



READ 4326.002 Literacy Assessment & Instruction II
 The University of Texas at Tyler
 School of Education
 Spring 2023
 Professor Jennifer Mitchell M. Ed.

Course:	READ 4326.002 Literacy Assessment & Instruction II
Semester & Year:	Spring 2023
Time & Day:	Tuesdays from 5:00-6:20 pm
Location:	Zoom Meeting
Instructor Information:	Professor Jennifer Mitchell M. Ed.
Office:	UTTUA at Longview Campus
Phone:	903-407-1332
Email:	Jennifer.mitchell@uttyler.edu
Office Hours:	Text or Email me – We will set up a time to meet

First Day of Spring 2023:	January 9, 2023
First Day of READ 4326:	January 10, 2023
Census Date:	January 23, 2023
Last Day to Withdraw:	March 23, 2023
Final Exam:	April 25, 2023
*Last Day to Withdraw from Courses:	March 23, 2023

Note: We will conduct Field Experience through Zoom twice a week with students from my 3rd grade UTTUA at Longview Class. They will be 30 minutes sessions each time.

Catalog Description: Supervised literacy assessment and instruction practicum for beginning teachers with a focus on identifying student strengths and needs using formal and informal assessment measures and strategies, and on designing instruction commensurate with those needs in a school or community setting. Clinical or field experiences required. Prerequisite: READ 4320.

Knowledge Base(s):

This course introduces students to the development of literacy in young children, beginning from birth and continuing into the upper elementary grades. Students will learn about the theories of early literacy development as well as research and effective instruction practices that have shape how teachers and others have approached their work with young children. Course content incorporates the following standards for the preparation of reading professionals:

1. *International Literacy Association* standards for the preparation of Pre-K and elementary teacher candidates (ILA, 2010).

Texas State Board for Educator Certification standards for the preparation of English Language Arts and Reading Generalist ED-6 teacher candidates (Texas State Board for Educator Certification, 2016).

Texas Educator Certification Examination Program Science of Teaching Reading

Domain I. Reading Pedagogy – Competencies 001-002

Domain II. Reading Development: Foundational Skills - Competencies 003-008

Domain III. Reading Development: Comprehension- Competencies 009-012

Domain IV. Analysis and Response- Competency 013

Please refer to a detailed list of competencies after the bibliography of this syllabus.

Engagement:

Students will be given the opportunity to tutor a student one on one in Reading. Also, students will have the opportunity to collaborate with peers through class discussions each week about the tutor sessions you complete.

Student Learning Outcomes:

Upon successful completion of the requirements of this course, teacher candidates will have opportunities to:

1. Develop foundational knowledge of the development of literacy in young children, beginning from birth and continuing into the upper elementary grades.
2. Explore an understanding of literacy development theories, research, and effective instructional practices, and how they can be used to inform and promoted reading, writing, and oral language development in young children.
3. Apply the knowledge gained about the development of literacy in young children to develop, implement, and evaluate literacy instruction in EC-6 settings.
4. Develop an understanding of test – taking strategies including scenarios that will be on the state teaching exams. Key scenarios and practice exams will be infused across the semester.

Assessment and Standards Matrix:

Student Learning Outcomes	Topics/Activities	Assessment (Including performance-based)	Standards Alignment
<p>1. Develop foundational knowledge of the development of literacy in young children, beginning from birth and continuing into the upper elementary grades.</p>	<p>Course Overview: TEKS K-6 Overview ELPS K-6 Overview Pre-K Guidelines Preview Literacy Lessons Developmental Stages for Reading and Writing</p>	<p>Posts in Canvas Review Key Topics</p>	<p>(1) TES: (A) (i) (ii) (iii) (B) (i) (ii) (iii) (C) (i) (ii) (D) (i) (E) (i) (ii) (F) (ii) (iii) (2) (B) (i) (C) (iii) (3) (B) (i) (ii) (iii)(C) (i)1Ai-ii. TEKS: ELAR K-6 ELPS: K-6 Pre-K Guidelines: all College Readiness Standards: ELAR: Reading & Writing ISTE: 1c INTASC: 2, 3, 4, 5, 7, 8</p>
<p>2. Explore an understanding of literacy development theories, research, and effective instructional practices, and how they can be used to inform and promoted</p>	<p>Literacy Development Theories Research Effective Instructional Practices Reading Writing</p>	<p>Canvas Discussions Quizzes</p>	<p>TES 1: all; 2: all TEKS: ELAR K-2 ELPS: K-2 Pre-K Guidelines: Overview College Readiness Standards: ELAR: Reading & Writing</p>

reading, writing, and oral language development in young children.	Oral Language Development		ISTE: 1a; 5a; 7b;7c INTASC: 2, 3, 4, 5, 7, 8
3. Apply the knowledge gained about the development of literacy in young children to develop, implement, and evaluate literacy instruction in EC-6 settings.	Develop, Implement, & Evaluate literacy instruction in EC-6 settings.	Literacy Articles Website, and Texas Education Agency/ International Literacy Association Resources Data Analysis Running Records Small Group Discussions Quizzes/	TES: 3Ai-iii; TEKS: ELAR K-2 ELPS: K-2 Pre-K Guidelines: Overview College Readiness Standards: ELAR: Reading & Writing ISTE: 1c; 7b; 7c INTASC: 7, 8

Course Evaluation and Grading:

The assignments and projects outlined below are designed to contribute in a different, yet complimentary way in achieving the stated learning outcomes.

1. **Class Participation** (20 points or 20% of course grade). Throughout the semester, you will be expected to attend every class, complete assigned readings, and engage actively in class discussions and related activities. Your contribution to assigned class work is an important part of the course grade and an important component of your growth as a classroom teacher. The following criteria will be used to evaluate your class participation and engagement.

- 0-10 points = Low level of participation and engagement
- 11-15 points = Moderate level of participation and engagement
- 16-20 points = High level of participation and engagement

2. **Project #1:** Plan of Action for My Student Report. (20 points or 20% of course grade). You will be given reading and writing samples when you start for your student from this school year. Also, you will receive in the first module samples of work from different socio – economic backgrounds and educational achievements. You will write a report explaining the similarities and differences you see in your students work compared to the other samples. You will research at least two sources that shed light on why there might be differences due to the socio-economic and academic achievement. Then you will make recommendations for further assessment and instruction for your student based off what you have found. Finally, you will have a list of technology resources, sites, and books that integrate early literacy strategies that might help support and build language and literacy in your student.

3. **Tutoring** (10 points or 10% of course grade). Students will be required to tutor twice a week at University Academy in Ms. Mitchell's class via zoom. They will need to submit a lesson plan and reflection writing for each session. They will need to be turned in by the Friday before they teach each week. You will need to follow the template provided to make your plans.

4. **Project #2:** Tutorial Report. (20 points or 20 % of course grade). Students will write a report discussing their tutorial experiences and the progress their student made in literacy, specifically in text reading levels, running record scores. phonemic awareness, phonological development, and writing. You will do this for every week of tutoring sessions. (Two Sessions per report)

5. **Running Records** (10 points or 10% of course grade) Students will complete a formal running record at the beginning of the course and end of the course. They will need to also perform 3 informal running records throughout the course.

6. **Project #3:** Tutorial Notebook. (20 points or 20 % of course grade.) Students will submit a complete tutorial notebook with completed lesson plans and lesson reflections for each lesson taught at University Academy. Running Records; List of Books Read with text reading level; Phonics Lessons; Writing Composition Notebook.(You will submit these items online. So, you will need to create a digital notebook to turn in.)

7. **Final:** WIX Electronic Literacy Portfolio. (20 points or 20% of course grade). Students will submit an electronic literacy portfolio with assignments from this course.

Evaluation and Grading Guidelines and Criteria:

All written work should be typed (using a 12 pt. New Times Roman font, with one-inch margins, headings, and page numbers). Properly labeled, and carefully proofread and edited. The criteria for determining your final course grade are outlined below. Course grades will be determined based on percentage.

Projects & Grading Criteria

Points Due Dates

1. Class Participation 10% or 10 points On-going
 2. Project #1: Plan of Action for My Student Report 20% or 20 points
 3. Tutoring 10% or 10 points On-going
 4. Project #2: Tutorial Report 10 % or 10 points On-going
 5. Running Records 10% or 10 points On-going
 6. Project #3: Tutorial Notebook 20% or 20 points
 7. Final: WIX Electronic Literacy Portfolio 10% or 10 points
- TOTAL= 100% or 100 points

Performance Standards

Points	Percent	Grade	Standard
90-100	90%	A (Excellent)	Superior
80-89	80%	B (Good)	Above Average
70-79	70%	C (Undeveloped)	Average
60-69	60%	D (Poor)	Below Average
00-59	59% or below	F (Unacceptable)	Mediocre

Required Texts and Materials

Please NOTE: Three of the textbooks for this course, The Literacy Continuum, Reading Strategies, and Writing Strategies, are also required in READ 3320 and READ 4320. This is strategic to help you build a strong foundational knowledge of literacy strategies with practical applications. This also save you money since the books are resources you will use repeatedly. **It is recommended you purchase rather than rent these texts since they are valuable resources for your future classroom.**

Core Readings:

The core readings selected for purposes of this course consist of required texts and recommended materials. These materials will provide a focus for the course and information useful for class discussions, projects, and related activities.

***Last Day to Withdraw from Courses: March 23, 2023**

Course Policies:

Attendance. Your attendance and participation are important and required to do well in this course. Students are expected to come to class and be well prepared to engage in scholarly discussion on the day's scheduled subject matter. A student will not be able to do well in the class without prompt and regular attendance. Class attendance and participation is expected. Arriving late or leaving early is considered an absence. Due to this being an online course work must be turned in on time even if ill. Points will be deducted from the final grade due to absences. Students will not be penalized for religious holidays (see policy below). Absences will be treated as follows:

- 1 Absence = No Point Loss
- 2 Absences = 10 Point Deduction* Must schedule conference after 2 nd absence
- 3 Absences = 25 Point Deduction
- 4 Absences = 40 Point Deduction

Make/Up exam. There will be NO make/up activities or exams for this course unless absence is due to an emergency. Students are expected to submit relevant documentation (e.g. doctor's note, funeral notice, tow-truck receipt, etc.) when

requesting a make/up activity.

Written Assignments. Written assignments MUST be typed using double spaced lines and have page numbers. In addition, work submitted should reflect a professional quality in terms of scope, depth, writing mechanics, and appearance that would be expected of students at a prestigious university. Proofread all assignments as only materials with minimal or no errors will receive high scores. Type assignments in an easily readable, 12-point, Time New Roman

Late Assignments (turning in after due date) Assignments are due on due date. Assignments that are one day late will be lowered 20%. Papers that are two days late will be lowered 50%. No assignments will be accepted after 48 hours unless arrangements have been made with the instructor.

Academic Dishonesty. To be successful in this class, you must invest time for study. Honesty is expected. Academic dishonesty (cheating, plagiarism, collusion) will NOT be tolerated and will result in a grade of zero (0) for the assignment. A second infraction will result in automatic failure of the class. Dishonesty is defined as (i) the use of unauthorized materials, (ii) any communication with peers during quizzes, (iii) representing another's work as one's own (i.e. Plagiarism) or (iv) fabricating information. The professor reserves the right to determine occurrences of cheating. Additional information on Academic Dishonesty is found in the Selected University Policies section of this syllabi.

Canvas: Students will access class notes, assignments, grades and course information through Canvas. Any changes to the course schedule, schedule of assignments, or any special assignments will be posted on Canvas. Students are expected to regularly check Canvas for updates and to download any class handouts.

Person First Language: Our language is a reflection of our attitudes. Always refer to persons with disabilities with respect. Degrading terminology will not be tolerated. In this class we will strive to use "people first" language at all times. "People First" language always refers to the person first and not as a label or a category. For example, refer to "a student with autism" and not "an autistic".

Teacher Candidate Dispositions. The University of Texas at Tyler School of Education has developed Teacher Candidate Disposition Assessment outlining professional behaviors educators are expected to demonstrate in their interactions with students, families, colleagues and communities. The process assumptions, dispositions to be assessed, and examples of deficiencies within each disposition assessment categories are available at the UT-Tyler School of Education website: www.uttyler.edu/education (access School of Education; School of Education Disposition Assessment). It is expected that all students enrolled in READ 4326 will adhere to and demonstrate these teacher candidate dispositions at all times.

Safe Zone

The professor considers this classroom to be a place where you will be treated with respect as a human being - regardless of gender, race, ethnicity, national origin, religious affiliation, sexual orientation, political beliefs, age, or ability. Additionally, diversity of thought is appreciated and encouraged, provided you can agree to disagree. It is the professors' expectation that ALL students consider the classroom a safe environment.

UNIVERSITY POLICIES

UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do. For a full list of university policies including information related to the topics listed below, click here.

- Students Rights and Responsibilities
- Campus Carry
- Tobacco-Free University
- Grade Replacement/Forgiveness and Census Date Policies
- State-Mandated Course Drop Policy
- Disability Services
- Student Absence due to Religious Observance
- Student Absence for University-Sponsored Events and Activities
- Social Security and FERPA Statement
- Emergency Exits and Evacuation
- Student Standards of Academic Conduct

UT Tyler Resources for Students:

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu, <http://www.uttyler.edu/writingcenter/>
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu, <https://www.uttyler.edu/tutoring/>
- The Mathematics Learning Center, RBN 4021, This is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254) <https://www.uttyler.edu/counseling/>

University Guidelines, Links and Policies

COLLEGE OF EDUCATION AND PSYCHOLOGY (CEP) VISION AND MISSION

Vision: The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21 st

Century through productive contributions to local and global communities and toward individual and cultural equity.

Mission: The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. We affirm and promote global perspectives that value individual and cultural diversity to enhance learning, service, and scholarship.

UT TYLER'S SCHOOL OF EDUCATION STANDARDS FOR EDUCATOR

PREPARATION PROGRAMS

Texas Education Standards: The School of Education are committed to teaching and implementing the Texas Educator Standards at the highest level. The School of Education faculty use the Texas Education Standards, along with the Interstate New Teacher Assessment and Support Consortium (In TASC) standards used by educator preparation programs throughout the United States.

The list of Texas Education Standards can be accessed [here](#).
Access the Code of Ethics and Standard Practices for Texas Educators.