**LIST 5316.001 and 002—Literacy Practicum 1**

| Fall 2015 |

| Instructor: Kathleen C. Tice, Ph.D |

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Kathleen Copeland Tice taught elementary students in Houston, working in suburban and inner-city schools. She worked on her Master's degree in reading education at the University of Houston, and she received her Ph. D. in reading and in English/language arts education at The University of Texas at Austin. She worked on a part-time basis at Austin Community College, teaching developmental courses in writing and reading. She was a faculty member at St. Edward's University in Austin where she taught courses in college reading and in teacher education. During two summers, she taught migrant high school students through Rural Upward Bound, which was based at St. Edward's University. Subsequently, she joined the faculty at the University of Illinois at Urbana-Champaign and conducted research as part of the Center for the Study of Reading. There, she had the opportunity to work with prospective and current classroom teachers. As well, she was able to work with students from other fields through a graduate course she taught that was part of an interdisciplinary program. Currently, Dr. Tice is the program coordinator for literacy studies in the Department of Curriculum & Instruction at UT–Arlington. She also works with undergraduate and graduate students through teaching courses in literacy studies. Her research has focused upon teacher knowledge development and service-learning in teacher preparation. She has served as the annual conference program chair for the Service-Learning & Experiential Education–SIG (Special Interest Group) of the American
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Educational Research Association and the Chair of the Service-Learning & Experiential Education-SIG. She is a co-editor of the International Journal of Research on Service-Learning in Teacher Education which is co-sponsored by the International Center for Service-Learning in Teacher Education which is housed at Duke University and the SIG-Service-Learning & Experiential Education of the American Educational Research Association (AERA). She received four awards for her dissertation research, including the Promising Researcher Award from the National Council of Teachers of English. She has received awards for outstanding teaching from universities where she taught before teaching at UT Arlington, and she received the UT Arlington (University of Texas at Arlington) Faculty Service-Learning Award. Additionally, she received Regents’ Outstanding Teaching Award from The University of Texas System. Below is a link to a video which features a service-learning experience that is part of an undergraduate course children’s literature that Dr. Tice teaches. Through this service-learning experience, prospective teachers read aloud to English language learners from working poor families.

http://www.youtube.com/watch?v=LrO8X5DvX1k

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 fall 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 through the UT Arlington Bookstore or online:

Required Textbooks:
1. 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.)
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!

Technology Requirements:  
What follows is a description of technology needed for this course.
- a computer with a consistent internet connection to access the course
- speakers or headphones to listen to videos
- a word processing software to complete written assignments
- a webcam or video recorder and a microphone to complete Book Sharing assignments where you read aloud picture books
- an Internet browser: Mozilla Firefox and Google Chrome are the recommended and supported browsers for this course.

The course also has the following options for system requirements:
- Windows Vista, 7 or 8
- Mac OSX 10.6, 10.7, 10.8, or 10.

UT Arlington Library:  
The UT Arlington Subject Librarian for Education is Gretchen Trkay (gtrkay@uta.edu).

Other information about resources the library offers includes the following:
- Library Home Page.......................... http://www.uta.edu/library
- Subject Guides.............................. http://libguides.uta.edu
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Subject Librarians .......................... http://www.uta.edu/library/help/subject-librarians.php
Course Reserves ............................ http://pulse.uta.edu/vwebv/enterCourseReserve.do
Library Tutorials ............................ http://www.uta.edu/library/help/tutorials.php
Connecting from Off-Campus .......... http://libguides.uta.edu/offcampus
Ask A Librarian ............................. http://ask.uta.edu

Attendance: At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, I have established the following attendance policy.

Online Course Meetings–Class members are expected to participate fully in the online course learning experiences, including being prepared for online discussions and posting by deadlines. Points will be deducted for late initial postings, and no credit is given for late replies. If a class member cannot post by the deadline, the class member should notify the instructor.

Class Participation/"Netiquette":

This course is part of a program preparing students to enter a profession. Therefore, professional interactions are expected. Much of the “text” of the course is created and gained by class members’ contributions as they interact with others. Class members are expected to participate fully and demonstrate a positive, professional attitude towards learning.

Class members are expected to complete all assignments by due dates, thereby being prepared to participate.

When meeting face-to-face, class members must not arrive late, leave early, or not participate fully and/or in a professional manner. If class members work on assignments for this course or another, send a text message during a class meeting, or engage in any task that is not part of the class activities, they receive an automatic 5 percent final grade deduction each time you do so. Talking at inappropriate times similarly results in a large deduction for class participation.

Class members have a right to express ideas in a candid manner, but they need to display a professional, not negative, demeanor in doing so. Those who choose to participate in a professional manner will be more apt to learn more because they are listening fully and/or crystallizing their thinking through sharing.

When creating and replying in the discussion forum, you must follow the below guidelines.

- Review your work before you post.
- Make sure to present your ideas in a clear, logical order and in a non-threatening tone.
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- To help convey tone, use popular emoticons such as 😊 (smiley face). But, be careful not to overuse them.
- Avoid writing in all capital letters as this conveys shouting.
- Use appropriate and non-offensive language. Additionally, slang, sarcasm, and abbreviations can be misunderstood.
- Respect others and their opinions. Disagree respectfully.
- Adhere to copyright rules and cite your sources.

When emailing your instructor or academic coach, you must follow the below guidelines:
- Always include the course name in the subject of your email.
- Use appropriate language and not slang or abbreviations.
- Emails are professional in manner, so no emotions

Literacy Studies Late Work Policy

Late work is accepted when the student has made prior arrangements with the instructor. All assignments turned in late could lose 10% of the possible points.

Dispositions in the College of Education and Health Professions, The University of Texas at Arlington:

I. Professional Dispositions Statement (Approved by Teacher Education Council, 2–7–2012)
The following statement on Professional Dispositions will appear in the Undergraduate and Graduate Catalogs and
in all relevant documentation.

Each candidate in the College of Education and Health Professions of UT Arlington will be evaluated on
Professional Dispositions by faculty and staff. These dispositions have been identified as essential for a
highly-qualified professional. Instructors and program directors will work with candidates rated
as “unacceptable” in one or more stated criteria. The candidate will have an opportunity to
develop a plan
to remediate any digressions.

II. PROFESSIONAL DISPOSITIONS GUIDELINES
The following Professional Dispositions Guidelines are to be followed by all students in COEHP. The standards
referenced are those of the Texas Administrative Code.¹ Students are responsible for identifying and following
professional standards and policies for their particular state.

A. **Professional Demeanor:** TAC Standards 1.9, 1.10, 2.1 through 3.9
   - Demonstrates respect and consideration for the thoughts and feelings of others (diverse populations, school personnel, university personnel, K–16 students).
     - Demonstrates kindness, fairness, patience, dignity and respect in working with others.
     - Accepts decisions made by institutional authority (no means “no”).
     - Treats others in a just and equitable manner.
   - Maintains composure and self-control.
     - Responds positively to constructive criticism.
     - Follows appropriate channels of communication/authority.
     - Reacts professionally (calm and patient) when under stressful situations.

B. **Professional Practices:** TAC Standards 1.1 through 3.9
   - Complies with class and program requirements
     - Attends classes, trainings, and field experiences.
     - Arrives on time and remains for the duration.
     - Is prepared, engaged, and meets deadlines.
   - Demonstrates academic integrity and honesty.
   - Maintains appropriate confidentiality at all times.
   - Demonstrates compliance with all laws and regulations.
   - Demonstrates compliance with University policies and TEA/professional specialty program area standards.

C. **Professional Appearance:** TAC Standards 1.7, 1.10, 2.5
   - Displays personal appearance and/or hygiene appropriate for professional settings.

D. **Professional Language/Communication:** TAC Standards 1.1, 1.7, 1.9, 1.10, 1.11. 2.1, 2.3 through 2.5, 2.7, 3.1 through 3.6, 3.8, 3.9
   - Uses appropriate and professional language and conduct.
   - Works effectively, collaboratively, and equitably with others.
   - Receives feedback in a positive manner and makes necessary adjustments.
   - Uses electronic and social media appropriately, e.g., texting, Facebook, Linked-In.
   - Follows school and state regulations in electronic contacts made with students, parents, administrators, professors and others professionals.
   - Uses UT Arlington email as official university form of electronic communication and information.
   - Uses respectful electronic communication etiquette in course related materials and correspondence, such as in Blackboard and email.


2. Non-Texas residents are responsible to follow the guidelines for ethical behavior published by their home state.
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**Academic Integrity:**
Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

**University Mission:**
The mission of The University of Texas at Arlington is to pursue knowledge, truth and excellence in a student-centered academic community characterized by shared values, unity of purpose, diversity of opinion, mutual respect and social responsibility. The University is committed to lifelong learning through its academic and continuing education programs, to discovering new knowledge through research and to enhancing its position as a comprehensive educational institution with bachelor’s, master’s, doctoral and non-degree continuing education programs.

**College Conceptual Framework:**

The conceptual framework of the UT Arlington College of Education was developed collaboratively and has evolved over time. Following the identification of a set of core values held by all involved in the preparation of candidates enrolled in the College, members of the University, PK-12 districts, higher education institutions, and area business and foundation communities worked together to develop a shared vision for education.

All activities in the College are guided by the premise that we are Partners for the Future, committed to fostering critical, creative thinkers prepared to engage meaningfully in a dynamic society. This premise is characterized and distinguished by three core values: Professionalism, Knowledge, and Leadership. Research, Diversity, and Technology are themes woven...
throughout each core value. The College mission, core values, and themes serve as the coherent thread running through all professional programs, guiding the systematic design and delivery of clinical/field experiences, course curricula, assessments, and evaluation. The Conceptual Framework consists of six interrelated and interacting components, which are viewed as essential contexts for the shaping of informed, skilled, and responsible partners:

- The first core value, **Professionalism**, represents the contention that candidates develop an expertise and specialized knowledge of their field. A high quality of work, standard of professional ethics and behaviors, as well as work morale and motivation are all necessary factors of a developed interest and desire to excel in job performance.

- The second core value, **Knowledge**, represents candidate theoretical or practical understanding of a subject. In today’s world, candidate knowledge includes not only academic content mastery, but also skills such as critical thinking, communication, technology literacy, and collaboration, each required for success in college, life, and career.

- The third core value, **Leadership**, represents candidate ability to organize, assist, and support others in the achievement of a common task. Candidates develop and refine their leadership skills within the context of their interactions with PK-20 students, curricula, faculty, and other professionals. The additional three components of the model, Research, Diversity, and Technology, represent themes woven into the core values:
  - **Research** encompasses the investigation of ideas and theories with the purpose of discovering, interpreting, and developing new systems, methods, and support for knowledge, behaviors, and attitudes.
  - **Diversity** is an indispensable component of academic excellence. A commitment to diversity means a dedication to the inclusion, welcome, and support of individuals from all groups, encompassing the various characteristics of persons in our community such as race, ethnicity, national origin, gender, age, socioeconomic background, religion, sexual orientation, and disability.
  - **Technology** is emphasized throughout all programs and is used to support and improve content delivery and student learning.

All components lead to the achievement of one goal—the development of informed and responsible Partners for the Future—who are committed to fostering analytical, innovative thinkers prepared to engage meaningfully in a dynamic society.

**National Standards:**

**Standards for Reading Professionals–Revised 2010**

The professional standards of the International Reading Association (IRA/ILA) and the National Council for Accreditation of Teacher Education (NCATE) guide the preparation of professionals in education, including the following: pre-K and elementary classroom teacher candidates, middle and high school content classroom teacher candidates, middle and high school reading classroom teacher candidates, reading specialist/literacy coach candidates. As stated on the Web site of IRA, “NCATE is a coalition of professional associations that accredits U.S. teacher education programs. Graduates of NCATE-accredited programs can be assured that their preparation is of high quality, and that they will enter the classroom with tools necessary to teach well.”
Standards 2010: Standard 1

Foundational Knowledge

Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.

Foundational knowledge is at the core of preparing individuals for roles in the reading profession and encompasses the major theories, research, and best practices that share a consensus of acceptance in the reading field. Individuals who enter the reading profession should understand the historically shared knowledge of the profession and develop the capacity to act on that knowledge responsibly. Elements of the Foundational Knowledge Standard set expectations in the domains of theoretical and practical knowledge, and in developing dispositions for the active, ethical use of professional knowledge. Expectations are founded on the concept of a profession as both a technical and moral enterprise, that is, competent performance for the betterment of society.

The following are the major assumptions of the Standards 2010 Committee for developing this standard and its elements:

- Based on several decades of cognitive science research on human learning, knowledge is domain specific and contextualized. Social experience and context play a role in the construction and development of knowledge.
- Knowledge in the reading field includes archival research-based knowledge and practical knowledge that reflects the wisdom of practice.
- Members of a professional community develop the capacity to learn from experience and contemplate their own practices in systematic ways.
- Knowledge represents the currently shared content of the reading field, subject to change over time as new knowledge and understandings are acquired.

Standards 2010: Standard 2

Curriculum and Instruction

Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.

The Curriculum and Instruction Standard recognizes the need to prepare educators who have a deep understanding and knowledge of the elements of a balanced, integrated, and comprehensive literacy curriculum and have developed expertise in enacting that curriculum. The elements focus on the use of effective practices in a well-articulated curriculum, using traditional print, digital, and online resources.

The following are the major assumptions of the Standards 2010 Committee for developing this standard and its elements:

- Foundational knowledge about literacy is essential in establishing a vision, and developing and enacting an integrated, comprehensive, and balanced curriculum that is responsive to the needs of diverse learners.
A conceptual framework for literacy development should inform teaching practices and selection of materials.

Evidence-based instructional strategies and practices should be used in developing and implementing instruction and a balanced and motivating reading and writing program.

Comprehensive reading programs provide a wide variety of traditional print, digital, and online resources to meet the needs of diverse students.

Traditional print, digital, and online reading and writing experiences that incorporate multiple genres, multiple perspectives, and media and communication technologies are necessary to prepare learners for literacy tasks of the 21st century.

Standards 2010: Standard 3

Assessment and Evaluation

Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.

The Assessment and Evaluation Standard recognizes the need to prepare teachers for using a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction. The elements featured in this standard relate to the systematic monitoring of student performance at individual, classroom, school, and systemwide levels. Teacher educators who specialize in literacy play a critical role in preparing teachers for multifaceted assessment responsibilities.

The following are the major assumptions of the Standards 2010 Committee for developing this standard and its elements:

- The most fundamental goal of assessment and evaluation is to optimize student learning.
- Effective assessment practices inform instruction.
- Competent reading professionals appreciate the importance of assessment.
- Effective reading professionals demonstrate a skilled use of assessment processes and results.
- Competent reading professionals are knowledgeable of standardized tests and their uses and limitations in the assessment process.
- Effective reading professionals are able to analyze data and communicate findings and implications to appropriate audiences.

Standards 2010: Standard 4

Diversity

Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.

The Diversity Standard focuses on the need to prepare teachers to build and engage their students in a curriculum that places value on the diversity that exists in our society, as featured
in elements such as race, ethnicity, class, gender, religion, and language. This standard is grounded in a set of principles and understandings that reflect a vision for a democratic and just society and inform the effective preparation of reading professionals.

The following are the major assumptions of the Standards 2010 Committee for developing this standard and its elements:

- Diversity will be as much a reality in the future as it is in our lives today and has been in the lives of our predecessors.
- There is a tradition of “deficit” thinking and discourse in the context of diversity and schooling. As a society, we are not far removed from a time when cultural deprivation was an accepted term.
- Diversity is a potential source of strength of a society to be encouraged not discouraged. Diversity is the basis for adaptability to change, and change is the only certainty in the future.
- Creating a curriculum that values diversity requires that teacher educators and teachers step outside their personal experiences within a particular linguistic, ethnic, or cultural group to experience the offerings of other groups.
- The elements of diversity in a society cannot be isolated within that society and certainly not within an individual. The elements of diversity interact in the form of multiple identities that may move from the background into the foreground as a function of the context and the moment.
- There is a danger in overgeneralizing (i.e., stereotyping) characteristics to all members of a group.
- Language-minority students need appropriate and different language and literacy instruction if they are to be successful academically while they learn English.
- It is the responsibility of teachers and schools not only to prepare learners in ways that value their diversity but also to prepare those learners to engage in active citizenship to redress areas of inequity and privilege.

Standards 2010: Standard 5

Literate Environment

Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

The Literate Environment Standard focuses on the need for candidates to synthesize their foundational knowledge about content, pedagogy, the effective use of physical space, instructional materials and technology, and the impact of the social environment to create an environment that fosters and supports students’ traditional print, digital, and online reading and writing achievement. This standard recognizes that candidates must create a literate environment that meets the diverse needs of students and facilitates connections across content areas as well as with the world outside the school.
The following are the major assumptions of the Standards 2010 Committee for developing this standard and its elements:

- An effective literate environment offers both visible and “invisible” support (i.e., psychological, social, emotional) to learners as they expand their literacies.
- The goal of the literate environment is to create a flexible border between the world outside the classroom and school to the world within (i.e., making the curriculum permeable to the social context). Learning should extend beyond the walls of the educational context to explore the potential for acts of literacy that affect the world outside.
- Learners require a literate environment that affords them the opportunity to engage in meaningful ways by providing time, accessibility, tools, choice, and support.
- Student learning is positively impacted by positive teacher dispositions, such as high expectations, a carefully crafted physical environment, and a safe, low-risk social environment.
- To meet the needs of learners, a co-constructed literate environment must continually change as interests and focal points for learning shift over time.

Standards 2010: Standard 6

Professional Learning and Leadership

Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.

The Professional Learning and Leadership Standard is based on a commitment by all reading professionals to lifelong learning. Professionals learn in many different ways, for example, individual learning through activities such as reading, pursuing advanced degrees, and attending professional meetings. The elements featured in this standard include an emphasis on positive dispositions, individual and collaborative learning, the ability to design and evaluate professional learning experiences, the importance of advocacy, and a need for knowledge about adult learning and school leadership. Also, learning is often collaborative and occurs in the workplace through grade-level meetings, academic team meetings, workshops, study groups, and so forth.

The following are the major assumptions of the Standards 2010 Committee for developing this standard and its elements:

- Effective professional learning is evidence based in ways that reflect both competent and critical use of relevant research and is thoughtfully planned, ongoing, differentiated, and embedded in the work of all faculty members.
- Effective professional learning is inclusive and collaborative across parents or guardians, the community, and all school staff, including education support personnel, classroom teachers, specialized personnel, supervisors, and administrators.
- Effective professional learning is focused on content determined by careful consideration and assessment of the needs of students, teachers, parents or guardians, and the larger community of stakeholders.
• Effective professional learning is supportive of the need for instruction that is responsive to the range of diversity.

• Effective professional learning is grounded in research related to adult learning and organizational change as well as research on reading acquisition, development, assessment, and instruction.

• Effective professional learning in schools requires collaboration, is job embedded, builds trust, and empowers teachers, and those who lead such efforts must have effective interpersonal, leadership, and communication skills.

**State Standards:**

Please Note: To access a complete copy, please see course materials and/or see the following: [http://www.tea.state.tx.us/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=6054](http://www.tea.state.tx.us/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=6054).

Reading Specialist Standard I

Components of Reading: The reading specialist applies knowledge of the interrelated components of reading across all developmental stages of oral and written language and has expertise in reading instruction at the levels of early childhood through grade 12.

Reading Specialist Standard II

Assessment and Instruction: The reading specialist uses expertise in implementing, modeling and providing integrated literacy assessment and instruction by utilizing appropriate methods and resources to address the varied learning needs of all students.

Reading Specialist Standard III

Strengths and Needs of Individual Students: The reading specialist recognizes how the differing strengths and needs of individual students influence their literacy development, applies knowledge of primary and second language acquisition to promote literacy and applies knowledge of reading difficulties, dyslexia and reading disabilities to promote literacy.

Reading Specialist Standard IV

Professional Knowledge and Leadership: The reading specialist understands the theoretical foundations of literacy; plans and implements a developmentally appropriate, research-based reading/literacy curriculum for all students; collaborates and communicates with educational stakeholders; and participates and takes a leadership role in designing, implementing and evaluating professional development programs.
Learning Outcomes: This section must be complete as per UT Arlington policy.

Candidates will be able to:
1. demonstrate understanding of major components of literacy instruction by completing learning logs and participating in discussions (IRA/ILA 1-State Standard 1)
2. demonstrate understanding of assessment measures and ways to analyze assessment data to inform instruction as demonstrated by completing learning logs (IRA/ILA 2-State Standard 1I)
3. demonstrate understanding of types of strengths and needs of students and how to meet the individual needs of all students, including struggling readers and English learners by completing learning logs and participating in discussions (IRA/ILA 4-State Standard III);
4. demonstrate understanding of literacy coaching/leadership by participating discussions;
5. demonstrate understanding of ways to create an environment that fosters development in reading and writing (IRA/ILA 5-State Standard I);

LIST 5316 Alignment of Outcomes, Assignments, Standards:
Pedagogical Knowledge & Skills

Instruction

- IRA 2.1 Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.
- IRA 2.2 Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading-writing connections.
- 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 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...
**Dispositions**

- 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.

| Jigsaw Reading & Discussion | IRA 6.1-6.4 | TExES Reading Specialist Domain IV, Competency 014 TExES ESL Domain III Competency 008, 010 |

**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.
Assignments & Grade Calculation:

(Detailed assignment guidelines follow later in the syllabus.)

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Possible</th>
<th>Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Get Acquainted Posting</td>
<td>3</td>
<td>This course is pass/fail.</td>
</tr>
<tr>
<td>2. Letter to Campus Administrators with Statement of Agreement</td>
<td>3</td>
<td>Passing: 244 points</td>
</tr>
<tr>
<td>3. Practicum Application-Information Form</td>
<td>1</td>
<td>Failing: Below 244 points</td>
</tr>
<tr>
<td>4. Letter to Field Supervisor with Statement of Agreement</td>
<td>3</td>
<td>All assignments must be submitted to complete and pass the course</td>
</tr>
<tr>
<td>5. School / District Profile</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>6. Weekly Reports (3 reports @ 25 points)</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>7. Learning Log Entries (5 entries @ 20 points each)</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>8. Jigsaw Discussion Reading Response &amp; Replies (4 cycles of discussion @ 20 points each)</td>
<td>80</td>
<td></td>
</tr>
<tr>
<td>9. Lesson Plan, Mentor Evaluation, Self Assessment &amp; Follow Up Discussion with Mentee</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>10. Observation and Conference Form from Field Supervisor-</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>11. Practicum Evaluation From Mentor-</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>325</td>
<td></td>
</tr>
</tbody>
</table>

**TK20 Note:**

All students are expected to add the following assignments to Tk20. All students must upload Assignments to Tk20 by the Tk20 due date or will earn a zero for the assignment EVEN if it is in Blackboard. Assignments are due on Tk20 by 11:55pm on the date due.

1. **Jigsaw Reading Response/Foundations of Literacy (LIST 5316)**-Copy/paste your Jigsaw assignments to create one document, and submit all of them as one document to Tk20. Only submit Part A, Reading Responses. Do not submit Part B.

2. **Lesson Plan (LIST 5316)**-All FOUR parts (i.e., lesson plan, mentor evaluation, self-assessment, and follow up discussion with mentee) should be submitted as ONE complete set. You also will be observed teaching this lesson by a field supervisor, but that observation form is not submitted here.

3. **Observation and Conference Form from Field Supervisor**

**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.

**Disability Accommodations:**

UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including The Americans with Disabilities Act (ADA), The Americans
with Disabilities Amendments Act (ADAAA), and Section 504 of the Rehabilitation Act. All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the **Office for Students with Disabilities (OSD)**. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

**The Office for Students with Disabilities, (OSD)** [www.uta.edu/disability](http://www.uta.edu/disability) or calling 817–272–3364.

**Counseling and Psychological Services, (CAPS)** [www.uta.edu/caps/](http://www.uta.edu/caps/) or calling 817–272–3671.

Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability–based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272–3364.

**Title IX:**
The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit [uta.edu/eos](http://uta.edu/eos). For information regarding Title IX, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX).

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents’ Rule 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

**Electronic Communication:**
UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university–related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at [http://www.uta.edu/oit/cs/email/mavmail.php](http://www.uta.edu/oit/cs/email/mavmail.php).

**Drop Policy:**
Students may drop or swap (adding and dropping a class concurrently) classes through self–service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two–thirds of the way through the term or session. It is the student’s responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non–attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships ([http://wweb.uta.edu/aaoo/](http://wweb.uta.edu/aaoo/)).

**Student Feedback Survey:**
LIST 5316.001 Literacy Practicum 1

At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit http://www.uta.edu/sfs.

Final Review Week:
A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

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.

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

<table>
<thead>
<tr>
<th>Credit</th>
<th>No Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Get Acquainted posting addresses all required points and is posted on-time. (5)</td>
<td>Get Acquainted posting does not address all required points and/or is not posted on-time. (0)</td>
</tr>
</tbody>
</table>

2. LETTER TO CAMPUS ADMINISTRATION WITH STATEMENT of AGREEMENT (3 points)
• You present the Letter to Campus Administrators and Teachers with Signed Agreement for the campus administrator to read to discuss with you the practicum, including choices for a mentor and mentee.

• The **mentor** is a teacher with more experience in literacy instruction than you.

• The **mentee** is a teacher who is a novice in regard to literacy instruction or a paraprofessional, and you will try to understand the interests and needs of novice literacy educators by working with your mentee in LIST 5316. (You will provide coaching later in our program, in LIST 5317.)

• Please do use the letter for discussion and make sure to provide a copy for the campus administrator to keep.

• This letter also can be used to describe the practicum to your mentor and mentee.

• You will ask the administrator, mentor teacher, mentee to sign your copy of the agreement, and you also sign the agreement.

• Through the course you also can obtain a letter to campus administrators and teachers that explains the practicum experiences of LIST 5316 and that provides documentation of agreement.

• There is a deadline for submission of this paperwork.

### Letter to Campus Administrators with Statement of Agreement

<table>
<thead>
<tr>
<th>Credit</th>
<th>No Credit</th>
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<tbody>
<tr>
<td>3 points</td>
<td>0 points</td>
</tr>
</tbody>
</table>

| Submits Statement of Agreement for principal, candidate, mentor, and mentee | Submits incomplete form |

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LIST 5316.001 Literacy Practicum 1
3. PRACTICUM APPLICATION-INFORMATION FORM (1 point)

- After you meet with the campus administrator and have the signed statements of agreement, you will receive approval for your practicum to be completed in the school, and you will have a selected mentor and mentee.

- The Practicum Application-Information Form provides information about the school, the mentor, mentee, and you. You can find this form in Assignments in Blackboard.

- You must select or be assigned a field supervisor (a certified educator with advanced credentials, such as principal, assistant principal, or reading specialist) who observes you teach one time and provides feedback.

- You submit the name of this person by submitting the Letter to Field Supervisor with Statement of Agreement. Information about this is provided next.

- There is a deadline for submission of this paperwork.

<table>
<thead>
<tr>
<th>Credit 1 points</th>
<th>No Credit 0 points</th>
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</thead>
<tbody>
<tr>
<td>Submits application with all forms complete for candidate, mentor, and mentee</td>
<td>Submits incomplete application</td>
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</tbody>
</table>

4. LETTER TO FIELD SUPERVISOR WITH STATEMENT OF AGREEMENT (3 points)

- Each student in LIST 5316 is observed one time by a field supervisor. The field supervisor observes you one time as you provide a lesson in literacy education based upon a lesson plan you develop through LIST 5316.

- The field supervisor is an experienced educator who is certified and has at least a master’s degree, such as a current or former principal, assistant principal, reading specialist, or experienced teacher.

- **The field supervisor is not the same person as your mentor.**

- The graduate student will submit the name of a person who can work with the graduate student as a field supervisor, and the UT Arlington Field Supervisor Coordinator, Dr. Missy Glenn, will work with UT Arlington graduate students to provide any needed assistance in finding a field supervisor.

- Once a potential field supervisor is identified, the field supervisor is provided a letter with a statement of agreement. You submit the name of this person by submitting the Letter to Field Supervisor with Statement of Agreement.

- Letter to Field Supervisor with Statement of Agreement is found in the Assignments section of Blackboard.
Letter to Field Supervisor with Statement of Agreement

<table>
<thead>
<tr>
<th>Credit 3 points</th>
<th>No Credit 0 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submits Statement of Agreement from Field Supervisor</td>
<td>Submits incomplete form</td>
</tr>
</tbody>
</table>

5. 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://ritter.tea.state.tx.us/perfreport/tapr/2014/index.html
1. Click on Campus Report on the left side of the screen.
2. Enter the last name of your campus
3. Download the PDF and attach this report to your assignment.

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 (if available)
- Any information on language diversity
- Special programs at the school, e.g., ESL, GT, Dual Language, 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 (if available)
- 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?
LIST 5316.001 Literacy Practicum 1

Section III: Literacy Data (list and discuss)

- Scores on reading/language arts/writing portion of STAAR 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:

<table>
<thead>
<tr>
<th>Task</th>
<th>Expert 25</th>
<th>Acceptable 20</th>
<th>Unacceptable 15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Format</td>
<td>Easy-to-follow, required format (5)</td>
<td>Follows format for assignment (4)</td>
<td>Does not always follow format (3)</td>
</tr>
<tr>
<td>Section I: District/School Data</td>
<td>Completes school/district data and well-developed, insightful analysis with comparison/contrast of school/district (5)</td>
<td>Completes school/district data and good analysis with comparison/contrast of school/district (4)</td>
<td>Incomplete or inaccurate data and/or analysis with comparison/contrast of school/district (3)</td>
</tr>
<tr>
<td>Section II: Classroom Data Analysis</td>
<td>Completes classroom data and well-developed, insightful analysis with comparison/contrast of classroom with school/district (5)</td>
<td>Completes classroom data and good analysis with comparison/contrast of classroom with school/district (4)</td>
<td>Incomplete or inaccurate data and/or analysis with comparison/contrast of classroom with school/district (3)</td>
</tr>
<tr>
<td>Section III: Literacy Data Analysis</td>
<td>Completes literacy data and good discussion of scores (5)</td>
<td>Good insights about implications of literacy instruction and intervention (4)</td>
<td>Lacking any real insights about literacy instruction and intervention (3)</td>
</tr>
<tr>
<td>Section IV: Needs Assessment – Instruction Implications</td>
<td>Well-developed insights about implications of literacy instruction and intervention (5)</td>
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</table>
6. 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 or the classroom of another person if not currently teaching. Weekly Report 3 is focused on the mentees’ classrooms. (Candidates will have a discussion with their mentees regarding their thoughts and experiences with literacy instruction and student achievement. This conversation is designed to deepen the candidates’ understanding of a new teacher’s needs in terms of literacy, not to provide coaching.)

Candidates must show some contact with mentor and mentee each week such as meetings, observations, conferences, discussions, or interactions.

Format: See format that follows. (Use this template which appears in Blackboard Assignments.)

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- An entry is required for each report, based upon your teaching or an observation:

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

Non-teaching responsibilities related to literacy- An entry is required for each report:

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—**Two observations are required or three if you are not currently teaching, and one must be in a mentee’s classroom.**

**Meetings, conferences, interviews with literacy-related school personnel** - **An entry is required for each report.**
Possible examples:
1) Your 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**

<table>
<thead>
<tr>
<th>What happened this week</th>
<th>Reflections - What you think about what happened this week, and assessment of your learning experience</th>
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<tbody>
<tr>
<td><strong>Teaching responsibilities related to literacy. Just list here, saving the details for Section II. You will share your teaching or what you observed.</strong></td>
<td><strong>Summary Statement:</strong> 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.)</td>
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<tr>
<th><strong>Non-teaching responsibilities related to literacy. There must be at least one entry per report in this section.</strong></th>
<th><strong>Summary Statement:</strong> How do you (or others) organize for instruction?</th>
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<tr>
<th><strong>Observations in other literacy-related classrooms beyond your own</strong> You must observe your mentee and an experienced literacy teacher at least one time, so that you have at least two observations. These can feature whole-group, small-group, or individual instruction. Your description should include a detailed account.</th>
<th><strong>Summary Statement:</strong> 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?</th>
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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?

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<th>Date</th>
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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?

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<th>Date</th>
<th>Description</th>
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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?

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<tr>
<th>Date</th>
<th>Description</th>
<th>Notes</th>
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</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Literacy Instructional Activities</th>
<th>Reflections on Student Performance/Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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?</td>
</tr>
</tbody>
</table>

Section 3: Literacy Assessment Log
Keep a log of the different literacy assessments you used or observed 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. The assessment could be an informal assessment, such as a running record or anecdotal notes during a guided reading lesson.
NOTE: Mark interactions with mentor and coaching with mentee in different font color.

<table>
<thead>
<tr>
<th>Literacy Assessments</th>
<th>Reflections on Student Performance/Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>
### Grading Rubric:

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Expert 25</th>
<th>Acceptable 21</th>
<th>Unacceptable 14</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Format</strong></td>
<td>Easy-to-follow, required format (2)</td>
<td>Follows format for assignment (1)</td>
<td>Does not always follow format (0)</td>
</tr>
<tr>
<td><strong>Section I: Overview</strong></td>
<td>Complete and detailed record of meaningful literacy-related instruction, observations and activities including both mentor and mentee activities with substantive, well-developed reflections (7)</td>
<td>Complete record of meaningful literacy-related instruction, observations, and activities including mentor and mentee interactions with good reflections (6)</td>
<td>Incomplete record of literacy-related instruction, observations and activities, including mentor and mentee interactions with limited insights and/or superficial reflections (4)</td>
</tr>
<tr>
<td><strong>Section II: Literacy Instructional Activities Log</strong></td>
<td>Detailed documentation of instructional activities (experienced or observed) and well-developed, substantive reflections concerning effect of instruction on student learning (8)</td>
<td>Documentation of instructional activities (experienced or observed) and good reflections concerning effect of instruction and on student learning (7)</td>
<td>Incomplete documentation of instructional activities (experienced or observed) and limited or superficial reflections concerning effect of instruction and on student learning (5)</td>
</tr>
<tr>
<td><strong>Section III: Literacy Assessment Log</strong></td>
<td>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)</td>
<td>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)</td>
<td>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)</td>
</tr>
</tbody>
</table>

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**7. LEARNING LOG ENTRIES** (5 entries @ 20 points each, for 100 points total)
Description: Read each assigned chapter. Review content through developing a learning log entry. For the entry, present the title of the chapter and author(s). Include all headings/subheadings provided in the article. Under each heading, develop a bullet listing of major ideas. Please make sure to include information from each paragraph. Also, please make sure to
address important ideas, not solely copy any sentence that is in the paragraph. For each listing, include the page number. You can copy from the book because this is a type of review and documentation. This is a review for you. You will reflect upon the readings when you post your Jigsaw work.

<table>
<thead>
<tr>
<th>Credit</th>
<th>Credit</th>
<th>Credit/No Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 points</td>
<td>10 points</td>
<td>5-0 points</td>
</tr>
<tr>
<td>Submits assigned learning log entry with title of article, author(s), all headings/subheadings, at least one major idea from each paragraph listed in a bullet format with elaboration that clearly presents each idea, and page number(s) where the idea is presented</td>
<td>Submits assigned learning log entry with title of article, author(s), but one or more of the following is not included: all headings/subheadings, at least one major idea from each paragraph listed in a bullet format with elaboration that clearly presents each idea, and page number(s) where the idea is presented</td>
<td>Submits incomplete learning log entry</td>
</tr>
</tbody>
</table>

8) 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. Through your posting, the postings of others, and your replies, you will gain insights and contribute to the learning of others.

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).

8. JIGSAW DISCUSSION (Reading Response, Replies, and Assessment) (4 @ 20 points for each jigsaw discussion, for 80 points total)

Description: For each Jigsaw Discussion Seminar, you will post information by selecting ideas from your professional reading and elaborating upon them by sharing your thoughts and connections about the ideas you selected.

Format: See required format that follows.

Jigsaw Response, Replies, & Assessment has TWO parts (Response & Replies).

Part A: Response: You will submit information based upon ideas you selected for your learning log. What follows is how to present these ideas and add your connections/ reflections about the ideas.

· Seven Key Points I Learned/I Found Interesting: Cite at least seven specific pieces of research, findings, suggestions from your reading noting the article/page/author and what you learned that was new/interesting to earn full credit. Cite how these points relate to you in your specific practicum or in your development as a teacher. Remember to be specific.
• Connecting Personal Observations & Reading Highlights: Cite at least three examples of activities or experiences that you are observing in your practicum or have seen in the past that relate to the reading.

Part B: Replies: Following your response posting, you will return to the discussion board to read and reply to THREE 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. As a courtesy, make sure you respond to any peers who have replied to your posting.

Personal Connections: Why did you choose this posting to respond?

Discussion & Extension: What comments do you have for the author of the response posting?

Extension:

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.

<table>
<thead>
<tr>
<th>Tasks for Part A: Reading Response</th>
<th>Expert 10</th>
<th>Acceptable 6</th>
<th>Unacceptable 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Format</td>
<td>Follows required format for response (1)</td>
<td>Follows required format for response (1)</td>
<td>Does not follow format for one or more of the parts (0)</td>
</tr>
<tr>
<td>Key points</td>
<td>Notes seven or more key points drawn from both online and text reading with excellent elaboration, in-depth insights, application to classroom, and specific examples (4)</td>
<td>Notes six points drawn from both online and text reading with insights, application to classroom, and examples (3)</td>
<td>Does not note the minimum number of points and/or points are limited or superficial (1)</td>
</tr>
<tr>
<td>Connections to personal/professional observations</td>
<td>Notes three or more personal observations that reflect well-developed understanding of reading with in-depth personal connections and application of material to classroom settings (5)</td>
<td>Notes two personal observations that reflect understanding of reading with personal connections and application of material to classroom settings (2)</td>
<td>Does not note the minimum number of personal observations or observations have limited connection to reading (0)</td>
</tr>
</tbody>
</table>
### Tasks for Part B: Replies

<table>
<thead>
<tr>
<th>Format</th>
<th>Target 10</th>
<th>Acceptable 7</th>
<th>Unacceptable 0 – 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Posts the two required replies according to the required format (2)</td>
<td>Posts two required replies according to the required format (1)</td>
<td>Does not follow format for replies or make required number of replies (0)</td>
<td></td>
</tr>
<tr>
<td>Responses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responds to all replies (1)</td>
<td>Responds to some replies but not all (1)</td>
<td>Does not respond to replies (0)</td>
<td></td>
</tr>
<tr>
<td>Replies to Peers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All replies reflect well developed understanding of reading and synthesis of material with personal connections and application of material to classroom settings (7)</td>
<td>Replies reflect understanding of reading and some synthesis of material with personal connections and application of material to classroom settings (5)</td>
<td>Replies reflect limited understanding or synthesis of reading with few personal connections or limited application of material to classroom settings (0-2)</td>
<td></td>
</tr>
<tr>
<td>Extension of Dialogue</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 9) 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:

1. One lesson plan that has been **implemented, observed and evaluated by the mentor** and field supervisor. The field supervisor can observe another lesson.
2. Candidates must self-assess the lesson plan implementation.
3. Candidates must conference with the mentee.

**Format:** See Literacy Practicum Handbook for format of 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. You also will be observed teaching this lesson or another by a field supervisor.

**Grading Rubric:**

<table>
<thead>
<tr>
<th>Tasks for Section 1: Lesson Plan Form</th>
<th>Expert 15</th>
<th>Acceptable 10</th>
<th>Unacceptable 5</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Task</th>
<th>Expert 3</th>
<th>Acceptable 2</th>
<th>Unacceptable 0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Format</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understanding of learners and P-12 student standards</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledge of content and instructional resources</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understanding of accommodations and modifications for all students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to plan appropriate assessments</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Tasks for Section II: Formal Observation by Mentor**
Submission of formal mentor evaluation noting ability to effectively plan and instruct students in an optimal environment

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acceptable or Higher</td>
<td>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)</td>
</tr>
<tr>
<td>Unacceptable</td>
<td>Submits formal mentor evaluation (see evaluation format that follows) with no unacceptable ratings noting ability to appropriately instruct students in an acceptable environment (2)</td>
</tr>
<tr>
<td>Some Unacceptable</td>
<td>Submits formal mentor evaluation (see evaluation format that follows) with some unacceptable ratings noting inability to effectively plan and instruct students in an optimal environment (1)</td>
</tr>
</tbody>
</table>

Tasks for Sections III & IV: Lesson Plan Reflection and Self-Assessment Form and Follow-Up/Think Aloud Discussion of Lesson with Mentee Expert 5

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acceptable</td>
<td>Shows well-developed ability to reflect on practice and make necessary adjustments to enhance student learning (4)</td>
</tr>
<tr>
<td>Unacceptable</td>
<td>Shows ability to reflect on practice and make necessary adjustments to enhance student learning (3)</td>
</tr>
<tr>
<td>Unacceptable</td>
<td>Shows inability to reflect on practice and make necessary adjustments to enhance student learning (1)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acceptable</td>
<td>Offers well-developed description of candidate-mentee question-answer/discussion following lesson plan implementation (3)</td>
</tr>
<tr>
<td>Unacceptable</td>
<td>Offers good description of candidate-mentee question-answer/discussion following lesson plan implementation (2)</td>
</tr>
<tr>
<td>Unacceptable</td>
<td>Offers limited or no description of candidate-mentee question-answer/discussion following lesson plan implementation (1)</td>
</tr>
</tbody>
</table>

10. OBSERVATION AND CONFERENCE FORM FROM FIELD SUPERVISOR (6 Points)

A field supervisor observes a candidate one time for at least 45 minutes. For LIST 5316, this observation features the candidate providing a lesson in literacy education to a class or small group of students. The lesson is based upon the lesson plan submitted in the course. After the observation, a 20 minute follow-up conference takes place where the field supervisor provides feedback. The field supervisor completes an observation and
conference form. The field supervisor coordinator (FSC) from UT Arlington ensures that the field supervisor has access to the practicum observation and conference form and field supervisor training, which includes providing an example of a completed form.

You scan your completed copy of the observation and conference form to submit it in Blackboard. Your field supervisor submits the completed form to the Literacy Studies website (and receives the link from the Field Supervisor Coordinator). Your Field supervisor also emails the completed form to your principal.

We recommend that you also access the Literacy Studies website to become familiar with the observation and conference form before you are observed. Please click on the link to access the Literacy Studies website, or you can copy/paste the link if you do not access the website directly.

http://www.uta.edu/coehp/academics/advising/fieldexperience/literacy-studies-field.php

Grading Rubric:

<table>
<thead>
<tr>
<th>Credit: 6 points</th>
<th>Credit: 3 points</th>
<th>Credit: 0 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation and Conference Form from Field Supervisor is completed and posted.</td>
<td>Observation and Conference Form is posted but one–two items have not been completed.</td>
<td>Observation and Conference Form not posted by the end of the course.</td>
</tr>
</tbody>
</table>

11) 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:

<table>
<thead>
<tr>
<th>Credit 10 points</th>
<th>No Credit 0 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum Evaluation from Mentor posted on time</td>
<td>Practicum Evaluation from Mentor not posted</td>
</tr>
</tbody>
</table>

Course Schedule: Please complete all assignments by the posting deadline noted. Deadlines are 11:59 p.m. Central Time on the dates noted.

Week One-Week Two (August 27-September 12)
Topics & Assignments:
Get Acquainted Discussion-Due: 9/3-9/4
Post in Group-Discussions

Meet with campus administrator to plan for practicum and complete practicum documents:
Practicum Application-Due: 9/10
Letter to Campus Administrator-Due: 9/10
Letter to Field Supervisor with Statement of Agreement-Due: 9/11
Post in ASSIGNMENTS

LEARNING LOG # 1-Due: Thursday, 9/10
*The Literacy Coach’s Handbook* by Walpole & McKenna-Chapter 4-Finding and Applying Reading Research, pp. 56–76.
Post in ASSIGNMENTS

**Week Two-Week Three (September 6-19)**
Topics & Assignments:

**Jigsaw Discussion #1**: Jigsaw Readings & Group Postings based upon *Preparing Reading Professionals*-Student Perceptions of Reading Engagement: Learning from Learners, p.287
Posting One-Friday, 9/11
Three Replies-Saturday-Tuesday, 9/12-9/15
Follow-Up Replies-Wednesday-Thursday, 9/16-9/17

**Week Three**
Topics & Assignments:
District/School Profile-Due: 9/19
Post in ASSIGNMENTS

**Week Four-Week Five (September 20-October 3)**
Topics & Assignments:

LEARNING LOG # 2- Due: Thursday, 9/24
*Preparing Reading Professionals* Phonemes in Use: Multiple Activities for a Critical Process, p. 97 and
*Preparing Reading Professionals*- Nine Things Every Teacher Should Know About Words and Vocabulary Instruction

**Jigsaw Discussion #2**: Jigsaw Readings & Group Postings based upon Learning Log #2
Posting One-Friday, 9/25
Three Replies-Saturday-Tuesday, 9/26-9/29
Follow-Up Replies-Wednesday-Thursday, 9/30--10/1
Week Five
Topics & Assignments:

Weekly Report #1 – Coaching Mentor Focus (but include all categories as designated in syllabus) Due: 10/3
Post in ASSIGNMENTS

Week Six-Week Seven (October 4-17)
Topics & Assignments:

Jigsaw Discussion #3: Jigsaw Readings & Group Postings based upon Preparing Reading Professionals - Behind Test Scores: What Struggling Readers Really Need, p. 171
Posting One - Friday, 10/9
Three Replies - Saturday-Tuesday, 10/10-10/13
Follow-Up Replies - Wednesday-Thursday, 10/14-10/15

Week Seven
Topics & Assignments:

Weekly Report #2 – Candidate's Classroom Focus or Another Teacher if not teaching (but include all categories as designated in syllabus) Due: 10/17
Post in ASSIGNMENTS

Week Eight-Week Nine (October 18-31)
Topics & Assignments:

Jigsaw Discussion #4: Jigsaw Readings & Group Postings based upon The Literacy Coach’s Handbook by Walpole & McKenna - Chapter 2-Research on Literacy Coaching
Posting One - Friday, 10/23
Three Replies - Saturday-Tuesday, 10/24-10/27
Follow-Up Replies - Wednesday-Thursday, 10/28-10/29

Week Nine
Topics & Assignments:
Weekly Report #3 – Coaching Mentee Focus (but include all categories as designated in syllabus) Due: 10/31
Post in ASSIGNMENTS

Week Ten (November 1-7)
Topics & Assignments:

Work on Lesson Plan by meeting with mentor to discuss plans and making arrangements to be observed by mentor and field supervisor. Make plans to discuss the lesson
implementation with mentee. If the field supervisor and mentor cannot observe this lesson, you need to teach another lesson and be observed by the field supervisor for 45 minutes with a 30-minute conference after the observation.

LEARNING LOG # 3- Due: 11/8
The Literacy Coach’s Handbook by Walpole & McKenna-Chapter 5-Reading Assessment
Post in ASSIGNMENTS

Week Eleven-Week Twelve (November 8-21)
Topics & Assignments:
Continue to work on Lesson Plan by meeting with mentor to show plans and confirming arrangements to be observed by field supervisor.

Complete all four parts of Lesson Plan assignment: 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. Due: 11/20
Post in ASSIGNMENTS

Week Thirteen-Week Fourteen (November 22-December 5)
Topics & Assignments:
LEARNING LOG # 4- Due: 12/3
Preparing Reading Professionals Developmental-Spelling Research: A Systematic Imperative, p. 106
Post in ASSIGNMENTS

Start on LEARNING LOG # 5-Preparing Reading Professionals-Part I-Preparing Reading Professionals- American Reading Instruction Since 1967, pp 7-18 (and submit with Part II)

Practicum Evaluation: Mentor (submitted online-Due: 12/4)

Field Supervisor Observation and Conference Form-Due: 12/4

Week Fifteen (December 6-12)
Topics & Assignments:
Complete LEARNING LOG # 5-Due: 12/9-12/12
Preparing Reading Professionals-Part I-Preparing Reading Professionals- American Reading Instruction Since 1967, pp 7-32
Post in ASSIGNMENTS