

THE UNIVERSITY OF TENNESSEE AT MARTIN
DEPARTMENT OF EDUCATIONAL STUDIES
COURSE SYLLABUS
Fall 2003

Instructor: Rosetta Washington, Ed.D
Office: 227 Gooch Hall Hours: T-Th 8:30-9:30am, 2-4pm, W- 9-11am, 1-4
Phone: (731) 587-7197
E-Mail: rosetta@utm.edu

I. COURSE TITLE AND NUMBER

Reading 433/633
Reading in the Content Area Classroom

II. SEMESTER CREDIT HOURS

3 semester credit hours

III. CATALOG DESCRIPTION/PURPOSE

This course is a study of methods and materials that can be used in content-area classrooms to improve vocabulary skills, comprehension, and enhance student retention. Students will develop materials for use in their specific areas of content concentration.

IV. RATIONALE

Teaching is a complex process. The art of teaching involves passion, knowledge, and development of strategies to communicate content to young people. Since both the knowledge in your content-area and students in your classes continually change, teaching is a continuous and career-long learning experience (Allan & Miller, 2000).

V. TEACHER EDUCATION MODEL

The UTM Teacher Education Model is designed to develop teachers who **facilitate learning** by engaging in methods and strategies which can transform students from passive recipients of information into active participants in their own intellectual growth. As a result, teachers need to be reflective practitioners, capable of reviewing, instructing, re-enacting, and critically analyzing their own and their students' performance. Thus, the UTM Teacher Education Program is based on a conceptual framework that has been derived from current research and best practice. The following components represent the knowledge and skills a **facilitator of learning** are expected to develop. Those components that are of major emphasis in this course are highlighted.

- A. **Higher Order Thinking**
- B. **Reflection, Relevance, and Purpose**
- C. **Communication**
- D. **Pedagogy Skills**
- E. **Cultural Diversity**
- F. **Assessment**
- G. **Collaboration**
- H. **Technology**
- I. **Professionalism**

VI. COURSE OBJECTIVES/LEARNING ACTIVITIES

- A. Students will demonstrate the integration of reading instruction across all subject matter areas.
 - B. Students will recognize and apply working knowledge of pedagogical strategies to provide learning experiences that enable children to become competent, independent readers.
 - C. Students will learn comprehension strategies that promote higher order thinking including predicting outcomes, summarizing, clarifying, comprehension monitoring, graphic organizers, question generation/ answering, and cooperative learning.
 - D. Students will use subject areas to reinforce reading comprehension, communication and study skills.
1. Students will be required to attend class everyday and participate in class discussions, exercises, and projects. This includes one e-mail assignment per week will be considered a journal writing exercise.
 2. Evaluate a content area textbook. Describe in detail one concept used in the middle and high school curriculum and create a unit plan, lesson plan, and learning center.
 3. Students will research and develop an interdisciplinary unit as a group (goals, objectives, activities, and materials) in response to an assessment. Including a concept-based bulletin board.
 4. Students will complete a performance mid-term and final examination.
 5. Students will maintain a reading portfolio for organization and reflection of class activities. This notebook will be one and a half inches thick with one set of dividers and a highlighter.
 6. Students will read one pleasure book during the semester based on a content specific young adult book, and complete a critique. Toward the end of the semester the students in "Content Area Book Club" will discuss their book with the entire class.

*Graduate Students: Students will select 5 journal articles and highlight one area of reading problem and four proven for interventions for the problem. Articles should be selected from professional subject area journals and published within the last five to seven years. Students will prepare a short summary of each article and presentation.

Expectations:

1. Students are expected to exhibit responsible and appropriate behavior to all instructors.
2. Students will attend class every session and participate for successful completion.
3. Students must provide written documentation of any absence the first day returning to class.
4. **Students will receive a drop in grade at the 3 unexcused absences.**
5. Students are expected to use the University of Tennessee at Martin honor code and policies regarding any assignments.
6. Late work is not accepted unless a written excuse for illness is given the following class meeting.

VII. COURSE CONTENT

The UTM Teacher Education Program is designed to develop teachers who facilitate learning in the area of reading by engaging in methods and strategies, which can transform students from passive recipients of information into active participants in their own intellectual growth. As a result, teachers need to understand the reading process and the various techniques, which can remediate, enhance, or extend reading development.

To meet these goals, each student will demonstrate increased ability, awareness, and understanding of the cognitive and affective objectives. Numbers identify the literature base listed under references.

Cognitive:

The student has knowledge of:

1. Show evidence of knowing about the history of reading (Conceptual Framework C, F, G) (1, 7, 9, 19, 31, 37, 39, 49, 65, 66, 69, 71, 74, 76, 80) (State Matrix - IV I)
2. Understand the foundation of reading (Conceptual Framework C, D, F) (2, 3, 4, 7, 8, 10, 13, 31, 33, 45, 48, 49, 50, 54, 55, 56, 57, 66, 67, 69, 70, 71, 73, 74, 78, 79, 80) (State Matrix - IV A, IV I)
3. Understand linguistic and cognitive bases for reading (Conceptual Framework D, F) (3, 8, 12, 32, 38, 39, 48, 49, 55, 56) (State Matrix - IV E)
4. Exhibit knowledge of the various approaches to reading instruction (Conceptual Framework D, F) (1, 4, 10, 15, 24, 40, 41, 43, 49, 55, 63, 68, 77) (State Matrix - III B, IV B, IV E, IV I)
5. Understand the purposes for reading (Conceptual Framework A, B, C, D, F) (2, 10, 13, 19, 26, 32, 41, 53, 54, 59, 76, 78, and 85) (State Matrix - III B, III F)
6. Understand the significance of reading comprehension, word identification, vocabulary, and print awareness (Conceptual Framework A, B, C) (2, 3, 5, 17, 20, 25, 27, 30, 42, 46, 50, 51, 58, 59, 63, 64, 68, 79, 82) (State Matrix - IV D)
7. Show evidence of knowing the skills of reading (Conceptual Framework A, B, C) (2, 3, 5, 18, 25, 28, 44, 55, 64, 67, 70, 81, and 82) (State Matrix - IV A, IV B, IV D, IV E, IV H)
8. Demonstrate interactive reading improvement techniques (Conceptual Framework C, D) (16, 17, 18, 29, 37, 52, 56, 57, 58, 61, 69, 72, 75, 77, 83, 84, and 85) (State Matrix - IV C, IV J)
9. Demonstrate proficiency with technology as a reading motivational tool (Conceptual Framework C, D, H) (14, 72)
10. Manifest a familiarity with reading instruction for atypical readers (Conceptual Framework C, D, F) (12, 16, 17, 36, 47, 52, 57, 61, 62, 72, 83,) (State Matrix - IV G)
11. Learn to construct reading lesson plans (Conceptual Framework C, D) (12, 22, 55, 62, 77)
12. Develop classroom organization skills in relation to reading instruction (Conceptual Framework C, D) (11, 22, 334, 42, 43, 47, 60, 73, 75,) (State Matrix - IV F, IV J)
13. Understand evaluation procedures pertaining to the teaching of reading (Conceptual Framework C, D) (16, 33, 34, 35) (State Matrix - IV F, IV G)
14. Discuss the importance of parental involvement in reading instruction (Conceptual Framework C, D, E) (7, 45, 60, 71, 76)

Affective Objectives. The student will:

1. Develop an appreciation for the reading process (Conceptual Framework B, C, F) (4, 6, 9, 21, 23, 53, 65, 80) (State Matrix – III F)
2. Develop an awareness of the uniqueness of each student in a given classroom (Conceptual Framework B, C, D, E) (11, 12, 35, 52, 62, 71, 72) State Matrix—IV G)
3. Develop an appreciation for reading and life-long learning (Conceptual Framework B, C) (4, 6, 21, 26, 53,) (State Matrix - III F)

VIII. EVALUATION

| | |
|-------------------------------|------------|
| Participation | 100 |
| Class Exercises | 200 |
| Interdisciplinary BB | 100 |
| Interdisciplinary Unit | 100 |
| Midterm / Final | 100 |
| Content Specific Unit | 200 |
| Portfolio | 200 |

Total Possible Points: 1,000 points

Grading Scale: A = 1000- 900

B = 899-800

C = 799- 700

D = 699-600

F = 599-500

*Any student eligible for and requesting academic accommodations due to a disability is requested to provide a letter of accommodation from PACE or Student Academic Support Center within the first two weeks of the semester.

IX. TEXTBOOK (S)

Allan, K. & Miller, M. (2000). *Literacy and learning: Strategies for middle and secondary school teachers*. Boston: Houghton Mifflin Company.

X. OTHER RESOURCES

XI. PREREQUISITES

None

XII. FACULTY FREQUENTLY TEACHING COURSE

Rosetta Washington, Ed.D

Assistant Professor of Reading

XIII. PROGRAM (S) IN WHICH COURSE IS REQUIRED

Elementary and Secondary Certification Programs

THE UNIVERSITY OF TENNESSEE AT MARTIN
DEPARTMENT OF Educational Studies
Reading 438 / 638
MATRIX REFERENCES

This course meets the State Matrix Knowledge and Skills for:

**READING STANDARDS MATRIX
(Licensure in K-8)**

The student will be able to:

- A. Know about and apply research-based teaching practices that enable all children and youth to become proficient and motivated readers, writers, speakers, and listeners.
- B.** Develop expertise in applying explicit approaches to support student acquisition of phonemic awareness, fluency, and reading comprehension and study skills.
- C.** Demonstrate developmentally appropriate practices for promoting and developing beginning literacy skills and strategies for all young children.
- D.** Know and demonstrate the integration of reading instruction across all subject matter areas.
- E.** Know and demonstrate how to make accommodations for students who are experiencing difficulties in reading
- F.** Demonstrate working knowledge of pedagogical strategies to provide learning experiences that enable children to become competent, independent readers.
- G.** Demonstrate knowledge of how to teach reading to children whose native language is other than English.
- H.** Know that effective instruction integrates attention to the alphabetic principle with attention to the construction of meaning and opportunities to develop fluency.
- I.** Demonstrate a clear understanding of the interrelationships among the dimensions of a balanced reading program including:
- Phonemic awareness-the skills and knowledge to understand how phonemes, or speech sounds are connected to print.
 - Decoding unfamiliar words embedded within continuous text and in isolation.
 - Fluency-the ability to read at a rate that supports comprehension of text.
 - Background information and vocabulary to foster reading comprehension.
 - Comprehension-the development of appropriate active strategies to construct meaning from print.
 - Development and maintenance of a motivation to read.

Reading to learn-informational and study skills.

Standard II.

Student Development

- A.** Understand the developmental nature of language and its relationship to learning to read.
- B.** Identify age and Developmentally appropriate strategies in teaching students.
- C.** Identify and design appropriate strategies to improve literacy skills of all students.
- D.** Apply information about language development as it relates to literacy and the relationship between early literacy behavior and successful beginning reading.
- E.** Demonstrate knowledge about reading development and students' reading difficulties.
- F.** Understand the skills and strategies that are critical for learning to read, reading to learn and reading to do.
- G.** Possess the knowledge that allows pre-service teachers to tailor reading programs for children who are not responding to instruction.
- H.** Recognize the characteristics of good readers, differentiate good readers from poor readers by using those characteristics, and apply that knowledge to effective intervention strategies for all readers.

Standard III. Curriculum

- A.** Know how to implement a balanced literacy program that provides explicit and systematic instruction within a print-rich environment regardless of grade level.
- B.** Assess student progress, use data to identify children who are falling behind in reading or who are at risk of falling behind and provide intervention methods that are based on those assessments.
- C.** Include in their curricula components and practices consistently supported by research including:
 - Explicit teaching of word identification strategies, comprehension and literature appreciation;
 - Instructional activities to ensure the development of phonemic awareness;
 - Systemic and explicit instruction in the code system of written English;
 - Daily exposure to a variety of print and visual media, as well as opportunities for children to read independently and with others and for children to hear literature read aloud;
 - Vocabulary instruction (general and technical) that includes a variety of complementary methods that integrate all language arts to assist children and youth in acquiring and expanding their receptive and expressive vocabularies;
 - Comprehension strategies that promote higher order thinking including predicting outcomes, summarizing, clarifying, describing main idea, questioning, critical thinking, metacognition and visualizing;Frequent writing of narrative, expository and creative prose to enable analytical and critical understanding of what is read;
 - Use of other subject areas to reinforce reading, comprehension, communication and study skills; and
 - Strategies that motivate children to learn to read so that they read for pleasure and information and continue to grow as readers throughout their school years as adults.
- D.** Understand the importance of teaching phonics and word analysis skills within the context of a rich body of media in multiple domains.
- E.** F. Demonstrate ability to help students understand the forms and functions of different kinds of text.
- F.** G. Demonstrate ability to help students build vocabulary and background knowledge necessary for comprehension as they progress through the grades.

Standard IV. Learning Expectations- Instruction

- A.** Plan and orchestrate appropriate learning experiences for all students.
- B.** Combine knowledge of critical components of reading instruction with understanding of how children develop reading and literacy skills prior to beginning formal instruction and how children continue to develop into skilled readers through explicit instruction and practice.
- C.** C. Communicate high expectations.
- D.** Provide effective feedback for students.
- E.** Use information about the learning curricular needs of diverse learners including students with disabilities and students with limited English proficiency to establish high expectation and design learning that meets the needs of all children.
- F.** Understand their responsibility to provide leadership in the following areas:
 - Collaborate with other classroom teachers and support staff (including Title I, special education and ESL teachers)
 - Implement interventions for children in need of special services;
 - Integrate instruction in pullout programs with on-going classroom instruction.
- G.** Understand that to teach reading and writing effectively lessons and proprietary-reading programs may need to be adapted and augmented to meet unique needs.
- H.** H. Understand that teaching all children to read requires being a leader who makes proactive decisions about the strategies and materials most appropriate for the children in their classrooms.
- I.** I. Understand that children need the opportunity to read independently each day and have opportunities to discuss what has been read to develop fluency, vocabulary and background knowledge that will improve comprehension, foster enjoyment of reading and increase motivation.
- J.** J. Understand the need for children to hear a wealth of good books read aloud.
- K.** Demonstrates proficiency in a wide range of instructional strategies.

Standard V.

Assessment Strategies

- A. Understand that assessments are used for various purposes, including
 - determining strengths and needs of students in order to plan for instruction and flexible grouping
 - Monitoring of progress in relation to stages of reading, spelling, and writing.Assessing curriculum-specific learning.

Use ongoing formal and informal diagnostic tests appropriately for instructional decision-making, program Experience and analysis of growth over time.

- C. Have knowledge of factors that identify children at risk of failure to learn to read.
- D. Can apply knowledge of factors that identify children at risk of failure to learn to read to early identification of children at risk of failure.
- E. Know how to conduct curriculum-based assessments to guide instructional decision-making.
- F. Conduct formal and informal assessment for continuous, in-class assessment of children's reading abilities.
- G. Understand how to interpret and modify instruction according to norm-referenced and individually referenced assessment outcomes, including in-class progress monitoring measures.

Standard VI.

Reflective Practice

- A. Understand that teachers are reflective practitioners who continually assess and adapt their practices in light of experiences with students and based on scholarship related to the profession.
- B. B. Understand the role of the Tennessee Framework for Evaluation and Professional Growth in reflective practice.
- C. Use the self-assessment, unit/lesson plan evaluation and comprehensive assessment tools provided in the framework as tools to evaluate and improve their instruction.

Standard VII.

Community Context

- B. Understand how to foster relationships with school colleagues, parents and agencies in the larger community to support students' learning.
- C. C. Understand the need to relate literacy learning to the rich cultural and language heritage diverse learners bring to the classroom.
- D. D. Understand the importance of involving parents in a meaningful way in the education of their children.
- E. F. Understand that in some communities, large numbers of children may live in poverty, have limited English proficiency or live in homes in which the parents' or caretakers' reading levels are low.
- F. G. Understand the importance of the cultural context of the community.

Teacher Preparation Program Implementation Standards

Standard I. Content.

- A. Provide prospective teachers with a focused study of reading, incorporating the candidate standards appropriate to the relevant grade spans-early childhood education, elementary education, and middle grades education.
- B. Provide prospective teachers with the opportunity to acquire the necessary content and pedagogical expertise to ensure that teachers have basic knowledge of the structure of the English language, reading development, and the nature of reading difficulties.
- C. Ensure that prospective teachers can use validated, reliable, efficient assessments to inform classroom teaching.
- D. Educate prospective teachers to identify, read, respect and apply research findings to their practice and to evaluate their practice.
- E. Provide instruction in reading development.
- F. Provide opportunities for prospective teachers to observe teachers demonstrating successful instruction.
- G. Ensure that teachers can integrate reading, comprehension, and study skills in all subject areas.

Standard II. Field Experience

- B. Base programs on the principle that teacher educators must revise their programs in accordance with new research findings and incorporate them into their coursework.

- C. C. Revise their reading and language arts programs to reflect the findings of reading research related to an understanding of the reading and writing processes and the components that must be in place to enable all children to learn to read and read to learn.

Standard IV. Teacher Preparation Program Design

A. Use the following documents (as they may be amended) and other sources of information when planning, implementing and evaluating teacher preparation programs:

- International Reading Association. 1998. Standards for Reading Professionals.
- Interstate New Teacher and Assessment and Support Consortium. 1992. Model Standards for Beginning Teacher Licensing: A Resource for State Dialogue.
- National Association for the Education of Young Children. 1994.
- National Council on Accreditation of Teacher Education. 2000. Program Standards for Elementary Teacher Preparation.
- National Council for Teachers of English and the International Reading Association. 1996. Standards for the English Language Arts.
- Tennessee State Board of Education. 2001. Tennessee Curriculum Standards in Reading, Writing and Elements of Language.
- Tennessee State Board of Education 1997. Tennessee Framework for Evaluation and Professional Growth.
- Tennessee State Board of Education. 2001. Teacher Licensure Standards: Professional Education.

B. Use additional recent syntheses and compendia of research when planning, implementing, and evaluating teacher preparation programs:

- Bowman, B.T., Donovan, M.S., Burns, M.S., Eds. (2001). Eager to Learn: Educating Our Preschoolers. National Research Council. National Academy Press.
- Burns, M.S., Griffin, P., Snow, C.E., Eds. (1999). Starting Out Right. A Guide to Promoting Children's Reading Success. National Academy Press.
- Kamil M., Mosenthal, P., Pearson P.D., and Barr, R., Eds. 2000. Handbook of READ Research, Vol. III.
- Learning First Alliance (1998). Every Child Reading: An Action Plan. A Learning First Alliance Action Paper. www.learningfirst.org/READaction.html.
- National Reading Panel (2000). Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and its Implications for Reading Instruction.
 - Snow, C.E., Burns, M.S., Griffin, P., Eds. (1999). Preventing Reading Difficulties in Young Children. National Research Council.

Standard V. Effective Date

- A. These licensure standards become effective for candidates seeking licensure no later than September 1, 2002.

READING STANDARDS MATRIX (Licensure in P-4)

The student will be able to:

Standard I.

Content Knowledge and Content-Related Pedagogy.

- A. Know about and apply research-based teaching practices that enable all children and youth to become proficient and motivated readers, writers, speakers, and listeners.
 - B. B. Develop expertise in applying explicit approaches to support student acquisition of phonemic awareness, fluency, and reading comprehension and study skills.
 - C. C. Demonstrate developmentally appropriate practices for promoting and developing beginning literacy skills and strategies for all young children.
 - D. D. Know and demonstrate the integration of reading instruction across all subject matter areas.
 - E. Know and demonstrate how to make accommodations for students who are experiencing difficulties in reading.
 - F. F. Demonstrate working knowledge of pedagogical strategies to provide learning experiences that enable children to become competent, independent readers.
 - G. G. Demonstrate knowledge of how to teach reading to children whose native language is other than English.
 - H. H. Know that effective instruction integrates attention to the alphabetic principle with attention to the construction of meaning and opportunities to develop fluency.
- II. I.** Demonstrate a clear understanding of the interrelationships among the dimensions of a balanced reading program including:
- Phonemic awareness-the skills and knowledge to understand how phonemes, or speech sounds are connected to print.
 - Decoding unfamiliar words embedded within continuous text and in isolation.
 - Fluency-the ability to read at a rate that supports comprehension of text.
 - Background information and vocabulary to foster reading comprehension.
 - Comprehension-the development of appropriate active strategies to construct meaning from print.
 - Development and maintenance of a motivation to read.
- Reading to learn-informational and study skills.

Standard II.

Student Development

- A. Understand the developmental nature of language and its relationship to learning to read.
- B. Identify age and developmentally appropriate strategies in teaching students.
- C. C. Identify and design appropriate strategies to improve literacy skills of all students.
- D. D. Apply information about language development as it relates to literacy and the relationship between early literacy behavior and successful beginning reading.
- E. E. Demonstrate knowledge about reading development and students' reading difficulties.
- F. F. Understand the skills and strategies that are critical for learning to read, reading to learn and reading to do.
- G. G. Possess the knowledge that allows pre-service teachers to tailor reading programs for children who are not responding to instruction.
- H. H. Recognize the characteristics of good readers, differentiate good readers from poor readers by using those characteristics, and apply that knowledge to effective intervention strategies for all readers.

Standard III. Curriculum

- A. Know how to implement a balanced literacy program that provides explicit and systematic instruction within a print-rich environment regardless of grade level.
- B. Assess student progress, use data to identify children who are falling behind in reading or who are at risk of falling behind and provide intervention methods that are based on those assessments.
- D. Include in their curricula components and practices consistently supported by research including:

- Explicit teaching of word identification strategies, comprehension and literature appreciation;
 - Instructional activities to ensure the development of phonemic awareness;
 - Systemic and explicit instruction in the code system of written English;
 - Daily exposure to a variety of print and visual media, as well as opportunities for children to read independently and with others and for children to hear literature read aloud; Vocabulary instruction (general and technical) that includes a variety of complementary methods that integrate all language arts to assist children and youth in acquiring and expanding their receptive and expressive vocabularies;
 - Comprehension strategies that promote higher order thinking including predicting outcomes, summarizing, clarifying, describing main idea, questioning, critical thinking, metacognition and visualizing;
 - Frequent writing of narrative, expository and creative prose to enable analytical and critical understanding of what is read;
 - Use of other subject areas to reinforce reading, comprehension, communication and study skills; and
 - Strategies that motivate children to learn to read so that they read for pleasure and information and continue to grow as readers throughout their school years as adults.
- D. Understand the importance of teaching phonics and word analysis skills within the context of a rich body of media in multiple domains.
- E. Demonstrate ability to help students understand the forms and functions of different kinds of text.
- F. G. Demonstrate ability to help students build vocabulary and background knowledge necessary for comprehension as they progress through the grades.

Standard IV. Learning Expectations- Instruction

- A. Plan and orchestrate appropriate learning experiences for all students.
- B. B. Combine knowledge of critical components of reading instruction with understanding of how children develop reading and literacy skills prior to beginning formal instruction and how children continue to develop into skilled readers through explicit instruction and practice.
- C. Communicate high expectations.
- D. Provide effective feedback for students.
- E. Use information about the learning curricular needs of diverse learners including students with disabilities and students with limited English proficiency to establish high expectation and design learning that meets the needs of all children.
- F. Understand their responsibility to provide leadership in the following areas:
- Collaborate with other classroom teachers and support staff (including Title I, special education and ESL teachers)
 - Implement interventions for children in need of special services;
- Integrate instruction in pull-out programs with on-going classroom instruction
- F. Understand that to teach reading and writing effectively lessons and proprietary-reading programs may need to be adapted and augmented to meet unique needs.
- G. H. Understand that teaching all children to read requires being a leader who makes proactive decisions about the strategies and materials most appropriate for the children in their classrooms.
- H. I. Understand that children need the opportunity to read independently each day and have opportunities to discuss what has been read to develop fluency, vocabulary and background knowledge that will improve comprehension, foster enjoyment of reading and increase motivation.
- I. J. Understand the need for children to hear a wealth of good books read aloud.
- J. Demonstrates proficiency in a wide range of instructional strategies.

Standard V.

Assessment Strategies

- A. Understand that assessments are used for various purposes, including
- determining strengths and needs of students in order to plan for instruction and flexible grouping
 - monitoring of progress in relation to stages of reading, spelling, and writing.
- Assessing curriculum-specific learning.
- C. Use ongoing formal and informal diagnostic tests appropriately for instructional decision-making, program Experience and analysis of growth over time.
- D. Have knowledge of factors that identify children at risk of failure to learn to read.
- E. Can apply knowledge of factors that identify children at risk of failure to learn to read to early identification of children at risk of failure.
- F. E. Know how to conduct curriculum-based assessments to guide instructional decision-making.

- G. F. Conduct formal and informal assessment for continuous, in-class assessment of children's reading abilities
- H. G. Understand how to interpret and modify instruction according to norm-referenced and individually referenced assessment outcomes, including in-class progress monitoring measures.

Standard VI.

Reflective Practice

- A. Understand that teachers are reflective practitioners who continually assess and adapt their practices in light of experiences with students and based on scholarship related to the profession.
- B. B. Understand the role of the Tennessee Framework for Evaluation and Professional Growth in reflective practice.
- C. Use the self-assessment, unit/lesson plan evaluation and comprehensive assessment tools provided in the framework as tools to evaluate and improve their instruction.

Standard VII.

Community Context

- B. Understand how to foster relationships with school colleagues, parents and agencies in the larger community to support students' learning.
- C. C. Understand the need to relate literacy learning to the rich cultural and language heritage diverse learners bring to the classroom.
- D. D. Understand the importance of involving parents in a meaningful way in the education of their children.
- E. F. Understand that in some communities, large numbers of children may live in poverty, have limited English proficiency or live in homes in which the parents' or caretakers' reading levels are low.
- F. G. Understand the importance of the cultural context of the community.

Teacher Preparation Program Implementation Standards

Standard I. Content.

- A. Provide prospective teachers with a focused study of reading, incorporating the candidate standards appropriate to the relevant grade spans-early childhood education, elementary education, and middle grades education.
- B. B. Provide prospective teachers with the opportunity to acquire the necessary content and pedagogical expertise to ensure that teachers have basic knowledge of the structure of the English language, reading development, and the nature of reading difficulties.
- C. C. Ensure that prospective teachers can use validated, reliable, efficient assessments to inform classroom teaching.
- D. D. Educate prospective teachers to identify, read, respect and apply research findings to their practice and to evaluate their practice.
- E. E. Provide instruction in reading development.
- F. F. Provide opportunities for prospective teachers to observe teachers demonstrating successful instruction.
- G. G. Ensure that teachers can integrate reading, comprehension, and study skills in all subject areas.

Standard III. Research

- D. Revise their reading and language arts programs to reflect the findings of reading research related to an understanding of the reading and writing processes and the components that must be in place to enable all children to learn to read and read to learn.

Standard IV. Teacher Preparation Program Design

A. Use the following documents (as they may be amended) and other sources of information when planning, implementing and evaluating teacher preparation programs:

- International Reading Association. 1998. Standards for Reading Professionals.
- Interstate New Teacher and Assessment and Support Consortium. 1992. Model Standards for Beginning Teacher Licensing: A Resource for State Dialogue.
- National Association for the Education of Young Children. 1994.
- National Council on Accreditation of Teacher Education. 2000. Program Standards for Elementary Teacher Preparation.
- National Council for Teachers of English and the International Reading Association. 1996. Standards for the English National Council on Accreditation of Teacher Education. 2000. Program Standards for Elementary Teacher Preparation.
- National Council for Teachers of English and the International Reading Association. 1996. Standards for the English Language Arts.
- Tennessee State Board of Education. 2001. Tennessee Curriculum Standards in Reading, Writing and Elements of Language.
- Tennessee State Board of Education 1997. Tennessee Framework for Evaluation and Professional Growth.
- Tennessee State Board of Education. 2001. Teacher Licensure Standards: Professional Education.

B. Use additional recent syntheses and compendia of research when planning, implementing, and evaluating teacher preparation programs:

- Bowman, B.T., Donovan, M.S., Burns, M.S., Eds. (2001). Eager to Learn: Educating Our Preschoolers. National Research Council. National Academy Press.
- Burns, M.S., Griffin, P., Snow, C.E., Eds. (1999). Starting Out Right. A Guide to Promoting Children's Reading Success. National Academy Press.
- Kamil M., Mosenthal, P., Pearson P.D., and Barr, R., Eds. 2000. Handbook of READ Research, Vol. III.
- Learning First Alliance (1998). Every Child Reading: An Action Plan. A Learning First Alliance Action Paper. www.learningfirst.org/READaction.html.
- National Reading Panel (2000). Teaching Children to Read:

This provides an evidence-based Assessment of the Scientific Research Literature on Reading and its Implications for Reading Instruction.

Snow, C.E., Burns, M.S., Griffin, P., Eds. (1999). Preventing Reading Difficulties in Young Children. National Research Council.

Standard V. Effective Date

- A.** These licensure standards become effective for candidates seeking licensure no later than September 1, 2002.