

VSBPE

Date: May 8, 2018

Item: Castleton University's Literacy Report

ITEM: Shall the VSBPE accept Castleton's Literacy Report as submitted on April 20, 2018?

AGENCY RECOMMENDED ACTION:

That the VSBPE accept Castleton's Literacy Report as submitted on April 20, 2018.

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. At their meeting on March 28, 2018, the Board stipulated that Castleton address these gaps by April 20, 2018. The Office received Castleton's updated information, which includes a detailed crosswalk of elements of their curriculum with the endorsement requirements.

RATIONALE:

Castleton has provided evidence showing that they have increased their focus on literacy throughout their educator preparation program.

SUPPORTING DOCUMENTS:

C.U. Literacy Report, Additional evidence in [Dropbox Documents](#)

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	<p>Evidence / Comments – All from EDU2011 (Reading Writing Classroom) and EDU 2012 (Elementary Special Education)</p> <p>Note: Although these classes are listed separately, the instructors co-teach throughout both classes. They share fieldwork as well.</p>
<p>Foundational Skills: 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>Session 1 – phonemic awareness, phonics, fluency</p> <p>Session 2 – phonemic awareness</p> <p>Session 3 – graphophonics, syntactics, semantics, and pragmatics</p> <p>Halliday Ideas about Language Halliday: Oral Language in the Early Years of Schooling</p> <p>Preservice teachers play with in-class activities in phonemic awareness development.</p>

Development of Oral Language and Literacy: 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

Literature, Informational Text, and Media: 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,

[Worlds have collided](#)

[Four Cueing Systems](#)

This document is foundational learning to understand and observe for reading behaviors in beginning readers. We utilize this document to build disciplinary literacy in our pre-service teachers to help them to perform a Running Record and analyze it.

Session 2 – language acquisition

Session 1 – emergent literacy

Session 3 – language functions

[NCTE Guidelines on Reading](#)

For class discussion

Reading as a Situated Language

Language acquisition, sociocultural impacts on language learning

[Johnson Oral Reading](#)

[Embedded Instruction](#)

[Six Pedagogical Shifts in Reading/Literacy](#)

[with CCSS](#) For class discussion and introduction to the Common Core State Standards (required in all lesson planning).

Session 3: Close Reading/Text Complexity

<p>culture, communication, and as vehicles for enhancing learning opportunities across the curriculum</p> <p>Speaking and Listening: 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>Language: the purposes of language and approaches to analyzing language; vocabulary development and its relationship to literacy acquisition; knowledge of the distinction between</p>	<p>Running Record (Fieldwork assignment)</p> <p>Interactive Read Aloud- (Fieldwork assignment)</p> <p>DL Belong in Elementary</p> <p>This piece helps elementary pre-service teachers to think about discipline specific language usage when they create lessons. It also helps pre-service teachers to conceptualize how to utilize what they know about how disciplinary languages work to help their students to become producers.</p> <p>Selecting fiction and nonfiction texts</p> <p>Multimodal Literacy</p> <p>Course designated as Speaking Intensive</p> <p>Sessions 1, 2, 3</p> <p>Close observation of students' spoken language (expressive) and listening (receptive) discussed in preparation for phonemic awareness and for Running Record</p> <p>Session 5 – vocabulary</p>
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general academic and domain specific vocabulary; strategies to determine word meaning (i.e., contextual and morphological analysis)

Reading Comprehension: 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 metacognitive strategies and instructional approaches for supporting comprehension of beginning and developing readers

Written Expression: 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

[Five Reading Instruction Components](#)

Session 6 – comprehension

[What every teacher should know about comprehension](#)

[Five Reading Instruction Components](#)

Session 9/10/11 – connections between learning to read and learning to write; writing process, writer’s workshop

The Language Puzzle

[Children’s Drawing/Writing](#)

[NCTE](#) Reading and Learning to Read- shared and discussed

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:

Endorsement Description	Evidence / Comments
<p>Foundational Skills: 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>In EDU 2011 and EDU 2012 (Reading Writing Classroom and Elementary Special Education) There are ten shared trips to a classroom to observe students for special education and also to complete Reading/Writing Activities. All Lessons are planned utilizing Universal Design for Learning:</p> <ol style="list-style-type: none"> 1. Elementary Student Interview 2. Interactive Reading Aloud and Discussion and writing activity with small group. 3. Running Record: Analysis of Children’s Reading 4. Analysis of Children’s Writing 5. Reading Writing Conference 6. UDL eBook (special education) <p>Child Case Study</p> <p>This case study utilizes fieldwork and coursework to demonstrate what they know about how a child develops as a reader and a writer.</p> <p>During ten field sessions, pre-service teachers participate in classroom-based practice with components of literacy instruction and</p>

<p>Development of Oral Language and Literacy: uses active instructional strategies to promote various dimensions of oral language development; facilitates conversation and collaboration</p> <p>Literature, Informational Text, and Media: 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>Speaking and Listening: 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>assessment. These interactions will be chronicled below.</p> <p>Pre-service teachers participate in phonemic awareness and phonics activities weekly utilizing both:</p> <p>Fundations</p> <p>Fountas and Pinnell</p> <p>Creating a Framework for Reading</p> <p>Interactive Read Aloud</p> <p>Pre-service teachers plan for hand signals, movement, and turn-taking in their reading.</p> <p>Phonemic Awareness Instruction (and play) in placement</p> <p>Interactive Read Aloud</p>
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<p>Language: employs effective instructional strategies for the development of general academic and domain specific vocabulary</p> <p>Reading Comprehension: 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>Written Expression: 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</p>	<p>UDL eBook</p> <p>Students design a Universally Designed for Learning literacy lesson utilizing an eBook design that follows the UDL principles of representation, action and expression, and engagement. This eBook provides supports and extensions that are multimodal.</p> <p>Guided Reading</p> <p>Elementary Special Education and RWC concentrate on verbal and non-verbal communication strategies as they prep and facilitate their Interactive Read Aloud</p> <p>Disciplinary Literacy for elementary-aged children.</p> <p>Interactive Read Aloud</p> <p>Selections of nonfiction texts</p> <p>Pardo</p>
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<p>short and sustained research to build and present knowledge; employs a range of instructional approaches to support writing across the content areas</p>	<p>Interactive Read Aloud</p> <p>Planning and facilitating pre, during, and post reading interactions</p> <p>Running Record with Retell (and analysis)</p> <p>UDL eBook</p> <p>Provides tools to support pre, during, and post reading activities</p> <p>Facilitate Writing Activity (connected to Interactive Read Aloud)</p> <p>Analysis of writing in Child Case Study</p> <p>Vocabulary and grammar instructional practice (both formal whole class and informal small group instruction)</p> <p>Syllabi for Elementary Literacy course offerings.</p> <p>EDU 1012 Educational Inquiries</p> <p>EDU 2011 Reading and Writing in the Classroom</p> <p>EDU 2012 Elementary Special Education in a Reading/Writing Context</p> <p>EDU 3011 Elementary Pedagogy</p> <p>EDU 4031 Educational Collaboration</p>
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Additional Feedback from Dr. Emily Gleason, education department instructor for Disciplinary Literacies and Race in Education courses:

In the Disciplinary Literacy class, we focus for the entire semester on understanding concepts of literacy (seeing literacy and language as a system of communication, replete with patterns, rules, codes) and that each discipline maintains its own disciplinary literacies and competencies. The charge of the class is

to invite students to explore their own disciplines and to become experts in the language and literacies of their own fields, so that they can invite future students to someday speak/communicate/think like a historian or mathematician, etc. Our education students often register for the course “Race and Education” where they look at how our nation conceives of language and power in regard to race (and class and ethnicity) is at the heart of the course. We look critically at the media and language, schooling and language, and our students write/think about the language of everyday lives in relation to education and discussions of race.

The initial request from the ROPA review team was for Castleton to “add a literacy course” at the elementary level. Instead, we repurposed the entire program and spread the literacy out into 5 different courses, with the bulk of that content appearing in the EDU 2011 course. Additional syllabi have also been linked to this document as the instructors for those courses shared a number of different activities that occur throughout the semester that have direct implications for literacy instruction in the elementary classroom. Our instructors for the 2011 and 2012 courses, for example, offer those courses back-to-back in the course schedule (9:00-10:20 and 10:30-12:00) and they are co-planned, co-taught, and co-assessed by the literacy instructor and the special education instructor and they have a number of activities and assignments that are shared across those two courses. For instance, in the EDU 2012 course, one section of the course overview informs students “fieldwork will include a child study that addresses both exceptionality and literacy learning.” The course syllabus goes on to inform students that their work in this class “will be based on and correlate with their work with literacy and the many complexities that are part of their work in Reading/Writing classroom. It is the case that the most frequent academic challenges noted in Individual Education Plans are based in students’ challenges in oral and written language” and that the “goal for this class is that by considering each student in their field placement, they will develop skills in planning for literacy instruction for everyone in the class” .

There is a week-long study in the EDU 3011 Elementary Pedagogy course on Discipline-Specific Literacies where students are provided with information on literacies that are specific to the areas in which they are licensing and jigsaw that learning with each other. Many of the students in the elementary program choose literacy activities as their starting point for the other assignments in this course that include mini lessons, unit plans, and UDL work.