



**RDNG 4367 Clinical and Laboratory Experiences in Reading
Spring Semester 2024**

General Course Information

Instructor:	Katina L. Thomas, Ed.D.
Section # and CRN:	Z01 24043
Office Location:	Wilhelmina F. Delco Building, Room 318
Office Phone:	936-261-3628
Email Address:	klthomas@pvamu.edu
Office Hours:	Monday 1:00 p.m. – 3:00 p.m. Tuesday 10:00 a.m. – 12:00 p.m. Wednesday 1:00 p.m. – 3:00 p.m. MEETING ID: 969 3557 1075 PASSCODE: 585782
Mode of Instruction:	Internet (Asynchronous)
Course Location:	Online
Class Days & Times:	Remote (Weekly)
Catalog Description:	Preparation, review, and analysis of case studies, research reports, trends, and issues in the teaching of reading.
Prerequisites:	None
Co-requisites:	None
Required Text(s):	Opitz, M.F., & Erikson, J.A. (2020). Understanding, assessing, and teaching reading: A diagnostic approach. (8th ed.). New York: Pearson. ISBN-13: 978-0-13-517555-2 Selected Book To Be Announced.
Recommended References:	Moats, L.C., & Tolman, C.A. (2019). LETRS: Volume 3. Dallas, TX: VOYAGER SOPRIS. Strunk, W., & White, E.B. (2018). The elements of style. New York: Longman. ISBN-13: 978-1721650392 Texas Education Agency. (2021). The dyslexia handbook-2018 update: Procedures concerning dyslexia and related disorders. Austin, TX: Texas Education Agency. Assessment and Evaluation http://www.readingrockets.org/reading-topics/assessment-and-evaluation International Literacy Association http://www.literacyworldwide.org Texas Examinations of Educator Standards (TExES) Program Preparation Manuals http://www.nesinc.com

Course Learning Objectives (CLOs):

Upon successful completion of this course, students will be able to:	Student Learning Outcome # Alignment	Core Curriculum Outcome Alignment
<p>1. Discuss and explain a diagnostic approach to assessing and teaching reading. Demonstrate an understanding of the Educator Standards, the Competencies, Standards for Reading Professionals—Revised 2010, and the Texas Essential Knowledge and Skills (TEKS). Texas Education Agency http://www.tea.texas.gov International Literacy Association (ILA) http://www.literacyworldwide.org Domain I EC-6 Standards X, XII Competency: 009 ELAR 4-8 Domain IV Competencies: 013, 014 Science of Teaching Reading (STR) Domain I Competencies: 001, 002 Domain II Competency: 008 Domain III Competency: 013 ILA Standard: 3</p>	<p>SLO1 SLO2 SLO3 SLO4</p>	<p>Communication Skills Critical Thinking Skills Empirical and Quantitative Skills Personal Responsibility Teamwork</p>
<p>2. List, describe and differentiate between educational and uneducational factors that affect reading performance and impact reading growth. Domain I EC-6 Standards X,XII Competency: 009 ELAR 4-8 Domain V Competency: 14 Science of Teaching Reading (STR) Domain I Competencies: 001, 002 Domain II Competency: 008 Domain III Competency: 013 ILA Standards: 2, 5</p>	<p>SLO1 SLO2 SLO4</p>	<p>Critical Thinking Skills Communication Skills Empirical and Quantitative Skills Personal Responsibility Teamwork</p>
<p>3. Review and analyze case studies, research reports, and issues in the teaching of reading. Domain I EC-6 Standards X, XII Competency: 009 ELAR 4-8 Domains I-V Science of Teaching Reading (STR) Domain I Competencies: 001, 002 Domain II Competency: 008 Domain III Competency: 013 ILA Standards: 2, 3</p>	<p>SLO1 SLO2 SLO4</p>	<p>Critical Thinking Skills Communication Skills Empirical and Quantitative Skills Personal Responsibility Teamwork</p>

<p>4. Explain characteristics and practices of good reading teachers.</p> <p>Domain I EC-6 Standards X, XII Competency: 009 ELAR 4-8 Domains I-V Science of Teaching Reading (STR) Domain I Competencies: 001, 002 Domain II Competency: 008 Domain III Competency: 013 ILA Standards: 1, 2, 3, 4, 6</p>	<p>SLO1 SLO2 SLO4</p>	<p>Critical Thinking Skills Communication Skills Empirical and Quantitative Skills Personal Responsibility Teamwork Social Responsibility</p>
<p>5. Discuss issues that might need to be thought through when partnering with parents.</p> <p>Domain I EC-6 Standards X, XII Competency: 009 ELAR 4-8 Domain IV Science of Teaching Reading (STR) Domain I Competencies: 001, 002 Domain II Competency: 008 Domain III Competency: 013 ILA Standards: 1 – 6</p>	<p>SLO1 SLO2</p>	<p>Critical Thinking Skills Personal Responsibility Communication Skills Social Responsibility Teamwork</p>
<p>6. Demonstrate the ability to use communication skills (oral, written, and presentation) in the reading program.</p> <p>Educator Standards: EC-6 I – XII ELAR 4-8 Domains I-IV Science of Teaching Reading (STR) Domain I Competencies: 001, 002 Domain II Competency: 008 Domain III Competency: 013 ILA Standards: 1 – 6</p>	<p>SLO1 SLO2 SLO3</p>	<p>Communication Skills Critical Thinking Teamwork Personal Responsibility Social Responsibility</p>
<p>7. Demonstrate the ability to integrate use of technology in the reading program.</p> <p>Educator Standards: EC-6 1 – XII ELAR 4-8 Domains I-V Science of Teaching Reading (STR) Domain I Competencies: 001, 002 Domain II Competency: 008 Domain III Competency: 013 ILA Standards: 1 – 6</p>	<p>SLO1 SLO2 SLO3 SLO4</p>	<p>Communication Skills Critical Thinking Teamwork Personal Responsibility Social Responsibility</p>

Student Learning Outcomes (SLOs):

Revised from the 2022 Council for the Accreditation of Educator Preparation (CAEP)

Refer to APPENDIX A.

SLO 1: The Learner and Learning.

SLO 2: Content.

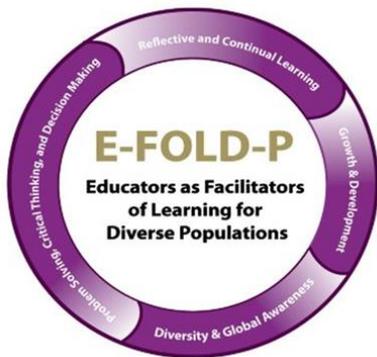
SLO 3: Instructional Practice.

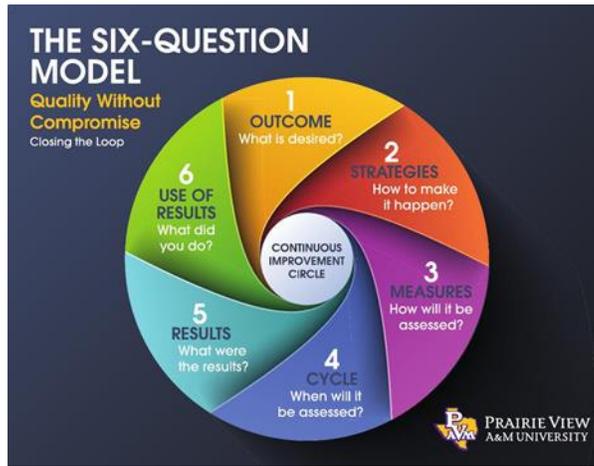
SLO 4: Professional Responsibility.

COURSE GOALS: RDNG 4367 Z01 focuses on goals identified in the Whitlowe R. Green College of Education Conceptual Framework:

Educators as Facilitators of Learning for Diverse Populations (E-FOLD-P MODEL), is fundamental to learning content in all areas and in teaching a diverse population. It is designed to achieve these outcomes:

1. Develop the reading teacher as a problem-solver, critical thinker, and decision maker.
[Educator Standards: EC-6-XI, 4-8 – Domain V; ILA Standards: 1, 5]
2. Develop the reading teacher as a reflective and a continual learner utilizing effective teaching practices.
[Educator Standards: EC-6-XII, 4-8 Domains I-IV; ILA Standards: 1, 2, 3, 4, 5, 6]
3. Develop the reading teacher as a facilitator of student growth and development, by precept and example.
[Educator Standards: EC-6-XI, XII, 4-8 Domains III-IV, VII; ILA Standards: 2, 5]
4. Develop the reading teacher who demonstrates an understanding and appreciation of human diversity and global awareness.
[Educator Standards: EC-6 I-XII, 4-8 Domains II-V; ILA Standards: 3, 4, 6]





Major Course Requirements:

The evaluation methods for the course will be cumulative and summative:

Cumulative Evaluations will take place periodically either announced or unannounced to determine the degree and extent of proficiency of the content and extent of learning outcomes of the course and expected knowledge on the *Texas Examinations of Educator Standards (TExES)*. [**Educator Standards: EC-6 I-XII; 4-8 I-XIV**]

Summative Evaluation will be made on a scheduled and announced date at the end of the course. The summative evaluation is to determine the gross learning over the full content of the course and the expected content of the *Texas Examinations of Educator Standards (TExES)*. [**Educator Standards: EC-6 I-XII; 4-8 – I-IV**]

Practice examinations materials are used to strengthen the teaching of standards and competencies in the course and the expected content of the *Texas Examinations of Educator Standards (TExES)*. [**Educator Standards: EC-6 I-XII; 4-8- I-XIV**]

Poster Project is designed to integrate use of the English Language Arts and Reading (ELAR), Spanish Language Arts and Reading (SLAR) Texas Essential Knowledge and Skills (TEKS) with assignments and course materials. [**Educator Standards EC-6 I-XII; 4-8 I- XIV; ILA Standard 2**]

Ethics, Professional Development and Leadership will include modeling of class attendance, membership in professional organizations, professional decorum, and development of professional leadership characteristics. Review of the ethics policies of Prairie View A&M University, The Texas A&M University System, and the State of Texas to demonstrate understanding ethics policies. [**Educator Standards: EC-6 XII; 4-8 – XIV; ILA Standard 6**]

The Standards

English Language Arts and Reading Generalist EC-6 Standards

<http://www.tea.texas.gov>

<http://www.ritter.tea.st.tx.us/rules/tac/chapter110/index.html>

<http://www.texas.ets.org/assets/pdf/testprep.manuals>

- Standard I.** Oral Language: Teachers of young students understand the importance of oral language, know the developmental processes of oral language and provide a variety of instructional opportunities for young students to develop listening and speaking skills.
- Standard II.** Phonological and Phonemic Awareness: Teachers of young students understand the components of phonological and phonemic awareness and utilize a variety of approaches to help young students develop this awareness and its relationship to written language.
- Standard III.** Alphabetic Principle: Teachers of young students understand the importance of the alphabetic principle to reading English, know the elements of the alphabetic principle, and provide instruction that helps students understand that printed words consist of graphic representations that relate to the sounds of spoken language in conventional and intentional ways.
- Standard IV.** Literacy Development and Practice: Teachers of young students understand that literacy develops over time and progresses from emergent to proficient stages. Teachers use a variety of contexts to support the development of young students' literacy.
- Standard V.** Word Analysis and Decoding: Teachers understand the importance of word analysis and decoding to reading and provide many opportunities for students to improve word analysis and decoding abilities.
- Standard VI.** Reading Fluency: Teachers understand the importance of fluency to reading comprehension and provide many opportunities for students to improve reading fluency.
- Standard VII.** Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young students strategies for improving comprehension.
- Standard VIII.** Development of Written Communication: Teachers understand that writing to communicate is a developmental process and provide instruction that helps young students develop competence in written communication.
- Standard IX.** Writing Conventions: Teachers understand how young students use writing conventions and how to help students develop those conventions.
- 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.
- Standard XI.** Research and Inquiry Skills: Teachers understand the importance of study and inquiry skills as tools for learning and promote students' development in applying study and inquiry skills.
- Standard XII:** Viewing and Representing: Teachers understand how to interpret, analyze, evaluate, and produce.

Subject Exam I – English Language Arts and Reading (901)

Competency 001-(Oral Language): The teacher understands the importance of oral language, knows the developmental processes of oral language, and provides students with varied opportunities to develop listening and speaking skills.

Competency 002-(Word Analysis and Identification Skills): The teacher understands the importance of word analysis and identification skills for reading comprehension and provides many opportunities for students to practice and improve these skills.

Competency 003-(Reading Fluency): The teacher understands the importance of fluency for reading comprehension and provides many opportunities for students to improve their reading fluency.

Competency 004-(Reading Comprehension and Applications): The teacher understands the importance of reading for understanding, knows the components and processes of reading comprehension, and teaches students strategies for improving their comprehension, including using a variety of texts and contexts.

Competency 005-(Vocabulary Development): The teacher knows the importance of vocabulary development and applies that knowledge to teach reading, listening, speaking, and writing.

Competency 006- (Reading, Inquiry and Research): The teacher understands the importance of inquiry and research skills to students' academic success and provides instruction that promotes students' acquisition and effective use of these skills in the content areas.

Competency 007-(Writing Conventions): The teacher understands the conventions of writing in English and provides instruction that helps students develop proficiency in applying writing conventions.

Competency 008-(Written Communication): The teacher understands that writing to communicate is a developmental process and provides instruction that promotes students' competence in written communication.

Competency 009- (Viewing and Representing): The teacher understands skills for interpreting, analyzing, evaluating, and producing visual images and messages in various types of media, including electronic media, and provides students with opportunities to develop skills in this area.

Competency 010-(Assessment of Developing Literacy): The teacher understands the basic principles of literacy assessment and uses a variety of assessments to guide literacy instruction.

Subject Exam I – English Language Arts and Reading (806)

Competency 001 (Oral Language): *The teacher understands the importance of oral language, knows the developmental processes of oral language and provides a variety of instructional opportunities for students to develop listening and speaking skills.*

Competency 002 (Early Literacy Development): *The teacher understands the foundations of early literacy development.*

Competency 003 (Word Identification Skills and Reading Fluency): *The teacher understands the importance of word identification skills (including decoding, blending, structural analysis, sight word vocabulary) and reading fluency and provides many opportunities for students to practice and improve word identification skills and reading fluency.*

Competency 004 (Reading Comprehension and Assessment): *The teacher understands the importance of reading for understanding, knows components and processes of reading comprehension and teaches students strategies for improving their comprehension.*

Competency 005 (Reading Applications): *The teacher understands reading skills and strategies appropriate for various types of texts and contexts and teaches students to apply these skills and strategies to enhance their reading proficiency.*

Competency 006 (Written Language – Writing Conventions): *The teacher understands the conventions of writing in English and provides instruction that helps students develop proficiency in applying writing conventions.*

Competency 007 (Written Language - Composition): *The teacher understands that writing to communicate is a developmental process and provides instruction that promotes students' competence in written communication.*

Competency 008 (Viewing and Representing): *The teacher understands skills for interpreting, analyzing, evaluating and producing visual images and messages in various media and provides students with opportunities to develop skills in this area.*

Competency 009 (Study and Inquiry Skills): *The teacher understands the importance of study and inquiry skills as tools for learning in the content areas and promotes students' development in applying study and inquiry skills.*

Subject Exam – English Language Arts and Reading 4-8 (217)

Domain I-Foundations of Reading

Competency 001- (Foundations of Teaching Reading): Understand research-based, evidence-based, and culturally relevant foundational concepts, principles, and best practices related to reading instruction and assessment.

Competency 002- (Foundational Reading Skills): Understand concepts, principles, and best practices related to the development of foundational reading skills, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level foundational reading skills.

Competency 003- (Word Analysis Skills and Reading Fluency): Understand concepts, principles, and best practices related to the development of word analysis skills and fluency, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level word analysis skills and reading fluency

Competency 004- (Vocabulary Development): Understand concepts, principles, and best practices related to vocabulary development, and demonstrate knowledge of developmentally appropriate, research-and evidence-based assessment and instructional practices to promote all students' development of grade-level vocabulary knowledge and skills.

Domain II-Text Comprehension and Analysis

Competency 005- (Reading Comprehension Development): Understand concepts, principles, and best practices related to the development of reading comprehension, and demonstrate knowledge of developmentally appropriate, research-and evidence-based assessment and instructional practices to promote all students' development of grade-level reading comprehension strategies.

Competency 006- (Reading Literary Texts): Understand the genre-specific characteristics, structures, and purposes of diverse traditional, contemporary, and classical literary texts; analyze how authors use these elements and characteristics to achieve specific purposes; and demonstrate knowledge of research-based strategies and best practices for promoting students' ability to engage in text-based analyses of a range of complex literary texts.

Competency 007- (Reading Informational and Argumentative Texts): Understand the elements and characteristics of informational and argumentative texts, analyze how authors use these elements and characteristics to achieve specific purposes, and demonstrate knowledge of research-based strategies and best practices for promoting students' ability to engage in text-based analyses of complex information and argumentative texts.

Domain III- Oral and Written Communication

Competency 008- (Composition): Understand the characteristics of various genres of written text; apply knowledge of strategies for developing well-organized, engaging, written texts that achieve specific purposes for specific audiences; and apply knowledge of research-based strategies and best practices for promoting students' ability to develop well-organized, engaging, written texts that achieve specific purposes for specific audiences.

Competency 009 – (Inquiry and Research): Demonstrate knowledge of strategies for conducting focused inquiry and research and presenting the results in an appropriate, responsible, and ethical manner and of research-based strategies and best practices for promoting students' ability to conduct focused inquiry and research and present the results in an appropriate, responsible, and ethical manner.

Competency 010- (Listening and Speaking): Demonstrate knowledge of strategies for critical listening and collaborative speaking and of research-based strategies and best practices for promoting students' skills in critical listening and collaborative speaking, including using differentiation strategies that are culturally and academically appropriate for all students.

DOMAIN IV- Educating All Learners and Professional Practice

Competency 011- (Differentiation Strategies in Planning and Practice): Understand how to identify and implement developmentally and culturally appropriate strategies and data-driven practices to effectively teach and engage all learners.

Competency 012- (Culturally Responsive Practices): Understand how to identify and implement culturally responsive, developmentally appropriate practices to effectively teach and engage students.

Competency 013- (Data Driven Practice and Formal/Informal Assessment): Understand the types, selection, and uses of data-driven, developmentally appropriate assessments and assessment practices to effectively support program improvement and all students' learning.

Domain V-Constructed Response

Competency 014- (Constructed Response): In a written response, describe principles and strategies for developing standards-based, data-driven instruction that will help all students achieve a specific learning goal.

Science of Teaching Reading (293)

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

Competency 002 (Foundations of Reading Assessment): Understand foundational concepts, principles, and best practices related to reading assessment.

Competency 003 (Oral Language Foundations of Reading Development): Understand foundational concepts, principles, and best practices related to young children's development of oral language, including second-language acquisition, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level oral language skills.

Competency 004 (Phonological and Phonemic Awareness): Understand concepts, principles, and best practices related to the development of phonological and phonemic awareness, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level phonological and phonemic awareness skills.

Competency 005 (Print Concepts and Alphabet Knowledge): Understand concepts, principles, and best practices related to the development of print concepts and alphabet knowledge, including understanding of the alphabetic principle, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level print concepts and alphabet knowledge and their understanding of the alphabetic principle.

Competency 006 (Phonics and Other Word Identification Skills): Understand concepts, principles, and best practices related to the development of phonics and other word identification skills, including related spelling skills, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level phonics and other word identification skills and related spelling skills.

Competency 007 (Syllabication and Morphemic Analysis Skills): Understand concepts, principles, and best practices related to the development of syllabication and morphemic analysis skills, including related spelling skills, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional

practices to promote all students' development of grade-level syllabication and morphemic analysis skills and related spelling skills.

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

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

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

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

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

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

RDNG 4367 Z01 Clinical and Laboratory Experiences in Reading is aligned to these standards:

See APPENDIX A.

Council for the Accreditation of Educator Preparation (CAEP) Standard <http://caepnet.org>
Standard 1: Content and Pedagogical Knowledge

Interstate Teacher Assessment and Support Consortium (InTASC) Standards <http://cccso.org>

- | | |
|--|--|
| Standard #1: Learner Development | Standard #2: Learning Differences |
| Standard #3: Learning Environments | Standard #4: Content Knowledge |
| Standard #5: Application of Content | Standard #6: Assessment |
| Standard #7: Planning for Instruction | Standard #8: Instructional Strategies |
| Standard #9: Professional Learning and Instructional Practice | |
| Standard #10: Leadership and Collaboration | |

Refer to APPENDIX B.

STANDARDS FOR THE PREPARATION OF LITERACY PROFESSIONALS 2017
 International Literacy Association <http://literacyworldwide.org>

- STANDARD 1:** Foundational Knowledge
- STANDARD 2:** Curriculum and Instruction
- STANDARD 3:** Assessment and Evaluation
- STANDARD 4:** Diversity and Equity
- STANDARD 5:** Learners and the Literacy Environment
- STANDARD 6:** Professional Learning and Leadership

International Society of Technology in Education (ISTE) Standards

- 1a Set professional learning goals to explore and apply pedagogical approaches made possible by technology and reflect on their effectiveness.
- 3b Establish a learning culture that promotes curiosity and critical examination of online resources and foster digital literacy and media fluency.

Method of Determining Final Course Grade

Course Grade Requirements	Value	Total
1. Classroom Attendance, Classroom Participation, and High-Quality Completion of Assignments	Three (3) Major Assignments	50%
2. Mid-Semester Examination (Formal)	Mid-Semester Examination (Formal)	20%
3. Scheduled TExES Practice Examinations	No Credit Given	0
4. Final Examination (Formal)	Final Examination (Formal)	20%
5. Ethics, Professional Development and Leadership	Attendance and Participation in Virtual Professional Meetings, Demonstrate Leadership Characteristics, Membership in Professional Organizations, Profession Attire and Decorum in the Classroom, Documented Evidence of	10%

	Community Service, Attend Virtual Book Reviews, etc.	
Total:		100%

Grading Criteria and Conversion:

- A = 90-100
- B = 80 – 89
- C = 70 – 79
- D = 60 – 69
- F = 0 – 59

If a student has stopped attending the course (i.e. “stopped out”) at any point after the first day of class but did not officially withdraw from the course and has missed assignments and exams and performed below the grade level of a D, a grade of FN (failed-non attendance) will be assigned for the final course grade to ensure compliance with the federal Title IV financial aid regulations. In contrast, if the student has completed all assignments and exams, but performed below the grade level of a D, a grade of F will be assigned for the final course grade.

Detailed Description of Major Assignments:

Assignment Title or Grade Requirement	Description
Assignment 1: ORAL AND WRITTEN RESEARCH-BASED PRESENTATION	<p style="text-align: center;">ORAL AND WRITTEN RESEARCH-BASED PRESENTATION</p> <p>Candidates are required to research a literacy topic, develop a slideshow presentation, and present to the class. Candidates are also responsible for defining key concepts to provide and use them to analyze how they are integrated into research-based literacy development and daily instruction.</p> <p>Determine the Educator Standard, Standards for Reading Professionals (ILA), specific grade level, and provide details as related to the lessons.</p> <ul style="list-style-type: none"> • EC-6 Standards: X, XII • Competencies: 009 • 4-8 Domain: III • Science of Teaching Reading Competencies (STR): 001, 002, 008, 013
Assignment 2: BOOK REVIEW PROJECT (CHAPTER ANALYSES)	<p style="text-align: center;">BOOK REVIEW PROJECT (CHAPTER ANALYSES)</p> <p>Using the Educator’s Standards, the Competencies, and the Texas Educator’s Knowledge and Skills, candidates will read the assigned book selection; examine the concepts in the book selections. Submit written analyses addressing specific components. Ensure that your responses reflect reading and understanding of the book’s content, but <u>do not submit a book summary</u>. (Rubrics will be provided.)</p> <p>Determine the Educator Standard, Standards for Reading Professionals (ILA), specific grade level, and provide details as related to the lessons.</p> <ul style="list-style-type: none"> • EC-6 Standard: XII • Competency: 009 • 4-8 Domains: I-V • Science of Teaching Reading Competencies (STR): 001, 002, 008, 013

<p><u>Assignment 3:</u> CONSTRUCTING A RESPONSE – CASE STUDY ANALYSIS</p>	<p style="text-align: center;">CONSTRUCTING A RESPONSE - CASE STUDY ANALYSIS</p> <p>Candidates are required to observe a student in areas of literacy being assessed using a research-based assessment tool. Based on the observation, the candidate will demonstrate the ability to analyze, interpret, and discuss accurately and appropriately the results of a reading assessment for an individual student. Candidates will identify a significant need that a student demonstrates related to foundational reading skills, and support the analysis with specific, appropriate examples from the student's reading performance. Candidates will also select and accurately describe an appropriate, effective instructional strategy or intervention to address a student's identified need in reading comprehension.</p> <ul style="list-style-type: none"> • EC-6 Standards: X, XII • Competency: 009 • 4-8 Domain: V • Science of Teaching Reading Competencies (STR): 001, 002, 008, 013
---	---

Expectations of the Candidate:

1. Read and adhere to the University Class Attendance Policy. **(See Catalog for Full Attendance Policy)**
 2. Be on time for each class and remain in class for the full class time.
 3. Purchase the required textbook for RDNG 4367 Z01 Clinical and Laboratory Experiences in Reading.
 4. Participate and make meaningful contributions to class discussions.
 5. Present high-quality assigned individually and/or group oral and written report(s) in the course.
 6. Unless a candidate has a documented written statement granting an excused absence, late or past due assignments will **not** be accepted.
 7. Submit **all** assignments, papers, and projects on the scheduled due date(s) and during the regular scheduled class time.
 8. References are to be properly cited and written according to the *Publication manual of the American Psychological Association*, 7th ed., 2019.
 9. Submit quality reports for all assignments. Be sure to document data and keep a copy for your file.
 10. Keep a duplicate of all written work submitted. Be sure to document data and keep a copy for your file.
 11. Complete all professional reading and writing assignments according to directions provided by the professor of the course. Be sure to document data and keep a copy for your file.
- **Also, electronic devices are allowed to assist with participation in class activities.

Semester Calendar

Each student is required to read each chapter in order to prepare for class discussion. In class work-if not completed in class then homework. Additional assignments may be provided.

<p>Week One: Topic Description</p>	<p>Course Objectives Requirements Introduction to the Course; Syllabus, Expectations, Discuss EC-6 Standards X, XII and Competency 012; 4-8 Standard VIII, and the Science of Teaching Reading Competencies (STR) 001, 002, 008, 013. Administer Pre-Assessment, Group Presentation topic selections</p>
<p>Readings:</p>	<p>Read Unit 1 of the textbook; research vocabulary terms, Educator's Standards, Competencies, and TEKS.</p>
<p>Assignment (s):</p>	<p>Discuss Unit 1 of the manual; Complete Science of Teaching Reading (STR) competency analysis, and TEKS.</p>

**Week Two:
Topic Description**

The Challenges of Learning Reading

Explore the difficulties with learning to read, how language and literacy are related, what happens in the brain, and what skills support proficient reading. Discuss EC-6 Standard XII and Competency 012; 4-8 Domains I-IV, and the Science of Teaching Reading Competencies (STR) 001, 002, 008, 013.

Readings:

Discuss sessions 1-4 of the manual; complete group activities. Complete Reading Study Guides. Discuss EC-6 Standards X, XII and Competency 012; 4-8 Domains I-IV, and the Science of Teaching Reading Competencies (STR) 001, 002, 008, 013.

Assignment (s):

Discuss findings from the reading study guides. Read sessions 5-8 and define key vocabulary terms. Reflect on your personal beliefs about reading by responding to the prompt provided.

**Week Three:
Topic Description**

The Challenges of Learning Reading

Explore how children learn to read and spell, the major types of reading difficulties, and how assessment can be used for prevention and early intervention. Discuss EC-6 Standard XII and Competency 012; 4-8 Domains I-IV, and the Science of Teaching Reading Competencies (STR) 001, 002, 008, 013.

Readings:

Discuss sessions 5-8 of the manual; engage in creative work with group activities. Complete Reading Study Guides. Discuss EC-6 Standard XII and Competency 012; 4-8 Domains I-IV, and the Science of Teaching Reading Competencies (STR) 001, 002, 008, 013.

Assignment (s):

Discuss findings from the reading study guides. Read Unit 2 and define key vocabulary terms. Reflect on your personal beliefs about reading by responding to the prompt provided.

**Week Four:
Topic Description**

The Speech Sounds of English

Explore how phonology is related to reading and spelling, and how phonological skill develops. Distinguish the vowel phonemes of English, dialects, language differences, and allophonic variation. Determine how phonological skills should be taught, and specific phonological skills that should be assessed. Discuss EC-6 Standard XII and Competency 012; 4-8 Domains I-IV, and the Science of Teaching Reading Competencies (STR) 001, 002, 008, 013.

Readings:

Discuss sessions 1-8 of the manual; engage in creative work with group activities. Complete Reading Study Guides, practice the phoneme sounds and outline the Articulation Chart. Discuss EC-6 Standard XII and Competency 012; 4-8 Standard VIII, and the Science of Teaching Reading Competencies (STR) 001, 002, 008, 013.

Assignment (s):

Discuss findings from the reading study guides. Read Unit 3 and define key vocabulary terms. Reflect on your personal beliefs about reading by responding to the prompt provided.

**Week Five:
Topic Description**

Teaching Beginning Phonics, Word Recognition, and Spelling

Discuss why code-emphasis instruction is important, predictability in English orthography, discover how Ehri's Phases guide phonics instruction. Discuss EC-6 Standard XII and Competency 012; 4-8 Domains I-IV, and the Science of Teaching Reading Competencies (STR) 001, 002, 008, 013.

Readings:

Discuss sessions 1-5; complete group activities and outline activities that align with a lesson plan. Discuss EC-6 Standards X, XII and Competency 012; 4-8 Domains I-IV, and the Science of Teaching Reading Competencies (STR) 001, 002, 008, 013.

Assignment (s):	Read sessions 6-8; define key vocabulary terms and reflect on how evidence-based activities align with Ehri's Phases.
Week Six: Topic Description	Teaching Beginning Phonics, Word Recognition, and Spelling Explore how spelling can be taught with dictation, when decodable text are most important, and the best ways to further student success.
Readings:	Discuss sessions 6-8; complete group activities and analyze decodable text. Discuss EC-6 Standards X, XII and Competency 012; 4-8 Domains I-IV, and the Science of Teaching Reading Competencies (STR) 001, 002, 008, 013.
Assignment (s):	Read Unit 4; define vocabulary terms.
Week Seven: Topic Description	Advanced Decoding, Spelling, and Word Recognition Explore the components of advanced word study, learning about phoneme-grapheme correspondences, teaching syllable types, teaching morphology appropriately, teaching and assessing spelling, building fluency, and working with data.
Readings:	Discuss Unit 4; complete group activities and analyze how the components of advanced word study are developed through instructional practices, disaggregate assessment data. Discuss EC-6 Standards X, XII and Competency 012; 4-8 Domains I-IV, and the Science of Teaching Reading Competencies (STR) 001, 002, 008, 013.
Assignment (s):	Review reading notes and vocabulary terms for Mid-Semester Examination (Formal): Units 1-4.
Week Eight: Topic Description	Administer Mid-Semester Examination (Formal)
Readings:	Midterm Examination (Online via Respondus Lockdown Browser) Units 1-4
Assignment (s):	
Week Nine: Topic Description	Classroom Assessments and Oral Reading Assessments Uses of different informal assessment techniques, evaluators use of test and other measurement techniques. Assess students' reading through oral reading, guiding questions teachers can use to select appropriate oral reading assessment tools, the components of an informal reading inventory and their purpose, explain the basic procedure for administering an informal reading inventory-modified miscue analysis, state the purpose for using it, and explain the basic procedure for scoring and interpreting it, examine the running record-explain it and discuss how it is similar to and different from an IRI.
Readings:	Readings and activities from the chapter analysis selection. Discuss Chapters 3 and 4, group activities, review assessment tools. Analyze the components of writing an assessment analysis. Discuss EC-6 Standards X, XII and Competency 012; 4-8 Domains I-V, and the Science of Teaching Reading Competencies (STR) 001, 002, 008, 013

Assignment (s):

Participate in the panel discussion and individual activities from the book selection. Read Chapters 5 and 6 of the textbook. Complete chapter analysis.

**Week Ten:
Topic Description**

Commercial Tests and Becoming a Teacher with a Diagnostic Mindset

Describe how test scores are best used in a diagnostic approach, apply principles of test selection based on quality of design, Standardized tests are defined and the contexts they were designed for are explored, define norm-referenced, criterion-referenced, reading surveys, and general achievement tests and describe their uses and misuses. Focus on the teacher's role in a diagnostic approach to assessing and teaching reading, research findings that show competent teachers are what make the difference in reading achievement, rather than materials or programs, define the attributes and practices of good teachers based on a wide range of research. Teacher expectations have a direct impact on student learning. Teachers who accept and develop the roles of planner, explicit reading teacher, organizer and manager, and self-evaluator recognize the complexity of teaching students. We posit that effective teachers continually strive to teach to their best abilities by refining these four roles.

Readings:

Assignment (s):

Discuss Chapters 5 and 6; complete group activities and study guides. Analyze the components of writing an analysis of student assessment data. Discuss EC-6 Standards X, XII and Competency 012; 4-8 Domains I-V, and the Science of Teaching Reading Competencies (STR) 001, 002, 008, 013.

Read Chapters 7 and 8 of the textbook. Complete reflections. **Oral and Written Research Presentations (webinar analysis) are due.**

**Week Eleven:
Topic Description**

Teaching with Texts and Early Literacy

Discuss the importance of providing students with time to read texts in school, rationale for using a variety of texts in a diagnostic reading program, showcase many different types of texts, reasons for using each, and teaching suggestions, major point of the chapter is that knowledgeable teachers are aware of many different kinds of printed material, including books, but going well beyond books when planning effective instruction will lead to reading improvement. The various aspects of early literacy to support their purposeful use of assessment and instruction, provide background for each component of early literacy and some assessment and teaching suggestions for each, and three suggestions for determining students with the greatest need for early intervention.

Readings:

Read Chapters 7 and 8; complete group activities. Outline lesson plan framework. Discuss EC-6 Standards X, XII and Competency 012; 4-8 Domains I-V, and the Science of Teaching Reading Competencies (STR) 001, 002, 008, 013.

Assignment (s):

Read Chapters 9 and Chapter 13; define vocabulary terms. Complete chapter analysis.

**Week Twelve:
Topic Description**

Comprehension and Writing

Background information about comprehension, comprehension involves thinking, and that just as there are various levels of thinking, so too are there various levels of comprehension, discuss comprehension skills and strategies that are important for readers to know and use to comprehend. Assessment is essential and suggestions for how to assess what students know and need to know, and instructional strategies that teachers can use to enhance students' comprehension. Provide information and

teaching procedures to help students learn necessary writing skills, assess writing, and grasp the importance of developing writing.

Explore Chapters 9 and 13; complete group activities. Discuss EC-6 Standards X, XII and Competency 012; 4-8 Domains I-V, and the Science of Teaching Reading Competencies (STR) 001, 002, 008, 013.

Readings: Read Chapters 10 and Chapter 12; define vocabulary terms. Complete chapter analysis.

Assignment (s):

**Week Thirteen:
Topic Description**

Vocabulary and Fluency

Obtain information about helping children acquire an ever-expanding reading vocabulary, explanation about how vocabulary develops, present the value of enhancing all four vocabularies: listening, speaking, reading and writing. Children need to have a vocabulary consciousness and a thorough understanding of words of many different types including content-specific words and sight words. Discuss multiple ways to assess vocabulary, the guidelines for effective vocabulary instruction, and explicit methods for teaching vocabulary. Discuss what is involved in acquiring reading fluency, different ways to assess fluency and guidelines for teaching fluency and offer instructional strategies that teachers can use to enhance students' fluency.

Readings:

Discuss Chapters 10 and 12; complete group activities. Discuss EC-6 Standards X, XII and Competency 012; 4-8 Domains I-V, and the Science of Teaching Reading Competencies (STR) 001, 002, 008, 013.

Review the Science of Teaching Reading (STR) Preparation Manual. **All Book Review (Chapter Analyses) are due.**

Assignment (s):

**Week Fourteen:
Topic Description**

Science of Teaching Reading (STR) Review

Review the Science of Teaching (STR) test preparation manual and competencies, Educator's Standards, and TEKS.

Readings:

Read the test preparation manual and review test-taking strategies. Discuss EC-6 Standard XII and Competency 012; 4-8 Domains I-V, and the Science of Teaching Reading Competencies (STR) 001, 002, 008, 013.

Assignment (s):

Complete **Case Study Analysis**.

**Week Fifteen:
Topic Description**

Administer Final Examination (**Formal Case Study Analysis is due.**)

Student Support and Success

John B. Coleman Library

The John B. Coleman Library's mission is to enhance the scholarly pursuit of knowledge, to foster intellectual curiosity, and to promote life-long learning and research through our innovative services, resources, and cultural programs, which support the Prairie View A&M University's global mission of teaching, service, and research. It maintains library collections and access both on campus, online, and through local agreements to further the educational goals of students and faculty. [Library Website](#)
Phone: 936-261-1500

Academic Advising Services

Academic Advising Services offers students various services that contribute to student success and lead toward graduation. We assist students with understanding university policies and procedures that affect academic progress. We support the early alert program to help students connect to success early in the semester. We help refer students to the appropriate academic support services when they are unsure of the best resource for their needs. Faculty advisors support some students in their respective colleges. Your faculty advisor can be identified in PantherTracks. Advisors within Academic Advising Services are available to all students. We are located across campus. Find your advisor's location by academic major on the [advising website](#). Phone: 936-261-5911

The University Tutoring Center

The University Tutoring Center (UTC) offers free tutoring and academic support to all registered PVAMU students. The mission of the UTC is to help provide a solid academic foundation that enables students to become confident, capable, independent learners. Competent and caring staff and peer tutors guide students in identifying, acquiring, and enhancing the knowledge, skills, and attitudes needed to reach their desired goals. Tutoring and academic support are offered face-to-face in the UTC and virtually in online sessions. Other support services available for students include Supplemental Instruction, Study Breaks, Academic Success Workshops, and Algebra Study Jam. Location: J. B. Coleman Library, Rm. 307; Phone: 936-261-1561; Email: pvtutoring@pvamu.edu; [University Tutoring Website](#)

Writing Center

The Writing Center provides well-trained peer tutors to assist students with writing assignments at any stage of the writing process. Tutors help students with various writing tasks from understanding assignments, brainstorming, drafting, revising, editing, researching, and integrating sources. Students have free access to Grammarly online writing assistance. Grammarly is an automated proofreading and plagiarism detection tool. Students must register for Grammarly by using their student email address. In addition, students have access to face-to-face and virtual tutoring services either asynchronously via email or synchronously via Zoom. Location: J. B. Coleman Library, Rm. 209; Phone: 936-261-3724; [Writing Center Website](#), Grammarly Registration

Panther Navigate

Panther Navigate is a proactive system of communication and collaboration between faculty, academic advisors, and students that is designed to support student success by promptly identifying issues and allowing for intervention. Panther Navigate helps students by providing a central location to schedule advising appointments, view campus resources, and request assistance. Students who recognize that they have a problem that negatively affects their academic performance or ability to continue school may self-refer an academic early alert. To do so, students will log in to Canvas and click on Student Alerts on the left sidebar within a course. Students also have the option to download the Navigate Student app. Phone: 936-261-5902; [Panther Navigate Website](#)

Student Counseling Services

The Student Counseling Services offers a range of services and programs to assist students in maximizing their potential for success: short-term individual, couples, and group counseling, as well as crisis intervention, outreach, consultation, and referral services. The staff is licensed by the State of Texas and assists students who are dealing with academic skills concerns, situational crises, adjustment problems, and emotional difficulties. Information shared with the staff is treated confidentially and in accordance with Texas State Law. Location: Hobart Taylor, 2nd floor; Phone: 936-261-3564; [Health & Counseling Center Website](#)

Office of Testing Services

The Office of Testing Services serves to facilitate and protect the administration of educational and professional exams to aid students, faculty, staff, and the community in their academic and career goals. We provide proctoring services for individuals who need to take exams for distance or correspondence courses for another institution, exams for independent study courses, or make-up exams. In order for a proctored exam to be administered by our office, the instructor of the course must first submit the online PVAMU Testing Services – Test Proctoring Form (this form can only be completed by the instructor) to the Office of Testing Services 72 hours prior to the first exam being administered. Once the Test Proctoring Form has been submitted, the instructor will inform their testers so they can then register for an appointment with our office on one of the selected proctored exam test dates within the testing window for the exam and pay the applicable fees. To access the OTS – Test Proctoring Form, to schedule a proctored exam appointment, or to find more information about our proctoring services, please visit the [OTS – Proctoring Service website](#). Location: Wilhelmina Delco, 3rd Floor, Rm. 305; Phone: 936-261-3627; Email: aetesting@pvamu.edu; [Testing Website](#)

Office of Diagnostic Testing and Disability Services

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. 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 an accommodation, contact the Office of Disability Services. As a federally mandated educational support unit, the Office of Disability Services serves as the repository for confidential disability files for faculty, staff, and students. For persons with a disability, the Office develops individualized ADA letters of request for accommodations. Other services include learning style inventories, awareness workshops, accessibility pathways, webinars, a computer laboratory with adapted hard and software, adapted furniture, proctoring non-standardized test administrations, ASL interpreters, ALDs, digital recorders, Livescribe, and a comprehensive referral network across campus and the broader community. Location: Hobart Taylor, Rm. 1D128; Phone: 936-261-3583; [Disability Services Website](#)

Center for Instructional Innovation and Technology Services (CIITS)

Distance Learning, also referred to as Distance Education, is the employment of alternative instructional delivery methods to extend programs and services to persons unable to attend classes in the traditional manner. CIITS supports student learning through online, hybrid, web-assist, and 2-way video course delivery. For more details and contact information, visit [CIITS Student Website](#). Phone: 936-261-3283 or email: ciits@pvamu.edu.

Veteran Affairs

Veteran Services works with student veterans, current military, and military dependents to support their transition to the college environment and continued persistence to graduation. The Office coordinates and certifies benefits for both the G.I. Bill and the Texas Hazlewood Act. Location: Evans Hall, Rm. 102; Phone: 936-261-3563; [Veteran Affairs Website](#)

Office for Student Engagement

The Office for Student Engagement delivers comprehensive programs and services designed to meet the co-curricular needs of students. The Office implements inclusive and accessible programs and services that enhance student development through exposure to and participation in diverse and relevant social, cultural, intellectual, recreational, community service, leadership development, and campus governance. Location: Memorial Student Center, Rm. 221; Phone: 936-261-1340; [Student Engagement Website](#)

Center for Careers & Professional Development

This center supports students through professional development, career readiness, and placement and employment assistance. The center provides one-on-one career coaching, interview preparation, resume and letter writing, and career exploration workshops and seminars. Services are provided for students at the Northwest Houston Center and College of Nursing in the Medical Center twice a month or on a requested basis. Distance Learning students are encouraged to visit the center's website for information regarding the services provided. Location: Anderson Hall, 2nd floor; Phone: 936-261-3570; [Center for Careers & Professional Development Website](#)

University Rules and Procedures

Academic Misconduct

Academic dishonesty is defined as any form of cheating or dishonesty that has the effect or intent of interfering with any academic exercise or fair evaluation of a student's performance. The college faculty can provide additional information, particularly related to a specific course, laboratory, or assignment.

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with the *University Administrative Guidelines on Academic Integrity*, which can be found on the [Academic Integrity webpage](#). Students who engage in academic misconduct are subject to university disciplinary procedures. As listed in the *University Administrative Guidelines on Academic Integrity*, the University Online Catalog, and the Student Code of Conduct, the following are examples of prohibited conduct. This list is not designed to be all-inclusive or exhaustive. In addition to academic sanctions, any student found to have committed academic misconduct that is also a violation of criminal law may also be subject to disciplinary review and action by the Office of Student Conduct (as outlined in the Student Code of Conduct).

Forms of Academic Dishonesty:

1. **Cheating:** Deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not learned, giving or receiving aid unauthorized by the instructor on assignments or examinations. Examples: unauthorized use of notes for a test; using a "cheat sheet" on a quiz or exam; any alteration made on a graded test or exam which is then resubmitted to the teacher;
2. **Plagiarism:** Careless or deliberate use of the work or the ideas of another; representation of another's work, words, ideas, or data as your own without permission or appropriate acknowledgment. Examples: copying another's paper or answers, failure to identify information or essays from the internet and submitting or representing it as your own; submitting an assignment which has been partially or wholly done by another and claiming it as yours; not properly acknowledging a source which has been summarized or paraphrased in your work; failure to acknowledge the use of another's words with quotation marks;
3. **Collusion:** When more than one student or person contributes to a piece of work that is submitted as the work of an individual;
4. **Conspiracy:** Agreeing with one or more persons to commit an act of academic/scholastic dishonesty; and
5. **Multiple Submission:** Submission of work from one course to satisfy a requirement in another course without explicit permission. Example: using a paper prepared and graded for credit in one course to fulfill a requirement and receive credit in a different course.

PVAMU's General Statement on the Use of Generative Artificial Intelligence Tools in the Classroom

Generative Artificial Intelligence (GAI), specifically foundational models that can create writing, computer code, and/or images using minimal human prompting, are increasingly becoming pervasive. Even though ChatGPT is one of the most well-known GAIs currently available, this statement includes any and all past, current, and future generations of GAI software. Prairie View A&M University expects that all work produced for a grade in any course, be it face-to-face or virtual, will be the sole product of a student's endeavors to meet those academic goals. However, should an instructor permit their students to use artificial intelligence as a resource or tool, students must not substitute the substance of their original work with the results of using such GAI tools. This clearly violates the [University's Administrative Guidelines on Academic Integrity](#) and its underlying academic values.

Nonacademic Misconduct

The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the ability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. The Office of Student Conduct will adjudicate such incidents under nonacademic procedures.

Sexual Misconduct

Sexual harassment of students and employees at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating the university's sexual harassment policy will be subject to disciplinary action. In accordance with the Texas A&M University System guidelines, your instructor is obligated to report to the Office of Title IX Compliance (titleixteam@pvamu.edu) any instance of sexual misconduct involving a student, which includes sexual assault, stalking, dating violence, domestic violence, and sexual harassment, about which the instructor becomes aware during this course through writing, discussion, or personal disclosure. The faculty and staff of PVAMU actively strive to provide a learning, working, and living environment that promotes respect that is free from sexual misconduct, discrimination, and all forms of violence. If students, faculty, or staff would like assistance or have questions, they may contact the Title IX Coordinator, Dr. Zakiya Brown, at 936-261-2144 or titleixteam@pvamu.edu. More information can be found at [Title XI Website](#), including confidential resources available on campus.

Protections and Accommodations for Pregnant and Parenting Students

The U.S. Department of Education's Office for Civil Rights (OCR) enforces, among other statutes, Title IX of the Education Amendments of 1972. Title IX protects people from discrimination based on sex, sexual orientation, and gender identity in education programs or activities that receive federal financial assistance. This protection includes those who may be pregnant and parenting. Title IX states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Students seeking accommodations related to pregnancy or parenting should contact the Office of Title IX for information, resources, and support at titleixteam@pvamu.edu. Additional information and/or support may be provided by the Office of Disability Services or the Office of the Dean of Students.

Non-Discrimination Statement

Prairie View A&M University does not discriminate on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, or gender identity in its programs and activities. The University is committed to supporting students and complying with The Texas A&M University System nondiscrimination policy. It seeks to establish an environment that is free of bias, discrimination, and harassment. If you experience an incident of discrimination or harassment, we encourage you to report it. If you would like to speak with someone who may be able to afford you privacy or confidentiality, there are individuals who can meet with you. The Director of Equal Opportunity & Diversity has been designated to handle inquiries regarding the non-discrimination policies and can be reached at Harrington Science Building, Suite 109, or by phone at 936-261-1744 or 1792.

Class Attendance Policy (See the University Online Catalog for Full Attendance Policy)

Prairie View A&M University requires regular class attendance. Attending all classes supports the full academic development of each learner, whether classes are taught with the instructor physically present or via distance learning technologies such as interactive video and/or the Internet. Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in the assignment of a grade of "F." Absences are accumulated beginning with the first day of class during regular semesters and summer terms. Each faculty member will include the University's attendance policy in each course syllabus.

Makeup Work for Legitimate Absences

Prairie View A&M University recognizes that there are a variety of legitimate circumstances in which students will miss coursework and that accommodations for makeup work will be made. If a student's absence is excused, the instructor must either provide the student an opportunity to make up any quiz, exam, or other work contributing to the final grade or provide a satisfactory alternative by a date agreed upon by the student and instructor. Students are encouraged to work with instructors to complete makeup work before known scheduled absences (University-sponsored events, administrative proceedings, etc.). Students are responsible for planning their schedules to avoid excessive conflicts with course requirements.

Absence Verification Process

All non-athletic absences (e.g., Medical, Death/Funeral, Court/Legal-related, etc.) for which a student seeks to obtain a valid excuse must be submitted to the Dean of Students/Office of Student Conduct, with supporting documentation, for review and verification. Please use the [Online Reporting Forms](#) to access/complete/submit the *Request for a University Excused Absence* form for an excuse. Upon receipt, a staff member will verify the documentation and provide an official university excuse, if applicable. The student is responsible for providing the official university excuse issued by the Office for Student Conduct to the professor(s). Questions should be directed to the Dean of

Students via email: deanofstudents@pvamu.edu or phone: (936) 261-3550 or Office for Student Conduct via email: studentconduct@pvamu.edu or phone: (936) 261-3524.

Student Academic Appeals Process

Authority and responsibility for assigning grades to students rest with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the University Online Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

Technical Considerations

Minimum Recommended Hardware and Software:

- Intel PC or laptop with Windows 10 or later version; Mac with OS Catalina
- Smartphone or iPad/tablet with wi-fi*
- High-speed internet access
- 8 GB memory
- Hard drive with 320 GB storage space
- 15" monitor, 1024 x 768, color
- Speakers (internal or external)
- Microphone and recording software • Keyboard & mouse
- Most current version of Google Chrome, Safari, or Firefox

Note: Be sure to enable Java & pop-ups in the web browser preferences

* Some courses may require remote proctoring. At this time only Chromebooks, laptops, and desktops running Windows or Mac work with our proctoring solution, but iPads are not compatible. Most other applications will work with Android or Apple tablets and smartphones.

Participants should have a basic proficiency of the following computer skills:

- Sending and receiving email
- A working knowledge of the Internet
- Microsoft Word (or a program convertible to Word)
- Acrobat PDF Reader
- Windows or Mac OS • Video conferencing software (Zoom)

Netiquette (online etiquette)

Students are expected to participate in all discussions and virtual classroom chats as directed. Students are to be respectful and courteous to others on discussion boards. Foul or abusive language will not be tolerated. Do not use ALL CAPS for communicating to others AS IT CAN BE INTERPRETED AS YELLING. Avoid slang terms such as "wassup?" and texting abbreviations such as "u" instead of "you." Limit and possibly avoid the use of emoticons. Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post, and the message might be taken seriously or sound offensive.

Video Conferencing Etiquette

When using Zoom, WebEx, or other video conferencing tools, confirm the visible area is tidy, clear of background clutter, inappropriate or offensive posters, and other distractions. Ensure you dress appropriately and avoid using high traffic or noisy areas. Stay muted when you are not speaking and avoid eating/drinking during the session. Before the class session begins, test audio, video, and lighting to alleviate technology issues.

Technical Support

Students should go to [Password Reset Tool](#) if they have password issues. The page will provide instructions for resetting passwords and contact information if login issues persist. For other technical questions regarding eCourses, call the Center for Instructional Innovation and Technology Services at 936-261-3283 or email ciits@pvamu.edu.

Communication Expectations and Standards

Emails or discussion postings will receive a response from the instructor, usually in less than 48 hours. Urgent emails should be marked as such. Check regularly for responses. Discussion Requirement Online courses often require minimal to no face-to-face meetings. However, conversations about the readings, lectures, materials, and other aspects of the course can occur in a seminar fashion. The use of the discussion board will accomplish this. The instructor will determine the exact use of discussion boards.

It is strongly suggested that students type their discussion postings in a word processing application such as Word and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, copy and paste to the discussion board.

COVID-19 Campus Safety Measures

In accordance with the latest guidelines from the PVAMU Health Services, the following measures are in effect until further notice.

- Students who are ill will be asked to adhere to best practices in public health, such as masking, handwashing, and social distancing, to help reduce the spread of illness across campus.
- Mandatory self-reporting will no longer be required by students. Students will be responsible for communicating with their professors regarding COVID, similarly to any other illness.
- There will be no mandatory isolation. Students who are too ill to engage in classroom activities will be responsible for securing the appropriate documentation to support the absence.
- Students who self-isolate will be responsible for communicating with their professors and securing an excuse from Student Conduct.
- All students will have access to TimelyCare, a telehealth platform that provides virtual medical care 24/7 and by appointment in the Student Health Clinic. Students are encouraged to enroll with TimelyCare at the beginning of the semester, at timelycare.com/pvamu.
- Students will have access to COVID testing in the Student Health Clinic by appointment. Testing is for students who are symptomatic ONLY.

References

- Council for Exceptional Children. (2003). *What every special educator must know: Ethics, standards, and guidelines for Special Educators* (5th ed.). Upper Saddle River, NJ: Pearson/Merrill/ Prentice-Hall.
- Duke, N., & Pearson, P.D. (2002). Effective Practices for Developing Reading Comprehension, in *What research has to say about reading instruction* (3rd ed.). Farstrup, A.E., & Samuels, S.J. (Eds.). Newark, DE: International Reading Association.
- Fitzgerald, J. (1999). What is This Thing Called "Balance?" *The Reading Teacher*, 53(2), 100-107.
- Flurkey, A. (2006)., "What's 'Normal' about Real Reading?" in *The Truth About DIBELS: What Is and What it Does*, ed. K. Goodman. Portsmouth, NH: Heineman.
- Gee, J.P. (2017). *Teaching, learning, literacy in our high-risk high-tech world: A framework for becoming human*. New York: Teachers College Press.
- Harris, T.L., & Hodges, R.E. (Eds.). (1955). *The literacy dictionary*. Newark, DE: International Reading Association.
- Herrera, S.G., Kavimandan, S.K., Perez, D.R., & Wessels, S. (2017). *Accelerating literacy for diverse learners: Classroom strategies that integrate social/emotional engagement and academic achievement, K-8* (2nd ed.). New York: Teachers College Press.
- International Reading Association Board of Directors. (2000). *Excellent Reading Teachers: A Position Statement of the International Reading Association*. Newark, DE: International Reading Association.
- Lems, K., Miller, L.D., & Soro, T.M. (2017). *Building literacy with English language learners: Insights from linguistics* (2nd ed.). (2017). New York: Guilford Press.
- McKenna, M.C., & Stahl, K.A.D. (2015). *Assessment for reading instruction* (3rd ed.). New York: Guilford Press.
- Moats, L.C., & Tolman, C.A. (2019). *LETRS: Volume 1*. Dallas, TX: VOYAGER SOPRIS.
- Moats, L.C., & Tolman, C.A. (2019). *LETRS: Volume 2*. Dallas, TX: VOYAGER SOPRIS.
- Overturf, B., Montgomery, L., & Smith, M.H. (2015). *Vocabularians: Integrated word study in the middle grades*. Portland, ME: Stenhouse Publishers.
- Roberts, T.A. (2017). *Literacy success for emergent bilinguals: Getting it right in the PreK-2 classroom*. New York: Teachers College Press.
- Rumelhart, D.E. (1977). *Toward an interactive model of reading*. In S. Dornic (Ed.), *Attention and performance VI*. Hillsdale, NJ: Erlbaum.
- Templeton, S., Bear, D.R., Invernizzi, M., Johnston, F., Flanigan, K., Townsend, D.R., Helman, L., & Hayes, L. (2015). *Vocabulary their way: Word study with middle and secondary students* (2nd ed.). Boston: Pearson.
- Texas Education Agency. (2015). *Texas pre-kindergarten guidelines*. Austin, TX: Texas Education Agency.
- Vacca, R.T., Vacca, J.A.L., & Mraz, M. (2021). *Content area reading: Literacy and learning across the curriculum* (13th ed.). New York: Pearson.

Professional Journals

- *Journal of Adolescent & Adult Literacy*
- *Language Arts*
- *Reading Research Quarterly*
- *The Reading Teacher*

Online Resources

Assessment and Evaluation <http://www.readingrockets.org/reading-topics/assessment-and -evaluation>
E-Books at Harris County Public Library <http://www.netLibrary.com>
International Literacy Association www.literacyworldwide.org
Reading Rockets <http://www.reading.org/g/article59627>
Reading Rockets <http://www.readingrockets.com>
Texas Education Agency <http://tea.texas.gov>

APPENDIX A

Student Learning Outcomes (SLOs) Revised from the 2022 Council for the Accreditation of Educator Preparation (CAEP) <http://caepnet.org>

Student Learning Outcomes (SLOs)

- The Learner and Learning:** Candidates are able to apply their knowledge of the learner and learning at the appropriate progression levels. Candidates are able to **apply critical concepts** and principles of learner development, **learning differences**, and creating safe and supportive learning environments in order to work effectively with diverse P-12 students and their families.

(CAEP R1.1; InTASC Standards 1, 2, and 3)
- Content:** Candidates are able to apply their knowledge of content at the appropriate progression levels and demonstrate proficiency in the use of **oral/verbal and written expressions**. Candidates know the central concepts of their content area and are able to apply the content in developing equitable and inclusive learning experiences for diverse P-12 students.

(CAEP R1.2; InTASC Standards 4 and 5)
- Instructional Practice:** Candidates are able to apply their knowledge relating to instructional practice at the appropriate progression levels. Candidates are able to assess, plan for instruction, and utilize a variety of instructional strategies to provide equitable and inclusive learning experiences for diverse P-12 students. Candidates **model and apply national or state-approved technology standards** to engage and improve learning for all students.

(CAEP R1.3; InTASC Standards 6, 7 and 8)
- Professional Responsibility:** Candidates are able to apply their knowledge of professional responsibility at the appropriate progression levels. Candidates demonstrate engagement in professional learning, act ethically, take responsibility for student learning, and collaborate with others to **work effectively with diverse P-12 students and their families**.

(CAEP R1.4; InTASC 9 and 10)

Program Learning Outcomes (PLOs)

1. Clinical Partnerships and Practice

The program ensures effective partnerships and high-quality clinical practice are central to candidate preparation. These experiences are designed to develop candidates' knowledge, skills, and professional dispositions to demonstrate a positive impact on diverse students' learning and development. The high-quality clinical practice offers candidates experiences in different settings and modalities, as well as with diverse P-12 students, schools, families, and communities. Partners share the responsibility to identify and address real problems of practice candidates' experience in their engagement with P-12 students.

2. Candidate Recruitment, Progression, and Support

The program demonstrates the quality of candidates is a continuous and purposeful focus from recruitment through completion. The program demonstrates that the development of candidate quality is the goal of educator preparation and that the program provides support services (such as advising, remediation, and mentoring) in all phases of the program so candidates will be successful.

3. Program Impact

The program demonstrates the effectiveness of its completers' instruction on P-12 student learning and development, and completer and employer satisfaction with the relevance and effectiveness of preparation.

4. Quality Assurance System and Continuous Improvement

The program maintains a quality assurance system that consists of valid data from multiple measures and supports continuous improvement that is sustained and evidence-based. The system is developed and maintained with input from internal and external stakeholders. The program uses the results of inquiry and data collection to establish priorities, enhanced program elements, and highlight innovations.

APPENDIX B
STANDARDS FOR THE PREPARATION OF LITERACY PROFESSIONALS 2017
International Literacy Association
<http://www.literacyworldwide.org>

TEACHER EDUCATORS

Recommended Competencies

In the following sections, the competencies for teacher educators, as they align with the 2017 standards, are described.

STANDARD 1: Foundational Knowledge

Effective teacher educators know and can demonstrate the following:

- Understanding of the theoretical and evidence-based foundations of language acquisition and literacy for all learners, in varied contexts.
- Understanding of the theoretical and evidence-based foundations of writing development, the writing processes, and the integral connections between reading and writing for all learners, in varied contexts, and across grade levels and disciplinary domains.
- Understanding of the theoretical and evidence-based foundations of language, its development, and the ways in which it influences literacy development for all learners, in varied contexts, and across grade levels and disciplinary domains.
- Understanding of the theory and research related to preparing literacy professionals.

STANDARD 2: Curriculum and Instruction

Effective teacher educators know and demonstrate the following:

- Ability to teach classroom teachers and specialized literacy professionals how to design and implement large-group and small-group evidence-based literacy instruction.
- Understanding of the quality and effectiveness of programs and curricula currently used in schools.
- Ability to evaluate effectiveness of these programs.
- Ability to teach preservice and inservice teachers how to differentiate literacy instruction, including approaches for organizing and managing small-group instruction.
- Ability to establish strong field-based partnerships with exemplary literacy teachers and schools.
- Ability to teach classroom teachers and specialized literacy professionals how to develop and facilitate comprehensive and culturally sensitive literacy curriculum and supports for all learners, and especially for learners who are experiencing literacy difficulties.
- How to organize their own classrooms to model comprehensive and culturally sensitive instruction.

STANDARD 3: Assessment and Evaluation

Effective teacher educators know and can demonstrate the following:

- Ability to teach literacy professionals how to understand the purpose, format, features, strengths/limitations, and uses of various tools in a comprehensive literacy and language assessment system (including reliability, validity, formative/summative, inherent language, dialect, and/or cultural bias).
- Ability to understand and be able to teach methods of implementing a data-based decision and evaluation plan, with systematic analysis and interpretation of assessment data (e.g., data patterns across a district), and to design support systems for literacy professionals to ensure reliable and valid results.
- How to use assessment data to design and implement relevant professional learning experiences. They should be able to teach literacy professionals how to use assessment data, results, and trends to thoughtfully recommend professional learning needs and additional resources for instruction.
- How to explain technical aspects of various assessments and advocate for and collaborate with school districts on best assessment practices.

STANDARD 4: Diversity and Equity

Effective teacher educators know and can demonstrate the following:

- A deep understanding of critical pedagogies that apply to diversity and equity in literacy education.
- A deep understanding of their own cultural experiences and how they affect their teaching.
- How to involve teacher candidates in conversations, exercises, and reflective practices that deepen their understanding of issues of diversity and equity in the literacy classroom.
- Ability to ensure that teacher candidates have field-based experiences in diverse school settings.

STANDARD 5: Learners and the Literacy Environment

Effective teacher educators know and can demonstrate the following:

- Ability to teach classroom teachers and specialized literacy professionals how language and literacy develops from birth through adolescence.
- Ability to teach classroom teachers and specialized literacy professionals how to effectively structure the learning environment in pre-K-12 settings.
- Ability to model instructional practices that reflect principles of differentiation, using both traditional and online formats.
- Ability to model effective practices of engaged learning in both traditional and online formats.

STANDARD 6: Professional Learning and Leadership

Effective teacher educators know and can demonstrate the following:

- The role of self-reflection in teacher education.
- Ability to design assignments that provide teacher candidates with opportunities to collaborate.
- Ability to engage in self-reflective, professional development opportunities that increase their teaching performance.
- Ability to engage in programmatic self-study.
- Ability to model political advocacy and activism.
- Ability to conduct research that contributes to the development of the literacy field; such research can be theoretical/empirical or it can be the “scholarship of engagement” (Boyer, 1990).
- Understanding of the 2017 standards for literacy professionals and how they affect the programming for preparing classroom teachers and specialized literacy professionals.