

## **Assessment 6: [Additional Assessment that addresses ACEI standards] Methods Read-Aloud Teaching Experience**

### **1. A brief description of the assessment and its use in the program.**

The Methods Literacy Project is one of 3 content-specific projects required of candidates enrolled in ESEC 383/386 – the Methods course block that precedes student teaching and is the first extended field experience for Elementary Education majors at Keene State College. There are two parts to the Literacy Project, a semester-long observation and analysis assignment and the Read-Aloud Teaching Experience which is used as ACEI Assessment 6 and is explained in this narrative.

In the Methods Read-Aloud Teaching Experience, candidates work with their supervisors, peer cohort and cooperating teachers as they apply what they have learned about child development and the four areas of literacy development (reading, writing, listening and speaking) from earlier, required education courses (ESEC 150, ESEC 250, ESEC 281 and ESEC 320). With this background and support system in place, candidates develop, teach and assess the effect on student learning of a developmentally-appropriate read-aloud lesson in their respective Methods field placements (K-6).

### **2. A description of how this assessment specifically aligns with the standards it is cited for in Section III.**

This Assessment's focus is on **ACEI Standard 2.1: English language arts and a number of elements within that standard.** Other ACEI Standards are also addressed as the students are required to develop their read-aloud lesson using the full Keene State College Lesson Plan format which calls for students to proceed through a number of pedagogically-sound steps. KSC Lesson Plan steps include (but are not limited to): aligning plans with curriculum standards; meeting with cooperating teachers and field supervisors to determine diversity considerations and lesson objectives; researching materials and students' prior knowledge before teaching; creating formative and summative assessments that align with lesson objectives; being mindful of classroom management issues; and reflecting on the effects of the lesson on student learning. **Additional ACEI Standards addressed through the assessment include: 1, 3.1-3.5, 4, 5.1, 5.2 and 5.4.**

To help candidates understand how the targeted ACEI Standards are evident within the Read-Aloud Teaching Experience, standards pertinent to the assignment are offered at the end of the Read-Aloud Project Overview (Attachment A); are embedded in the Scoring Rubric (Attachment B), and are listed in their entirety at the end of the rubric. The following narrative explains how the Read-Aloud Teaching Experience aligns with these standards.

The Methods 14-week semester, which combines 1 morning each week of on-campus work with 3 mornings each week of fieldwork in an elementary classroom setting, begins with a 4-week block devoted to the study of literacy development. During on-campus sessions, candidates revisit what they learned in ESEC 281, *Emerging and Evolving Literacy* as they explore readings from the Allington and Cunningham text, *Classrooms that Work, They Can All Read and Write* (2003) and selected articles from *The Reading Teacher* (International Reading Association). Candidates simultaneously revisit established levels of literacy development (IRA)—the sequence of literacy learning (from phonemic awareness to fluency and higher-level comprehension)—that can be expected at each elementary grade level, taking into

account the great variety within any given class. During the literacy block, candidates also participate in a Literacy Workshop that features presentations and opportunities for interactions with local elementary classroom teachers. Teachers from various grade levels (K-6) present on such topics as: interactive read-alouds, guided reading, poetry writing and descriptive language, and the use of Morning Meeting to focus on grammar and punctuation. **(Standards: 1, 2.1, 5.1, 5.4)**

As the literacy project begins at the start of the semester, it coincides with candidates getting to know each student within their particular classroom setting in order to establish a basis for communication and trust and to determine the specific learning needs and cultural considerations that will impact their approach to teaching—for each child as well as for the entire group. Candidates work closely with their cooperating teachers in getting to know the candidates and are encouraged to attend parent/teacher conferences, I.E.P. meetings (as appropriate) and after school, family-related activities such as reading nights, book fairs and curriculum-related presentations. Candidates also write a letter of introduction at the outset of the semester that is sent home to all families inviting candidate and/or family-related input that might encourage student interest and/or learning. **(Standards: 1, 2.1, 5.1, 5.4)**

Using their knowledge of literacy development, child development and the specific needs of the students in their classroom setting as a base, candidates meet with their cooperating teachers to select a read-aloud text that will align with curricular expectations and will be of interest to the range of students in the group. Together, learning objectives and activities for interacting with and responding to the text are determined. Using a balanced approach to literacy teaching, candidates are encouraged to incorporate a range of literacy-related response activities that will give students multiple ways to demonstrate what they have learned and will address the range of interests and abilities within the group. Candidates are encouraged to target misconceptions students may have about the topic as well as about the use of literacy conventions and to focus on concepts and vocabulary that may be unfamiliar to them. **(Standards: 1, 2.1, 3.1-3.5, 4, 5.1, 5.4)**

After they have worked with their cooperating teachers and field supervisors, candidates practice reading their texts aloud before they begin building their lessons using the KSC Lesson Plan format. With their peer cohort, candidates devise questions on multiple levels to be used with their students and practice pacing and adjusting their communication conventions so they will be appropriate to the age group. After teaching, candidates respond to student work samples generated during and at the end of the lesson to determine the effectiveness of their planning and teaching in terms of student learning and to explore ways they might strengthen/change the lesson in the future. **(Standards: 1, 2.1, 3.1-3.5, 4, 5.1, 5.4)**

**3. A brief analysis of the data findings.** There is no data available on this assessment presently. This assessment tool is being implemented in the fall of 2006.

**4. An interpretation of how the data provides evidence for meeting standards.** This assessment tool is being implemented in the fall of 2006. The Methods Instructional Team will begin to assess the effectiveness of this assessment when they meet in December, 2006. Adjustments will be made, as needed, to the assessment before it is used in the spring of 2007.