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

**INSTRUCTOR:** Rosie Alexander

**OFFICE:** 206 J

**EMAIL ADDRESS:** Rosalie.Alexander@UNT.EDU

**OFFICE HOURS:** Tuesday and Thursday: 10:00-11:00 and or by appointment (appointments are best )

**CLASS MEETING/SECTION – EDRE 4850.001**

**REQUIRED TEXTS**

DeVries, B. A. (2015) 4th 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**: 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 9 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 9 assessments you will be doing with your student: Personal Interest Survey, Reading and Writing 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. Some of the assessments used for this class will be available on Canvas as the others will only 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, spring break, parents cancel etc. and none of these are excuses because I teach you how to do the assessment well before it is due. You will need a small folder to keep these assessments in. **The assessments must be hole-punched and bound in the folder.**

**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 give extra points constantly 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.

* Attendance/Participation Points = 100 Points
* Student Literacy Profile (TK20) = 300 points = Key assignment
* 5 Reflection Frames = 100 points at 20 points each
* Assessments = 200 points (9 assessments) = Key assignment
* 3 Tests = 100 points each
* There will be opportunities for extra credit (100 +)

**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 within a week.**

The tentative course outline and calendar are as follows. **Instructor reserves the right to make adjustments as deemed necessary to maximize student learning.** Announcements of changes will be made in class, via email or an announcement on Canvas.

|  |  |
| --- | --- |
| **WEEK 1** | **January 15 and 17** |
| DAY 1 | Course Introduction: office hours, class books, attendance, syllabus assignments, introductions |
| Day 2 | Go through BB, choosing a student, SLP-look through, Show how to do Reflections |
| **WEEK 2** | **January 22 and 24** |
| DAY 1 | **Read DeVries Chapter 3: Bring your book,** as we will be looking at the assessments in the back of the book.  \*Reading Attitude/ Personal Interest Assessments |
| DAY 2 | Bring Johns Book: Word Lists  \*BRI WORD LISTS – Demo DVD of how to administer the Word Lists |
| **WEEK 3** | **January 29 and 31** |
| DAY 1 | **Bring Johns Book**: Reading Passages-Narrative and Expository  **\***Narrative and Expository Reading Passage Assessments |
| DAY 2 | **Bring Johns Book**: Working more with grading passages  DVD Demo on how to administer the narrative/expository passages |
| **WEEK 4** | **February 5 and 7** |
| DAY 1 | DeVries: Read Chapter 4. In class activity on phonemic awareness for extra points. |
| DAY2 | **REFLECTION ONE AND ASSESSMENTS DUE**  **DeVries: Read Chapter 5 (phonics)**  **In class activity on Phonics for extra points** |
| **WEEK 5** | **February 12 and 14** |
| DAY 1 | Looking at Non-fiction narratives and texts: Demo: Concepts of Print Assessment |
| DAY2 | **TBD** |
| **WEEK 6** | **February 19 and 21** |
| DAY 1 | DeVries **Read Chapter 10** : Fluency – Demo: Reading Fluency assessment and additional directions for it. |
| DAY 2 | **Read Chapter 12**: Spelling. Demo Spelling assessment  **REFLECTION 2 AND ASSESSMENTS DUE** |
| **WEEK 7** | **February 26 and 28** |
| DAY 1 | WRITING ASSESSMENT – DeVries: **Read CHAPTER 11** – Focus: USING THE SIX TRAITS |
| DAY 2 | More on teaching writing – Chapter 11 |
| **WEEK 8** | **March 5 and 7 – NEXT WEEK IS SPRING BREAK** |
| DAY 1 | **TEST ONE: APPLYING THE TRAITS TO A PIECE OF STUDENT WRITING/ IN CLASS**  **LOOKING AT READ ALOUD –ASSIGN TEST TWO DIRECTIONS** |
| ADAY 2 | **REFLECTION 3 AND ASSESSMENTS DUE – Analyze Six Traits assessments of two students** |
| **Week 9** | **March 19 and 21** |
| Day 1 | Homework Focus: Where will you stand? |
| Day 2 | **REFLECTION 4 DUE AND SPELLING ASSESSMENT – continue Focus on HW-Where will you stand?** |
| **Week 10** | **March 26 and 28** |
| Day 1 | FOCUS ON TEACHERS – Assign two teachers |
| Day 2 | **REFLECTION 5 AND WRITING ASSIGNMENT DUE – Roundtable discussion about teachers** |
| **WEEK 11** | **April 2 and 4** |
| DAY 1 | **How to best work with parents through conferences/communication – chapter 14** |
| DAY 2 | **SLP PART ONE AND SECTION 2: A,B,C,D – Continue: Working with parents** |
| **WEEK 12** | **April 9 and 11** |
| DAY 1 | TEST TWO PRESENTATIONS |
| DAY 2 | TEST TWO PRESENTATIONS – **SLP folder Part 2 due for Sections E,F, G, H, I.** |
| **WEEK 13** | **April 16 and 18** |
| DAY 1 | One on one conferences about assessment experience |
| DAY 2 | One on one conferences about assessment experience |
| **WEEK 14** | **April 23 and 25** |
| DAY 1 | **Looking at your Reflections: What are the students telling us?** |
| DAY 2 | **TBD** |
| **WEEK 15** | **April 30 and May 2** |
| DAY 1 | LAB DAY TO WORK ON SLP |
| DAY 2 | TURN IN FINAL SLP ( SECTIONS 3, 4, AND 5) |
| **WEEK 16** | **FINALS WEEK (FINAL TURNED IN ON MAY 7)** |
|  |  |

**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.

**BIBLIOGRAPHY**

Biggam, S., & Itterly, K. (2009). *Literacy profiles: A framework to guide assessment, instructional strategies and intervention, K-4.* Boston, MA: Allyn and Bacon.

Brown, H., & Cambourne, B. (1990). *Read and retell*. Portsmouth, NH: Heinemann. Calkins, L., Montgomery, K., Santman, D., & Falk, B. (1998). *A teacher’s guide to standardized reading tests: Knowledge is power.* Portsmouth, NH: Heinemann.

Clay, M. M. (2006). *An observation survey of early literacy achievement* (2nd ed.)*.* Portsmouth, NH:

Heinemann. Goodman, Y. M., & Marek, A. M. (1996). *Retrospective miscue analysis: Revaluing readers and reading*. Katonah, NY: Richard C. Owen.

Goodman, Y., Watson, D., & Burke, C. (2005). *Reading miscue inventory: From evaluation to instruction* (2nd ed.)*.* Katonah, NY: Richard C. Owen.

Johnston, P. H. (1997). *Knowing Literacy: Constructive literacy assessment.* York, ME: Stenhouse. McAndrews, S. L. (2008). *Diagnostic literacy assessments and instructional strategies.* Newark, DE: International Reading Association.

McKenna, M. C., & Stahl, K. A. (2009). *Assessment for reading instruction* (2nd ed.). New York City, NY:

Guilford Press. Popham, W. J. (2004). *Classroom assessment: What teachers need to know* (4th ed.). Boston, MA: Allyn & Bacon.

Reutzel, D. R., & Cooter, R. B. (2011). *Strategies for reading assessment and instruction: Helping every child succeed* (4th ed.). Boston, MA: Pearson. Rhodes, L. K., & Shanklin, N. L. (1993). *Windows into literacy: Assessing learners, K-8.* Portsmouth, NH: Heinemann.

Strickland, K., & Strickland, J. (2000). *Making assessment elementary.* Portsmouth, NH: Heinemann.