

PSYCHOLOGICAL FOUNDATIONS OF LEARNING (3 credits)

56:300:500

HYBRID

Course description:

This course examines child and adolescent development and focuses on developmental stages, learner motivation, student interests, creating a healthy learning climate, language development, and individual differences. (NJPST 1)

Standards Addressed:

NJPST Standard One: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Learning goals:

- Explain the characteristics and components of human developmental stages
- Demonstrate an awareness of the differences in the social and academic development of young people
- Describe the distinct approaches to learning and motivation
- Analyze the factors which contribute to learner development and how instructional strategies can be used to promote learning at various developmental stages

Book:

McDevitt, T. and Ormrod, J. (2024). *Child development and education*. (8th ed.) Pearson
ISBN-13: 9780137871506

EXCEPTIONALITIES (3 credits)

56:300:501

MODE: HYBRID

Course Description:

A survey of the neurological, sensory, orthopedic, communicative, and social disabilities, including autism spectrum disorders, present in children and the impact of these on the psychological and academic development of the child. Students will also examine the effect of the disabilities on cognitive, mental, and social growth, the factors to be considered in assessment and rehabilitative developments, and strategies for professional collaboration to meet students' needs. (NJPST 2)

Standards Addressed:

NJPST Standard Two: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Learning goals:

- Explain the characteristics, diagnosis, and prevalence of common exceptionalities in the P-12 student population.
- Demonstrate an understanding of the differences in the social and academic development of students with diagnosed exceptionalities.
- Describe accommodations and modifications to help exceptional learners be successful in school.
- Outline factors that sometimes contribute to societal understanding and myths of exceptionalities.

Book:

Hallahan, D.P., Kauffman, J. M, & Pullen P.C. (2022). *Exceptional learners: Introduction to special education* (15th ed.). Pearson.

FUNDAMENTALS OF EDUCATION (3 credits)

56:300:510

MODE: HYBRID

Course description:

An examination of the foundations of teaching and instruction based on the New Jersey Professional Standards for Teachers. The completion and documentation of the 50-hour clinical experience is a course requirement. (NJPST 1-11)

Standards Addressed:

NJPST Standard One: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

NJPST Standard Two: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

NJPST Standard Three: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation

NJPST Standard Four: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, particularly as they relate to the Common Core Standards and the New Jersey Core Curriculum Content Standards and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

NJPST Standard Five: Application Of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

NJPST Standard Six: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

NJPST Standard Seven: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context

NJPST Standard Eight: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

NJPST Standard Nine: Professional Learning

The teacher engages in ongoing individual and collaborative professional learning designed to impact practice in ways that lead to improved learning for each student, using evidence of student achievement, action research and best practice to expand a repertoire of skills, strategies, materials, assessments and ideas to increase student learning.

Standard Ten: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Standard Eleven: Ethical Practice

Teachers shall act in accordance with legal and ethical responsibilities and shall use integrity and fairness to promote the success of all students.

Learning goals:

- Based on the New Jersey Professional Standards for Teachers and the InTASC standards, students will explore the standards content and expectations outlined for educators, including what teachers must know, the habits they need to cultivate, and the actions they must engage in.
- Identify factors educators must account for when planning for lessons and teaching.
- Design a lesson plan using the Rutgers Camden lesson plan format.

Book:

Kauchak, D. and Eggen, P. (2020). *Introduction to teaching: Becoming a professional*. (7th ed.) Pearson.

EARLY CHILDHOOD LEARNING (3 credits)

56:300:509

MODE: HYBRID

Course description:

This course will develop the student's ability to critically analyze and enhance literacy-based early childhood environments. It will provide a comprehensive overview of birth to age 8 settings to ensure students are able to plan and support developmentally appropriate materials and methods that meet the diverse needs of children, staff, and families. Learners will explore the importance of play, the effects of family and community on young learners, and the needs of multilingual, special needs, and at-risk students. (NJPST 2, 3, 4, 10)

Standards Addressed:

NJPST Standard Two: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

NJPST Standard Three: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

NJPST Standard Four: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, particularly as they relate to the Common Core Standards and the New Jersey Core Curriculum Content Standards and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

NJPST Standard Ten: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Learning goals:

- Understand the birth to age 8 classroom continuum and how teachers meet students' learning potential by effectively designing and using teaching models and methods that highlight play and infuse literacy throughout
- Identify evidence-based practices and environments that support the development and learning of all children, including those who are multilingual learners, those with disabilities, and those who are at risk.
- Describe the cognitive and linguistic factors that affect learning, development, and literacy acquisition.
- Recognize the importance the diversity of children and families, and the impact of the home, community, social constructs, and culture on their development.

Book:

Bredekamp, S and Joseph, G. (2024). *Effective Practices in Early Childhood Education: Building a Foundation* (5th edition) Pearson
ISBN 10: 0-13-787142-2 ISBN 13: 978-0-13-787142-1

LITERACY FOUNDATIONS (3 credits)

56:300:511

MODE: HYBRID

Course description:

This introductory course will examine the critical areas of language development, phonological and phonemic awareness, phonics, fluency, vocabulary, word study, comprehension, and digital literacy. Students will investigate the ways in which these topics inform early literacy programs and reflect on the philosophical and theoretical perspectives that shape their teaching practice. (NJPST 3, 4, 7)

Standards Addressed:

NJPST Standard Three: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation

NJPST Standard Four: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, particularly as they relate to the Common Core Standards and the New Jersey Core Curriculum Content Standards and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

NJPST Standard Seven: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Learning goals:

- Critically examine and define the terms and key components of literacy acquisition including phonological and phonemic awareness, phonics, fluency, vocabulary, word study, comprehension, and digital literacy.
- Identify the core areas and what is expected at each grade level for effective ELA instruction in alignment with NJSLS and the Preschool Teaching and Learning Standards.
- Develop and create instruction for differing learning level groups.

Book:

Hougen, Martha C. and Smartt, Susan M. (2020) *Fundamentals of Literacy Instruction and Assessment Pre-K-6* (2nd ed.) Baltimore, MA: Paul H. Brookes.
ISBN-13 978-1-68125-375-6

MATHEMATICAL FOUNDATIONS IN EDUCATION (3 credits)

56:300:512

MODE: HYBRID

Course description:

This course focuses on preparing pre-service teachers to develop, plan, and evaluate math lessons that are developmentally appropriate for learners from early childhood to 6th grade. Students will learn how to assess student math knowledge and skills based on content outlined in the NJSLS through a student-centered inquiry approach, working with manipulatives, different technologies, and other methods to build mathematical knowledge. (NJPST 4, 7)

Standards Addressed:

NJPST Standard Four: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, particularly as they relate to the Common Core Standards and the New Jersey Core Curriculum Content Standards and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

NJPST Standard Seven: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Learning goals:

- Understand, explain, and teach the basic mathematical concepts of sets and numeration, the four fundamental operations in arithmetic, number theory and number systems, functions, variables, and equations, data/statistics & chance/probability, and shapes, transformations, and measurements of basic geometric figures
- Use the NJSLS to guide the exploration of planning of standardized, comprehensive, meaningful, and integrated math lessons as future educators.
- Examine different instructional approaches, models, materials and forms of assessment in mathematics education to meet the multifaceted needs and learning styles of students
- Explore the ways children might represent mathematical concepts and look at ways to help children build connections and see relationships among mathematical ideas.

Book:

Van De Walle, J.A., Karp, K.S., Bay-Williams, J.M. (2023) *Elementary and middle school mathematics: Teaching developmentally*. (11th ed.) Pearson

- **CLINICAL PRACTICE I (2 credits)**
56:300:520
MODE: Field Experience (In-person)

Course description:

This course consists of 175 hours in a fieldwork component and seminar. Students will put theory into practice by strengthening pedagogy through observation and active classroom participation. Clinical practice is supervised and observed by University staff and assigned cooperating teachers. (NJPST 1-11)
(Pre-req Fundamentals of Education; 56:300:510)

Standards Addressed:

NJPST Standard One: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

NJPST Standard Two: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

NJPST Standard Three: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation

NJPST Standard Four: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, particularly as they relate to the Common Core Standards and the New Jersey Core Curriculum Content Standards and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

NJPST Standard Five: Application Of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

NJPST Standard Six: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

NJPST Standard Seven: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context

NJPST Standard Eight: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

NJPST Standard Nine: Professional Learning

The teacher engages in ongoing individual and collaborative professional learning designed to impact practice in ways that lead to improved learning for each student, using evidence of student achievement, action research and best practice to expand a repertoire of skills, strategies, materials, assessments and ideas to increase student learning.

Standard Ten: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Standard Eleven: Ethical Practice

Teachers shall act in accordance with legal and ethical responsibilities and shall use integrity and fairness to promote the success of all students.

Learning goals:

- Observe and actively participate, planning and teaching a minimum of 10 lessons, in an assigned PK-12 classroom.
- Follow the regulations, procedures, instructional practices, and professional expectations of the placement school and district
- Use the feedback from the Rutgers-Camden evaluations, based on the 11 NJPST, to learn and grow from for future lessons.

Book:

none

LITERACY TEACHING METHODS (4 credits)

56:300:513

MODE : HYBRID

Course description:

This course will examine instructional strategies to support readers and writers across the five pillars of reading - phonemic awareness, phonics, vocabulary, fluency, and comprehension - within a comprehensive literacy framework. A strong emphasis will be on the role of assessment in the teaching and learning process and expose candidates to a variety of reading assessments. Students will also learn about integrating literacy instruction across all content areas, with a special focus on science and social studies.(NJPST 5-8). (Co-req Clinical Practice I)

Standards Addressed:

NJPST Standard Five: Application Of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem- solving related to authentic local and global issues.

NJPST Standard Six: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

NJPST Standard Seven: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context

NJPST Standard Eight: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Learning goals:

- Develop grade and student appropriate lessons for the four major domains of English language arts in alignment with NJSLS.
- Demonstrate how to choose, evaluate, and implement research-based activities and assessments based on students' developmental and academic needs.
- Critically analyze and adapt differing curricula to meet the needs of a diverse student population and the NJSLS & the Preschool Teaching and Learning Standards.
- Implement diverse literature into all lessons.
- Use multiple formats and technologies to communicate ideas effectively in large and small group settings.
- Develop lessons for science and social studies that integrate literacy strategies connected to the NJSLS.

Book:

Hougen, M.C. and Smartt, S. M. (2020) *Fundamentals of Literacy Instruction and Assessment Pre-K-6* (2nd ed.) Baltimore, MA: Paul H. Brookes. ISBN-13 978-1-68125-375-6

Lupo, S.M., Hardigree, C., Thacker, E.S. Sawyer, A. G., & Merritt, J.D. (2021) *Teaching disciplinary literacy in grades K-6* (1st ed.). Routledge.

MATH TEACHING METHODS (3 credits)

56:300:514

MODE: HYBRID

Course description:

Bridging skills learned in Introduction to Math, this course will prepare students to strategically plan developmentally and academically appropriate instruction using strategies related to best practices for learners from early childhood to 6th grade, including infusing literacy skills into instruction. Students will delve into mathematics content and the NJSLS, while exploring current research on instructional practices and learn methods to implement instructional practices designed to make math accessible to students showing difficulty or in need of remediation. (NJPST 5-8) (Co-req Clinical Practice I)

Standards Addressed:

NJPST Standard Five: Application Of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

NJPST Standard Six: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

NJPST Standard Seven: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context

NJPST Standard Eight: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Learning goals:

- Identify and implement alternative methods for assessing students' work in mathematics from early childhood to grade 6.
- Define and create the characteristics of a classroom environment conducive to mathematical learning by reading and discussing the importance of mathematical tasks, mathematical tools, the roles of teachers and students, the assessment of mathematical understanding, and the integration of literacy into mathematical learning.
- Students will be able to design real-world mathematics lessons that reflect appropriate consideration of student needs, objectives to be achieved, content to be taught while allowing exploration, conjectures, and logical reasoning.
- Students will be able to use problem-solving skills to investigate real-life mathematical situations, and communicate mathematical ideas with others verbally, numerically, symbolically, graphically, and/or geometrically.

Book:

Van De Walle, J.A., Karp, K.S., Bay-Williams, J.M. (2023) *Elementary and middle school mathematics: Teaching developmentally*. (11th ed.) Pearson

Witzel B.S. & Little M.E. (2016) *Teaching mathematics to struggling learners: What works for special-needs learners*. Guilford Press.

Lupo, S.M., Hardigree, C., Thacker, E.S. Sawyer, A. G., & Merritt, J.D. (2021) *Teaching disciplinary literacy in grades K-6* (1st ed.). Routledge.

CLINICAL PRACTICE II (3 credits)
56:300:521
MODE: Field Experience (In-person)

Course description:

This course consists of a full-time, semester-length student teaching experience in a school setting. Students will continue to refine their planning and teaching skills. Clinical practice is supervised and observed by University staff and assigned cooperating teachers. (NJPST 1-11)

Standards Addressed:

NJPST Standard One: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

NJPST Standard Two: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

NJPST Standard Three: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation

NJPST Standard Four: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, particularly as they relate to the Common Core Standards and the New Jersey Core Curriculum Content Standards and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

NJPST Standard Five: Application Of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

NJPST Standard Six: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

NJPST Standard Seven: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context

NJPST Standard Eight: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

NJPST Standard Nine: Professional Learning

The teacher engages in ongoing individual and collaborative professional learning designed to impact practice in ways that lead to improved learning for each student, using evidence of student achievement, action research and best practice to expand a repertoire of skills, strategies, materials, assessments and

ideas to increase student learning.

Standard Ten: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Standard Eleven: Ethical Practice

Teachers shall act in accordance with legal and ethical responsibilities and shall use integrity and fairness to promote the success of all students.

Learning goals:

- Actively and progressively participate in an assigned PK-12 classroom
- Follow the regulations, procedures, instructional practices, and professional expectations of the placement school and district
- Use evaluations and comments to learn and grow from for future lessons

Book:

none

PROFESSIONAL RESPONSIBILITY (3 credits)

56:300:522

MODE HYBRID

Course description:

This course explores the role of a teacher and teacher leader both as a collaborator and role model in and outside the classroom. Students will investigate teacher professionalism and the organizational culture of schools with the aim that these understandings will prepare students to take a greater leadership role on issues that affect classroom practice and students' learning. Students will also finalize their professional teaching portfolio, reflect on clinical experiences, and examine ways to further their students' success. (NJPST 9,10,11) (Co-requisite Clinical Practice II – 56:300:521)

Standards Addressed:

NJPST Standard Nine: Professional Learning

The teacher engages in ongoing individual and collaborative professional learning designed to impact practice in ways that lead to improved learning for each student, using evidence of student achievement, action research and best practice to expand a repertoire of skills, strategies, materials, assessments and ideas to increase student learning.

Standard Ten: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Standard Eleven: Ethical Practice

Teachers shall act in accordance with legal and ethical responsibilities and shall use integrity and fairness to promote the success of all students.

Learning goals:

- Through collaboration with peers and colleagues, explore best practices and analyze student data from classroom placements to improve student achievement.
- Participate in a Professional Learning Community.
- Develop a greater understanding and application of the NJPST as a novice classroom teacher.
- Assess student learning and evaluation data for purposes of teacher and student growth.

Book:

Birk, C. & Casas. (2024) *Words on the wall: Culturizing your classroom for observable impact*. ConnectEDD Publishing.

Casas, J. (2017) *Culturize: Every student. every day. Whatever it takes*. Dave Burgess Consulting, Inc.

LITERACY IN PRACTICE (3 credits)

56:300:525

MODE: HYBRID

Course description:

This course will focus on applying literacy instruction and assessment as a co-requisite with the field placement. Students will expand their knowledge of the types, characteristics, and applications of commonly used and evolving literacy approaches, measures, and practices. Students will also develop expertise in identifying students' literacy needs and using that information for planning, implementing, and evaluating evidence-based literacy interventions to address those needs, including those with diverse social, cultural, linguistic, and literacy learning needs. (NJPST 2, 6, 7, 8). (Co-req Clinical Practice II)

Standards Addressed:

NJPST Standard Two: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

NJPST Standard Six: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

NJPST Standard Seven: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context

NJPST Standard Eight: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Learning goals:

- Collect a variety of comprehension strategies to use for a variety of reading difficulties.
- Demonstrate knowledge of and skill of how to choose, evaluate, and implement research-based assessments and assessment practices based on students' developmental and academic needs.
- Evaluate instructional materials, teaching approaches, assessment tools, and intervention strategies for struggling readers.
- Design and implement student directed literacy instruction.

Book:

Morse, T. (2021) *Fundamental strategies for presenting remedial instruction*. Kendall Hunt.
Zucker, T.A. & Cabell, S. Q. (2024). *Strive-for-five conversations: A framework that gets kids talking to accelerate their language comprehension and literacy*. New York: Scholastic.