



**WEAVING ENGLISH LANGUAGE ARTS STANDARDS
AND ASSESSMENTS INTO EARLY CHILDHOOD
LITERACY COURSEWORK**




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WEBINAR TOPICS

- Overview of reading, writing, and oral communication knowledge and performance indicators
- Designing course projects integrating variety of instructional approaches, literacy components, and materials
- Effective collection and analysis of assessment data to differentiate early childhood literacy instruction
- Design effective practicum experiences
- Resources available to support higher education faculty




POLL #1

In a survey of beginning teachers, which statement received the largest % of "strongly disagree or disagree" responses?


1. "I feel comfortable using audio-visual equipment."
2. "I feel well prepared to communicate with parents."
3. "My student teaching placement prepared me well to be an effective teacher."
4. "My reading and language arts methods courses adequately covered what I need to know."
5. "I feel well prepared to teach reading."

Melnick & Meister, 2008



**Illinois
Professional
Teaching
Standards**


**ILA Standards
for Reading
Professionals**




edTPA

CAEP


ILLINOIS PROFESSIONAL TEACHING STANDARDS – STANDARD 6 KNOWLEDGE INDICATORS	
<ul style="list-style-type: none"> • Instructional approaches to develop word knowledge, vocabulary, comprehension, fluency, strategy use • Construction of meaning through interaction of reader's background, text, and situation • Role of language 	<ul style="list-style-type: none"> • Writing processes • Written and oral communication • Wide range of materials (design, select, modify, evaluate) • Formal and informal assessments




ILLINOIS PROFESSIONAL TEACHING STANDARDS – STANDARD 6 PERFORMANCE INDICATORS	
<ul style="list-style-type: none"> • Use wide range of print, visual, and online resources • Use assessment data to plan and evaluate instruction • Facilitate strategies for word identification, vocabulary, fluency, comprehension 	<ul style="list-style-type: none"> • Teach students to develop written text utilizing organization (e.g., compare/contrast) • Integrate literacy into content learning • Collaborate with other teachers to modify instruction • Stimulate discussion



INTERNATIONAL LITERACY ASSOCIATION STANDARDS FOR PRE-K/ELEMENTARY CLASSROOM TEACHERS	
<ul style="list-style-type: none"> • Print, digital, and online text • Evidence-based practice • Differentiation • Wide range of materials • Screening, diagnosis, progress monitoring • Analyze assessment data 	<ul style="list-style-type: none"> • Plan/modify instruction using assessment data • Diversity/culture • Create literate environment • Professional development • Policies related to literacy



ED-TPA	
<ul style="list-style-type: none"> • Knowledge of subject matter and pedagogy • Knowledge of varied student needs • Research and theory • Cultural/community/ personal backgrounds of students • Learning sequence 	<ul style="list-style-type: none"> • Literacy strategies • Language demands and academic vocabulary • Reading/writing connections • Assessment • Oral and written feedback



COUNCIL FOR THE ACCREDITATION OF EDUCATOR PREPARATION (CAEP)

- Knowledge, skills, professional dispositions
- Clinical partnerships and practice
- Content pedagogy
- Technology based opportunities



DEFINING QUALITY IN A TEACHER PREPARATION PROGRAM - VIDEO

<https://www.youtube.com/watch?v=JnVP4Wq4nWU>
(interview with Linda Darling-Hammond – we will view video from beginning until 4:10)

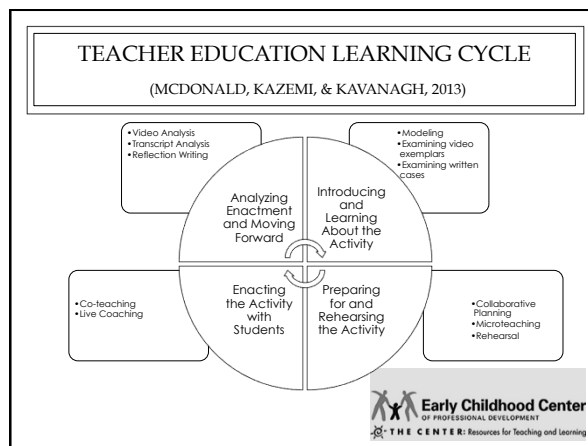
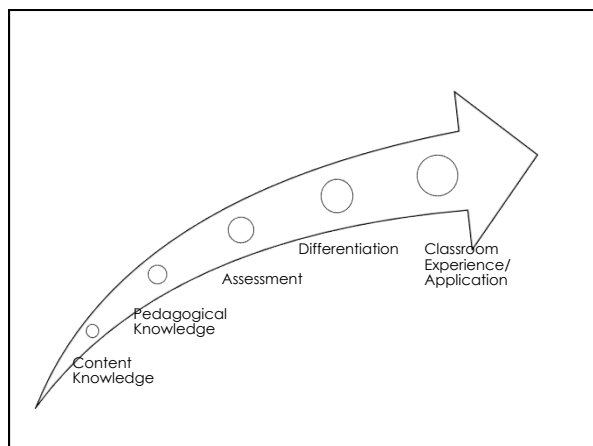
Be prepared to share the quality/qualities you deem most important in preparing early childhood teachers.



POLL #2

- Based on the video, write the quality/qualities you deem most important in a teacher preparation program for early childhood literacy teachers.





CONTENT KNOWLEDGE

- Oral language
- Phonemic awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension
- Writing
- Listening/speaking
- Technology
- Research and theory
- Literacy developmental continuum

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PEDAGOGICAL KNOWLEDGE

- Creating literate environment
- Choosing materials
- Reading practices
- Writing practices
- Integration of technology/content areas
- Assessment practices
- Grouping practices
- Interactive practices

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ASSESSMENT

- Screening, diagnostic, progress monitoring
- Battery of assessments
 - Phonemic awareness, spelling, high frequency words, oral language, IRI, writing, vocabulary
- Analyze
- Write case studies
- Plan and modify instruction



ASSESSMENT RESOURCES

- <https://pals.virginia.edu/tools-k.html>
- <https://www.engageny.org/content/teaching-core-assessment-literacy-series>
- <http://www.cehd.umn.edu/reading/PRESS/resources/default.html>
- https://ec.thecenterweb.org/sites/ec.thecenterweb.org/files/uploads/lp_spring-12_1-6_lr.pdf



ISBE RESOURCES

- http://www.isbe.net/common_core/pls/default.htm
- <http://www.ilclassroomsinaction.org/balanced-assessment.html>



DIFFERENTIATION

- Use assessment data from real students
- High performer, low performer, ELL, language delay
- Choose 3 atypical students



POLL #3

- What are your frustrations with pre-service teachers' placements in classrooms?



CLASSROOM APPLICATION/ PRACTICUM EXPERIENCE

- Experiences throughout program
- Co-teaching experiences
- Videotape/critique/reflect



BENEFITS OF STUDYING VIDEOS

- Specific observations (replay to note various targets)
- Instructional elements
- Pay attention to children

Rosen, 2008



VIDEO

- https://www.teachingchannel.org/professional-development-videos/research-on-video-based-pd?utm_content=buffer58704&utm_medium=social&utm_source=facebook.com&utm_campaign=buffer
- "Using Video Successfully to Improve Teacher Learning"



POLL #4

- How can you incorporate teacher performance video and reflection to facilitate learning for your pre-service teachers?



FACTORS INFLUENCING SUCCESS OF STUDENT TEACHING/CLASSROOM EXPERIENCES

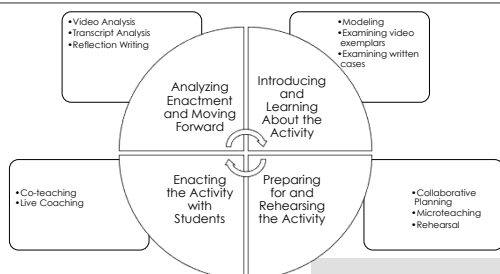
- Clarity of goals
- Modeling (make thinking visible)
- Opportunities for practice with feedback and coaching
- Relate classroom work to university coursework
- Graduated responsibility
- Structured reflections

Darling-Hammond & Bransford, 2007



TEACHER EDUCATION LEARNING CYCLE

(MCDONALD, KAZEMI, & KAVANAGH, 2013)



POLL #5

- List 3 ways you typically assess teacher education candidates' literacy knowledge and performance.

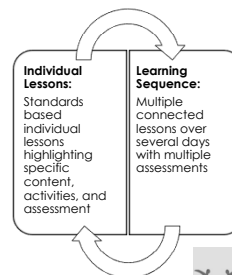


ASSESSING TEACHER EDUCATION CANDIDATES

- Exams
- Lesson plans
- Curriculum units
- Microteaching/Video
- Classroom experiences
- Portfolios
- edTPA



LESSON PLANNING



INDIVIDUAL LESSON

- Specific skill/strategy
- Focus on materials and technology
- Assessments to monitor progress
- Typically seen in methods courses
- Provides opportunities to think through the process
- Microteaching with feedback/coaching



ANNOTATED LESSON PLAN

What to do and why/how to do it...

Learning goals stated explicitly

Rationales presented for key instructional components

Thorough description of activities to meet the learning goals

Possible responses to instructional tasks predicted and planned

Hiebert & Morris, 2012



CASE STUDY AND INSTRUCTIONAL SEQUENCE

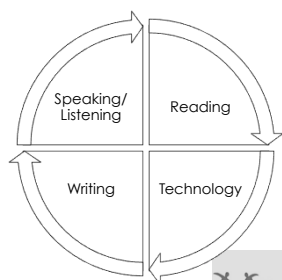


- Formal assessments
- Tutoring lesson plans incorporating balanced literacy components
- Diagnostic teaching – plan subsequent lessons to meet student needs
- Progress monitoring

DESIGNING LEARNING SEQUENCES



- Multiple connected lessons
- Multiple skills
- Variety of materials/technology
- Multiple assessments



EMERGENT EXAMPLE

Sequence of lessons

Read aloud
Shared reading
Shared writing

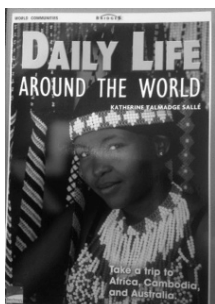
Incorporate phonological awareness, alphabet knowledge, print concepts, vocabulary, word study, comprehension, technology

Follow up lessons

Rationale, accommodations, adaptations, learning environment, assessments



BEGINNING READER EXAMPLE



1. A PLAINS COMMUNITY IN EAST AFRICA
2. A RIVER COMMUNITY IN CAMBODIA
3. AN OUTBACK COMMUNITY IN AUSTRALIA



GUIDED READING

- Compare/contrast text structure
- Expository text features
- Before/during/after framework
- Technology integration (presentation of lesson and student use)
- Questioning
- Differentiate instruction for 3 atypical students
- Extension lessons: close reading, rereading, reading of related materials
- Assessment

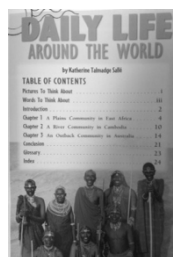


WRITING

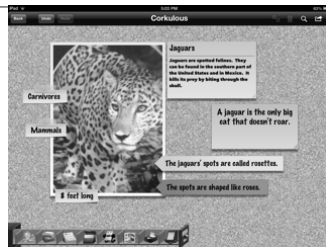
- Informative/explanatory writing
- Writing process: pre-writing, drafting, revising, editing, publishing
- Research and Collaboration
- Publish final product using Museum Box, Glogster, StoryKit, iDiary, Book Creator, Strip Design, iMovie
- Speaking/Listening
- Assessment



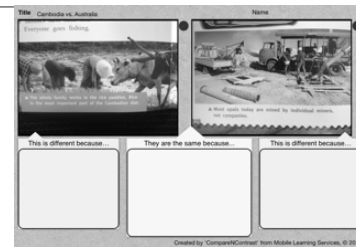
TEXT FEATURES



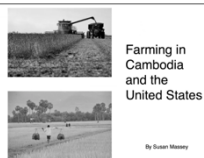
ANNOTATE OR TAKE NOTES CORKULOUS



MONITOR COMPREHENSION



PUBLISHING



Farming in
Cambodia
and the
United States

By Susan Massey

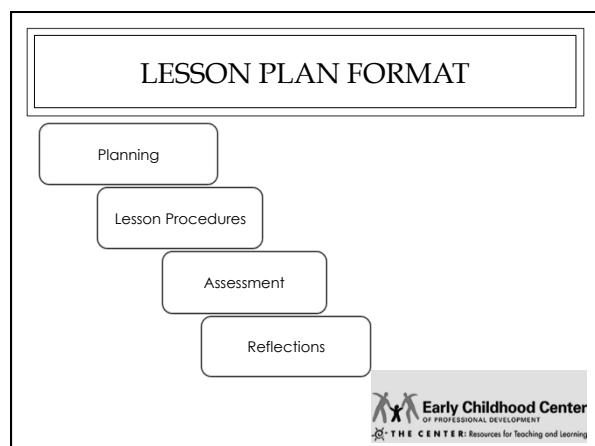
The Culture of East Africa
By Susan Massey



FLIPPING THE CLASSROOM



- Consider activities that can be more effect in online environment
- Make best use of face-to-face classtime




LESSON PLAN TEMPLATE PLANNING

Planning	
Central Focus – overall learning outcomes	
Connection – describe how lessons are connected	
Class Characteristics – describe children, prior learning, cultural, sociological	
Time Frame for Lessons – length and duration	
Standards – write out applicable standards	
Learning Objectives – observable and measurable - Include academic vocabulary, content vocabulary, language functions	
Rationale – supported by research and theory	
Materials/Resources/Technology	
Management/Organizing for Instruction	


LESSON PLAN TEMPLATE LESSON PROCEDURES

Lesson Procedures	
Introduction – introduce the concept	
Clarify the purpose and objectives – describe how lesson will connect to previous lesson and students' lives	
Instruction and modeling	
Guided Practice	
Check for Understanding	
Independent Practice	
Closure	


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LESSON PLAN TEMPLATE ASSESSMENT

Assessment	
Describe assessments – formative and summative	
Feedback – describe oral and written feedback plan	
Differentiation – describe accommodations, modifications for individual students. Describe options for higher achieving, ELL, etc.	
Extensions – based on results, what follow-up lessons or activities will be planned	

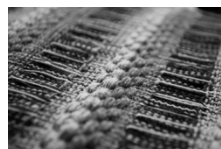

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LESSON PLAN TEMPLATE REFLECTION

Reflection	
Best Practice – use research to reflect on how lesson displayed best practice	
Technology – reflect on effectiveness of technology use	
Student Engagement – describe how students were engaged in learning	
Alignment – describe alignment of objectives, instructional sequence, and assessments	
Next Steps – describe next steps for planning subsequent lessons	
References – includes sources used to plan lesson and references used to support rationale and reflection	

POLL #6

- What do you see as the significance of these terms for teacher education programs tasked with educating quality teachers?



Coherence Vision



“TEACHING IS LIKE CONDUCTING”

- Teaching looks simple...
- Knowledge, plans, backstage moves allow a teacher to purposefully move a group of students from one set of understandings and skills to quite another over the space of many months.



Bransford, Darling-Hammond, & LePage (2005, p. 1)



RESOURCES

Doing What Works Library
<http://dwwlibrary.wested.org/library>

Annenberg Learner (videos and professional development materials)
<http://www.learner.org/>

Vaughn Gross Center for Reading and Language Arts
<http://www.meadowscenter.org/vgc/>

The Reading and Writing Project
<http://readingandwritingproject.org/resources>
<http://vimeo.com/tcrwp/videos>

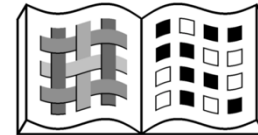


BLOGS

- <http://literacycollaborative.org/blog/>
- <http://www.shanahanonliteracy.com/>
- <http://www.edutopia.org/blogs/tag/literacy>
- <http://www.sunday-cummins.com/blog.html>
- <http://literacybeat.com/>
- <http://www.reading.org/literacy-daily>
- <http://teachstone.com/blog/>



THANK YOU!



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