



Department of Education
MATTC
EDUC 261 (3 units)
Teaching Reading in Elementary Schools
Fall 2023: Updated 9/25/2023
***Adopted by Dr. Bravo**

<i>Professor:</i>	Cynthia Pizzo	<i>Course Meeting:</i>	Mondays 5-8pm
<i>Office:</i>	Guadalupe Hall 249	<i>Classroom:</i>	GH 201
<i>Office Hours:</i>	Mon 3-4pm or by appointment	<i>Phone:</i>	(408) 891-6947
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Mission and Goals of the Department of Education

Rooted in the Jesuit tradition at Santa Clara University, the mission of the Department of Education is to prepare professionals of competence, conscience, and compassion who will promote the common good as they transform lives, schools, and communities. Our core values of reflective practice, scholarship, diversity, ethical conduct, social justice, and collaboration guide both theory and practice.

Faculty, staff, and students in the Department of Education:

1. Make student learning our central focus
2. Engage continuously in reflective and scholarly practice
3. Value diversity
4. Become leaders who model ethical conduct and a commitment to social justice
5. Seek collaboration with others in reaching these goals

The MATTC Program Learning Goals (PLGs) represent our commitment to individuals who earn their MS/SS credential at Santa Clara University. The MS/SS faculty focus on ensuring each student will begin their teaching career ready to:

1. Maximize learning for every student.
2. Teach for student understanding.
3. Make evidence-based instructional decisions informed by student assessment data.
4. Improve your practice through critical reflection and collaboration.
5. Create productive, supportive learning environments.
6. Apply ethical principles to your professional decision-making

The PLGs guide our program. Therefore, all MS/SS teaching credential program course objectives are cross-referenced with the PLGs. (A fully elaborated version of the MS/SS PLGs can be found in the Teacher Candidate Handbook, Pre-Service Pathway.)

Course Description

This course enables credential candidates to develop awareness and understanding of current theories and best practices of comprehensive reading instruction in elementary school settings. Candidates will learn how to adapt instruction to meet the needs of individuals based on their cultural, linguistic, and experiential backgrounds and their specific needs as learners. Focused attention will be given to the nature of reading difficulties and principles of diagnosis and assessment. Content presented in this course prepares candidates for the Reading Instruction

Competence Assessment (RICA). This course, required of all multiple subject teaching credential candidates, must be taken concurrently with enrollment in a practicum, full-time teaching position or with instructor permission.

Course Objectives

This course will develop students' knowledge of or skills with...		Standard/Goals Addressed			
		DG #	PLG #	TPE #	MMSN TPE #
1	Analyzing and utilizing a variety of developmentally appropriate pedagogical strategies, methods and techniques to teach reading guided by the Common Core State Standards	1	2	2.1; 3.4	
2	The role of student motivation, attitudes and dispositions toward reading	2	1	4.1	
3	Describe characteristics of an effective literacy program (Concepts about Print, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension), including appropriate materials (e.g., text readability, organization, and planning) to fit student needs, including students that exhibit both typical and atypical language development, communication skills, social pragmatics and language skills	1	2	3.1; 6.1	1.3
4	Develop an understanding of the various instruments used to assess reading and use results gathered to plan instruction and monitor student learning, Particularly, how to create accommodations to assessments for students with disabilities	2	3	1.8; 5.2	5.6
5	Describe, compare/contrast and implement examples of reading instructional models to support varied learners including students with disabilities.	2	5	3.1	4.2
6	Identify, modify and implement effective reading instructional strategies to fit the needs of diverse learners (linguistic, cultural, socio-economic, students with identified disabilities to facilitate access to least restrictive environment.	3	1	1.1; 2.1; 2.5; 3.3	3.1; 7.1
*DG=Department Goals; PLG=Program Learning Goal; TPE=Teaching Performance Expectation Standard; MMSN TPE=Mild to Moderate Support Needs					

Required Texts

- Dewitz, P., Graves, M. F., Graves, B. B., & Juel, C. (2020). Teaching Reading in the 21st Century: Motivating All Learners. London: Pearson Education
- Additional readings will be placed on the course management website *Camino*

Course Requirements/Assignments

Grades are based on a 100-point total. The distribution of points across assignments is as follows:

	Assignment	Points	TPEs Assessed	MMSN TPE
1	Class attendance	10	-	
2	Participation	10	-	
3	Literature Circles (LC)	20	2.1; 3.4; 4.1	1.3; 3.1
4	Reading Assessment	30	3.1; 6.1	5.6
5	*Video-Recorded Reading Instruction	30	1.1; 2.5; 3.3	4.2; 3.1

1. **Class Attendance.** Regular attendance at all class meetings is a requirement in this program. Students will not be penalized for absences due to the observance of religious holidays that fall on our scheduled class day; please give me advance notice of these absences so I can make the necessary accommodations. **Punctuality.** Coming to class (and returning from breaks) on time is another course requirement. These data are a primary factor in the assessment of your mastery of TPE 6- "Developing as a Professional Educator."

2. **Participation.** As we will read about and study in this course, everyone's learning is enhanced by the quantity and quality of the interactions in the learning environment. Hence, your

participation in whole class discussions, group work and pair group are essential for the success of this course. While a class is in session, you should not engage in any activity not directly related to what is taking place in the classroom.

3. **Literature Circles (LC).** A common book discussion routine used in reading programs is the *Literature Circle*-an instructional approach where students come together in small temporary groups formed by book choice that meet on a regular and predictable schedule to (re)read and discuss readings.

Each student will be responsible for leading one Literature Circle on the readings throughout the course. Literature Circle leaders should come to class prepared with handouts for each member of your group (4/5 students) that outline the assigned readings with the asterisked headings listed below under the “*LC Components*” heading. The “*Literature Circle Discussion Format*” outlines how the literature circle would unfold.

<i>Literature Circle Components</i>	<i>Literature Circle Discussion Format</i>
* Author’s Message. To zero in on the topic for discussion, write down your version of the author’s main message. Include 1 quote that was memorable for you.	Allocation of Time. Budget 30 minutes for review of key themes and illustrating visual representation
* Definition of terms. List all the words of which you are unsure and define them in your own words	Discussion of Major Themes and Subtopics. Discuss major ideas brought forth by author(s). Ensure to provide evidence from text. Be sure to have readings available to reference.
* Integration of Material with Other Knowledge. Make connections of the readings to ideas/concepts acquired in previous meetings or other learning situations. How do these ideas parallel or contradict other theories or readings you have done?	Visual Representation. As a group, create a graphic re-presentation (image, quote or other format) that captures your groups discussion.
* Application of the Material. Assess the possible applications and implications of the material to learning settings. How might these notions help shape your pedagogy?	Share Findings. Group leader reports to the whole class the main topics of group discussion, using the visual representation as a guide.
<i>*Brings and shares tangible instructional connection (e.g., book, TED video, lesson from curricula) that extends understanding of readings for Exceeding Expectation score.</i>	

4. **Reading Assessment.** Students are responsible for evaluating 1 of 5 reading domains:

- a. Phonemic Awareness. Use the Yopp-Singer Test of Phonemic Awareness to assess K-3 student’s ability to recognize that words are made up of individual sounds. Which sounds are difficult or easy for students? Do you notice a pattern in errors?
- b. Phonics. Basic or Advanced Phonics Assessment Test
- c. Fluency: Administer Test of Word Reading Efficiency TOWRE.
- d. Reading Comprehension: Use a retelling rubric and comprehension questions to assess a student's level of comprehension of text.
- e. Informational Text features. Using the ISCA assessment, assess a student’s knowledge of informational text features.

You will need to turn in a 3-4-page report where you detail how the child performed on the assessment (e.g., what type of errors were made, areas of strength, what can be done to assist this student) and what instructional decisions you would make to assist this student with her/his reading needs. Include any limitations or issues that may have influenced the outcomes. Include accommodations made to the assessment based on students’ language development and based on suggestions from the Special Education and English Language Development Specialist at your site.

5. **Video-Recorded Reading Instruction (*Signature Assignment).** This assignment requires you to video record yourself leading a reading lesson focused on one of the following: phonemic awareness, phonics, fluency, vocabulary, comprehension strategies, reading routine for meaning-making opportunities. The video should include your narration of your goals, how students performed (include reading analysis of students from diverse backgrounds that exhibit diverse pathways to language development (linguistic, cultural, socio-economic, students with identified disabilities). Include a lesson plan with your video.

Assessments & Grading Criteria

1. All written and oral assignments must reflect graduate-level standards. As a future teacher, you must be able to model communication skills for your students.
2. Attendance and participation in all class meetings is required. If you are going to be absent from class, you must email or call me to inform me of your absence.
3. Letter grades are assigned on the standard scale based upon a possible total of 100 points.

A	94-100	C+	77-79
A-	90-93	C	74-76
B+	87-89	C-	70-73
B	84-86	D+	67-69
B-	80-83	D	63-66

4. Assignments done in pairs, both partners will receive the same grade, unless otherwise stated.
5. Final grades will reflect students' contributions (e.g., attendance, class discussions, quality of presentation, ability to lead discussion groups, completion and quality of course assignments), critical thinking and ability/degree to which student integrates theory, research and practice.
6. All assignments are expected on their due dates. Unless we have made special arrangements beforehand, late assignments will be docked 3 points for each day past the due date that they are submitted.

Canvas/Camino Course Management System

To access course materials and participate in On-line activities, please be sure to review Canvas (also known as Camino). Reminders, tools, readings and assignment descriptions will be made available through this on-line course management system. Your SCU username and password gets you access to Canvas.

Academic Integrity

The Academic Integrity pledge is an expression of the University's commitment to fostering an understanding of—and commitment to—a culture of integrity at Santa Clara University. The Academic Integrity pledge, which applies to all students, states:

I am committed to being a person of integrity. I pledge, as a member of the Santa Clara University community, to abide by and uphold the standards of academic integrity contained in the Student Conduct Code.

Academic integrity is part of your intellectual, ethical, and professional development. I expect you to uphold the principles of this pledge for all work in this class. I will clarify expectations on academic integrity -- including the use of AI tools such as ChatGPT and course sharing sites for all assignments and exams in this course. If you have questions about what is appropriate on any

assignment, please let me know before you hand in work. For more resources about ensuring academic integrity in your work, see this [LibGuide on Academic Integrity](#).

Discrimination, Harassment and Sexual Misconduct (Title IX)

Santa Clara University is committed to providing all students with a safe learning environment free of all forms of discrimination, sexual harassment, and sexual violence.

Please know that as a faculty member, California law SB 493 requires me to report any information brought to my attention about incidents of sexual harassment or misconduct to the SCU [Equal Opportunity and Title IX Office](#) (408) 551-3043. This includes, but is not limited to, disclosures in writing assignments, class discussions, and one-on-one conversations.

Should you need support, SCU has dedicated staff trained to assist you in navigating campus resources, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and filing a formal complaint with the University or with law enforcement. Please see the [Student Resources](#) page for more information about reporting options and resources.

If you or someone you know has experienced sexual harassment or sexual violence and wishes to speak to a **confidential** resource who is not required to report, please contact one of the following SCU resources for support:

- [SCU Wellness Center](#)
- [CAPS](#)
- Any individual (clergy, counselors) acting in a professional capacity for which confidentiality is mandated by law

I am happy to help connect you with any of these resources.

Accommodations for Pregnant and Parenting Students

Santa Clara University does not discriminate against any student on the basis of pregnancy or related medical conditions. Absences due to medical conditions relating to pregnancy and childbirth will be excused for as long as deemed medically necessary by a student's doctor, and students will be given the opportunity to make up missed work. Students needing accommodations can often arrange accommodations by working directly with their instructors, supervisors, or departments. Students needing accommodations can also seek assistance with accommodations from the Office of Accessible Education (OAE) or from the Office of Equal Opportunity and Title IX Office. The following link provides information for students and faculty regarding pregnancy rights. <https://www.scu.edu/title-ix/resources/pregnancy/pregnancy>.

Office of Accessible Education

If you have a documented disability for which accommodations may be required in this class, please contact the Office of Accessible Education (oea@scu.edu, <http://www.scu.edu/oea>) as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through OAE, please be sure to request your accommodations through your myOAE portal and discuss them with me during my office hours within the first two weeks of class.

To ensure fairness and consistency, individual faculty members are required to receive verification from the Office of Accessible Education before providing accommodations. OAE

will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assistive technology. Students with approved accommodations of time-and-a-half should talk with me as soon as possible. The Office of Accessible Education must be contacted in advance (at least two weeks notice recommended) to schedule proctored examinations or to arrange other accommodations.

In light of shifting health advisories related to COVID-19, exams may be administered online. Students with approved testing accommodations should contact me (at least two weeks notice recommended) prior to an exam date to notify me of their intent to use their testing accommodations on the upcoming exam to ensure their accommodations are effectively implemented.

Safety Measures

In order to meet our learning objectives, we will adhere to the highest standards for safety and mutual respect. I expect everyone to adhere to current university mask mandates at all times; to make their best attempt to make themselves heard when asking questions or contributing to discussions; and refrain from eating or drinking in class. It is expected that everyone will follow university guidelines about health and public safety measures outlined on the [Prepared SCU website](#).

Use of Classroom Recordings

All online class meetings will be recorded and made available on Camino. As is stated in the Student Conduct Code: "...Dissemination or sharing of any classroom recording without the permission of the instructor would be considered "misuse" and, therefore, prohibited. Violations of these policies may result in disciplinary action by the University. At the instructor's discretion, violations may also have an adverse effect on the student's grade."

Copyright Statement

Materials in this course are protected by United States copyright laws. I am the copyright holder of the materials I create, including notes, handouts, slides, and videos. You may make copies of course materials for your own use and you may share the materials with other students enrolled in this course. You may not publicly distribute the course materials without my written permission.

Technology Support

SCU can provide you with technology assistance, and you can also reach out to our providers directly for questions. For Camino (SCU's branded instance of Canvas) support, contact caminosupport@scu.edu or call 408-551-3572. You can also use the help button within the Camino platform (on the left-hand navigation) for 24/7 support via chat or phone with our vendor.

For Zoom assistance, contact Media Services at mediaservices@scu.edu or 408-554-4520. You can also get support from the [Zoom Help Center](#) website.

For SCU network and computing support, contact the SCU Technology Help Desk at techdesk@scu.edu or 408-554-5700. They can provide support for MySCU Portal, Duo, eCampus, hardware and software issues, and more.

Syllabus Statements on Diversity, Inclusion, and Wellness

Santa Clara University syllabi are encouraged to include information for students to promote a more inclusive classroom. Below are recommended examples of syllabi statements that faculty may use. For more on developing an inclusive syllabus and course design see a campus resource on [Inclusive Teaching](#) and a toolkit from the [Association of College and University Educators \(ACUE\)](#).

Land Acknowledgment

Santa Clara University occupies the unceded ancestral homeland of the Ohlone and Muwekma Ohlone people.

Respect for Diversity

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

Gender Inclusive Language

This course affirms people of all gender expressions and gender identities. If you go by a name different from what is on the class roster, please let me know. Using correct gender pronouns is important to me, so I encourage you to share your pronouns with me and correct me if I make a mistake. If you have any questions or concerns, please do not hesitate to contact me. For more on personal pronouns see www.mypronouns.org

Wellness Statement and Mental Health Resources

I know you will do the best you can in this class (and all of your classes); however, it should never be at the expense of your own mental health, physical health, and/or well-being. Jesuit education is grounded in cura personalis, concern for the whole person—mind, body, and spirit. What does this mean for you? Be kind to others, and more importantly, be kind to yourself. Attend to your sleep (quantity and quality); drink lots of water; move; get outside; and pay attention to beauty that isn't coming to you on a screen. Eat good food; laugh; enjoy friends and family; look for opportunities to connect with others in new ways; pray, meditate, or otherwise attend to your spirit. And ask for help, even if you don't think you need it. Lots of folks, including me, are here to support you. It's never too late to reach out, and I am committed to helping you.

SCU has many resources and programs to support you. These resources may be especially helpful:

Wellness Center: <https://www.scu.edu/wellness/>

The Wellness center provides resources to aid and promote student well-being across the eight dimensions of wellness, including student peer groups for healthful living, violence prevention, and recovery.

CAPS: <https://www.scu.edu/cowell/counseling-and-psychological-services-caps/>

Santa Clara students are provided confidential counseling sessions at no cost through Counseling and Psychological Services (CAPS). Students have access to clinically appropriate, short-term therapy; group therapy; and other resources for care. A new 24/7 support line is also available: **408-554-5220**.

SCU Culture of Care: <https://www.scu.edu/osl/culture-of-care/>

If you are concerned for the mental or physical welfare of one of your peers, the [Office of Student Life Culture of Care](#) website provides resources for recognizing and helping someone in distress.

Academic Concerns

If you are concerned with your progress in this class, please contact me so that we can find solutions together. [Drahmann Center](#) can also offer support with issues regarding your academic progress more broadly.

SCU also has multiple options for free academic tutoring. Students can make appointments to discuss work in a range of courses:

- [Drahmann Tutoring](#) (Numerous courses in the College of Arts & Sciences including Natural Sciences, Modern Languages, Economics, and Computer Science)
- [The HUB Writing Center](#) (Writing and Public Speaking)
- [Mathematics Learning Center](#) (MATH 4, 6, 8, 11-14, 30-31, 35-36, 51, 53)

Course Outline & Class Schedule

*Course Plan Subject to Change

	Meeting	Course Topics	Course Readings	Assignments
Introduction	9/18	<p>Balanced Reading</p> <ul style="list-style-type: none"> • Introductions • Diversity of Reading Program • UDL & Beginning Reading 	<p>Duke & Pearson (2017). Effective Practices for Developing Reading Comprehension. (Camino)</p> <p>Learning to Read with UDL: Building a Meaningful Approach to Literacy</p>	
The Learner	9/25 (Asynch.)	<p>Concepts About Print</p> <ul style="list-style-type: none"> • Print Conveys Message • Text Directionality & Other Print features 	<p>Dewitz, Graves, Graves & Juel (2020). Chapter 1 Reading and Learning to Read</p> <p>Clay, M. M. (2011). Chapter 4: Concepts About Print. (Camino)</p>	Due 10/1 by 11:59 PM
	10/2	<p>Phonemic Awareness</p> <ul style="list-style-type: none"> • Ability to discriminate Sounds • Stages of Phonemic Awareness • Typical and Atypical lang. development and impact on phonological awareness processing 	<p>Dewitz, Graves, Graves & Juel (2020). Chapter 7 Emergent Readers</p> <p>Language Development across disabilities and Phonemic Awareness</p>	Due: LC Leader Group A
	10/9	<p>Phonics/Spelling</p> <ul style="list-style-type: none"> • Recognizing Sound/Symbol relationship • Stages of Spelling development • Phonics & Dyslexia (MM7.2; 7.3) modifications/accommodations for students with disabilities 	<p>Dewitz, Graves, Graves & Juel (2020). Chapter 8 Word Identification</p> <p>CA Dyslexia Guidelines (pgs. 1-13)</p> <p>In class, Student Accessibility Resources</p>	Due: LC Leader Group B
	10/16 (Asynch.)	<p>Fluency</p> <ul style="list-style-type: none"> • RAP: Rate, Accuracy & Prosody • Diagnosing RAP with <i>all</i> students (ELs, Students with disabilities) 	<p>Dewitz, Graves, Graves & Juel (2020). Chapter 9 Fluency</p> <p>Assessment for Content Areas (Camino)/Vocabulary Assessment and Instruction for Students with Learning Disabilities</p>	Due 10/22 11:59 PM
The Text	10/23	<p>Vocabulary</p> <ul style="list-style-type: none"> • Role of Vocabulary in Reading Comprehension • Vocab. Strategy & Conceptual development for <i>all</i> students (ELs, Students with disabilities) 	<p>Dewitz, Graves, Graves & Juel (2020). Chapter 10 Vocabulary</p> <p>Stahl, K. A. D. & Bravo, M. A. (2010). Contemporary Classroom Vocabulary</p>	<p>Due: LC Leader Group C</p> <p>Due: Informal Reading Assessment</p>
	10/30	<p>Comprehension of Narrative Text</p> <ul style="list-style-type: none"> • Shared Reading with Narrative texts & Assessment • Student Factors: Attitudes & Motivation to read 	<p>Dewitz, Graves, Graves & Juel (2020). Chapter 11 Comprehension of Narrative Text</p> <p>Dewitz, Graves, Graves & Juel (2020). Chapter 3 Motivation</p>	Due: LC Leader Group D
	11/6 (Asynch.)	<p>Comprehension of Informational Texts</p> <ul style="list-style-type: none"> • Text Factors & reading comprehension • Strategies for Comprehending content area texts 	<p>Dewitz, Graves, Graves & Juel (2020). Chapter 12 Comprehension of Informational Text</p> <p>Mesmer, H. A. E. (2014). Chapter 4 Stretching Elementary Students in Complex Text: Why? How? When? (Camino)</p>	Due by 11/12 11:59 PM
	11/13	<p>Culturally Responsive Literacy</p> <ul style="list-style-type: none"> • Culturally Relevant literacy 	Au, L. (1998). Culturally Responsive Instruction: Application to Multiethnic Classrooms (Camino)	Due: LC Leader Group E
	11/27	COURSE CONCLUSION		

Signature Assignment: Video-recorded Reading Lesson Rubric

Bravo

EDUC 261

Scale	Lesson Plan (10 pts)	Video (10 pts)	Class /Text Description (5 pts)	Conventions & Logistics (5 pts)
4	<ul style="list-style-type: none"> Lesson Plan Objectives, Standards & Assessment align & appropriate Anticipatory Set, Procedure, Closure illustrates gradual release of responsibility Supports for <i>all</i> students visible and appropriate (Students with disability) Reflection is critical with considerations for where instruction should go next 	<ul style="list-style-type: none"> Video illustrates guided-reading lesson instruction with clear view of instruction and audio of teacher & students Narration includes instructional goals, Assessment of student & teacher performance, standards & objectives addressed Video captures materials being used as well as student products (as applicable) 	<ul style="list-style-type: none"> Group description provided with information on student demographics (ELLs; SPED; Grade; Age; Reading level; target student reading motivation) Clear description of class reading program Text description includes text level; text type; text readability 	<ul style="list-style-type: none"> No Grammatical, spelling or punctuation issues Turned in on-time APA Style followed Active and sustained participation in video share
3	<ul style="list-style-type: none"> Lesson Plan Objectives, Standards & Assessment mostly align Anticipatory Set, Procedure, Closure illustrate most elements of gradual release of responsibility Supports for <i>all</i> students visible and mostly appropriate Reflection is critical with considerations (vague) for where instruction should go next 	<ul style="list-style-type: none"> Video illustrates guided-reading lesson instruction with clear view and audio of teacher & students Narration includes most of the following: instructional goals, Assessment of student performance, standards & objectives addressed Video captures materials being used 	<ul style="list-style-type: none"> Group description provided with information on most student demographics (ELLs; SPED; Grade; Age; Reading level; Reading Motivation) Description of class reading program Text description includes text level; text type 	<ul style="list-style-type: none"> Few Grammatical, spelling or punctuation issues Turned in on-time Most APA Style followed Active participation and mostly sustained in video share
2	<ul style="list-style-type: none"> Lesson Plan Objectives, Standards & Assessment align but may be vague Anticipatory Set, Procedure, Closure illustrates some elements of gradual release of responsibility Supports for <i>all</i> students visible but may not be appropriate Reflection does not address all aspects of instruction and vaguely shares where instruction should go next 	<ul style="list-style-type: none"> Video illustrates reading lesson instruction with vague view and audio of teacher & students Narration includes few of the following: instructional goals, Assessment of student performance, standards & objectives addressed Video captures some of the materials being used 	<ul style="list-style-type: none"> Group description provided with information on some student demographics (ELLs; SPED; Grade; Age; Reading level; Reading Motivation) Vague description of class reading program Text description includes text level or text type 	<ul style="list-style-type: none"> Some Grammatical, spelling or punctuation issues Turned in 1 day late Some APA style followed Active but not completely sustained participation in video share
1	<ul style="list-style-type: none"> Lesson Plan Objectives, Standards & Assessment do not align Anticipatory Set, Procedure, Closure do not illustrate gradual release of responsibility Supports for <i>some</i> students visible but may not be appropriate Reflection does not address all aspects of instruction and/or does not share where instruction should go next 	<ul style="list-style-type: none"> Video illustrates reading lesson instruction with view or audio of teacher & students Narration includes one of the following: instructional goals, Assessment of student performance, standards & objectives addressed Video doesn't capture material being used 	<ul style="list-style-type: none"> Group description provided with information on few student demographics (ELLs; SPED; Grade; Age; Reading level; Reading Motivation) No description of class reading program No text description or text level text type provided 	<ul style="list-style-type: none"> Grammatical, spelling or punctuation issues disrupts understanding of text Turned in 3 days late 1 APA style followed Does not participate in video share