

## **VSBE**

**Date: March 28, 2018**

**Item: Castleton University Literacy One-Year Report (2 PAC)**

**ITEM:** How will the Vermont Standards Board for Professional Educators proceed regarding Castleton's One-Year Report on their literacy course?

### **AGENCY RECOMMENDED ACTION:**

That the VSBPE requests additional information from Castleton to determine if its literacy course meets the endorsement requirements; that the additional information be due no later than April 20, 2018; and that if the additional information is not submitted by April 20, 2018 or is found by the VSBPE not to meet the endorsement requirements, that Castleton's Undergraduate and Post-bac Elementary Education program's approval be changed to At Risk.

### **BACKGROUND:**

In the last full ROPA review of Castleton University, concerns were presented regarding their candidates meeting the endorsement requirements for early literacy. These concerns were indicated in their Elementary Education and Special Education programs. In a letter dated September 30, 2014, the VSBPE stated that *"Continued approval of all elementary level programs is contingent upon a brief one-year report on the development and successful implementation of a literacy course, due on September 30, 2015."* In a review of the Office's files and VSBPE minutes from September 2015 to June 2016, there was no evidence of having received the required report. On January 17, 2018 the Office reached out to Ric Reardon, Director of Education at Castleton regarding documentation of submission. On January 18, Ric submitted information on their literacy course. The Office compiled a crosswalk of the submitted document with the literacy requirements in the Elementary Endorsement, and identified several elements without evidence.

**RATIONALE:** Per VSBPE Policy N1:

#### **2) PROGRAM'S STATE APPROVAL STATUS**

- a) The program shows progress towards meeting the Results-Oriented Program Approval (ROPA) standards and the goals of its ROPA Five Year Plan at the time of its full-program review.
- b) Program has addressed the concerns and stipulations of the ROPA review team as indicated in the Visiting Team Report in the Two-Year Report following a full-program review.

According to the Vermont plan for this effort, the Department of Education, in collaboration with the Vermont Standards Board for Professional Educators (VSBPE), identifies any program that does not meet the criteria. Such a program is identified as "at risk." The Department will

work with "at risk" institutions to develop a Technical Assistance Plan that specifies goals and action steps for improvement of the "at risk" program. The Department will provide support to assist the program in meeting its goals.

The VSBPE will monitor the progress of the institution and program and determine on an annual basis whether to continue the program's "at risk" designation. The maximum number of years a program can be designated "at risk" is three years. After three years the VSBPE will designate the program as "low performing" and withdraw state approval.

**ROPA Rule 5942.2 notes that "After a follow-up review, the Standards Board may find that:**

- a) A program that meets requirements shall remain fully approved or a conditionally approved program that has satisfied conditions shall be granted full approval until the next scheduled approval review.
- b) A program that does not meet the requirements of its approval may have its approval suspended, revoked, or continued for a specified time period with conditions attached.

**SUPPORTING DOCUMENTS:**

VSBPE Letter to President Wolk dated September 30, 2014

Castleton University Report submitted January 18, 2018

Agency of Education analysis of Report - Endorsement Competencies

September 30, 2014

David S. Wolk, President  
Castleton State College  
62 Alumni Drive  
Castleton, VT 05735

Dear President Wolk:

This letter serves to notify you of the September 29, 2014 action by the Vermont Standards Board for Professional Educators (VSBPE). After reviewing Castleton's Two-Year Report the VSBPE granted full approval to the following undergraduate programs:

- Art: PreK-6, 7-12 or Pre-K-12
- Elementary Education K-6
- Modern and Classical Language: Spanish PreK-6, 7-12, or Pre-K-12
- Theater Arts: PreK-6, 7-12, or Pre-K-12
- Mathematics 7-12
- Science 7-12
- Social Studies 7-12
- English 7-12
- Special Education K-8
- Health Education PK-6, 7-12 or PK-12

The following information summarizes the board's decision and the terms of their approval:

- The Program Approval Committee commended Castleton State College for the progress demonstrated in their two-year report and found that it satisfactorily addressed the stipulations identified within the Report of the Full ROPA Review.
- Continued approval of all elementary level programs is contingent upon a brief one-year report on the development and successful implementation of a literacy course, **due on September 30, 2015.**

On behalf of the Vermont Standards Board, the Program Approval Committee, and the Vermont Agency of Education, I thank you for your diligence, and wish you continued success as you strive to offer high quality educator preparation programs. Enclosed is a Program Approval Summary for your records. If you have questions or concerns regarding this letter or the ROPA process, please contact the ROPA

coordinator, Shannon Miller, at the Vermont Agency of Education. Nancy Reid, the Agency's Liaison to Institutions of Higher Education, is also available to assist you.

Sincerely,



Steven B. John, Ed. D.  
Chair, Vermont Standards Board for Professional Educators

CC: Richard Reardon, Director of Education  
Dr. Katy Culpo, Coordinator, Health Education Program



# Castleton University

As a result of the most recent visit from the Vermont Agency of Education during our program review, it was recommended that Education department faculty add a course specific to literacy instruction to the program expectations. The model in place at the time was a 10-credit Inquiry I course where literacy was one of a number of disciplines addressed and a 14-credit Inquiry II course where, again, literacy instruction was one component of the larger course. The review team did not feel like there was enough evidence that literacy instruction was covered in the way they felt was sufficient for someone leaving a teacher preparation program at the elementary level. That led the faculty, as a whole, to start reconfiguring the program- moving away from the 2 huge courses totaling 24 credits that were offered prior to student teaching to a number of 3-credit offerings that disaggregated the content emphasized in the former larger courses. Along with new courses in educational inquiries, elementary and secondary pedagogy, elementary and secondary special education, and educational collaborations, literacy courses were developed at both the elementary and secondary levels. The course description for the new elementary literacy course, titled **Reading and Writing in the Elementary Classroom**, is as follows.

## **EDU 2011 - Reading/Writing: Elementary Classroom**

This course focuses on how constructivist, language-based principles apply to learning to read and to write. It is an inquiry course focused on two principal questions: (1) What is your relationship to language? Who are you, a prospective teacher, as a reader and a writer? (2) What is the nature of language and what is its place in the teaching/learning process in an elementary school classroom? This course offers practical experience in how to manage and monitor a reading-writing classroom through the design and/or use of appropriate curricula, the organization of the physical space and learning processes, and the development of methods of assessment and instruction. Fieldwork will include a child study that addresses both literacy learning and exceptionality.

*Prerequisite:* EDU 1012 with a grade of B- or better.

*Co-requisite:* EDU 2012 Fall

\*Note- we pair this course with **EDU 2012-Special Education: Elementary Classroom** and the instructors co-plan and co-teach with each other.

Because instruction in literacy is drastically different at the secondary level, a new course was developed for that licensure group as well. The course description for **Disciplinary Literacies in the Secondary Classroom** follows:

## **EDU 2031 - Disciplinary Literacies: Secondary Classroom**

This course focuses on how constructivist, sociocultural language-based learning theories and functional linguistics principles apply to supporting disciplinary literacy practices in secondary school content courses. This is an inquiry course focused on these essential questions: (1) What are the disciplinary literacy practices of your content area? Who are you, a prospective teacher of your discipline, as a disciplinary literacy user? (2) What is the role of socially just and culturally relevant pedagogies to make

Disciplinary Literacy practices transparent in a secondary school classroom? Ultimately, the purpose is for you to (1) identify and put into practice principles based on the theory that disciplinary reading and writing generate thinking and learning in the content areas and (2) learn specific reading and writing strategies that encourage students to be active and committed learners in their subject matter fields. Fieldwork will include a study of Disciplinary Literacies and classroom applications that addresses both literacy learning and exceptionality.

*Prerequisite: EDU 1012 with a grade of B- or better.*

*Co-requisite: EDU 2032 Spring*

We are also looking at adding a middle grades endorsement and have started with the development of a Middle Grades literacy course as well. It is an elective course at this point but we hope to make it a part of a Middle Grades Endorsement program in the future. The course description for the **Middle Grades Embedded Literacy** course is as follows:

### **EDU 3630 - Middle Grades Embedded Literacy**

In this course, we will discuss reading as a thinking process and the acquisition of knowledge as students “read” the world. Young adult literature, the multi-literacies of 21st century classrooms, and technology tools will be introduced. We will explore why some students struggle to read and write, the interventions being used in schools, and how to foster reading and writing for pleasure.

I have included below a copy of the syllabus for the elementary literacy course **EDU 2011 - Reading/Writing: Elementary Classroom**. In addition, I have included information about the new configuration of courses where the elementary literacy course is included and highlighted.

Please let me know if there is anything else needed to satisfy the review team regarding elementary literacy or any other aspect of the Castleton educator preparation program.

Ric Reardon, Ph.D.

Director of Education



**EDU 2011: Reading-Writing Classroom**

MWF 9:00-9:50

139 Stafford Academic Center

**Anne Slonaker, PhD**

121 Stafford Academic Center

Anne.slonaker@castleton.edu

802-468-1328

Office Hours: Tuesday from 10-11, Wednesday from 11-12

**The Purposes**

... of this Reading-Writing Classroom course is acquaint participants with theories and practices of language and literacy learning and instruction. Literacy instruction is a, “matter of the head and heart”. Literacy educators work in conjunction with other school personnel, parents, and students to offer those differentiated experiences, which invite students to acquire literacy and to learn about different literacy practices in and out of the classroom. Teachers’ heads and hearts are challenged by the complexities of language and its social uses, learning and its cultural contexts, and schooling as organizational phenomena. Coming to understand these complexities requires the coordination of both theoretical awareness and applied knowledge.

**Basic goals**

... of this Reading-Writing Classroom course are to help participants to use language well and thoughtfully concerning language, literacy, literature and culture, to think through instructional problems thoroughly, using multiple sources of information to experiment with alternative solutions. You will also work to understand the roles which race, class, and culture plays in literacy practices, literature, and schooling, to learn how people function effectively in groups, and to develop a cache of organizational, instructional, and evaluative structures that will provide the backbone you need to construct a reading-writing classroom.

## **Theoretical Orientations**

... of this Reading-Writing Classroom course present the theories, practices and ethics of a coordinated vision to organize the work of teaching children to read, write, and experience literacy practices both on and off the page. This vision challenges participants to become life-long learners through reflection on their and others' differing beliefs about literacy and education; beliefs based on different conceptualizations of how students develop as literate beings and learn to reflect on their own practices.

## **Practical Applications**

... of this Reading-Writing Classroom course is to offer practical advice on how to manage and monitor learning through the design of appropriate curricula, considering the Common Core Standards, the organization of the classroom, and the development of methods of assessment and evaluation; each posits different roles for teachers in the networks of groups interested in literacy education; and each provides hierarchies of knowledge and practices which preservice teachers and children should develop in order to participate in their world around them. Rather than simple alternatives to educational practice, these visions and their respective ways of teaching literacy represent different futures for children and society.

## **Assignments:**

### **Fieldwork:**

Our coursework is paired with ten trips to a classroom to try out the concepts we study in class relating to how children learn to read and to write. School trips will be a cross between observation time and completing the following activities that will inform your case study: Reading Interest/Attitude Inventory(ies); Interactive Read Aloud(s), Running Record(s), and Conference; Writing Activity and analysis; and Final Conference.

### **Field Notes:**

Fieldnotes are a record of your experiences at your school site this semester. They are an important way for you to reflect in a focused way on what you are doing and learning. They will also be the most important source of data for your case study, and are a good source of data for other licensure requirements. Your fieldnotes will come from an ongoing record of your daily experiences in your classrooms. This log is for your daily activities, dialogues, experiences, notes from your schools that will provide the necessary detail for your fieldnote. Your fieldnote is a more formal and crafted response that will come from these daily records.

### **Child-based Case Study:**



**Elementary Student Interview:** Plan and conduct an informal Reading Interest Inventory and or informal Reading Attitude Inventory adaptation to discover student’s interests and attitudes and to inform your read-aloud book choices.

**Interactive Reading Aloud and Discussion** -- Read a book to a small group of children and hold an interaction discussion appropriate to the age level of these elementary students. As easy as this sounds, reading aloud and discussion are vital and sophisticated parts of reading instruction. Record your oral presentation of the book and the discussion and analyze your abilities as an oral reader and discussion leader. Purposes for this assignment – to consider the role of read aloud in literacy instruction, to learn to read aloud and hold interactive reading discussions, and to learn to analyze your own work carefully in order to plan for improvement. Your written analysis will require connections to course readings.

**Analysis of Children’s Reading** -- In order to monitor student progress and plan instruction, teachers must analyze students’ oral reading and retelling of text. You will consider samples of children’s oral reading and retelling and complete Running Records/Qualitative Miscue Analyses. Details of the procedure will be developed over the course of the semester. This assignment is designed to demonstrate your knowledge of the reading process, to train your eye to recognize the development of readers, and to learn to plan for instruction that meets specific student needs. Enabling activities might be included with points allotted for each. Your written analysis will require connections to course readings.

**Analysis of Children’s Writing** – In order to monitor student progress and plan instruction, teachers must analyze and respond to students’ writing. You will consider samples of children’s writing and analyze the writers’ work. Details of the procedure will be developed over the course of the semester. This assignment serves similar purposes to the analysis of children’s reading—to demonstrate your knowledge of writing processes, to train your eye to recognize development of writers, and to develop your sense of the teacher’s roles in teaching writing. Your written analysis will require connections to course readings.

**Conferencing Meeting;** For your final school trip, you will hold a conference with your mentor teacher to “member check’ your findings from your case study (this member check may happen over the course of the semester, so keep notes of your “teacher talk about assessment.”

**Final Write-up** will consist of a detailed written compilation of the activities and their analysis as listed above (see assignment write-up).

**Final Presentation** – You will be responsible for developing a presentation to share out your child-based Case Study.

**Quiz(zes)** – A short quiz(zes) will monitor your understanding of basic concepts of language, learning, and the reading and writing processes. In order to progress to curricular and instructional matters, you must have command of these concepts. The quiz(zes) will rely on your abilities to recall and apply information from your readings, class discussion, and prior school experiences.

**Grading:**

Major Writing Assignments (Reading/Writing Assessment)	50%
Presentation/s	20%
Accountability/Participation (both in class and in the field)	25%
(Reading checks, attendance, etc.)	5%

**Class Policies**

<b>Technology</b>	<b>Expectations for Use</b>
<b>Moodle</b>	Postings, course documents, personal portfolio entries, and personal “content collections” are significant components of representing your growing knowledge about teaching and learning.
<b>Laptop Usage</b>	Laptops allowed in class; appropriate use will impact participation grade.

**Additional Policies**

<b>Grading and evaluation</b>	The Education Department requires a G.P.A. of 3.0 or higher before you can student teach.
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<b>Attendance and participation</b>	<b>Attendance counts and records will be kept. Attendance will influence your grade! E-mail or call the professor(s) before any scheduled class is missed. Students coming to class late / leaving early interfere with the effectiveness of the learning community. Students are responsible for all the material covered in each class session. Ask classmates for notes, handouts, additional assignments, etc. Contact the professor(s) for further clarification or support.</b>
<b>Key Dates</b>	Fall Break: October 2-6 Midterm: Tuesday, October 23  Thanksgiving Break: November 22-24 Classes end: Friday, December 16  Final Presentation
<b>Late, make-up: extra credit work</b>	Decisions regarding the allowance of make-up work and/or extra credit will be made on an individual basis.
<b>Academic integrity</b>	All students are expected to maintain the highest integrity in all academic endeavors. A definition of academic honesty, as well as an explanation of the procedures and penalties for violations of academic honesty, can be found in the <i>Student Handbook</i> .
<b>Accommodations for students w/ identified disabilities</b>	<b>If you have a documented disability, either permanent or temporary, register with the Academic Support Center (468-1347) so that appropriate and required accommodations can be provided for you in this class and in others.</b>
<b>Student Records Review and Release</b>	In compliance with the Family Educational Rights and Privacy Act Family Educational Rights and Privacy Act (FERPA) of 1974, as amended, Castleton State College provides students the right to inspect and review their educational records and to challenge the contents of these records to insure that such records are not inaccurate, misleading, or in violation of the student's privacy or other rights. In addition, Castleton will not release personally identifiable records of students to any individual, agency, or organization without the prior written consent of the student, except as provided by the law. A complete statement of the Castleton policy regarding the Family Educational Rights and Privacy Act is available from the Student Services Center. The Vermont State Colleges' policy relevant to the Federal Education Rights and Privacy can be found at <a href="http://www.vsc.edu">www.vsc.edu</a> .

Reading-Writing Schedule (Subject to Change: See Google Doc Schedule on Moodle for Updates)

Week	Topic	Work for this Week	Notes
1 8.28	Language and Literacy Learning Theories What is literacy?	Syllabus Reading Prezi In Class: NCTE Assessment Project, NCTE Guidelines on Reading, ILA Statement on Teacher Education...	Emergent Literacy  School Readiness and the traditional five: phonemic awareness, phonics, vocabulary, fluency, comprehension
2 9.5	Language and Literacy Learning Theories What is language learning?	Gee Situated Language Reading/Writing Survey	<b>No Class Monday: Labor Day</b>  Language Acquisition and phonemic awareness  Getting to know our students as literacy users
3 9.11	Language and Literacy Learning Theories  What is language learning?	Cambourne, Halladay, Cueing System Activity	Language Functions and graphophonics, syntactics, semantics, and pragmatics
4 9.18	What is language in the classroom?	Ch. I. Vygotsky	Language Mediation  Working with readers and writers as knowledge producers
5 9.25	What is reading?	Cambourne, Constructivism, and Brain Research	Tying learning theory Together  Approaching reading and writing instruction from what children know and can do
6 Fall	Break	Fall	Break
7 10.9	How do I get organized for reading?  Applied to reading and	Taberski 1, 2, 3	Reading Classroom Conferencing Independent Reading (goal) Running Record Reading/Writing Assessment Logs Individual Learning Plan

	writing instruction		
8 10.16	Applied to reading & writing instruction	Johnston, Fountas and Pinnell	Midterm Shared Reading Guided Reading Purposeful Grouping Minilessons
9 10.23	Applied to reading & writing instruction	Dyson. Reading, Writing, and Language: Young Children Solving the Written Language Problem  <a href="http://www.readingrockets.org/pdfs/Top-9-Writing-Apps_ReadingRockets2012.pdf">http://www.readingrockets.org/pdfs/Top-9-Writing-Apps_ReadingRockets2012.pdf</a>	Connections between learning to Read and learning to Write  Writing Process  Writer's Workshop
10 10.30	Applied to reading assessment	Nancie Atwell: Writers Workshop	iPads
11 11.6	Applied to reading assessment	Reading Rockets: Critical Analysis of 8 IRIs <a href="http://www.readingrockets.org/article/critical-analysis-eight-informal-reading-inventories">http://www.readingrockets.org/article/critical-analysis-eight-informal-reading-inventories</a>  Running Record	iPads
12 11.13	Applied to reading & writing assessment	Running Record	
13 11.20	Applied to reading & writing assessment	Writing Assessments	Thanksgiving: No Classes W/F
14 11.27	Applied to reading & writing assessment	Reading/Writing Workshops	Bring readings and writings

15 12.4	Current Research	Presentation of Study	
16 12.11	Current Research	Presentation of Study	
17 12.18			Finals

The courses currently in place in the Castleton Elementary Education licensure program include:

**Elementary Education Licensure Program course sequence**

EDU 1012 Education Inquiries 3 cr

EDU 2011 Reading Writing: Elementary Classroom (15 field hrs) 3 cr

EDU 2012 Special Education: Elementary Classroom (15 field hrs) 3 cr

EDU 3011 Elementary Pedagogy (30 field hours) 3 cr

EDU 4031 Educational Collaboration (60 field hours) 5 cr

EDU 4871 Student Teaching 1 (first 7 weeks) 6 cr

EDU 4872 Student Teaching II (2nd 7 weeks) 6 cr

EDU 4720 Student Teaching Seminar (1 class/full-time field) 3 cr

PSY 1050, 2110, or 3265 3 cr  
35 credits

## Crosswalk of Castleton’s Literacy Course Report of 1-18-18 with the Endorsement Requirements

### 5440-00 Elementary Education

In order to qualify for this endorsement, the candidate shall demonstrate that s/he meets the foundational standards identified in *Vermont’s Core Teaching Standards*. The following knowledge and performance standards for the four major content areas of the elementary curriculum build on the *Core Teaching Standards* and require elementary teachers to develop and implement instruction that is both content specific and interdisciplinary, as appropriate.

#### English Language Arts Knowledge Standards

The educator demonstrates knowledge of research-based principles and processes underlying literacy development, and the components of effective instruction, as reflected in the standards approved by the State Board of Education for students. Specifically the educator understands:

Endorsement Description	Evidence / Comments – All from EDU2011
<p><b>Foundational Skills:</b> the developmental progression of print concepts, phonological awareness, fluency, phonics and word recognition; the factors that influence fluency; the relationship between English phonemes and their graphemes; the developmental stages of spelling and morphological awareness</p> <p><b>Development of Oral Language and Literacy:</b> processes, principles, and dimensions of oral language acquisition and stages of second language acquisition; the relationship between oral language development and literacy development; the development of emergent and early literacy; the impact of physical, emotional, and cultural factors on language development and acquisition of reading and writing</p>	<p>Session 1 – phonemic awareness, phonics, fluency</p> <p>Session 2 – phonemic awareness</p> <p>Session 3 – graphophonics, syntactics, semantics, and pragmatics</p> <p>Session 1 – emergent literacy</p> <p>Session 2 – language acquisition</p> <p>Session 3 – language functions</p>

<p><b>Literature, Informational Text, and Media:</b> the quantitative and qualitative dimensions used to measure text complexity levels; text structures, genre features, and critical reading strategies for text analysis; techniques for incorporating fine and performing arts as expressions of human emotion, culture, communication, and as vehicles for enhancing learning opportunities across the curriculum</p>	<p>From the Basic Goals paragraph: You will also work to understand the roles which race, class, and culture plays in literacy practices, literature, and schooling, to learn how people function effectively in groups, and to develop a cache of organizational, instructional, and evaluative structures that will provide the backbone you need to construct a reading-writing classroom.</p>
<p><b>Speaking and Listening:</b> the elements of effective verbal and non-verbal communication in a variety of settings for a variety of purposes, including grammar and usage, point of view, reasoning, and effective use of evidence and rhetoric and register</p>	<p>Evidence not found in syllabus</p>
<p><b>Language:</b> the purposes of language and approaches to analyzing language; vocabulary development and its relationship to literacy acquisition; knowledge of the distinction between general academic and domain specific vocabulary; strategies to determine word meaning (i.e., contextual and morphological analysis)</p>	<p>Session 1 – vocabulary</p>
<p><b>Reading Comprehension:</b> reading as the process of constructing meaning through interactions with text; factors that influence comprehension; typical elements and features of literature and informational texts (i.e., arguments, primary sources and secondary sources), and how awareness of these features supports comprehension; cognitive and</p>	<p>Session 1 – comprehension</p>



<p>metacognitive strategies and instructional approaches for supporting comprehension of beginning and developing readers</p> <p><b>Written Expression:</b> writing as symbolic representation; the stages of early writing development; the writing process, including appropriate planning, organization and style for task, purpose and audience; the characteristics of quality writing and types of writing, including narratives, informational text (e.g., procedures and experiments) and arguments focused on domain specific content; the conventions of written English (i.e., grammar, usage, mechanics, punctuation, and spelling); methods for conducting research to build and present knowledge, the process of citing evidence from multiple sources</p>	<p>Session 9 – connections between learning to read and learning to write; writing process, writer’s workshop</p>
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**English Language Arts Performance Standards**

The educator implements a language arts curriculum, by designing interdisciplinary units of instruction that foster interest and growth in all aspects of oral and written literacy, in order to provide students with the communication skills necessary to understand and influence their own lives and to learn about the world. Specifically, the educator:

<b>Endorsement Description</b>	<b>Evidence / Comments</b>
<p><b>Foundational Skills:</b> uses a variety of explicit and interactive approaches to teach foundational skills including concepts of print, phonological awareness, fluency, phonics and word recognition; uses instructional strategies to help students apply skills in authentic reading and writing tasks</p>	<p>There are ten trips to a classroom to observe and also to complete activities: Elementary Student Interview: Plan and conduct an informal Reading Interest Inventory and or informal Reading Attitude Inventory adaptation to discover student’s interests and attitudes.</p>

Endorsement Description	Evidence / Comments
<p><b>Development of Oral Language and Literacy:</b> uses active instructional strategies to promote various dimensions of oral language development; facilitates conversation and collaboration</p> <p><b>Literature, Informational Text, and Media:</b> uses a wide variety of fiction and non-fiction textual materials, including digital text and student self-selected material, to increase students' motivation to read independently for information, pleasure and personal growth; uses multiple metrics to purposefully select a wide variety of quality, age-appropriate literature—including complex text—across genres, eras, perspectives, cultures, and subcultures; selects and reads quality literature and informational text aloud and applies critical thinking skills and tools of analysis to facilitate discussions of central themes and ideas within; integrates visual information and technology with meaningful and authentic reading, writing, speaking, and listening tasks; teaches students how to analyze and judge the credibility of print and non-print communications</p> <p><b>Speaking and Listening:</b> models and teaches the elements of effective verbal and non-verbal communication; models and facilitates conversations and collaborations; models effective methods for delineating and presenting an argument</p>	<p>Interactive Reading Aloud and Discussion with small group.</p> <p>Analysis of Children's Reading</p> <p>Analysis of Children's Writing</p> <p>Might be in Session 4: language Mediation, Working with readers and writers as knowledge producers, but evidence provided is inconclusive.</p>

Endorsement Description	Evidence / Comments
<p><b>Language:</b> employs effective instructional strategies for the development of general academic and domain specific vocabulary</p> <p><b>Reading Comprehension:</b> provides explicit instruction in how to flexibly use pre-, during, and post-reading cognitive and metacognitive strategies to understand, analyze, and interpret a variety of types of texts, including complex text; provides opportunities for students to respond to literature and informational text orally and in writing, cites evidence from text to support conclusions; models how to interpret author's purpose, style, point of view and rhetoric; distinguishes fact, opinion, and reasoned judgment in a text; makes connections between reading, writing, and literacy across content areas</p> <p><b>Written Expression:</b> provides multiple opportunities for beginning writers to learn that print carries meaning, to practice writing purposefully, and to apply sound-symbol relations in written tasks; promotes high quality writing using a variety of instructional strategies and topics to teach structures and composition; uses exemplars as instructional models for all types of composition (i.e., creative/narrative, informational/expository, and argumentative); models and teaches appropriate conventions of English; implements strategies to build fluency, accuracy, and automaticity in written communication; models methods of conducting short and sustained research to build and present knowledge; employs a range of instructional approaches to support writing across the content areas</p>	<p>Might be in Sessions 1-4 but evidence provided is inconclusive.</p> <p>Session 1 mentioned comprehension but not in any depth- just the word.</p> <p>Writing workshops in schedule but no evidence of the details in this requirement. From course notes:</p> <p><b>Analysis of Children's Writing</b> – In order to monitor student progress and plan instruction, teachers must analyze and respond to students' writing. You will consider samples of children's writing and analyze the writers' work. Details of the procedure will be developed over the course of the semester. This assignment serves similar purposes to the analysis of children's reading – to demonstrate your knowledge of writing processes, to train your eye to recognize development of writers, and to develop your sense of the teacher's roles in teaching writing. Your</p>

Endorsement Description	Evidence / Comments
	written analysis will require connections to course readings.