

EDU 402/407

Integrated Methods to Teaching Elementary Language Arts/Reading

This course includes content, methods, and demonstration of proficiency in the literacy areas of reading, written composition, listening, oral communication, grammar and usage, and spelling. Students are

Candidates assess students, plan instruction and design classroom contexts for learning. Candidates use formative

mo E

d, P

i

tP

| | |
|---|---|
| | |
| 1 | How do educators use Science Based Reading strategies to build Early Literacy skills? |
| 2 | How do educators build literacy learning environments to support |

child with equitable access to high quality learning experiences that engage and create learning opportunities for them to meet high standards. They work collaboratively with families to gain a holistic perspective on children's strengths and needs and how to motivate their learning.

Candidate's knowledge of the elements of literacy that are critical for purposeful oral, print and digital communication is limited.

Candidate knows the elements of literacy that are critical for purposeful oral, print and digital communication.

Candidate is able to identify the elements of foundational literacy in an integrated, comprehensive

Candidate's ability to demonstrate is able to identify some of the foundational literacy elements in an integrated, comprehensive, and balanced literacy curriculum

| | | | | |
|---|-------------------------------------|--|---|---|
| <p>competencies and learning needs.</p> <p>CAEP K-6 Standard 3.a In Tasc Standard 3,6, 7</p> | <p>includes errors in analysis.</p> | <p>Candidate interprets formative and summative assessments to provide required data reports for accountability.</p> | <p>Candidate designs, administers, and accurately interprets formative and summative assessments to identify learners' needs, to monitor learning and behavior, and to report progress.</p> | <p>on students' individual learning needs.</p> <p>Candidate designs, administers, and accurately interprets formative and summative assessments to identify learners' needs, to monitor learning and behavior, and to report progress.</p> <p>Candidate provides opportunities for students' choice about how they will demonstrate understanding by designing formative and summative assessment tasks that consider individual student needs.</p> |
|---|-------------------------------------|--|---|---|

Standards

CAEP K-6 Candidate Preparation Standards (2018)

STANDARD 3: Assessing, Planning, and Designing Contexts for Learning: Candidates assess students, plan instruction and design classroom contexts for learning. Candidates use formative and summative assessment to monitor students' learning and guide instruction. Candidates plan learning activities to promote a full range of competencies for each student. They differentiate instructional materials and activities to address learners' diversity. Candidates foster engagement in learning by establishing and maintaining social norms for classrooms. They build interpersonal relationships with students that generate motivation, and promote students social and emotional learning.

CAEP K-6

practices to support the learning of every student.

**CAEP K-6
Standard 4.a**
In Tasc
Standard 8

practices to support student learning.

Candidate attempts to use appropriate resource materials during instruction to support children's development of skills requisite to problem solving, and critical and creative thinking, but may fail to consider individual learner needs in planning.

strategies or differentiate instruction to meet the individual needs of each student.

Candidate uses appropriate resources although the variety of resources is

