

1. General Information

- 1a. Submitted by the College of: EDUCATION
Date Submitted: 3/29/2017
- 1b. Department/Division: Education Curriculum & Instr
- 1c. Contact Person
Name: Judy Embry
Email: jembry@uky.edu
Phone: 7-7859
Responsible Faculty ID (if different from Contact)
Name: Susan Cantrell
Email: susan.cantrell@uky.edu
Phone: 7-6731
- 1d. Requested Effective Date: Semester following approval
- 1e. Should this course be a UK Core Course? No

2. Designation and Description of Proposed Course

- 2a. Will this course also be offered through Distance Learning?: Yes ⁴
- 2b. Prefix and Number: EDC 622
- 2c. Full Title: Observing and Responding to Young Readers
- 2d. Transcript Title: Observing/Responding to Young Readers
- 2e. Cross-listing:
- 2f. Meeting Patterns
LECTURE: 1
DISCUSSION: 2
- 2g. Grading System: Graduate School Grade Scale
- 2h. Number of credit hours: 3
- 2i. Is this course repeatable for additional credit? No
If Yes: Maximum number of credit hours:
If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: Throughout the preparation year, teacher leaders engage in sensitive observation and responsive teaching of individual grade one children who have been identified as having difficulty learning to read and write. They study the theoretical rationales and practical application of Reading Recovery teaching procedures and connect their practice to wider understandings of literacy development. Across the year, teacher leaders work with a variety of children to gain a range of experiences, always focusing on teaching for accelerated learning. Reading Recovery trainers provide clinical supervision and guidance as teacher leaders learn how to problem solve the particular challenges of children who are not making accelerated progress. In order to work effectively with teachers in the future, teacher leaders are placed in the teaching role with visible accountability across a school year.

2k. Prerequisites, if any: Applied for and been accepted to a Reading Recovery position in a school district

2l. Supplementary Teaching Component:

3. Will this course taught off campus? Yes

If YES, enter the off campus address: various school district training sites across the state (varies from year to year)

4. Frequency of Course Offering: Fall,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 8

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: No

Will it be of interest to a significant number of students outside the degree pgm?: No

If Yes, explain:

8. Check the category most applicable to this course: Traditional – Offered in Corresponding Departments at Universities Elsewhere,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached: **Yes**

Distance Learning Form

Instructor Name: Melinda Harmon

Instructor Email: lindy.harmon@uky.edu

Internet/Web-based: **No**

Interactive Video: **No**

Hybrid: **Yes**

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations? **Yes, the course syllabus conforms to University Senate Guidelines, specifically the Distance Learning Considerations. This course will be offered synchronously online through Adobe Connect or a similar platform. The instructor will be available via email, phone, and online conferencing for consultation with students outside of class meeting times.**

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc. **Students will engage in similar readings, research investigations, and discussions (through CANVAS and Adobe Connect) that they would experience in a classroom-based setting. Classroom goals and assessments will be similar.**

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc. **The integrity of student work is ensured by having a password-protected CANVAS site for the course. No exams are given. All written work is submitted to the instructor for grading. The academic offense policy is stated in the syllabus.**

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above? **No.**

If yes, which percentage, and which program(s)? **N/A**

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting? **Information about student services as well as information for students with special needs (e.g. religious absences, etc.) is also included in the syllabus.**

6. How do course requirements ensure that students make appropriate use of learning resources? **Links to course readings and online research activities are provided in the course CANVAS shell. Modules for each week will be posted in the course shell.**

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program. **Access to laboratories and equipment is not needed for this course.**

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)? Technological requirements, technological assistance information, and Technology Customer Service Center information is listed at the beginning of the syllabus.

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? YES

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology. NA

10. Does the syllabus contain all the required components? YES

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name: Melinda Harmon

University of Kentucky
EDC 622-001: Observing and Responding to Young Readers
Fall, 2016
Tuesday, 9:00 a.m. – 11:30 a.m.
3 Credit Hours
Dickey Hall, Room 323

Instructor

Dr. Melinda “Lindy” Harmon
Reading Recovery University Trainer
Room 316, Dickey Hall
859-257-7859 (w)
859-533-2860 (c)
Office Hours : Available upon request
lindy.harmon@uky.edu

Technological Requirements

Computer with internet access, webcam, and microphone or access to UK computer facilities.

Course website

Canvas : <https://www.uky.edu/canvas/>

Preferred method for contacting instructor

Email or Phone

Technological Assistance

Contact Information Technology Customer Service Center <http://www.uky.edu/UKIT> or 859-257-1300

Distance Learning Library Services

DL Librarian: Cantagallo, Carla

Phone: (859) 218-1240

Email: dllservice@email.uky.edu

DL Interlibrary Loan Service: http://libraries.uky.edu/page.php?lweb_id=253

Course Description

Throughout the preparation year, teacher leaders engage in sensitive observation and responsive teaching of individual grade one children who have been identified as having difficulty learning to read and write. They study the theoretical rationales and practical application of Reading Recovery teaching procedures and connect their practice to wider understandings of literacy development. Across the year, teacher leaders work with a variety of children to gain a range of experiences, always focusing on teaching for accelerated learning. Reading Recovery trainers provide clinical supervision and guidance as teacher leaders learn how to problem solve the particular challenges of children who are not making accelerated progress. In order to work effectively with

teachers in the future, teacher leaders are placed in the teaching role with visible accountability across a school year.

Prerequisites: None

Course Content

- Observing reading behaviors as a basis of instruction
- Understanding basis for the activities in a Reading Recovery lesson
- Building on strengths and keeping it easy to learn
- Teaching children to attend and use print
- Teaching for reciprocity of reading and writing
- Moving up a gradient of text difficulty in reading
- Increasing complexity in writing
- Teaching for accelerated progress
- Fostering independence and self-regulation over time
- Making decisions about children's progress and ending the intervention
- The rationales behind lesson activities and procedures
- How teaching changes over time
- Fine-tuning teaching interactions with children
- A complex theory of reading and writing processes

UK College of Education Professional Themes

This course will address the four themes of the conceptual framework for the UK professional education unit: **research**, **reflection**, **learning**, and **leading**. Students will be given the opportunity to review, analyze, discuss, and apply **research** from diverse perspectives in education, including professional scholarship and practitioner inquiry, in order to reflect on their own practices as they study, observe, and practice in P-12 school and university classrooms. **Reflection** will also be integrated into students' learning opportunities through the production of written essays and analyses of observation and teaching experiences to help students take advantage of the analytical and problem-solving skills that comprise critical professional reflection on one's own teaching. This course emphasizes the commitment of the professional education unit to ensure that its graduates move into their professional lives equipped for life-long **learning** as educators who will be active in **leading** colleagues in their schools, districts, and professional organizations. The ultimate goal in addressing these four themes is to produce teacher leaders who work together to improve student learning among diverse populations and improve education in Kentucky and beyond.

Course Learning Outcomes

Teacher Leaders will:

- Learn to apply the *Observation Survey Summary* information during Roaming Around the Known

- Demonstrate an understanding of the purposes, practices, and underlying theory for Roaming Around the Known
- Demonstrate an understanding of the purposes for writing Predictions of Progress and for using them when moving into instruction with students
- Learn to select and/or make appropriate books for each student
- Demonstrate an understanding of the purposes of each part of the RR lesson
- Record and analyze information on RR forms to promote effective teaching decisions
- Refine observation skills and respond to the student during lessons
- Demonstrate skill in teaching for "early learning gains" as appropriate for specific students
- Demonstrate skill in teaching students how words work by using magnetic letters and other appropriate teaching procedures
- Demonstrate skill by making effective teaching points during and after text reading
- Develop an understanding of the relationship between reading and writing by demonstrating skill in teaching for reciprocity
- Demonstrate skill in analyzing running records to inform instruction
- Demonstrate skill in teaching for accelerated learning
- Learn about how to discontinue students from the program
- Learn to self-assess progress in learning to teach students
- Participate actively in all behind the glass (BTG) sessions and discussions

Required Texts

Clay, M.M. (2015). *Becoming literate: the construction of inner control*. Portsmouth, NH: Heinemann.

Clay, M.M. (2015). *Change over time in children's literacy development*. Portsmouth, NH: Heinemann.

Clay, M.M. (2005). *Literacy lessons designed for individuals Part one: Why? When? And How?* Portsmouth, NH: Heinemann.

Clay, M.M. (2005). *Literacy lessons designed for individuals Part two: Teaching procedures*. Portsmouth, NH: Heinemann.

Clay, M.M. (2013). *An Observation survey of early literacy achievement*. Portsmouth, NH: Heinemann.

Clay, M.M., (2007). *Biks and gutches: Learning to inflect English* Auckland, NZ:
Pearson Education.

Clay, M.M., Gill, M. Glynn, T. McNaughton, T. & Salmon, K (2007). *Record of Oral
Language: Observing changes in the acquisition of language structures* (2nd ed.)
Auckland: Pearson Education.

Additional Readings: (Other readings as assigned)

Askew, B.J. & Fountas I.C. (1998). Building an early reading process: Active from the
start. *The Reading Teacher*, 52(2), 126-134.

Clay, M.M. (1998). Introducing storybooks to young readers. In *By different paths to
common outcomes* (171-184). York, Maine: Stenhouse.

Clay, M. M. (2004). Talking, reading, and writing. *The Journal of Reading Recovery*,
3(2), 1-15.

DeFord, D.E. (1993). *Partners in learning*. New York: Teachers College Press.

Fried, M. D. (2006). Reciprocity: Promoting the flow of knowledge for learning to read
and write. *The Journal of Reading Recovery*, 5(2). 5-14.

Fullerton, S., & Deford, D.E. (2001). Conversation before writing during Reading
Recovery lessons: Negotiation or tug of war. In J. V. Hoffman, D. L. Schallert, C.
M. Fairbanks, J. Worthy & B. Maloch (Eds.), *Fiftieth Yearbook of the National
Reading Conference* (213-227). Chicago, IL: National Reading Conference.

Jones, N. (2006). What's the word: The interface between theory, research, and teaching.
The Journal of Reading Recovery, 6(1), 59-73.

Kaye, E. L. (2008). Taking words a-part, ap-art, apar-t while reading. *The Journal of
Reading Recovery*, 8(1), 5-15.

Schmitt, M.C. Askew, B. J., Fountas, I. C., Lyons, C. A., Pinnell, G. S. (2005). The theoretical base for Reading Recovery. In *Changing Futures: The influences of Reading Recovery in the United States*. Worthington, OH: RRCNA.

Summary Description of Course Assignments:

1. Conduct visits to Assessment Training Week with reflections.
2. Teach 4 children daily.
3. Complete Observation Survey Summary for all students.
4. Complete Predictions of Progress for all students.
5. Keep instructional records on a daily basis to inform your teaching. Records will be collected during the semester and feedback will be given.
6. Teach 2 lessons Behind the Glass.
7. Complete in class reflections and checkpoints as assigned.
8. Tape record/video tape lesson components as assigned.
9. Be observed by Trainer as you teach students in your own setting.
10. Oral Final Exam (See guide sheet from Theory Course)

Course Policies

Submission of Assignments

- All assignments must be typed or word processed.
- All assignments must be handed in as a paper copy in class.
- All assignments must be handed in on time or they will be penalized 10% for each date late.
- All assignments must be in APA style, 6th edition (which includes a cover page).

Tentative Course Schedule

A linear listing of topics, assignment due dates, and examination dates will be provided in the first class.

Course Grading

A = Superior work that meets all criteria and shows exceptional merit and creativity (90-100%)

B = Excellent work that meets all criteria and shows effort (80-89%)

C = Adequate work which meets all criteria (70-79%)

E = Poor work (69% and below)

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/registrar/calendar>).

Final Exam Information

See Summary Description of Course Assignments above. Date, time, and location to be announced.

Course Evaluation

Grading for this course will be based on performance related to course requirements and all assignments on the syllabus for the semester. Performance will be considered on a continuum of understandings that takes place across time and on an individual basis. An important aspect of this course is ongoing communication with the UK trainer to request guidance and support as needed to achieve these requirements.

Excused Absences:

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Rhonda Strouse at strouse@pop.uky.edu

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

Verification of Absences:

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Academic Integrity:

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Participation and Professionalism:

The Middle School Teacher Education program is a teacher preparation program, and as such expects you to work and to transition into the teaching profession. This entails both mature personal behavior and professional conduct based on the College of Education's Functional Skills and Dispositions (see Student Handbook at <http://education.uky.edu/AcadServ/content/student-handbook-education-programs>). These include 1) communicating appropriately and effectively, 2) demonstrating constructive attitudes, 3) demonstrating the ability to conceptualize key content, 4) interacting appropriately with diverse groups in educational settings (including colleagues and students), and 5) demonstrating a commitment to professional ethics and behavior.

Ethics Statement

This course and its participants will not tolerate discrimination, violence, or vandalism. The Middle Level Teacher Education Program is an open and affirming department for all people, including those who are subjected to racial profiling, hate crimes, heterosexism, and violence. We insist that appropriate action be taken against

those who perpetrate discrimination, violence, or vandalism. The University of Kentucky is an Affirmative Action and Equal Opportunity institution and affirms its dedication to non-discrimination on the basis of race, color, religion, gender, age, sexual orientation, domestic partner status, national origin, or disability in employment, programs, and services. Our commitment to non-discrimination and affirmation action embraces the entire university community including faculty, staff, and students.

All students are expected to conduct themselves in an appropriate and ethical manner during their UK classes and related field placements, as befitting students, future teachers, and ambassadors for the University of Kentucky. Any unethical behavior in class or during your field placements may result in failure for the course and/or expulsion from the Middle Level Teacher Education Program, determined on a case-by-case basis. Faculty will follow all university due process procedures in cases of academic or ethical misconduct. Please consult Dr. Rintamaa if you have questions regarding this requirement.

Accommodations due to disability:

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Multidisciplinary Science Building, suite 407, 257-2754, email address: DRC@uky.edu) for coordination of campus disability services available to students with disabilities.

Course Semester Outline

DATE	TOPICS	READINGS	ASSIGNMENTS DUE
1 - Teaching 8/24	<p>Overview Syllabus and Assignments</p> <p>Revisit Observation Survey Training and Reflections</p> <p>Roaming Around the Know Predictions of Progress</p>		Student Selection Sheet and Observation Surveys for all students on sheet
2-Teaching 9/1	<p>Study Session: Moving Into Instruction</p> <p>Focus on Acceleration</p> <p>Learning to Look at Print & Early Word Work</p> <p>Hearing and Recording Sounds in Words (Teaching the Task-Lesson 11)</p> <p>Begin Charting Student Progress</p>	<p>LL2, p. 103, 118, 180-Acceleration Sections 1-5, p. 3-47 Section 7, p. 72-73</p> <p>LL1, p. 22-23</p> <p>McBride, M. (2006). <i>The Eyes Have to Have It! Jake's Engagement with Print in Early Lessons. The Journal of Reading Recovery</i>, 15-25.</p>	Review Student Selection Procedures
3-Teaching 9/8 Technology	<p>Study Session: Learning to Write Words and Messages</p> <p>Hearing and Recording Sounds in Words</p>	<p>LL2, Section 6, p. 48-68 Section 7, p. 69-80 Section 8, p. 81-85</p> <p>By Different Paths, Chapter 10-Writing</p>	

<p>4- Teaching 9/15</p>	<p>Study Session: Reading Continuous Texts, Whole Stories and Information Books</p> <p>Finding and Using Information in the Print: Strategic Activity</p>	<p>LL2, Section 9, p. 87-99 Section 10, p. 99- 110 Section 14, p. 150- 157</p> <p>Clay, M.M. (1998). Introducing storybooks to young readers. In <i>By different paths to common outcomes</i> (171- 184). York, Maine: Stenhouse.</p>	<p>Observation Surveys, Summaries and Predictions for 2 students</p> <p>Prepare for HRSIW Checkpoint</p>
<p>5- Teaching 9/22</p>	<p>Lindy at NATG Meeting in Columbus</p> <p>Teach Reading Recovery Children</p>	<p>Videotape 1 Reading Recovery Student's Lesson to bring for BTG next week</p>	<p>Teach 5 consecutive lessons with Average Child for Case Study</p>
<p>6-Teaching 9/29</p>	<p>Study Session: Teaching for Strategic Activity in Writing</p> <p>Video BTG Lessons #1- Christy and Tracy</p>	<p>Partners in Learning, Chapter 7</p> <p>Matczuk, A. & Straw, S.B. (2005). Powerful Teaching Interactions in Writing: Lessons from Reading Recovery Teachers. <i>The Journal of Reading Recovery</i>, 18-25.</p> <p>Review LL2, Section 6, p. 48-68 Section 7, p. 69-80 Section 8, p. 81-85</p>	<p>Checkpoint #1 Due- HRSIW</p>

<p>7-Teaching 10/6 Technology</p>	<p>Study Session: Review Early and Mid- Procedures and Learning LL2, Early-p. 40-44, p. 19 Mid-p. 140-141</p> <p>Later Word Work LL2, Section 11, p. 118-124 Section 12, p. 125-137 Section 13, p. 138-149</p>	<p>Mattson, W. (2006). Improving Sustained Attention to Print: Key Understandings for Reading Recovery Teachers. <i>The Journal of Reading Recovery</i>, 16-23.</p> <p>Jones, N. (2006). What's the word: The interface between theory, research, and teaching. <i>The Journal of Reading Recovery</i>, 6(1), 59-73.</p>	<p>HRSIW Checkpoint Review</p>
<p>8-Teaching 10/13</p>	<p>Study Session: Teaching for Problem Solving in Reading</p>	<p>Partners in Learning, Chapters 4 & 5</p> <p>Review LL2, Section 9, p. 87-99 Section 10, p. 99- 110 Section 14, p. 150- 157</p>	<p>Review Case Study Assignment</p>
<p>9-Teaching 10/20</p>	<p>Study Session: Fluency and Flexibility in Reading and Writing</p> <p>Videotaped BTG Lessons # 2- Christy and Tracy</p>	<p>Change Over Time, Chapter 1</p> <p>Deford, D.E. (1994). Early writing: Teachers and children in Reading Recovery. <i>Literacy Teacher and Learning</i>, 1(1), 31-56.</p> <p>Review LL2, Section 14, p. 150- 157</p>	<p>Christy Site Visit- # 2- 22nd</p>

10-Teaching 10/27 Technology	Study Session: Taking Words Apart in Reading	Review Letters, Words and Texts Kaye, E. L. (2008). Taking words a-part, ap-art, apar-t while reading. <i>The Journal of Reading Recovery</i> , 8(1), 5-15.	
11-Teaching 11/3	Study Session: Comprehension in Reading Recovery	RRCNA Text Comprehension Toolkit	Site Visit #2- Tracy-Nov. 5 th
12-Teaching 11/10	Study Session: Self-Extending Systems/Self-Regulation/Discontinuing	LL1, p. 40-42 p. 48-62 Jones, N. K. (2013). Widening the lens: How seeing and understanding develop together. <i>The Journal of Reading Recovery</i> , (1), 5-14.	
13-Teaching 11/17 Technology	Study Session: Review Oral Exam Topics and Format Preparing for the Oral Exam <u>Preview Spring Semester Focus:</u> Particular Problems LL2, Chapter 4, p. 159-183 Selecting a Hard for us to Teach Child for Spring Semester	Review Oral Exam Questions and Examples	Reminder: Spring Semester Checkpoint on Discontinuing- Keep a copy of all forms used for Discontinuing one child between now and January. Bring to first class.
14 11/23 Technology	Independent Study: Review and preparation for Oral Exam		Finalize Case Study Assignment
15 12/3	Oral Final Exam		

Course Standards Alignment

EDC 622 Course Objectives	Associated Course Assessments	International Literacy Association Standards	COE Framework	Kentucky Teacher Standards	Common Core State Standards
1. Learn to apply the <i>Observation Survey Summary</i> information during Roaming Around the Known 2. Demonstrate an understanding of the purposes, practices, and underlying theory for Roaming Around the Known 3. Demonstrate an understanding of the purposes for writing Predictions of Progress and for using them when moving into instruction with students 4. Learn to select and/or make appropriate books for each student 5. Demonstrate an understanding of the purposes of each part of the RR lesson 6. Record and analyze information on RR forms to promote effective teaching decisions 7. Refine observation skills and respond to the student during lessons 8. Demonstrate skill in teaching for "early learning gains" as appropriate for specific students 9. Demonstrate skill in	1. Conduct visits to Assessment Training Week with reflections. 2. Complete Observation Survey Summary for all students. 3. Complete Predictions of Progress for all students. 4. Keep instructional records on a daily basis to inform your teaching. 5. Teach 2 lessons Behind the Glass. 6. Complete in class reflections and checkpoints as assigned. 7. Tape record/video tape lesson components as assigned. 8. Be observed by Trainer as you teach students in your own setting.	1. Foundational Knowledge 2. Curriculum and Instruction 3. Assessment and Evaluation 5. Literate Environment 6. Professional Learning and Leadership	Reflection Learning Leading	KST 1,2,3,5,7,8,10	Rdg 1, 2, 3, 4 Wrtg 1,2,4 S & L 1, 2

<p>teaching students how words work by using magnetic letters and other appropriate teaching procedures</p> <p>10. Demonstrate skill by making effective teaching points during and after text reading</p> <p>11. Develop an understanding of the relationship between reading and writing by demonstrating skill in teaching for reciprocity</p> <p>12. Demonstrate skill in analyzing running records to inform instruction</p> <p>13. Demonstrate skill in teaching for accelerated learning</p> <p>14. Learn about how to discontinue students from the program</p> <p>15. Learn to self-assess progress in learning to teach students</p> <p>16. Participate actively in all behind the glass (BTG) sessions and discussions</p>					
<p>Demonstrate an understanding of the purposes of each part of the lesson.</p>	<p>Complete an oral final exam.</p>	<p>1. Foundational Knowledge 2. Curriculum and Instruction 3. Assessment and Evaluation</p>	<p>Reflection Learning Leading</p>	<p>KST 1,2,3,5,7,8,9,10</p>	<p><i>S & L</i> 1, 2,</p>

Standards Legend:

International Literacy Association

1. Foundational Knowledge
2. Curriculum and Instruction
3. Assessment and Evaluation
4. Diversity
5. Literate Environment
6. Professional Learning and Leadership

*University of Kentucky
College of Education
Framework*

1. Research
2. Reflection
3. Learning
4. Leading

Kentucky Teacher Standards

1. Teacher demonstrates applied content knowledge
2. Teacher designs and plans instruction
3. Teacher creates and maintains the learning climate
4. Teacher implements and manages instruction
5. Teacher assesses and communicates learning results
6. Teacher demonstrates the implementation of technology
7. Reflects on and evaluates teaching and learning
8. Collaborates with colleagues/ parents/others
9. Evaluates teaching and implements professional development
10. Provides leadership within school/community/profession

*Common Core State Standards:
English Language Arts*

Reading:

1. Key ideas and details
2. Craft and structure
3. Integration of knowledge and ideas
4. Range of reading and level of text complexity

Writing:

1. Text types and purposes
2. Production and distribution of writing
3. Research to build and present knowledge
4. Range of Writing

Speaking and Listening:

1. Comprehension and collaboration
2. Presentation of knowledge and ideas

Language:

1. Conventions of standard English
2. Knowledge of language
3. Vocabulary acquisition and use