Department of Curriculum & Instruction	
College of Education PARTNERS for the FUTURE	The University of Texas ARLINGTON™
LIST 5316 *Assessment in Literacy Learning* (Section 105, 205, 305)	**Fall 2017**

Instructor: Dr. Keisha Panagos

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Faculty Profile/About the Instructor:
Dr. Keisha Panagos is a life-long learner and passionate about the field of education. She loves working with learners of all ages and has experience in both elementary and middle school classrooms and Title 1 reading. Her experience in graduate level courses encompasses areas in literacy, curriculum development, educational leadership, pro-

gram evaluation, and both action and qualitative research. She has a B.S. in Elementary Education from Southeast Missouri State University, a M.Ed. in Educational Leadership from William Woods University, and a Ph.D. in Educational Studies with a focus on Curriculum and Instruction from Saint Louis University. Along with being an instructor at The University of Texas at Arlington she works as a K-12 Curriculum Director and Elementary Dean of Students. Research interests include: professional learning communities, using technology to enhance classroom instruction, and data-driven decision making.

Outside of school she enjoys spending family time with her husband Nick and three sons Joe, Mark, and Seth. Joe is a freshman in high school and plays football, basketball, and baseball. Mark is in the 5th grade and plays soccer, basketball, and baseball. Her youngest son, Seth, is 2 1⁄2 years old and loves everything about his big brothers. He is their #1 fan. When not hanging out with her family, Dr. Panagos can be found at the local running trails. Date nights with her husband usually consist of working out in their home gym and talking about their day. Last summer she competed in her first 70.3 half Ironman in Muncie, IN in honor of her brother who passed away three years ago.

Office Hours: by appointment

Communication:
• The instructor checks email daily. To speak with an instructor on the phone, please use the phone number provided by the instructor (which may not be the same number in the syllabus because access through the office number could create a delay).

• Students receive feedback on assignments on a weekly basis.

Description of Course Content:
This practicum course provides understanding of how to implement a comprehensive, balanced literacy program, with a special emphasis upon guided reading as part of a reading workshop. The strategies and techniques as well as the undergirding theory featured apply to teachers in all grades, and class members apply concepts in their own teaching situations.

Course Objectives:
1. Use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.

2. 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.

3. Use assessment tools and practices to plan and evaluate as shown through providing effective small-group reading instruction.

4. Create documents and review resources that can be used by reading specialists and literacy coaches.

Student Learning Outcomes/Candidates will be able to:

1. Form small heterogenous groups of students who can work together independently while the teacher works with another small group for reading instruction.

2. Present procedures to use in providing shared reading experiences for students and how to meet the individual needs of students when providing shared reading.

3. Select poems that could be used for shared reading with their students and to develop materials for a poetry notebook literacy station/independent literacy activity.

4. Locate quality books to read aloud to their students.

5. Describe tips on how to read aloud effectively to students and write about the importance of also reading aloud to teens.

6. Read aloud, provide a grand conversation, and write an anecdotal account.

7. Provide shared reading experiences using sound procedures, and write an anecdotal account.

8. Write the components of a balanced literacy program and the purposes of each component.

9. Write to create a handout a literacy coach could use to help teachers know how to teach their students routines and procedures so students can engage in independent literacy activities while a teacher provides small-group literacy instruction.

10. Use a phonics assessment tool to determine students progress in applying phonics generalizations.

11. Provide words that feature phonics generalizations.

12. Write a readers theater script, using a poem as the basis.1

13. Identify words that they could use to teach their students by studying assessment tools: high-frequency words, Latin/Greek derivations, or commonly misspelled words.

14. Write a list of guidelines teachers can use when implementing a poetry notebook station.

15. Write to describe potential types of professional development to offer teachers, using the materials in the Literacy Coach Toolbox and textbook of the course.

16. Write a guided reading lesson plan for two days that show incorporating feedback from initial drafts.

17. Implement a guided reading lesson plan for at least one day where they are observed by a mentor and mentee.

18. Self-assess their teaching where they implemented a guided reading lesson.

19. Discuss their self-evaluation when they meet with a mentee.

Please see alignment of standards, learning experiences, and module objectives that align with these module learning outcomes/objectives and that follow in the syllabus.

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 .

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.*

Course Prerequisites:
College of Education Eligibility for Admission and Enrollment
Students seeking admission to the College of Education must meet specific criteria set by the College of Education and complete or satisfy the following requirements for unconditional admission:

- Satisfying the University's credit hour requirements for admission to a degree plan.
- Petition for admission.
- Submit transcripts from each college or university the student has attended (reflecting all current/completed semesters).
- Have a GPA of at least 3.0 (overall or for the last 60 hours, whichever is higher).
- Any other assessment requirements deemed necessary by the College of Education

Required Textbooks and Other Course Materials:
If you teach students in pre-k through grade 2, please purchase the following:

Every Student Become a Better Reader (2009), written by Jan Richardson and published by Scholastic. **OR *The Next Step Forward in Guided Reading: An Assess-Decide-Guide Framework for Supporting Every Reader*** (2010), written by Jan Richardson and published by Scholastic.

Read Aloud Rhymes for the Very Young, selected by Jack Prelutsky and illustrated by Marc Brown, published by Random House Children's Books
ISBN-10: 0394850106
ISBN-13: 9780394872186

If you teach students in grade 3-grade 6 (although older students could enjoy the poetry anthology listed here), please purchase the following:

Every Student Become a Better Reader (2009), written by Jan Richardson and published by Scholastic. **OR** *The Next Step Forward in Guided Reading: An Assess-Decide-Guide Framework for Supporting Every Reader* (2010), written by Jan Richardson and published by Scholastic.

The Random House Book of Poetry for Children, edited by Jack Prelutsky and illustrated by Arnold Lobel, published by Random House Children's Books.
ISBN-10: 0394850106
ISBN-13: 978-0394850108

If you teach students in grade 7-grade 12, please purchase the following:

Every Student Become a Better Reader (2009), written by Jan Richardson and published by Scholastic. **OR** *The Next Step Forward in Guided Reading: An Assess-Decide-Guide Framework for Supporting Every Reader* (2010), written by Jan Richardson and published by Scholastic.

Choose one or both of these books of poetry.

Poems to Learn by Heart, **edited by Caroline Kennedy and illustrated by Jon J. Muth, published by Disney Press**
ISBN-13: 9781423108054

The Place My Words Are Looking For: What Poets Say About and Through Their Work, edited by Paul B. Janeczko, published by Simon & Schuster Books For Young Readers.
ISBN-13: 9780027476712

Descriptions of Major Assignments:

Due dates for Assignments are presented in the Weekly sections of the course.

Weekly Reports (4 @ 15 points, 60 points total)
As stated previously, this course focuses upon how to implement a comprehensive, balanced literacy program, with a special emphasis upon guided reading as part of a reading workshop. Class members will apply concepts in their teaching situations rather than solely read about new ideas. You will complete activities that prepare you for applying ideas in a classroom or that provide the opportunity to apply information. Class members will vary in exactly the types of materials they use, but all will apply the same types of concepts in ways that work for their students, while also following specified procedures.
You complete the Weekly Report template, and the template is found in Blackboard.

You post each weekly report in **ASSIGNMENTS in Blackboard.**

*Scoring Guide:
- The weekly report is completed, and the content 1) delineates fully the ideas specified in the assignment and 2) shows following all guidelines associated with learning experiences. (15 points)
- The weekly report is completed, but the content is missing or not presented fully as specified in the assignment. (5 points)
- The weekly report is not completed or is completed, but the content is skeletal. (1 point)
- A weekly report is not submitted. (0 points)

*In completing the activities of each weekly report, it is important to adhere to the guidelines of the assignments to learn and gain points associated with learning.
Please do not make substitutions in any way. If you have a question or concern, please contact the instructor to determine how your question or concern can be addressed.
You could be asked to rewrite a weekly report if work submitted does not show following guidelines for the activities featured in the weekly report.
Failure to complete a weekly report whereby all guidelines are followed could result in no points earned.

Discussion Board Contributions and Participation (4 @ 5 points, 20 points total)
We work together in learning about and then trying out ideas in your classrooms. Teaching situations vary, but we will find ways for the applications to be tailored to various situations. The textbook and course materials provide background information and materials. Your instructor also will be there to address your questions and concerns. You will be provided discussion board assignments. In other words, you also will be contributing to the "text" of our course because you will be sharing your insights, experiences, and content. You go to the **Group** section of the course to find your discussion board group and posting assignments. The assignments are also in the syllabus.
Scoring Guide:
- The class member participates fully and contributes in ways that follow the discussion assignment and offers a reply to one person that follows guidelines of the assignment. (5 points)
- The class member participates and contributes in ways that mostly follow the discussion assignment and offers a reply that mostly follows the guidelines of the assignment. (3 points)
- The class member makes a posting and reply that does not follow the guidelines f the assignment. (1 point)

Lesson Plan, Mentor Evaluation, Self Assessment & Follow Up Discussion with Mentee (25 points)-submitted in Blackboard and TK2 **(25 points)**

- As candidates move through the program, they will complete in their portfolios various lesson plans that reflect their knowledge of instructional strategies and assessment practices.

- For this practicum, you must include a lesson plan that has been implemented and evaluated by the mentor as well as observed by the mentee.

- You must self-assess the lesson plan implementation and conduct a follow up discussion with mentee.

- The lesson plan you develop will be one for guided reading, where you work with a small group of students who are homogenous in their reading ability.

- You can use guided reading for reading poetry and nonfiction, but for this lesson you will use fiction, a story or book that is at the students' instructional level.

- The template for this assignment must be used.

- Each designated part of the template must be completed according to guidelines provided. You will complete each part of the template at different times (as you plan, teach, self-asess/reflect. and discuss your teaching with your mentee.

Section 1: Lesson Plan Form

Rubric

By following the guidelines for the lesson plan preparation and your subsequent teaching, your work should meet criteria as specified in the rubric guide.

Tasks for *Section 1: Lesson Plan Form* ↓	Expert 15	Acceptable 10	Unacceptable 5
Format	Fully developed lesson plan that follows required format (2)	Lesson plan follows required format (1)	Does not follow format for assignment or missing some or all of required parts of the lesson (0)
Understanding of learners and P-12 student standards	Demonstrates in-depth understanding of learners and P-12 student standards and an ability to provide instruction that meets the needs of students(3)	Demonstrates general understanding of learners and P-12 student standards and an ability to provide instruction that meets the needs of students(2)	Demonstrates limited understanding of learners and P-12 student standards and an ability to provide instruction that meets the needs of students.1)
Knowledge of content and instructional resources	Shows in-depth knowledge of content taught as well as instructional resources and procedures that are best suited to the learners, content, and lesson (4)	Shows good knowledge of content taught as well as instructional resources and procedures that are suited to the learners, content, and lesson (3)	Shows limited knowledge of content taught as well as instructional resources and procedures that are suited to the learners, content, and lesson 2)
Understanding of accommodations and modifications for all students	Demonstrates in-depth understanding of accommodations and modifications needed	Demonstrates basic understanding of accommo-	Demonstrates basic understanding of accommodations and modifications

| Ability to plan appropriate assessments | for all students to learn (3)

Shows well-developed ability to plan appropriate informal assessments (3) | dations and modifications needed for all students to learn (2)

Shows ability to plan appropriate informal assessments (2) | needed for all students to learn (1)

Has difficulty developing appropriate informal assessments (1) |
| --- | --- | --- | --- |

Lesson Plan-Guided Reading

This lesson plan template includes the basic components/headings of a guided reading lesson used in our field, but it is tailored to show how to incorporate principles of sound instruction advocated by our field. The template could be used with fiction, nonfiction, or poetry. However, what is done to foster comprehension of expository text can vary from what is done for fiction.

Through the the **before reading** section, teachers prepare students to be able to read the selection silently or in a soft voice (if students are not ready to read silently).

Through the the **during reading** section, students do not read round robin, but teachers are able to informally assess students' oral reading by listening to selected students read aloud to the teacher a segment of the selection, with all students being selected over a period of a few days. The teacher takes anecdotal notes. Teachers have prepared students to be able to read the selection silently or in a soft voice if students are not ready to read silently.

Through the the **after reading** section, teachers provide opportunities to build comprehension through discussion, where students retell the story and think at high levels (such as making inferences, evaluations, connections beyond the literal level).

After reading also provides an opportunity for the teacher to provide word study and other concepts, depending upon the needs of the students.

Name:

Title of Reading Selection/Story/Book:

DAY 1

Before Reading

Word Study Review *(two words taught in the previous day sight words, structural/morphemic analysis, commonly misspelled words, <u>or</u> commonly confused words)*

Short Introduction to Activate/Build Background Knowledge:

Preview/Picture Walk

New Vocabulary:

After Reading

Retelling: *(Students retell to engage in literal comprehension and understanding of what is written.)*

Discussion Points:*(Teacher shares first to foster discussion of "big ideas" and thinking at higher levels about the story.)*

A.

(pause to give students the opportunity to reply to teacher's comments/sharing)

B.

(pause to give students the opportunity to reply to teacher's comments/sharing)

Question to Ask to Help Students Formulate Their Thoughts:
"Of all that happened in the story, what did you like, or what did you not like?"

Word Study: (two words selected to teach sight words, structural/morphemic analysis, commonly misspelled words, commonly confused words)

Other Teaching Points: (based upon needs of students, which could include guided writing, strategies, literary concepts)

DAY 2

Before Reading

Word Study Review (two words taught in the previous day sight words, structural/morphemic analysis, commonly misspelled words, or commonly confused words):

During Reading

Reading Selection Again for Fluency or Continue Reading (if students are advanced readers):

After Reading

Retelling: *(Students retell to engage in literal comprehension and understanding of what is written.)*

Discussion Points:*(Teacher shares first to foster discussion of "big ideas" and thinking at higher levels about the story.)*

A.

(pause to give students the opportunity to reply to teacher's comments/sharing)

B.

(pause to give students the opportunity to reply to teacher's comments/sharing)

Question to Ask to Help Students Formulate Their Thoughts:

"Of all that happened in the story, what did you like, or what did you not like?"

Word Study: (two words selected to teach sight words, structural/morphemic analysis, commonly misspelled words, commonly confused words)

Section II: Formal Observation by Mentor

Rubric

Tasks for *Section II: Formal Observation by Mentor* ê	Expert 3	Acceptable 1.5	Unacceptable 0
Submission of formal mentor evaluation	Submits formal mentor evaluation (see evaluation format that follows) with acceptable or higher ratings in every category (1)	Submits formal mentor evaluation (see evaluation format that follows) with no unacceptable ratings (.5)	Submits formal mentor evaluation (see evaluation format that follows) with some unacceptable ratings (0)
Ability to adjust instruction to meet learners' needs	Mentor notes well-developed ability to adjust instruction to meet learners' needs (2)	Mentor notes instructional ability to meet learners' needs (1)	Mentor notes inability to effectively adjust instruction to meet learners' needs (0)

Formal Observation by Mentor

Candidate: _____   Date: _____

District: _____   School: _____

Mentor: _____   Mentee: _____

Grade Level/Subject Area): _____

Date/Time of Observation: _____

CLUSTER 1: PLANNING AND PREPARATION 1=Approaches Standard, 2=Meets Standard, and 3=Far Exceeds Standard	
Demonstrates knowledge of the foundations of reading and writing processes and instruction.	**1 2 3 N/A**
Demonstrates knowledge of students	**1 2 3 N/A**
Uses instructional goals and objectives (Curriculum appropriateness)	**1 2 3 N/A**
Demonstrates knowledge of appropriate literacy materials, resources and technology	**1 2 3 N/A**
Uses coherent literacy instruction (Transitions noted and subject material integrated)	**1 2 3 N/A**
Assesses student literacy learning (Informal, formal, verbal, written, participation or visual)	**1 2 3 N/A**
CLUSTER 1 SUBTOTAL **Comments:**	

CLUSTER 2: CLASSROOM ENVIRONMENT THAT PROVIDES EQUITY, EXCELLENCE, AND INSTRUCTION 1=Approaches Standard, 2=Meets Standard, and 3=Far Exceeds Standard	
Creates a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.	**1 2 3 N/A**
Creates an environment of respect (Body language, tone, manners)	**1 2 3 N/A**
Establishes a culture for literacy learning (Stated objectives and agenda, and reviewed prior knowledge)	**1 2 3 N/A**
Manages classroom procedures (Delegated to students, instructions stated clearly)	**1 2 3 N/A**
Manages student behavior (Expectations posted, consistent, verbal and non-verbal cues, and effective)	**1 2 3 N/A**
Organizes physical space (Seating arrangement, location of visuals, safety, and cleanliness)	**1 2 3 N/A**
CLUSTER 2 SUBTOTAL **Comments:**	

CLUSTER 3: INSTRUCTION AND COMMUNICATION 1=Approaches Standard, 2=Meets Standard, and 3=Far Exceeds Standard	
Uses appropriate instructional practices, approaches, methods, and/or curriculum materials to support reading and writing instruction.	**1 2 3 N/A**
Uses a variety of assessment tools and practices to plan and evaluate effective reading instruction.	**1 2 3 N/A**
Communicates clearly and accurately (Usage, tone, written and oral, pace, and verbal and non-verbal cues)	**1 2 3 N/A**
Uses questioning / discussion techniques (Critical thinking, logical sequence, frequency, and explanations)	**1 2 3 N/A**
Engages students in literacy learning (Frequency; whole group, small groups, individuals)	**1 2 3 N/A**
Provides feedback to students (Positive; prompt; specific; and clear)	
Demonstrates flexibility and responsiveness	**1 2 3 N/A**
CLUSTER 3 SUBTOTAL **Comments:**	

Section III: Lesson Plan Reflection and Follow-Up Discussion with Mentee Rubric

Use this rubric to guide your work on Sections 3 and 4 of the Week 5 assignment.

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

Lesson Plan Reflection and Self-Assessment Form

To be completed by practicum candidate after formal lesson plan implementation.

General Reflection

Your reflection/self assessment must address all the categories that follow.

<u>My Planning</u>: Describe what you planned for your lesson and why.

<u>Anecdotal Notes-What I observed before and/or during reading</u>:

<u>Anecdotal Notes-Retelling</u>: (what I observed as students retold the story)

<u>Transcript of Discussion</u>:

Me:

Student (first name):

<u>Reflection Upon Discussion</u>:

Did I share my discussion points?

Did I pause long enough to let students share?

Did I reply full to students' comments?

What else did I notice?

<u>Anecdotal Notes-Word Study</u>:

<u>Reflection for Future Implementation</u>

What did I do well?

What would I change?

Section IV: Follow-Up/Think-Aloud Discussion of Lesson with Mentee

To be completed during Follow-Up/Think-Aloud Discussion with Mentee.

Candidate: ⬜ Date: ⬜

District: ⬜ School: ⬜

Grade Level/Subject Area): ⬜

Provide a copy of your lesson plan and written reflection for you to share with your mentee. These materials must be used to provide a meaningful, clear discussion.

Narrative Description of What Took Place During Discussion of Lesson with Mentee:

Video Recording-Guided Reading Lesson for Day 1 of the Lesson Plan, Mentor Evaluation, Self Assessment & Follow Up Discussion with Mentee assignment and **Literacy Instruction Featured in Weekly Reports.**

Video-record your providing a guided reading lesson for day 1 of your guided reading lesson plan. You should not record in a way that the children could be identified, so you do not record the faces of the children. Instead, what is important is to record you and what you say/do. This video provides documentation of your ability to plan and provide guided reading instruction.
Your video of the guided reading lesson will take place for approximately 20 minutes.
You also video-record at least 25 minutes of additional teaching where you are incorporating learning experiences featured in your weekly reports: reading aloud and having a grand conversation, shared reading, word study assessment, and/or teaching the spelling strategy.
As you record, please remember these procedures:
  • The video should show clearly that you are providing a guided reading lesson, using the same lesson plan that you have submitted for your assignment in the course.
  • The video needs to be one that can be clearly heard and seen.
  • What the children are doing should be included (to show whether students are engaged), but you do not want to be able to identify children by showing faces.
  • Your mentor teacher will be observing you during this lesson, and your mentor teacher also could be the person who records the lesson.
  • You and your mentor teacher could view the recording later for your self-evaluations and the mentor's evaluation of your teaching.
You will find instructions on how to use Kaltura in Blackboard in Module 4.
  • Upload Existing Video Kaltura - Use this set of instructions if you are recording your Book Share video with a camera (personal camera, smart phone, tablet, etc.) and saving it to your computer.
  • Record Video With Kaltura - Use this set of instructions if you are recording your Book Share using Kaltura and a webcam.

Credit 20 points	No Credit 0 points
Submits video and follows guidelines.	Submits video and does not follow guidelines or does not submit a video.

Descriptions of Required Practicum Documents:

Letter to Campus Administrators with Statement of Agreement (3 points)

• You present the **Letter to Campus Administrators and Teachers with Signed Agreement** for the campus administrator to read to discuss with you the practicum, including choices for a mentor and mentee.

• The **mentor** is a teacher with more experience in literacy instruction than you. The **mentee** is a teacher who is a novice in regard to literacy instruction who you will work with to learn about the interests and needs of a novice, not to coach at this point in the program.

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

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

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

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

• There is a deadline for submission of this paperwork.

Credit 3 points	No Credit 0 points
Submits Statement of Agreement for principal, candidate, mentor, and mentee	Submits incomplete form

Observation and Conference Forms from Field Supervisor (6 Points)

- A field supervisor observes a candidate **two times**. Each observation lasts for at least **45 minutes.** A field supervisor **completes an observation and conference form. The field supervisor will contact you in advance, and the field supervisor will contact you to have a conference that lasts 30 minutes after each observation.**
- You scan your completed copy of each observation and conference form to submit it in Blackboard.
- Your field supervisor submits the completed forms to the Field Supervisor Coordinator.
- Your field supervisor also emails the completed forms to your principal. We recommend that you also access the Literacy Studies website to become familiar with the observation and conference form before you are observed. To access the Literacy Studies website, you copy/paste the link in your browser.
  http://www.uta.edu/coed/academics/fieldexperience/literacy-studies-field.php

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

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

Pre-Conference Information Form for Field Supervisor (required-mastery)

You will be assigned a field supervisor who will **observe you for 45 minutes once you submit 2-3 video clips for a total of 45 minutes**, and you will have a f**ollow-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 received by the field supervisor as part of the pre-conference, and it needs to be submitted in Blackboard to ensure having needed information.

Practicum Profile (required-mastery)

The Field Supervisor Coordinator at UT Arlington provides a link and request for designated information.

Video Recordings for Observation by Field Supervisor-Guided Reading Lesson for Day 1 of the Lesson Plan, Mentor Evaluation, Self Assessment & Follow Up Discussion with Mentee assignment and Literacy Instruction Featured in Weekly Reports (as discussed in the Lesson Plan assignment of the course-10 points)

You video-record your instruction and provide two or three video clips for a total of 45 minutes. You video-record day 1 featured in your guided reading lesson plan for approximately 20 minutes. You can select what to video-record for the remaining 25 minutes: reading aloud and having a grand conversation, shared reading, word study assessment, and/or using the spelling strategy. However, this must be instruction based upon guidelines in the weekly reports.

Credit 20 points	No Credit 0 points
Submits video clips and follows guidelines.	Submits video and does not follow guidelines or does not submit a video.

Practicum Evaluation from Mentor (4 points)

Description: 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, and you will be provided instructions to give to your mentor. Your instructor will send the instructions near the end of the practicum so you can give this information 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.

Grading Rubric:

Credit 4 points	No Credit 0 points
Practicum Evaluation from Mentor posted	Practicum Evaluation from Mentor not posted

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

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

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

Face-to Face Course Meetings-If a class member is absent for any reason he/she needs to arrange with a classmate to obtain notes and handouts. All cooperative classroom activities will be assigned points. Since these activities require student's participation in specific class periods, the activities cannot be made up at any other time. Therefore, on the third absence if a course meets twice a week or two absences if a course

meets once a week, during a summer semester, or during an Intersession semester (whether excused or unexcused), the student's grade will drop one letter grade.

If a class member leaves early, he/she must indicate that when the roll sheet is passed around. If leaving early is not anticipated, he/she must leave a note with the instructor or with a class member who gives it to me.

Technology Requirements:
What follows is a description of technology needed for this course.
• a computer with a consistent internet connection to access the course
• a word processing software to complete written assignments
• an Internet browser: Mozilla Firefox and Google Chrome are the recommended and supported browsers for this course.
The course also has the following options for system requirements:
• Windows Vista, 7 or 8
• Mac OSX 10.6, 10.7, 10.8, or 10.

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

Grading:
- **Weekly Reports** **(4 @ 15 points, 60 points total)**
- **Discussion Board Contributions and Participation** **(4 @ 5 points, 20 points total)**
- ****Lesson Plan, Mentor Evaluation, Self Assessment & Follow Up Discussion with Mentee** **(25 points)-submitted in Blackboard and TK20**

(105 points for Assignments)

**To complete the course and receive credit for this assignment, your work must be submitted in TK20 and Blackboard.

Required Practicum Documents (for Completion of Practicum):
- **Letter to Campus Administrators with Statement of Agreement-scanned and submitted in Blackboard** **(3 points)**
- **Your Copy of the Observation and Conference Form from Field Supervisor-- scanned and submitted in Blackboard** **(6 points-The field supervisor submits a copy, but you need to have a copy to submit, too.)**
- **Practicum Evaluation from Mentor** **(4 points)**
- **Video Consent Form** **(mastery requirement)**
- **Practicum Profile** **(completed electronically through link sent by the Field Supervisor Coordinator-mastery requirement)**
- **Pre-Conference Information Form for Field Supervisor (mastery requirement)**
- **Video Recordings for Observation by Field Supervisor-Guided Reading Lesson for Day 1 of the** Lesson Plan, Mentor Evaluation, Self Assessment & Follow Up Discussion with Mentee **assignment and Literacy Instruction Featured in Weekly Reports (20 points)**

**To complete the course and receive credit for this assignment, your work must be submitted in TK20 and Blackboard.

(33 points for Required Practicum Documents)

TOTAL: 138 points

Course grading results in a pass/fail designation.
To pass the course, the following must be accomplished:
• All weekly reports must be completed fully according to the guidelines specified.
• Each discussion posting must be made, as specified.
• Each lesson plan and implementation assignment must be developed, as specified.
• At least 87% of total points (i.e., 120 points) must be earned, but completion of all Required Practicum Documents work is also required to complete the course.
As stated above, to complete the course all practicum documents from your mentor and field supervisor must be submitted in Blackboard and Tk20. To pass the course, you must participate in all discussion board requirements.

Literacy Studies Late Work Policy

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

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

D**isability Accommodations:** UTA 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 UTA 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). Only those students who have officially documented a need for an accommodation will have their request honored. 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 or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

Counseling and Psychological Services (CAPS) www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

Non-Discrimination Policy: *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.*

Title IX Policy: The University of Texas at Arlington ("University") is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit* www.uta.edu/titleIX or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.

Academic Integrity: Students enrolled all UTA courses are expected to adhere to the UTA Honor Code:

> *I pledge, on my honor, to uphold UTA'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.*

UTA faculty members may employ the Honor Code in their courses by 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. Additional information is available at https://www.uta.edu/conduct/.

Electronic Communication: UTA 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 regu-

larly. 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.

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/

Student Feedback Survey: At the end of each term, students enrolled in face-to-face and online classes categorized as "lecture," "seminar," or "laboratory" are 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 via the SFS database is aggregated with that of other students enrolled in the course. Students' anonymity will be protected to the extent that the law allows. UTA's effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit http://www.uta.edu/sfs.

Course Schedule:

(Exact dates are on calendar/schedule.)

MODULE ONE

Examine **Weekly Report 1 template on day one of course.**
 Meet with a campus administrator to discuss practicum requirements.

Submit a scanned Letter to Campus Administrators with Statement of Agreement.

*Submit a scanned copy of the Video Consent form.

Submit **Weekly Report 1.**

Examine **Weekly Report 2 and prepare for Week Two.**

MODULE TWO

Post in Discussion Group: Discussion Posting 1-**Introduce yourself by telling about your current position and teaching experience. Share one thing you find challenging as a literacy teacher and explain.**

Reply to at least one person who has not received a reply.

Complete activities designated on Weekly Report 2
Submit **Weekly Report 2**

Examine **Weekly Report 3 and prepare for Week Three.**

MODULE THREE

Post in Discussion Group: Discussion Posting 2-**Post a typed copy of one of the poems you can use for shared reading to share with others in your group to create a collection.**
Reply to at least one person who has not received a reply.

Complete activities designated on Weekly Report 3
Submit **Weekly Report 3.**

Examine **Weekly Report 4 and prepare for Weekly Report.**

You will begin work on your Lesson Plan as part of your **Weekly Report.**

Make plans for Video Recording -Guided Reading Lesson for Day 1 of the Lesson Plan, Mentor Evaluation, Self Assessment & Follow Up Discussion with Mentee assignment & Literacy Instruction Featured in Weekly Reports.

Please see the syllabus and Blackboard, Module 4 to find guidelines for recording and submitting video recording. You submit two or three clips for a total of 45 minutes.
1) your teaching a guided reading group for 20 minutes, using the lesson plan you have developed for the course, which you must submit as part of the observation and 2) literacy instruction featured in your weekly reports reading aloud and having a grand conversation, shared reading, word study assessment, and/or are teaching the spelling strategy. You can select one or any combination for this second part.

You will be observed by your mentor and field supervisor when you teach on day one.

You will meet with your mentee after you have completed your Self Assessment where you write to reflect upon what took place.

Make appointments to arrange the observations and video recording (with a phone or other device).

Then arrange with mentee for times to meet, making sure you have time to complete the written reflection before meeting.
(**You plan for two days to demonstrate proficiency, but you are observed for day one of your plans.**)

You have leeway for the day/week you teach Day 1 of your lesson because of the varying schedules of all involved. **Please keep in mind, however, when you need to complete all four parts to submit work in** Blackboard and TK20 **during MODULE FOUR-MODULE FIVE.**

MODULE FOUR-MODULE FIVE

Post in Discussion Group: Discussion Posting 3-**Describe a positive significant moment you have had during the course as you applied ideas with your students or shared ideas with colleagues.**
Reply to at least one person who has not received a reply.

Complete activities designated on Weekly Report 4
Submit **Weekly Report 4.**

Implement Lesson Plan, Mentor Evaluation, Self Assessment & Follow-Up Discussion with Mentee and Video Recording.

You must submit Weekly Report 4 and receive feedback before you can implement the Lesson Plan/Guided Reading Lesson for Day 1.

You are observed by your mentor and field supervisor when you teach on day one. The mentor will complete the Mentor Evaluation that is included in the assignment materials.

You make sure someone can help you with the **Video Recording of Guided Reading Lesson for Day 1 of the** Lesson Plan, Mentor Evaluation, Self Assessment & Follow Up Discussion with Mentee assignment.

The field supervisor will complete the Observation and Conference Form that is provided through the following site by copying/pasting the link in a browser:
http://www.uta.edu/coed/academics/fieldexperience/literacy-studies-field.php

After you meet with the field supervisor, you will receive a copy of the Observation and Conference Form. Your field supervisor will send copies to your mentor teacher and principal.

You will meet with your mentee after you have completed your Self Assessment where you reflect upon what took place.

Make appointments to arrange the observations. Then arrange with mentee for times to meet, making sure you have time to complete the written reflection before meeting. (**You plan for two days to demonstrate proficiency, but y̲ou are observed for day one ̲of your plans.)**

Please keep in mind you that you will need to plan to complete all four parts to submit work by MODULE FOUR-FIVE in Blackboard and TK20.

Post in Discussion Group: Discussion Posting 4-This posting will have two parts.
At the end of your program, you will provide professional development for a small group of teachers where you show them an instructional strategy during at least two sessions. For your posting, 1) examine the materials in the Literacy Coach Toolbox of the course. Share which materials might be ones you could share as a literacy coach; and 2) reflect upon what you have tried in your classroom during the course and what could be the topic of professional development sessions.

Reply to at least one person who has not received a reply.

Submit Lesson Plan, Mentor Evaluation, Self Assessment & Follow-Up Discussion with Mentee in Blackboard and TK20.

Submit Video Recording-Guided Reading Lesson for Day 1 of the Lesson Plan, Mentor Evaluation, Self Assessment & Follow Up Discussion with Mentee assignment & **Literacy Instruction Featured in Weekly Reports.**
Please see the syllabus and Blackboard, Module 4-Module 5 to find guidelines for recording and submitting video recording. You submit two or three clip for a total of 45 minutes.
Remember that this video includes 1) your teaching a guided reading group for 20 minutes, using the lesson plan you have developed for the course, which you must submit as part of the observation and 2) literacy instruction where you are incorporating learning experiences featured in your weekly reports: reading aloud and having a grand conversation, shared reading, word study assessment, and/or are teaching the spelling strategy. You can select one or any combination for this second part.

Complete Required Practicum Document Submissions as indicated here.

Make sure you have completed the Practicum Profile. The Field Supervisor Coordinator at UT Arlington sends you a link. If you have not completed the profile, please do so.

Meet with mentor to provide directions for the Practicum Evaluation from Mentor so your mentor can submit the evaluation.

Submit scanned copies of Observation and Conference Forms from Field Supervisor in Blackboard.

*Due: You will be able to do this once you receive both forms from your field supervisor. It takes time for the field supervisor to be able to view your video and complete the form, but you submit the forms as soon as you receive both. We will allow for technical difficulties, and you will not be penalized for delays that cannot be avoided, but the forms must be submitted.

Tk20 Support:

If you are having any difficulties with TK20, please contact UTA's TK20 support at: TK20@uta.edu<mailto:TK20@uta.edu>

The website for TK20 is here:

The Tk20 FAQ: http://www.uta.edu/coed/academics/tk20/faqs.php

Tutorials for Submitting/Uploading work to TK20:

Video version tutorial: https://helpdesk.tk20.com/homepage-2/videos/

Text-based tutorial: https://helpdesk.tk20.com/helpdesk/completing-an-assignment-version-8/

Alignment of Objectives, Standards, and Assignments

Course Objectives
1. Use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.

2. 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.

3. Use assessment tools and practices to plan and evaluate as shown through providing effective small-group reading instruction.

4. Create documents and review resources that can be used by reading specialists and literacy coaches.

Module Objectives

1. Form small heterogenous groups of students who can work together independently while the teacher works with another small group for reading instruction.

2. Present procedures to use in providing shared reading experiences for students and how to meet the individual needs of students when providing shared reading.

3. Select poems that could be used for shared reading with their students and to develop materials for a poetry notebook literacy station/independent literacy activity.

4. Locate quality books to read aloud to their students.

5. Describe tips on how to read aloud effectively to students and write about the importance of also reading aloud to teens.

6. Read aloud, provide a grand conversation, and write an anecdotal account.

7. Provide shared reading experiences using sound procedures, and write an anecdotal account.

8. Write the components of a balanced literacy program and the purposes of each component.

9. Write to create a handout a literacy coach could use to help teachers know how to teach their students routines and procedures so students can engage in independent literacy activities while a teacher provides small-group literacy instruction.

10. Use a phonics assessment tool to determine student's progress in applying phonics generalizations.

11. Provide words that feature phonics generalizations.

12. Write a readers' theater script, using a poem as the basis.

13. Identify words that they could use to teach their students by studying assessment tools: high-frequency words, Latin/Greek derivations, or commonly misspelled words.

14. Write a list of guidelines teachers can use when implementing a poetry notebook station.

15. Write to describe potential types of professional development to offer teachers, using the materials in the Literacy Coach Toolbox and textbook of the course.

16. Write a guided reading lesson plan for two days that show incorporating feedback from initial drafts.

17. Implement a guided reading lesson plan for at least one day where they are observed by a mentor and mentee.

18. Self-assess their teaching where they implemented a guided reading lesson.

19. Discuss their self-evaluation when they meet with a mentee.

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:
 http://tea.texas.gov/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=6054.

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

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

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

Reading Specialist Standard IV - Professional Knowledge and Leadership: The reading specialist understands the theoretical foundations of literacy; plans and implements a developmentally appropriate, research-based reading/literacy curriculum for all students; collaborates and communicates with educational stakeholders; and participates and takes a leadership role in designing, implementing and evaluating professional development programs.

Overview:

IRA/NCATE	TExES	IRA/NCATE	TExES
1.1	Standard I	4.1	Standard III
1.2	Standard IV	4.2	Standard III

IRA/NCATE	TExES
1.3	Standard IV
2.1	Standard II
2.2	Standard II
2.3	Standard II
3.1	Standard II
3.2	Standard II
3.3	Standard II and III
3.4	Standard II

IRA/NCATE	TExES
4.3	Standard III
5.1	Standard II
5.2	Standard II
5.3	Standard II
5.4	Standard II
6.1	Standard IV
6.2	Standard IV
6.3	Standard IV
6.4	Standard IV

2010 IRA /NCATE Program Standards for Reading Specialist	TExES Reading Specialist Standards
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:	
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

2010 IRA /NCATE Program Standards for Reading Specialist	TExES Reading Specialist Standards
	early childhood through grade 12.

2010 IRA /NCATE Program Standards for Reading Specialist	TExES Reading Specialist Standards
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.	**Standard IV - Professional Knowledge and Leadership:** *Theoretical Foundations and Research-Based Curriculum* 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.
1.3 Understand the role of professional judgment and practical knowledge for improving all students' reading development and achievement.	**Standard IV - Professional Knowledge and Leadership:** *Theoretical Foundations and Research-Based Curriculum* 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.
IRA Standard 2. Curriculum and Instruction. Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing. As a result, the candidates:	
2.1 Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.	**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.
2.2 Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections.	**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.
2.3 Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.	**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.
IRA Standard 3, Assessment, Diagnosis, & Evaluation. Candidates use a variety of assessment tools and practices to plan and evaluate effective reading instruction.	
3.1 Understand types of assessments and their purposes, strengths, and limitations.	**Standard II - Assessment and Instruction:** *Assessment* 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.

41

2010 IRA /NCATE Program Standards for Reading Specialist	TExES Reading Specialist Standards
3.2 Select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes.	**Standard II - Assessment and Instruction:** *Assessment* 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.
3.3 Use assessment information to plan and evaluate instruction.	**Standard II - Assessment and Instruction:** *Assessment* 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. **Standard II - Assessment and Instruction:** *Instruction for English Language Learners* 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. **Standard III. Strengths and Needs of Individual Students:** *Instruction for Students with Reading Difficulties, Dyslexia, and Reading Disabilities* 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.
3.4 Communicate assessment results and implications to a variety of audiences.	**Standard II - Assessment and Instruction:** *Assessment* 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.
IRA Standard 4. Diversity. Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.	

2010 IRA /NCATE Program Standards for Reading Specialist	TExES Reading Specialist Standards
4.1 Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write.	**Standard III. Strengths and Needs of Individual Students: *Instruction for English Language Learners*** 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. **Standard III. Strengths and Needs of Individual Students: *Instruction for Students with Reading Difficulties, Dyslexia, and Reading Disabilities*** 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.
4.2 Use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.	**Standard III. Strengths and Needs of Individual Students: *Instruction for English Language Learners*** 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. **Standard III. Strengths and Needs of Individual Students: *Instruction for Students with Reading Difficulties, Dyslexia, and Reading Disabilities*** 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.

2010 IRA /NCATE Program Standards for Reading Specialist	TExES Reading Specialist Standards
4.3 Develop and implement strategies to advocate for equity.	**Standard III. Strengths and Needs of Individual Students:** *Instruction for English Language Learners* 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. **Standard III. Strengths and Needs of Individual Students:** *Instruction for Students with Reading Difficulties, Dyslexia, and Reading Disabilities* 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.
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:	
5.1 Design the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing 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.
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.	**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.
5.3 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 differentiate 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.

2010 IRA /NCATE Program Standards for Reading Specialist	TExES Reading Specialist Standards
IRA Standard 6. Professional Learning and Leadership. Candidates view professional development as a career-long effort and responsibility. As a result, candidates:	
6.1 Demonstrate foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture.	**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.
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.	**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.
6.3 Participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs.	**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.
6.4 Understand and influence local, state, or national policy decisions.	**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.

Alignment of TESOL/NCATE English as a Second Language Standards and TExES English as a Second Language Standards

TExES State Standards – English as a Second Language (ESL)
Please Note: To access a complete copy, please visit the following:
[add link to document in course file directory].

Standard I. The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.

Standard II. The ESL teacher has knowledge of the foundations of ESL education and factors that contribute to an effective multicultural and multilingual learning environment.

Standard III. The ESL teacher understands the processes of first- and second-language acquisition and uses this knowledge to promote students' language development in English.

Standard IV. The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate ESL instruction.

Standard V. The ESL teacher has knowledge of the factors that affect ESL students' learning of academic content, language, and culture.

Standard VI. The ESL teacher understands formal and informal assessment procedures and instruments (language proficiency and academic achievement) used in ESL programs and uses assessment results to plan and adapt instruction.

Standard VII. The ESL teacher knows how to serve as an advocate for ESL students and facilitate family and community involvement in their education.

Overview:

TESOL/NCATE	TExES
1.a	Standard I
1.b	Standard II
2.a	Standard IV
2.b	Standard IV
3.a	Standard I and IV
3.b	Standard IV
3.c	Standard IV
4.a	Standard VI
4.b	Standard VI
5.a	Standard II
5.b	Standard VII

TESOL/NCATE	TExES
5.c	Standard VII

TESOL/NCATE Standards	TExES English as a Second Language Standards (EC-12)
DOMAIN 1: LANGUAGE Candidates know, understand, and use the major concepts, theories, and research related to the nature and acquisition of language to construct learning environments that support ESOL students' language and literacy development and content area achievement.	
Standard 1.a. Describing language. Candidates demonstrate understanding of language as a system and demonstrate a high level of competence in helping ESOL students acquire and use English in listening, speaking, reading, and writing for social and academic purposes.	**Standard I.** The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.
Standard 1.b. Language acquisition and development. Candidates understand and apply concepts, theories, research, and practice to facilitate the acquisition of a primary and a new language in and out of classroom settings.	**Standard III.** The ESL teacher understands the processes of first- and second-language acquisition and uses this knowledge to promote students' language development in English.
DOMAIN 2: CULTURE Candidates know, understand, and use the major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct learning environments that support ESOL students' cultural identities, language and literacy development, and content-area achievement.	
Standard 2.a. Nature and Role of Culture. Candidates know, understand, and use the major concepts, principles, theories, and research related to the nature and role of culture in language development and academic achievement that support individual students' learning.	**Standard V.** The ESL teacher has knowledge of the factors that affect ESL students' learning of academic content, language, and culture.
Standard 2.b. Cultural Groups and Identity. Candidates know, understand, and use knowledge of how cultural groups and students' cultural identities affect language learning and school achievement.	**Standard V.** The ESL teacher has knowledge of the factors that affect ESL students' learning of academic content, language, and culture.

TESOL/NCATE Standards	TExES English as a Second Language Standards (EC-12)
DOMAIN 3: PLANNING, IMPLEMENTING, AND MANAGING INSTRUCTION Candidates know, understand, and use standards-based practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom organization, teaching strategies for developing and integrating language skills, and choosing and adapting classroom resources.	
Standard 3.a. Planning for Standards-Based ESL and Content Instruction. Candidates know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ESOL students. Candidates serve as effective English-language models, as they plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum.	**Standard I.** The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language. **Standard IV.** The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate ESL instruction.
Standard 3.b. Managing and Implementing Standards-Based ESL and Content Instruction. Candidates know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing, and for accessing the core curriculum. Candidates support ESOL students in accessing the core curriculum as they learn language and academic content together.	**Standard IV.** The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate ESL instruction.
Standard 3.c. Using Resources Effectively in ESL and Content Instruction. Candidates are familiar with a wide range of standards-based materials, resources, and technologies, and choose, adapt, and use them in effective ESL and content teaching.	**Standard IV.** The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate ESL instruction.
DOMAIN 4: ASSESSMENT Candidates understand issues of assessment and use standards-based assessment measures with ESOL students.	
Standard 4.a. Issues of Assessment for ESL. Candidates understand various issues of assessment (e.g., cultural and linguistic bias; political, social, and psychological factors) in assessment, IQ, and special education testing (including gifted and talented); the importance of standards; and the difference between language proficiency and other types of assessment (e.g., standardized achievement tests of overall mastery), as they affect ESOL student learning.	**Standard VI.** The ESL teacher understands formal and informal assessment procedures and instruments (language proficiency and academic achievement) used in ESL programs and uses assessment results to plan and adapt instruction.

TESOL/NCATE Standards	TExES English as a Second Language Standards (EC-12)
Standard 4.b. Language Proficiency Assessment. Candidates know and use a variety of standards-based language proficiency instruments to inform their instruction and understand their uses for identification, placement, and demonstration of language growth of ESOL students.	**Standard VI.** The ESL teacher understands formal and informal assessment procedures and instruments (language proficiency and academic achievement) used in ESL programs and uses assessment results to plan and adapt instruction.
DOMAIN 5: PROFESSIONALISM Candidates demonstrate knowledge of the history of ESL teaching. Candidates keep current with new instructional techniques, research results, advances in the ESL field, and public policy issues. Candidates use such information to reflect upon and improve their instructional practices. Candidates provide support and advocate for ESOL students and their families and work collaboratively to improve the learning environment.	
Standard 5.a. ESL Research and History. Candidates demonstrate knowledge of history, research, and current practice in the field of ESL teaching and apply this knowledge to improve teaching and learning.	**Standard II.** The ESL teacher has knowledge of the foundations of ESL education and factors that contribute to an effective multicultural and multilingual learning environment.
Standard 5.b. Partnerships and Advocacy. Candidates serve as professional resources, advocate for ESOL students, and build partnerships with students' families.	**Standard VII.** The ESL teacher knows how to serve as an advocate for ESL students and facilitate family and community involvement in their education.
Standard 5.c. Professional Development and Collaboration. Candidates collaborate with and are prepared to serve as a resource to all staff, including paraprofessionals, to improve learning for all ESOL students.	**Standard VII.** The ESL teacher knows how to serve as an advocate for ESL students and facilitate family and community involvement in their education.

TESOL/NCATE Standards	TExES English as a Second Language Standards (EC-12)
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Standard 3.c. Using Resources Effectively in ESL and Content Instruction. Candidates are familiar with a wide range of standards-based materials, resources, and technologies, and choose, adapt, and use them in effective ESL and content teaching.	**Standard IV.** The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate ESL instruction.
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TESOL/NCATE Standards	TExES English as a Second Language Standards (EC-12)
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Standard 5.a. ESL Research and History. Candidates demonstrate knowledge of history, research, and current practice in the field of ESL teaching and apply this knowledge to improve teaching and learning.	**Standard II.** The ESL teacher has knowledge of the foundations of ESL education and factors that contribute to an effective multicultural and multilingual learning environment.
Standard 5.b. Partnerships and Advocacy. Candidates serve as professional resources, advocate for ESOL students, and build partnerships with students' families.	**Standard VII.** The ESL teacher knows how to serve as an advocate for ESL students and facilitate family and community involvement in their education.
Standard 5.c. Professional Development and Collaboration. Candidates collaborate with and are prepared to serve as a resource to all staff, including paraprofessionals, to improve learning for all ESOL students.	**Standard VII.** The ESL teacher knows how to serve as an advocate for ESL students and facilitate family and community involvement in their education.

Alignment of TESOL/IRA/TExES Standards Matched to Course and Module Objectives and Activity/Assessment

TESOL	IRA	TExES: Reading Standard	TExES: ESL Standard	Course Objective	Module Objective	Activity / Assessment
3.b.	2	II	IV	1	1-4,5-8,11	Weekly Report 1-4 Tasks
3.b.	5	II	IV	2	2	Weekly Report 2-4 Tasks
4.b	2	II	VI	3	10, 12, 13-16	Weekly Report 4 Assessment Tasks-Guided Reading Lesson, Mentor Evaluation, Self-Assessment & Follow-Up Discussion with Mentee

TESOL	IRA	TExES: Reading Standard	TExES: ESL Standard	Course Objective	Module Objective	Activity / Assessment
3.b., 5.c	5, 6	II, IV	IV, VII	2, 4	9, 13-17	Weekly Report 4 Literacy Leadership Task-Guided Reading Lesson, Mentor Evaluation, Self-Assessment &Follow-Up Discussion with Mentee