

## END OF YEAR REPORT

### TEACHING REPORT -GOALS 2024

**Specific Goals and Strategic Plans-** to develop a course culture for each of my classes that increases students' academic knowledge, moral character, and spirituality through an appropriate balance of lecture and active learning during class and content and experiential learning outside of class.

- **✓Use BYU resources to strengthen my course and teaching, such as CTL, SCOT services, BYU digital services and aides to get feedback on courses alignment and presentation to improve teaching.**  
Report:
  - CTL- Center for Teaching and Learning -
    - Kirstin Thompson - I have worked with Kirstin Thompson who has helped me with using Learning Suite and aligning my courses and content so it is organized and easy for students to navigate.
    - Ken Plummer – I have met with for the last year as he has helped me through the New Faculty Series work and in building my literacy courses. He has been very helpful in me completing my Faculty Project for NFS.
  - Faculty Seminars – I have attended monthly new faculty seminars on teaching ideas and helps. Sessions most helpful: Writing as a teaching strategy, Diversity and Belonging, 3-Year Review Portfolio
- **✓Work with literacy faculty to best align literacy courses to assure adequate coverage of literacy content, objectives, materials (including textbook). Write syllabus to align as well.**  
Report:
  - I have worked with peers to work on aligning literacy courses and assure adequate coverage of literacy content.
    - Beth Borup  
Weekly I have met with Beth Borup as she has taught the same literacy courses. We have discussed textbook, course schedule, course assignments, and she has observed classes to give feedback and align our practices.
    - Dr. Erika Feinhauer  
Erika and I have collaborated about aligning content of the writing class with that of the literacy courses. We have discussed content, textbooks, current/best practices. She has observed my teaching on 3-4 different occasions.
    - Teresa Wootten. CFA  
Teresa has come in to observe what we do in the literacy courses. During that time there we were able to talk about how literacy assignments align with the work and practices in schools. I was able to get feedback on what could be changed or explained about practicum assignments that would better fit with school practices.
    - Peer Observations - I have had three people come in to observe my class to give feedback. Each one has given me helpful feedback to include in my teaching and/or planning.
      - Peer Reviewers – Erika Feinhauer, Melissa Newberry, Beth Borup,
      - Teresa Wootten

- **✓ Implement 2-3 new learning activities within my course and activities that will help improve student knowledge and engagement and motivation in the course. Reflect or get feedback on the ideas used.**

Report:

1. **Course review activity** and final preparation: We played an interactive game to prepare for the final using questions that review course content. Student hear and discussed questions in a group but then one person was called on to respond for that group. There was an element of chance to keep it fun, but the questions all drew upon course content.
2. **Lesson Plan Jigsaw Activity** – A completed lesson plan was cut into sections and randomly given to students. Students worked in groups to identify the section they were given and where that would go in the lesson plan. Students reported liking the activity and the review it offered in a quicker, interactive way.

- **Plan for and include deliberate ways to include gospel centered learning in the course.**

As I prayerfully consider ways to invite the Spirit into my teaching opportunities (both in large class settings and one-on-one student settings), I will keep a running log in a document on my computer of ways the Spirit guides me during my teaching and include any student feedback (e.g., student emails regarding spiritual comments, etc.) in this log.

Report:

1. Daily pray for students and attend temple weekly with students and specific needs in mind. Tell the students often that I do this.
2. Remind students as they go to practicum to pray daily for their students and for their cooperating teacher.
3. Offer a prayer at the beginning of the semester for students, their learning, increased friendships, attendance of Spirit with us, enlightenment, resilience, joy, etc.
4. Include songs with spiritual messages at appropriate times in the semester. (i.e., started the semester with *I'm So Blessed* by Cain)
5. Start Tuesday classes with a short discussion of BUU devotional.
6. Generously share personal values and spiritual moments from my own life throughout the semester.

- **✓Mentorship: Hire and train/mentor a student teacher assistant with assignment and needed topics on Learning Suite.**

Report:

I have hired and trained 3 student teacher assistants:  
Ashley Pettit, Tiana Ruell, Morgan Haight

#### **Needs from the Department:**

- ✓ Appropriate literacy courses to teach- including amount required by CFS
  - ✓ Department mentor to offer feedback on teaching curriculum an activities
  - ✓ Money/support to hire student teaching aid
  - ✓ Aides in preparation or ideas that aide teaching – i.e., faculty groupings or meeting.
- \*Every ✓ has been granted. Thank you. LB

## CITIZENSHIP

### CITIZENSHIP REPORT- GOALS 2023

#### Specific Goals and Strategic Plans:

- ✓ **Serve on assigned committees of the department, college, and university.**

- Department –
  - Student Council
  - Search committee (Children’s Literature search I, Children’s Literature search II, Nebo Liaison)
- College –
  - Educator Preparation Program (EPP)
  - Literacy Promise Conference
- University –
  - Initial Program Council (IPC)
- National –
  - Proposal reviewer- Association of Literacy Educators and Researchers (ALER)
  - Proposal reviewer- (NAMERA)
- Other –
  - For the Love of Reading Conference (FTLOR)

Report: I have served on all of these committees attending meetings and completing assignments as each requires.

- ✓ **Engage in service projects related to my research agenda – Read a Difference (RaD)**

Report: I am working with teachers from Highland Elementary 2023 – reading motivation.

- Collaborating with literacy coach at Lindon Elementary to help student complete assignments and have larger teaching experience.

- ✓ **Include equity and inclusion statements into course syllabus.**

Report: See syllabus

- ✓ **Meet regularly with assigned department mentor**

Report: Meet regularly with Melissa Newberry for help with Watermark and Stewardship reports, NFS meetings, any questions, and lunches.

#### Department Contributions/Needs:

- ✓ Offer options for committee work (done)
- Limits on amount of required committee work
- **Mentorship:** Seven students in student council

## SCHOLARSHIP

### SCHOLARSHIP REPORT- GOALS 2023

#### Specific goals and strategic plan

- ✓ **Start/Continue in research activities and to continually collect data, write, revise and publish scholarly work.**
  
- ✓ **Write a research timeline for current and upcoming projects to stay on track for publications and CFS reviews.**  
Report: Completed 6/23. See attachment.
  
- ✓ **Seek and schedule collaborative research group.**  
Report:
  - Dr. Sarah Clark- I have collaborated with Dr. Sarah Clark quite regularly as we have worked on literacy research project together this last year.
  - Dr. Paul Ricks- I have reached out to Dr. Paul Ricks to help with an read aloud article this year.
  - Dr. Rebecca Hunter – I have reached out to Dr. Hunter to help with a professional development article this year.
    - Other university research collaboration: Doug Gardner, PhD.
  
- ✓ **Submit work to diverse peer-reviewed journals.**  
Report:

I have submitted to two journals- The Reading Teacher, Reading & Writing Quarterly.

  - Articles Published = 1
  - Article Provisionally Accepted: 1
  - Article Revise and Resubmit: 1
  - Articles in work: 3
  
- ✓ **Mentorship:** Graduate committee Kari Allsup.  
Report:
  - Kari's Thesis proposal defense was completed 7/6/23.
  - Karis' Defense is scheduled in March 2024
  - Student Research Grant – Clara Ford, Eliza Ford, Emarée Dayes, Pezy Asay
  
- **Other:**  
Report:
  - Presented research at Northern Rocky Mountain Educational Research Association (NRMERA), Omaha, Nebraska, Oct. 2023
  - Presented research at Association of Literacy Educators and Researchers (ALER), Nov. 2023

#### Department Needs:

- ✓ Funding for conference attendance
- ✓ Opportunities for graduate students
- ✓ Funding for research projects – student transcribers, observers, etc.

#### Report:

\*All ✓ items have been granted. Thank you. LB



9 Feb 2024

## TEACHING DEVELOPMENT PROJECT FINAL REPORT

### 1. Teaching Materials:

I created a Course Reader to supplement the content in our textbook and help students organize the information and assignments in this course. [See file.](#)

### 2. Pedagogical Practices and Innovations:

- I use a combination of assignments that include 1) teacher instruction, modeling, practice/feedback/revision, 2) application assignments, and 3) open-ended response assignments of choice.
- Students also had a variety of grouping formats throughout the semester. (See syllabus and course schedule.)
- Including several instructional formats helped me to better meet the needs of all learners and increase student success in the class and retention of class content.

### 3. Goals for teaching improvement:

#### Goal 1: Implement teaching practices to enhance student learning (Student Learning)

A. I learned BYU *Learning Suite* student portal. I scheduled and attended regular appointments with Kirsten Thompson at Office of Teaching and Learning throughout semester. I also took a course with the Center of Teaching and Learning on using *Learning Suite*. (Sept 2022)

B. I selected a children's book to focus on diversity and inclusion. Each class we had a short class discussion including diversity/inclusion discussion points as appropriate. One response activity we did as a class was to write an "I am.." poem to share with the group. (Diversity/Inclusion Goal)

C. I implemented 2 new learning activities within my course and activities that will help improve student knowledge and engagement and motivation in the course.

1. **Course review activity** and final preparation: We played an interactive game to prepare for the final using questions that review course content. Students hear and discussed questions in a group but then one person was called on to respond for that group. There was an element of chance to keep it fun, but the questions all drew upon course content.

2. **Lesson Plan Jigsaw Activity** – A completed lesson plan was cut into sections and randomly

given to students. Students worked in groups to identify the section they were given and where that would go in the lesson plan. Students reported liking the activity and the review offered in a quicker, interactive way.

#### Goal 2: Teach updated literacy content in assigned courses. (Learning Environment)

A. Course Content Review - I reviewed research in topics of fluency, vocabulary and comprehension to assure content for ELED 443 was updated. I also reviewed the new *Utah State Literacy Test* by topics to compare course content -and made adjustments as needed. I formatted my case-study

assignment to match the format that was on the state test to help prepare students. (See course development plan attachment.)

B. Course Reader: I created a course reader to supplement our textbook with needed information. I will need to continue this for semester upcoming. This will be ongoing in future semesters. (See attachment of course reader.)

C. Supplementary Courses/Seminars: I attended additional classes and webinars to aide in teaching ideas, instruction and responsibilities at BYU.

\*Weekly new hire seminars. (Wednesdays Sept-Dec.)

\* CTL *Learning Suite* introduction Courses. (Sept 9, 2022)

\*Webinar *The Science of Reading & Teacher Preparation*. (Sept.15, 2023)

### **Goal 3: Seek ongoing feedback throughout the semester to improve teaching. (Process of Improvement)**

A. Assignment Reflections: I included a reflection section on each assignment asking students to respond on what they had learned from the assignment, their take-aways, and a rating of how relevance they thought the assignment with course goals. This helped show me students learning, areas of possible question/disconnect, and areas where instruction could be augmented or improved. We addressed some of the student comments as class discussion and clarified anything that seemed to be in question. This was done as assignments were returned to students.

B. Course-Evaluations: I sent out a mid-course evaluation to get students' feedback. I was able to take that feedback and adjust areas or practices as needed. (See student evaluations.)

1. Mid-term Evaluations and Semester Student Evaluations - Being the first semester at BYU, I sought to make the course appropriately challenging and at the same time match the expectations and rigor with what students at BYU are used to. One of the feedback items I got from students in a mid-term evaluation was the issue of the timing of assignments and rigor.

- From that feedback, I revisited the course schedule and cut back/combined assignments. I drew from the *Self-Expectancy Theory for Motivation* (Ryan, R.M. & Deci, E. L.) specific to the competency point that students need to sense they will be successful to be motivated.  
I adjusted my assignment load and due dates to help students maintain the sense of "grade well-being" at all times in the courses.
- I also scheduled the more significant assignments to be due on Thursdays rather than Tuesdays to accommodate students' practicum experiences.
- I included two assignments where students critique a completed lesson plan, rather than write it, as a way to still build understanding yet cut back on rigor. I included an additional gradual release lesson plan activity to reinforce skill and practice and regularly model application activities of concepts taught in class.

C. Peer Observations - I solicited peer observations for class feedback. I have had three people come in to observe my class to give feedback. Each one has given me helpful feedback to include in my teaching and/or planning.

o Peer Reviewers – Erika Feinhauer, Melissa Newberry, Beth Borup, Teresa Wootten

[\(See Peer Evaluations\)](#)

**Other Related Documents:**

[Course Syllabus](#)

[Course Overview Plan](#)

## Teaching Performance Project - Course Overview

### (ELED 443) Teaching Literacy Method 3-6

Purpose	Holistic Culminating Experience	Progress Checks	Practice Plan Assignment Cycle for Literacy Plan-
<p>The student will understand the importance of literacy skills in the quality of life for individuals and communities.</p> <p>The student will demonstrate knowledge in literacy content that will facilitate writing 1) appropriate lesson plans and 2) an overall literacy plan for a young student to improve reading skills.</p>	<p>1. Gain and demonstrate <i>essential knowledge</i> for literacy topics: → Word identification, fluency, vocabulary, and comprehension.</p> <p>2. Administer variety of <i>assessment</i> to identify student literacy needs. →</p> <p>3. Recognize/write/teach → appropriate <i>lesson plans</i> using the content knowledge and using assessment data.</p> <p>4. Write an individual student <i>literacy plan</i> using data from assessment and content knowledge that would help a student improve literacy skills. →</p>	<p>1. Course packet wksts. Completed in class and otherwise demonstrating knowledge on essential knowledge for literacy topic. 1B. Exams (2)</p> <p><u>Progress check #2</u> Administer a battery of literacy assessments to young reader.</p> <p><u>Progress check #3</u> Write explicit lessons. Feedback on each plan. Revise and resubmit. Teach lesson in field to young reader.</p> <p><u>Progress check #4</u> Write a term <u>literacy plan</u> for young reader using assessment data and gained knowledge to improve literacy skills of young reader.</p>	<p><b>Prior assignments that prepare for <u>Literacy Plan</u>:</b></p> <ul style="list-style-type: none"> <li>→ a. <i>Content knowledge</i> discussions, summaries, and tests.</li> <li>b. <i>Lesson plans</i> instruction and practice on each topic.</li> <li>c. <i>Assessment packet</i>.</li> </ul> <p><b><u>Literacy Plan Instruction cycle:</u></b></p> <p>1. Students complete a battery of <u>assessments</u> on student in practicum covering WI, fluency, vocab, and comp.</p> <p>2. Students sort data from the assessments into <u>outcome tables</u> for each topic. Video is provided for students to review as assignment is complete.</p> <p>3. <b>Day 1- <u>first topic</u></b> is reviewed and covered. High scaffolding and teacher modeling. Class activity – students given scenario of possible student need with partner in class. Together they:</p> <ul style="list-style-type: none"> <li>a. Define concept</li> <li>b. State why concept is important</li> <li>c. Decide on instruction needed to improve</li> <li>d. Select activities that would address</li> <li>e. Plan duration of intervention.</li> <li>f. State assessment for progress monitoring short/long term.</li> </ul> <p>Students then write their own plan for student on topic (fluency) independently.</p>



			<p>4. <b>Day 2</b> - Next day class reviews content on <u>second topic</u> (word identification). Students do the same as above given scenario. Discuss in class. Then write plan for own student independently.</p> <p>5. <b>Day 3</b> -Complete <u>third and fourth section</u> independently following same format.</p> <p>6. <b>Day 4</b> – Cover topic of <u>student motivation</u> as connected to the student survey. Discuss <u>reflection</u> of learning section.</p> <p>6. <b><u>Turn in full assignment.</u></b> This is a culminating assignment for this course. Students are putting together all knowledge and previous assignments to complete.</p> <p><b><u>Beyond the Class:</u></b> Foundations of Literacy Assessment required for teaching licensure. This assessment requires students to do the same type of assignment to show proficiency in literacy instruction.</p>
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## Course Development Grant Proposal Brigham Young University

### How do I apply?

If you wish to receive this Course Development Project grant, you are invited to create a brief (less than one page) proposal for how you plan to use this money and how this is connected to improving student learning. You should submit the proposal to the Faculty Center ([nfseries@byu.edu](mailto:nfseries@byu.edu)) after you have completed teaching one semester of your selected course (see page 17). Please submit this page separately from your other documents.

### Resources that support your development as a teacher

- Subscription(s) to college teaching publications
- Registration (or travel) fees for a *teaching* conference
- Books on teaching, learning, assessment, etc.
- Materials used as part of a *teaching* collaboration with a teacher of a similar course who lives elsewhere
- Software or hardware that helps you create media for class presentations

One of the suggested ways to use the course development grant is for resources that support my development as a teacher. I would use this money in the following ways to cover all/part of the following action items.

Here are the items I would like to use this grant money for:

**1. Books and/or Subscription to teaching publications –**

The publication I would like to get is *The Reading Teacher*. This is a widely disseminated research/teaching journal in literacy education. I use research articles from this journal often with my students and in coursework. It is also a journal that I am currently trying to publish in. I would like to have this journal as part of my personal library.

**2. Registration (or travel) fees for a teaching conference.**

I would like to go to a teaching conference in year 2024-2025. Moneys for conferences are often limited. This money would be helpful in attending a conference that would address ideas for improved teaching from other experts in teaching higher education.

# SAMPLE 1

(EDEL 443) TEACHING LITERACY IN INTERMEDIATE GRADES 3-6  
Brigham Young University  
Syllabus Winter 2023

Office: MCKB 201-H  
E-Mail: Classes: ELED 443 T-TH  
2:00-4:00  
ELED 443 T-TH 12:00-2:00

## PURPOSE of Literacy Methods

The purpose of the literacy courses at BYU is to help teacher candidates understand and implement effective teaching practices that will facilitate their students' use of literacy modes (reading, writing, speaking, listening, viewing and presenting) to become effective readers and writers, capable of understanding material in all fields of study, and be motivated, life-long learners. The intent is also to enable teacher candidates to think critically about personal practice, answer questions about their teaching, develop a personal philosophy of teaching literacy, and interpret research in relation to their students' needs. Up-to date research, theories and principles are presented. Courses also emphasize findings of the National Reading Panel, International Reading Association standards and positions in literacy instruction, and Utah State Core curriculum requirements.

## GENERAL DESCRIPTION AND COURSE Intended Learning Outcomes

EDEL 443 is a professional level course for elementary education majors. This course is the second half of two literacy courses at BYU. It focuses on grades 3-6 and emphasizes the final three of the Federal Five literacy components required to learning how to read. Those components are fluency, vocabulary building, and comprehension strategies. This course also includes strategies for struggling readers, literacy in the content areas, and provides experience with a commonly used literacy assessments such as the IRI, Acadience, and CORE assessments. Students will be asked to apply course knowledge to create explicit literacy lesson plans and to create a literacy plan based on student assessment results. The course includes classroom instruction and public-school field experience.

Course Learning Outcomes	Utah Effective Teaching Standards	BYU-Public School Partnership Commitments	International Literacy Association
<p>1. Gain foundational knowledge on the process of reading and literacy for young developing readers. (Standards 1, 4, 5)</p> <p>Use foundational knowledge to design and implement instruction that develops intermediate grades students' comprehension, fluency, vocabulary, and disciplinary literacy skills. (Standards 1, 2, and 6: International Literacy Association)</p>	<p><u>Standard 4: Content Knowledge</u> The teacher understands the central concepts, tools of inquiry, and structures of the discipline.</p> <p><u>Standard 6: Instructional Planning</u> The teacher plans instruction to support students in meeting rigorous learning goals by drawing upon knowledge of content areas, Utah Core Standards, instructional best practices, and the community context.</p>	<p><u>Engaged Learning Through Nurturing Pedagogy:</u> The Partnership develops educators who are competent and caring and who promote engaged learning through appropriate instructional strategies and positive classroom environments and relationships.</p>	<p>See International Literacy Association (ILA) Standards at the following link: <a href="https://www.literacyworldwide.org/docs/default-source/resource-documents/standards-appendix-C.pdf">https://www.literacyworldwide.org/docs/default-source/resource-documents/standards-appendix-C.pdf</a></p>

<p>2. Plan and implement intermediate grade literacy instruction for whole class instruction, small group instruction, and instruction for individual students. <i>(Standard 3: International Literacy Association)</i></p>	<p><u>Standard 1: Learner Development</u> The teacher understands cognitive, linguistic, social, emotional, and physical areas of student development.</p> <p><u>Standard 2: Learning Difference</u> The teacher understands individual learner differences and cultural and linguistic diversity.</p>	<p><u>Equitable Access to Academic Knowledge and Achievement:</u> The Partnership develops educators who are committed to and actively provide equitable access to academic knowledge and achievement through rigor and mastery of curriculum content and instructional skills.</p> <p><u>Engaged Learning Through Nurturing Pedagogy:</u> The Partnership develops educators who are competent and caring and who promote engaged learning through appropriate instructional strategies and positive classroom environments and relationships.</p>	<p><i>International Literacy Association (ILA) Standards are listed in full at <a href="https://www.literacyworldwide.org/docs/default-source/resource-documents/standards-appendix-C.pdf">https://www.literacyworldwide.org/docs/default-source/resource-documents/standards-appendix-C.pdf</a></i></p>
<p>3. Attend to the developmental trajectories of students, including linguistic and cultural differences, to plan and implement intermediate grade literacy instruction. <i>(Standards 2, 4, and 5: International Literacy Association)</i></p>	<p><u>Standard 1: Learner Development</u> The teacher understands cognitive, linguistic, social, emotional, and physical areas of student development.</p> <p><u>Standard 2: Learning Difference</u> The teacher understands individual learner differences and cultural and linguistic diversity.</p>	<p><u>Equitable Access to Academic Knowledge and Achievement:</u> The Partnership develops educators who are committed to and actively provide equitable access to academic knowledge and achievement through rigor and mastery of curriculum content and instructional skills.</p> <p><u>Engaged Learning Through Nurturing Pedagogy:</u> The Partnership develops educators who are competent and caring and who promote engaged learning through appropriate instructional strategies and positive classroom environments and relationships.</p>	<p><i>International Literacy Association (ILA) Standards are listed in full at <a href="https://www.literacyworldwide.org/docs/default-source/resource-documents/standards-appendix-C.pdf">https://www.literacyworldwide.org/docs/default-source/resource-documents/standards-appendix-C.pdf</a></i></p>
<p>4. Administer, score, and interpret an assessment(s) appropriate for use in screening, diagnostic, monitoring, &amp; outcome literacy assessments in intermediate grades. <i>(Standard 3: International Literacy Association)</i></p>	<p><u>Standard 5: Assessment</u> The teacher uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, guide planning and instruction, and determine whether the outcomes described in content standards have been met.</p>	<p><u>Equitable Access to Academic Knowledge and Achievement:</u> The partnership develops educators who are committed to and actively provide equitable access to academic knowledge and achievement through rigor and mastery of curriculum content and instructional skills.</p>	<p><i>International Literacy Association (ILA) Standards are listed in full at <a href="https://www.literacyworldwide.org/docs/default-source/resource-documents/standards-appendix-C.pdf">https://www.literacyworldwide.org/docs/default-source/resource-documents/standards-appendix-C.pdf</a></i></p>

## ***COURSE POLICIES AND INFORMATION***

***Successful completion:*** Students are expected to take an active role in the learning process by meeting course requirements as specified in the Course Requirements. Students should read text chapters ahead of class in order to be prepared for class discussions and regularly review previous chapters and material presented in class in order to be prepared for exams. Complete assignments as outlined for the course.

***Classroom distractions:*** Please do not text, talk on the telephone, conduct private discussions, sleep, work on assignments from other classes or create other distractions during this class. Please silence your cell phone during class! Technology should enhance your participation in the course. Please use professionalism in your use of technology. If technology becomes a distraction, please put it away out of courtesy to your instructor and colleagues.

**Attendance:** Punctuality and attendance are essential requirements for successful completion of this course. Points are given for each class period. This is to account for class discussions, activities and presentation given during class. These points cannot be made up. Coming late and leaving early will result in partial points that day.

Three late arrivals/early leaves = 1 absence

2 absences = lower grade a half grade (A to A-)

3 Absences = lower grade a full grade (A to B)

**Changes in Course Requirements:** In the event of extenuating circumstances, the schedule and procedures detailed herein are subject to change at the discretion of the instructor. Should such changes occur, every attempt will be made to provide timely advance notice and be posted on Learning Suite.

**Class Participation & Professionalism:** Focused preparation for class and regular participation in discussions is highly encouraged. The sharing of ideas among class members benefits all involved, including the instructor.

Active participation in this course is defined by the following:

- prompt arrival for class
- preparation for class
- active engagement in all course activities
- substantive and sincere contributions to class discussions
- demonstrated respect for others and their ideas

**Evaluation:** Exams will be given as indicated in the course outline. Make-up exams will be given in cases of verified excused absence.

Specific instruction for course assignments will be provided in a timely manner. If you need individual assistance in preparing assignments or studying for an exam, please contact the instructor for an appointment before the due date of the assignment/exam.

If you do not understand content or class presentation, it is your responsibility to take an active role in seeking help. Evaluation is based on demonstrated content knowledge and skill application. The instructor will provide specific requirements for each assignment. Students earn grades based on assignment descriptions/rubrics. Assignment due dates are listed in your course outline. Assignments received after the due date will lose points at a rate of 10% per week for two weeks. After two weeks the assignment is closed and not accepted. Late assignments will not receive full credit unless prior arrangements are made with the instructor for extenuating circumstances. You must provide a compelling reason to the professor for such consideration to be granted. At the conclusion of the semester, points will be calculated and converted to a percentage score and a corresponding letter grade.

**Grades will be calculated in accordance with the following scale:**

A	93 – 100	B	83 – 86	C	73 - 76
A-	90 – 92	B-	80 – 82	C-	70 - 72
B+	87 – 89	C+	77 – 79	D	60 – 69

**Academic Honesty:**

The first injunction of the Honor Code is the call to "be honest." BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

**Inappropriate Use Of Course Materials:**

All course materials (e.g., outlines, handouts, syllabi, exams, quizzes, PowerPoint presentations, lectures, audio and video recordings, etc.) are proprietary. Students are prohibited from posting or selling any such course materials without the express written permission of the professor teaching this course. To do so is a violation of the Brigham Young University Honor Code.

**Inclusion Statement:**

BYU is committed to preparing all students and employees for success in an increasingly complex, diverse, and globalized society. We promote civility and respect for the dignity and potential of each individual. We seek to advance the understanding of diverse perspectives. In this class, there is a commitment to address the needs of populations who are underrepresented and students with varying levels of academic preparation even while striving to provide access and support for students in ways that are culturally relevant and responsible. Please let me know if there is anything I can do to improve.

### **Student Disability:**

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. Students who need accommodations because of disability should contact the University Accessibility Center (UAC), 2170 WSC or 422-2767.

### **REQUIRED TEXT**

- *Developing Literacy: Reading and writing to, with, and by children.* Morrison, T., & Wilcox, B. (2012). New York, NY: Pearson Education.
- *CORE Assessing Reading Multiple Measures, 2<sup>nd</sup> Edition* (Select pages only- These are available in course files.)
- Course Reader,

### **Professional Text Choices:**

1. *Reciprocal Teaching at Work: Strategies for Improving Reading Comprehension*, Lori D. Oculus.
2. *Make It Real: Strategies for Success with Informational Text*, Linda Hoyt.
3. *Guided Comprehension: A Teaching Model for Grades 3-8*, Maureen McLaughlin & Mary B. Allen.
4. *Words, Words, Words: Teaching Vocabulary in Grades 4-12*, Janet Allen.
5. *The Fluent Reader: Oral Reading Strategies for Building Word Recognition, Fluency, and Comprehension*, Timothy V. Rasinski.

### **Suggested Related Research Articles:**

- Young, C. & Rasinski, T. (2009). Implementing readers theatre as an approach to classroom fluency instruction. *The Reading Teacher*, 63(1), 4-13
- Kucan, L. (2012). What is most important to know about vocabulary? *The Reading Teacher*, 65(6), 360-366.
- Peterson, D.S. & Taylor, B.M. (2012). Using higher order questioning to accelerate students' growth in reading. *The Reading Teacher*, 65(5), 295-304.
- Fisher, D. & Frey, N. (2012). Close reading in elementary schools. *The Reading Teacher*, 66(3), 179-188.
- Afflerbach, P., Cho, B., Kim, J., Crassas, M. E., & Doyle B. (2013). Reading: What else matters besides strategies and skills? *The Reading Teacher*, 66(6), 440-448.
- Stahl, K.A.D. (2012). Complex text or frustration – level text: Using shared reading to bridge the difference. *The Reading Teacher*, 66(1), 47-51.
- Wasik, B.A. & Iannone-Campbell, C. (2012). Developing vocabulary through purposeful, strategic conversations. *The Reading Teacher*, 66(2), 321-332.
- Marcell B. & Ferraro, C. (2013). So long, robot reader! A superhero intervention plan for improving fluency. *The Reading Teacher*, 66(8), 607-614.
- Senn, N. (2012). Effective practices to motivate and engage reluctant boys in literacy. *The Reading Teacher*, 66(3), 211-220.
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**Course Requirements**  
**EDEL 443**  
**Winter 2024**

<b>Assignment</b>	<b>Description</b>	<b>Points</b>
<b>Exams</b>	There will two exams on material from material from text, class discussions, other reading assignments which will be administered before field experience.	100 pts
<b>Lesson Plans</b>	Using the lesson plan format given in class, prepare 3 literacy lessons. Teach these lessons in your fieldwork classroom experience and reflect on the teaching experience. Lessons should help students improve their ability in that area of reading. Lesson 1 (30 pts); Lesson 2 -3 (35 pts each.) Mastery Level Assignment	100 pts
<b>Teaching &amp; Reflection</b>	Teach two of the three lessons crafted in class in your field class. Reflect on the experiences using the format given on Canvas. Have Cooperating teachers give you feedback on your lesson. Include observation forms for those lessons. (30 pts)	30 pts
<b>Analysis of Student Literacy</b>	Administer an Informal Reading Inventory to one student. Prepare a case study giving the strengths and needs of the student. Summarize your findings for word recognition (decoding and sight words), fluency, vocabulary, comprehension, and reading motivation/interests. Create a learning plan for the student. Be sure to reflect your understanding of the information covered this semester on these topics.	@100 pts
<b>Professional Study Group</b>	Participate in a professional study group. Requirements: Read the chosen book. Take notes on the reading. (40 pts) Meet with your group and discuss reading. (40 pts) (Maintain required documents). Present to class. (20 pts)	100 pts
<b>Double-Entry Journal</b>	Respond to read-aloud in a double-entry journal. Include the date for each entry and selected Tier 2 words to highlight from reading.	20 pts
<b>Literature Response Project</b>	Select and create a response project to the read aloud book. Projects should reflect at least 1 hour of work for each person participating on the project.	20 pts
<b>Topic Summaries</b>	Complete content summaries on fluency, vocabulary, and comprehension.	30 pts
<b>Attendance / Participation</b>	Punctuality and attendance and participation are essential requirements for successful completion of this course. Three absences = grade drops by 1 degree. Three tardies/leave early = 1 absence.	

## SCHOLARSHIP DEVELOPMENT PROJECT FINAL REPORT

### Research Focus:

My research interests include improving literacy instruction and acquisition for all learners, the importance of teacher knowledge and mentored implementation of research-based practices in literacy, and the essential part motivation plays into reading success for lifelong readers.

### Specific goals and strategic plan

- ✓ **Start/Continue in research activities and to continually collect data, write, revise and publish scholarly work.**
- ✓ **Write a research timeline for current and upcoming projects to stay on track for publications and CFS reviews.**

Report: Completed 6/23. See attachment.

- ✓ **Seek and schedule collaborative research group.**

Report:

- Dr. Sarah Clark- I have collaborated with Dr. Sarah Clark quite regularly as we have worked on literacy research project together this last year.
- Dr. Paul Ricks- I have reached out to Dr. Paul Ricks to help with an read aloud article this year.
- Dr. Rebecca Hunter – I have reached out to Dr. Hunter to help with a professional development article this year.
  - Other university research collaboration: Doug Gardner, PhD.

- ✓ **Submit work to diverse peer-reviewed journals.**

Report:

I have submitted to two journals- The Reading Teacher, Reading & Writing Quarterly.

- Articles Published = 1
- Article Provisionally Accepted: 1
- Article Revise and Resubmit: 1
- Articles in work: 3

- ✓ **Mentorship:** Graduate committee Kari Allsup.

Report:

- Kari Allsup Thesis proposal defense was completed 7/6/23.
- Karis Allsup Defense is scheduled in March 2024
- Student Research Grant – Undergraduate student to help with research. (Clara Ford, Eliza Ford, Emaree Dayes, Pezy Asay )

- **Other: Conference to Present Research**

Report:

- Presented research at Northern Rocky Mountain Educational Research Association (NRMERA), Omaha, Nebraska, Oct. 2023
- Presented research at Association of Literacy Educators and Researchers (ALER), Nov. 2023



**Department Needs:**

- ✓Funding for conference attendance
- ✓Opportunities for graduate students
- ✓Funding for research projects – student transcribers, observers, etc.

Report:

\*All ✓ items have been granted. Thank you. LB

**Reflection:**

There have been two standout practices that have helped me the most in beginning a research/publication journey. One of these is the importance and practice of collaborating with other faculty on research and meeting regularly with them to complete research. I have so appreciated working with other literacy researchers and have gleaned from their strengths and expertise in researching skills. This has also given me accountability and deadlines to stay on track and continue moving forward. Another important practice I started because of this project was to make time regularly to work on research. One has to be vigilant in dedicating time to do this amongst teaching and the many citizenship requirements. I tried to schedule identified days as “research days.” This helped me to be proactive in allotting time to research. These two practices have helped me the most in starting a journey toward research and publications. I appreciate the support from the department in aiding the above-listed ways.

I plan to continue these practices to stay on target for the scholarship and publications expectations here at BYU. I also plan on presenting this research at conferences and invited presentations to help and add to the growing body of literacy research.

## CITIZENSHIP DEVELOPMENT PROJECT FINAL REPORT

### Specific Goals and Strategic Plans:

- **Serve on assigned committees of the department, college, and university.**
  - o ✓ Department –
    - o Student Council
    - o Search committee (Children’s Literature search I, Children’s Literature search II, Nebo Liaison)
  - ✓ College –
    - o Educator Preparation Program (EPP)
    - o Literacy Promise Conference
  - ✓ University –
    - o Initial Program Council (IPC)
  - ✓ National –
    - o Proposal reviewer- Association of Literacy Educators and Researchers (ALER)
    - o Proposal reviewer- (NAMERA)
  - ✓ Other –
    - o For the Love of Reading Conference (FTLOR)

Report: I have served on all of these committees, attending meetings and completing assignments as each requires.

- ✓ **Engage in service projects related to my research agenda – Read a Difference (RaD)**

Report:

  - I am working with teachers from Highland Elementary 2023 – reading motivation.
  - I am collaborating with literacy coach at Lindon Elementary to help student complete assignments and have larger teaching experience.
- ✓ **Include equity and inclusion statements into course syllabus.**

Report: See syllabus
- ✓ **Meet regularly with assigned department mentor**

Report: Meet regularly with Melissa Newberry for help with Watermark and Stewardship reports, NFS meetings, any questions, and lunches.

### Department Contributions/Needs:

- ✓ Offer options for committee work (done)
- ✓ Limits on amount of required committee work

**Mentorship:**

Report:

- ✓ Seven students in student council: (Mitzi Holland; Owen Grimshaw; Kecia Badillo; Megan Brinton; Makayla, Andrea, Camilla )

**Reflection:**

1. Describe your experience in implementing your Citizenship Project proposal. What worked and didn't work? What has resulted from these activities?
2. What have you learned from this process, and what plans do you have to enhance future collaborations?

**What worked?** - I have served on the above committees and accomplished the assignments of each during the year. The ✓ above indicated completing this assignment during the year.

Participation in citizenship activities has helped me to get to know the people in the department better, learn the dynamic of the department, and become acquainted with the programs in the department and partnership schools. Interactions in these activities and assignments have also opened doors to research partners and relationships with public schools that have been thus open to partnering with research. Citizenship activities have helped me make collegial friendships that build a sense of belonging in the department.

**What didn't work?** - Citizenship can be an area that can consume time and focus of work if allowed. I have learned to set limits on time and learn to say when my plate is full. At this point I do feel at capacity in the work required for the above citizenship assignments.

**Going Forward?** - Going forward I plan to continue in the above areas of citizenship, fulfilling each responsibility as expected and required by the department.