessment sessions. **You will need to find your own student to work with, as we do not place you with a student for this class.**  YOU MAY NOT USE A FIRST GRADER. During these sessions, students will administer a variety of assessments and evaluation tools. Students will summarize their assessment sessions, interpret the collected data, and develop instructional recommendations. Evidence of these tasks will be assembled into the **Student Literacy Profile (SLP).** More specific guidelines will be presented in class.

**Assessments**: There are 10 assessments you will be doing with your student: Personal Interest Survey, Reading Attitude Survey, Word List Survey, Narrative Grade Level Passages, Expository Grade Level Passages, Emergent Text Concept OR Non-Fiction Layout and Text Feature Assessment, Reading Fluency, Spelling and a Writing sample. MOST of the assessments used for this class will be available on Canvas and the others will be available in your textbooks. There are many ways to give assessments but the assessments used in this class need to be done the way I teach them in class. They are due without exception on the assigned due date. There is plenty of time from when I teach the assessment to turning it in. Make sure to use your time wisely, as circumstances may occur such as sickness, holiday breaks, parents canceling, etc. If you find that you cannot meet a due date because of issues with your child, then you must contact me and I will help you with your options.

**EVALUATION AND GRADING**: **Please read carefully!**

**The grade for this class is based on the accumulation of points. I do NOT average your grade. Looking at the point values below, you will see that it takes 900 points to make an A. If you have 899 points then you will have a B because each single points carries a lot of weight throughout this course. I will post points as soon as they are given on Canvas, so it will be easy for you to keep up with them throughout the semester. I will sometimes give extra points on your reflections and will explain how this works in class. Also, throughout the course, you will have opportunities to accumulate extra points with smaller sideline activities.**

**Students will be evaluated according to the following criteria:**

**Total class points available = 1000**

**900 =A;**

**800-899 points =B**

**700-799 points = C;**

**600-699 points= D;**

**Below 600 points = F**

It is possible to have enough points for an A or B in this class and still not receive an A or B**. In order to earn an A you must have a C average or higher on the tests.**

You must have a C average or higher on the SLP and assessments to pass this course. Receiving a D on either of them means you have an incomplete mastery of the subject. Assessments are extremely important in the classroom as they guide instruction. **All parts of the assessments and SLP must be completed in order to pass the course.**

* Student Literacy Profile (TK20) = 300 points = Key assignment
* 5 Reflection Frames = 100 points at 20 points each
* Assessments = 200 points (10 assessments) = Key assignment
* 3 Tests = 100 points each
* Teacher Essay – 100
* Multiple opportunities to accumulate points

**TURNING IN ASSIGNMENTS/ LATE WORK**

**Once you turn in an assignment, there will be no more opportunities for you to change or correct it. If you are confused or need extra time before a due date, please discuss it with me and I will determine what procedures we will follow. I am aware that “life happens” and sometimes you need to be cut a break. Also, on all reflections or summaries, have another set of eyes read your work before turning it in. I expect your work to be grammatically correct.**

**LATE WORK that is not turned in on time will only be worth up to ½ credit and must be turned in**

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| --- | --- |
| **WEEK 1** | **August 25 and 27** |
|  | **MEET ONLINE on August 25**  **OBJECTIVE: Introductions and questions**  **MATERIALS NEEDED:**  **Designated video mentioned in assignment**  **Student Questionnaire**  **ACTIVITY:**   1. **Get to Know You presentation (See Discussion Group for further instructions) Be prepared to share about yourself in class. (9-1)** 2. **Watch the video: Everybody Needs a Champion** [**https://www.youtube.com/watch?v=SFnMTHhKdkw&t=339s**](https://www.youtube.com/watch?v=SFnMTHhKdkw&t=339s)   **See Assignment Tab for further instructions (9-1)**   1. **Complete the Student Questionnaire located in first section of Canvas Wall (8-26)** |
|  |  |
| **WEEK 2** | **September 1 and September 3** |
|  | **MEET ONLINE on September 1**  **OBJECTIVE: Establishing community among ourselves and the student you are assessing.**  **MATERIALS NEEDED: Personal Interest Survey, Reading attitude survey, and Writing survey**  **ACTIVITY:**  **Focus #1: I will be demonstrating these first three assessments and explain to you how they are to be scored.**  **Focus #2: Reading aloud to your student; introduction to mapping.**  **Focus #3: I will show you how to write a REFLECTION**  **ASSIGNMENT: View the video entitled, Why We Should All Be Reading Aloud to Children** [**https://www.youtube.com/watch?v=ZBuT2wdYtpM**](https://www.youtube.com/watch?v=ZBuT2wdYtpM)(  **See the ASSIGNMENT TAB for further directions: (9-6) to watch video – (9-17). essay** |
|  |  |
| **WEEK 3** | **September 8 and 10** |
|  | **MEET ONLINE ON SEPTEMBER 8**  **OBJECTIVE: (1). To learn how to give the 4th assessment. WORD LISTS.**  **MATERIALS NEEDED:**  **A hard copy of List A, 3rd/4th grade so you can write on it. (This list is found on Canvas)**  **Johns book if you have it.**  **ACTIVITY: (1) I will demonstrate how you are to write a reflection. (2) I will demonstrate how to administer the Word Lists assessment. (3) I will show you the schedule of due dates.**  **(4) Double check your first 3 assessments and before turning them in** |
|  |  |
| **WEEK 4** | **September 15 and 17** |
|  | **MEET ONLINE ON SEPTEMBER 15**  **OBJECTIVE: To understand how the powerful words of teachers can affect students**  **MATERIALS NEEDED: Your teacher essay written re: Every Kid Needs a Champion**  **ACTIVITY: (1)We will share teacher essays and look at the Effective and Ineffective traits of a teacher.**  **(2) Revisit the assessing of the Word Lists and how to submit them.**  **DUE REFLECTION 1: PERSONAL INTEREST SURVEY, READING/ WRITING SURVEYS (9-17)** |
|  |  |
| **WEEK 5** | **September 22 and 24** |
|  | **MEET ONLINE ON SEPTEMBER 22**  **OBJECTIVE: To introduce and to learn how to assess the Narrative and Expository passages**  **MATERIALS NEEDED:**  **ACTIVITY: (1) Review the types of miscues**  **(2) A bird’s eye look at the assessment piece for narrative/expository**  **(3) Possible video…** |
|  |  |
| **WEEK 6** | **September 29 and October 1** |
|  | **MEET ONLINE ON SEPTEMBER 29**  **OBJECTIVE: To introduce and learn how to assess the Reading Fluency assessment. Clarity for part 2 of Reading Fluency Assessment.**  **MATERIALS NEEDED: DeVries chapter on Fluency will be highlighted**  **ACTIVITY: We will be looking at the characteristics of a fluent and non-fluent reader and see how your student fits in these categories. This prepares you for the second part of the Reading Fluency Assessment.** |
|  |  |
| **WEEK 7** | **October 6 and 8** |
|  | **MEET ONLINE ON OCTOBER 6**  **OBJECTIVE: To introduce the Concepts of Print and the Spelling assessments and to clarify directions for reflections 3,4, and 5.**  **MATERIALS NEEDED: Concepts of Print assessment, spelling assessment pages(all are on canvas)**  **ACTIVITY: (1)I will give brief review of text features that will be covered on the Concepts of Print assessment and then demo the assessment.**  **(2) I will demo the spelling assessment and how to chart the text features. You will then practice with “Mikala’s spelling test” as you fill in the spelling chart.**  **(3) Review how to do reflections 3,4,5** |
|  |  |
| **WEEK 8** | **October 13 and 15** |
|  | **MEET ONLINE ON OCTOBER 13**  **OBJECTIVE: To introduce the Writing Assessment**  **MATERIALS NEEDED:**  **ACTIVITY:**  **(1)I will be explaining the Six Traits of Writing as they relate to the Writing Assessment**  **(2) I will do a demo using an original piece of writing to show how to assess it using the 6 Traits.** |
|  | **REFLECTION 2, WORD LISTS, NARRATIVE/EXPOSITORY PASSAGES (10-15)** |
| **Week 9** | **October 20 and 22** |
|  | **MEET ONLINE ON OCTOBER 20**  **OBJECTIVE: To continue looking at the Writing Assessment**  **MATERIALS NEEDED:**  **ACTIVITY: Demo how to assess another piece of original writing.**  Assignment: You will be given a piece of writing to assess on your own using the traits. **(10-27)** |
|  | **REFLECTION 3, READING FLUENCY ASSESSMENTS (2 Parts), CONCEPTS OF PRINT**  **(10-22)** |
| **Week 10** | **October 27 and 29** |
|  | **MEET ONLINE ON OCTOBER 27**  **OBJECTIVE: to present guidelines and examples of TEST TWO read aloud assignment**  **MATERIALS NEEDED:**  **ACTIVITY: I will show you my expectations for this assignment which will serve as your TEST TWO.** |
|  | **DUE: REFLECTION 4 AND SPELLING ASSESSMENT (10-29)** |
| **WEEK 11** | **November 3 and 5** |
|  | **MEET ONLINE ON NOVEMBER 3**  **OBJECTIVE: (1)To clarify expectations for sections 3, 4, and 5 of the SLP.**  **(2) Explanation of Final Letter ( This is in place of TEST THREE)**  **MATERIALS NEEDED: COPY OF THE SLP DIRECTIONS (located on canvas)**  **ACTIVITY:** |
|  | **DUE: REFLECTION 5 AND WRITING ASSESSMENT (11-5)** |
| **WEEK 12** | **November 10 and 12** |
|  | **MEET ONLINE ON NOVEMBER 10 - TBD**  **OBJECTIVE:**  **MATERIALS NEEDED:**  **ACTIVITY:** |
|  | **DUE: SLP – PART 1; SECTION2:A,B,C,D (11-12)** |
| **WEEK 13** | **November 17 and 19** |
|  | **MEET ONLINE ON NOVEMBER 17-TBD**  **OBJECTIVE:**  **MATERIALS NEEDED:**  **ACTIVITY:**  **DUE: TEST TWO** |
|  | **DUE: SLP – SECTION 2:E,F,(NO G), H, I (11-19)** |
| **WEEK 14** | **November 24 and 26** |
|  | **WILL NOT MEET ON LINE THIS WEEK – THANKSGIVING BREAK** |
|  |  |
| **WEEK 15** | **December 1 and 3** |
|  | **MEET ONLINE ON DECEMBER 1 - TBD**  **OBJECTIVE:**  **MATERIALS NEEDED:**  **ACTIVITY:** |
|  | DUE: SLP – PARTS 3,4,5 (12-3) |
| **WEEK 16** | **Week of December 7 – Final Week**  **FINAL LETTER DUE ON TUESDAY, DECEMBER 8** |
|  | **DUE – FINAL LETTER BY NOON ON DECEMBER 8** |

**within a week.**

**LLBE PROGRAM EXPECTATIONS FOR FUTURE TEACHERS:**

1. Develop a reflective mindset about his/her learning and teaching.
2. Develop a sensitivity to the English Language Learner.
3. Endorse integration in the teaching of language arts.
4. Become a lifelong learner.
5. Support student-centered instruction.

**COURSE GOALS/OBJECTIVES:**

The student will:

1. demonstrate knowledge of the relationship between instruction and assessment;
2. demonstrate knowledge of assessment as a continuous and ongoing process;
3. develop an ability to administer and interpret a variety of informal reading, writing, listening, and speaking assessments based on authentic literacy tasks;
4. demonstrate observational and diagnostic skills specific to a targeted student’s literacy behaviors and develop means of recording and reflecting upon those observations in order to drive and enhance instruction;
5. be able to complete a running record and miscue analysis of the oral reading of a student and understand the results’ implications for instruction;
6. be able to compile a profile of student’s work that contains descriptions and analyses of work completed with the student, plus identifies instructional alternatives for future instruction;
7. understand the appropriate uses of scores from standardized tests;
8. understand the strengths and weaknesses of both formal and informal assessments;
9. understand the definition of dyslexia and the services available to students with this diagnosis.

**PEDAGOGY AND PROFESSIONAL RESPONSIBILITES (PPR) STANDARDS:**

Standard I: The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment. (1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.9, 1.11, 1.12, 1.14, 1.19, 1.20, 1.24, 1.25, 1.26, 1.27, 1.28, 1.29, 1.30, 1.31)

Standard III: The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process and timely, high-quality feedback. (3.5, 3.7, 3.9, 3.10, 3.11, 3.15, 3.16, 3.17, 3.18, 3.19, 3.20)

**ENGLISH LANGUAGE ARTS AND READING GENERALIST STANDARDS:**

Standard X: Assessment and Instruction of Developing Literacy--Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young students (10.1, 10.2, 10.3, 10.3, 10.4, 10.5, 10.6, 10.7, 10.8)

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS): from University of Texas System/Texas Education Agency (2009). Retrieved from <http://www.englishspanishteks.net/files/standards/TEKS/ELAR_TEKS_K-12.pdf>

|  | Knowledge and Skills Statement | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Reading | |  | | | | | | | | |
| Beginning Reading/  Print Awareness | Students understand how English is written and printed. |  |  |  |  |  |  |  |  |  |
| Beginning Reading/ Phonological Awareness | Students display phonological awareness. |  |  |  |  |  |  |  |  |  |
| Beginning Reading/  Phonics | Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. (Grades 1, 2) Students will continue to apply earlier standards with greater depth in increasingly complex texts. |  |  |  |  |  |  |  |  |  |
| Beginning Reading/  Strategies | Students comprehend a variety of texts drawing on useful strategies as needed. |  |  |  |  |  |  |  |  |  |
| Fluency | Students read grade level text with fluency and comprehension. |  |  |  |  |  |  |  |  |  |
| Vocabulary Development | Students understand new vocabulary and use it when reading and writing. |  |  |  |  |  |  |  |  |  |
| Comprehension Skills | Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed critical readers. |  |  |  |  |  |  |  |  |  |
| Oral and Written Conventions | |  | | | | | | | | |
| Conventions | Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. |  |  |  |  |  |  |  |  |  |
| Handwriting/ Capitalization/ Punctuation | Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. (Grade 8) Students will continue to apply earlier standards with greater complexity. |  |  |  |  |  |  |  |  |  |
| Spelling | Students spell correctly. |  |  |  |  |  |  |  |  |  |
| Listening and Speaking | |  | | | | | | | | |
| Listening | Students use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. |  |  |  |  |  |  |  |  |  |
| Speaking | Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. |  |  |  |  |  |  |  |  |  |



***The Educator as Agent of Engaged Learning:***

Improving the quality of education in Texas schools and elsewhere is the goal of programs for the education of educators at the University of North Texas. To achieve this goal, programs leading to teacher certification and advanced programs for educators at the University of North Texas 1) emphasize content, curricular, and pedagogical knowledge acquired through research and informed practice of the academic disciplines, 2) incorporate the Texas Teacher Proficiencies for learner centered education, 3) feature collaboration across the university and with schools and other agencies in the design and delivery of programs, and 4) respond to the rapid demographic, social, and technological change in the United States and the world.

**The educator as agent of engaged learning** summarizes the conceptual framework for UNT's basic and advanced programs. This phrase reflects the directed action that arises from simultaneous commitment to academic knowledge bases and to learner centered practice. "Engaged learning" signifies the deep interaction with worthwhile and appropriate content that occurs for each student in the classrooms of caring and competent educators. "Engaged learning" features the on-going interchange between teacher and student about knowledge and between school and community about what is worth knowing. This conceptual framework recognizes the relationship between UNT and the larger community in promoting the commitment of a diverse citizenry to life-long learning. In our work of developing educators as agents of engaged learning, we value the contributions of professional development schools and other partners and seek collaborations which advance active, meaningful, and continuous learning.

Seeing the engaged learner at the heart of a community that includes educators in various roles, we have chosen to describe each program of educator preparation at UNT with reference to the following key concepts, which are briefly defined below.

1. **Content and curricular knowledge** refer to the grounding of the educator in content knowledge and knowledge construction and in making meaningful to learners the content of the PreK-16 curriculum.
2. **Knowledge of teaching and assessment** refers to the ability of the educator to plan, implement, and assess instruction in ways that consistently engage learners or, in advanced programs, to provide leadership for development of programs that promote engagement of learners.
3. **Promotion of equity for all learners** refers to the skills and attitudes that enable the educator to advocate for all students within the framework of the school program.
4. **Encouragement of diversity** refers to the ability of the educator to appreciate and affirm formally and informally the various cultural heritages, unique endowments, learning styles, interests, and needs of learners.
5. **Professional communication** refers to effective interpersonal and professional oral and written communication that includes appropriate applications of information technology.
6. **Engaged professional learning** refers to the educator's commitment to ethical practice and to continued learning and professional development.

Through the experiences required in each UNT program of study, we expect that basic and advanced students will acquire the knowledge, skills, and dispositions appropriate to the educational role for which they are preparing or in which they are developing expertise.

A broad community stands behind and accepts responsibility for every engaged learner. UNT supports the work of PreK-16 communities through basic and advanced programs for professional educators and by promoting public understanding of issues in education.

*Ethical Behavior and Code of Ethics:* The Teacher Education & Administration Department expects that its students will abide by the Code of Ethics and Standard Practices for Texas Educators (Chapter 247 of the Texas Administrative Code www.sbec.state.tx.us) and as outlined in Domain IV: Fulfilling Professional Roles and Responsibilities of the Pedagogy and Professional Responsibilities (PPR) Texas Examination of Educator Standards (TExES); and as also addressed in codes of ethics adopted by professionals in the education field such as the National Education Association (NEA) and the American Federation of Teachers (AFT).

*Submitting Work:* All assignments will be submitted via Blackboard Learn. Assignments posted after the deadline will be considered late and points will be deducted from the final grade.

*Grading and Grade Reporting:* Grading rubrics for all assignments can be found on the course Blackboard Learn website with the assignment. Students are encouraged to review the grading rubrics to guide them in successfully completing all assignments.

*Writing Policy:* Teachers are judged on the accuracy of everything they write, whether it is a letter to parents or an email to a principal or a worksheet for students. Your written products – including, but not limited to, papers, lesson plans, and emails – should include appropriate and accurate spelling, grammar, punctuation, syntax, format, and English usage. You should expect that all assignments will be evaluated on these writing skills, in addition to any other expectations of a particular assignment. The UNT Writing Lab (Auditorium Building, 105) offers one-on-one consultation to assist students with their writing assignments. To use this resource, call (940) 565-2563 or visit <https://ltc.unt.edu/labs/unt-writing-lab-home>.

**Teacher Education & Administration**

***Departmental Policy Statements***

*Disabilities Accommodation:* “The University of North Texas complies with Section 504 of the 1973 Rehabilitation Act and with the Americans with Disabilities Act of 1990. The University of North Texas provides academic adjustments and auxiliary aids to individuals with disabilities, as defined under the law. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please see the instructor and/or contact the Office of Disability Accommodation at 940-565-4323 during the first week of class.”

*Observation of Religious Holidays:* If you plan to observe a religious holy day that coincides with a class day, please notify your instructor as soon as possible.

*Academic Integrity:* Students are encouraged to become familiar with UNT’s policy on Student Standards of Academic Integrity: <http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student_Affairs-Academic_Integrity.pdf>. Academic dishonesty, in the form of plagiarism, cheating, or fabrication, will not be tolerated in this class. Any act of academic dishonesty will be reported, and a penalty determined, which may be probation, suspension, or expulsion from the university.

*Acceptable Student Behavior:* Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at <https://deanofstudents.unt.edu/conduct>.

*Attendance:* See the instructor’s attendance policy*.*

*Eagle Connect*: All official correspondence between UNT and students is conducted via Eagle Connect and it is the student's responsibility to read their Eagle Connect Email regularly.

*Cell Phones and Laptop:* Students should turn off cell phones when they are in class unless the phones are being used for learning activities associated with the course.

*SETE:* The Student Evaluation of Teaching Effectiveness (SETE) is expected for all organized classes at UNT. This brief online survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.

*Collection of Student Work*: In order to monitor students' achievement, improve instructional programs, and publish research findings, the Department of Teacher Education and Administration collects anonymous student work samples, student demographic information, test scores, and GPAs to be analyzed by internal and external reviewers.

*TK20*: Some undergraduate and graduate education courses require assignments that must be uploaded and assessed in the UNT TK20 Assessment System. This requires a one-time purchase of TK20, and student subscriptions are effective for seven years from the date of purchase. Please go to the following link for directions on how to purchase TK20: <http://www.coe.unt.edu/tk20-campus-tools>. Announcements regarding TK20 will also be posted on this website.

*Comprehensive Arts Program Policy.* The Elementary Education program area supports a comprehensive arts program to assist preservice and inservice teachers to design and implement curricular and instructional activities which infuse all areas of the arts (visual, music, theater, and movement) throughout the elementary and middle school curriculum.

*Technology Integration Policy.* The Elementary, Secondary, and Curriculum & Instruction program areas support technology integration to assist preservice and inservice teachers to design and implement curricular and instruction activities which infuse technology throughout the K-12 curriculum.

*TExES Test Preparation*. To meet state requirements for providing 6 hours of test preparation for teacher certification candidates, the UNT TExES Advising Office (TAO) administers the College of Education TExES Practice Exams. Students who want to take a practice exam should contact the TAO (Matthews Hall 103). Students may take up to *two exams* per session that relate to their teaching track/field at UNT. Students should also plan accordingly, as they are required to stay for the entire testing period. Current students must meet the following criteria in order to sit for the TExES practice exams: Students must (1) be admitted to Teacher Education, (2) have a certification plan on file with the COE Student Advising Office, and (3) be enrolled in coursework for the current semester. For TExES practice exam information and registration, go to: <http://www.coe.unt.edu/texes-advising-office/texes-exams>. If you need special testing accommodations, please contact the TAO at 940-369-8601or e-mail the TAO at [coe-tao@unt.edu](mailto:coe-tao@unt.edu). The TAO website is [www.coe.unt.edu/texes](http://www.coe.unt.edu/texes). Additional test preparation materials (i.e. Study Guides for the TExES) are available at [www.texes.ets.org](http://www.texes.ets.org).

*“Ready to Test” Criteria for Teacher Certification Candidates*. Teacher certification candidates should take the TExES exams relating to their respective certification tracks/teaching fields during their early-field-experience semester (i.e. the long semester or summer session immediately prior to student teaching).

*Six Student Success Messages.* The Department of Teacher Education & Administration supports the six student success messages on how to succeed at UNT: (1) Show up; (2) Find support; (3) Get advised; (4) Be prepared; (5) Get involved; and (6) Stay focused. Students are encouraged to access the following website: <https://success.unt.edu>. The site contains multiple student resource links and short videos with student messages.

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**Science of Teaching Reading Competencies**

**Domain 1:** **Competency 001 (Foundations of the Science of Teaching Reading): Understand foundational concepts, principles, and best practices related to the science of teaching reading**

C.Apply knowledge of the interconnected nature of listening, speaking, reading, writing, and thinking by planning reading instruction that reflects an integrated and recursive model of literacy.

D.Demonstrate knowledge of the characteristics of students at various stages of reading development from learning to read, including emergent (i.e., pre-reading stage or pre-alphabetic stage), beginning (i.e., initial reading and decoding stage or partial- to full-alphabetic stage), and transitional (i.e., confirmation and fluency stage or consolidated-alphabetic stage), to reading to learn, including intermediate (i.e., reading-to-learn-the-new stage) and advanced (i.e., multiple viewpoints stage and construction and reconstruction stage), in order to help inform instructional planning and management of reading instruction.

F.Demonstrate knowledge of the interrelationships between the various components of reading and the importance of promoting young children's development of both foundational reading skills and various dimensions of reading comprehension (e.g., listening comprehension, vocabulary development, literary analysis, analysis of informational text, responses to text) at all stages of reading development.

G.Recognize the importance of planning and managing reading instruction in ways that not only promote young children's learning and skill development in reading but also nurture their development as lifelong readers and their self-concept as readers by creating strong associations between reading and feelings of enjoyment, engagement, and self-efficacy and by promoting increased awareness of their own thoughts, feelings, likes, and dislikes with regard to texts.

H.Demonstrate knowledge of key principles of research-based and evidence-based reading instruction, including basing instruction on the standards outlined in theTexas Prekindergarten Guidelinesand the TEKS for ELAR (Kindergarten through Grade 5); making instructional decisions based on ongoing assessment results; designing and implementing developmentally appropriate, standards-driven instruction that reflects evidence-based best practices; and ensuring that reading instruction is systematic, sequential, explicit, and strategic and promotes the prevention of reading difficulties.

R. Demonstrate knowledge of various instructional technologies (e.g., hardware, software, applications) that may be used to support young children's reading development, reading engagement, and motivation to read.

S. Demonstrate knowledge of criteria for evaluating and selecting curricular resources (e.g., evidence of effectiveness, appropriateness for students' age and developmental levels) and research-based strategies and best practices for teaching students how to select, view, and share books and other reading materials for independent reading.

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| **Competency 002 (Foundations of Reading Assessment): Understand foundational concepts, principles, and best practices related to reading assessment.** |
| A.Demonstrate knowledge of the role of assessment in standards-based reading instruction, including basing reading assessment on relevant grade-level standards in theTexas Prekindergarten Guidelinesor TEKS for ELAR (Kindergarten through Grade 5), and using data from ongoing reading assessments to inform instruction, to plan differentiated instruction, and to adjust instructional planning and delivery to meet all students' reading needs. |
| B.Demonstrate knowledge of key purposes and characteristics of different types of reading assessment, including screening or entry-level assessments, formative or progress-monitoring assessments, summative assessments, diagnostic assessments, and pre- and post-assessments. |
| E.Demonstrate knowledge of key assessment concepts (e.g., validity, reliability, equity in testing) and the characteristics, uses, and limitations of standardized criterion-referenced and norm-referenced tests to assess reading development and identify reading difficulties. |
| F.Demonstrate knowledge of the distinctions between group and individual classroom reading assessments and the characteristics, uses, and limitations of various formal and informal reading assessments (e.g., miscue analyses, informal reading inventories, phonics inventories, spelling inventories, retellings, running records, oral reading fluency measures, use of rubrics, portfolio assessment, assessment of authentic reading tasks). |
| G.Demonstrate knowledge of techniques for determining students' independent, instructional, and frustration reading levels and how to use the results for various purposes (e.g., selecting appropriate instructional materials for a given lesson, including for differentiated instruction; guiding students' selection of independent reading materials). |
| H.Demonstrate knowledge of strategies for using the results of assessments (e.g., informal reading inventories [IRIs], interest surveys or questionnaires) to guide students' independent reading, including conferencing with individual students about their interests, text selections, and responses to specific texts. |
| I.Demonstrate knowledge of strategies for communicating a student's progress to stakeholders, including the student, when appropriate, and apply knowledge of strategies for providing feedback to young students that encourages, supports, and motivates their continued growth in reading. |
| K.Demonstrate knowledge of strategies for differentiating reading assessments to ensure that they accurately assess all students' reading needs.  **Domain 11**: **Competency 003 (Oral Language Foundations of Reading Development): Understand foundational concepts, principles, and best practices related to young children's development of oral language, including second-language acquisition, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level oral language skills.** |
| A. Demonstrate knowledge of explicit, research-based strategies, tools, and techniques for assessing various aspects of students' oral language development, including their academic language development (e.g., knowledge and usage of sentences and grammatical structures of increasing complexity). |
| B. Demonstrate ability to accurately interpret the results of ongoing assessments in oral language development, including sentence and grammatical complexity, and to use the results to inform instructional planning and delivery, including differentiation strategies and interventions. |
| C. Demonstrate knowledge of the continuum of oral language development as described in the Texas Prekindergarten Guidelinesand the TEKS for ELAR (Kindergarten through Grade 5), including basic stages of oral language development; characteristic features of children's oral language at different stages of development; and the importance of providing young children with frequent, repeated, incremental exposures to and opportunities to use new academic language structures in meaningful contexts, including providing opportunities for low-risk oral language rehearsal. |
| D. Recognize that individual variations in oral language development occur and that speech or language delays require additional support and monitoring in the early childhood education classroom and may warrant in-depth evaluation and/or collaboration with other professionals, if improvement is not achieved through classroom interventions. |
| E. Demonstrate knowledge of research-based strategies and best practices for promoting students' understanding and use of sentences and grammatical structures of increasing complexity (e.g., compound sentences, complex sentences, relative clauses). |
| F. Demonstrate knowledge of research-based strategies and best practices for promoting students' understanding and use of grade-level instructional language, including terminology and sentence structures used to label and describe people, things, places, and locations and to name, describe, and explain actions, directions, positions, sequences, locations, and categories (e.g., colors, shapes, textures).  **Competency 004 (Phonological and Phonemic Awareness): Understand concepts, principles, and best practices related to the development of phonological and phonemic awareness, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level phonological and phonemic awareness skills.** |
| C. Demonstrate knowledge of the role of phonological and phonemic awareness in the development of literacy in an alphabetic language. |
| D. Demonstrate understanding of the distinctions between phonological awareness and phonemic awareness and the distinctions between phonemic awareness and the alphabetic principle.  **Competency 005 (Print Concepts and Alphabet Knowledge): Understand concepts, principles, and best practices related to the development of print concepts and alphabet knowledge, including understanding of the alphabetic principle, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level print concepts and alphabet knowledge and their understanding of the alphabetic principle.** |
| C. Demonstrate knowledge of the continuum of development of knowledge and skills related to print concepts, alphabet knowledge, and the alphabetic principle as described in the Texas Prekindergarten Guidelines and the TEKS for ELAR (Kindergarten through Grade 5).  **Competency 006 (Phonics and Other Word Identification Skills): Understand concepts, principles, and best practices related to the development of phonics and other word identification skills, including related spelling skills, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level phonics and other word identification skills and related spelling skills.** |
| A. Demonstrate knowledge of explicit, research-based strategies, tools, and techniques for assessing various aspects of students' development in phonics and other word identification skills, including related spelling skills. |
| B. Demonstrate ability to accurately interpret the results of ongoing assessments in phonics and other word identification skills, including related spelling skills, and to use the results to inform instructional planning and delivery, including differentiation strategies and interventions. |
| C. Demonstrate knowledge of key concepts related to beginning reading, including the role of phonics and other word identification skills in students' development of accurate, automatic decoding; the role of accurate, automatic decoding in reading fluency and comprehension; the reciprocity between decoding and encoding; the importance of sequencing instruction in phonics according to the increasing complexity and relative utility of linguistic units; and the importance of providing students with explicit, systematic instruction in phonics and frequent practice applying new decoding skills in connected text. |
| D. Demonstrate knowledge of the continuum of phonics skills as described in the Texas Prekindergarten Guidelinesand the TEKS for ELAR (Kindergarten through Grade 5), from sounding out and blending each letter in decodable words, to recognizing VC and CVC words as units, to decoding more advanced words that contain increasingly complex letter combinations and/or less common phonics elements. |
| E. Demonstrate knowledge of research-based strategies and best practices for delivering explicit, systematic phonics instruction (e.g., short vowels in VC and CVC words; short vowels in CVCC and CCVC words, first with consonant digraphs, then with consonant blends; long-vowel words spelled with silent e[VCe and CVCe]; long-vowel words spelled with vowel teams [CVVC]; words with an r-controlled vowel [CVrC]; words with vowel teams that are diphthongs; words with consonant trigraphs or complex consonant clusters [CCCVC, CVCCC]). |
| F. Demonstrate knowledge of research-based strategies and best practices for teaching common word patterns (e.g., word families), including explicitly teaching related spelling skills and patterns once students have developed basic phonics skills and orthographic knowledge. |
| M. Demonstrate knowledge of research-based strategies and best practices for differentiating instruction in phonics and other word identification skills in order to address the assessed needs of all students. |

**Competency 008 (Reading Fluency): Understand concepts, principles, and best practices related to the development of reading fluency, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level reading fluency.**

A. Demonstrate knowledge of explicit, research-based strategies, tools, and techniques for assessing various aspects of students' development of reading fluency.

B. Demonstrate ability to accurately interpret the results of ongoing assessments in reading fluency and to use the results to inform instructional planning and delivery, including differentiation strategies and interventions.

C. Demonstrate knowledge of the continuum of fluency development as described in the Texas Prekindergarten Guidelinesand the TEKS for ELAR (Kindergarten through Grade 5), from accurate, automatic letter naming, to word reading, to reading connected text, to reading increasingly complex connected text.

D. Demonstrate knowledge of key concepts related to reading fluency, including the key indicators of fluency (i.e., accuracy, rate, and prosody); the role of automaticity in reading fluency; interrelationships between accuracy, rate, and automaticity; the role of fluency in reading comprehension; interrelationships between prosody and comprehension; the importance of providing explicit and frequent instruction in fluency to students at all stages of reading development; and the importance of varying fluency instruction for students at different stages of development in decoding.

E. Demonstrate knowledge of common factors that disrupt reading fluency (e.g., limited phonics knowledge; lack of automaticity in key decoding skills; limited recognition of grade-level, high-frequency words; unfamiliarity with a text's content, vocabulary, and/or grammatical structures), and apply knowledge of strategies for addressing these factors.

F. Demonstrate knowledge of research-based strategies and best practices for promoting students' accuracy in order to enhance reading fluency and comprehension (e.g., reteaching grade-level decoding skills or high-frequency words not yet mastered).

G. Demonstrate knowledge of research-based strategies and best practices for promoting students' reading rate and automaticity in order to enhance reading fluency and comprehension (e.g., engaging students whose decoding skills are not yet automatic in oral reading or whisper reading with teacher monitoring for accuracy and feedback; engaging students whose decoding skills are accurate and automatic in silent reading with accountability for comprehension).

H. Demonstrate knowledge of research-based strategies and best practices for promoting students' prosody (i.e., reading with appropriate phrasing, expression, and intonation) in order to enhance reading fluency and comprehension (e.g., providing explicit teacher modeling of prosody, engaging students in echo reading and phrase-cued reading, preteaching unfamiliar vocabulary and grammatical structures prior to assigning a text, engaging in readers' theatre).

I. Demonstrate knowledge of research-based strategies and best practices for selecting texts for fluency practice (e.g., using decodable texts with students who are acquiring basic phonics skills, balancing literary and informational texts, transitioning students to a broader range of appropriate texts as they progress in their decoding skills).

J. Demonstrate knowledge of research-based strategies and best practices for differentiating instruction in reading fluency in order to address the assessed needs of all students.

**Domain 111**: **Competency 009 (Vocabulary Development): Understand concepts, principles, and best practices related to vocabulary development, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level vocabulary knowledge and skills.**

A. Demonstrate knowledge of explicit, research-based strategies, tools, and techniques for assessing students' development of vocabulary knowledge and skills in the context of authentic and meaningful reading.

B. Demonstrate ability to accurately interpret the results of ongoing assessments in vocabulary development and to use the results to inform instructional planning and delivery, including differentiation strategies and interventions.

C. Demonstrate knowledge of the role of vocabulary in supporting students' reading comprehension and ability to engage in self-sustained reading, including the interrelationships between vocabulary knowledge, reading achievement, and overall academic achievement.

D. Demonstrate knowledge of the continuum of vocabulary development as described in the Texas Prekindergarten Guidelinesand the TEKS for ELAR (Kindergarten through Grade 5), including the importance of providing young children with frequent, repeated, incremental exposures to and opportunities to use new vocabulary in meaningful contexts.

E. Demonstrate knowledge of factors that affect vocabulary development (e.g., familial, cultural, educational, socioeconomic, linguistic, and developmental characteristics), including the role of frequent and wide reading in vocabulary development.

F. Demonstrate knowledge of the distinctions between various tiers of vocabulary (Tier One—everyday, Tier Two—general academic, and Tier Three—discipline-specific) and the importance of explicitly teaching all students new Tier Two and Tier Three words that are key to understanding a new concept or comprehending a new text, while also identifying any relevant Tier One words with which students may be unfamiliar and explicitly teaching these words.

G. Demonstrate knowledge of criteria for selecting words for explicit word study (e.g., a word's utility and frequency within a discipline or across disciplines) and apply knowledge of strategies for providing students with multiple opportunities to use new Tier Two and Tier Three words in a variety of settings.

M. Demonstrate knowledge of research-based strategies and best practices for differentiating instruction in vocabulary development in order to address the assessed needs of all students.

**Competency 010 (Comprehension Development): Understand concepts, principles, and best practices related to the development of reading comprehension, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level reading comprehension strategies.**

A. Demonstrate knowledge of explicit, research-based strategies, tools, and techniques for assessing various aspects of students' development in reading comprehension (e.g., inferring), including their development of reading comprehension strategies (e.g., self-monitoring).

B. Demonstrate ability to accurately interpret the results of ongoing assessments in reading comprehension, including reading comprehension strategies and trends in student work that provide insights into possible misconceptions, and to use the results to inform instructional planning and delivery, including differentiation strategies and interventions.

G. Demonstrate knowledge of research-based strategies and best practices for promoting students' ability to apply metacognitive reading comprehension strategies to literary and informational texts (e.g., establishing a purpose for reading assigned and self-selected texts; generating questions about a text before, during, and after reading; making predictions about a text and then confirming or correcting the predictions; creating mental images; making connections to personal experiences, ideas in other texts, and society; monitoring comprehension and making adjustments such as rereading, using background knowledge, asking questions, and annotating when understanding breaks down).

K. Demonstrate knowledge of the importance of balancing young children's exposure to and reading of multiple genres of literary and informational texts and strategies for selecting and using multiple texts for reading instruction that reflect a diversity of genres, cultures, perspectives, and time periods, including the diversity of the classroom, school community, and society.

L. Demonstrate knowledge of research-based strategies and best practices for differentiating instruction in comprehension strategies in order to address the assessed needs of all students.

**Competency 011 (Comprehension of Literary Texts): Understand concepts, principles, and best practices related to the comprehension of and critical thinking about literary texts, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level comprehension and analysis skills for literary texts.**

A. Demonstrate knowledge of explicit, research-based strategies, tools, and techniques for assessing students' reading comprehension and analysis of literary texts.

E. Demonstrate understanding of the importance of reading aloud high-quality, culturally relevant literary texts on a regular basis to develop young children's familiarity with literary texts and basic story structures, and apply knowledge of research-based strategies and best practices related to using read-alouds for this purpose (e.g., asking questions about a story as it is being read aloud; providing props for children to use while acting out the story; helping children construct a story map with a clear beginning, middle, and end; providing story cards to assist children in sequencing retellings of the story; encouraging children to provide sound effects through musical instruments or environmental noises that fit what is happening in the story; extending the story into centers for children to continue to explore the story in other ways).

F. Demonstrate knowledge of research-based strategies and best practices for promoting students' ability to comprehend and analyze a range of literary texts, including identifying a text's key ideas and details; analyzing an author's purpose for writing; identifying story elements, such as characters, plot, setting, and theme; analyzing an author's craft, such as word choice and use of imagery and figurative language; and using evidence from a literary text to support responses.

G. Demonstrate knowledge of research-based strategies and best practices for promoting students' comprehension of literary texts at all three comprehension levels (i.e., literal, inferential, and evaluative) and for promoting critical thinking about literary texts (e.g., synthesizing information to create new understandings; asking and having students generate questions related to bias, such as which voices and perspectives are present and absent in a text).

H. Demonstrate knowledge of research-based strategies and best practices for differentiating instruction in the comprehension and analysis of literary texts in order to address the assessed needs of all students.

**Competency 012 (Comprehension of Informational Texts): Understand concepts, principles, and best practices related to the comprehension of and critical thinking about informational texts, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level comprehension and analysis skills for informational texts.**

**A**. Demonstrate knowledge of explicit, research-based strategies, tools, and techniques for assessing students' reading comprehension and analysis of informational texts.

B. Demonstrate ability to accurately interpret the results of ongoing assessments in reading comprehension and analysis of informational texts and to use the results to inform instructional planning and delivery, including differentiation strategies and interventions.

C. Demonstrate knowledge of distinguishing characteristics and structures of informational, persuasive, multimodal, and digital texts.

D. Demonstrate knowledge of the continuum of development in the comprehension and analysis of informational texts as described in the Texas Prekindergarten Guidelines and the TEKS for ELAR (Kindergarten through Grade 5).

E. Demonstrate understanding of the importance of reading aloud high-quality informational texts on a regular basis to develop young children's familiarity with informational texts, and demonstrate knowledge of research-based strategies and best practices related to using read-alouds for this purpose, including asking questions about a text as it is being read aloud, engaging students in activities related to the text's content, and extending an informational text into centers to continue students' interactions with the text's content.

H. Demonstrate knowledge of research-based strategies and best practices for promoting students' comprehension of informational texts at all three comprehension levels and for promoting critical thinking about informational texts (e.g., synthesizing information to create new understandings; asking and having students generate higher-order questions about a text, such as questions related to voices or perspectives present and absent in a text or questions about the credibility of a text).

I. Demonstrate knowledge of research-based strategies and best practices for promoting students' development of disciplinary-literacy skills, including distinguishing discipline-specific meanings of words (e.g., rulerin mathematics [a measuring device] versus rulerin social studies [a monarch or government leader]), and recognizing text structures commonly used in a discipline.

J. Demonstrate knowledge of research-based strategies and best practices for differentiating instruction in the comprehension and analysis of informational texts in order to address the assessed needs of all students.

**Domain IV**: **Competency 013 (Analysis and Response): Analyze assessment data related to reading development in foundational reading skills and reading comprehension, and prepare an organized, developed written response based on the data and information presented.**

A. Demonstrate the ability to analyze, interpret, and discuss accurately and appropriately the results of a reading assessment for an individual student.