

Department of Curriculum & Instruction



LIST 5317: Literacy Practicum II-001 & 002- Fall 2016

Instructor: Pamela Dougherty-Smith

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Dr. Pam Dougherty-Smith is an adjunct professor for the College of Education at the University of Texas at Arlington. She has taught graduate literacy classes for UTA, SMU, and Concordia University. She has also taught undergraduate courses for the College of Education at the University of Texas at Austin.

Having earned a doctorate in reading education from the University of North Texas, her specialties include reading in the content areas, emergent literacy, and literacy for at risk populations. She also has extensive training in writing instruction and served as a trainer for the New Jersey Writing Project, taught English as a Second Language as part of the district's Adult Basic Education Program, and speed reading, study skills, and SAT preparation at community centers and a private tutoring company. As a literacy leader in the Dallas Independent School District for many years, she has broad experience teaching and working with diverse populations, administrators, teachers, and students at all levels. In addition to teaching first through sixth grades, she served as a Reading Demonstration Teacher, Coach, Specialist, Associate Principal, and Director of the English Language Arts Department. She remains committed to urban education.

She has published in *The Social Studies* journal, and *Biographies for Young Adults* and serves as a reviewer for the **Reading Teacher**, an International Reading Association peer reviewed journal. She has presented at various regional, state, and international conferences.

Catalog Description

LIST 5317. LITERACY PRACTICUM I (1-5) This practicum is intended as the capstone experience for students in the M.Ed. with Literacy Emphasis. The course provides an opportunity to synthesize the theory and research related to literacy that has been presented in the program, to explore literacy program development, and to participate in professional leadership options. Students apply theory/research through field experiences in a professional setting.

Textbook(s) and Materials

Texts can be ordered online, try your favorite distributor (e.g., Amazon.com or Barnes & Noble), or the [UTA Bookstore](#):

- Lyons, C. A.& Pinnell, G. S. 2001). **Systems for change in literacy education: A guide to professional development.** Portsmouth, NH: Heinemann.
- You will purchase for \$19.95 an interactive exam as part of your review of what you need to know as a literacy leader/reading specialist. Once you are in the course, you will receive information about when and how to do this.

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, or clinical practice. This is particularly important, given increased use of performance interviews by employers.

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 5317 Alignment of Outcomes, Assignments, Standards

<p align="center">LEARNING OUTCOMES</p> <p>The learner:</p>	<p align="center">Assignments/ Assessments</p>	<p align="center">National Standards</p>	<p align="center">TE_xES Domains/ Competencies</p>
<p>Content Knowledge</p> <p>IRA 1.1 Demonstrate knowledge of psychological, sociological, and linguistic foundations of reading and writing processes and instruction.</p> <p>IRA 1.2 Demonstrate knowledge of reading research and histories of reading.</p> <p>IRA 1.3 Demonstrate knowledge of language development and reading acquisition and the variations related to cultural and linguistic diversity.</p> <p>IRA 1.4 Demonstrate knowledge of the major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) and how they are integrated in fluent reading. ●</p> <p>TESOL Standard 1.a. Describing language. Candidates demonstrate understanding of language as a system and demonstrate a high level of competence in helping ESOL students acquire and use English in listening, speaking, reading, and writing for social and academic purposes. ●</p> <p>TESOL Standard 1.b. Language acquisition and development. Candidates understand and apply concepts, theories, research, and practice to facilitate the acquisition of a primary and a new language in and out of classroom settings.</p> <ul style="list-style-type: none"> ● TESOL Standard 2.a. Nature and Role of Culture. Candidates know, understand, and use the major concepts, principles, theories, and research related to the nature and role of culture in language development and academic achievement that support individual students' learning. ● TESOL Standard 2.b. Cultural Groups and Identity. Candidates know, understand, and use knowledge of how cultural groups and students' cultural identities affect language learning and school achievement. 	<ul style="list-style-type: none"> ● Reading Response & Replies Discussion ● Professional Development Project 	<p>I RA 1.1-1.4</p> <p>TESOL 1a-1b, 2a-2b</p>	<p>TE_xES Reading Specialist Domain I, Competency 001008, Domain IV, 013</p> <p>TE_xES ESL Domain I, Competency 001-002; Domain III Competency 009</p>
<p>Pedagogical Knowledge & Skills—Instruction</p>			

<p>IRA 2.1 Use instructional grouping options (individual, small group, whole class, and computer based) as appropriate for accomplishing given purposes. IRA 2.2 Use a wide range of instructional practices, approaches, and methods, including technology-based practices, for learners at differing stages of development and from differing cultural and linguistic backgrounds. IRA 2.3 Use a wide range of curriculum materials in effective reading instruction for learners at different stages of reading and writing development and from different cultural and linguistic backgrounds. IRA 3.1 Use a wide range of assessment tools and practices that range from individual and group standardized tests to individual and group informal classroom assessment strategies, including technology based assessment tools.</p> <p>IRA 3.2 Place students along a developmental continuum and identify students’ proficiencies and difficulties. IRA 3.3 Use assessment information to plan, evaluate, and revise effective instruction that meets the needs of all students, including those at different developmental stages and those from different cultural and linguistic backgrounds.</p> <p>IRA 3.4 Communicate results of assessments to specific individuals (students, parents, caregivers, colleagues, administrators, policymakers, policy officials, community, etc.).</p> <p>IRA 4.1 Use students’ interests, reading abilities, and backgrounds as foundations for the reading and writing program.</p> <p>IRA 4.2 Use a large supply of books, technology-based information, and nonprint materials representing multiple levels, broad interests, and cultural, and linguistic backgrounds.</p> <p>IRA 4.3 Model reading and writing enthusiastically as valued lifelong learners.</p> <p>IRA 4.4 Motivate learners to be lifelong learners.</p> <p>TESOL Standard 3.a. Planning for TESOL StandardsBased ESL and Content Instruction. Candidates know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ESOL students. Candidates serve as effective English-language models, as they plan for multilevel classrooms with learners from diverse backgrounds using TESOL Standards-based ESL and content curriculum.</p> <p>TESOL Standard 3.b. Managing and Implementing TESOL Standards-Based ESL and Content Instruction. Candidates know, manage, and implement a variety of TESOL Standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing, and for accessing the core curriculum. Candidates support ESOL students in accessing the core curriculum as they learn language and academic content together.</p>	<ul style="list-style-type: none"> • Coaching Reports • Practicum Evaluation • Professional Development Project 	<p>IRA 2.1-4.4</p> <p>TESOL 3a-3c, 4a-4c</p>	<p>TEExES Reading Specialist Domain I, Competency 001-008, Domain II, Competency 009-010, Domain III Competency 011-012, Domain IV Competency 013014</p> <p>TEExES ESL Domain II Competency 003-007</p>
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TESOL Standard 3.c. Using Resources Effectively in ESL and Content Instruction. Candidates are familiar with a wide range of TESOL Standards-based materials, resources, and technologies, and choose, adapt, and use them in effective ESL and content teaching.

<ul style="list-style-type: none"> • TESOL Standard 4.a. Issues of Assessment for ESL. Candidates understand various issues of assessment (e.g., cultural and linguistic bias; political, social, and psychological factors) in assessment, IQ, and special education testing (including gifted and talented); the importance of TESOL Standards; and the difference between language proficiency and other types of assessment (e.g., TESOL Standardized achievement tests of overall mastery), as they affect ESOL student learning. • TESOL Standard 4.b. Language Proficiency Assessment. Candidates know and use a variety of TESOL Standardsbased language proficiency instruments to inform their instruction and understand their uses for identification, placement, and demonstration of language growth of ESOL students. • TESOL Standard 4.c. Classroom-Based Assessment for ESL. Candidates know and use a variety of performancebased assessment tools and techniques to inform instruction. 			
<p>Dispositions</p> <p>IRA 5.1 Display positive dispositions related to reading and the teaching of reading.</p> <p>IRA 5.2 Continue to pursue the development of professional knowledge and dispositions.</p> <p>IRA 5.3 Work with colleagues to observe, evaluate, and provide feedback on each other’s practice.</p> <p>IRA 5.4 Participate in, initiate, implement, and evaluate professional development programs.</p> <p>TESOL Standard 5.a. ESL Research and History. Candidates demonstrate knowledge of history, research, and current practice in the field of ESL teaching and apply this knowledge to improve teaching and learning.</p> <ul style="list-style-type: none"> • TESOL Standard 5.b. Partnerships and Advocacy. Candidates serve as professional resources, advocate for ESOL students, and build partnerships with students’ families. • TESOL Standard 5.c. Professional Development and Collaboration. Candidates collaborate with and are prepared to serve as a resource to all staff, including paraprofessionals, to improve learning for all ESOL students. 	<p>Summary of Professional Development Project</p>	<p>I RA 5.1-5.4 TESOL 5a-5c</p>	<p>TEExES Reading Specialist Domain IV, Competency 014</p> <p>TEExES ESL Domain III Competency 008, 010</p>

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Assignment	Points Possible	Grading Scale
Letter to Campus Administrators with Statement of Agreement Practicum Application-Information Form Letter to Field Supervisor with Statement of Agreement	4 1 5	A. = 340-370 (93-100%) B. = 310-339 (84-92%) C. = 275-309 (75-83%) D = 255-274 (70-74%) F = below 255 (below 70%)
Planning Sheet-Part A and Planning Sheet B (for Professional Development Project)	5 5	
Professional Development Project (Submitted in THREE parts @ 60 points each)	180	
Review of Topics-Part A, Part B, and Part C (3 @ 10 points each) Completion of Practice Exam, Analysis of Errors, and Plans for Further Review Interactive Practice Exam Attempt(s) and Study Notes for Further Review of Concepts	30 15 10	
Coaching Reports (2 reports @ 25 points each for 50 points total) The Coaching Report 1-Planning is required to receive credit for that report.	50 10	
Reading Logs 1-3 (3 logs @ 15 points each for 45 points total)	45	
Practicum Evaluation from Mentor Observation and Conference Form from Field Supervisor	4 6	
TOTAL	370	

***Please Note: To receive credit for these assignments, they must be posted in Tk20 and in Blackboard.**

Field Supervisor Observation and Conference Form
Coaching Report 1 and Coaching Report 2
Professional Development Project-Parts 1-3

LIST 5317-Schedule of Assignments

Please complete all assignments by the posting deadline noted. Deadlines are **11:59 p.m. Central Time** for the dates noted. A penalty of 25% could be assessed from any assignment that is late.

Week One-Week Three

Meet with campus administrator to plan for practicum and complete practicum documents:

Practicum Application-Due: 2/5

Letter to Campus Administrator-Due: 2/5

Letter to Field Supervisor with Statement of Agreement-Due: 2/5

Post in **ASSIGNMENTS**

Professional Reading and Log 1-**Due: 2/6**

Week Four-Week Six

Coaching Report 1-Planning Document-**Due: 2/13**

Professional Reading and Log 2-**Due: 2/20**

Coaching Report 1-Complete and Submit-**Due: 2/27**

Week Seven -Week Eight

Reading and Log 3--**Due: 3/5 (must be completed before submitting Planning-Part A and Professional Development Project)**

Week Nine-Week Fourteen

Professional Development Project-Planning-Part A-**Due: 3/12**

Professional Development Project-Planning-Part A-Needed Revisions- **Due: 3/19**

Professional Development Project-Planning-Part B-**Due: 3/26**

Professional Development Project-Planning-Part B-Needed Revisions- **Due: 4/1**

Professional Development Project-Part 1-**Due: 4/2**

Professional Development Project-Part 2: Scholarship that Supports Topic and Evaluation of the Project-**Due: 4/4**

Professional Development Project-Implement Project (upon received approval for your plans)

Review of Topics-Part A: Phonological Awareness (including Phonemic Awareness), Letter Identification, Alphabetic Principle, Word Analysis, Spelling-**Due: 4/9**

Review of Topics-Part B: Assessment and Use of Data to Inform Instruction-**Due: 4/16** **AND**
Review of Topics-Part C: Fluency and Comprehension of Nonfiction and Fiction, Writing-**Due: 4/16**

Week Fifteen-Week Seventeen

Practice Exam #1 and Analysis of Errors-**Due: 4/23**

Coaching Report 2-**Due: 4/29**

***Students must also upload in Tk20 on the due date or will earn a zero for the assignment. For Tk20, you must combine Coaching Report 1 and Coaching Report 2 as one document to upload.**

Interactive Practice Exam and Analysis of Errors-**Due: 4/30**
(to be purchased for \$19.95)

Professional Development Project-Submit Professional Development Project Part 3-**Due: 5/2**

***Students must also upload in Tk20 on the due date or will earn a zero for the assignment. For Tk20, you must combine Coaching Report 1 and Coaching Report 2 as one document to upload.**

Mentor Teacher Evaluation-**Due: 5/3**

Field Supervisor Observation and Conference Form-**Due: 5/3**

***Students must also upload in Tk20 on the due date or will earn a zero for the assignment. For Tk20, you must combine Coaching Report 1 and Coaching Report 2 as one document to upload.**

Items to Post in Tk20 and Blackboard:

Field Supervisor Observation and Conference Form
Coaching Report 1 and Coaching Report 2
Professional Development Project-Parts 1-3

SPECIFIC COURSE REQUIREMENTS

LETTER TO CAMPUS ADMINISTRATORS AND TEACHERS WITH STATEMENT OF AGREEMENT (4 points)

PRACTICUM APPLICATION-INFORMATION FORM (1 point)

LETTER TO FIELD SUPERVISOR WITH STATEMENT OF AGREEMENT (5 points)

For this set of assignments, you first meet with the principal or other administrator who can approve your completing the practicum at the school. 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 coach/support the mentee throughout your practicum. Please make sure you 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 a group of teachers you are planning to work with for the professional development project.) You also will meet with a mentor teacher and follow these procedures. You will ask the administrator and mentor teacher to sign your copy of the agreement, and you also sign the agreement. This documents the approval of your completing the practicum.

The **Practicum Application- Information Form** also is completed and submitted to provide additional information. There is a deadline for submission of this paperwork.

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 preferably has five years of professional experience as a teacher and/or administrator, but this is not required. The field supervisor is not the same person as your mentor teacher.

A **field supervisor** observes a candidate one time for at least 45 minutes. For LIST 5317, this observation features the candidate providing professional development to a group of teachers, working with a teacher individually after a professional development session, or coaching a mentee. 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 recommend a field supervisor and present the **Letter to Field Supervisor with Statement of Agreement**. This agreement requires signatures from you and the field supervisor. You will scan this document to submit it in Blackboard. If you have any questions or concerns, please contact the Field Supervisor Coordinator, Dr. Missy Glenn at missy.glenn@uta.edu. After you submit this document in Blackboard, the field supervisor coordinator (FSC) from UT Arlington will send information to your field supervisor so that he or she can locate the observation and conference form along with the brief training that explains the completion of the form.

The principal, mentor teacher, candidate, and Literacy Studies at UT Arlington receive a copy of the observation and conference form. During the conference you provide to the field supervisor the email addresses of the candidate, principal, mentor/cooperating teacher so the field supervisor can send copies of the 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).

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 can not access the website directly.

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

Your Mentor does not need to complete the observation and conference form. Your mentor will complete your Practicum Evaluation and submit it via Survey Monkey by a designated due date that is in the syllabus. Your instructor will send the link near the end of the practicum so you can give this to your mentor.

You will receive points once the instructor receives the report, but the report is not submitted via Blackboard. If your mentor evaluation was not submitted your mentor, you will be contacted so confirm with your mentor that the evaluation will be submitted.

NOTE: Please know 1) the Practicum Evaluation from the mentor and 2) the Observation and Conference Form from Field Supervisor are not optional. You do earn points because of the learning associated with these experiences, but both of these documents are required for your completion of the practicum. These evaluations provide important documentation of the practicum experiences and are required by the program in meeting state and national standards.

Credit: 4 points	No Credit: 0 points
Submits Letter to Campus Administrators with the required signatures of agreement	Submits incomplete application

Credit: 1 point	No Credit: 0 points
Submits application with all forms complete for candidate, mentor, and mentee	Submits incomplete application

Credit: 5 points	No Credit: 0 points
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Submits Letter to Field Supervisor with the required signatures of agreement	Submits incomplete application

PLANNING SHEET-PART A AND PLANNING SHEET-PART B (5 points each)

To begin planning for your Professional Development Project and the required elements in the project, you will create planning documents. You must complete the templates provided. You must submit this in order and act on the feedback you receive. You then include the revised information in Part 1 of the Professional Development Project paper.

NOTE: For this course you must plan, carry out, evaluate the effectiveness of your teaching, analyze your data, and submit a report within the course time frame. The topic of your professional development must be related to literacy.

Planning Sheet-Part A and Part B (5 points each)

TASKS	Expert	Acceptable	Unacceptable
<p>All Aspects of of Template Planning Completed</p>	<ul style="list-style-type: none"> ●All items completed. (2) 	<ul style="list-style-type: none"> ●Most items completed(1) 	<ul style="list-style-type: none"> ●Many items not completed(0)
<p>Clear Descriptions for Each Part of the Planning</p>	<ul style="list-style-type: none"> ●Descriptions are well developed, consistently clearly communicating plans (2) 	<ul style="list-style-type: none"> ●Descriptions are well developed, clearly communicating plans for the most part (2) 	<ul style="list-style-type: none"> • Descriptions are not well developed for the most part (0)
<p>Planning Demonstrates Knowledge of Effective Professional Development</p>	<ul style="list-style-type: none"> ●Content is consistent with sound principles for professional development throughout. (1) 	<ul style="list-style-type: none"> ●Content is consistent with sound principles for professional development for the most part. (1) 	<ul style="list-style-type: none"> ●Content is not consistent with sound principles for professional development throughout in major ways. (2)

COACHING REPORTS (25 points each)

Candidates complete two coaching reports, Report 1 and Report 2. Both reports have two parts, Part A and Part B. **The IRA Standards 2-6 guide the development of both reports, but they do so in different ways.**

Description of Report 1: Report 1-Part A presents an analysis of school-wide literacy practices. Report 1-Part B presents a description of initial work with mentee to understand the teaching practices as well as interests and needs of the mentee. Both parts are developed through interviews and observations.

The planning for Coaching Report 1 is demonstrated by completing Coaching Report 1-Planning template (10 points). Coaching Report 1 also has a template that is used in completing the report.

To receive credit for the assignment, the planning sheet must be submitted in advance. Coaching Report 1 is completed by using the template for the report, and the template must be used to receive credit for the assignment.

The templates are found in the Assignments area of the course in Blackboard.

Report 1-Part A: The analysis of school-wide literacy practices for Part A is based upon IRA Standards 2-6, which follow below. That is, candidates select a combination of at least three colleagues to interview and/or observe, based upon those colleagues who can help the candidate gain information needed to analyze the literacy practices of the school. Candidates develop interview questions and plan observations so that each subcategory of each standard is addressed. Candidates report the analysis of the school-wide practices by addressing each subcategory of IRA Standards 2, 3, 4, 5, and 6. **The template for planning and the report provide a guide for completing the analysis.**

IRA Standards 2, 3, 4, 5, and 6

IRA Standard 2: Using a wide range of instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.

- Detailed, comprehensive analysis of school-wide practices to determine if varied groupings are used to meet the full range of individual needs.
- Detailed, comprehensive analysis of school-wide implementation of a literacy program to determine if it provides a wide range of instructional practices, approaches, and methods to meet the full range of student needs.
- Detailed, comprehensive analysis of school-wide uses of texts and curriculum materials, including technology, to determine if it meets the full range of student needs.

IRA Standard 3: Using a variety of assessment tools and practices to plan and evaluate effective reading

- Detailed, comprehensive analysis of school-wide assessment program to determine if it appropriately uses a wide range of assessments, including technology, to plan and evaluate effective reading instruction that meets the needs of all students.
- Detailed, comprehensive analysis of school-wide use of assessment data to place students along a developmental continuum and identify students' proficiencies and difficulties.
- Detailed, comprehensive analysis of communication of assessment data to all persons who are interested in each child's learning

IRA Standard 4: Creating and engaging students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society AND

- Detailed, comprehensive analysis of literacy curriculum and instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity
- Detailed, comprehensive analysis of strategies to advocate for equity.

IRA Standard 5: Creating 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

- Detailed, comprehensive analysis of school-wide focus on student interests, achievement, and background to guide the literacy program.
- Detailed, comprehensive analysis of school-wide use of large supply of print and non-print materials, including technology, to guide literacy the literacy program.
- Detailed, comprehensive analysis of school-wide role of teachers who enthusiastically model reading and writing.
- Detailed, comprehensive analysis of school-wide initiatives to motivate learners to read and write.

IRA Standard 6: Viewing professional development as a career-long effort and responsibility.

- Detailed, comprehensive analysis of school-wide commitment to involve families, colleagues, and communities to support student learning.
- Detailed, comprehensive analysis of school-wide commitment to support professional development of knowledge, skills, and dispositions.
- Detailed, comprehensive analysis of school-wide commitment to create communication and collaboration through observations school-wide.

Report 1-Part B: A description of initial work with mentee for Part B provides a detailed account of what took place during any initial interview and observation. This report includes dates, times, and what took place. Report 1-Part B also includes an overall reflection about what took place (during the interviewing and observing). **The template for planning and the report provides a guide for completing the description of initial work with mentee.**

Description of Report 2: Report 2 presents detailed accounts of coaching activities. **Report 2-Part A presents a detailed account of coaching activities the mentee. Report 2-Part B presents a detailed account of coaching activities colleagues.** (The mentee can be part of the work with colleagues for the professional development project, but the work with the mentee is also additional.) Part A and Part B are both organized according to each coaching experience/session followed by discussion of outcomes. Report 2 is organized and developed as follows:

Name
Coaching Report 2

Part A: Coaching Activities with Mentee

Coaching Experiences/Sessions (Provide #2 and 3 for each date of a coaching experience or session.)

1) Date and time of a coaching experience/session with mentee;

- 2) Detailed descriptions of what took place during that coaching experience/session and how this relates to any of the IRA Standards 2-6, either the focus or a subcategory; and
- 3) Reflection about the effectiveness of the coaching experience/session, including why it was or was not as effective as planned.

Outcomes of Coaching

Here, candidates focus upon outcomes of their coaching, which can include the extent to which the mentee implemented information presented/discussed or plans to implement in the future. This section also can include discussion of outcomes in other ways that are relevant, such as factors that hinder or help as the mentee implements information or student outcomes the mentee reports.

Part B: Coaching Activities with Colleagues for Professional Development Project

Coaching Experiences/Sessions (Provide #2 and 3 for each date of a coaching experience or session.)

- 1) Date and time of a coaching experience/session with the colleague(s);
- 2) Detailed descriptions of what took place during that coaching experience/session and how this relates to any of the IRA Standards 2-6, either the focus or a subcategory; and
- 3) Reflection about the effectiveness of the coaching experience/session, including why it was or was not as effective as planned.

Outcomes of Coaching

Here, candidates focus upon outcomes of their coaching, which can include the extent to which the colleagues implemented information presented/discussed or plans to implement in the future. This section also can include discussion of outcomes in other ways that are relevant, such as factors that hinder or help as the colleagues implement information or student outcomes the colleagues report.

Examples of Coaching Activities of Report 2: As stated above, Report 2 presents detailed accounts of coaching activities and has two major sections, Part A that features coaching with the mentee and Part B that features coaching with colleagues. Examples of possible coaching activities follow.

Part II A: Coaching activities with mentee can include providing information, discussing, modeling, and/or observing and providing feedback in the any or all of the following areas:

- 1) Administering and interpreting a variety of assessments, and using the information to determine proficiencies and difficulties for appropriate services and to plan instruction.
- 2) Supporting and assisting the classroom teachers in using assessments to select appropriate materials, books, technology-based information, and non print information, and to use a wide range of curriculum materials to 3) Match reading levels, interests, cultural and linguistic backgrounds.
- 4) Demonstrating and modeling reading and writing as valued lifetime activities, and to support teachers and paraprofessionals to do the same.
- 5) Assisting classroom teachers and paraprofessionals to design programs that intrinsically and extrinsically motivate students.
- 6) The effect of the coaching experience on the students.

Part II B: Coaching activities with colleagues can include providing information written handout(s) and discussing any or all of the following areas.

- 1) Essential information regarding principles and practices of language and literacy development.
- 2) Detailed information regarding modeling reading and writing as valued lifelong experiences.
- 3) Detailed information for organizing a comprehensive balanced literacy program that motivates all students to learn.

- 4) Detailed information for creating an exemplary literate classroom environment.
- 5) An annotated list of exemplary children’s literature, including literature that address varied interests at varied levels and multicultural literature.
- 6) An annotated list of exemplary web sites that focus on varied needs at varied levels.

Name

Coaching Report 2

Part A: Coaching Activities with Mentee

Coaching Experiences/Sessions (Provide #2 and 3 for each date of a coaching experience/session.)

- 1) Date and time of a coaching experience/session with mentee;
- 2) Detailed descriptions of what took place during that coaching experience/session and how this relates to any of the IRA Standards 2-6, either the focus or a subcategory; and
- 3) Reflection about the effectiveness of the coaching experience/session, including why it was or was not as effective as planned.

Outcomes of Coaching

Here, candidates focus upon outcomes of their coaching, which can include the extent to which the mentee implemented information presented/discussed or plans to implement in the future. This section also can include discussion of outcomes in other ways that are relevant, such as factors that hinder or help as the mentee implements information or student outcomes the mentee reports.

Part B: Coaching Activities with Colleagues for Professional Development Project

Coaching Experiences/Sessions (Provide #2 and 3 for each date of a coaching experience/session.)

- 1) Date and time of a coaching experience/session with the colleague(s);
- 2) Detailed descriptions of what took place during that coaching experience/session and how this relates to any of the IRA Standards 2-6, either the focus or a subcategory; and
- 3) Reflection about the effectiveness of the coaching experience/session, including why it was or was not as effective as planned.

Outcomes of Coaching

Here, candidates focus upon outcomes of their coaching, which can include the extent to which the colleagues implemented information presented/discussed or plans to implement in the future. This section also can include discussion of outcomes in other ways that are relevant, such as factors that hinder or help as the colleagues implement information or student outcomes the colleagues report.



Grading Rubric:

<p>25 Points Expert</p>	<p>17 - 24 points Acceptable</p>	<p>0 - 16 Points Unacceptable</p>
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<p>Demonstrates any required planning as part of following the format. Easy to follow required format Detailed information in reports Substantive documentation of coaching activities and well developed reflections concerning effect of coaching on mentee and K-12 students</p>	<p>Demonstrates any required planning as part of following the format. Follows format for assignment Complete information in reports Documentation of coaching activities and reflections concerning effect of coaching on mentee and K-12 students</p>	<p>Does not demonstrate required planning or demonstrates any required planning as part of following the format but does not follow format for assignment Incomplete or inaccurate information in reports Limited documentation of coaching activities and minimal reflections concerning effect of coaching on mentee and K-12 students</p>
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PROFESSIONAL DEVELOPMENT PROJECT (180 points, 3 parts @ 60 points each)

As a culminating project for your masters, you will plan, implement, and evaluate a professional development/staff development literacy related activity that you deliver during this course time frame. This does not have to be a large scale project.

PROFESSIONAL DEVELOPMENT PROJECT PART 1 (60 POINTS)

Professional Development Project Part 1

The Planning Sheet A and Planning Sheet B can be used to complete this document.

Topic/Focus and Format for Each Session

Present the topic/focus of your professional development for teachers and a description of how you will address the topic/focus. Describe clearly the format for delivery so that what you will do is delineated clearly. Student learning is important, and professional development should lead to student learning. However, for your professional development planning, you are focusing upon what the teachers will learn.

Rationale/Need

This section describes how this project addresses a need. Discuss the importance of the project and how it will be beneficial. Include a description of the timeliness and innovation of the project. Also, make sure you present the relevance and applicability of the project to the district's/school's priorities. Discuss the particular needs of the project site(s) that the project addresses. Tell why those needs are not being met through the existing materials, programs, procedures, services, and or resources. Additionally, describe the benefits that could be realized from the project generally. This section must show a need for the project by citing data and research support and linking that to the background

(community, district, and school setting) and audience (participants) of the project. Here, this data and research support will be a brief presentation.

Goal

What do you hope to accomplish overall through this professional development project? How could this project contribute to an overall goal

Objectives (no more than 3)

Measures/Evaluation (linked to each objective

You must include a detailed description of the means by which you will measure the success of this project. You will furnish the actual evaluation instrument(s) in the final version.

How will the effects and quality of the project be determined?

How the project will be evaluated, including evaluation criteria, in relation to the goal and objects of the project. Clearly link the evaluation to your goal and objectives. Make sure you have measured and can report data for each objective.

Participants/Audience

Be specific in terms of number of participants, their background, experience, previous training

Timeline/Schedule

Present the schedule of whole group sessions and for follow-up observations and conversations/interviews What are the specific dates involved and what steps/events take place for those dates?

Background

This should include well developed descriptions of the school, district, community that either create a unique need or affect the implementation of your plan.

Summarize your own professional development, with specific focus placed on those areas that demonstrate your capacity to carry out this project.

GRADING RUBRIC-PDP, Part 1

TASKS (60 points)	Expert	Acceptable	Unacceptable
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Topic/focus & Format (18 points)	Clearly stated topic/focus and format for project (18)	Stated topic/focus and format for project (14)	No stated topic and/or format for project (1)
Goal (2 points)	Succinctly and clearly stated goal statement that is clearly linked to the project. (3)	Clear goal statement that is linked to the project. (2)	Poorly developed goal statement not linked to the project. (1)
Objectives (6 points)	2-3 well developed objectives that are clearly observable and measurable and specifically linked to the project content and process. (6)	2-3 objectives that are observable and measurable and linked to the project content and process. (5)	Objectives are not observable and measurable and/or are not linked to the project content and process. (3)
Evaluation (8 points)			Poorly developed planning
	Well developed timeline noting specific project events and related dates. (6)	Good timeline noting project events and related dates. (5)	Limited timeline. (3)
Timeline (6 points)	Well developed information about participants in the project. (6)	Basic information about participants in the project. (5)	Limited information about participants in the project. (3)
Audience (6 points)	Detailed description of the community, district, and school setting of the project provides both quantitative and qualitative data. (11)	Description of the community, district, and school setting of the project provides both quantitative and qualitative data. (8)	Limited description of the community, district, and school setting that lacks specific quantitative and/or qualitative data. (6)
Background (11 points)	Clearly establishes need for the project citing data and research support and linking the need back to the background and the audience (11)	Establishes need for the project citing data and research support and linking the need back to the background and the audience. (8)	Poorly developed need for the project without data and/or research support and linking the need back to the background and audience. (6)
Need (11 points)			

PROFESSIONAL DEVELOPMENT PROJECT PART 2 (60 POINTS)

Professional Development Project Part 2

Research Support (5-6 page formal research review)

Research support for format (1 page)

Research support for topic, process, skill that is targeted in professional development project (5 pages minimum)

Bibliography (ADA format)

Evaluation of Project

Describe in detail the methods of evaluation and how those are linked to the project objectives. Include copies of actual evaluation instruments (scanned), interview questions, etc.

GRADING RUBRIC PART – PDP Part 2

TASKS (60 points)	Expert	Acceptable	Unacceptable
Research Support Format (5 points)	Fully developed discussion of the format (at least one double spaced page) with full scholarly research support for the chosen project format and citations provided in text per APA guidelines (5 points)	Good discussion of the format (at least one double spaced page) with scholarly research support for the chosen project format and citations provided in text per APA guidelines (4 points)	Limited discussion of the format and/or lacking scholarly research support and citations provided in text per APA guidelines (3 points)
Research Support-Topic (20 points)	Fully developed discussion (at least 5 double spaced pages) of the topic with full scholarly research support and citations provided in text per APA guidelines (20 points)	Good discussion (at least 4-5 double spaced pages) of the topic with full scholarly research support and citations provided in text per APA guidelines (17 points)	Poorly developed discussion of the topic with limited scholarly research support or from incorrect sources and/or citations not provided in text per APA guidelines (14 points)
Bibliography (5 points)	Full bibliography with correct citations per APA guidelines (5 points)	Bibliography with citations per APA guidelines (4 points)	Missing citations or incorrect format in bibliography (2 points)
Evaluation Description (20 points)	Detailed description of each evaluation measure and a clear discussion of how each measure is specifically linked to a project objective (20 points)	Description of each evaluation measure and a discussion of how each measure is linked to a project objective (17 points)	Poorly developed description of evaluation measures and/or incomplete or vague discussion of how measure is linked to a project objective (14 points)
Evaluation Instruments (10 points)	Fully developed evaluation instruments are provided with clear instructions for project participant (10 points)	Fully developed evaluation instruments are provided with clear instructions for project participant (7 points)	Poorly constructed or vague evaluation instruments or measures are not linked to project objectives (4 points)

Professional Development Project Part 3 (60 points)

Professional Development Project Part 3

Your Planning Sheet-Part B is used to develop this part of your report.

Project Implementation & Evaluation

(Content, Implementation, and Analysis, Implications/Recommendations & Dissemination of Results)

Content

Describe in detail the content of the project

In an appendix, provide your original content including agenda(s), session information (e.g., handouts, Power Point presentations, etc.)

Implementation

Describe specifically (step by step) how the project was conducted

Provide specifics of implementation noting where project was implemented, to whom, how many, etc.

Analysis

Provide specific reflections about how the process went.

Include detailed analysis and discussion of evaluation results, e.g. raw data, tables with data, etc

Implications/Recommendations for Future Training

Based on this implementation, what recommendations would you make for future training? What implications do you have based on the evaluation results?

Dissemination of Results

Describe the products that will result, the degree to which they will be applicable to similar districts/schools across the State, and the manner in which the results of the project will be disseminated. How will others find out about the project and be able to use the results?

GRADING RUBRIC-PDP, Part 3

TASKS (60 points)	Expert	Acceptable	Unacceptable
<p>Content Description</p> <p>Appendix with Original Content</p> <p>Implementation Process</p>	<p>Fully developed description of the content presented (5 points)</p> <p>Complete appendix with copies of original content presented to include agenda(s), session handouts, Power Point presentations, etc. (10 points)</p> <p>Fully developed discussion of the step by step process of implementing the project including dates/length of each presentation, specifics of locations/setting of implementation, to whom, how many, etc. (10 points)</p>	<p>Good description of the content presented (4 points)</p> <p>Appendix with copies of original content presented to include agenda(s), session handouts, Power Point presentations, etc. (8 points)</p> <p>Good discussion of the step by step process of implementing the project including dates/length of each presentation, specifics of locations/setting of implementation, to whom, how many, etc. (8 points)</p>	<p>Limited description of the content presented (3 points)</p> <p>Limited appendix with incomplete copies of original content presented (6 points)</p> <p>Poorly developed discussion of process of implementing the project (6 points)</p>

Results	Full presentation and discussion of actual results (e.g., raw data, tables with data, etc.) for each evaluation measure (10 points)	Presentation and discussion of actual results (e.g., raw data, tables with data, etc.) for each evaluation measure (8 points)	Limited presentation and discussion of actual results and/or poor understanding of results (6 points)
Analysis of Results	Insightful and well developed interpretation and analysis of results of each evaluation measure including the extent to which each evaluation measure was met (10 points)	Interpretation and analysis of results of each evaluation measure including the extent to which each evaluation measure was met (8 points)	Limited ability to interpret or analyze results of each evaluation measure including the extent to which each evaluation measure was met (6 points)
Implications & Recommendations	Fully developed and insightful discussion of the implications (conclusions) that can be drawn from the project along with specific recommendations for future implementation or training (10 points)	Discussion of the implications (conclusions) that can be drawn from the project along with recommendations for future implementation or training (8 points)	Limited discussion and/or understanding of the implications (conclusions) that can be drawn from the project and/or vague recommendations for future implementation or training (6 points)
Dissemination of Results	Well developed discussion of how the results of the project were shared with participants and other stakeholders (5 points)	Discussion of how the results of the project were shared with participants and other stakeholders (4 points)	Limited discussion and/or understanding of how the results of the project were shared with participants and other stakeholders (3 points)

TASKS (60 points)	Expert	Acceptable	Unacceptable
<p>Content Description</p> <p>Appendix with Original Content</p> <p>Implementation Process</p>	<p>Fully developed description of the content presented (5 points)</p> <p>Complete appendix with copies of original content presented to include agenda(s), session handouts, Power Point presentations, etc. (10 points)</p> <p>Fully developed discussion of the step by step process of implementing the project including dates/length of each presentation, specifics of locations/setting of implementation, to whom, how many, etc. (10 points)</p>	<p>Good description of the content presented (4 points)</p> <p>Appendix with copies of original content presented to include agenda(s), session handouts, Power Point presentations, etc. (8 points)</p> <p>Good discussion of the step by step process of implementing the project including dates/length of each presentation, specifics of locations/setting of implementation, to whom, how many, etc. (8 points)</p>	<p>Limited description of the content presented (3 points)</p> <p>Limited appendix with incomplete copies of original content presented (6 points)</p> <p>Poorly developed discussion of process of implementing the project (6 points)</p>

Results	Full presentation and discussion of actual results (e.g., raw data, tables with data, etc.) for each evaluation measure (10 points)	Presentation and discussion of actual results (e.g., raw data, tables with data, etc.) for each evaluation measure (8 points)	Limited presentation and discussion of actual results and/or poor understanding of results (6 points)	
	Analysis of Results	Insightful and well developed interpretation and analysis of results of each evaluation measure including the extent to which each evaluation measure was met (10 points)	Interpretation and analysis of results of each evaluation measure including the extent to which each evaluation measure was met (8 points)	Limited ability to interpret or analyze results of each evaluation measure including the extent to which each evaluation measure was met (6 points)
	Implications & Recommendations	Fully developed and insightful discussion of the implications (conclusions) that can be drawn from the project along with specific recommendations for future implementation or training (10 points)	Discussion of the implications (conclusions) that can be drawn from the project along with recommendations for future implementation or training (8 points)	Limited discussion and/or understanding of the implications (conclusions) that can be drawn from the project and/or vague recommendations for future implementation or training (6 points)
	Dissemination of Results	Well developed discussion of how the results of the project were shared with participants and other stakeholders (5 points)	Discussion of how the results of the project were shared with participants and other stakeholders (4 points)	Limited discussion and/or understanding of how the results of the project were shared with participants and other stakeholders (3 points)

READING LOGS 1-3 (15 points each)

Reading Logs 1-3 provide a way to review important concepts presented in the textbook chapters. Each log as a template that is used to complete the log. The templates can be found in the Assignments area of the course in Blackboard.

15 Points Expert	10 - 14 points Acceptable	0 - 9 Points Unacceptable
<p>All items completed</p> <p>Items are accurate.</p> <p>Rather than being skeletal, the responses provide elaboration that clearly delineates ideas for the most part.</p>	<p>Most or all of the items are completed.</p> <p>Most Items are accurate.</p> <p>Rather than being skeletal, the responses provide elaboration that clearly delineates ideas for the most part.</p>	<p>Not all items are completed, or all items are completed but they are completed fully.</p> <p>Some Items are not accurate.</p> <p>Rather the responses are skeletal.</p>

REVIEW OF TOPICS-PART A, PART B, PART C (3 @10 points each, 30 points total)

Through materials available in the the Assignments area of Blackboard, you complete a review of major topics in literacy education. You submit a document for Part A, Part B, and Part C. To earn credit, all parts of a document need to be completed.

COMPLETION OF PRACTICE EXAM, ANALYSIS OF ERRORS, AND PLANS FOR FURTHER REVIEW (15 points)

You complete a practice exam that measures your knowledge of literacy education that is consistent with state and national standards. **You complete the Review of Topics-Part A, Part B, and Part C before taking the exam to receive credit.** After taking the exam, you analyze errors and state specific concepts/topics/areas you need to study further. To earn credit, the entire exam must be completed, and all errors need to be featured in the analysis of errors.

INTERACTIVE PRACTICE EXAM ATTEMPT(S) (10 points)

You purchase and complete an interactive practice exam that measures your knowledge of literacy education that is consistent with state and national standards. **You must complete the practice exam, analyze errors, and study further before talking this exam to receive credit.**

After taking the exam, you analyze errors and state specific concepts/topics/areas you need to study further. You may need to take the exam and share your progress multiple times, depending upon your progress reported to your instructor. To earn credit, the entire exam must be completed, taken again, as needed, and all errors need to be featured in the analysis of errors.

PRACTICUM EVALUATION FROM MENTOR (4 points)

The Practicum Evaluation allows the assigned mentor to rate candidates' performance on the IRA standards indicated. Your Mentor will complete your Practicum Evaluation and submit it by a designated due date that is in the syllabus. Your instructor will send the link near the end of the practicum so you can give this to your mentor. You will receive points once the instructor receives the report, but the report is not submitted via Blackboard. If your mentor evaluation was not submitted by your mentor, you will be contacted to confirm with your mentor that the evaluation will be submitted.

OBSERVATION AND CONFERENCE FORM FROM FIELD SUPERVISOR (6 points)

A field supervisor observes a candidate one time for at least 45 minutes. For LIST 5317, this observation features the candidate providing professional development to a group of teachers, working with a teacher individually after a professional development session, or coaching a mentee. 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 form the Field Supervisor Coordinator).

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:

Credit: 4 points	No Credit: 0 points
Practicum Evaluation from Mentor posted on time	Practicum Evaluation from Mentor not posted

Credit: 6 points	No Credit: 0 points
Observation and Conference Form from Field Supervisor is completed and posted on time	Observation and Conference Form not posted

TK20 Note:

All students are expected to add the following three assignments to Tk20. All students must upload Assignments to Tk20 on the due dates 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.

Observation and Conference Form from Field Supervisor

For Tk20, you scan your copy of the form and submit it.

PORTFOLIO SECTION 8 ASSIGNMENT 8

Coaching Report 1 and 2

For Tk20, you must combine Coaching Report 1 and Coaching Report 2 and upload as one document.

Professional Development Project, Parts 1-3

For Tk20, this assignment is to be uploaded as one document and include all three parts.

Parts 1 and 2 should include corrections.

**College of Education
Literacy Practicum, LIST 5317**

Candidate Application

DATE OF APPLICATION:

CANDIDATE NAME:

STUDENT ID NUMBER:

EMAIL ADDRESS:

ADDRESS:

CITY:

STATE:

ZIP:

ARE YOU CURRENTLY TEACHING? YES NO

SCHOOL DISTRICT:

SCHOOL & ADDRESS:

SCHOOL PHONE #:

E-MAIL ADDRESS:

TEACHING ASSIGNMENT(S) (GRADE LEVELS AND/OR SUBJECTS):

____ YEARS OF TEACHING EXPERIENCE

CERTIFICATION AREA(S):

Gender

Male

Female

Ethnicity

Black/African American

White/Non-Hispanic Origin

Asian or Pacific Islander

American Indian/Alaskan Native

Hispanic

Citizen of another country (not a Resident Alien)

Other

ASSIGNED SCHOOL:

MENTOR:

**University of Texas at Arlington College of Education
University of Texas at Arlington
College of Education
Literacy Practicum, LIST 5317**

Mentor Teacher Information

DATE:

UTA Literacy Practicum Candidate:

MENTOR TEACHER NAME:

SCHOOL DISTRICT:

SCHOOL & ADDRESS:

SCHOOL PHONE #:

E-MAIL ADDRESS:

TEACHING ASSIGNMENT(s) (Grade levels and/or subjects):

_____ YEARS OF TEACHING EXPERIENCE

CERTIFICATION AREA(S):

Gender

Male

Female

Ethnicity

Black/African American

White/Non-Hispanic Origin

Asian or Pacific Islander

American Indian/Alaskan Native

Hispanic

Citizen of another country (not a Resident Alien)

Other

University of Texas at Arlington

College of Education

Literacy Practicum, LIST 5317

Mentee Teacher Information

DATE:

UTA Literacy Practicum Candidate:

MENTEE TEACHER NAME:

SCHOOL DISTRICT:

SCHOOL & ADDRESS:

SCHOOL PHONE #:

E-MAIL ADDRESS:

TEACHING ASSIGNMENT(s) (Grade levels and/or subjects):

____ YEARS OF TEACHING EXPERIENCE

CERTIFICATION AREA(S):

Gender

Male

Female

Ethnicity

Black/African American

White/Non-Hispanic Origin

Asian or Pacific Islander

American Indian/Alaskan Native

Hispanic

Citizen of another country (not a Resident Alien)

Other