LIST 5317: Literacy Practicum II

Instructor: Kathleen Tice, Ph.D

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Faculty Profile/About the Instructor: 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 works with undergraduate and graduate students through teaching courses in literacy studies, and she is responsible for national and state certification in Literacy Studies in the Department of Curriculum & Instruction at UT-Arlington. Her research has focused upon teacher knowledge development and service-learning in teacher preparation. She has served as the chair and annual conference program chair for the Service-Learning & Experiential Education-SIG (Special Interest Group) of the American 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 and runner-up for the Outstanding Dissertation Award from the International Literacy Association. 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 and the William S. Ward Endowment Award for Excellence in Teaching at UT Arlington. Additionally, Dr. Tice received the 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

**Description of Course Content/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.

**Course Objectives:**
**(Note: See end of syllabus for alignment with national and state standards and assignments.)**

1. Evaluate a school-wide literacy program and making recommendations that are consistent with theory and research.

2. Provide ideas, strategies, or materials that can enhance instruction of individual teachers that is based upon assessment of teachers’ needs and evidenced-based instruction that best serves students’ growth in literacy.

3. Design, implement, and evaluate professional learning that is consistent with research in adult learning and organizational change as well as research on reading acquisition, development, assessment, and instruction.

4. Communicate and collaborate with teachers, administrators, and other stakeholders in assuming a literacy leadership role.

5. Review and show mastery of foundational knowledge that encompasses theory, research, and best practices that share a consensus of acceptance in the field.

**Student Learning Outcomes**

1. Read and then be able to describe principles of constructivist-based theory for professional development.

2. Develop a list of questions and colleagues that they will interview as part of using national standards to guide their analysis of schooled literacy practices in a school.

3. Describe which national standards they will address in their classroom observation to guide their analysis of schooled literacy practices in a school.

4. Present questions they will ask during an interview and how they will document a classroom observation as part of their initial work with a mentee.

5. Read and then be able to describe key principles of how to develop teachers’ conceptual knowledge and skills as well as using a framework for professional development that is recognized in the field as being
sound.

6. Read and then be able to describe key principles of how to implement high quality professional development as well as how to organize and implement a professional development system.

7. Write a report which presents 1) an analysis of school-wide literacy practices, using national standards as a basis and 2) a description of initial work with a mentee that entails finds from an interview and classroom observation.

8. Present planning for professional development project sessions by including the topic, rationale, participants, focus of each session, objectives, and measures for data collection and subsequent analysis.

9. Write exactly what will take place in each professional development session where they demonstrate aspects of an instructional practice and provide for teacher participation.

10. Write final draft of planning for professional development project sessions and descriptions of what took place.

11. Present 1) scholarship that provides theoretical and empirical support for the instructional practice featured in their professional development and 2) descriptions of how they planned to evaluate the project through data collection and analysis.

12. Read tutorials addressing major topics in literacy education and demonstrate mastery through taking a series of quizzes that address key concepts.

13. Write to present 1) exactly what took place in each professional development session where they demonstrate aspects of an instructional practice and provide for teacher participation, 2) findings, 3) data analysis, 4) implications for future professional development, and 5) dissemination of results.

14. Complete practice exams for Reading Specialist certification that measure mastery of foundational knowledge that encompasses theory, research, and instruction and write a self-assessment.

**Textbook(s) and Materials:**
Texts can be ordered online or through the [UTA Bookstore](http://www.utabookstore.com):

- 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.

**Tk20:** You will be using Tk20, a comprehensive data management system, and you must purchase it. The College of Education has adopted Tk20 to 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 Tk20 tools that is required as a course text is called Tk20 HigherEd. We understand that textbooks and materials can be expensive, and we strive to not create an unnecessary financial burden when we select textbooks for courses. Tk20 is a purchase that you will use throughout your program, but you purchase it once. The following listing provides key details about the use of Tk20 in your program of study.

- Tk20 will be the place where you submit key performance artifacts and build your academic performance portfolio.
• Tk20 also serves as the centralized location for submitting program forms and field placement documents.

• Tk20 will help ensure continuous quality of programs and preparation, which will result in a better experience for you and increase the value of the degrees and certifications you complete here.

• For designated key assessment assignments, you must submit your work in both Tk20 and in Blackboard to receive credit.

• It is best to purchase Tk20 during the initial weeks of your first course so that you have access to Tk20 for submitting work on time.

• You will not be penalized for any Tk20 technical problems that cannot be avoided, but you must have access to TK20 so that you can submit work once any technical delays are addressed.

• On-line tutorials and training materials have been organized to orient you to the Tk20 system, and information is provided to address questions you have and how to purchase Tk20: https://www.uta.edu/coed/academics/tk20/index.php

Professional Dispositions: Each student/candidate in the College of Education at UTA will be evaluated on Professional Dispositions by the faculty and staff in each professional education course per semester. These dispositions are identified as essential for a highly-qualified professional. Instructors and program directors will work with students/candidates rated as “unacceptable” in one or more stated criteria. The student/candidate will have an opportunity to develop a plan to remediate any digressions. If digression(s) are not, or cannot be successfully remediated as in the case of an egregious digression, a determination will be made by Committee on continuation or dismissal from the College of Education.

The College of Education Conceptual Framework serves as a guide for our professional education programs. It highlights our commitment to excellence across courses and clinical experiences and reflects current research and alignment to professional standards. This document describes how we are dedicated to the development of highly skilled and ethical education professionals who are also intellectual and educational leaders. The UTA College of Education Conceptual Framework may be found at this link: http://www.uta.edu/coed/about/conceptual-framework.php

Communication and Feedback:

A section of the course is devoted to posting questions about assignments. You also can email the instructor. Instructors strive to respond daily and at least within 48 hours. All assignments will be graded within 48-72 hours.

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.
- 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 25% of the possible points.

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.

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. For information regarding Title IX, visit 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.

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://www.uta.edu/oaofao/).

Student Feedback Survey:
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.

Campus Carry: Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit http://www.uta.edu/news/info/campus-carry/
<table>
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<tr>
<th>Required Assignments</th>
<th>Points Possible</th>
<th>Grading Scale</th>
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<tr>
<td><strong>Required Discussion Posting &amp; Reply</strong></td>
<td>5</td>
<td>A= 478-515 (93-100%)</td>
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<tr>
<td><em>(An optional posting is in Module 5.)</em></td>
<td>5 (mastery)</td>
<td>B=432-477 (84-92%)</td>
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<td><strong>Letter to Campus Administrators with Statement of Agreement</strong></td>
<td>5</td>
<td>C=386-431 (75-83%)</td>
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<tr>
<td><strong>Practicum Application/School Profile Form</strong> required</td>
<td>5 (mastery)</td>
<td>D=360-385 (70-74%)</td>
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<td><em>The Field Supervisor Coordinator will send you a link for the form you need to complete. The information requested is presented in the syllabus.</em></td>
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<td>F=below 360 (below 70%)</td>
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<td><strong>Pre-Conference Information Form for Field Supervisor</strong></td>
<td>5 (mastery)</td>
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<td><strong>Video Consent Form</strong></td>
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<tr>
<td><strong>Planning Sheet-Part A and Planning Sheet B</strong> <em>(for Professional Development Project</em>-required in advance to receive credit for Professional Development Project)</td>
<td>70</td>
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<tr>
<td><strong>Professional Development Project</strong> <em>(Submitted in THREE parts @ 60 points each)</em></td>
<td>180</td>
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<td>Activity</td>
<td>Points</td>
<td>Mastery</td>
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<tr>
<td>Review of Topics-Part A, Part B, and Part C-Quiz (3 @15 points each)</td>
<td>45</td>
<td>mastery</td>
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<tr>
<td>Practice Exam 1-Part A, B, C-required completion at 90% proficiency</td>
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<tr>
<td>Review of Theories Document</td>
<td>3</td>
<td></td>
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<tr>
<td>Completion of Practice Exam 2, Analysis of Errors, and Plans for Further Review</td>
<td>2</td>
<td></td>
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<tr>
<td>Interactive Reading Praxis Practice Exam Attempt(s) and Study Notes for Further Review of Concepts</td>
<td>5</td>
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<td>TExES 151 Reading Specialist Practice Exam and Study Notes for Further Review of Concepts (All students take the practice exam which aligns with the same standards as the Reading Praxis.) &amp; *Intent Form, Clearance and Registration for the TExES 151 Reading Specialist Exam-Texas Teachers Only-required *Out-of-State Teachers need to show proficiency, but they can not take the TExES 151, but they can take the Reading Praxis or other exam required by their states.</td>
<td>10</td>
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<tr>
<td>Coaching Reports (2 reports @ 25 points each for 50 points total) The Coaching Report 1-Planning is required to receive credit for that report.</td>
<td>50</td>
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<tr>
<td>Reading Logs 1-3 (3 logs @ 15 points each for 45 points total)</td>
<td>45</td>
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<tr>
<td>Mentor Teacher Practicum Evaluation Observation and Conference Form from Field Supervisor *You may be asked to supply information to document your teaching credentials and practicum experiences by completing an electronic form to complete the course.</td>
<td>4</td>
<td>6</td>
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<td>TOTAL</td>
<td>515</td>
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*Please Note: To receive credit for the following assignments, they must be posted in Tk20 and in Blackboard. You will not be penalized for technical difficulties, but we must have a record of practicum documents. Thank you!
You should expect grades to assignments within 72 hours of the submission deadline.

**TEXAS TEACHERS:** To meet our Texas Education Agency program requirements, you will need to submit information. You will need to obtain your TEA ID number and submit that and your teaching record which you can obtain from Human Resources in your district. Submitting this information is not optional and must be done to complete the course.

We need you to complete the following information form to meet TEA requirements: [https://www.uta.edu/php-lib/machform/view.php?id=1995](https://www.uta.edu/php-lib/machform/view.php?id=1995)

Please open a new window in Chrome, and copy and paste the link there to open.

- Also, we will need a copy of your service record to be sent to us. This should be available from your district HR department. Please let Dr. Glenn know that you have initiated a request for your service record.
  
  Please submit the copy of your service record to missy.glenn@uta.edu, and please let her know when you completed LIST 5317.

**Please Note:** Optional Discussion Posting (in Module 5): Significant Moments in My Professional Development Project & Building Network Connections

This discussion board posting provides a way for you to share your professional development project with others in the course and/or share contact information so you can continue to work with colleagues in the program once you graduate.

### 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.

#### Module One

Required Discussion Posting-**Due: Wednesday**

& Reply-**Due: Friday**

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

Professional Reading and Log 1 (based upon chapter 1)-**Due: Thursday**

**Practicum Application/School Profile Form-** **Due: Friday**

*The link is in the Assignments area of the course. The information requested is presented in the syllabus.*

**Letter to Campus Administrator-** **Due: Friday**

**Letter to Field Supervisor with Statement of Agreement-** **Due: Friday**

Coaching Report 1-Planning Document-**Due: Saturday**
**Select a topic for your professional development project. The topic will be an instructional practice that teachers can use in their classrooms.**

**Note**

All assignment drop boxes and their corresponding templates are located under the "Assignments" link of the course menu.

All exams and their corresponding study materials are located under the "Exams" link of the course menu.

**Module Two**

Review of Topics A and Quiz 1. **Due: Tuesday**

Professional Reading and Log 2 (based upon chapter 2)-**Due: Wednesday**

Reading and Log 3 (based upon chapter 5)-**Due: Thursday**

*(must be completed before submitting Planning-Part A and Professional Development Project)*

Coaching Report 1-Complete and Submit-**Due: Friday**

Professional Development Project-Planning-Part A-**Due: Saturday**

*The course schedule provides time for interviewing and observing for Coaching Report 1. If you are on spring break that week or have school closings (and therefore cannot observe and interview colleagues), you can observe and interview colleagues the following week and submit the report a week later. Please let your instructor know if you need to deal your work for Coaching Report 1, so we can try to work with scheduling constraints.*

**Module Three**

Review of Topics B and Quiz 2. **Due: Tuesday**

Professional Development Project-Planning-Part B-**Due: Thursday**

**Your project can be conducted during weeks four and five of the course. You can begin our professional development project once you have received approval based upon your Planning Part A and Planning Part B. Please let your instructor know if you need to start your project during Week 3 of the course, so we can try to work with scheduling constraints.**

**Start on Professional Development Project-Part 2: Scholarship that Supports Topic and Evaluation of the Project**

**Module Four**

Your project can be conducted during weeks four and five of the course.

Theories Document **Due: Monday**
Review of Topics C and Quiz 3. **Due: Tuesday**

Professional Development Project-Part 1-**Due: Saturday**
**The Planning Sheet A and Planning Sheet B should be used to complete Professional Development Project Part 1, 2, and 3, which provides a report of your work. The planning documents must be submitted in advance to receive credit for the report. Much of the work in creating the report takes place through developing Planning Sheet A and Planning Sheet B. You will receive feedback on these planning documents, and that feedback is used to make any needed revisions. Your Professional Development Project Part 1, 2, and 3 should show any needed revisions.**

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

Module Five-

Practice Exam 1-Part A, B, C-**Due: Monday**
*These exams are not counted as points for your grade, but are a mastery assignment to complete before taking Practice Exam #1. You will receive feedback to help you know topics to study further.*

Practice Exam #2-Reading Praxis and Analysis of Errors-**Due: Tuesday**

Interactive Practice Exam and Analysis of Errors-**Due: Wednesday**
(to be purchased for $19.95)

Coaching Report 2-**Due: Thursday**
*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 Practicum Evaluation-**Due: Friday**
*The link is in Assignments, and you give the link to the mentor. This document must be submitted for a student to complete the course.*

Field Supervisor Observation and Conference Form-**Due: Friday**

**Texas Teachers Only**-Submit Intent Form & Register for TExES 151-**Due: Friday**

Professional Development Project-Submit Professional Development Project Part 3-**Due: Saturday,**
*Students must also upload Professional Development Project-Parts 1-3 (combined as one document) in Tk20 on the due date or will earn a zero for the assignment.*

Optional Discussion Posting: Significant Moments in My Professional Development Project & Building Network Connections
This discussion board posting provides a way for you to share your professional development project with others in the course and/or share contact information so you can continue to work with colleagues in the program once you graduate.

**Items to Post in Tk20 and Blackboard:**
Coaching Report 1 and Coaching Report 2 (combined as one document)  
Professional Development Project-Parts 1-3 (combined as one document)

**Description of Major Assignments/Requirements**

**REQUIRED DISCUSSION POSTING & REPLY (5 points)**

In this course you are learning more about literacy leadership, which includes being aware of the interests and needs of teachers.

**Posting:** Introduce yourself. List and describe briefly the three hardest things about being a literacy teacher. (If you have taught a subject area other than English/language arts, think in terms of the literacy aspects of your teaching.) **Due Wednesday**

**Reply to Posting:** Please reply to at least one person who has not received a reply. If all have received a reply, select any person. **Due Friday**

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<th>Credit: 5 points</th>
<th>No Credit: 0 points</th>
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<tbody>
<tr>
<td>Submits posting and reply</td>
<td>Does not submit posting and reply</td>
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**LETTER TO CAMPUS ADMINISTRATORS AND TEACHERS WITH STATEMENT OF AGREEMENT (5 points)**

**PRACTICUM APPLICATION-INFORMATION FORM (mastery)**

*Please Note: The link for the form you need to complete is in Assignments. The information requested is presented in the syllabus.*

**PRE-CONFERENCE INFORMATION FORM FOR FIELD SUPERVISOR (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.

UT Arlington will assign a field supervisor to work with you. 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 completes training and observes a candidate one time for at least 45 minutes. For LIST 5317, this observation features the you providing professional development to a group of teachers for session 1 of your professional development project. The observation also can include working with a teacher individually after a professional development session or coaching a mentee.

You submit 2-3 video clips for a total of 45 minutes, and field supervisor who will observe you for 45 minutes though the video clips. You will have a follow-up conference by phone for 20-30 minutes.
Before the observation, the field supervisor will have a pre-conference with you.
The Pre-Conference Information Form needs to be sent to the field supervisor as part of the pre-conference, and it needs to be submitted in Blackboard to ensure having needed information.

The field supervisor completes an observation and conference form which is presented at the follow-up conference by phone that is 20-30 minutes. When you meet with the field supervisor, you will receive a copy of the Observation and Conference Form. The principal, mentor teacher, candidate, and Literacy Studies at UT Arlington receive a copy of the observation and conference form. Your field supervisor will send copies of the form to your mentor teacher and principal.

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. To access the Literacy Studies website, you can copy/paste the link in your browser.

http://www.uta.edu/coed/academics/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 a link by a designated due date that is in the syllabus. You will receive points once the instructor receives the report. 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.

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).

<table>
<thead>
<tr>
<th>Credit: 5 points</th>
<th>No Credit: 0 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submits Letter to Campus Administrators with the required signatures of agreement</td>
<td>Submits incomplete application</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Credit: 5 points</th>
<th>No Credit: 0 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submits Pre-Conference Information Form for Field Supervisor</td>
<td>Submits incomplete application</td>
</tr>
</tbody>
</table>
Video Consent Form (required-mastery)

As part of your video-recording requirement, you submit a video consent form before uploading a video. Any video recording should not reveal the identity of the students. You check with your school administration to make sure the school and district policy is consistent with this policy of your being recorded, but not the students. You read The University of Texas at Arlington College of Education Interdepartmental Video Records Policy. Then you read, scan, and submit the Student Consent Form for Video Recording in the Assignments area of the course.

PLANNING SHEET-PART A AND PLANNING SHEET-PART B (70 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 in the course in Blackboard. You must submit this in order and act on the feedback you receive. You then include the revised information in the Professional Development Project (Parts 1, 2, 3) paper/report.

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 and feature an instructional practice.
### Planning Sheet-Part A and Part B (70 points each)

**COACHING REPORTS (25 points each)**

**Purpose:** Through completing the coaching reports, you will demonstrate your proficiency in literacy leadership and coaching.

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/ILA 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 can include others who can help gather data for your report, but they must interview at least three colleagues which could be, for example, a teacher, librarian, reading specialist, coach, administrator, and/or staff developer. They can can interview and observe the same persons, but they must interview three persons in addition to the interview they will have with the mentee for Part B.

Candidates must observe in at least one classroom/school setting in addition to observing the mentee for Part B. 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/ILA Standards 2, 3, 4, 5, and 6. The template for planning and the template for writing the report provide a guide for completing the analysis. These templates must be used.

**IRA/ILA Standards 2, 3, 4, 5, and 6**

**IRA/ILA 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/ILA 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/ILA 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/ILA 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/ILA 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. The interview and observation of the mentee could be included for Part A, but the mentee interview and observation would be in addition to at least three interviews for Part A and the one observation required for Part A. The interview and observation of the mentee does not count as part of the minimum number of interviews and observations for Part A.

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:
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
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.
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:

<table>
<thead>
<tr>
<th>25 Points Expert</th>
<th>17 – 24 points Acceptable</th>
<th>0 – 16 Points Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

PROFESSIONAL DEVELOPMENT PROJECT (180 points, 3 parts @ 60 points each)

**Purpose:** Through completing the professional development project, you will demonstrate your proficiency in knowing how to provide sound professional development for teachers as part of being a literacy leader/coach.

As a culminating project for your masters, you will plan, implement, and evaluate a professional development/staff development literacy related project that you deliver during this course time frame. The project will feature an instructional procedure teachers can use in their classrooms. This does not have to be a large scale project. You can work with a small group of teachers, and you can include your mentee.
The Planning Sheet A and Planning Sheet B should be used to complete Professional Development Project Part 1, 2, and 3, which provides a report of your work. The planning documents must be submitted in advance to receive credit for the report. Much of the work in creating the report takes place through developing Planning Sheet A and Planning Sheet B. You will receive feedback on these planning documents, and that feedback is used to make any needed revisions. Your Professional Development Project Part 1, 2, and 3 should show any needed revisions.

**PROFESSIONAL DEVELOPMENT PROJECT PART 1 (60 POINTS)**

Professional Development Project Part 1-Planning for Project

**Topic**
Present the overall topic and the instructional procedures that you are focusing upon in your professional development for teachers. 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. You can include data and research that supports the instructional procedures of the project, but that will be featured primarily in the second part. Here, any data and research support will be a brief presentation.

**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.

**Participants/Audience**
• Describe each person who will participate and the person’s background in teaching.

**Description of the Focus of Each Session**
Describe clearly the format for delivery so that what you will do is delineated clearly.

**Objectives/What Teachers Will Be Able to Do**
(You are showing an instructional procedure, and teachers will be able to do what is needed to be able to use/apply the instructional procedure.)
Measures/Evaluation (linked to each objective to determine if objective was met)
• Describe how you can measure as you observe the teachers apply/practice during the professional development session (after you have described and demonstrated). Describe what you will look for as you observe teachers during a professional development session that can inform your teaching as a literacy coach.
• Measure 1: Observation During Professional Development Session(s)
  Measure 1-Observation During Session 1
  Measure 1-Observation During Session 2

Measure 2: Observation in Classroom
• Describe how you can measure as you observe the teachers apply/practice during the professional development session (after you have described and demonstrated). As you observe, you will want to know what you are looking for to understand the teacher’s ability to apply. Describe what you will look for as you observe that that can inform your teaching as a literacy coach. You will develop detailed notes of what you observed. You need to observe at least one teacher apply the instructional procedure after session 1 and/or session 2.

Measure 3: Interviews/Conferences with Each Participant
• As you have conferences, teachers can share their perceptions and experiences as these relate to applying in their classrooms what you have shared. Describe what you will look for as you have interviews/conferences with teachers after session 2 that can inform your teaching as a literacy coach. You can audio-record to document.

**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?

Whole-Group Session 1-Describe the Focus of the Topic, Rationale, Demonstration, and Participation of Teachers-Date and Time

Whole-Group Session 2-Describe the Focus and Building Upon Session 1-Date and Time

Follow-Up Observation and Conversations/Interviews (for at least one participant)-Date and Time

Follow-Up Conversations/Interviews (with all participants so that all are met with after both whole-group sessions either in person or on the phone as part of coaching)-Date and Time

GRADING RUBRIC-PDP-PART 1

<table>
<thead>
<tr>
<th>TASKS (60 points)</th>
<th>Expert</th>
<th>Acceptable</th>
<th>Unacceptable</th>
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</table>

<table>
<thead>
<tr>
<th>Topic (10 points)</th>
<th>Clearly stated topic/focus that relates to an instructional procedure/practice (10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rationale/Need (3 points)</td>
<td>Succinctly and clearly stated goal statement that is clearly linked to the project. (3)</td>
</tr>
<tr>
<td>Background (3 points)</td>
<td>Detailed description of the community, district, and school setting. (3)</td>
</tr>
<tr>
<td>Participants (4 points)</td>
<td>Well developed information about participants in the project. (4)</td>
</tr>
<tr>
<td>Description of the Focus of Each Session (20 points)</td>
<td>The description of each session presents clearly the focus, brief rationale, demonstration, and what teachers do. (20)</td>
</tr>
<tr>
<td>Objectives (6 points)</td>
<td>2–3 well developed objectives that are clearly observable and measurable and specifically linked to the project content and process. (6)</td>
</tr>
<tr>
<td>Evaluation (9 points)</td>
<td>Detailed description for evaluation measure 1, 2, and 3 that links clearly to objectives, thereby showing the extent to which teachers learned the instructional strategy taught. (9)</td>
</tr>
<tr>
<td>Timeline (5 points)</td>
<td>Well developed timeline noting specific project events and related dates. (5)</td>
</tr>
<tr>
<td>Stated topic/focus project that relates to an instructional procedure/practice (8)</td>
<td>Clear goal statement that is linked to the project. (2)</td>
</tr>
<tr>
<td>Basic description of the community, district, and school setting. (2)</td>
<td>Basic information about participants in the project. (3)</td>
</tr>
<tr>
<td>The description of each session presents the focus, brief rationale, demonstration, and what teachers do, but needs more details. (16)</td>
<td>2–3 objectives that are observable and measurable and linked to the project content and process. (5)</td>
</tr>
<tr>
<td>Detailed description for evaluation measure 1, 2, and 3 that links to objectives for the most part, showing the extent to which teachers learn the strategy taught. (8)</td>
<td>Good timeline noting project events and related dates. (4)</td>
</tr>
<tr>
<td>Objectives are not observable and measurable and/or are not linked to the project content and process. (3)</td>
<td>Skeletal description for evaluation measure 1, 2, and 3 and/or does not link to objectives, showing the extent to which teachers learn the strategy taught. (3)</td>
</tr>
<tr>
<td>No stated topic not one that relates to an instructional procedure/practice (2)</td>
<td>Poorly developed goal statement not linked to the project. (1)</td>
</tr>
<tr>
<td>Limited description of the community, district, and school setting. (1)</td>
<td>Limited information about participants in the project. (1)</td>
</tr>
<tr>
<td>The description of each session presents the focus, brief rationale, demonstration, and what teachers do, but the description is skeletal. (12)</td>
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</table>
Professional Development Project Part 2-Research/Scholarship Support for Project and Evaluation Measures

Research/Scholarship Support (3-5 page formal research review)

- Present the scholarship/research support for to the instructional procedures that are featured in the professional development project.
- Bibliography (APA 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 measures, such as documents developed for observations, anecdotal accounts, and interview questions.

Measure 1: Observation During Professional Development Session(s)
- Describe how you can measure as you observe the teachers apply/practice during the professional development session (after you have described and demonstrated). Describe what you will look for as you observe teachers during a professional development session that can inform your teaching as a literacy coach. You will develop a journal entry after the session. You will submit the journal entry of what you observed in the Appendix of your Professional Development Project-Part 3 report. You will use this data to understand whether teachers met the objective(s), thereby showing the extent to which teachers learned the instructional strategy taught.
  - Measure 1-Observation During Session 1
  - Measure 1-Observation During Session 2

Measure 2: Observation Notes
- Describe how you can measure as you observe the teachers apply/practice during the professional development session (after you have described and demonstrated). As you observe, you will want to know what you are looking for to understand the teacher’s ability to apply. Describe what you will look for as you observe that that can inform your teaching as a literacy coach. The observation can take place after session 1 and/or 2. You will use this data to understand whether teachers met the objective(s), thereby showing the extent to which teachers learned the instructional strategy taught.

Measure 3: Responses During Conferences/Interview
- As you have conferences, teachers can share their perceptions and experiences as these relate to applying in their classrooms what you have shared. Describe what you will look for as you have conferences/interviews with teachers that can inform your teaching as a literacy coach. The conferences/interviews take place after session 2, but you could also have conferences after
You will use this data to understand whether teachers met the objective(s), thereby showing the extent to which teachers learned the instructional strategy taught.

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<tr>
<th>TASKS (points)</th>
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<th>Unacceptable</th>
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<tbody>
<tr>
<td>Research Support–Topic (40 points)</td>
<td>Fully developed discussion (at least 3–5 double spaced pages) of the topic with full scholarly research support and citations provided in text per APA guidelines (40 points)</td>
<td>Good discussion (at least 3–5 double spaced pages) of the topic with full scholarly research support and citations provided in text per APA guidelines (34 points)</td>
<td>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 (28 points)</td>
</tr>
<tr>
<td>Bibliography (11 points)</td>
<td>Full bibliography with correct citations per APA guidelines (11 points)</td>
<td>Bibliography with citations per APA guidelines (8 points)</td>
<td>Missing citations or incorrect format in bibliography (6 points)</td>
</tr>
<tr>
<td>Evaluation Description and Development of Evaluation Measures (9 points)</td>
<td>Detailed description for evaluation measure 1, 2, and 3 that indicates fully how the measure shows the extent to which teachers learned the instructional strategy taught. (9 points)</td>
<td>Detailed description for evaluation measure 1, 2, and 3 that indicates how the measure shows the extent to which teachers learned the instructional strategy taught. (8 points)</td>
<td>Skeletal description for evaluation measure 1, 2, and 3 that does not indicate how the measure shows the extent to which teachers learned the instructional strategy taught. (3 points)</td>
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</tbody>
</table>
Professional Development Project Part 3-Project Implementation & Evaluation

Your Planning Sheet-Part B is used to develop this part of your report. However, you now provide details of what took place.

Overall Topic:

Focus of Session 1:

Welcome & Introduction

Background Information and Rationale for the Instructional Practice

Gradual Release of Responsibility

a. Demonstration (Modeling to Show How to Apply the Instructional Practice-You showed. The participants observed.)

b. Practicing With You (You and the Participants Worked Together.)

c. Practicing with Partner(s) (Participants Worked Together. You Provided Guidance as Needed)

d. Participants Apply Instructional Practice on Their Own (This can take place during the initial session and in participants' work with students.)

Focus of Session 2: Building Upon Session 1
Overall Topic: Guided Reading Instruction
Focus of Session 2: Analyzing Students’ Miscues Indicated on Running Records

1. **Teachers Sharing their Experiences/Data** (Teachers shared their experiences, questions, concerns and any data they have regarding their work with student in applying what they have
learned about the instructional practice. These comments provide data that should inform what you did for step 2.)

2. *Addressing Any Questions/Concerns of Teachers* (This provided time for providing additional guidance needed, based upon what teachers shared. You may have gained data from the observation(s) and interview(s) if any take place between session 1 and session 2 because these take place after teachers have practiced applying what was shown in session 1. This data may have informed your teaching here in session 2.)

3. **Gradual Release of Responsibility**

a. **Demonstration** (Modeling to Show How to Apply the Instructional Practice-You showed. The participants observed.)

b. **Practicing With You** (You and the Participants Worked Together.)

c. **Practicing with Partner(s)** (Participants Worked Together. You Provided Guidance as Needed)

d. **Participants Apply Instructional Practice on Their Own** (This can take place during the initial session and in participants’ work with students.)

*You have gained data from the observation(s) if any take place between session 1 and session 2 because these take place after teachers have practiced applying what was shown in session 1. This data can inform your teaching.*

**Content-Appendix**

(Add typed or scanned copies of materials.)

**Results and Analysis of Results**

Provide specific reflections about how the process went. Include detailed analysis and discussion of evaluation results. Include details in regard to each participant. Include what you measured during each session and after from your interviews and observation(s).

Example:

**Participant 1-(Name and Position)**

Findings from Session 1
Findings from Session 2
Findings from Interview
Findings from Observation (As stated, you do not need to observe each participant, but you must observe at least one.)

Analysis for Participant 1

**Participant 2-(Name and Position)**

Findings from Session 1
Findings from Session 2
Findings from Interview
Findings from Observation (As stated, you do not need to observe each participant, but you must observe at least one.)
Analysis for Participant 2

**Implications/Recommendations for Future Training**
What implications do you have based on the evaluation results? Based on this implementation and your analysis, what recommendations would you make for future training?

**Dissemination of Results**
Describe how you will share the findings and how your findings could be useful to others in your school, district, or other districts.

**GRADING RUBRIC PART – PDP Part 3**

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<tr>
<th>TASKS (60 points)</th>
<th>Expert</th>
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<tbody>
<tr>
<td><strong>Content Description</strong> (5 points)</td>
<td>Fully developed description of the content presented (5 points)</td>
<td>Good description of the content presented (4 points)</td>
<td>Limited description of the content presented (3 points)</td>
</tr>
<tr>
<td><strong>Appendix with Original Content</strong> (10 points)</td>
<td>Complete appendix with copies of content presented (10 points)</td>
<td>Appendix with copies of content presented (8 points)</td>
<td>Limited appendix with incomplete copies of content presented (6 points)</td>
</tr>
<tr>
<td><strong>Implementation Process</strong> (10 points)</td>
<td>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 (10 points)</td>
<td>Good discussion of the step by step process of implementing the project including dates/length of each presentation, specifics of locations/setting of implementation (8 points)</td>
<td>Poorly developed discussion of process of implementing the project (6 points)</td>
</tr>
<tr>
<td>Results (10 points)</td>
<td>Full presentation and discussion of actual results for each participant for each evaluation measure (10 points)</td>
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<tr>
<td>Analysis of Results (10 points)</td>
<td>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)</td>
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<tr>
<td>Implications &amp; Recommendations (10 points)</td>
<td>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)</td>
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<tr>
<td>Dissemination of Results (5 points)</td>
<td>Well developed discussion of how the results of the project were shared with participants and other stakeholders (5 points)</td>
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<td></td>
<td>Presentation and discussion of actual results (e.g., raw data, tables with data, etc.) for each evaluation measure (8 points)</td>
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<tr>
<td></td>
<td>Interpretation and analysis of results of each evaluation measure including the extent to which each evaluation measure was met (8 points)</td>
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<tr>
<td></td>
<td>Discussion of the implications (conclusions) that can be drawn from the project along with recommendations for future implementation or training (8 points)</td>
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<tr>
<td></td>
<td>Discussion of how the results of the project were shared with participants and other stakeholders (4 points)</td>
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<td></td>
<td>Limited presentation and discussion of actual results and/or poor understanding of results (6 points)</td>
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<td></td>
<td>Limited ability to interpret or analyze results of each evaluation measure including the extent to which each evaluation measure was met (6 points)</td>
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<tr>
<td></td>
<td>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)</td>
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<tr>
<td></td>
<td>Limited discussion and/or understanding of how the results of the project were shared with participants and other stakeholders (3 points)</td>
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</tbody>
</table>
READING LOGS 1-3 (15 points each)

Purpose: Through completing the reading logs 1-3, you are able to review major concepts featured in your textbook, which will help as you apply these concepts as a literacy leader/coach.

Each log has a template that is used to complete the log. The templates can be found in the Assignments area of the course in Blackboard.

<table>
<thead>
<tr>
<th>15 Points Expert</th>
<th>10 – 14 points Acceptable</th>
<th>0 – 9 Points Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>All items completed</td>
<td>Most or all of the items are completed</td>
<td>Not all items are completed, or all items are completed but they are completed fully.</td>
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<tr>
<td>Items are accurate.</td>
<td>Most Items are accurate.</td>
<td>Some Items are not accurate.</td>
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<tr>
<td>Rather than being skeletal, the responses provide elaboration that clearly delineates ideas for the most part.</td>
<td>Rather than being skeletal, the responses provide elaboration that clearly delineates ideas for the most part.</td>
<td>Rather the responses are skeletal.</td>
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REVIEW OF TOPICS-PART A, PART B, PART C (3 @15 points each, 45 points total)

Purposes: Through completing the review of topics and all practice exams of the course, you are able to show the extent to which you are able to meet state and national standards for the Reading Specialist, which includes proficiency in literacy education and literacy leadership/coaching.

Through materials available in the the Assignments area of Blackboard, you complete a review of major topics in literacy education. You will then take a series of mini-exams to demonstrate your mastery of the content To earn credit, all parts of a document need to be completed.

REVIEW OF THEORIES DOCUMENT (3 points)
Completing this document provides a reef of major theories that undergird literacy education and needs to be completed before taking Practice Exam 1-A,B,C and other practice exams

PRACTICE EXAM 1-Parts A, B, C (required mastery)
You complete these practice exams to further self-assess your knowing information you need to know as a literacy leader and to succeed on Reading Specialist certification exams. You do not earn points for these, but they must be completed at a minimum of 90% proficiency in advance as part of your earning credit for taking the Interactive Practice exam and demonstrating your achievement to take a Reading Specialist certification exam.

COMPLETION OF PRACTICE EXAM 2 ANALYSIS OF ERRORS, AND PLANS FOR FURTHER REVIEW (2 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 READING PRAXIS PRACTICE EXAM ATTEMPT(S) AND STUDY NOTES FOR FURTHER REVIEW OF CONCEPTS (5 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.

TExES 151 READING SPECIALIST EXAM AND STUDY NOTES for Further Review of Concepts (10 points)
Note: All students take the practice exam which aligns with the same standards as the Reading Praxis.
&
*Intent Form, Clearance and Registration for the TExES 151 Reading Specialist Exam-Texas Teachers Only-required
*Out-of-State Teachers need to show proficiency, but they can not take the TExES 151, but they can take the Reading Praxis or other exam required by their states.
Once Texas teachers have met the practice exam requirements they complete the Intent Form (to take the exam form) so we can make sure we have documentation required by Texas Administrative Code/Texas Education Agency for our records.

To complete the form, Texas teachers need a copy of their service record to document their years of teaching experience, and this is obtained from the human resource department of a district, the form requires listing practice exam scores form the course.

In meeting requirements of the Texas administrative Code (TAC), candidates must complete dyslexia training. A copy of the certificate is required as part of completing the Intent Form.

Copy/paste this link in your browser to access the training.
https://www.texascourses.org/courses/course-v1:TexasGateway+R10Dyslexia+2016/about

You will be able to complete the dyslexia training takes in approximately two hours. Upon completing the training, download a copy of your certificate, scan or take a picture with your phone the certificate to be able to submit it.

Out-of-state teachers can obtain a copy of the Dyslexia Handbook which is the basis of the training and is in the course exam area.

Please copy/paste this link to complete the Intent Form:
https://www.uta.edu/php-lib/machform/view.php?id=3239

Once a Texas teacher has completed the Intent Form and shown the ability to pass the exam, the candidate is cleared to take the exam. Additional information about the TExES 151 is in the Exam documents area of the course.

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

**Grading Rubric:**

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<tr>
<th>Credit: 4 points</th>
<th>No Credit: 0 points</th>
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<td>Practicum Evaluation from Mentor posted on time</td>
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<th>Credit: 6 points</th>
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<tr>
<td>Observation and Conference Form from Field Supervisor is completed and posted on time</td>
<td>Observation and Conference Form not posted</td>
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**TK20 Note:**

All students are expected to add the following two 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.

**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.

**Practicum Application-School Profile Information** (required document that is completed electronically through link presented in Assignments section of course)

**Candidate Name** *

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**UTA ID Number** *


TEA ID#
Texas Teachers Only

Candidate Race *

Cohort Number *

Mentor Name *
  First
  Last
Mentor Ethnicity *

Mentor Email Address *

Mentor - Degree *

Mentor Years of Teaching Experience *

Mentor - Certification *

Mentee Name *
  First
  Last
Mentee Ethnicity *

Mentee Years of Teaching Experience *

Field Supervisor Name *
  First
  Last
Field Supervisor Ethnicity *

Field Supervisor Email Address *

District Name *

School Name *

City of School *

State of School *

School Enrollment *
  Number of students enrolled

% African American *

% Hispanic *
% White *
% Asian *
% Native American or Alaskan American *
% Hawaiian or Pacific Islander *
% with 2 or more races *
% that are economically disadvantaged *
LIST 5317 Alignment of Outcomes, Assignments, Standards

LIST 5317

Course Objectives

1. Evaluate a school-wide literacy program and making recommendations that are consistent with theory and research. (ILA Standard 6-TExEs Standard IV Coaching Report 1)

2. Provide ideas, strategies, or materials that can enhance instruction of individual teachers that is based upon assessment of teachers’ needs and evidenced-based instruction that best serves students’ growth in literacy. (ILA Standard 6-TExEs Standard IV Coaching Reports 1 and 2)

3. Design, implement, and evaluate professional learning that is consistent with research in adult learning and organizational change as well as research on reading acquisition, development, assessment, and instruction. (ILA Standard 6-TExEs Standard IV Professional Reading Logs 1, 2, 3 -Professional Development Project)

4. Communicate and collaborate with teachers, administrators, and other stakeholders in assuming a literacy leadership role. (ILA Standard 6-TExEs Standard IV Coaching Reports 1 and 2-Professional Development Project)

5. Review and show mastery of foundational knowledge that encompasses theory, research, and best practices that share a consensus of acceptance in the field. (ILA Standard 1-TExEs -Standard IV Review of Topics-Practice Exam-Part A, B, C-Practice Exam 1-Reading Specialist Praxis, Interactive Practice Exam-Reading Specialist Praxis)

Module Objectives

1. Read and then be able to describe principles of constructivist-based theory for professional development.

2. Develop a list of questions and colleagues that they will interview as part of using national standards to guide their analysis of schooled literacy practices in a school.

3. Describe which national standards they will address in their classroom observation to guide their analysis of schooled literacy practices in a school.

4. Present questions they will ask during an interview and how they will document a classroom observation as part of their initial work with a mentee.

5. Read and then be able to describe key principles of how to develop teachers’ conceptual knowledge and skills as well as using a framework for professional development that is recognized in the field as being sound.

6. Read and then be able to describe key principles of how to implement high quality professional development as well as how to organize and implement a professional development system.

7. Write a report which presents 1) an analysis of school-wide literacy practices, using national standards as a basis and 2) a description of initial work with a mentee that entails finds from an interview and classroom observation.
8. Present planning for professional development project sessions by including the topic, rationale, participants, focus of each session, objectives, and measures for data collection and subsequent analysis.

9. Write exactly what will take place in each professional development session where they demonstrate aspects of an instructional practice and provide for teacher participation.

10. Write final draft of planning for professional development project sessions and descriptions of what took place.

11. Present 1) scholarship that provides theoretical and empirical support for the instructional practice featured in their professional development and 2) descriptions of how they planned to evaluate the project through data collection and analysis.

12. Read tutorials addressing major topics in literacy education and demonstrate mastery through taking a series of quizzes that address key concepts.

13. Write to present 1) exactly what took place in each professional development session where they demonstrate aspects of an instructional practice and provide for teacher participation, 2) findings, 3) data analysis, 4) implications for future professional development, and 5) dissemination of results.

14. Complete practice exams for Reading Specialist certification that measure mastery of foundational knowledge that encompasses theory, research, and instruction and write a self-assessment.

Alignment of 2010 IRA/NCATE Reading Specialist Standards and TExES Reading Specialist Standards

**TExES State Standards - Reading Specialist Certification**

Please Note: To access a complete copy, please visit the following:

**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.

**Overview:**
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<td>Standard II</td>
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IRA Standard 1. Foundational Knowledge. Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction. As a result, the candidates:

<table>
<thead>
<tr>
<th>IRA Standard 1. Foundational Knowledge</th>
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| 1.1 Understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connections. | **Standard I - Components of Reading: Oral Language**
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. |
| **Standard I - Components of Reading: Phonological and Phonemic Awareness**
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. |
| **Standard I - Components of Reading: Concepts of Print and the Alphabetic Principle**
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. |
| **Standard I - Components of Reading: Word Identification**
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. |
| **Standard I - Components of Reading: Fluency**
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. |
| **Standard I - Components of Reading: Comprehension**
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. |
| **Standard I - Components of Reading: Vocabulary Development**
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. |
| **Standard I - Components of Reading: Written Language**
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. |
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<tr>
<th><strong>2010 IRA /NCATE Program Standards for Reading Specialist</strong></th>
<th><strong>TExES Reading Specialist Standards</strong></th>
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<tr>
<td><strong>1.2 Understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components.</strong></td>
<td><strong>Standard IV - Professional Knowledge and Leadership: Theoretical Foundations and Research-Based Curriculum</strong>&lt;br&gt;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.</td>
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<td><strong>1.3 Understand the role of professional judgment and practical knowledge for improving all students’ reading development and achievement.</strong></td>
<td><strong>Standard IV - Professional Knowledge and Leadership: Theoretical Foundations and Research-Based Curriculum</strong>&lt;br&gt;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.</td>
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<td><strong>IRA Standard 2. Curriculum and Instruction.</strong> Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing. As a result, the candidates:</td>
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</tr>
<tr>
<td><strong>2.1 Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.</strong></td>
<td><strong>Standard II - Assessment and Instruction: Instructional Methods and Resources</strong>&lt;br&gt;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.</td>
</tr>
<tr>
<td><strong>2.2 Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections.</strong></td>
<td><strong>Standard II - Assessment and Instruction: Instructional Methods and Resources</strong>&lt;br&gt;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.</td>
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<tr>
<td><strong>2.3 Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.</strong></td>
<td><strong>Standard II - Assessment and Instruction: Instructional Methods and Resources</strong>&lt;br&gt;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.</td>
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<td><strong>IRA Standard 3, Assessment, Diagnosis, &amp; Evaluation.</strong> Candidates use a variety of assessment tools and practices to plan and evaluate effective reading instruction.</td>
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<td><strong>3.1 Understand types of assessments and their purposes, strengths, and limitations.</strong></td>
<td><strong>Standard II - Assessment and Instruction: Assessment</strong>&lt;br&gt;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.</td>
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<td><strong>3.2 Select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes.</strong></td>
<td><strong>Standard II - Assessment and Instruction: Assessment</strong>&lt;br&gt;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.</td>
</tr>
<tr>
<td><strong>3.3 Use assessment information to plan and evaluate instruction.</strong></td>
<td><strong>Standard II - Assessment and Instruction: Assessment</strong>&lt;br&gt;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. **&lt;br&gt;&lt;br&gt;<strong>Standard II - Assessment and Instruction: Instruction for English Language Learners</strong>&lt;br&gt;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. **&lt;br&gt;&lt;br&gt;<strong>Standard III. Strengths and Needs of Individual Students: Instruction for Students with Reading Difficulties, Dyslexia, and Reading Disabilities</strong>&lt;br&gt;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. **&lt;br&gt;&lt;br&gt;<strong>Standard III. Strengths and Needs of Individual Students: Instruction for Students with Reading Difficulties, Dyslexia, and Reading Disabilities</strong>&lt;br&gt;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. **&lt;br&gt;&lt;br&gt;<strong>Standard III. Strengths and Needs of Individual Students: Instruction for Students with Reading Difficulties, Dyslexia, and Reading Disabilities</strong>&lt;br&gt;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.</td>
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<td><strong>3.4 Communicate assessment results and implications to a variety of audiences.</strong></td>
<td><strong>Standard II - Assessment and Instruction: Assessment</strong>&lt;br&gt;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.</td>
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<td><strong>IRA Standard 4. Diversity.</strong> Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.</td>
<td><strong>Standard III. Strengths and Needs of Individual Students: Instruction for English Language Learners</strong>&lt;br&gt;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. **&lt;br&gt;&lt;br&gt;<strong>Standard III. Strengths and Needs of Individual Students: Instruction for Students with Reading Difficulties, Dyslexia, and Reading Disabilities</strong>&lt;br&gt;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. **&lt;br&gt;&lt;br&gt;<strong>Standard III. Strengths and Needs of Individual Students: Instruction for Students with Reading Difficulties, Dyslexia, and Reading Disabilities</strong>&lt;br&gt;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.</td>
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<td><strong>4.2 Use a literacy curriculum and engage in instruc-</strong></td>
<td><strong>Standard III. Strengths and Needs of Individual Students: Instruction for English Language Learners</strong></td>
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<td><strong>tional practices that positively impact students’</strong></td>
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<td><strong>4.3 Develop and implement strategies to advocate for equity.</strong></td>
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**IRA 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. As a result, candidates:

<table>
<thead>
<tr>
<th>5.1 Design the physical environment to optimize students’ use of traditional print, digital, and online resources in reading and writing instruction.</th>
<th><strong>Standard II - Assessment and Instruction: Instructional Methods and Resources</strong></th>
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<tbody>
<tr>
<td><strong>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.</strong></td>
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<th>5.2 Design a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students’ opportunities for learning to read and write.</th>
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<td>IRA Standard 6. Professional Learning and Leadership</td>
<td>TExES Reading Specialist Standards</td>
</tr>
<tr>
<td>---------------------------------------------------</td>
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<td>6.1 Demonstrate foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture.</td>
<td>Standard IV - Professional Knowledge and Leadership: Collaboration, Communication, and Professional Development 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.</td>
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<td>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.</td>
<td>Standard IV - Professional Knowledge and Leadership: Collaboration, Communication, and Professional Development 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.</td>
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<td>6.3 Participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs.</td>
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<td>6.4 Understand and influence local, state, or national policy decisions.</td>
<td>Standard IV - Professional Knowledge and Leadership: Collaboration, Communication, and Professional Development 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.</td>
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5.3 Use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another; discussions, and peer feedback). Standard II - Assessment and Instruction: Instructional Methods and Resources 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.

5.4 Use a variety of classroom configurations (i.e., whole class, small group, and individual) to different instruction. Standard II - Assessment and Instruction: Instructional Methods and Resources 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.
Alignment of IRA/ILA/TExES Standards Matched to Course and Module Objectives and Activity/Assessment

<table>
<thead>
<tr>
<th>IRA/ILA</th>
<th>TExES: Reading Standard</th>
<th>Course Objective</th>
<th>Module Objective</th>
<th>Activity / Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>IV</td>
<td>1</td>
<td>2, 3, 4</td>
<td>Coaching Report 1–Planning Document</td>
</tr>
<tr>
<td>6</td>
<td>IV</td>
<td>3</td>
<td>1</td>
<td>Professional Reading Log 1</td>
</tr>
<tr>
<td>6</td>
<td>IV</td>
<td>3</td>
<td>5</td>
<td>Professional Reading Log 2</td>
</tr>
<tr>
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<td>IV</td>
<td>3</td>
<td>6</td>
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<td>7</td>
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<tr>
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<td>IV</td>
<td>3</td>
<td>8</td>
<td>Professional Development Project-Planning-Part A</td>
</tr>
<tr>
<td>6</td>
<td>IV</td>
<td>3</td>
<td>9</td>
<td>Professional Development Project-Planning-Part B</td>
</tr>
<tr>
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<td>IV</td>
<td>4</td>
<td>10</td>
<td>Professional Development Project-Part 1</td>
</tr>
<tr>
<td>6</td>
<td>IV</td>
<td>4</td>
<td>11</td>
<td>Professional Development Project-Part 2</td>
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<td>IRA/IL A</td>
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<td>I</td>
<td>5</td>
<td>12</td>
<td>Review of Topics A, B, C-Tutorials and Quiz</td>
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<tr>
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<td>4</td>
<td>13</td>
<td>Professional Development Project-Part 3</td>
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<td>5</td>
<td>14</td>
<td>Practice Exam 1-Reading Specialist Praxis, Interactive Practice Exam-Reading Specialist Praxis-Practice Exams 2-Part A, B, C</td>
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