Department of Curriculum & Instruction

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LIST 5361.005-Literacy Practicum 1   *Fall, 2014*

Instructor: Sandra K. Adams, Ph.D
Office: 322K Science Hall
Office Hours: By appointment only
Phone: 214-532-9096 (mobile)
Mailbox: College of Education, P.O. Box 19227
Email: sandrakadams@uta.edu

Course Title: Literacy Practicum I
Course Number: LIST 5316, Online Section 001 & 002
Catalog Description   LIST 5316. LITERACY PRACTICUM I (1-5) This practicum is intended for entering students in the M.Ed. with Literacy Emphasis who plan to teach reading and writing and become literacy coaches/certified Reading Specialists in K-12 schools. The course introduces the national Reading Specialist Standards and offers an overview of the program. The course combines an introduction to the theory, research, and knowledge in the field of literacy with application through field experiences in schools and classrooms. Students may complete field requirements in their own classroom or for students not currently teaching, they will be assigned to a classroom to complete approximately 5 hours of work with students per week. For students not seeking certification, placements will be arranged in alternative literacy settings.

Prerequisites:
This course should be taken in the first long semester of a student's program.
Course Prerequisites: There are no prerequisites listed for this course.

TEXTBOOK(S) AND MATERIALS:
Note: Texts can be ordered online, try your favorite distributor (e.g., Amazon.com or Barnes & Noble) or the UTA Bookstore:
Required Textbooks:
☐ Bean, R. M., Heisey, N., Roller, C. M. (Eds.) (2010, 2nd edition). *Preparing reading professionals.* Newark, DE: IRA. **(NOTE: This is the newest edition and all the readings are**

different from the 2004 edition. So, you must have the 2010 edition to participate in the course.)
☐ Walpole, S., & McKenna, M.C. (2004). *The literacy coach's handbook: A guide to research-based practice.* New York: Guildord Press.

Optional Textbook:
Toll, C.A. (2005). *The literacy coach's survival guide: Essential questions and practical answers.* Newark, DE: International Reading Association.

REQUIRED MATERIAL: The College of Education and Health Professions has adopted **Tk20**, a comprehensive data management system that will provide us with powerful tools to manage our growth and streamline our processes to enable us to meet your needs more efficiently and effectively. The set of tools that is required as a course text is called **TK20 HigherEd.** The following is a partial listing of what the Tk20 system will enable you to do:
- Create your course and performance artifacts online, which you will be able to access and use beyond graduation. This will be a great benefit to you as you seek to advance in your education career and build your career portfolio over time.
- Submit forms online, including applications for student teaching and other clinical practice required for teacher or administrator certification, and receive timely notification of placement details sent directly to your Tk20 account.
- Create multimedia portfolios for documenting your work for presentation to faculty and prospective employers that can be exported to CDs or other media.
- Monitor your progress throughout the program and have access to a fully documented record of your program performance, including field experience, practicum, internship,

On-line tutorials and training materials have been organized to orient you to the Tk20 system and its use. The direct link to the COEHP Tk20 informational website is
http://www.uta.edu/coehp/tk20

We appreciate your hard work and dedication toward completing your education in the College of Education and Health Professions at the University of Texas at Arlington!

LIST 5316 Alignment of Outcomes, Assignments, Standards

Pedagogical Knowledge & Skills—Instruction	School Profile	IRA 2.1-5.4 TESOL 3a-3c, 4a-4c	TExES Reading Specialist Domain I, Competency 001-008, Domain II, Competency 009-010, Domain III Competency 011-012, Domain IV Competency 013-014
☐ IRA 2.1 Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.	Weekly Reports		
☐ IRA 2.2 Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections.	Lesson Plan with Mentor Evaluation Practicum Evaluation		
☐ IRA 2.3 Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital,			

and online resources. □ IRA 3.1 Understand types of assessments and their purposes, strengths, and limitations. □ IRA 3.2 Select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes. □ IRA 3.3 Use assessment information to plan and evaluate instruction. □ IRA 3.4 Communicate assessment results and implications to a variety of audiences. • IRA 4.1 4.1 Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write. □ IRA 4.2 Use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.IRA 4.3 Develop and implement strategies to advocate for equity.. □ IRA 5.1 Design the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction. □ IRA 5.2 Design a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write. □ IRA 5.3 Use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another; discussions, and peer feedback). □ IRA 5.4 Use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction. □ TESOL Standard 3.a. Planning for Standards-Based ESL and Content Instruction. Candidates know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive			TExES ESL Domain II Competency 003–007

learning environment for ELLs. They plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum. ☐ TESOL Standard 3.b. Managing and Implementing Standards-Based ESL and Content Instruction. Candidates know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing. Candidates support ELLs' access to the core curriculum by teaching language through academic content. ☐ TESOL Standard 3.c. Using Resources and Technology Effectively in ESL and Content Instruction. Candidates are familiar with a wide range of standards-based materials, resources, and technologies, and choose, adapt, and use them in effective ESL and content teaching. ☐ TESOL Standard 4.a. Issues of Assessment for English Language Learners. Candidates demonstrate understanding of various assessment issues as they affect ELLs, such as accountability, bias, special education testing, language proficiency, and accommodations in formal testing situations. ☐ TESOL Standard 4.b. Language Proficiency Assessment. Candidates know and can use a variety of standards-based language proficiency instruments to show language growth and to inform their instruction. They demonstrate understanding of their uses for identification, placement, and reclassification of ELLs. ☐ TESOL Standard 4.c. Classroom-Based Assessment for ESL. Candidates know and can use a variety of performance-based assessment tools and techniques to inform instruction for in the classroom.			

Dispositions	Jigsaw Reading	IRA 6.1-6.4	TExES Reading
☐ IRA 6.1 Demonstrate foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture. ☐ IRA 6.2 Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors. ☐ IRA 6.3 Participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs. ☐ IRA 6.4 Understand and influence local, state, or national policy decisions. ☐ TESOL Standard 5.a. ESL Research and History. Candidates demonstrate knowledge of history, research, educational public policy, and current practice in the field of ESL teaching and apply this knowledge to inform teaching and learning. ☐ TESOL Standard 5.b. Professional Development , Partnerships, and Advocacy. Candidates take advantage of professional growth opportunities and demonstrate the ability to build partnerships with colleagues and students' families, serve as community resources, and advocate for ELLs.	& Discussion	TESOL 5a-5b	Specialist Domain IV, Competency 014 TExES ESL Domain III Competency 008, 010

Assignments & Grade Calculation

(Detailed assignment guidelines follow later in the syllabus)

Assignment	Points Possible	Grading Scale
Get Acquainted Posting	5	**This course is pass/fail**
Practicum Application + Mentor & Mentee Information Forms	5	
School / District Profile	25	
Weekly Reports (3 reports @ 25 points each for 75 points total)	75	**Passing:**
Jigsaw Discussion Reading Response & Replies (4 cycles of discussion @ 20 points each for 80 points total)	80	**232 points or above**
Professional Development Discussion, Week 5	10	

Lesson Plan, Mentor Evaluation, Self Assessment & Follow Up Discussion with Mentee	25	Failing: Below 232 points
Practicum Evaluation by Mentor (mentor posts at URL per instructor information)	10	
Literacy Leadership Development Profile	NA	All assignments must be submitted to completed the course
Learning Log	70	
TOTAL	305	

Drop Policy LIST 5316 Literacy Practicum 1
If you choose to withdraw from the course for any reason, you must follow University procedures. It is your responsibility to execute these procedures correctly and within the deadlines.

Americans with Disabilities Act (ADA) The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 - The Rehabilitation Act of 1973 as amended. As a faculty member, I am required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing me of your needs at the beginning of the semester and in providing authorized documentation through designated administrative channels.

Academic Dishonesty It is the philosophy of UTA that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. I take scholastic dishonesty very seriously – if the excerpt below is unclear, see me. I consider copying directly from the text or internet sites without proper citation as plagiarism. If in doubt, cite. I do not give credit for plagiarized assignments or cheating on exams and I will refer plagiarism to the Office of Student Judicial Affairs.
"Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." (Regents = Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2, Subdivision 3.22)

Plagiarism Plagiarism is the presentation of another person's work as your own, whether you mean to or not! Copying or paraphrasing passages from another writer's work without acknowledging that you've done so is plagiarism. Allowing another writer to write any part of your essay is plagiarism. Plagiarism is a serious offense. If you are suspected, you will be called before the Vice President for Student Affairs for disciplinary action. You will be given an incomplete for the course until your case is resolved. Plagiarism is easy to avoid. Simply acknowledge the source of any words, phrases or ideas that you use. If you're not sure how to quote or paraphrase a source or if you need help with the format of endnotes or bibliographies, check with me. While you can (and should) seek the help and advice of friends, classmates, and tutors, be sure that your written work is completely your own.
To learn how to properly acknowledge sources, complete the UTA Library's tutorial located at http://library.uta.edu/tutorials/Plagiarism/ .

Student Support Services: The University supports a variety of student success programs to help you connect with the University and achieve academic success. They include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 for more information and appropriate referrals.

Commitment to Diversity: In our commitment to the furthering of knowledge and fulfilling our educational mission, the School of Education at The University of Texas at Arlington seeks a campus climate that welcomes, celebrates, and promotes respect for the entire variety of human experience. In our commitment to diversity, we welcome people from all backgrounds. We seek to include knowledge and values from many cultures in the curriculum. Dimensions of diversity shall include, but are not limited to, the following: race, ethnicity, religious belief, sexual orientation, sex/gender, disability, socioeconomic status, cultural orientation, national origin, and age.

Topic Schedule: Complete all assignments by the posting deadline noted. Deadlines are **11:59 p.m. Central Time** on the dates noted. Some assignments may be accepted after an initial deadline (see schedule below) with a 25%late penalty. Check this schedule carefully because some assignments will not be accepted after the initial deadline.

Session/Seminar & Assigned Reading	Assignments	Posting Deadline (Some work submitted after this date will be accepted with a 25% late penalty.)	Closing of Assignment Area (Last possible date to post work with a 25% penalty. There may NOT be a window to submit late work.)
Content Session 1 (Week 1) Foundational Knowledge REQUIRED READING FROM: 1) **Walpole & McKenna** (ONE of the following textbook chapters will be assigned per student. Online reading is required.) • **Chapter 1,** What is a Literacy Coach?	**Get Acquainted Discussion** Post in DISCUSSIONS	**9/22 – 9/25**	**N/A**
	Practicum Application & Mentor – Mentee Information Sheet Post in ASSIGNMENTS	**9/24**	**N/A**
	District/School Profile Post in ASSIGNMENTS	**9/28**	**9/30**
	Discussion #1: Jigsaw Readings & Group Postings based upon **Walpole &**	**9/26 Response Post in Groups**	**N/A**

• **Chapter 3**, Reading Research **+** **2) Professor Authored Reading for Session 1** **Learning Log Entry International Reading Association book by Bean, Heisey, & Roller** Part 1-Foundational Knowledge Part 5-Literate Environment	**McKenna** based upon **Walpole & McKenna, chapter 3** **&** Professor-Authored Reading Week 1	**9/27** **Replies N/A** **Post in Groups**	**N/A**
	LEARNING LOG Entry # 1-Read: *American Reading Instruction Since 1967* by P. D. Pearson and develop learning log entry. **&** Read: *Engaging the Disengaged: Using Learning Clubs to Motivate Struggling Adolescent Readers and Writers* Develop learning log entry.according to syllabus directions. Submit in Assignments	**9/27**	
Content Session 2 (Week 2) Curriculum & Instruction **+** REQUIRED READING FROM: 1) **Walpole & McKenna** (ONE of the following textbook chapters will be assigned per student. Online reading is required.) • **Chapter 5,** Instructional Schedules • **Chapter 6,** Instructional Tasks & Procedures **+** **2) Professor Authored Reading for Session 2**	**District/School Profile** Post in ASSIGNMENTS	**9/28**	**9/30**
	Discussion #2: Jigsaw Readings & Group Postings based upon **Walpole & McKenna, chapter 5 or 6** **&** Professor-Authored Reading Week 2	**10/3** **Responses**	**NA**
		10/04 **Replies**	
	LEARNING LOG Entry # 2-Read *Developmental-Spelling Research: A Systematic Imperative*	**10/4**	

Learning Log Entry International Reading Association by Bean, Heisey, & Roller Part 1-Foundational Knowledge and Part 2-Curriculum & Instruction	*and develop learning log entry.* & Read *The Effects of Theoretically Different Instruction and Student Characteristics on the Skills of Struggling Readers develop and develop learning log entry.*		
Learning Log Entry International Reading Association by Bean, Heisey, & Roller Part 2-Curriculum & Instruction	**LEARNING LOG Entry # 3**-Read *Phonemes in Use: Multiple Activities for a Critical Process* & Read Two *Essential Ingredients: Phonics and Fluency Getting to Know Each Other* Develop learning log entry.according to syllabus directions. Submit in **Assignments**	**10/4**	
Content Session 3 (Week 3) Assessment & Evaluation Week 3 Videos REQUIRED READING FROM:	**Weekly Report #1 – Coaching Mentor Focus** (Include input on coaching activities with mentor) Post in ASSIGNMENTS	**10/05**	**10/07**
1) **Walpole & McKenna** (ONE of the following textbook chapters will be assigned per student. Online reading is required.) • **Chapter 4,** Reading	**Discussion #3:** Jigsaw Readings & Group Postings based upon **Walpole & McKenna, chapter 4 or 8** & Professor-Authored Reading Week 3	**10/10 Responses** **10/11 Replies**	**NA**

Assessment • **Chapter 8,** Intervention Programs **+** **2) Professor Authored Reading for Session 3**	**LEARNING LOG Entry # 4-**Read *Nine Things Every Teacher Should Know About Words and Vocabulary Instruction* & Read *Authentic Literacy Activities for Developing Comprehension and Writing* Develop learning log entry.according to syllabus directions. Submit in **Assignments**	**10/11**	

Content Session (Week 4) Diversity & Creating a Literate Environment	Weekly Report #2 – Candidate's Classroom Focus	10/12	10/14
Content Session (Week 4) **Diversity & Creating a Literate Environment** REQUIRED READING FROM: 1) **Walpole & McKenna** (ONE of the following textbook chapters will be assigned per student. Online reading is required.) • **Chapter 2,** What is a Schoolwide Reading Program? • **Chapter 7,** Selecting Materials and Programs **+** 2) **Professor Authored Reading for Session 4** **Learning Log Entry International Reading Association by Bean,**	**Weekly Report #2 – Candidate's Classroom Focus** (Include input on candidate's classroom activities) Post in Assignments	**10/12**	**10/14**

Heisey, & Roller Part 3-Assessment and Evaluation	**Discussion #4:** Jigsaw Readings & Group Postings based upon **Walpole & McKenna, chapter 2 or 7** & Professor-Authored Reading 4	**10/17** **Response** Post in Groups **10/18** **Replies** Post in Groups	N/A
	LEARNING LOG Entry # 5-Read *Principles for Literacy Assessment* Develop learning log entry.according to syllabus directions. Submit in **Assignments** **LEARNING LOG Entry # 6-Read** **Behind Test Scores: What Struggling Readers Really Need** Develop learning log entry.according to syllabus directions. Submit in **Assignments**	**10/18**	
Content Session 5 Professional Learning & Leadership 1) Walpole & McKenna	**Weekly Report #3 – Coaching Mentee Focus (Include input on coaching activities with mentee)**	**10/19**	**10/21** P

(Browse both chapters) •Chapter 9, Providing Professional Support •Chapter 10, Leadership **+** 2) Professor Authored **Reading for Session 5**	Post in Assignments		
	Lesson Plan, Mentor Evaluation, Self Assessment, Mentee Follow Up Discussion Post in Assignments	**10/22**	**10/22**
Learning Log Entry International Reading Association by Bean, Heisey, & Roller Part 3-Assessment	**LEARNING LOG Entry # 7-***Assessing English-Language Learners in Mainstream Classrooms* Develop learning log entry.according to syllabus directions. Submit in **Assignments**	**10/23**	**N/A**
	Literacy Leadership Development Profile	**10/23**	**N/A**
	Practicum Evaluation: Mentor posted to URL by mentor	**10/23 (flexible)**	**NA**
	Professional Development Discussion (submit in Discussions)	**10/24**	**10/25**

Detailed Guidelines for Assignments

1) GET ACQUAINTED POSTING
Description: Candidates will complete a Get Acquainted Posting to place in the Discussion Board so that class members may get to know each other.

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Format: Copy/paste the following information into Word and paste into the Discussion Board per instructor directions. You should copy/paste all assignments into the Discussion Board. This does not apply to the Assignments area where all work must be attached. In your introduction, include the following.

☐ your name

☐ your school/school district

☐ teaching experience and the grade-level and/or subject you teach

☐ previous online learning experience

☐ share your own feelings about literacy, reading and writing, and how you support or plan to support students in their literacy efforts

☐ share with the group an important teacher from your K-12 years and a reason for your choice

Credit	No Credit
Get Acquainted posting addresses all required points and is posted on-time. (5)	Get Acquainted posting does not address all required points and/or is not posted on-time. (0)

1) **PRACTICUM APPLICATION, MENTOR AND MENTEE INFORMATION SHEET** (5 points)
These forms appear as Assignment 1 in Week 1.

☐ You must submit your application to your administrator for approval to complete your practicum in that setting

☐ You must request a mentor to provide support and supervision during your practicum. Once that individual is designated/selected, you will complete a mentor information sheet.

☐ You must also select or be assigned a mentee (new or less experienced teacher or paraprofessional/teacher aid) that you coach/support throughout your practicum. Once that individual is designated/selected, you will complete a mentee information sheet.

☐ There is a deadline for submission of this paperwork.

Credit 5 points	No Credit 0 points
Submits application with all forms complete for candidate, mentor, and mentee	Submits incomplete application

3) DISTRICT/SCHOOL PROFILE (25 points)
Standards:
National: IRA Standards 1, 2, 3, 4, 5, 6
State: TExES Reading Specialist Competencies 001-014

Description: Candidates will complete a profile of their school and district.

Format: See required format that follows. (The format and instructions appear as Assignment 2 in Week 1.)

District/School Data: Instructions are pasted below for accessing the accountability report for your district-school.
Go to http://www.tea.state.tx.us
1. Click on Accountability on the menu.
2. Click on the first choice: **Academic Excellence Indicator System Reports (AEIS)** .
3. Click on AEIS 2005-06 (or latest date).
4. Click on Campus Report.
5. Complete the form that is presented to you (you MUST choose the pdf version).

Section I: Choose the District Option to see an overview of the district (rather than campus). You do not have to post the PDF for the district. Just use the district data for the written portion. Using the campus report and your initial observations of the school, write an **overview of the school** providing specific details including:
☐ Total school population
☐ Grade levels
☐ Ethnicity and gender breakdown
☐ Any information on language diversity
☐ Special programs at the school, e.g., ESL, GT, etc.
☐ General socioeconomic level of the student body
☐ General socioeconomic level of the community

With the school and district data, write a short paragraph comparing and contrasting the district and school demographics in terms of student diversity and achievement.

Section II: Using your initial observations of the classroom, write an **overview of the classroom** providing specific details including:
Classroom Data (list and discuss)
Number of students in class
Ethnicity/cultural background
Language background
Special needs considerations
Gender breakdown
Other pertinent data

Finally, compare the classroom where you are completing your practicum to the school and district data. How similar is the classroom to the school or district? How is it different?

Section III: Literacy Data (list and discuss)

☐ Scores on reading/language arts/writing portion of TAKS and standardized achievement test for the profiled classroom
☐ Classroom observations of students/class

Section IV: Instructional Implications (discuss)
Based on the literacy data, discuss the following items:
☐ What specific student literacy needs are most evident?
☐ How can those best be addressed?
☐ Can you utilize the given curriculum and adopted materials as they are?
☐ What specific difficulties do the adopted materials present?
☐ Do you need to make any adjustments to the adopted materials?
☐ Do you need to utilize any individualized instruction?
☐ If so, what adjustments will you make?

Grading Rubric:

Task	Expert 25	Acceptable 20	Unacceptable 15
Format	Easy-to-follow, required format (5)	Follows format for assignment (4)	Does not always follow format (3)
Section I: District/School Data	Completes school/district data and well-developed, insightful analysis with comparison/contrast of school/district (5)	Completes school/district data and good analysis with comparison/contrast of school/district (4)	Incomplete or inaccurate data and/or analysis with comparison/contrast of school/district (3)
Section II: Classroom Data Analysis	Completes classroom data and well-developed, insightful analysis with	Completes classroom data and good analysis with comparison/contrast of	Incomplete or inaccurate data and/or analysis with comparison/contrast of

	comparison/contrast of classroom with school/district (5)	classroom with school/district (4)	classroom with school/district (3)
Section III: Literacy Data Analysis	Completes literacy data and well-developed, insightful discussion of scores (5)	Completes literacy data and good discussion of scores (4)	Incomplete or inaccurate data and limited discussion of data (3)
Section IV: Needs Assessment – Instruction Implications	Well-developed insights about implications of literacy instruction and intervention (5)	Good insights about implications of literacy instruction and intervention (4)	Lacking any real insights about literacy instruction and intervention (3)

4) WEEKLY REPORTS (3 @ 25 points each for 75 points total)

Description: Candidates will complete a weekly report indicating the dates/times of observation, interaction, intervention, and coaching during the practicum. In addition, candidates will keep a log of instructional and assessment activities that they observe, implement, or demonstrate and reflect on their effectiveness to impact student learning and mentee learning. Clearly differentiate K-12 student learning issues and mentor/mentee learning.

      Weekly Report 1 is focused on the candidates' mentor's classrooms.
      Weekly Report 2 is focused on the candidates' own classrooms.
      Weekly Report 3 is focused on the mentees' classrooms. (Candidates will have a coaching discussion with their mentees.)

Candidates must show some contact with mentor and mentee each week such as meetings, conferences, discussions, or interactions.
Format: See format that follows. (This format appears in each week's assignment workspace.)

Weekly Report

Candidate: Date:

District: School:

Mentor: Mentee:

Grade Level/Subject Area:

Summary of Week #:   From (date):   To (date):

Section 1: Overview
Please reflect on the week which just ended and assess your learning experience. Use the tables that follow to indicate what happened this week in **your (or your mentor/mentee)** classroom and other interactions **you** experienced, and how **you** felt about each. Be sure to address both **what happened** and **your reflections** about the week's activities.

NOTE: Mark interactions with mentor and coaching with mentee in different font color.

Teaching responsibilities related to literacy:
Possible examples:
Guided reading groups, working with content teachers on literacy techniques, etc.

Non-teaching responsibilities related to literacy:
Possible examples:
1) Examine a sample of student's permanent record (CONFIDENTIAL) and report the types of information available related to reading/literacy issues;
2) Review textbook and supplementary materials related to English Language Arts/Reading;
3) Obtain and review a copy of the curriculum guide related to English Language Arts/Reading.

Observations in other literacy related classrooms beyond your own classroom or assigned classroom:
Observing in mentor's or mentee's classrooms, observing in peer's classrooms

Meetings, conferences, interviews with literacy-related school personnel
Possible examples:
1) Tour school library and interview librarian. Report the types of assistance that the librarian provides to teachers in terms of ordering books for special purposes, collecting class sets, text sets, etc.;
2) Meet with the department chair for English/Language Arts/Reading and/or team leader for the grade level you are assigned.

Section I: Overview

What happened this week	Reflections - What you think about what happened this week, and assessment of your learning experience
Teaching responsibilities related to literacy. Just list here, saving the details for Section II.	**Summary Statement:** As a whole, how do you feel the week went and why? (This is where you put your overall reflection about classroom successes and areas of growth, as well as your personal successes and areas of growth.)

3) Conduct brief interview about literacy focus/initiatives at school.
4) Report the district/school structure related to literacy.

Non-teaching responsibilities related to literacy. There must be at least one entry per report in this section.	Summary Statement: What have you noticed about "administrivia?" How do you (or others) organize for instruction?

Observations in other literacy-related classrooms beyond your own	Summary Statement: What is the literacy environment of the school, library, or other classrooms? If you observed a lesson, what was done well and what could be improved?

Meetings, conferences, interviews with literacy-related school personnel. There must be at least one entry per report in this section.	Summary Statement: Include reflections on the non-teaching responsibilities such as meetings. Was the goal of the meeting accomplished? Was the time well spent? What best practices do you want to remember when you lead a similar meeting?

Time spent meeting with/observing mentor NOTE: You must show some contact with your mentor each week such as meetings, conferences, discussions, or interactions.	Summary Statement: What ideas did you and your mentor share/discuss? What mentor lessons did you observe? If you observed a lesson, what was done well and what could be improved?

Coaching discussions/sessions with mentee NOTE: You must show some contact with your mentee each week such as meetings, conferences, discussions, or interactions.	Summary Statement: What ideas did you and your mentor share/discuss? What mentor lessons did you observe? If you observed a lesson, what was done well and what could be improved?.

Coaching discussions/sessions with mentee NOTE: You must show some contact with your mentee each week such as meetings, conferences, discussions, or interactions.	Summary Statement: What ideas did you share/discuss with your mentee? What mentee lessons did you observe? What demonstration lessons did you conduct for your mentee? Are your coaching sessions effective?

Section 2: Literacy Instructional Activities Log

Keep a log of the different literacy **instructional techniques you or your mentor/mentee** used this week and reflect on their success.

NOTE: Mark interactions with mentor and coaching with mentee in different font color.

Literacy Instructional Activities Describe the literacy activities, techniques, etc. you used this week and explain why you used this activity/technique.. If you were not teaching (e.g., observing in mentor's or mentee's classroom), comment on observed activities. Give enough explanation so that we can "see" the activity. Rather than "taught verbs or prepositions," tell how you did this. Be sure to explain program names or acronyms like Lexia or DRP.) Record at least three literacy activities for each report.	Reflections on Student Performance/Success For each literacy activity, reflect on your own or observed teacher's level of success and the students' performance. Reflect on how you felt the activity went and the level student understanding. What would you do differently, or do you see a need to reteach? How did you determine this? What observations led you to these reflections? Are there literacy principles you used in choosing this activity? What are they?

Section 3: Literacy Assessment Log

Keep a log of the different literacy **assessments you** used this week. Then report and analyze student data and **your reflections** on student performance. If you observe an assessment, be sure to check back with the teacher to determine the assessment results and report the grades/progress below.

NOTE: Mark interactions with mentor and coaching with mentee in different font color.

Literacy Assessments List the literacy assessments your mentee administered/observed. Give enough explanation so that we can "see" the assessment taking place. Include both informal (class discussion, group activity) and formal assessments (tests, projects). If you gave a formal assessment such as a test, copy and paste it (or scan and paste) at the end of this document. Record at least three assessments for each report.	Reflections on Student Performance/Success For each assessment, reflect on the students' performance. For instance, record the number of students, grade range, and average grade. Note where students started and where they ended in terms of understanding and performance. Add your reflections about what you learned from this assessment that will influence your instructional decisions. In the case of an informal assessment, you must still include your reflections in terms of the number of students who could participate, etc.

Grading Rubric:

Tasks	Expert 25	Acceptable 21	Unacceptable 14
Format	Easy-to-follow, required format (2)	Follows format for assignment (1)	Does not always follow format (0)
Section I: Overview	Complete and detailed record of meaningful literacy-	Complete record of meaningful literacy-related instruction,	Incomplete record of literacy-related instruction,

Section II: Literacy Instructional Activities Log **Section III: Literacy Assessment Log**	related instruction, observations and activities including both mentor and mentee activities with substantive, well-developed reflections (7) Detailed documentation of instructional activities (experienced or observed) and well-developed, substantive reflections concerning effect of instruction on student learning (8) Detailed documentation of assessment activities (experienced or observed) and well-developed, substantive reflections concerning effect of instruction on student learning and ability to use assessment to inform instruction (8)	observations, and activities including mentor and mentee interactions with good reflections (6) Documentation of instructional activities (experienced or observed) and good reflections concerning effect of instruction and on student learning (7) Documentation of assessment activities (experienced or observed) and good reflections concerning effect of instruction on student learning and ability to use assessment to inform instruction (7)	observations and activities, including mentor and mentee interactions with limited insights and/or superficial reflections (4) Incomplete documentation of instructional activities (experienced or observed) and limited or superficial reflections concerning effect of instruction and on student learning (5) Incomplete documentation of assessment activities (experienced or observed) and limited or superficial reflections concerning effect of instruction and limited ability to use assessment to inform instruction (5)

5) LEARNING LOG ENTRIES (10 points for each seven chapter readings from *Preparing Reading Professionals* by Bean, Heisey, & Roller, C. M.) This book is referred to as the IRA book.
Description: Develop a bullet listing of at least five ideas from each assigned chapter

Credit 10 points	No Credit 0 points
Submits assigned learning log entry with title of article, author(s), five major ideas listed in a bullet format with elaboration that clearly presents each idea, and page number(s) where the idea is presented	Submits incomplete learning log entry

6.) JIGSAW DISCUSSION (Reading Response, Replies, and Assessment) (25 points for each jigsaw discussion)
Description: For each Jigsaw Discussion Seminar, you will be assigned to read **ONE** article from a group of readings and you will also read **ONE** lesson/online lecture notes/reading.

Format: See required format that follows. (Instructions and format are included in Weeks 1-4 online text and assignment documents.)

Jigsaw Response, Replies, & Assessment has TWO parts **(Response & Replies).**
Part A: Response: You will submit a reading response summarizing your jigsaw reading and the lesson online lecture notes/readings as well as your personal reactions and extensions to the material. The format for the response part of this assignment is as follows:
- Click on Assignments
- Click on Reading Discussion #1
- Click on the group to which you have been assigned for this semester
- Click on Discussion Board
- Create a new thread and post your information in the text box (DO NOT CREATE AN ATTACHMENT) The information will follow this format:

☐ **Seven Key Points I Learned/I Found Interesting:** Cite at least 7 specific pieces of research, findings, suggestions from your reading noting the article/page/author and what you learned that was new/interesting. Cite how these points relate to you in your specific practicum situation. Remember to be specific.
☐ **Connecting Personal Observations & Reading Highlights:** Cite at four examples of activities, etc. that you are observing in your practicum that relate to the reading?
☐ **Connecting Personal Interactions & Reading Highlights:** Cite at least three discussions, interviews, interactions you had with mentor, other teachers, administrators, mentee, etc. that relate to the reading? How?
☐ **Connecting Personal Interventions & Reading Highlights:** Cite at least two interventions you conducted with students (e.g., lessons, tutoring, etc.) or partners/mentees (e.g.,peer coaching or mentoring) that relate to the reading. How? The intervention cycle should include the specific need, details of the intervention, and the result

Part B: Replies: Following your response posting, you will return to the discussion board to read and reply to at least TWO of your peer's responses. Label your replies as Reply 1A, Reply 1B, etc. The format for the reply part of this assignment is as follows. **It is required that you respond to any peers who have replied to your posting.**
☐ **Personal Connections:** Why did you choose this posting to respond?
☐ **Discussion:** What questions or comments do you have for the author of the response posting?
☐ **Extension:** How can you extend the conversation on this posting? (Share resources, experiences, etc. Go beyond ideas already mentioned in the discussion.)

Grading Rubric
NOTE: For this assignment, Parts A and B must be posted in the discussion board with your group, and Part C will be completed as an assignment document.

Tasks for *Part A: Reading Response*	Expert 10	Acceptable 6	Unacceptable 1

Format **Six key points** **Three connections to personal observations** **Two connections to interactions** **One connection to intervention**	Follows required format for response (1) Notes more than the six key points drawn from both online and text reading with excellent elaboration, in-depth insights, application to classroom, and specific examples (3) Notes more than three personal observations that reflect well-developed understanding of reading with in-depth personal connections and application of material to classroom settings (2) Notes more than two interactions in the practicum setting with mentor, mentee, and K-12 students that are well-developed and based on the reading (2) Demonstrates expert ability to apply the reading by noting more than one intervention with well developed need, details, and results (2)	Follows required format for response (1) Notes six points drawn from both online and text reading with insights, application to classroom, and examples (2) Notes three personal observations that reflect understanding of reading with personal connections and application of material to classroom settings (1) Notes two interactions in the practicum setting with mentor, mentee, and K-12 students that are based on the reading (1) Demonstrates ability to apply the reading by noting one intervention with need, details, and results (1)	Does not follow format for one or more of the parts (0) Does not note the minimum number of points and/or points are limited or superficial (1) Does not note the minimum number of personal observations or observations have limited connection to reading (0) Notes limited interactions in the practicum (0) Notes limited interventions with students and coaching opportunities with mentee (0)

Tasks for *Part B: Replies*	Target 10	Acceptable 7	Unacceptable 0 – 2
Format	Posts more than the two required replies according to the	Posts two required replies according to the required format (1)	Does not follow format for replies or make required

Responses Replies to Peers Extension of Dialogue	required format (2) Responds to all replies (1) All replies reflect well developed understanding of reading and synthesis of material with personal connections and application of material to classroom settings (4) Engages in genuine in depth discussion with peers, providing well developed support and encouragement and extensions of the dialogue (3)	Responds to all replies (1) Replies reflect understanding of reading and some synthesis of material with personal connections and application of material to classroom settings (3) Engages in good discussion with peers, providing support and encouragement and some extension of the dialogue (2)	number of replies (0) Does not respond to replies (0) Replies reflect limited understanding or synthesis of reading with few personal connections or limited application of material to classroom settings (0-1) Engages in limited discussion with peers or limited extension of the dialogue (0-1)

7) PROFESSIONAL DEVELOPMENT DISCUSSION (10 points)

Description: Informal discussion of professional development themes.

Answer these questions in a New Discussion Thread, then reply to at least two postings by your fellow classmates. Your replies should be specific probing questions, opinions or comments, or suggestions or examples of how the person's ideas can be demonstrated.

Guiding Questions for Week 5 Discussion

1. How do you display positive dispositions related to reading and the teaching of reading (IRA 5.1)? In other words, how do you show that you value literacy and serve as a positive role model of reading/writing and language use to your students and peers?

2. How do you continue to pursue the development of professional knowledge and dispositions (IRA 5.2), or in simpler terms, how do you continue to grow professionally?

3. What types of experiences have you had working with colleagues to observe, evaluate, and provide feedback on each other's practice (IRA 5.3)?

4. What types of experiences have you had in participating in, initiating, implementing, and evaluating professional development programs (IRA 5.4)?

Grading Rubric:

Credit	No Credit
Participates fully in professional development discussion responding to guiding questions and making at least two fully developed replies to peers. (10)	Does not participate in professional development discussion or does not follow directions for response to guiding questions or replies to peers.(5)

8) LESSON PLAN, MENTOR EVALUATION, SELF ASSESSMENT & FOLLOW UP DISCUSSION WITH MENTEE (25 points)

Description: As candidates move through the program, they will compile in their portfolio various instructional activities as well lesson and unit plans that reflect their knowledge of instructional strategies and assessment practices. For each practicum, they must include one lesson plan that has been implemented and evaluated by the mentor as well as observed by the mentee. Candidates must self-assess the lesson plan implementation and conduct a follow up discussion with mentee.

Format: See Assignments for the format for the Lesson Plan, Mentor Evaluation, Self-Assessment and Follow-Up Discussion with Mentee. All FOUR parts: lesson plan, mentor evaluation, self-assessment, and follow up discussion with mentee should be submitted as ONE complete set.

Grading Rubric:

Tasks for *Section 1: Lesson Plan Form*	Expert 15	Acceptable 10	Unacceptable 5
Format	Fully developed lesson plan that follows required format (2)	Lesson plan follows required format (1)	Does not follow format for assignment or missing some or all of required parts of the lesson (0)
Understanding of learners and P-12 student standards	Demonstrates in-depth understanding of learners and P-12 student standards and an ability to construct well-developed goals and objectives for instruction that draw on TEKS/TAKS (2)	Demonstrates general understanding of learners and P-12 student standards and an ability to construct goals and objectives for instruction that draw on TEKS/TAKS (1)	Demonstrates limited understanding of learners and P-12 student standards and / or has problems constructing goals and objectives for instruction that draw on TEKS/TAKS (0)
Knowledge of content and instructional resources	Shows in-depth knowledge of content taught as well as instructional resources and procedures that are best suited to the learners, content, and lesson (6)	Shows good knowledge of content taught as well as instructional resources and procedures that are suited to the learners, content, and lesson (5)	Lesson plan limited and/or lacks any real insights about learners, content, or pedagogy (4)
Understanding of accommodations and modifications for all students	Demonstrates in-	Demonstrates basic understanding of	Demonstrates basic understanding of accommodations and

| **Ability to plan appropriate assessments** | depth understanding of accommodations and modifications needed for all students to learn (3)

 Shows well-developed ability to plan appropriate assessments (2) | accommodations and modifications needed for all students to learn (2)

 Shows ability to plan appropriate assessments (1) | modifications needed for all students to learn (1)

 Has difficulty developing appropriate assessments (0) |

Tasks for *Section II: Formal Observation by Mentor*	Expert 3	Acceptable 2	Unacceptable 0
Submission of formal mentor evaluation noting ability to effectively plan and instruct students in an optimal environment	Submits formal mentor evaluation (see evaluation format that follows) with acceptable or higher ratings in every category noting well-developed ability to plan and instruct students in an optimal environment (3)	Submits formal mentor evaluation (see evaluation format that follows) with no unacceptable ratings noting ability to appropriately instruct students in an acceptable environment (2)	Submits formal mentor evaluation (see evaluation format that follows) with some unacceptable ratings noting inability to effectively plan and instruct students in an appropriate environment (1)

Tasks for *Sections III & IV: Lesson Plan Reflection and Self-Assessment Form* and *Follow-Up/Think Aloud Discussion of Lesson with Mentee*	Expert 7	Acceptable 5	Unacceptable 2
Shows ability to reflect on practice and make adjustments for student learning **Offers description of candidate-mentee**	Shows well-developed ability to reflect on practice and make necessary adjustments to enhance student learning (4)	Shows ability to reflect on practice and make necessary adjustments to enhance student learning (3) Offers good	Shows inability to reflect on practice and make necessary adjustments to enhance student learning (1) Offers limited or no

question-answer/discussion following lesson plan implementation	Offers well-developed description of candidate-mentee question-answer/discussion following lesson plan implementation (3)	description of candidate-mentee question-answer/discussion following lesson plan implementation (2)	description of candidate-mentee question-answer/discussion following lesson plan implementation (1)

9) PRACTICUM EVALUATION FROM MENTOR (10 points)
Description: For the practicum, the mentor will rate the candidates' performance on the IRA standards indicated. The mentor will access an online Practicum Evaluation form.
Format: See Literacy Practicum Handbook for format of Mentor Evaluation. Mentor provides evaluation and documentation online.

Grading Rubric:

Credit 10 points	No Credit 0 points
Practicum Evaluation from Mentor posted on time	Practicum Evaluation from Mentor not posted

9) LITERACY LEADERSHIP DEVELOPMENT PROFILE)
Description: Candidates will complete their Literacy Leadership Development Profile.
Format: Complete both grids/tables that follow for Literacy Leadership Development Profile.

LITERACY LEADERSHIP DEVELOPMENT PROFILE
For this assignment, candidates will chart an initial assessment of their own literacy background and activities, completing BOTH charts.
Literacy Attitudes ☐ What is the importance of your literacy attitudes as a professional educator? ☐ How do you model positive attitudes about literacy to your students/colleagues? **UPDATE THROUGHOUT PROGRAM**
Technology Literacy Describe your background in technology. ☐ Rate your comfort level with technology. ☐ Describe your efforts to grow in knowledge and skills in terms of technology. ☐ How do you model technology use? **UPDATE THROUGHOUT PROGRAM**
Professional Literacy ☐ What do you know about various professional groups related to literacy? ☐ Are you currently a member of a professional literacy group? Which one? ☐ Report on your participation/attendance in professional organizations including listservs, conference attendance, conference presentations. ☐ What professional books related to literacy have you read? Note books from courses and continue to add to this list throughout your program. **UPDATE THROUGHOUT PROGRAM**

Literacy Leadership ☐ What opportunities for literacy leadership have you had? **UPDATE THROUGHOUT PROGRAM**	
Professional Growth Plan (base this on your Practicum Evalution by your mentor and your own reflections/self assessment) Which areas of professional literacy knowledge and skills do you need to develop? Be specific and provide substantive plans for your growth.	

Begin this chart during LIST 5316 even if you have not accomplished every item. Continue to update this throughout your program.

Charting Continuing Professional Development	Date Accomplished/Reflections on Experience
Observing other teachers	
Shadowing a colleague	
Visiting other schools	
Networking/sharing practice with other teachers	
Co-ordinating or taking a lead in providing school based development opportunities	
Leading a special initiative in school	
Action research	
Contributing to a professional publication	
Being a representative for a professional association	
Reviewing others' performance	
Mentoring or tutoring trainee or newly qualified teachers	
Taking part in conferences or seminars	
Organizing displays, exhibitions or special events	
Keeping current by reading professional books (keep a list and record the title of the books and the date you completed them)	
Keeping current with children's/young adult literature (keep a list and record the titles of the books and the date you completed them)	
Tour school library and interview librarian.	
Report the types of assistance that the librarian provides to teachers in terms of ordering books for special purposes, collecting class sets, text sets, etc.	
Meet with the department chair for English/Language Arts/Reading and/or team leader for the grade level you are assigned. Conduct brief interview about literacy focus/initiatives at school. Report the district/school structure related to literacy.	
Review textbook and supplementary materials related to English Language Arts/Reading for all grades levels at your school.	
Obtain and review a copy of the district curriculum guide related to English Language Arts/Reading.	
Attend an area or state professional teacher association meeting and write a brief description and reflection	
Examine a sample of student's permanent record (CONFIDENTIAL) and report the types of information available related to reading/literacy issues.	
Mentor new teacher and support/coach team members.	

Grading Rubric:

10 Points Expert	8 points Acceptable	0-7 Points Unacceptable
☐ Easy to follow required format ☐ Easy to observe that all material has been included ☐ More than the required responses are included ☐ Detailed reflections and comments with responses indicate well developed insights about literacy and professional development ☐ Well developed plan with specific areas noted for professional growth.	☐ Follows format for assignment ☐ Easy to observe that all material has been included ☐ Required assignments only posted ☐ Some reflections or comments with responses indicate basic insights about literacy and professional development ☐ Plan with areas noted for professional growth.	☐ Does not follow format for assignment ☐ Unable to observe if all material has been included ☐ Missing some or all of required responses ☐ Reflections are not included, are not substantive, and lack any real insights about literacy and professional development ☐ Lacks any real plan for

Supplemental Reading List, Annotated Bibliography of Literacy Resources
Retrieved at http://www.pa-educator.net/literacy/resourcesbiblio.asp , July 1, 2005

☐ **What Really Matters for Struggling Readers: Designing Research-Based Programs. (2001). Richard Allington, NY: Addison-Wesley Educational Publishers, Inc.** Richard Allington offers easy-to-understand interpretations of research that support three important principles and shows teachers how to use a variety of best practices with children who are struggling readers.

LIST 5316 Literacy Practicum I

☐ **Reading Comprehension: Strategies for Independent Learners. (2001). Camille Blackowicz and Donna Ogle. NY: The Guilford Press.** This readable book presents a detailed model of comprehension that that provides the basis for a systematic discussion of the varied aspects of reading instruction. The authors' major goal is clear: to help teachers develop active, motivated, and skillful readers who will successfully meet the challenges of the 21$_{st}$ century.

☐ **The Art of Teaching Reading. (2001) Lucy McCormick Calkins. NY: Addison-Wesley Educational Publishers.** This book serves as an eloquent and desperately needed reminder of what matters most in teaching reading. It provides teachers with the companionship and guidance they need in order to approach each of the components of their reading curriculum with new clarity and direction.

☐ **The Literacy Map: Guiding Children to Where They Need to Be (K-3). (2000). J. Richard Gentry. NY: Mondo.** This book offers practical measures to assure that your students' literacy journeys to the next grade level are successful. This accessible handbook is packed with end-of-year kindergarten through third-grade benchmarks, schedules that work, classroom management tips, assessment tools, and teaching activities.

◻ **Classrooms That Work: They All Can Read and Write. (1999). Patricia M Cunningham and Richard Allington. NY: Longman.** The authors of this book have pulled together the best of what they know currently works for classrooms and teachers so that teachers can teach reading effectively.

◻ **Guided Reading: Good First Teaching for All Children. (1996). Irene Fountas and Gay Su Pinnell. NH: Heinemann.** Children bring to literacy a wide range of experience and competency. How can teachers best support a literate community yet still meet the needs of individual readers? For Fountas and Pinnell, the answer lies in guided reading, which allows children to develop as individual readers within the context of a small group.

◻ **Strategies That Work: Teaching Comprehension to Enhance Understanding. (2000) Stephanie Harvey and Anne Goudvis. Maine: Stenhouse.** Reading implies thinking and understanding, and teachers can help children develop strategies for comprehension. Children need to know how to make connections and ask questions, how to visualize and infer, how to extract important ideas and to synthesize information if they are to become fluent readers. The authors show how teachers can model these strategies by thinking aloud and coding the text, lifting text onto the overhead and reasoning through it in class discussions, and bringing in their own books to model how adults use these strategies.

◻ **Mosaic of Thought: Teaching Comprehension in a Reader's Workshop. (1997). Ellin Oliver Keene and Susan Zimmerman. NH: Heinemann.** How do students become thoughtful, independent readers who deeply understand what they read? To find the answer the authors took a journey into the thought processes of proficient readers. These processes serve as models for the strategies offered in this book −strategies intended to help children become more flexible, adaptive, and engaged readers.

◻ **Reading Instruction That Works. (1998). Michael Pressley. NY: The Guilford Press.** Noted educational researcher Michael Pressley synthesizes insights and data from a variety of disciplinary perspectives to provide the scientific basis for an eclectic approach. He makes a case for balancing decoding and comprehension skills instruction with other elements to create an effective literacy curriculum.

◻ **Learning to Read: Lessons from Exemplary First-Grade Classrooms. (2001). Michael Pressley, Richard Allington, Ruth Wharton-McDonald, Cathy Collins Block, and Lesley Mandel Morrow. NY: The Guilford Press.** This book examines current research on first-grade literacy instruction, and shows how it translates into what good teachers really do in the classroom.

◻ **Handbook of Early Literacy Research. Guilford Publications. Edited by Susan B. Neuman and David K. Dickinson. (info@guilford.com)** This volume brings together leading authorities to report on current findings, integrate insights from different disciplinary perspectives, and explore ways to provide children with the strongest possible literacy foundations in the first six years of life. The Handbook addresses questions about emergent literacy, various strands of knowledge and skills that emerge as children become literate, roles played by peers and families, and approaches to instructional assessment.

◻ **Systems for Change in Literacy Education A Guide to Professional Development. (2001). Carol A. Lyons & Gay Su Pinnell, New Hampshire: Heinemann Publishers.** Systems for Change offers specific suggestions for planning and implementing a literacy professional development program. It provides a framework for conceptualizing professional

development programs, along with guidelines, descriptions, and examples for using this framework to create a comprehensive K-6 professional development literacy program. The Spiral of Learning presented on p. 12 is a useful model for thinking about professional development as on-going learning experience.