

**WEST VIRGINIA ALTERNATIVE CERTIFICATION PROPOSAL
REGION 4 ALTERNATIVE CERTIFICATION PROGRAM**

West Virginia School District(s)

- | | |
|------------------------------|------------------------------|
| 1. Braxton County Schools | 4. Nicholas County Schools |
| 2. Fayette County Schools | 5. Pocahontas County Schools |
| 3. Greenbrier County Schools | 6. Webster County Schools |

Partner(s)

Regionally accredited institution of Higher Education (IHE)	Concord University Athens, West Virginia
Regionally accredited institution of Higher Education (IHE)	Marshall University Huntington, West Virginia
Regional Education Services Agency (RESA)	Regional Education Service Agency 4 Summersville, West Virginia

Name of the Alternative Certification Program: Region 4 Alternative Certification Program

Specific type of Alternative Program Proposal

- A. Alternative Program for Classroom Teachers – Individuals must hold a bachelor’s degree from an accredited institution of higher education, seeking a general education certification (subject/content area). §18A-3-1c

Required Components of an Alternative Certification Program Proposal

1. Overview of the Program

1.1 Purpose: The purpose of this program is to create an alternative means for a qualified person to earn a professional teaching certificate by authorizing participating school districts to offer a rigorous alternative program for teacher certification in partnership with regionally accredited higher education institutions (Concord University and Marshall University) and a regional education service agency (RESA 4) all under the supervision of the West Virginia Board of Education (WVBE).

1.2 Professional Teacher Certificate/Endorsement(s), Grade Levels, Projected Start Dates

Professional Teacher Certification/Endorsements and Requirements				
Certification/Endorsement Area	Grade Levels	Praxis II Content Requirement (Required prior to program admittance)	Praxis PLT Principles of Learning and Teaching Requirement	Projected Start Date
Art	PK-AD	Test Number: 5134 Current Score: 158	Test Number: 5624 Current Score: 157	2016-2017 School Year
Biology	9-AD	Test Number: 5235 Current Score: 152	Test Number: 5624 Current Score: 157	2016-2017 School Year
Chemistry	9-AD	Test Number: 5245 Current Score: 157	Test Number: 5624 Current Score: 157	2016-2017 School Year
Early Education	PK-K	Test Number: 5531 Current Score: 155	Test Number: 5622 Current Score: 160	2016-2017 School Year
Elementary Education	K-6	Test Number: 5002 Current Score: 157	Test Number: 5622 Current Score: 160	2016-2017 School Year
		Test Number: 5003 Current Score: 157		
		Test Number: 5004 Current Score: 155		
		Test Number: 5005 Current Score: 159		
		Test Number: 5203 Current Score: 162		
English	5-AD	Test Number: 5038 Current Score: 167	Test Number: 5624 Current Score: 157	2016-2017 School Year
Family & Consumer Science	5-AD	Test Number: 5122 Current Score: 153	Test Number: 5624 Current Score: 157	2016-2017 School Year
French	5-AD	Test Number: 5174 Current Score: 160	Test Number: 5624 Current Score: 157	2016-2017 School Year
General Science	5-AD	Test Number: 5435 Current Score: 153	Test Number: 5624 Current Score: 157	2016-2017 School Year

Certification/Endorsement Area	Grade Levels	Praxis II Content Requirement (Required prior to program admittance)	Praxis PLT Principles of Learning and Teaching Requirement	Projected Start Date
Health	5-AD	Test Number: 5551 Current Score: 156	Test Number: 5624 Current Score: 157	2016-2017 School Year
Mathematics	5-AD	Test Number: 5161 Current Score: 160	Test Number: 5624 Current Score: 157	2016-2017 School Year
Music	PK-AD	Test Number: 5113 Current Score: 155	Test Number: 5624 Current Score: 157	2016-2017 School Year
Physical Education	PK-AD	Test Number: 5091 Current Score: 150	Test Number: 5624 Current Score: 157	2016-2017 School Year
Physics	9-AD	Test Number: 5265 Current Score: 126	Test Number: 5624 Current Score: 157	2016-2017 School Year
School Library/Media	PK-AD	Test Number: 5311 Current Score: 138	Test Number: 5624 Current Score: 157	2016-2017 School Year
Social Studies	5-AD	Test Number: 5081 Current Score: 148	Test Number: 5624 Current Score: 157	2016-2017 School Year
Spanish	5-AD	Test Number: 5195 Current Score: 163	Test Number: 5624 Current Score: 157	2016-2017 School Year
Wellness (Health and Physical Education Comprehensive)	PK-AD	Test Number: 5551 Current Score: 156	Test Number: 5624 Current Score: 157	2016-2017 School Year
		Test Number: 5091 Current Score: 150		

2. Candidate Eligibility, Recruitment and Enrollment

2.1 Vacancy: A candidate for the alternative certification program for the training of teachers may be accepted only when a vacancy must be advertised at least twice (ten working days) pursuant to W. Va. Code §18A-3-1a, and if no certified teacher applies.

2.2 Eligibility Criteria: Procedures and criteria for determining whether a person is eligible, pursuant to W. Va. Code §18A-3-1f, to enroll in the alternative program for the education of teachers; eligibility criteria must include, but not be limited to, the following:

- 2.2.1 Possess a minimum of a bachelor's degree from a regionally accredited institution of higher education, and
- 2.2.2 Pass the same basic skills and subject matter test or tests required by the WVBE for traditional program candidates to become certified in the content area for which he/she is seeking licensure, and
- 2.2.3 Prior to being hired at the district level as an alternative program participant, program candidates in a general education teaching path of a WVBE-approved program for alternative certification must submit to WVDE and to the alternative program provider passing scores on pre-professional skills test or tests or evidence of a qualifying exemption as described in Policy 5202, [Passage of Core Academic Skills for Educators tests is required in Reading, Writing and Mathematics. The Core Academic Skills for Educators (CASE) may be waived provided the candidate: a) holds a master's degree from an accredited institution of higher education; or b) currently holds, or has held, a West Virginia Professional Teaching, Student Support Services, or a West Virginia Professional Student Support Certificate endorsed for School Nurse or is licensed by the West Virginia Board of Examiners for Registered Professional Nurses, or Administrative Certificate; or c) has attained a score of 25 or higher on the American College Testing (ACT) program prior to November 1989 or an enhanced ACT score of 26 or higher beginning November 1989; or d) has attained a score of 1035 or higher on the Scholastic Achievement Test (SAT) prior to April 1995, or a re-centered SAT score of 1125 or higher beginning April 1995, or an SAT combined Critical Reading and Math score of 1170 or higher beginning March 2005.] and passing scores on the subject matter test or tests required by the WVBE (Praxis II Exams specified in section 1.2). At the conclusion of the WVBE-approved alternative certification program for the education of teachers, teachers in the general education teaching path shall be required to meet the proficiency score (s) on the appropriate state competency exam(s) in pedagogy (Principles of Learning and Teaching (PLT) exams specified in section 1.2) . All WVBE-required tests are identified in Appendix B of Policy 5202, and
- 2.2.4 Hold United States citizenship; and
- 2.2.5 Be of good moral character; and

- 2.2.6 Be physically, mentally, and emotionally qualified to perform the duties of a teacher; and
- 2.2.7 Attain the age of eighteen years on or before October 1 of the year in which the alternative program teacher certificate is issued; and
- 2.2.8 Receive a formal offer of employment from a county superintendent in an area of critical need and shortage and by a school or school district that is a member of an approved educational provider; and
- 2.2.9 Possess either transcripts reflecting an academic major in the same as or similar to the subject matter which the alternative program candidate is being hired to teach; and
- 2.2.10 Qualify for employment in the public schools of West Virginia after a criminal history check is made pursuant to W. Va. Code §18A-3-10; and
- 2.2.11 Meet other requirements for teacher licensure pursuant to Policy 5202 and W. Va. Code §18A-3-1.

2.3 Recruitment, Enrollment: When a district has met the vacancy requirements of this program (see section 2.1. of this document) and the candidate has met the eligibility criteria for the alternative certificate program, (see section 2.2. of this document), then the program candidate may receive a formal offer of employment in the critical area in which an endorsement is sought pending completion by the candidate of

- 2.3.1 All parts of the applicant information page of the WVDE Alternative Certification form, and
- 2.3.2 All parts of the Employing County information on the Alternative Certification form including the county verification of employment, school, assignment, assignment effective date, endorsement area, and county superintendent's signature, and
- 2.3.3 All parts of the Institution of Higher Education information on the Alternative Certification form including the College/University recommendation for and Alternative Certification Permit, program, enrollment endorsement area(s) verified, and appropriate College/University official's signature.

3. Partner Rights Roles and Responsibilities

3.1 County School Districts will:

- 3.1.1 Implement all required components of the Alternative Certification Program as defined the approved alternative certification program according to the defined roles for superintendents, personnel directors, principals, and**
- 3.1.2 Follow all memorandum of understanding procedures and criteria for making a formal offer of employment to the candidate who is eligible to enroll in the alternative program for the education of teachers and who has applied for the posted position, and**
- 3.1.3 Select and train a professional support team, pursuant to W. Va. Code §18A-3-1c, who will instruct, mentor, and/or supervise the alternative program teacher(s).**
- 3.1.4 Subject to the provisions of W. Va. Code §18A-3-1f that the hiring authority for any school or school district that hires an alternative program teacher will renew the alternative program teacher's contract from year to year as long as he/she makes satisfactory progress in the alternative education program and until he/she completes the alternative program for the education of teachers,**

3.2 RESA 4 will:

- 3.2.1 Provide assistance for the development of the Alternative Certification Program, and**
- 3.2.2 Provide assistance for any future revisions of the Alternative Certification Program, and**
- 3.2.3 Participate in quarterly meetings of the Alternative Certification Program steering committee which shall include a representative from each key collaborative agency, and**
- 3.2.4 Provide additional professional development as requested by the school districts to support passage of the appropriate state competency exam(s) in pedagogy (Principles of Learning and Teaching).**

3.3 Institutions of Higher Education will:

3.3.1 For preparing highly qualified general education content teachers provide six semester hours of instruction to include, but not be limited to, the following: student assessment, development and learning, curriculum, classroom management, use of educational computers and other technology, special education and diversity, and school law. If the alternative program teacher will be teaching children in elementary school, he/she will also receive instruction in early literacy.

4. Program of Study

4.1 Alternative certification candidates will complete six semester credit hours of instruction to include, but not be limited to, the following: student assessment, development and learning, curriculum, classroom management, use of educational computers and other technology, special education and diversity, and school law. If the alternative program teacher will be teaching children in elementary school, he/she must also receive instruction in early literacy. Completion of the six semester credit hours of instruction is required for all programs.

4.2 All candidates must complete six semester hours of instruction, delivered through six one-hour units of instruction to be offered during the calendar year.

4.3 Participants who will be instructors of lab based activities in experiential settings will be required to also complete a WVDE approved training course that includes, but is not limited to, the following topics: student and staff safety, lab safety, lab management, and instructional procedures for the lab setting. Program participants may be required to pass a WVDE approved assessment to demonstrate proficient knowledge and skills to safely and adequately teach in a lab setting.

4.4 This WVBE-approved alternative certification program for the education of teachers will provide instruction through nontraditional methods including a series of modules covering the various topics, electronically delivered instruction, summer sessions, and job-embedded mentoring.

4.5 A copy of each course syllabus for each participating institution of higher education is provided in Appendix B of this document.

4.6 Institutions of Higher Education will charge not more than the regular tuition costs for six hours graduate hours of instruction as outlined in this section in accordance with W. Va. Code §18A-3-1c.

4.7 There will be no other tuition or instruction costs for the education of program candidates pursuant to W. Va. Code §18A-3-1c.

5. Support and Observation

5.1 Professional Support Team. A WVBE-approved alternative program for the education of teachers shall provide a professional support team whose structure is consistent with the induction model that the partnership's participating school or schools follow for supporting, supervising, inducting, and mentoring a beginning teacher, as described in the district's plan of Support for Improving Professional Practice (WV SIPP) pursuant to W. Va. Code §18A-3C-3. Professional Support Teams will consist of the following members:

5.1.1 District level programmatic director or superintendent designee, and

5.1.2 District school level administrator, and

5.1.3 District Instructional Coaches, Technology Integration Specialists (TISs) and/or Special Education Specialists will provide job-embedded support throughout the year. District instructional coaches will be selected with the following criteria: knowledge of content and programmatic level, ability to work with adults, and adequate experience and certification, and

5.1.4 District mentors teachers will be selected to provide support to beginning teachers. Mentor teachers will be trained at the state level and have a minimum of five years teaching experience, three years within the employing county. All efforts will be made to ensure the assigned mentor teacher has knowledge of content and programmatic levels as well as proximity to the beginning teacher.

5.2 The Professional Support Team shall be trained by and in coordination with the West Virginia Center for Professional Development. Team members will meet monthly to monitor the participating teacher's progression.

5.3 Orientation for alternative certification program participants will be provided at the county level and will include: policies, procedures, issues of finance, items specific to personnel matters, Employee Code of Conduct, Mandatory Reporting, and Risky Behaviors. These sessions will be held at the county office as the employees are hired.

5.4 Orientation for alternative certification program participants will be provided at the school level and will include: school-specific policies, procedures, evaluation system, courses and scheduling, etc. Training will be arranged at each school. County office personnel may assist in this delivery.

5.5 The Professional Support Team shall verify completion of the following documentations/evidence and submit verification of their completion to the WVDE at the conclusion of a teacher's participation in the WVBE-approved alternative program for the education of teachers.

5.5.1 Team members and evidence of training of the Professional Support Team.

5.5.2 Copies of notes for monthly meetings of the Professional Support Team.

5.5.3 Copies of weekly observation notes for each alternative program teacher reflecting the supervisory activities (observations, observation meetings, etc.) team members completed with the alternative program teacher during the teacher's first semester of his/her first year in the alternative certification program.

5.5.4 Copies of any other documentation the Professional Support Team may have in regard to each teacher's progress in the alternative program.

5.5.5 At the conclusion of a teacher's participation in the alternative program, a copy of the alternative program teacher's final evaluation recommendation.

5.6 A detailed list of the academic and performance standards by which the alternative certification program teacher(s) will be evaluated shall include but not limited to performance assessments as described in the following

5.6.1 The Alternative Program Academic and Performance Standards are the West Virginia Professional Teaching Standards (WVPTS) which can be found at on the West Virginia Department of Education website at <https://wvde.state.wv.us/certification/educatorprep/standards.php>.

5.6.2 The Alternative Program Academic and Performance Standards (WVPTS) Rubric, to be used for each performance assessment, is provided in Appendix A.

5.7 In addition to teacher observations required by the educator evaluation system, a minimum of three (3) performance assessments will be required of each program teacher during his/her first year in the alternative certification program.

5.7.1 A performance assessment will consist of a minimum of a forty-five (45) minute observation to be completed by the building principal and completion of the Alternative Program Academic and Performance Standards Rubric, completed by the building principal.

5.7.2 An alternative program teacher will observe in the classroom of a mentor or other experienced teacher(s) for a least one forty-five (45) minute period three (3) times during his/her first year in the alternative certification program.

6. Calendar of Events

6.1 Professional Support Team members shall be trained before supporting participants in the Region 4 Alternative Certification Program.

6.2 Having met the eligibility requirements of Section 2 of this document, candidates may be selected for participation in the Regional 4 Alternative Certification Program at any time.

6.3 Program orientation shall be provided to program participants immediately upon employment.

6.4 Program support provided by the Professional Support Team shall begin immediately upon participant enrollment in the program.

6.5 The six one-hour program of study modules (totaling six college hours), provided by institutions of higher education, will be taught during the school term with three modules being offered in the fall and three modules being offered in the spring. Participants will enroll in the module being currently taught and will continue course work until all six modules have been completed.

6.6 At the conclusion of each academic year, the Professional Support Team shall meet with program participants to review program progress and/or verify

completion of the documentation and evidence for submission of verification of their completion to the WVDE.

6.7 Upon the successful completion of a teacher's participation in the WVBE-approved alternative program for the education of teachers, the Professional Support Team shall verify completion of the following documentations/evidence and submit verification of their completion to the WVDE.

7. Evaluation and Recommendation for Licensure

7.1 At the conclusion of an approved alternative program for the education of teachers, the approved education provider shall prepare a comprehensive evaluation report on the alternative program teacher's performance. A comprehensive evaluation report, submitted to the State Superintendent of Schools, shall contain a recommendation regarding professional licensure of the alternative program teacher. The report shall be made on one or more of the State Superintendent's forms.

7.2 Recommendations. The comprehensive evaluation report shall include one of the following recommendations:

7.2.1 Approved: Recommends issuance of a professional teaching certificate to include the name of the teacher and the endorsement(s) and grade levels for licensure as listed in Appendix A of Policy 5202; or

7.2.2 Insufficient: Recommends that a professional teaching certificate not be issued but that the candidate be allowed to seek reentry on one or more occasions in the future to an approved alternative program for the education of teachers; or

7.2.3 Disapproved: Recommends the following:

7.2.3.1 A professional teaching certificate not be issued to the alternative program teacher; and/or

7.2.3.2 The alternative program teacher will not be allowed to enter into another approved alternative program for the education of teachers in West Virginia; and/or

7.2.3.3 The alternative program teacher will not be prohibited from pursuing teacher certification through a traditional route in

other approved programs for the education of teachers in West Virginia.

7.3 Rights of the alternative program teacher. The approved education provider shall provide the alternative program teacher with a copy of the alternative program teacher's written evaluation report and recommendations *before* the approved education provider submits the report to the State Superintendent of Schools.

7.4 The alternative program teacher has the right to appeal the alternative certification program provider's recommendation, provided:

7.4.1 The written appeal is in accordance with the certification appeals process established by the WVBE for alternative programs for the education of teachers; an

7.4.2 The written appeal is submitted within fifteen days of the alternative certification program teacher's receipt of the alternative program provider's recommendation.

7.5 Evaluation: Evaluations of teachers in an alternative program for the education of teachers. The professional support team shall provide written evaluation reports of each alternative program teacher and submit copies of each report to the alternative program provider prior to the first day of the final full month of the school year in the teachers' first year of participation in the program. Evaluations shall be conducted at designated times throughout each teacher's first year participating in the alternative program, and at a minimum, every six to eight weeks, at the discretion of the professional support team and in collaboration with the school principal. Evaluation reports shall be submitted to WVDE using a form designed by the alternative program provider and approved by the principal. Progress evaluations shall also meet the following criteria

7.5.1 Each evaluation report shall describe an alternative program teacher's progress toward meeting the alternative program's academic and performance standards and including the results of the performance assessments. A verification checklist will be included with the application for renewal and/or application for licensure.

7.6 At the conclusion of an approved alternative program for the education of teachers, the approved education provider shall prepare a comprehensive evaluation report on the alternative program teacher's performance using the following as guidance.

- 7.6.1 A comprehensive evaluation report, submitted to the State Superintendent of Schools, shall contain a recommendation regarding professional licensure of the alternative program teacher. The State Superintendent of Schools shall develop standard forms for this report, and the report shall be made on one or more of the State Superintendent's forms. The recommendation shall include the signature of the program teacher, the principal, the district superintendent, and at least one other member of the Professional Support Team.
- 7.6.2 All final decisions on the progress of an alternative program teacher shall rest with the principal.

7.7 A county board shall renew an alternative program teacher's contract from year to year as long as he/she makes satisfactory progress in the applicable alternative education program and until he or she completes the alternative certification program.

7.8 An alternative program teacher is subject to the same force reduction rules and procedures as any other employee, except those that relate to seniority. In no event will an alternative program teacher displace a professional educator as defined in W. Va. Code §18A-1-1.

REGION 4 ALTERNATIVE CERTIFICATION PROGRAM

**MEMORANDUM OF UNDERSTANDING
BETWEEN**

**LEAD AGENCY
NICHOLAS COUNTY SCHOOLS, SUMMERSVILLE, WEST VIRGINIA
AND**

**Collaborative Partners
BRAXTON COUNTY SCHOOLS, SUTTON, WEST VIRGINIA
FAYETTE COUNTY SCHOOLS, FAYETTEVILLE, WEST VIRGINIA
GREENBRIER COUNTY SCHOOLS, LEWISBURG, WEST VIRGINIA
POCAHONTAS COUNTY SCHOOLS, MARLINTON, WEST VIRGINIA
WEBSTER COUNTY SCHOOLS, WEBSTER SPRINGS, WEST VIRGINIA
REGIONAL EDUCATION SERVICE AGENCY 4 (RESA 4)
CONCORD UNIVERSITY
MARSHALL UNIVERSITY**

Introduction

This Memorandum of Understanding (MOU) is entered into by and between the collaborative partners listed below who have organized for the purpose of fulfilling the requirements of an alternative certification program for the training of teachers as outlined in West Virginia State Code §18A-3-1, and West Virginia State Board Policy 5901, *Alternative Certification Programs for the Education of Teachers*.

Collaborative Partners

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|--|---|
| A. Nicholas County Schools
400 Old Main Drive
Summersville, WV 26651 | B. Braxton County Schools
98 Carter Braxton Drive
Sutton WV 26601 |
| C. Fayette County Schools
111 Fayette Avenue
Fayetteville, WV 25840 | D. Greenbrier County Schools
197 Chestnut Street
Lewisburg, WV 24901 |
| E. Pocahontas County Schools
926 Fifth Avenue
Marlinton, WV 24954 | F. Webster County Schools
315 South Main Street
Webster Springs, WV 26288 |
| G. Regional Education Service Agency 4
(RESA 4)
404 Old Main Drive
Summersville, WV 26651 | H. Concord University
1000 Vermillion Street
Athens, WV 24712 |
| I. Marshall University
1 John Marshall Drive
Huntington, WV 25755 | |

Relationship between the Partners

- A. This is a voluntary collaboration of key collaborative agencies intended to fulfil the requirements of an alternative certification program for the training of teachers as outlined in West Virginia State Code §18A-3-1, and West Virginia State Board Policy 5901, *Alternative Certification Programs for the Education of Teachers*.
- B. This MOU shall be deemed to recognize a joint venture intended to fulfil the requirements of an alternative certification program for the training of teachers as outlined in West Virginia State Code §18A-3-1, and West Virginia State Board Policy 5901, *Alternative Certification Programs for the Education of Teachers*.
- C. Unless otherwise noted, this MOU shall be for three years to exist annually from July 1 to June 30 beginning from the date of program approval by the West Virginia Board of Education and can be renewed two additional times for a total of three years.
- D. If the partnership agreement needs substantial revision(s), the lead district will resubmit to the ACEPPRB for approval of the revised program/agreement.
- E. All activities undertaken pursuant to this MOU will be conducted in accordance with the laws of the State of West Virginia and the policies of the State Board of Education.

Purpose

- A. The purpose of this program is to create an alternative means for a qualified person to earn a professional teaching certificate by authorizing participating school districts to offer a rigorous alternative program for teacher certification in partnership with regionally accredited higher education institutions (Concord University and Marshall University) and a regional education service agency (RESA 4) all under the supervision of the West Virginia Board of Education (WVBE).

Required Components of an Alternative Certification Program Agreement

1. **Criteria for Determining Enrollment Eligibility:** Procedures and criteria for determining whether a person is eligible, pursuant to W. Va. Code §18A-3-1f, to enroll in the alternative program for the education of teachers; eligibility criteria must include, but not be limited to, the following:
 - Possess a minimum of a bachelor's degree from a regionally accredited institution of higher education, and

- Pass the same basic skills and subject matter test or tests required by the WVBE for traditional program candidates to become certified in the content area for which he/she is seeking licensure, and
 - Prior to being hired at the district level as an alternative program participant, program candidates in a general education teaching path of a WVBE-approved program for alternative certification must submit to WVDE and to the alternative program provider passing scores on pre-professional skills test or tests or evidence of a qualifying exemption as described in Policy 5202, and passing scores on the subject matter test or tests required by the WVBE. At the conclusion of the WVBE-approved alternative certification program for the education of teachers, teachers in the general education teaching path shall be required to meet the proficiency score (s) on the appropriate state competency exam(s) in pedagogy. All WVBE-required tests are identified in Appendix B of Policy 5202, and
 - Hold United States citizenship; and
 - Be of good moral character; and
 - Be physically, mentally, and emotionally qualified to perform the duties of a teacher; and
 - Attain the age of eighteen years on or before October 1 of the year in which the alternative program teacher certificate is issued; and
 - Receive a formal offer of employment from a county superintendent in an area of critical need and shortage and by a school or school district that is a member of an approved educational provider; and
 - Possess either transcripts reflecting an academic major in the same as or similar to the subject matter which the alternative program candidate is being hired to teach; and
 - Qualify for employment in the public schools of West Virginia after a criminal history check is made pursuant to W. Va. Code §18A-3-10; and
 - Meet other requirements for teacher licensure pursuant to Policy 5202 and W. Va. Code §18A-3-1.
2. **Vacancy Requirements:** A candidate for the alternative certification program for the training of teachers may be accepted only when a vacancy must be advertised at least twice (ten working days) pursuant to W. Va. Code §18A-3-1a, and if no certified teacher applies.
3. **Formal Offer of Employment:** When a district has met the vacancy requirements of this program (see section 2. of this document) and the candidate has met the eligibility criteria for the alternative certificate program, (see section 1. of this document), then the program candidate may receive a formal offer of employment in the critical area in which an endorsement is sought pending completion by the candidate of

- All parts of the applicant information page of the WVDE Alternative Certification form, and
 - All parts of the Employing County information on the Alternative Certification form including the county verification of employment, school, assignment, assignment effective date, endorsement area, and county superintendent's signature, and
 - All parts of the Institution of Higher Education information on the Alternative Certification form including the College/University recommendation for and Alternative Certification Permit, program, enrollment endorsement area(s) verified, and appropriate College/University official's signature.
4. **Methods and Sources of Instruction:** Alternative certification candidates will complete six semester credit hours of instruction to include, but not be limited to, the following: student assessment, development and learning, curriculum, classroom management, use of educational computers and other technology, special education and diversity, and school law. If the alternative program teacher will be teaching children in elementary school, he/she must also receive instruction in early literacy. Completion of the six semester credit hours of instruction is required for all programs.
- All candidates must complete six semester hours of instruction, delivered through six one-hour units of instruction to be offered during the calendar year.
 - Participants who will be instructors of lab based activities in experiential settings will be required to also complete a WVDE approved training course that includes, but is not limited to, the following topics: student and staff safety, lab safety, lab management, and instructional procedures for the lab setting. Program participants may be required to pass a WVDE approved assessment to demonstrate proficient knowledge and skills to safely and adequately teach in a lab setting.
 - This WVBE-approved alternative certification program for the education of teachers will provide instruction through nontraditional methods including a series of modules covering the various topics, electronically delivered instruction, summer sessions, and job-embedded mentoring.
 - A copy of each course syllabus for each participating institution of higher education is provided in Appendix B of this document.
5. **Training, Support, and Supervision:** Alternative certification program participants will receive training, support and supervision.

Training: Orientation for alternative certification program participants will be provided at the county level and will include: policies, procedures, issues of finance, items specific to personnel matters, Employee Code of Conduct, Mandatory Reporting, and Risky Behaviors. These sessions will be held at the county office as the employees are hired. In addition, orientation for alternative certification program participants will be provided at the school level and will include:

school-specific policies, procedures, evaluation system, courses and scheduling, etc. Training will be arranged at each school. County office personnel may assist in this delivery.

Support and Supervision: Alternative certification program participants will receive support from a district-level professional support team whose structure is consistent with the induction model that the partnership's participating school or schools follow for supporting, supervising, inducting, and mentoring a beginning teacher, as described in the district's plan of Support for Improving Professional Practice (WV SIPP) pursuant to W. Va. Code §18A-3C-3. An alternative program teacher will observe in the classroom of a mentor or other experienced teacher(s) for a least one forty-five (45) minute period three (3) times during his/her first year in the alternative certification program. Building principals will supervise the progress of alternative certification program participants.

6. Academic and Performance Standards: A detailed list of the academic and performance standards by which the alternative certification program teacher(s) will be evaluated shall include but not limited to the Alternative Program Academic and Performance Standards are the West Virginia Professional Teaching Standards (WVPTS) which can be found at on the West Virginia Department of Education website at <https://wvde.state.wv.us/certification/educatorprep/standards.php>. The Alternative Program Academic and Performance Standards (WVPTS) Rubric, to be used for each performance assessment, is provided in Appendix A. In addition to teacher observations required by the educator evaluation system, a minimum of three (3) performance assessments will be required of each program teacher during his/her first year in the alternative certification program. A performance assessment will consist of a minimum of a forty-five (45) minute observation to be completed by the building principal and completion of the Alternative Program Academic and Performance Standards Rubric, completed by the building principal.

7. Selection and Training of Professional Support Teams:

Professional Support Teams will consist of the following members:

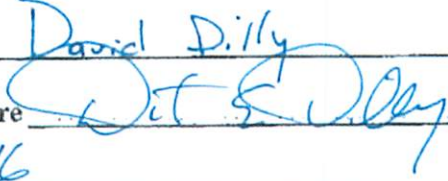
- District level programmatic director or superintendent designee, and
- District school level administrator, and District Instructional Coaches, Technology Integration Specialists (TISs) and/or Special Education Specialists will provide job-embedded support throughout the year. District instructional coaches will be selected with the following criteria: knowledge of content and programmatic level, ability to work with adults, and adequate experience and certification, and
- District mentors teachers will be selected to provide support to beginning teachers. Mentor teachers will be trained at the state level and have a minimum of five years teaching experience, three years within the employing county. All efforts will be made to ensure the assigned mentor teacher has knowledge of content and programmatic levels as well as proximity to the beginning teacher.

The Professional Support Team shall be trained by and in coordination with the West Virginia Center for Professional Development. Team members will meet monthly to monitor the participating teacher's progression.

- 8. Program of Study Tuition and Charges:** Institutions of Higher Education will charge not more than the regular tuition costs for six hours graduate hours of instruction as outlined in this section in accordance with W. Va. Code §18A-3-1c. There will be no other tuition or instruction costs for the education of program candidates pursuant to W. Va. Code §18A-3-1c.
- 9. Contract Renewal:** A county board shall renew an alternative program teacher's contract from year to year as long as he/she makes satisfactory progress in the applicable alternative education program and until he or she completes the alternative certification program. An alternative teaching certificate may be renewed by application annually two times (for up to three years in the Alternative Certification Program) as long as the alternative program teacher makes satisfactory progress as described in §126-161-3.1.e of State Board Policy 5901. An alternative program teacher is subject to the same force reduction rules and procedures as any other employee, except those that relate to seniority. In no event will an alternative program teacher displace a professional educator as defined in W. Va. Code §18A-1-1.
- 10. Prohibited Acts:** A partnership may not implement an alternative program until the partnership's alternative program has been approved by the WVBE. A school or school district may not employ, or make a formal offer of employment to any person for the purpose of his or her participation in an alternative certification program unless the alternative certification program is approved by the WVBE and the school or school district is a member of the partnership that is operating the alternative certification program. A school or school district may not continue to employ an alternative program teacher unless he or she makes satisfactory progress in the alternative certification program for which he or she is enrolled.

Statement of Assurance
Region 4 Alternative Certification Program
West Virginia School District

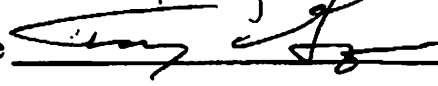
This Memorandum of Understanding (MOU) is hereby entered into by **Braxton County Schools** and program collaborating agencies (Braxton County Schools, Fayette County Schools, Greenbrier County Schools, Nicholas County Schools, Pocahontas County Schools, Webster County Schools, Concord University, Marshall University, and RESA 4) for the purpose of fulfilling the requirements of the Region 4 Alternative Certification Program for the training of teachers as outlined in West Virginia State Code §18A-3-1, and West Virginia State Board Policy 5901, *Alternative Certification Programs for the Education of Teachers*.

Superintendent's Name David Dilly
Superintendent's Signature 
Date 2-12-16

**Statement of Assurance
Region 4 Alternative Certification Program
West Virginia School District**

This Memorandum of Understanding (MOU) is hereby entered into by **Fayette County Schools** and program collaborating agencies (Braxton County Schools, Fayette County Schools, Greenbrier County Schools, Nicholas County Schools, Pocahontas County Schools, Webster County Schools, Concord University, Marshall University, and RESA 4) for the purpose of fulfilling the requirements of the Region 4 Alternative Certification Program for the training of teachers as outlined in West Virginia State Code §18A-3-1, and West Virginia State Board Policy 5901, *Alternative Certification Programs for the Education of Teachers*.

Superintendent's Name Terry George

Superintendent's Signature 

Date 2-16-16

Statement of Assurance
Region 4 Alternative Certification Program
West Virginia School District

This Memorandum of Understanding (MOU) is hereby entered into by Greenbrier County Schools and program collaborating agencies (Braxton County Schools, Fayette County Schools, Greenbrier County Schools, Nicholas County Schools, Pocahontas County Schools, Webster County Schools, Concord University, Marshall University, and RESA 4) for the purpose of fulfilling the requirements of the Region 4 Alternative Certification Program for the training of teachers as outlined in West Virginia State Code §18A-3-1, and West Virginia State Board Policy 5901, *Alternative Certification Programs for the Education of Teachers*.

Superintendent's Name Sallie E DALTON

Superintendent's Signature *Sallie E Dalton*

Date 2/12/16

Statement of Assurance
Region 4 Alternative Certification Program
West Virginia School District

This Memorandum of Understanding (MOU) is hereby entered into by **Nicholas County Schools** and program collaborating agencies (Braxton County Schools, Fayette County Schools, Greenbrier County Schools, Nicholas County Schools, Pocahontas County Schools, Webster County Schools, Concord University, Marshall University, and RESA 4) for the purpose of fulfilling the requirements of the Region 4 Alternative Certification Program for the training of teachers as outlined in West Virginia State Code §18A-3-1, and West Virginia State Board Policy 5901, *Alternative Certification Programs for the Education of Teachers*.

Superintendent's Name Keith A. Butcher

Superintendent's Signature Keith A. Butcher

Date 2.12.16

Statement of Assurance
Region 4 Alternative Certification Program
West Virginia School District

This Memorandum of Understanding (MOU) is hereby entered into by **Pocahontas County Schools** and program collaborating agencies (Braxton County Schools, Fayette County Schools, Greenbrier County Schools, Nicholas County Schools, Pocahontas County Schools, Webster County Schools, Concord University, Marshall University, and RESA 4) for the purpose of fulfilling the requirements of the Region 4 Alternative Certification Program for the training of teachers as outlined in West Virginia State Code §18A-3-1, and West Virginia State Board Policy 5901, *Alternative Certification Programs for the Education of Teachers*.

Superintendent's Name Terrence C Beam

Superintendent's Signature Terrence C Beam

Date 2-12-16

Statement of Assurance
Region 4 Alternative Certification Program
West Virginia School District

This Memorandum of Understanding (MOU) is hereby entered into by **Webster County Schools** and program collaborating agencies (Braxton County Schools, Fayette County Schools, Greenbrier County Schools, Nicholas County Schools, Pocahontas County Schools, Webster County Schools, Concord University, Marshall University, and RESA 4) for the purpose of fulfilling the requirements of the Region 4 Alternative Certification Program for the training of teachers as outlined in West Virginia State Code §18A-3-1, and West Virginia State Board Policy 5901, *Alternative Certification Programs for the Education of Teachers*.

Superintendent's Name Scott Cochran

Superintendent's Signature 

Date 2-12-2016

**Statement of Assurance
Region 4 Alternative Certification Program
Institution of Higher Education**

This Memorandum of Understanding (MOU) is hereby entered into by **Concord University** and program collaborating agencies (Braxton County Schools, Fayette County Schools, Greenbrier County Schools, Nicholas County Schools, Pocahontas County Schools, Webster County Schools, Concord University, Marshall University, and RESA 4) for the purpose of fulfilling the requirements of the Region 4 Alternative Certification Program for the training of teachers as outlined in West Virginia State Code §18A-3-1, and West Virginia State Board Policy 5901, *Alternative Certification Programs for the Education of Teachers*.

Approving Official's Name Richard S. Druggish

Approving Official's Signature Richard S. Druggish

Approving Official's Title Chair, Division of Education / Director of Teacher Education

Date 2-12-16

Statement of Assurance
Region 4 Alternative Certification Program
Institution of Higher Education

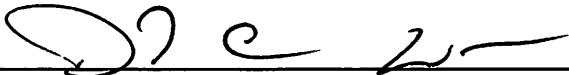
This Memorandum of Understanding (MOU) is hereby entered into by **Marshall University** and program collaborating agencies (Braxton County Schools, Fayette County Schools, Greenbrier County Schools, Nicholas County Schools, Pocahontas County Schools, Webster County Schools, Concord University, Marshall University, and RESA 4) for the purpose of fulfilling the requirements of the Region 4 Alternative Certification Program for the training of teachers as outlined in West Virginia State Code §18A-3-1, and West Virginia State Board Policy 5901, *Alternative Certification Programs for the Education of Teachers*.

Approving Official's Name Teresa Eagle
Approving Official's Signature Teresa Eagle
Approving Official's Title Dean, COEPD
Date 2-17-16

Statement of Assurance
Region 4 Alternative Certification Program
Regional Educational Service Agency

This Memorandum of Understanding (MOU) is hereby entered into by **Regional Education Service Agency 4 (RESA 4)** and program collaborating agencies (Braxton County Schools, Fayette County Schools, Greenbrier County Schools, Nicholas County Schools, Pocahontas County Schools, Webster County Schools, Concord University, Marshall University, and RESA 4) for the purpose of fulfilling the requirements of the Region 4 Alternative Certification Program for the training of teachers as outlined in West Virginia State Code §18A-3-1, and West Virginia State Board Policy 5901, *Alternative Certification Programs for the Education of Teachers*.

Executive Director's Name DAVID A. WARVER

Executive Director's Signature 

Date 2/12/16

**APPENDIX A
ALTERNATIVE CERTIFICATION
ACADEMIC AND PERFORMANCE STANDARDS (WVPTS)
RUBRIC**

STANDARD 1: CURRICULUM AND PLANNING				
Element 1.1: The teacher demonstrates a deep and extensive knowledge of the subject matter.				
Distinguished	Accomplished	Emerging	Unsatisfactory	Evidence
<p>The teacher</p> <ul style="list-style-type: none"> demonstrates expert, specialized content knowledge collaborates with teachers from other grades and subjects to extend and connect student learning to other content areas 	<p>The teacher</p> <ul style="list-style-type: none"> demonstrates extensive content knowledge connects student learning to other content areas 	<p>The teacher</p> <ul style="list-style-type: none"> demonstrates content knowledge attempts to connect student learning to other content areas 	<p>The teacher</p> <ul style="list-style-type: none"> does not demonstrate sufficient content knowledge does not attempt to connect student learning to other content areas 	
Element 1.2: The teacher designs standards-driven instruction using state-approved curricula.				
Distinguished	Accomplished	Emerging	Unsatisfactory	Evidence
<p>The teacher</p> <ul style="list-style-type: none"> collaborates with others, including students, to design instruction and assessment aligned to the state-approved curricula collaborates with students to design sequential learning activities that provide for varied student abilities and interests collaborates with others, including students, to design learning activities that promote student collaboration, critical thinking and problem solving 	<p>The teacher</p> <ul style="list-style-type: none"> designs written instructional plans that align instruction and assessment to the state approved curricula designs sequential learning activities that provide for varied student abilities and interests designs activities that promote student collaboration, critical thinking, and problem solving 	<p>The teacher</p> <ul style="list-style-type: none"> designs written instructional plans aligned to the state approved curricula designs sequential learning activities at appropriate developmental levels designs activities that promote student collaboration 	<p>The teacher</p> <ul style="list-style-type: none"> does not design written instructional plans does not design instructional plans and/or units that are driven by state-approved curricula does not design sequential learning activities at appropriate developmental levels does not design activities that promote student collaboration 	

Element 1.3: The teacher uses a balanced assessment approach to guide student learning.				
Distinguished	Accomplished	Emerging	Unsatisfactory	Evidence
<p>The teacher</p> <ul style="list-style-type: none"> • collaborates with students to design and use a variety of assessments, including peer and student self-reflections, to monitor student progress and set learning goals • collaborates with students and others to clearly define and communicate assessment criteria • shares assessment data and provides timely feedback to students and other stakeholders 	<p>The teacher</p> <ul style="list-style-type: none"> • designs and uses formative and summative assessments to monitor student progress and set learning goals • clearly defines and communicates assessment criteria • shares assessment data and provides timely feedback to students 	<p>The teacher</p> <ul style="list-style-type: none"> • designs and uses formative and summative assessments • communicates assessment criteria • shares assessment data with students 	<p>The teacher</p> <ul style="list-style-type: none"> • does not use formative and summative assessments • does not communicate assessment criteria • does not share assessment data or provide feedback to students 	
STANDARD 2: THE LEARNER AND THE LEARNING ENVIRONMENT				
Element 2.1: The teacher understands and responds to the unique characteristics of learners.				
Distinguished	Accomplished	Emerging	Unsatisfactory	Evidence
<p>The teacher</p> <ul style="list-style-type: none"> • demonstrates extensive knowledge of students' social, emotional and academic needs, interests, learning styles, cultural heritage, and gender • plans and implements differentiated learning activities with students • helps colleagues understand the unique characteristics of all learners 	<p>The teacher</p> <ul style="list-style-type: none"> • demonstrates thorough knowledge of students' social, emotional and academic needs, interests, learning styles, cultural heritage, and gender • plans and implements differentiated learning activities for students 	<p>The teacher</p> <ul style="list-style-type: none"> • demonstrates adequate knowledge of students' social, emotional and academic needs, interests, learning styles, cultural heritage, and gender • plans and implements differentiated learning activities for some students 	<p>The teacher</p> <ul style="list-style-type: none"> • does not demonstrate knowledge of students' social, emotional and academic needs, interests, learning styles, cultural heritage, and gender • does not plan and implement appropriate learning activities 	

Element 2.2: The teacher establishes and maintains a safe and appropriate learning environment.				
Distinguished	Accomplished	Emerging	Unsatisfactory	Evidence
<p>The teacher</p> <ul style="list-style-type: none"> • collaborates with students to establish an effective classroom management system • collaborates with students to ensure appropriate behavior as defined by the code of conduct • organizes space and materials in a safe, highly efficient and well-designed learning environment 	<p>The teacher</p> <ul style="list-style-type: none"> • establishes an effective classroom management system • responds appropriately and respectfully to student behavior as defined by the code of conduct • organizes space and materials to ensure safety and efficiency 	<p>The teacher</p> <ul style="list-style-type: none"> • establishes a classroom management system • responds inadequately to student behavior as defined by the code of conduct • organizes space and materials to ensure safety 	<p>The teacher</p> <ul style="list-style-type: none"> • does not implement an effective classroom management system • does not respond to student behavior as defined by the code of conduct • does not organize space and materials to ensure safety 	
Element 2.3: The teacher establishes and maintains a learner-centered culture.				
Distinguished	Accomplished	Emerging	Unsatisfactory	Evidence
<p>The teacher</p> <ul style="list-style-type: none"> • establishes with students clear criteria for high-quality work • collaborates with students to maximize instructional time • engages students in active, self-directed learning as part of a community of learners • provides extensive opportunities for students to collaborate in learning 	<p>The teacher</p> <ul style="list-style-type: none"> • sets and communicates clear criteria for high-quality work • uses instructional time efficiently • engages students in active learning • provides adequate opportunities for students to collaborate in learning 	<p>The teacher</p> <ul style="list-style-type: none"> • sets criteria for high-quality work • uses instructional time with limited efficiency • engages students in learning • provides limited opportunities for students to collaborate in learning 	<p>The teacher</p> <ul style="list-style-type: none"> • does not establish criteria for quality work • does not use instructional time efficiently • does not engage students in learning • does not provide opportunities for students to collaborate in learning 	
STANDARD 3: TEACHING				

Element 3.1: The teacher utilizes a variety of research-based instructional strategies.				
Distinguished	Accomplished	Emerging	Unsatisfactory	Evidence
<p>The teacher</p> <ul style="list-style-type: none"> • collaborates with students to use an extensive variety of effective instructional strategies to deliver content • collaborates with students to provide scaffolding and differentiated instruction • extensively uses appropriate technology to deliver content 	<p>The teacher</p> <ul style="list-style-type: none"> • uses a variety of effective instructional strategies to deliver content • demonstrates adequate use of scaffolding and differentiated instruction • adequately uses technology to deliver content 	<p>The teacher</p> <ul style="list-style-type: none"> • uses a limited variety of effective instructional strategies to deliver content • demonstrates limited use of scaffolding or differentiated instruction • demonstrates limited use of appropriate technology to deliver content 	<p>The teacher</p> <ul style="list-style-type: none"> • does not use effective instructional strategies to deliver content • does not scaffold or differentiate instruction • does not use appropriate technology to deliver content 	
Element 3.2: The teacher motivates and engages students in learning, problem solving and collaboration.				
Distinguished	Accomplished	Emerging	Unsatisfactory	Evidence
<p>The teacher</p> <ul style="list-style-type: none"> • facilitates student led learning activities leading to deep understanding of the content • encourages students to initiate or adapt learning activities to deepen understanding • provides students with extensive opportunities to collaborate and peer assess using appropriate technologies to gather information, problem solve and share learning 	<p>The teacher</p> <ul style="list-style-type: none"> • provides learning activities relevant to the content that involve meaningful real-world experiences leading to deep understanding • explains directions and procedures clearly and models them when necessary • provides students with adequate opportunities to collaborate and peer assess using appropriate technologies to gather information, problem solve and share learning 	<p>The teacher</p> <ul style="list-style-type: none"> • provides learning activities relevant to the content • explains directions and procedures • provides students with limited opportunities to collaborate using appropriate technologies 	<p>The teacher</p> <ul style="list-style-type: none"> • does not provide learning activities that are relevant to the content • does not provide meaningful activities • does not explain directions and procedures • does not provide students opportunities to collaborate 	

Element 3.3: The teacher adjusts instruction based on a variety of assessments and student responses.				
Distinguished	Accomplished	Emerging	Unsatisfactory	Evidence
<p>The teacher</p> <ul style="list-style-type: none"> effectively modifies instruction to meet the needs of all students extensively monitors student progress using a variety of assessments collaborates with students and others to make instructional decisions extensively analyzes and uses student data to make instructional decisions uses a variety of formative assessments to differentiate instruction and provide effective interventions 	<p>The teacher</p> <ul style="list-style-type: none"> modifies instruction when need is apparent consistently monitors student progress using a variety of assessments uses student feedback to make instructional decisions analyzes student data to make instructional decisions uses a variety of formative assessments to differentiate instruction and provide appropriate interventions 	<p>The teacher</p> <ul style="list-style-type: none"> recognizes missed opportunities to modify instruction inconsistently monitors student progress using a variety of assessments examines student data uses formative assessments to provide whole-group interventions 	<p>The teacher</p> <ul style="list-style-type: none"> does not modify instruction does not monitor student progress does not base instruction on a variety of assessments does not provide interventions based on student data 	
STANDARD 4: PROFESSIONAL RESPONSIBILITIES FOR SELF-RENEWAL				
Element 4.1: The teacher engages in professional development for self-renewal that guides continuous examination and improvement of professional practice.				
Distinguished	Accomplished	Emerging	Unsatisfactory	Evidence
<p>The teacher</p> <ul style="list-style-type: none"> initiates the investigation that leads to the development of best practices extensively implements best practices mentors others in implementation of best practices shares results of investigation at the local, state, or national level 	<p>The teacher</p> <ul style="list-style-type: none"> engages in professional learning to investigate best practices consistently implements best practices shares best practices within the school community 	<p>The teacher</p> <ul style="list-style-type: none"> participates in opportunities to investigate best practices when invited to do so inconsistently implements best practices 	<p>The teacher</p> <ul style="list-style-type: none"> does not participate in Professional development of best practices as required for self-renewal does not implement best practices does not implement best practices acquired through professional development to improve unsatisfactory 	

			performance rating	
Element 4.2: The teacher actively engages in collaborative learning opportunities for self-renewal with colleagues.				
Distinguished	Accomplished	Emerging	Unsatisfactory	Evidence
<p>The teacher</p> <ul style="list-style-type: none"> initiates or advances the development of a collaborative team contributes consistently to group learning mentors others in utilizing the knowledge and skills gained 	<p>The teacher</p> <ul style="list-style-type: none"> participates actively in and/or facilitates a collaborative team contributes to group learning utilizes the knowledge and skills gained 	<p>The teacher</p> <ul style="list-style-type: none"> participates in a collaborative team when invited to do so attempts to utilize the knowledge and skills gained 	<p>The teacher</p> <ul style="list-style-type: none"> works in isolation does not contribute productively to work of collaborative teams as required for self-renewal does not utilize knowledge and skills gained does not utilize knowledge and skills gained to improve unsatisfactory performance rating 	
STANDARD 5: PROFESSIONAL RESPONSIBILITIES FOR SCHOOL AND COMMUNITY				
Element 5.1: The teacher participates in school-wide collaborative efforts to support the success of all students.				
Distinguished	Accomplished	Emerging	Unsatisfactory	Evidence
<p>The teacher</p> <ul style="list-style-type: none"> leads the ongoing development of schoolwide initiatives based on school and student data participates in the design and delivery of professional development for the implementation of schoolwide initiatives 	<p>The teacher</p> <ul style="list-style-type: none"> collaborates in the development of schoolwide initiatives based on school and student data participates in the implementation of school-wide initiatives 	<p>The teacher</p> <ul style="list-style-type: none"> participates in schoolwide initiatives 	<p>The teacher</p> <ul style="list-style-type: none"> does not participate in school-wide initiatives 	

Element 5.2: The teacher works with parents, guardians, families and community entities to support student learning and well-being.				Evidence
Distinguished	Accomplished	Emerging	Unsatisfactory	Evidence
<p>The teacher</p> <ul style="list-style-type: none"> • develops ongoing opportunities for families to participate in classroom activities based on needs assessment • interacts appropriately with families within the school and community • utilizes theory and current research to facilitate meaningful connections between the school and family • develops and promotes meaningful school activities by utilizing community expertise and resources 	<p>The teacher</p> <ul style="list-style-type: none"> • offers ongoing opportunities for families to participate in classroom activities • interacts appropriately with families within the school setting • seeks relevant knowledge of the family in order to provide meaningful connections between the school and family • creates positive connections between the school and the community 	<p>The teacher</p> <ul style="list-style-type: none"> • participates in schoolwide family activities • has minimal interaction with families • responds appropriately to contact from families • occasionally connects school activities with community resources 	<p>The teacher</p> <ul style="list-style-type: none"> • does not attend schoolwide family activities • does not respond or inappropriately responds to contact from families • does not positively contribute to the relationship between school and community 	
Element 5.3: The teacher promotes practices and policies that improve school environment and student learning.				Evidence
Distinguished	Accomplished	Emerging	Unsatisfactory	Evidence
<p>The teacher</p> <ul style="list-style-type: none"> • involves and coaches others to implement and sustain teacher-identified change • takes a leadership role in growth initiatives that affect practice and policy throughout the school community 	<p>The teacher</p> <ul style="list-style-type: none"> • identifies possible areas of growth within the classroom and school • recommends and Facilitates opportunities for change and growth in the classroom and school 	<p>The teacher</p> <ul style="list-style-type: none"> • participates in required initiatives leading to change in practice and policy in the classroom and school 	<p>The teacher</p> <ul style="list-style-type: none"> • does not participate in available opportunities for change and growth that affect practice and policy 	

STANDARD 6: STUDENT LEARNING				
Element 6.1: The work of the teacher results in measurable progress of student learning of state-approved curricula.				
Distinguished	Accomplished	Emerging	Unsatisfactory	Evidence
<ul style="list-style-type: none"> Evidence from multiple measures consistently validates progress of student learning of appropriate state approved curricula. The teacher accomplishes a student learning goal that involves collaborative efforts across classrooms. 	<ul style="list-style-type: none"> Evidence from multiple measures consistently validates progress of student learning of the appropriate state approved curricula. 	<ul style="list-style-type: none"> Evidence from multiple measures does not consistently validate progress of student learning of the appropriate state approved curricula. 	<ul style="list-style-type: none"> Evidence from multiple measures does not validate progress of student learning of appropriate state approved curricula. 	<ul style="list-style-type: none">
STANDARD 7: PROFESSIONAL CONDUCT				
Element 7.1: The teacher demonstrates professional conduct as defined in law, policy and procedure at the state, district, and school level.				
	Meets Standard	Below Standard	Unsatisfactory	Evidence
Policy and Procedure	Adheres to state, district and school policy and procedure	Adheres to state, district and school policy and procedure with few exceptions	Demonstrates a pattern of violating state, district or school policy and procedure	
Attendance	Adheres to state, district and school attendance policy and procedure	Adheres to state, district and school attendance policy and procedure with few exceptions	Demonstrates a pattern of absences that violate state, district or school attendance policy and procedure	
Schedule	Adheres to state, district and school work schedule policy and procedure	Adheres to state, district and school work schedule policy and procedure with few exceptions	Demonstrates a pattern of failure to adhere to the work schedule defined by state, district, or school policy and procedure	
Respect	Interacts professionally with students, parents/guardians, colleagues and community	Interacts professionally with students, parents/guardians, colleagues and community with few exceptions	Demonstrates a pattern of behavior with students, parents/guardians, colleagues and/or community which is unprofessional	

Standards 1-6:

Renew of Alternative Certification (first year) - Teacher must receive 87% 'Emerging' status to be recommended by the superintendent for renewal of Alternative Certification permit.

If at the end of the first year Teacher received and "unsatisfactory" evaluation in three or more evaluation elements, superintendent reserves the right to terminate employment contract.

Renewal of Alternative Certification (second year) – Teacher must receive 80% accomplished status in all elements and must be considered 'Emerging' or 'Distinguished' in all other areas for the superintendent to recommend renewal of Alternative Certification (for the third and final year). An 'Unsatisfactory' evaluation in any area will result in non-recommendation by the superintendent and termination of employment contract.

Licensure - Teacher must receive 100% accomplished (or distinguished) status to be recommended/considered by the superintendent for recommendation for licensure.

Standard 7:

Without exception, Teacher must 'meet standards' for Professional Conduct.

**APPENDIX B
ALTERNATIVE CERTIFICATION
INSTITUTION OF HIGHER EDUCATION
COURSE SYLLABUS**





Division of Education
Course Syllabus

MODULE 1: Instructional and Classroom Management

Course Title: Instructional and Classroom Management

Course Overview and Description: Instructional and Classroom Management will offer a practical examination and immediate application of classroom organization and structure conducive to providing a safe, productive, and positive environment for diverse student populations. Additionally, appropriate strategies, procedures, and responses for individual and group behaviors are studied and implemented.

Course Objectives: Upon satisfactory completion of this course, the student will:

- 1.0 Construct classroom management plans that contain evidence of positive classroom management strategies
- 2.0 Apply and reflect on concepts and principles of classroom management
- 3.0 Identify, implement, and evaluate procedures to deal with individual and group behaviors
- 4.0 Analyze student misbehavior to identify a cause

Pre-requisites: Bachelor’s degree, employment in an eligible teaching position, and permission by county BOE or RESA to begin coursework for Alternative Certification

Instructor: Andrea Campbell, Ed.D

Phone: 304-384-5362

Email: acampbell@concord.edu

Course Content Outline and Module Objectives:

Module I	Introduction Investigate concepts and principles of classroom management Apply and reflect on concepts and principles of classroom management
Module II	Construct classroom management plans that contain evidence of positive classroom management strategies
Module III	Analyze student misbehavior to identify a cause Design a plan to address reoccurrence/s of student misbehavior
Module IV	Identify, implement, and evaluate procedures to deal with individual and group behaviors

Grading Scale: Grades will be based on the following scale.

A	90-100
B	80-89
C	70-79
D	60-69
F	59 and below

Concord University Honor Code - A Concord University Honor Code was approved by students, staff, faculty, administration, and the CU Board of Governors. The Code states:

"As a member of the Concord University Community I will act with honesty and integrity in accordance with our fundamental principles and I will respect myself and others while challenging them to do the same."

The Honor Code is intended to unite the Concord community behind a culture of honesty, integrity, and civility.

Academic Dishonesty. Plagiarism and any type of academic dishonesty will be considered a serious offense. Accidental plagiarism is still considered plagiarism. Students WILL BE held ACCOUNTABLE for plagiarism of any kind including claims of accidental plagiarism. Go to: <http://plagiarism.org/plagiarism-101/what-is-plagiarism> and be sure you understand what plagiarism is. Students observed to be cheating or plagiarizing will receive an automatic F for the course. Other steps may be taken as described in the University Catalog. Academic dishonesty in this program is considered to be giving or receiving any assistance from peers or to peers on assignments, assessments, discussions, or any other course related activity assigned as individual work. To avoid any issues with academic dishonesty, work INDEPENDENTLY and DO NOT share or discuss your work with anyone. Be sure your electronic documents are protected and only you have access to them.

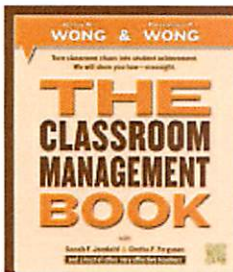
Communication with Instructor. Any and ALL communications with instructors MUST be **professional**. It is expected that students will use appropriate grammar and sentence structure in email communications. Students should also allow a **minimum** of 48 hours for an email response from the instructor. If the instructor does not respond within 48 hours, students are encouraged to send a POLITE follow up email (please refer to "**How to Email Your Professor**" under web links tab). Please consider the instructor is working with many students and could inadvertently miss responding to one email out of many. Unprofessional communication with instructors will not be tolerated. Students maybe dismissed from courses for inappropriate communication.

Technology Support. I am hopeful that the course will flow smoothly and be free of technical issues. However, I have yet to teach a course where someone did not have technological difficulties. If you find yourself having technical difficulties, please contact the CU Help Desk: <http://www.concord.edu/technology> or 304-384-5291

- A. Assignments: All learning modules have some type of written assignment requirement. Assignments should have a direct correlation and application to your daily assignment with students. When you view the assignment, you will also be able to view the grading criteria for each assignment. Students are encouraged to use the grading criteria as a guide for completing each assignment. APA formatting of all assignments is a must.
- B. Exams and Quizzes: There will be two exams throughout the course (midterm and final).
- C. Evaluation procedures: Students will be evaluated and assigned points through the Blackboard system. All assignments and discussion posts have a rubric that states maximum amount of points possible. View each learning module within Blackboard for points possible.

Late Submissions: Given the condensed time period of the course, it is important that everyone work diligently to complete assignments on time. There will be a 10% grade reduction per day on any assignment completed and/or turned in after the due date. Missed quizzes cannot be made up after the due date.

Required Text:



Wong, H.K., Wong, R. T., Jondahl, S. F., & Ferguson, O. F. (2014) *The Classroom Management Book*. Wong Publications.

ISBN: 0976423332, 9780976423331



Division of Education
Course Syllabus
Module 2: Foundations of Education

Course Title and Number: Foundations of Education

Credits: 1 Hour

Instructor: Dr. William Williams

Office: 101A Marsh Hall

Cell Phone: (540) 818-6698

Office Phone: (304)-384-6222

E-Mail: williamsw@concord.edu

Prerequisites: Bachelor's Degree

Course Overview and Description:

The purpose of this course is to provide information on the education field generally, and the cultural/sociological, historical, political, and philosophical roots of American education specifically.

Through this course you will come to understand the underpinnings of the American Educational system and the role of the teacher. Multiple instructional strategies will be implemented. You will examine trends and issues in education and analyze them from the standpoint of a teacher, student, and member of a larger community.

Course Objectives:

The student will:

- Analyze the advantages and disadvantages of being a teacher
- Analyze the profession of teaching
- Analyze the social and cultural issues and trends affecting education in America's schools
- Examine the philosophical roots of American education
- Analyze the school's physical environment
- Describe the major school reform efforts

- Identify the various purposes and expectations assigned to the classroom teacher and the public school system
- Describe the major historical events in the development of American education

Contact and Participation Information

I encourage you to contact me immediately if you have any questions about the course. You may use the course email tool within the course OR you may email me using my Concord email at williams@concord.edu. Additionally, you may text or call me on my cell phone (540-818-6698).

I typically log on to a course multiple times a day Monday through Friday. I do not always log on to a course during Saturday or Sunday; however, I will make myself available to you via email or text for any questions or concerns you have about the course or its assignments. Should you need an immediate response from me, please call my cell number. Leave a message if I do not answer, and I will return your call as soon as I have an opportunity.

Course Content Outline and Module Objectives

This course is designed to be taught in a four week period. The course is divided into four modules. Each module focuses on specific aspects of the foundations of education. Additionally, students are provided opportunities to engage the content in practical, authentic activities. Students have one week to complete each module.

Each module includes assignments derived from the text, discussions with classmates, and practical application activities that allow the student to put the content into practice in the inclusive classroom.

Module 1- Philosophies of Education

Module Topics will focus on the following:

- John Dewy
- Constructivism
- Essentialism
- Other Education Philosophies

Module 2- Issues in Education

Module Topics will focus on the following:

- Charter Schools
- School Vouchers
- Bullying
- Zero Tolerance

Module 3- Teaching

Module Topics will include the following:

- Online Education
- Common Curriculum
- Year Long Schooling
- Extended School Days
- Expectations

Module 4- History and Sociocultural

Module Topics will include the following:

- History of Education in the United States
- Legal Issues in Education
- Major Education Reform Movements
- Failing Schools, National Comparisons and the Elephant in the Room

Grading Policy

The grading policy for this course is as follows:

90-100%	A
80-89%	B
70-79%	C
60-69%	D
0-59%	F

Required Course Materials

Bracey, G. W. (2004). Setting the Record Straight: Responses to Misconceptions About

Public Education in the U.S. (2nd Edition) Heinemann.

Koonce, G.L (2014). Taking Sides: Clashing Views on Educational Issues. (18th Edition) McGraw Hill.



Division of Education
Course Syllabus
Module 3: Curriculum and Instruction

Course Title: Models Approach to Teaching

Credits: 1 Hour

Instructor: Dr. Kathryn Tucker

Office: 133A, Marsh Hall, Concord University

Phone: 304-384-5293(o)
806-252-8068 (c)

E-Mail: kjtucker@concord.edu or BlackBoard email
Email is generally the quickest way to reach the instructor.

Prerequisites: Must possess a bachelor's degree and a participant in the RESA IV alternative service initiative.

Required Textbook and Materials: Instruction: A Models Approach, Estes, T & Mintz, S.

ISBN-10: 0134046889 • ISBN-13: 9780134046884
©2016 • Pearson • Unbound (saleable) with Access Card, 384 pp
Published 01/06/2015 •

Course Description

Module Three, *Models Approach to Teaching*, focuses on current models of teaching related to learning strategies, instruction based learning, planning engaging lessons, questioning strategies, and reflective, planning, teaching and assessment. The course is a hybrid, meaning part of the course is face-to-face and part of the course is online.

Course Objectives

Student will understand that:

1. Standards are the basis of instructional decisions that result in student learning.
2. Planning increases the likelihood of student learning.
3. Effective instructional decisions are planned and intentional.
4. Direct instruction model provides an effective and efficient framework for instruction.
5. An Inductive Instructional Approach builds on innate ways of learning.
6. Thinking is dependent on the process of attaining and developing concepts.
7. Cause-and effect relationships are central to all disciplines.
8. Word reflects disciplinary concept.
9. The course is a hybrid format, both face to face.
10. Assignments will be submitted via Blackboard utilizing APA format.

Course Outline

Content and Standards in Schools

- The importance of planning
- How learning happens
- Student characteristics that affect learning
- The relationship between the standards and academic content
- How to analyze content
- How to order content
- The elements of instructional planning

Objectives, Assessment, and Instruction

- The purpose of instructional objectives
- The KUD format for instructional objectives
- How to move from standards to objectives
- How to assess instructional objectives

Basic Instructional Models

- Direct Instructional Model
- The Concept Attainment Model
- The Concept Development Model
- The Cause and Effect Model
- The Vocabulary Acquisition Model

Grading Policy

Assignments/Exams	Points per Assignment	Total Points	Total Percentage
Discussion Board Topics (4)	25	100	25%
Reading Assignments (4)	25	100	25%
Final Presentation-Instructional Model	50	50	12.5%
Development of Lesson Plans (2)	50	100	25%
Attendance/Participation	50	50	12.5%

Assignments

Written assignments that are not submitted by the due date and time will be assessed a grade deduction of **twenty five percent** of the total number of points for the given assignment per each day late (including weekends, holidays, vacation days). Written assignments will not be accepted after four calendar days past the due date.

Technical Problems:

If there are technical problems accessing files through Blackboard, follow these steps (in order):

1. Email the professor through Blackboard email immediately (the date and time of email will be recorded) and explain the situation.
2. Call the **Technical Support Help Desk: 304-716-0054**

NOTE: Blackboard is a required component of this course; assignments, article readings, on-line lectures and materials necessary for successful course completion are posted on Blackboard.

Course Policy

Attendance

Class attendance is paramount to the successful completion of this course. Students are expected to attend all class meetings for the entire time allotted. Online class attendance is necessary for optimal success and acquisition of the material.

Class Participation

Participation includes completion of all reading and written assignments on the required due date. Students are expected to be actively engaged in their learning through knowledgeable discussion boards- and interaction during class. Group discussions are frequently incorporated into classroom instruction. Participation in these activities is mandatory.

In order to understand the concepts of the course and to engage in meaningful class discussions and group work, it is imperative that students view the online associated materials for each chapter prior to the on-campus meeting. **Cell phones may not be used during class. No headphones are allowed in class, and no texting is permitted.**

Academic dishonesty, including plagiarism, will not be tolerated in this course. Refer to the Concord University Academic Catalog. The Concord University honor code states: “As a member of the Concord University Community I will act with honesty and integrity in accordance with our fundamental principles and I will respect myself and others while challenging them to do the same.”

Concord University is committed to responding to the needs of students with disabilities as defined by the Americans with Disabilities Act. Students who request academic accommodations or modifications related to a disability should first notify their instructor and then contact the Vice President and Academic Dean's Office.



Division of Education
Course Syllabus
Module 4: Classroom Assessment

Course Title and Number: Classroom Assessment

Credits: 1 Hour

Instructor: Dr. Santina St. John

Office: 128 Marsh Hall

Phone: (304) 320-8450

E-Mail: stjohns@concord.edu

Prerequisites: Bachelor's Degree

Course Overview and Description:

This course is designed to be taught in a four-week period. The course is divided into four modules. Each module will be inclusive and will focus intensively on classroom assessment and student learning. The students will have one week to complete each module. Each module will include assignments from the text, discussions with classmates, and chapter tests to assess student learning.

The content of this course will focus on students learning the essential concepts and principles of classroom assessment in relation to state and national educational policies. This course will examine how assessment applies to the instructional process, from organizing the classroom setting, to planning and implementing instruction using appropriate objectives, to assessment and grading student progress, and to the interpretation of standardized tests and state assessments.

Course Goals and Objectives:

- Define, explain, and discuss assessment terms
- Describe purposes and methods of assessment and collecting assessment information
- Understand and identify the social aspects of the classroom setting
- Differentiate between cognitive, affective, and psychomotor behaviors
- Distinguish between formal and informal observations
- Define and explain validity and reliability of assessments and their roles in assessment
- Define curriculum terminology
- Describe considerations in lesson plan design and write a lesson plan, communicating purpose, process, and assessment strategy
- Understand and write higher-level and lower-level educational objectives
- Discuss the accommodations for students with disabilities
- Differentiate between summative and formative assessment
- Explain the difference between good teaching and effective teaching

- Understand how to design valid and reliable tests
- Design multiple-choice, true-false, short answer, and essay questions appropriate for the grade and subject that you teach
- Score paper and pencil tests effectively and fairly
- Explain why discussing test results with students and using the results to improve instruction plays a vital role in teaching, student learning, and assessment.
- Define checklist, rating scale, rubric, performance criteria, and other basic terms
- Define and describe the use of rubrics in assessment.
- Understand the process and strategies in grading students
- Understand and define terms related to standardized testing
- Understand and interpret standardized test scores: percentile rank scores, stanine scores, and grade equivalent scores
- Understand the use of computer-based technology in classroom assessment
- Understand methods of reporting student progress and parent-teacher conferencing

Course Content Outline and Module Objectives

This course will be delivered through Blackboard in a four-week period. The course is divided into four modules.

Module descriptions are as follows:

Module 1- Chapters 1 and 2

After you complete the readings and content for this module you will be able to:

- Define, explain, and discuss assessment terms
- Describe purposes and methods of assessment and collecting assessment information
- Understand and identify the social aspects of the classroom setting
- Differentiate between cognitive, affective, and psychomotor behaviors
- Distinguish between formal and informal observations
- Define and explain validity and reliability of assessments and their roles in assessment

Module 2- Chapters 3, 4, and 5

After you complete the readings and content for this module you will be able to:

- Define curriculum terminology
- Describe considerations in lesson plan design and write a lesson plan communicating purpose, process, and assessment strategy
- Understand and write higher-level and lower-level educational objectives
- Discuss the accommodations for students with disabilities
- Differentiate between summative and formative assessment
- Explain the difference between good teaching and effective teaching

Module 3- Chapters 6, 7, 8

After you complete the readings and content for this module you will be able to:

- Understand how to design valid and reliable tests
- Design multiple-choice, true-false, short answer, and essay questions appropriate for the grade and subject that you teach
- Score paper and pencil tests effectively and fairly
- Explain why discussing test results with students and using the results to improve instruction plays a vital role in teaching, student learning, and assessment.
- Define checklist, rating scale, rubric, performance criteria, and other basic terms

Module 4- Chapters 9, 10,11

After you complete the readings and content for this module you will be able to:

- Define and describe the use of rubrics in assessment.
- Understand the process and strategies in grading students
- Understand and define terms related to standardized testing
- Understand and interpret standardized test scores: percentile rank scores, stanine scores, and grade equivalent scores
- Understand the use of computer-based technology in classroom assessment
- Understand methods of reporting student progress and parent-teacher conferencing

Grading Policy

Grade	Percentage
A	90-100
B	80-89
C	70-79
D	60-69
F	0-59

Required Textbook and Materials:

- Airasian, P. & Russell, M. (2008) Classroom Assessment: Concepts and Applications, McGraw-Hill (6th Ed.). New York (ISBN 978-0-07-340376-2)
- Blackboard requires internet access (<http://neo.concord.edu>)
- Other readings as assigned (requires internet access)

Instructor Information:

My name is Santana St. John and I am the instructor for this class. I am currently employed at Concord University as an Associate Professor of Education, where I have taught the Educational Leadership Master's degree program for nine years. I also am the coordinator of the Teacher in Residence program. I have more than twenty-three years of experience in the public schools, which includes experience as a principal, dean of students, school psychologist, and a teacher.

I received my Bachelor's degree in Education from Concord in 1981. I completed a Master's degree in Education, K-8 and Middle Schools-emphasis in Language Arts from Fayetteville State University. I completed a Master's degree

in Clinical Psychology and an Ed. S. degree in School Psychology K-12 from Marshall University. I completed an Ed. S. Degree in Educational Administration/Leadership from Marshall University, and I completed a Doctorate degree in Educational Leadership/Administration from Walden University.

I look forward to working with each of you during our four-week course in Classroom Assessment!

Contact and Participation Information

I am available to assist you with questions and problems throughout the course by way of email, text, or phone calls. I have my emails set up to come directly to my cell phone, so unless I am out of cell phone range, I should receive your questions immediately. I will respond to you quickly. My contact information is as follows:

Email: stjohns@concord.edu

Cell Phone: 304 320-8450

Personal Commitment:

My personal commitments to you as a participant include:

- I will reply to phone messages and course mail messages within 24 hours.
- I will read all discussion postings and will reply where appropriate within 3 days.
- I will respond to email messages within 24 hours.
- If I am going to be out of reach for any more than 24 hours, I will send a message to let you know of my absence.



Division of Education
Course Syllabus
Module 5: Special Education

Course Title and Number: Special Education Inclusive Environments

Credits: 1 Hour

Instructor: Dr. Nancy G Burton
Office: 104B Marsh Hall
Cell Phone: (304) 320-1957
Office Phone: (304)-384-5273
E-Mail: ngburton@concord.edu

Prerequisites: Bachelor's Degree

Course Overview and Description:

The purpose of this course is to equip you with the knowledge and skills to teach students with disabilities and special needs in inclusive classrooms at the elementary, middle, and high school level. The foundations of inclusive education focus on the nature and characteristics of students with high and low incidence disabilities and special needs and key legislation that has influenced the growth of inclusive classrooms in public school settings. Content related to planning for exceptional learners is provided. Finally, an overview of evidence-based strategies for adapting instruction is provided for the academic, behavioral, and social areas of learning.

By the end of this course, you should understand the nature of disabilities and how to provide adapted, evidence-based instruction to meet the needs of all learners.

Course Objectives:

The student will:

- Identify and explain the provisions of IDEA
- Compare/contrast IDEA, Section 504 and the ADA
- Define special education, inclusive education, disability, and handicapped
- Discuss the impact of Section 504, the ADA, NCLB 2001 and the ATA 2004 on special education
- Identify the purposes of assessment and explain how assessment impacts students with special learning needs
- Differentiate between formal and informal assessment
- Adapt/modify assessments for students with special learning needs
- Describe the IEP process
- Explain the role of assessment in the IEP process
- Explain the function of the multidisciplinary evaluation team

- Identify high- and low-incidence disabilities
- Discuss the characteristics of students with disabilities
- Administer the learning styles inventory and multiple intelligence survey to determine student learning preferences
- Design lesson plans and lesson plan activities to meet individual learning styles and/or multiple intelligences of students
- Design and deliver instruction based on the results of the learning styles inventory and multiple intelligence survey
- Design and deliver differentiated content area lesson plans in the inclusive environment
- Use the principles of universal design of learning/universal instructional design to design lesson activities that meet individual learning needs in the inclusive environment
- Identify and describe the six co-teaching models

Contact and Participation Information

I encourage you to contact me immediately if you have any questions about the course. You may use the course email tool within the course OR you may email me using my Concord email at ngburton@concord.edu. Additionally, you may text or call me on my cell phone (304-320-1957).

I typically log on to a course multiple times a day Monday through Friday. I do not always log on to a course during Saturday or Sunday; however, I will make myself available to you via email or text for any questions or concerns you have about the course or its assignments. Should you need an immediate response from me, please call my cell number. Leave a message if I do not answer, and I will return your call as soon as I have an opportunity.

Personal Commitment

My personal commitments to you as a participant include:

- I will reply to phone messages and course mail messages within 24 hours;
- I will read all discussion postings and will reply where appropriate within 3 days
- I will acknowledge my receipt of every course mail message immediately upon reading it. If I am unable to respond to the request or concern at the time of initial reply, I will give you an estimated time for my next reply.
- If I am going to be away from the course space for more than a day or two, I will send a message to you indicating the length of my absence.

Course Content Outline and Module Objectives

This course is designed to be taught in a four week period. The course is divided into four modules. Each module focuses on specific aspects of special education in inclusive environments. Additionally, students are provided opportunities to engage the content in practical, authentic activities. Students have one week to complete each module.

Each module includes assignments derived from the text, discussions with classmates, and practical application activities that allow the student to put the content into practice in the inclusive classroom.

Module 1- Understanding the Law

Module Topics will focus on the following:

- Provisions of IDEA

- Section 504 of the Rehabilitation Act of 1975
- ADA 1990
- NCLB 2001/ESSA 2015
- ATA 2004

Module 2- Understanding Assessments

Module Topics will focus on the following:

- The purposes of assessment
- Formal and informal assessments
- Modifications and adaptations as a result of assessment
- RTI/SPL process
- The IEP process
- The role of assessment in special education
- The significance of the multidisciplinary evaluation team

Module 3- Understanding Your Students

Module Topics will include the following:

- High-incidence disabilities
- Low-incidence disabilities
- Characteristics of individuals with disabilities
- Learning styles and multiple intelligences

Module 4- Understanding Effective Instruction

Module Topics will include the following:

- Differentiating instruction (content, process, product)
- Universal design for learning and universal instructional design
- Designing effective instruction
- Delivering effective instruction
- Models of co-teaching

Grading Policy

The grading policy for this course is as follows:

90-100%	A
80-89%	B
70-79%	C
60-69%	D
0-59%	F

Required Course Materials

Bryant, D. P., Bryant, B. P., & Smith, D. D. (2016). *Teaching students with special needs in inclusive classrooms*. Thousand Oaks, CA: SAGE Publications.

ISBN: 9781483319254



**Division of Education
Course Syllabus**

Module 6: Elementary and Secondary Literacy

Course Title and Number: Elementary and Secondary Literacy

Credits: 1 Hour

Instructor: Dr. Kathy Hawks
Office: 103 Marsh Hall
Phone: (304) 887-0764 (cell); 304-384-5399 (office)
E-Mail: hawksk@concord.edu

Prerequisites: Bachelor's Degree

Course Overview and Description:

This course is a study of the foundations of literacy at the early elementary level, and literacy strategies that can be utilized across the curriculum for upper elementary and secondary levels.

This course is designed to examine the foundations of literacy in the beginning years, and to explore content area literacy strategies for fluent and mature readers.

*You need to have a strong internet connection and an updated computer available to you daily to complete this course.

Course Objectives:

The student will:

- Recognize and discuss the six components of reading that are foundational for teaching reading.
- Define, explain, and discuss literacy terms that are critical for effective reading instruction.
- Identify and become familiar with a variety of diagnostic literacy assessments.
- Identify, explain, and implement a variety of strategies for teaching literacy skills to emergent and beginning readers.
- Identify, explain, and implement a variety of *vocabulary* strategies which can be utilized at the upper elementary grades and secondary grades.
- Identify, explain, and implement a variety of *fluency* strategies which can be utilized at the upper elementary grades and secondary grades.

- Identify, explain, and implement a variety of *comprehension* strategies which can be utilized at the upper elementary grades and secondary grades.
- Demonstrate an understanding of the relationships that exist between cognitive processes, personality traits, learner interests, scaffolding and support for learners, attitudes, social abilities, and successful reading for all individuals.

Instructor Information

Hello, I am Dr. Kathy Hawks and I am the instructor for this class. I am currently employed at Concord University as a Professor of Education where I teach in the graduate and undergraduate education programs. I have taught in the public schools and have been at Concord 16 years. Teaching is my passion and I cannot imagine doing anything else.

I have a BS in Elementary Education with an endorsement in multi-subjects K-8; a MA in Communication; a Reading Endorsement K-Adult; and a Doctorate in Higher Education Leadership with an emphasis in adult education.

I look forward to a wonderful four weeks of learning.

Contact and Participation Information

I encourage you to contact me immediately if you have any questions about the course. You may use the Course Email tool to send and receive personal emails from me and other participants WITHIN the course; call me in my office at 304-384-5399; in the event that Blackboard is down, send email to my Concord email at hawksk@concord.edu or call my cell phone, my number is 304-887-0764.

I usually log on to the course at least two times a day. I will be available via email for any questions or concerns you have. I will only be online Monday through Saturday. If you want an immediate response from me, be sure to get the question or comment to me on those days or call/text me.

Personal Commitment

My personal commitments to you as a participant include:

- I will reply to phone messages and course mail messages within 24 hours;
- I will read all discussion postings and will reply where appropriate within 3 days
- I will acknowledge my receipt of every course mail message immediately upon reading it. If I am unable to respond to the request or concern at the time of initial reply, I will give you an estimated time for my next reply.
- If I am going to be away from the course space for more than a day or two, I will send a message to you indicating the length of my absence.

Course Content Outline and Module Objectives

This course is designed to be taught in a four week period. The course is divided into four modules. Each module is inclusive and focuses intensively on a critical area(s) of teaching reading. The students have one week to complete each module.

Each module includes assignments from the text, discussions with classmates, and the implementation of the material explored and disseminated in the classroom.

Module 1- Introduction to Teaching Reading

After you complete the readings and content for this module you will be able to:

- Recognize which teaching methods are important for teaching reading at various levels.
- Understand what is involved in balanced literacy instruction.
- Identify and define the six components of reading.
- Identify and become familiar with literacy terms that are essential to teaching reading.

Module 2- The Emergent and Beginning Reader

After you complete the readings and content for this module you will be able to:

- Identify the characteristics of an emergent reader and beginning reader.
- Identify specific skills that emergent and beginning readers need to exhibit in order to be successful readers.
- Explore and collect resources and books for teaching an emergent reader and a beginning reader, i.e., activities for teaching the alphabet, sight words, phonemic awareness, onset/rime, syllables, rhyming, and phonics.
- Create instructional plans to teach effective reading lessons for an emergent and beginning reader which take into account motivational needs, academic ability, and diversity.
- Implement lesson plans successfully and reflect on their effectiveness.
- Recognize and be able to interpret information from diagnostic reading assessments for early and beginning readers.

Module 3- Teaching Vocabulary/Fluency

After you complete the readings and content for this module you will be able to:

- Identify and become familiar with strategies for teaching decoding skills/vocabulary.
- Identify and become familiar with strategies for teaching fluency.
- Locate and collect graphic organizers for effective teaching of vocabulary and fluency.
- Create lesson plans designed specifically for teaching vocabulary that take into account motivational needs, academic ability, and diversity.
- Create lesson plans designed specifically for teaching fluency that take into account motivational needs, academic ability, and diversity.
- Implement lesson plans for teaching vocabulary successfully and reflect on their effectiveness.
- Implement lesson plans for teaching fluency successfully and reflect on their effectiveness.
- Recognize and be able to interpret information from common vocabulary reading assessments.
- Recognize and be able to interpret information from common fluency assessments.

Module 4- Comprehension Strategies

After you complete the readings and content for this module you will be able to:

- Identify essential strategies for constructing meaning from print.
- Locate and collect graphic organizers and activities to support and promote comprehension of a text.

- Create instructional plans to teach comprehension and provide scaffolding for expository texts, as well as fiction; the plans should take into account motivational needs, academic ability, and diversity.
- Implement lesson plans for teaching comprehension successfully and reflect on their effectiveness.
- Recognize and be able to interpret information from diagnostic comprehension reading assessments.

Grading Policy

The grading policy for this course is as follows:

90-100%	A
80-89%	B
70-79%	C
60-69%	D
0-59%	F

Required Course Materials

Nettles, D. H., (2006). *Comprehensive Literacy Instruction in Today's Classrooms; The Whole, the Parts, and the Heart*. Boston, MA: Pearson. ISBN# 0-205-34425-9

**APPENDIX B
ALTERNATIVE CERTIFICATION
INSTITUTION OF HIGHER EDUCATION
COURSE SYLLABUS**



Marshall University
Syllabus for
Module 1: Instructional and Classroom Management
1 Credit Hour

Course Description

This course focuses on classroom management with an emphasis on practical techniques for dealing with management problems in secondary and middle school settings.

The course will also address classroom management of elementary schools.

Course Objectives

The primary objectives of this course are to provide experiences in which students can:

1. apply theory and research based classroom management and discipline strategies to specific situations;
2. critically analyze and apply strategies for creating a positive classroom climate that maximizes learning and encourages good behavior;
3. evaluate and select ways to deal with individual and group behaviors;
4. suggest ways for adjusting management plans to meet the needs of a diverse student body;
5. evaluate and select ways to utilize parents, colleagues, and others as consultants regarding classroom management issues;
6. critically analyze classroom or community situations and describe how professional ethics apply;
7. identify the causes of student misbehavior;
8. analyze case studies that provide realistic applications of concepts and principles of classroom management;
9. compare/contrast actual public/private school classroom management systems.

Required Text

FOR ELEMENTARY PARTICIPANTS: Charles, C.M. (2008). *Today's Best Classroom Management Strategies: Paths to Positive Discipline*. Boston: Pearson Education, Inc.

FOR SECONDARY PARTICIPANTS (Middle and High School): Sprick, R. S. (2013). *Discipline in the Secondary Classroom* (3rd Ed.). San Francisco: Jossey-Bass.

Assignments

Eight modules have been developed for the course. Each module utilizes the text, Internet resources, and the practical experiences of the students, mentors, and instructor to deliver the content. In addition, a final activity will be required.

Grades and Grading Scale

Each assignment will have a value of 100 points. The grading scale used will be:

Grading Scale:

93% to 100% = A

86% to 93% = B

70% to 85% = C

Below 70% = F

University Policies

By enrolling in this course, you agree to the University Policies listed below. Please read the full text of each policy by going to www.marshall.edu/academic-affairs and clicking on “Marshall University Policies.” Or, you can access the policies directly by going to http://www.marshall.edu/academic-affairs/?page_id=802

Academic Dishonesty/ Excused Absence Policy for Undergraduates/ Computing Services Acceptable Use/ Inclement Weather/ Dead Week/ Students with Disabilities/ Academic Forgiveness/ Academic Probation and Suspension/ Academic Rights and Responsibilities of Students/ Affirmative Action/ Sexual Harassment

Attendance

Attendance is a key factor in academic success. Students are expected to attend punctually any scheduled class meetings and online sessions, and to participate in all class assignments and activities as described in the Course Syllabus/Schedule. Absences are counted from the first class meeting after the student registers. A student is considered absent if not in attendance at a scheduled session or fails to submit an online assignment by the scheduled due date. Students registering late are expected to make up all missed assignments in a manner determined by the instructor. A student absent from class bears full responsibility for all material covered during their absence. Students should be aware that absences, whether excused or unexcused, will affect their ability to earn a passing grade.

Marshall University Email

Communication with the instructor is typically via one of the course tools (discussions/mail) or during a live meeting. If, however, it is necessary for you to contact the professor, the program secretary, or anyone else at Marshall via e-mail, university policy requires you to use your Marshall Email account.

The university contacts students using MU Email to share important information, including emergency announcements, course-related information, reminders and deadlines. You MUST have and use your MU email account. The email process includes a procedure for redirecting your email, but you must sign into your MU email account to do this. For more specific information and assistance refer to <http://www.marshall.edu/gsepd/Technology.html>.

Bibliography

Burden, P. (2003). *Classroom management: Creating a successful learning community*. New York: Wiley/Jossey-Bass Education.

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Charles, C.M. (2000). *The synergetic classroom: Joyful teaching and gentle discipline*. White Plains, NY: Longman.

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Edwards, C.H. (1993). *Classroom discipline and management*. New York: Macmillan.

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Good, T.L., & Brophy, J.E. (1997). *Looking in classrooms* (7th ed.). White Plains, NY: Longman.

Hall, P.M. (1997). *Race, ethnicity, and multiculturalism: Policy and practice*. New York: Garland.

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Kellough, R.D., & Kellough, N.G. (2003). *Secondary school teaching: A guide to methods and resources*. (2nd ed.). Upper Saddle River, NJ: Prentice-Hall, Inc.

Kohn, A. (1996). *Beyond discipline: From compliance to community*. Alexandria, VA: Association for Supervision and Curriculum Development.

Levin, J., & Nolan, J.F. (2000). *Principles of classroom management: A professional decision-making model*. Boston: Allyn and Bacon.

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McEwan, B. (2000). *The art of classroom management: Effective practices for building equitable learning communities*. Upper Saddle River, NJ: Prentice-Hall, Inc.

Nakamura, R.M. (2000). *Healthy classroom management: Motivation, communication, and discipline*. Belmont, CA: Wadsworth/Thomson Learning.

Nelson, J. (1996). *Positive discipline*. New York: Ballantine Books.

Nissman, B.S. (2000). *Teacher-tested classroom management strategies: Student enrichment series*. Upper Saddle River, NJ: Prentice-Hall, Inc.

Payne, R. K. (2006). *Working with students: Discipline strategies for the classroom*. Highlands, TX: aha! Process, Inc

Powell, R.R., et. al. (2001). *Classroom management: Perspectives on the social curriculum*. Upper Saddle River, NJ: Prentice-Hall, Inc.

Wolfgang, C. (2001). *Solving discipline and classroom management problems* (5th ed.). New York: Wiley/Jossey-Bass Education.

Wong, H.K., & Wong, R.T. (1998). *How to be an effective teacher: The first days of school*. Mountain View, CA: Harry K. Wong Publications, Inc.

Marshall University

Syllabus for Module 2: Advanced Studies in Human Development 1 Credit Hour

Course Description

Advanced Studies in Human Development is a course designed to acquaint students with the theories and general principles of human development. Topics such as memory, metacognition, creativity, transfer of learning, cooperative learning, problem-based learning and problem solving are studied. An understanding of the factors that influence student motivation and methods to increase student motivation are reviewed. There is also an examination of the influences of socioeconomic status, ethnicity, and gender on learning. The course explores how information from research in educational psychology can be applied to teaching.

Rationale

The course focuses on reviewing current research on child development, cognitive science, learning, teaching, and assessment. Students are encouraged to draw from research to apply information to current problems or practices in teaching.

Major topics include:

- Theoretical foundations of learning
- Principles of human development
- Learner differences and learner needs
- Motivation in learning and teaching
- Social processes in learning

Course Objectives

The primary objectives of this course are to provide experiences in which students can:

10. Apply theory and research to instruction in the classroom;
11. Structure learning situations keeping in mind the principles of human development, learner differences, and social processes in learning;
12. Evaluate different teaching strategies and select techniques that maximize individual learning;
13. Adjust lesson plans to meet the needs of a diverse student body;
14. Understand the influences that ethnicity, SES, and gender have on learning;
15. Utilize instructional techniques that maximize student motivation.

Required Text

Woolfolk, A. (2014). *Education psychology, 12th edition*. Columbus: Pearson Education.

Grades and Grading Scale

You can track your status in the course throughout the semester by accessing My Grades. Assignments are described in detail within each of the major sections of the course. The grading scale is as follows:

Grading Scale:

93% to 100% = A

86% to 92% = B

78% to 85% = C

University Policies

By enrolling in this course, you agree to the University Policies listed below. Please read the full text of each policy by going to www.marshall.edu/academic-affairs and clicking on “Marshall University Policies.” Or, you can access the policies directly by going to http://www.marshall.edu/academic-affairs/?page_id=802

Academic Dishonesty/ Excused Absence Policy for Undergraduates/ Computing Services Acceptable Use/ Inclement Weather/ Dead Week/ Students with Disabilities/ Academic Forgiveness/ Academic Probation and Suspension/ Academic Rights and Responsibilities of Students/ Affirmative Action/ Sexual Harassment

Marshall University
Syllabus for
Module 3: Curriculum
1 Credit Hour

Rationale

Teachers are constantly looking for ways to improve learning, improve teaching and improve schooling. This course offers an opportunity to examine curriculum and instruction as it applies to practicing educators, and to explore a variety of instructional techniques and creative ways to improve student learning, teaching and schooling.

Course Objectives

Participants in this course will be able to:

1. adapt different models of instruction to the same set of instructional objectives (differentiated learning)
2. devise developmentally appropriate instructional strategies which utilize a variety of media, teaching techniques and classroom groupings
3. plan instructional strategies that are consistent with learning outcomes
4. design instruction utilizing several types of groupings and strategies
5. design instructional activities that demonstrate an understanding of culturally responsive teaching
6. select, develop, or modify instructional materials to meet the developmental needs of your students
7. plan relevant and engaging learning activities that encourage student collaboration and technology usage
8. provide evidence of flexibility in planning to ensure all students have the opportunity to learn
9. demonstrate the use of quality questioning strategies that include inclusive discussion techniques
10. reflect on their planning, teaching, and assessments

Major Topics

Major topics for the course include:

- Improving student learning
- Using backward planning
- Developing useful lesson plans
- Teaching thinking
- Research based teaching strategies
- Essential questions and Big Ideas
- Teach 21
- Reflection

Course Requirements

Course requirements include, but are not limited to:

- Reading the textbooks and course materials
- Completing six assignments
- Participating in online discussions

Required Text

The texts for this course are:

Marzano, R.J., Pickering, D.J., & Pollock, J.E. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Alexandria, VA: Association for Supervision and Curriculum Development

Pollock, J.E. (2007). *Improving student learning one teacher at a time*. Alexandria, VA: Association for Supervision and Curriculum Development.

Wiggins, G., & McTighe, J. (1998). *Understanding by design*. Alexandria, VA: Association for Supervision and Curriculum Development.

SUPPLEMENTAL RESOURCES: Readings accessed on-line.

Grades and Grading Scale

Each assignment will have a value of 100 points. The grading scale used will be:

Grading Scale:

93% to 100% = A

86% to 92% = B

74% to 85% = C

Below 74% = F

Note: To receive all available points for any activity or assignment, work should:

- reflect scholarly, graduate level work including good conceptualization of the readings and assignments;
- graduate level writing skills including proper grammar, spelling, and punctuation; and
- address the questions or lessons under discussion.

University Policies

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Policies.” Or, you can access the policies directly by going to http://www.marshall.edu/academic-affairs/?page_id=802

Academic Dishonesty/ Excused Absence Policy for Undergraduates/ Computing Services Acceptable Use/ Inclement Weather/ Dead Week/ Students with Disabilities/ Academic Forgiveness/ Academic Probation and Suspension/ Academic Rights and Responsibilities of Students/ Affirmative Action/ Sexual Harassment

Marshall University
Syllabus for
Module 4: Educational Evaluation
1 Credit Hour

Rationale

Evaluation is by no means a neoteric concept, but the concept of what evaluation means and involves has changed drastically in recent years. From the beginning of the "scientific approach" to evaluation with the work of Joseph Mayer Rice, evaluation has been synonymous with testing, measuring or opinion making.

This is no longer the situation. Demands for accountability have placed increased expectations on the practice and practitioners of evaluation. Faced with these demands, evaluators are finding traditional methodologies and instruments outdated, inappropriate and unacceptable. Consistent with the aforementioned factors, this course is designed to provide students with the fundamental skills to evaluate educational progress at the individual, classroom, program and school levels.

Course Objectives

The primary objectives of this course are to provide experiences in which students can:

11. apply theory and research based classroom management and discipline strategies to specific situations;
12. critically analyze and apply strategies for creating a positive classroom climate that maximizes learning and encourages good behavior;
13. evaluate and select ways to deal with individual and group behaviors;
14. suggest ways for adjusting management plans to meet the needs of a diverse student body;
15. evaluate and select ways to utilize parents, colleagues, and others as consultants regarding classroom management issues;
16. critically analyze classroom or community situations and describe how professional ethics apply;
17. identify the causes of student misbehavior;
18. analyze case studies that provide realistic applications of concepts and principles of classroom management;
19. compare/contrast actual public/private school classroom management systems.

Major Topics

Major topics for the course include:

- improving learning and instruction through assessment/evaluation
- examining types of assessments
- developing instructional objectives
- understanding validity, reliability and standard error of measurement
- planning the classroom test
- constructing test items

- measuring complex achievement
- constructing authentic/performance assessments
- assembling, administering and evaluation classroom tests
- aligning curriculum and assessment strategies
- interpreting test scores

Course Requirements

Assignments and assessments include:

- Read the textbook and course materials.
- Complete the online chapter reviews (recommended, but not required).
- Complete a set of authentic assessment activities which include working with the WVDE Content Standards and Objectives (CSOs), constructing test items, and designing an authentic assessment

Required Text

The text for this course is:

Miller, M. David, Linn, Robert L., and Gronlund, Norman E. (2009). *Measurement and Assessment in Teaching*, 10th edition. Prentice-Hall: Upper Saddle River, NJ.

Grades and Grading Scale

Each assignment will have a value of 100 points. The grading scale used will be:

Grading Scale:

93% to 100% = A

86% to 92% = B

78% to 85% = C

University Policies

By enrolling in this course, you agree to the University Policies listed below. Please read the full text of each policy by going to www.marshall.edu/academic-affairs and clicking on “Marshall University Policies.” Or, you can access the policies directly by going to http://www.marshall.edu/academic-affairs/?page_id=802

Academic Dishonesty/ Excused Absence Policy for Undergraduates/ Computing Services Acceptable Use/ Inclement Weather/ Dead Week/ Students with Disabilities/ Academic Forgiveness/ Academic Probation and Suspension/ Academic Rights and Responsibilities of Students/ Affirmative Action/ Sexual Harassment

Marshall University
Syllabus for
Module 5: CISP 521, Children with Exceptionalities
1 Credit Hour

Class Meetings: This is an online course.

Computer Requirements: <http://www.marshall.edu/muonline/tools.html>
This course will be conducted through MU Online using Blackboard 9.1
Here is the link to the Blackboard accessibility site:
<http://www.blackboard.com/Platforms/Learn/Resources/Accessibilty.aspx>

Instructor Lori Howard, Ph.D.
Office: Room 235GC
Office Hours: M-Thurs-11-2
Available other times by appointment
Email: howardl@marshall.edu

Course Description: An introductory course on the learning needs and instructional approaches for the exceptional child. The course will introduce students to classroom practices for the beginning classroom teacher.

Prerequisites: None

Inclement Weather: Students can find information concerning Marshall's policy regarding inclement weather is located at
<http://muwww-new.marshall.edu/academic-affairs/policies/>.

Required Textbook:

Mastropieri, M.A., & Scruggs, T.E., (2014). *The Inclusive Classroom: Strategies for Effective Differentiated Instruction* (5th ed.). Upper Saddle River, NJ: Pearson.

** Please note that you may use an earlier edition of the text; however, it is your responsibility to read the correct material for the module and post to the appropriate discussion forum. There are changes in how the chapters are numbered. This course is aligned with the current (5th ed.) of the text. It comes in a loose-leaf version and as an e-text. (You do not need the access card.)

Course Purpose and Intended Audience

This course is intended to introduce participants to instructional procedures for facilitating inclusive instruction in general education classes for students with disabilities. Participants will

become familiar with effective instructional strategies for working with students with disabilities, such as mild intellectual disabilities, learning disabilities, emotional disabilities, autism, and communication disorders. Participants will become familiar with effective strategies for adapting curriculum materials, designing instructional procedures, and evaluation methods to accommodate students with disabilities within general education inclusive environments.

Course Objectives

Upon completion of this course, students will be able to:

- Describe and implement strategies for inclusion including: models of co-teaching, collaboration, classroom management.
- Describe the importance of an Individualized Education Program (IEP) for students with mild-moderate disabilities. This includes the legal aspects, IEP meeting, and accommodations/modifications.
- Describe and incorporate instructional strategies for an inclusion classroom.
- Develop and implement lesson plans incorporating research-based strategies and addressing good planning practices including: accommodations, modifications, state/national standards, instructional sequencing, methods of assessment, and reflection practices.
- Describe and use variables related to effective design of instruction including: PASS and SCREAM.

Council for Exceptional Children (CEC) Requirements

This foundation course in special education encompasses all of the CEC standard areas

- CEC 1: Learner Development and Individual Learning Differences:
- CEC 2: Learning Environments
- CEC 3: Curricular Content Knowledge
- CEC 4: Assessment
- CEC 5: Instructional Planning and Strategies
- CEC 6: Professional Learning and Ethical Practice
- CEC 7: Collaboration

Please visit this link for the detailed list of the standards for both knowledge and skills.

<http://sped.org/Standards/Special-Educator-Professional-Preparation/CEC-Initial-and-Advanced-Specialty-Sets>

Relationship of Courses to Program Goals and Professional Organizations

This course is part of the Marshall University, College of Education and Professional Development, Special Education Program for teacher licensure in the state of West Virginia for teaching students with disabilities. This program complies with the standards for teacher licensure established by the Council for Exceptional Children, the major special education professional organization. As such, the learning objectives for this course cover many of the competencies for teaching individuals with emotional disturbances, learning disabilities, and intellectual disabilities.

Notes about Online Learning: For those of you new to online courses, be absolutely sure that you read through Module 1 located in the “Content” section of the course. Module 1 contains the syllabus and course information. Be sure to read and complete Module 1 before moving on to any other modules.

The online modules are designed to help you further explore the course material. You will note on this syllabus that modules are all open beginning on the first day of class, but close as we move closer to the end of the course. Earlier modules will no longer be available. **The materials will disappear.** Please complete the modules as assigned in the course outline. Please click on all materials in each module. Modules will include some combination of the following learning activities, and others, to address the objectives for each module:

- Guiding questions for textbook reading
- Case Studies
- Video clips
- Discussion Posts including thought questions, case study analysis, personal responses to video clips and websites, and sharing ideas and reflections with your classmates. Your responses may take the form of a direct answer, adding to a colleague’s comment, asking a related question, sharing relevant experiences or information and will be directed by specific directions within each module. Be sure to check back to modules you have already finished so that you can continue to participate in discussions.
- Web site exploration

The online learning environment is different from a face-to-face course in many ways. One of the most important differences is that the opportunity for interaction with the professor and other classmates is different from in a face to face environment. This course has been designed so that you have an opportunity to share and reflect with your classmates through mandatory discussion board posts. Though there are requirements for posting to each discussion board, you are encouraged to participate more often and engage your classmates in discussion and reflection about the pertinent topics. Please note that appropriate discussion board etiquette is expected from all class participants.

The instructor’s role in the course is to guide and focus your educational experience. Students are encouraged to email the instructor with any questions or concerns. In discussion boards the instructor will read everything and occasionally comment.

*The instructor reads email twice a day and attempts to respond within 24 hours except on weekends or holidays.

Marshall University Policies

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Academic Dishonesty

All students should be familiar with the university's policy concerning academic dishonesty. This policy is located at <http://muwww-new.marshall.edu/academic-affairs/policies/>.

Academic Dismissal

All students should be familiar with the university's policy concerning academic dismissal. This policy is located at <http://muwww-new.marshall.edu/academic-affairs/policies/>.

Academic Probation and Suspension

All students should be familiar with the university's policy concerning academic suspension and probation. This policy is located at <http://muwww-new.marshall.edu/academic-affairs/policies/>.

Academic Rights and Responsibilities of Students

All students should be familiar with the university's policy concerning academic rights and responsibilities of students. This policy is located at <http://muwww-new.marshall.edu/academic-affairs/policies/>.

Affirmative Action

This course will follow Marshall University's policy on Affirmative Action, which is located at <http://muwww-new.marshall.edu/academic-affairs/policies/>. Specifically, all students will be afforded equal opportunity without regard to race, color, sex, religion, age, disability, national origin, or sexual orientation.

Sexual Harassment

This course will follow Marshall University's policy on Sexual Harassment, which is located at <http://muwww-new.marshall.edu/academic-affairs/policies/>.

Students with Disabilities

Marshall University is committed to equal opportunity in education for all students, including those with physical, learning and psychological disabilities. University policy states that it is the responsibility of students with disabilities to contact the Office of Disabled Student Services (DSS) in Prichard Hall 117, phone 304 696-2271 to provide documentation of their disability.

Following this, the DSS Coordinator will send a letter to each of the student's instructors outlining the academic accommodation he/she will need to ensure equality in classroom experiences, outside assignment, testing and grading. The instructor and student will meet to discuss how the accommodation(s) requested will be provided. For more information, please visit <http://www.marshall.edu/disabled> or contact Disabled Student Services Office at Prichard Hall 117, phone 304-696-2271.

Please review the Blackboard 9.1 accessibility statement at this link:

<http://www.blackboard.com/Platforms/Learn/Resources/Accessibility.aspx>

University Computing Services' Acceptable Use

All students are responsible for knowing this policy, which can be found on the web at <http://www.marshail.edu/ucs/CS/acceptuse.asp>

Student Responsibilities

Your participation and effort for each class session of are collectively a part of your commitment to your learning. As teachers you provide an experience for your students to be a community of learners. As students, *you* are also a part of this community of learners. Within this professional community, you have a responsibility to yourself and to each other to:

- Complete assignments using appropriate format (all papers are to be word processed, use APA format, reviewed for spelling/grammar, proofread)
- Be aware that plagiarism is presenting someone else's work as your own. Whether the act is deliberate or unintentional is irrelevant. You must take great care to give credit to an author when you borrow either exact words or ideas. Generally, if you use 4 or more words in a row you should use quotation marks and a proper APA citation. Remember that plagiarism is a very serious offense. Please note that this is also a form of academic dishonesty.
- Demonstrate respect and consideration for all individuals in our community of learners. The Discussion Board will be monitored.

More Details of Class:

- Assignments are due on the assigned due date. Late assignments will not be accepted unless prior approval has been obtained from the instructor. Approved late assignments will accrue a 20% penalty per day late. Late Thought Questions Posts will not be accepted. It is best to submit the assignments online through Blackboard. It is your responsibility to check Blackboard to make sure that the submission was recorded.
- No Incompletes will be allowed in this course.
- The APA (American Psychological Association) style of writing and citation is expected. Please use the 6th edition. All papers should be proofread as spelling and grammar errors will result in lost points.
- We will use person-first language in our discussions and written assignments (and ideally in our professional practice). We will also strive to replace the term “Mental Retardation” with “Intellectual Disabilities” in our oral and written communication in accordance with terminology choices in the disability community.
- Participation is required, assignments must be received on the due date and it is expected that you keep up with the reading assignments. Reading the textbook is a course requirement. *Please note it is your responsibility to ensure that all communication is read, assignments are submitted properly, and to request IT Help with any technical “glitches.”
- **Module Note:** Modules will close on Sundays at 12:00 p.m. (Midnight) Eastern Standard Time. Please make sure to upload all assignments before the closing date/time. Please plan ahead.
- **Assignment Note:** Please make sure to include your name on the actual document you are submitting for a grade. Additionally, if you are attaching a file as part of an assignment, please make sure to put your name in the file name. To ensure proper credit, the instructor needs to know your name.

Nature of Course Delivery:

This is a web-based course with online assignments. The online assignments include text, web sites to review, online videos, and web conferences.

Evaluation (Please see table of Course Requirements for more information)

GRADING

Total Points Earned 600	Grade
533-580	A
464-532	B
417-463	C
416 and Below	F

TENATIVE COURSE REQUIREMENTS:

No.	Assignment	Points
1.	<u>Attendance and Participation</u> -Participation in discussions/small group activities is expected. The instructor reserves the right to deduct points for lack of participation from the student's overall point total.	
2.	<u>Thought Questions</u> will be required for all reading assignments. There will be 1 question per chapter or article posted to your assigned Discussion Forum. You are also required to provide 2 Responses to other student posts per chapter. Some modules will require more than 1 Chapter. Please plan to post 1 TQ <u>per Chapter</u> and 2 Responses <u>per Chapter</u> .	1 TQ and 2 Responses = 5 points. 12 Chapters and 24 Responses = 60 Points 60 Points
3.	<u>Lesson Plans</u> One comprehensive lesson plan (using the approved format) will be completed. The lesson will need to incorporate appropriate accommodations/modifications for including students with disabilities. More details will be provided in the course.	60 Points ** Major Course Assignment** Due in Module 4
4.	<u>10-Minute Mini Lesson</u> Each student will plan, teach, and video record a 10 minute lesson. This lesson will be submitted to the video drop box. Must include a comprehensive lesson plan. More details will be provided in the course.	90 Points **Major Course Assignment** Due in Module 6
5.	<u>Module Activities</u> -Each learning module has learning activities (website reviews, quizzes, classroom mgmt. plan, and other assignments that have an assigned point value.) As these activities are completed and submitted, points will accrue. Activities must be completed prior to the module closing date.	Points per module vary between 5-35 depending upon the activities. 160 Total Module Points
6	<u>Reflection Journal</u> -Throughout the module work, students are asked to write a reflection and post it to their reflection journal. Each module also has a reflection activity. The module reflection can be copied/pasted in to the reflection journal.	10 points per reflection entry (6 entries x 10 for the reflection journal) 60 points
7.	<u>Final Exam</u> -This will be a combination of short answer and multiple choice questions.	150 Points
	NOTES: Late Thought Question Posts will not be accepted and points will be deducted from any other late assignments. Please plan ahead.**Note the instructor reserves the right to award Teacher Discretion points. These points may be awarded for outstanding participation in class discussions, exemplary presentations, or other student efforts that merit recognition.	580 TOTAL POINTS AVAILABLE

COURSE OUTLINE/SCHEDULE

Date	Modules and Topic	Learning Activities Reading Assignments	Assignments Due
Weeks 1	Mod 1: Course Introduction and Introduction to Inclusion	Mod 1: Read Syllabus/Complete Quiz, Post Video Intro to Discussion Board, Email Instructor, Complete KWL Reading Assign: Chaps 1-2 in text. Review web links, videos, and complete module activities	<i>Make sure to post 1 TQ per chapter and 2 Responses to your assigned Discussion Forum</i>
Week 2	Mod 2: Teaching Learners with Exceptionalities & Co-teaching	Reading Assign: Chaps 3, 4, & 5 in text. (Includes IEP information) Review web links, videos, and complete module activities **Submit Quiz. Reading Assign: Co-Teach chapter and article in module.	Make sure to post 1 TQ per chapter and 2 Responses from the reading. Please note that you will also read an article and chapter on co-teaching. You need to compose 1 TQ for one of those, too.
Week 3	Mod 3: Inclusive Strategies with Peers & Motivation	Reading Assign: Chap 9 & 10 in text. Review web links, videos, and complete module activities. **Submit Quiz * Lesson Plan Due	<i>Make sure to post 1 TQ per chapter and 2 Responses to Discussion Forum</i>
Week 4	Mod 4: Memory and Attention	Reading Assign: Chap 11 in text. Review web links, videos, and complete module activities.	<i>Make sure to post 1 TQ per chapter and 2 Responses to Discussion Forum</i>
Week 5	Mod 5: Study, Test-Taking Skills, & Assessment	Reading Assign: Chap 12 & 13 in text. Review web links, videos, and complete module activities. *10-Minute Video Lesson Due	<i>Make sure to post 1 TQ per chapter and 2 Responses to Discussion Forum</i>
Week 6	Mod 6: Making it Work in My Classroom	This is review and problem-solving regarding students with disabilities.	

COURSE MAP

Course Objectives Students will be able to:	Learning Activities (What you will do.)	Assessments (How you will be assessed on the material.)
1. Describe the importance of an Individualized Education Program (IEP) for students with mild-moderate disabilities. This includes the legal aspects, IEP meeting, and accommodations/modifications.	Read Textbook View Videos Discussion Review IEP Documents	Final Exam Quiz
2. Describe and implement strategies for inclusion including: models of co-teaching, collaboration, classroom management.	Read Textbook View Videos Discussion Complete Terms and Acronyms Worksheet	Lesson Plan Assignment Final Exam Classroom Management Plan
3. Describe and incorporate instructional strategies for an inclusion classroom.	Read Text book View Videos Complete IRIS Modules Discussion	Quiz Lesson Plan Assignment
4. Develop and implement lesson plans incorporating research-based strategies and addressing good planning practices including: accommodations, modifications, state/national standards, instructional sequencing, methods of assessment, and reflection practices.	Read Text book View PPT on Lesson Plans View Videos Discussion	Lesson Plan Assignment 10-Minute Lesson Video Reflection Journal
5. Describe and use variables related to effective design of instruction including: PASS and SCREAM.	Read Text book View videos Discussion	Lesson Plan Assignment 10-Minute Lesson Video Final Exam

Thought Questions

Purpose: The purpose of this assignment is to ensure that students have read the assigned materials and to encourage consideration of the material as potential special education teachers. At the beginning of each class, students will be instructed to share their questions in a “pair/share” format. They will then be turned in for grading.

Instructions: After reading each week’s assigned reading, the students will compose 1 question per chapter or article. (In the reading that is more than 1 chapter, 2 TQ’s will be composed.) These questions relate to the material read and demonstrate thoughtful consideration of the issues/concerns as related to teaching in special education. Each question should include a sentence or two of the context/background leading up to the actual question. Overall, 1 questions (total) should not exceed 1 page.

Each Thought Question (TQ) assignment is worth 5 points.

Example:

Mastropieri and Scruggs Chapter 7

This chapter is titled classroom management and I understand why having well-behaved students makes instruction easier. In the section that discusses rewards, punishment, and managing behavior the authors suggest “ignoring” disruptive behavior or off task behaviors. I have tried this in my fourth grade classroom by focusing attention on the students who are on task by complimenting them. The other students’ behavior continues to be off task and sometimes gets louder. Ignoring doesn’t seem to work. What should I do?

Mastropieri and Scruggs Chapter 8

This section provides lots of information on how to use different cooperative learning strategies. It discusses snowball, think/pair/share and jigsaw. I tried to use the think/pair/share with my 3rd grade class during a science lesson. Most of the groups did a nice job with sharing the lab results, but two groups kept discussing the results from American Idol. They would not focus on the science lesson. Should I change the students in the pairs? If so, how often?

Lesson Planning Assignments

Purpose: The purpose of this assignment is for students to apply concepts and strategies addressed in the course to creating lesson plans. Well-designed lesson plans are a foundation of good instruction and provide an opportunity for students to demonstrate how they will incorporate appropriate instructional strategies in future teaching.

Instructions: There will be a total of 2 lesson plans created and submitted for review. One lesson plan will be an individual assignment. Another lesson plan will be submitted with the 10-Minute Mini Video Lesson. While the lesson plan has specific requirements, creativity is encouraged. You may also use cooperative learning or PALS activities in any of the lessons.

Important: You must use the approved lesson plan templates which are located on MU Online in Module 3 labeled "Approved Lesson Plan." There is also a completed Lesson Plan as an example. It is for a high school physics lesson.

Other Information: You will be required to access the West Virginia Department of Education website to identify appropriate CSOs or Next Generation Standards. There is a link to the Standards page located in Module 3.

Evaluation: The individual lesson plan is worth **60 points**. The Lesson Plan assignment will be submitted in **Module 4**. The lesson plan included with the 10-Minute Mini Video lesson is worth **30 points**. Please see the 10-Minute Mini Video lesson assignment for complete details. The entire template must be completed. The Lesson Plan Assignment will be judged on the following:

- WV CSO or Next Generation Standards stated and written out (instruction must address this.) **3 Points**
- Class and Number of Students (must include sped students) completed **2 Points**
- Rationale of Instruction appropriately addressed. **5 Points**
- Daily Lesson Objectives (must be stated in SWBAT terms appropriately) **5 Points**
- Essential Question(s) appropriately addressed. **5 Points**
- Accommodations/modifications needed to include students with disabilities. **5 Points**
- Evaluation including both Summative and Formative assessments. Must clearly state how you will know that the learners have learned what was being taught **10 Points**
- Instructional Sequence stated and appropriate to objectives of lesson. Should engage the learners. Must include approximate times for lesson activities. **15 Points**
- Resources/Materials must be listed and may include technology. **5 Points**
- Reflections stated. Please consider any things you might want to know after you have taught the lesson. Since these lessons will likely not be taught, this is to make sure that you have thought about what you might want to change or list any concerns you have about the instruction. **5 Points**

10-Minute Mini-Lesson Video Assignment

Purpose: The purpose of this assignment is for students to apply concepts and strategies addressed in the course in teaching a 10-minute mini lesson. This assignment provides an opportunity for students to

demonstrate how they will incorporate appropriate instructional strategies in future teaching. This assignment will be due in Module 6.

Instructions: This assignment has 3 parts. You will create a lesson plan for 10 minutes using the approved lesson format. You will then video yourself teaching this lesson. Finally, you will view the video and reflect upon the lesson you taught using SCREAM variables to structure your self-analysis.

Part 1-Students will create a lesson plan using the approved lesson plan format which includes addressing accommodations/modifications for students with disabilities.

Part 2-Students are to video record themselves teaching a 10-minute mini lesson that they have planned. The lesson should focus on content they are teaching or plan to teach in the future and *must include one of the following* strategies useful in inclusive classrooms:

- Mnemonic
- Test-Taking strategy
- Note-Taking strategy
- Graphic Organizer

Video-Recording: You may video record yourself in a classroom, though no children's faces should be shown. For many of you, it is acceptable to record yourself doing the lesson without a student present or if you need to have a focus for the instruction to use a placeholder (stuffed animal, picture of the child). You should look into the camera and teach the lesson. You can record as many attempts as you want. You only need to submit one 10-minute video to the video drop box.

The Video Drop Box is located on the main menu bar to the left (it is green) once you log into the course site. There are also directions for using an iPhone or iPad camera, too. Please feel free to contact the IT Help desk for any technical support. The directions for uploading the file are pretty easy to follow but make sure to review the directions before beginning to upload the file. Please make sure to review those as it does matter what position you place the camera in.

When you go to save the file to upload to the Video Drop Box, please label your file with the following: YOUR FIRST NAME, YOUR LAST NAME and CISP 510 so I know which video belongs to which student. For example, I would label my video LORI HOWARD CISP 510

Part 2-Please write a 2-3 page reflection on your teaching. Please make sure to answer the following questions and *rate yourself* on how well you think you did. The reflection (narrative) will be submitted as an assignment in Module 6.

1. Please address each of the SCREAM variables in the lesson.
S-Structure-How was the lesson structured and would you make any changes?
C-Clarity-Were directions and explanations clear and understandable?
R-Redundancy-Did you provide directions/examples in more than one way? How?
E-Enthusiasm-How did you show enthusiasm?
A-Appropriate Rate-How was your pacing? Too fast? Too slow?
M-Maximize Engagement-What activities did you do to engage the learners?

2. How do you think the overall lesson went and why? Please make sure to provide examples.
3. Would you change anything and why?

Evaluation: This assignment is worth **90 points**. All parts of this assignment are due in Module 6. The following is how the assignment will be judged:

Part 1 Lesson Plan	30 Points Total	
WV CSO or Next Generation Standards stated		2 Points
Class and Number of Students (must include sped students)		2 Point s
Rationale of Instruction appropriately addressed.		2 Points
Daily Lesson Objectives		3 Points
Essential Question(s) appropriately addressed.		3 Points
Accommodations/modifications needed.		3 Points
Evaluation including both Summative and Formative assessments		5 Points
Instructional Sequence is appropriate to objectives of lesson.		8 Points
Resources/Materials must be listed and may include technology.		2 Points

Part 2 Video Recording:	45 Points Total	
Structure of Lesson	5 Points	
Clarity of Lesson	5 Points	
Redundancy within Lesson	5 Points	
Teacher Enthusiasm	5 Points	
Appropriate Rate (pacing/timing)	5 Points	
Lesson Maximizes Engagement	5 Points	
Evidence of Differentiated Instruction	5 Points	
Appropriate Instructional Methods (Chosen from list in Part 1)	5 Points	
Overall Quality of Lesson	5 Points	

Part 3 Reflection/Analysis:	15 Points Total
3 Questions (5 points per question)	

****Points will be deducted if there is no lesson plan.**

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Content Area Literacy - Credit Hours: 1

Dr. Isaac Willis Larison
Marshall University Graduate School of Education and Professional Development
MUGC – 231 / Angus E. Peyton Drive, South Charleston, West Virginia 25303-1600
Telephone: (304) 746-2051 - Fax (304) 746-1942
larison@marshall.edu

“Preparing the Experienced Professional as Specialist”

Graduate Candidates enrolled in the Literacy Education Program should visit the LEP website often to learn more about the program and portfolio assessments, accomplish required knowledge tests, examine the schedule for submitting Portfolio Sections I, II, III and IV, and receive the latest information about the program. **LEP** Faculty members keep graduates informed by sending email messages via MUOnline, and course mail through the LEP site. As a graduate candidate enrolled in Literacy Education, you should **check the mail at least once a week**. If you have questions, contact your Advisor. Have a great Semester with Marshall University!

Course/Description: *Literacy in the Content Area* – This course examines the principles underlying the teaching of reading in the content areas. In this course, candidates will explore the processes, interactions, and materials associated with literacy instruction and learning in the content areas through application and reflection. More specifically, candidates will consider how to connect viewing, reading, writing, listening, speaking, and visual representation through the use of an instructional framework; and they will use instructional strategies designed to support learners' efforts to use language to learn across the curriculum.

Required Text: Vacca, Richard T., Vacca, Jo Anne L., & Mraz, Maryann E. (2013). *Content Area Reading: Literacy and Learning Across the Curriculum*, 11th Edition. Boston: Pearson Education, Inc.

Recommended Text: Tompkins, G.E. (2013). *50 Literacy Strategies Step by Step*. 4th Edition. Boston: Pearson Education, Inc.

Link to Marshall University Policies: http://www.marshall.edu/academic-affairs/?page_id=802

Libraries: <http://www.marshall.edu/library/>

Marshall University Libraries includes the Drinko and Morrow Library as well as several specialized libraries. A complete list of the library's services is available on the library web site. Students can check out materials with a valid campus ID.

Computer Requirements/Technical Support:

MARSHALL EMAIL: For students enrolled in MUOnline courses, communication with the instructor is typically via one of the course tools (discussion posting or mail tool). If, however, it is necessary for you to contact the professor, the program secretary, or anyone else at Marshall via e-mail, university policy requires you to use your Marshall Email account. The university contacts students using MU Email to share important information, including emergency announcements, course-related information, reminders and deadlines. You MUST have and use your MU email account. The email process includes a procedure for redirecting your email, but you must sign into your MU email account to do this. For more specific information and assistance refer to

<http://www.marshall.edu/wpmu/gsepd/resources-for-students/success-with-technology/>

South Charleston Campus:

Karen 304.746.1974

Dustin 304.746.2056

Amad 304.746.1976 Service Desk Info 304-746-1969 Toll Free 877-689-8638

Rationale: The underlying justification for this course is to explore the critical connections between learners, academic tasks, and active engagement in literacy processes. Students in classrooms should be offered instruction that helps them to think critically about the content of an academic discipline. Content area reading may involve informational text and by its nature can be more conceptually difficult to read unless readers are provided practices and strategies to learn from such text. Teachers should support students' processing abilities to facilitate learning subject matter across a curriculum via viewing, visual representation, listening, talking, reading, and writing.

Objectives: This course will heighten the awareness of graduate candidates concerning difficulties that students in their classrooms may encounter while reading content material. By the completion of the course, graduate candidates should be able to understand the demands of academic literacy and how to prepare their own students for reading and writing in the content areas by incorporating best practice strategies and activities and conducting assessments in content areas to address student literacy needs in the classroom, including culture, language, disabilities and giftedness.

Desired Learner Outcomes: Students will be able to:

1. Select and evaluate traditional and electronic texts and trade books for different learning situations.
2. Match texts and instructional practices to different reading needs and levels and teach students to locate and evaluate appropriate texts.
3. Use knowledge of literacy and learning to construct an instructional framework that connects viewing, visual representation, reading, writing, speaking, and thinking, and listening in relevant pre-, during and post-reading activities.
4. Develop learning activities across the content areas that reflect current research on literacy, learning and cognition.
5. Acquire and use knowledge of cognition and literacy to demonstrate flexible scaffolding techniques that are appropriate to the learner's needs and that promote self-extending, self-directed learning.
6. Demonstrate and apply knowledge of process and product assessment tools across the curriculum.

IRA Competencies

To successfully complete this course, participants need to demonstrate mastery of the following IRA competencies through course learning experiences.

1.1 Understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connections.

1.3 Understand the role of professional judgment and practical knowledge for improving all students' reading development and achievement.

2.1 Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.

2.2 Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading-writing connections.

2.3 Use a wide range of texts (e.g. narrative, expository, and poetry) from traditional print, digital, and online resources.

3.1 Understand types of assessments and their purposes, strengths, and limitations.

3.2 Select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes.

3.3 Use assessment information to plan and evaluate instruction.

4.2 Use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.

4.3 Develop and implement strategies to advocate for equity.

5.1 Design the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction.

5.4 Use a variety of classroom configurations (i.e. whole class, small group, and individual) to differentiate instruction.

Outline of Topics:

Literacy Matters

Learning with New Literacies

Culturally Responsive Teaching in Diverse Classrooms

Assessing Students and Texts

Planning Instruction for Content Literacy

Activating Prior Knowledge and Interest

Guiding Reading Comprehension

Developing Vocabulary and Concepts

Writing Across the Curriculum

Studying Text

Learning with Trade Books

Literacy Coaching

Learning Activities to Achieve Learning Outcomes:

Students will read and discuss textbook chapters, participate in online discussions, make observations in their classrooms, practice assessments, write reports, view videos, and practice strategies and reading processes.

Course Requirements/Learning Experiences/Measurements:

(Also Refer to Modules/Blackboard Course) Read and review Course Syllabus and Modules on Web. A Schedule is included noting Topics/Modules and Due Dates. There are a number of assignments that include reading and online research for increasing developmental reading knowledge and expertise. The Literacy in the Content Areas course involves discussion, sharing, comprehending, analyzing, applying, synthesizing and evaluating developmental reading in meaningful contexts. There is a field component to the course that will involve lesson design and applications with children. Course participants will teach lesson(s) that involve all six of the language arts processes such as: viewing, visual representation, listening, speaking, reading, and writing topics associated with current research in the field. Each Module includes Assignments and/or Discussions Posts with due dates. Submit and post on or before the due dates in each Module as required to receive excellent ratings and full credit/total points.

1. Personal Introduction (25 points): You will submit an introduction to be shared on Blackboard. (Addresses course objective: 3), (IRA: 4.1)

2. Strategies Notebook (75 points) – You will explore **5 strategies** in detail and make a written response regarding each strategy. Essentially, your strategies notebook will afford you an opportunity to explore these 5 strategies with your specific grade level and content area materials. You will apply each of the strategies to a specific text and write a brief description of the strategy and a reflection on the success you experienced with each strategy. The following questions should be used as a guide for your reflection on each strategy in your notebook. The completed notebook will be posted on... (Addresses course objective: 1), (IRA: 2.2 & 2.3) - DUE: November 19

1. What are the positive aspects of this strategy?
2. What are the negative aspects of this strategy?
3. What similarities are there between this strategy and other literacy strategies?
4. How might this strategy be used in my classroom or with a specific content area?

3. Discussion Board Posts (25 points each = 200 points total): You must participate in **8** asynchronous discussions with your classmates. You must post a response to each topic presented for discussion and you must respond to the information **TWO (2)** other students have posted to the Discussion Board. (Addresses course objective: 6), (IRA: 1.1, & 1.3) **To Be Arranged**

****NOTE****University policy specifically states that an INCOMPLETE is only given when a documented incident occurs related to the student's health or well-being.

Advising Center: <http://www.marshall.edu/uc/HTML/ADC.html>

Part of University College and located in the basement of the Community and Technical College building, the Advising Center helps students who are undecided in their major to develop an appropriate schedule at course registration times.

Tutoring Services: <http://www.marshall.edu/uc/TS.shtm>

Part of University College and located in the basement of the Community and Technical College building (CTCB3), Tutoring Services will assist students by matching them with a Peer Tutor. Tutors are Marshall students who have demonstrated expertise in their subject areas. Tutoring services are available to all MU and MCTC students, and tutors may be requested on either a drop-in or an individual basis. To receive tutoring, simply stop by University College.

Writing Center: <http://www.marshall.edu/uc/HTML/WC.html>

Part of the English Department and located in Corbly Hall 353, the Writing Center provides undergraduates with free, non-credit ways to improve their writing. The Writing Center tutoring staff, which consists of English graduate students and undergraduate peer tutors of all majors, can help students through the entire writing process, from discussing initial ideas to revising and editing their work.

Student Support Services

The Student Support Services Program is a federally funded program which allows students to develop reading and learning skills and to improve study habits. Counseling is also available to help students in academic planning, social development, and career decision making. Student Support Services can be contacted at (304) 696-3164 and is located in Prichard Hall room 130.

Disabled Student Services

<http://www.marshall.edu/dss/>

The Disabled Student Services program makes sure all programs, services, and activities are fully accessible to students with disabilities. Services are available for all students with disabilities at the University whether they are full or part time. The program staff will work with students to individualize the type and level of services provided. Disabled Student Services is located in 120 Prichard Hall and can be reached by phone at (304)696-2271.

Career Services Center

<http://www.marshall.edu/career-services/>

The Career Services Center provides a multitude of services relating to employment skills or information needed in pursuit of employment. Services include help with identification of job openings and preparation of resumes, application letters, and interviewing skills. The Career Services Center is located at the corner of Fifth Avenue and 17th Street.

Student Legal Aid: <http://www.marshall.edu/student-legal-aid/>

Student Legal Aid is available to assist students in understanding the various University policies and procedures. The Student Legal Aid Office employs two licensed Attorneys on a part-time basis. Although the Attorneys may not represent students in court, they offer advice and counseling on all legal matters which concern students. The Student Legal Aid Office is located in Suite 2W23 of the Memorial Student Center.

Computing Services: <http://www.marshall.edu/ucs/>

Computing Services, located on the 4th floor of the Drinko Library, provides computing, network and information services to the campus. Facilities are located in several locations throughout the campus for student use. To use the computers in these facilities, students will need to sign for an MUNet account. An MUNet account includes access E-mail and space for storage or a personal web page. To sign up for an account, bring a valid ID card to any Computing Services facility. Students can also sign up for Internet access in their dorm room or dial-up service provided by WVNet.

Due Dates/Extensions/Submission Format

Consult the assignment icon for the due dates of all assignments and submission formats. Work received after posted due dates will normally not be counted for credit. Extensions need to be requested prior to the due date and only in consultation with the instructor. All modules need to be submitted as Word files and send as attachments via dropbox to the instructor.

Attendance/Participation Policy:

As this is a web class, participants **will not** attend live sessions. Students' contributions to online discussions and active participation are required.

Professional Organizations/Websites

The Council for Exceptional Children (CEC)

www.cec.sped.org

Educational Testing Service (ETS)

www.ets.org

ERIC Clearinghouse on Reading, English, and Communication

www.indiana.edu/~eric_rec

International Reading Association

www.reading.org

National Association for the Education of Young Children

www.naeyc.org

National Center for Family Literacy (NCFL)

www.famlit.org

National Council for Accreditation of Teacher Education (NCATE)

www.ncate.org

National Council of Teachers of English

www.ncte.org

Reading Online (an electronic journal of IRA)

www.readingonline.org

United States Department of Education

www.ed.gov

Some Related Websites

<http://www.ncrel.org/sdrs/areas/issues/content/contareas/reading/li400.htm>

Helpful information for diverse classrooms with struggling readers

<http://www.thewritingsite.org>

Resources for writing

<http://reading.uoregon.edu/curricula/>

Learn about core reading programs.

<http://reading.uoregon.edu/curricula>

Assessment, DIBELS

http://www.professorgarfield.org/parents_teachers/links/fluency_links.html

Internet resources, printable materials, education links

<http://www.busyteacherscafe.com/units/fluency.htm>

Excellent informational site and lots of ideas await you.

<http://www.childdevelopmentinfo.com/development/>

Read about current research in language development, developmental levels, and birth order and language.

Attendance Policy: This is a web class. There are no face-to-face sessions. Students are expected to submit assignments and post discussions on/or before due dates. You are expected to contribute to online discussions and to actively contribute information and resources to / with group members to complete the course assignments.

Inclement Weather: Marshall University– South Charleston Campus: Since South Charleston classes do not generally meet until late afternoon, an effort will be made to decide about classes by noon. Notification of delays or cancellations at the South Charleston Campus will be announced by (a) local media, (b) telephone system, and (c) university web site. Any delay will be placed on the automated switchboard (304-746-2500).

Grades/Performance Assessment: Graduate Candidates will demonstrate their knowledge by participating in discussions of pertinent topics online and at live meetings, preparing a Unit, determining readability of a text(s), assessing a student, researching and analyzing strategies, and presenting a partial Unit Plan. Point values are provided in each Module.

Scores:

- A= 279 to 300 points
- B= 258 to 278 points
- C= 228 to 257 points
- F= 227 or fewer points

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LITERACY IN THE CONTENT AREAS CALENDAR OF EVENTS

MODULES	TOPICS	READINGS	ASSIGNMENTS
MODULE 1	<ul style="list-style-type: none"> - Building a Learning Community 		<ul style="list-style-type: none"> - Blackboard Learning Activities - Personal Introduction
	<ul style="list-style-type: none"> - What is the meaning of literacy? - What are the four aspects of literacy? - What are the implications of content literacy? <ul style="list-style-type: none"> - Why do teachers resist content literacy instruction? - Are you a teacher? - Are there more than two language processes? - How do we make sense out of content? 	<p>Vacca , Vacca, & Mraz - Ch. 1 Literacy Matters</p> <p>Vacca , Vacca, & Mraz - Ch. 2 Learning with New Literacies</p>	<ul style="list-style-type: none"> - Discussion Board Responses
MODULE 2	<ul style="list-style-type: none"> - What are the three dimensions of classroom assessment? - How do we match students with texts? - What about context for instruction? <ul style="list-style-type: none"> - Difficulty reading? - What are the dimensions of diversity? <ul style="list-style-type: none"> - How do we meet the challenges of teaching in a diverse classroom? 	<p>Vacca , Vacca, & Mraz - Ch. 3 Culturally Responsive Teaching in Diverse Classrooms</p> <p>Vacca , Vacca, & Mraz - Ch. 4 Assessing Students and Texts</p>	<ul style="list-style-type: none"> - Blackboard Learning Activities - Discussion Board Responses
MODULE 3	<ul style="list-style-type: none"> - Do my students have adequate prior knowledge? - How do I activate background knowledge? - How do I teach content vocabulary? 	<p>Vacca , Vacca, & Mraz - Ch. 5 Planning Instruction for Content Literacy</p> <p>Vacca , Vacca, & Mraz - Ch. 6 Activating Prior Knowledge and Interest</p>	<ul style="list-style-type: none"> - Blackboard Learning Activities - Discussion Board Responses

MODULE 4	<ul style="list-style-type: none"> - Who sets the purpose for reading? How? - When and How should reading guides be used? 	<p>Vacca , Vacca, & Mraz - Ch. 7 Guiding Reading Comprehension</p> <p>Vacca , Vacca, & Mraz - Ch. 8 Developing Vocabulary and Concepts</p>	<ul style="list-style-type: none"> - Blackboard Learning Activities - Discussion Board Responses
MODULE 5	<ul style="list-style-type: none"> - How do teachers encourage reading in class and at home? - Lesson formats: Does the same format work for all teachers? 	<p>Vacca , Vacca, & Mraz - Ch. 9 Writing Across the Curriculum</p>	<ul style="list-style-type: none"> - Blackboard Learning Activities - Discussion Board Responses
MOUDLE 6	<ul style="list-style-type: none"> - What is the purpose of a discussion? - How do you match discussions with writing assignments? 	<p>Vacca , Vacca, & Mraz - Ch. 10 Studying Texts</p>	<ul style="list-style-type: none"> - Blackboard Learning Activities - Discussion Board Responses
MODULE 7	<ul style="list-style-type: none"> - How do teachers extend learning? 	<p>Vacca , Vacca, & Mraz - Ch. 11 Learning with Trade Books</p>	<ul style="list-style-type: none"> - Blackboard Learning Activities - Discussion Board Responses
MODULE 8	<ul style="list-style-type: none"> - Why do teachers teach study, note taking, and test taking strategies? 	<p>Vacca , Vacca, & Mraz - Ch. 12 Supporting Effective Teaching with Professional Development</p>	<ul style="list-style-type: none"> - Blackboard Learning Activities - Discussion Board Responses