Spring 2021

Tuesday/ Thursday 8:00- 9:15 and 9:25-10:40

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Virtual Office hours:

Monday and Wednesday: 11:00 AM- 2:00 PM

COURSE DESCRIPTION: This course will emphasize specific literacy assessments that can be used for early literacy assessment. Emphasis is on administrating, interpreting, reporting, and using assessment as a guide for literacy instructional planning. Prerequisite(s): EDEC 300, 314, and 377.

REQUIRED TEXTBOOKS:

Serravallo, J. (2014). *The Literacy Teacher's Playbook Grades K-2: Four Steps for Turning Assessment Data into Goal-Directed Instruction.* Portsmouth: Heinemann

CONCEPTUAL FRAMEWORK: The overarching theme of the Conceptual Framework for all educator preparation programs is *"The Educator as Reflective Practitioner."* The initial and advanced teacher education programs and the advanced program in educational leadership focus on the development of knowledge, skills, and professional dispositions to ensure that all candidates are well prepared and meet all institutional, state, and
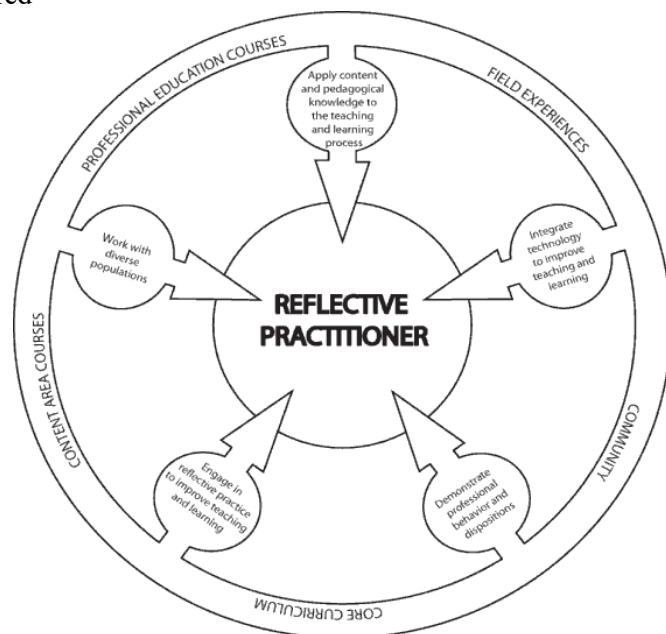
professional standards at the completion of their program. The Conceptual Framework describes the shared vision of teaching, learning, and the preparation of teachers and school leaders. It outlines our philosophy and commitment to the education profession; guides programmatic decisions; and ensures coherence among curricula, field experiences, clinical practice, and the unit's assessment system. The Conceptual Framework reflects our commitment to integrate technology, demonstrate professional behavior and dispositions, engage in reflective practice, work with diverse populations, and apply content and pedagogical knowledge to the teaching and learning process.

COURSE INSTRUCTIONAL OBJECTIVES:
The course is designed to:

1. Provide teacher candidates with knowledge of a repertoire of literacy assessments that can be utilized in early childhood classrooms.
2. Provide teacher candidates with opportunities for hands-on application of the use of literacy assessments for instructional planning.
3. Provide teacher candidates with the skills needed for appropriate interpretation and reporting of literacy assessment findings to parents and colleagues.

 STUDENT LEARNING OUTCOMES:

Standards Alignment Information:

> CF = Conceptual Framework & Candidate Proficiencies (2010)
> NAEYC = National Association for the Education of Young Children [Specialized Professional Association (SPA)] Content Standards
> ADEPT = Assisting, Developing, and Evaluating Professional Teaching Performance Standards (APS) (SC State Department of Education);
> http://ed.sc.gov/agency/programs-services/50/
> R2S = South Carolina Read to Succeed
> ISTE = International Society for Technology in Education

At the conclusion of this course, the learner will be able to:

Knowledge (K), Skills (S), Professional Dispositions (PD)		Assessments	Standard Alignment Information
1	**Knowledge and Skills** Explain how coordinating prior knowledge with the language cueing systems involves learning strategies for prediction, monitoring comprehension, word recognition, and vocabulary development development and assessment	Case Study Running Records, Informal Reading Inventory	CCU: 1:1.4, 1:1.5 NAEYC: 1a, 1b, 4c, 5c ADEPT: 1a, 1b, 2b, 2c,
2	Explain the importance of developmentally appropriate practices for literacy development and assessment	Case Study Strategy Presentations Family literacy projects	CCU: 1:1.2, 1:1.4, 1:1.5 NAEYC: 1a, 1b, 3a, 3b, 4b, 4c, ADEPT: 2b, 2c, 3a, 3b, 7a,7b, 8b
3	Explain the critical components of concepts about print, phonemic awareness, and phonics and how to assess each area.	Case Study Assessment Portfolio Administration Assessments	CCU: 1:1.4, 1:1.5 NAEYC: 1a, 1b, 3a, 3b, 3c, 4c, 5b ADEPT: 3a, 3b,

4	Explain the ways social, cultural, and environmental factors influence literacy instruction.	Case Study	CCU: 1:14, 1:1.5, 3:3.1, 3:3.2 NAEYC: 1a, 1b, 2a ADEPT 3a, 3b
5	Explain a variety of assessments that can be used in an early childhood literacy curriculum.	Use of running record, Concepts about Print, Assessment Portfolio Administration of Assessments	CCU: 1:1.4, 1:1.5 NAEYC: 3a, 3b, 3c, 4c ADEPT: 2b, 2c, 3a, 3b, 7a, 7b, 8b
6	Explain how assessment of reading and writing is a process for determining the existing match between the reader/writer and the reading/writing context.	Case Study, Administration of Assessments	CCU: 1:1.4, 1:1.5 NAEYC: 3a, 3b, 3c, 4c, 5c ADEPT: 2b, 2c, 3a, 3b, 7a, 7b, 8b, 8c
7	Explain the procedures for collecting, interviewing, observing, and communicating with the learner in order to gather background information and to include the student in the assessment/instruction process	Case Study, conference Administration of Assessments	CCU: 1:14, 1:1.5 NAEYC: 3a, 3b, 3c ADEPT: 2b, 2c, 3a, 3b, 7a, 7b, 7c, 8b
8	Explain the variables and dynamic interactions between elements of performance in comprehension, composition, vocabulary development, word identification, fluency, spelling development and assessment.	Administration of Assessments Strategy presentations Family literacy projects	CCU: 1:1.4, 1:1.5 NAEYC: 1a, 1b, 3a, 3b, 4c, 5a, 5b, 5c ADEPT: 2b, 2c, 3a, 3b
9	Explain the relationship between goals, evaluation, assessment, diagnosis, and instruction.	Case Study, Conference	CCU: 1:1.4, 1:1.5 NAEYC: 3a, 3b, 3c, 5b, 5c ADEPT: 2b, 2c, 3a, 3b, 7a, 7b
10	Identify informal and formal assessment instruments.	Assessment Portfolio Administration of Assessments	CCU: 1:14, 1:1.5 NAEYC: 3a, 3b, 3c ADEPT:1a, 1b, 2b, 2c, 3a, 3b, 7a, 7b
11	Explain the importance of making informed decisions, based on what is known about the learner and the learning context.	Case Study, conference Reflective writings	CCU: 1:14, 1:15, 5:5.1 NAEYC: 1a, 1b, 3a, 3b, 3c, 4a, 4c ADEPT: 1a, 1b, 2b, 2c, 3a, 3b, 8b
12	Explain the importance of reflection in synthesizing information and decision making.	Case Study, Conference/Reflective Writings, Administration of Assessments	CCU: 1:1.4, 1:1.5,5:5.1, 5:5.2 NAEYC: 1a, 1b, 1c, 6c, 6d ADEPT: 3a, 3b, 10d, 10e

13	Explain the importance and rationale for confidentiality.	Case Study/Reflective writings	CCU: 1.14, 1:15, 4:4.3 NAEYC: 3a, 3b, 6b, ADEPT 10d
14	Explain the importance of reporting assessment information to parents and/or child care providers.	Case Study, conference/ Reflective writings Family literacy projects	CCU: 1.14, 1:15; 4:4.3 NAEYC: 2c, 3a, 3b, 3d, 4a ADEPT: 3a, 3b, 4a, 10c, 10d

Field Experience assigned to this course:

As part of the Early Childhood Senior I semester, this course has the possibility of a year-long placement that will carry through to your Senior Practicum field experience in a classroom. Candidates will also participate in one on one tutoring and will work **with one child** throughout the semester in literacy assessment and instruction for EDLL 422.

Pedagogical Philosophy and Class Organization Policies an Expectations

As pre-service teachers, you are expected to exhibit professionalism in the following areas:

- **Attitude.** Appropriate classroom behavior is mandatory. You are expected to exhibit a positive and professional attitude throughout the course.
- **Participation and discussions.** You are required to read, watch, or explore assigned materials prior to class and participate in class discussions and in-class assignments.
- **Attendance and punctuality.** Abide by class policies and expectations.
- **Late work.** You are expected to keep up with deadlines and submit assignments on time. Assignments will be accepted up to 2 days after the due date for a 20% grade deduction. NO ASSIGNMENTS will be accepted beyond the 2 days. It is the responsibility of the student to notify the instructor if a late assignment is submitted. If the instructor is not notified, the assignment will be treated as unsubmitted and will receive zero credit. Expect a delay in instructor feedback on all late assignments.
- **Respect.** Show respect for the instructor, colleagues, and peers. It is unacceptable to complete coursework for other classes, sleep, or display other disrespectful behaviors.
- **Ability to cope.** Display emotional maturity.
- **Responsibility.** Take responsibility for your choices and actions.
- **Communication and organization.** Organizational skills and appropriate verbal and writing skills are expected at all times.
- **Openness.** Be responsive to constructive criticism.
- **Dress code.** Wear appropriate, professional attire during class and in the field.

Professionalism

Students are expected to attend and actively participate in all classes, demonstrate professional behavior inside and outside the classroom, and complete all assignments with professional quality and in a timely manner. When absence from class is unavoidable, students are responsible for getting all class information (e.g. handouts, announcements, notes, syllabus revisions, etc.) from a fellow class member prior to the class meeting that follows the absence. If you know in advance that you will be absent from class, please let the instructor know as soon as possible via email.

Absences

Written documentation is needed to confirm any and all excused absences such as: a recognized emergency or from a serious illness. It is the responsibility of each student to assume the loss of instruction when not in attendance. It is also the sole responsibility of each student to obtain any missed instructional materials and/or notes. It is advisable that you designate another classmate to collect your materials in your absence. Please note that the Coastal Carolina University catalog states that an instructor is permitted to assign an F to a student with unexcused absences in excess of 25% of regularly scheduled class meetings. Please see the LiveWell@Coastal program for matters both personal and academic that may prevent you from completing your course responsibilities: https://www.coastal.edu/services/studenthealth/healtheducation/livewellccu/

Disability Statement

Coastal Carolina University is committed to equitable access and inclusion of individuals with disabilities in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. Individuals seeking reasonable accommodations should contact Accessibility & Disability Services (843-349-2503 or

https://www.coastal.edu/disabilityservices/).

Student Services
Academic Support:

Link to Learning Assistance Center

Link to Kimbel Library Website

Link to Counseling Services

Link to online orientation

Technology Support

Link to Technical Support from Student Computing Services

Link to A list of on-campus HelpDesks and the Help Request Form

Other Student Services

Link to Office of the Registrar

Link to Financial Aid and Scholarships

Link to Student Activities and Leadership

Link to Dean of Students Office

CCU Academic Integrity Code

Coastal Carolina University is an academic community that expects the highest standards of honesty, integrity and personal responsibility. Members of this community are accountable for their actions and are committed to creating an atmosphere of mutual respect and trust.

Honor Pledge: (required of all entering CCU students)
On my honor, I pledge:
- That I will take responsibility for my personal behavior; and
- That I will actively oppose every instance of academic dishonesty as defined in the Code of Student Conduct.

From this day forward, my signature on any University document, including tests, papers and other work submitted for a grade is a confirmation of this honor pledge.

Inclement Weather Statement

Closing of the University for Inclement Weather

In the event of hazardous weather, faculty, staff, and students are requested to listen to local radio and television stations or visit the Coastal Carolina University website for official University closing announcements. Announcements about hazardous weather are also posted on the University's homepage. Review the Hazardous Weather and Emergency Conditions Leave Policy (FAST-HREO-220). Instructors may refer to the Contingency Instruction website or Section VIII N. Contingency Instruction for information about what to do if class has been cancelled.

Technology Expectations and Requirements

You will need an appropriate mobile device to participate in class. I will frequently ask you to use a mobile device to explore resources and participate in activities. It is important that your device has access to Moodle and be large enough to allow for readability of texts. All mobile devices with cellular network functionality should be placed in silent mode with vibration turned OFF during class. If you are expecting an important call, please notify the instructor at the beginning of class and excuse yourself into the hallway to answer the call when it comes through. Chatting on the phone in the classroom will not be allowed.

You may be asked to participate in online learning communities at various points in the semester. It is your responsibility to create and maintain appropriate accounts. Additionally, it is your responsibility to engage in healthy online communities and to exhibit professional behavior in these online learning spaces. Please remember that you not only represent Coastal Carolina University, but you are also creating an online reputation that will be visible to peers, colleagues, future employers, and the community at large. It is your responsibility to participate respectfully. Staying on topic, using clear communication, and citing sources are all good practices for appropriate Netiquette.

It is also important that you check your CCU email and our course Moodle page regularly, as these will be the platforms used for important announcements, as well as weekly assignments.

You will need Microsoft Word and Adobe for papers, assignments, and articles. All work in Moodle should be submitted as a PDF.

Resources

1. Moodle Support: http://www.coastal.edu/moodle/resources/index.html
2. Technical Support from Student Computing Services:
   a. Website http://www.coastal.edu/scs
   b. Main Help Desk 843-349-2908
   c. Tech Support Center 843-349-2220
   d. List of on-campus Help Desks: http://www.coastal.edu/scs/index.html?type=helpdesk
3. Center for Excellence and Academic Advisement (KH 105)
4. Library Services
   a. Kimbel Library website: http://www.coastal.edu/library
   b. Ask a Librarian (Chat, Email, or Phone): http://www.coastal.edu/library/ask/index.html
5. Learning Assistance Center
   a. Website: http://www.coastal.edu/lac
   b. Phone: 843-349-6539
6. Counseling Services
   a. Website: http://www.coastal.edu/counseling
   b. Phone: 843-349-2305

Tentative Course Calendar

Week	Topic	Readings	Assignment
Week 1: August 19	Our learning community, syllabus, & professionalism Overview of Syllabus and Structures	Chapter One Literacy Playbook (Introduction and Pages 1-9)	Create a Me Box to share on Tuesday
Week 2: August 24/26	Share Me Box Jennifer Share Info Types of Assessments and Collecting Data	Chapter One Literacy Playbook (Pages 10-22)	Me Box Due Exit Slip 1
Week 3: August 31-September 3	Types of Assessments and Collecting Data	Chapter One Literacy Playbook (Pages 23-31)	Exit Slip #2
Week 4: September 7/9 **First Week of FEX**	Types of Assessments and Collecting Data		#1 Reflection
Week 5: September 14/16	Analyzing Data	Chapter Two Literacy Playbook	#2 Reflection Student for Case Study should be chosen by Monday and be prepared to share at

			class on Tuesday. Exit Slip #3
Week 6: September 21/23	Analyzing Data		Data Point #1 Due #3 Reflection
Week 7: September 28/30	Interpreting Data and Setting Goals	Chapter Three Literacy Playbook	#4 Reflection
Week 8: October 5/7	Interpreting Data and Setting Goals		#5Reflection
Week 9: October 12/14		Chapter Four Literacy Playbook	Analyze Data #2 #6 Reflection
Week 10: October 19/21			Data Point #2 Due #7 Reflection
Week 11: October 26/28			#8 Reflection
Week 12: November 2/4			#9 Reflection
Week 13: November 9/11	No Class In the field all week. Continue to work with student and complete weekly reflections.		#10 Reflection
Week 14: November 16/18	No Class In the field all week. Continue to work with student and complete weekly reflections.		Data Point #3 Due
Week 15: November 22-25	**Thanksgiving Break**	**No Class**	Work on Portfolio
Week 16: November 30/December 2 LAST WEEK	During this week and the week of exams you will all have a one on one conference with me to discuss your submission in Chalk and Wire	**Chalk and Wire Due on Dec. 5.**	Portfolio Due in Chalk and Wire

NOTE: The syllabus may change during the semester. You are responsible for keeping track of due dates, requirements, and any changes that may occur. It is your responsibility to know the syllabus requirements and the changes to the syllabus that are announced in class, via email, or on Moodle. Readings and assignments must be completed by the date they are listed, so that you can actively participate in class.

SCOE Grading System and Points Assignment

Grades will be computed using the percentage of the total points earned with letter grades as follows:

A   93-100   251-270

B+   90-92   243-250

B   86-89   232-242

C+   82-85   221-231

C   79-81   213-220

D+   75-78   202-212

D   70-74   189-201

F   below 70   188-below

Candidates in the Professional Program in Teacher Education **must earn the grade of C or above** in this course before enrolling in the next course in the education sequence.

Course Assignments and Point Values

Course Assignment	Possible Points
Exit Slips	**35**
Portfolio/ Case Study	**100**
Data Point #1	**25**
Data Point #2	**25**
Data Point #3	**25**
Weekly Reflection	**10 Reflections 5 points each – Total 50**
"Being Present "	**10**
Total	**270**