

**RED 2430 Foundations of Literacy & Learning (CRN: 25755)
Spring 2019**

Instructor: Diane Golding
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Office Hours: M & T 9 -12 & By Appointment

Thursdays, 1:30-4:20 PM
Location: Education Building, Room 312
January 24, 2019 – May 9, 2019

Course description:

RED 2430 provides the historical, social, cognitive, and critical foundations of learning theory with an emphasis on literacy instruction for prospective educators and other language and literacy professionals. Students will develop the knowledge, skills, and dispositions needed to teach in schools and other educational settings. Special emphasis is placed on literacies of the U.S. - Mexico border and the literacy education of emergent bilingual students (English Language Learners).

Fifteen hours of guided field experience is required. Restricted to Majors of IDST.

4.000 Credit hours: 3.000 Lecture hours and 1.000 Field experience hours

Course objectives:

Students will study learning theories and make connections between learning theories and oral and written language development and apply language and literacy concepts during field experience hours. Course field experience includes **15 hours of observation and literacy tutoring** with a child enrolled in El Paso's Parks & Recreation After-School Programs or another educational site that is acceptable to the instructor.

This core course incorporates the following State Board for Educator Certification (SBEC) standards and Professional Responsibilities (PPR) EC-12 competencies:

- Know the importance and the developmental processes of oral language and plan a variety of instructional opportunities and ongoing assessments that motivate young students to develop listening and speaking skills and are responsive to their developmental characteristics and needs (SBEC Language Arts & Reading EC-6, Standard 1; PPR 1, Competency 1).
- Design and plan effective and coherent learning experiences and assessments that are responsive to differences among students, are based on appropriate learning goals and objectives, and promote all students' learning (PPR I, Competencies 2, 3, 4).
- Identify the components of phonological and phonemic awareness and utilize a variety of approaches to help young students develop phonological awareness (SBEC Language Arts & Reading EC-6, Standard 2).
- Articulate the importance of the alphabetic principle to reading English, know the elements of the alphabetic principle and provide instruction that helps students understand that printed words consist of graphic representations that relate to the sounds of spoken language in conventional and intentional ways (SBEC Language Arts & Reading EC-6, Standard 3).
- Compare and contrast how literacy develops over time, progressing from emergent to proficient stages and uses a variety of approaches to support students' literacy success (SBEC Language Arts & Reading EC-6).

- Distinguish the importance of word analysis and decoding to reading and provide many opportunities for students to improve word analysis and decoding abilities (SBEC Language Arts & Reading EC-6, Standard 5).
- Understand the importance of fluency to comprehension and provide many opportunities for students to improve reading fluency (SBEC Language Arts & Reading EC-6, Standard 6).
- Recognize the importance of reading for understanding, know the components of comprehension and teach young students' strategies for improving comprehension (SBEC Language Arts & Reading EC-6).
- Know that writing to communicate is a developmental process and provide instruction that helps young students develop competence in written communication and writing conventions (SBEC Language Arts & Reading EC-6, Standards 8 & 9).

Student learning outcomes:

Through participation in this course, students will be able to:

1. Define literacy from an ecological perspective, including historical, social, cognitive, and critical aspects;
2. Read, analyze and report on literacy theories of learning and teaching.
3. Compare the functions, forms, and practices of literacy found in school, home, and community contexts;
4. Reflect on your own beliefs about literacy teaching and assessment and develop your own emergent philosophy of language and literacy teaching and learning;
5. Document and describe literacy development among learners of different age groups over the lifespan (early childhood, childhood, adolescents, adults);
6. Design and plan literacy lessons and assessments for a book buddy that connect reading, writing, and talk (field experience);
7. Compile a comprehensive portfolio that documents clinical practice and presents one learner's (book buddy) language, reading, and writing development.
8. Explore and describe the print, multi-modal, and digital forms of literacy found in bilingual communities on the U.S.-Mexico border and other linguistically and culturally diverse settings.

Course readings:

Required textbook:

- ✓ Lindfors, J. W. (2008). *Children's language: Connecting reading, writing, and talk*. Teachers College, Columbia University: Teachers College Press, ISBN: 978-0-8077-4885-5. [This book can be purchased at the UTEP bookstore or online at venues such as Amazon.com, half.com, or Barnes and Noble.]
- ✓ A variety of short articles that will be provided on Blackboard.
- ✓ Texas Essential Knowledge & Skills for English Language Arts & Reading (Elementary) which can be downloaded at <http://www.tea.state.tx.us/teks>.

Course Assignment Descriptions:

Book Buddy Field Experience:

This is a semester-long field experience project in which you will conduct 15 hours work at either an El Paso Parks & Recreation After-School Program (M-F 3:30-5:00) or a daycare or school where you are employed or can volunteer.

1. In order to start your field experience with the El Paso Parks & Recreation After-School Program, you must complete a **background check** with the City of El Paso. The application will be completed during our 3rd class and you will receive your placement by the 5th week of class. You will not be allowed to start your field experience without a background clearance letter.
2. You must complete a **background check** with the school district where you are conducting your Book Buddy Field Experience in order to be cleared for tutoring sessions as well as a background check for the City of El Paso. Information for district background check sites are listed at the end the syllabus.
3. Both background clearance checks must be approved before beginning your field experience.
4. The Parks & Recreation will pair you with a student attending one of their Parks & Recreation After-School Programs which operate from 3:30-5:00 PM on Mondays through Fridays. In addition to supporting learning activities at the Center (8 hours), you will provide seven (7) hours of one-on-one observation and book buddy tutoring sessions.

Assignments connected with the book buddy field experience are:

1. Book buddy lesson plans & field notes (15 points).

- During the 5 hours of book buddy tutoring, you will plan and implement five (5) 50-minute book buddy lessons using authentic texts at 3 points each on Blackboard on assigned dates. On Blackboard, submit the book buddy lesson plan with comments using the appropriate book buddy lesson plan template. Review the grading rubric in the appendix for details the specific focus of each book buddy lesson plan.

2. Please see final project.

Literacy learning theory presentations (15 points)

Based on research articles about sociocultural learning theories, you will work in small groups (3- 4 people) to prepare and present the language and literacy learning components presented in the article. Groups will read, analyze, and present information on the influence of the learning theory on instructional decision making. The presentation should be approximately 10 minutes in length and all members must present information from the article. The class presentation should address the following points:

- 1) a **summary** of the main points and author(s)' purpose;

- 2) **demonstrations** of the materials and learning strategies used or proposed by the authors;
- 3) what the **authors' say** about how this teaching **works/doesn't work**;
- 4) **critical analysis** of the learning strategies and how they worked (what you think);
- 5) a brief description of how the ideas presented in the article **connect to the topics being explored in the book buddies** project (oral language, phonological awareness, vocabulary, fluency, comprehension and writing development).

Philosophy of literacy teaching and learning (20 points).

As part of this course, you will have the opportunity to reflect on your own beliefs about literacy assessment and teaching. To develop your philosophy, review the course readings and class content and reflect on language development and effective literacy teaching components, materials, and assessments. Align your personal philosophy with the learning theories that will guide your beliefs and practices. The philosophy of literacy teaching and learning paper should be 4-6 pages, double-spaced in length, and follow APA format. Use the following link as your resource:

<http://owl.english.purdue.edu/owl/resource/560/01/>. A rubric for your philosophy of literacy teaching and learning can be found in the appendix.

Fishbowl Discussions: Teacher Dispositions (15 points)

Discussions will be based on the National Board for Professional Teaching Standards and the Texas Code of Texas Educators' Code of Ethics. Readings will be provided on Blackboard.

Midterm Project (15 points) There will be one midterm exam in this course. One key purpose of the exam is to help prepare you for the TExES certification exam that you will be required to take before student teaching. The midterm exam will cover all readings and class content from the first seven weeks of the course. Questions will be multiple choice and will be similar to those found on the TExES and PPR exams. The midterm exam will be on Blackboard.

Final Project (20 points): Book buddy case study paper & UTEP Observation Log-in Sheet (20 points)

A rubric for the book buddy case study paper can be found in the appendix.

- For your final book buddy case study paper, it is critical that you maintain your field note journal throughout the semester documenting your learning about teaching reading & writing as well as the children's language development, phonological awareness & vocabulary development, and reading & writing development.
- Using information from your field note journal entries and comments on lesson plans, write the book buddy case study paper as a final report of approximately 4-6 pages (not including references and appendices) and containing at least 4-6 references to course readings.
- Your case study paper should include information about the after-school site, yourself and tutoring sessions as well as students' oral language development, phonological awareness and vocabulary development, and reading & writing progress.
- You will maintain a log of site visits documenting your 15 hours of field experience tutoring. For each site visit, write the date; time-in/out; obtain a supervisor's signature; activities/comments; and location of field experience. **To successfully complete this course, you must turn in a completed UTEP Observation log-in sheet documenting 15 hours of field experience.** (see UTEP Observation Log-in Sheet in appendix).

Assessment of Student Learning Outcomes:

Assignment	Point value	Assessment of Learning Outcomes	Due Date	Grade Points Earned
Group presentation of literacy learning theories	15 points	Learning Outcomes # 1, 2, 3, 5 & 8	02/14/19	
Philosophy of literacy teaching & learning	15 points	Learning Outcomes # 1, 3, 4, 5, & 8	04/14/19	
Lesson plan 1	3 points	Learning Outcomes # 1, 3, 5, 6, 7, & 8	3/7/19	
Lesson plan 2	3 points	Learning Outcomes # 1, 3, 5, 6, 7, & 8	4/4/19	
Lesson plan 3	3 points	Learning Outcomes # 1, 3, 5, 6, 7, & 8	4/11/19	
Lesson plan 4	3 points	Learning Outcomes # 1, 3, 5, 6, 7, & 8	4/18/19	
Lesson plan 5	3 points	Learning Outcomes # 1, 3, 5, 6, 7, & 8	4/25/19	
Fishbowl Discussions	20 points	Learning Outcomes # 1, 3, 5, 6, 7, & 8	2/7, 2/28, 3/7, 4/4, 4/11	
Midterm exam	15 points	Learning Outcomes # 1-8	3/14/19	
Final: Book buddy case study presentation & UTEP Observation Log	20 points	Learning Outcomes # 1, 3, 5, 6, 7, & 8	5/9/19	

Grading:

- A 90-100 points
- B 80-89 points
- C 70-79 points
- D 60-69 points
- F Below 60

Attendance Policy:

Your attendance and active participation are vital to this course. The Teacher Education Department considers missing more than **one day of classes as excessive. If you miss two or more classes, you may be dropped for lack of attendance.** If you miss one day of class, contact me immediately.

Disability Policy:

If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to the Center for Accommodations and Support (CASS) formerly known as the Disabled Student Services Office (DSSO) located in Union E Room 203. Students who have been designated as disabled must reactivate their standing with the Center for Accommodations and Support (CASS) on a yearly basis. Failure to report to this office will place a student on the inactive list and nullify benefits received. If you have a condition which may affect your ability to exit safely from the premises in an emergency or which may cause an emergency during class, you are encouraged to discuss this in confidence with the instructor and/or the director of the Center for

Accommodations and Support Services (CASS)--<http://sa.utep.edu/cass/> . You may call 747-5148 for general information about the Americans with Disabilities Act (ADA).

Standards of Academic Integrity:

Students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are not attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP) and available in the Office of the Dean of Students, may result in sanctions ranging from disciplinary probation, to failing grades on the work in question, to failing grades in the course, to suspension or dismissal among others.

Equal Education Opportunity

In order to create equal educational opportunities in the class, all students are expected to demonstrate respect for the diverse voices and individual differences in the class. Particularly, no person shall be excluded from participation in, denied benefits of, or be subject to discrimination under any program or activity sponsored or conducted by the University of Texas at El Paso on the basis of race, color, national origin, religion, sex, age, veteran status, disability, or sexual orientation. Any member of the University community who engages in discrimination or other conduct in violation of University policy is subject to the full range of disciplinary action, up to and including separation from the University. Complaints regarding discrimination should be reported to the University's Equal Opportunity Office. Inquiries regarding applicable policies should be addressed to the University's Equal Opportunity Office, Kelly Hall, 3rd Floor, 915.747.5662 or eoaa@utep.edu<<mailto:eoaa@utep.edu>>.

Additional Resources:

National Reading Panel Report--www.nationalreadingpanel.org/publications/summary.htm.
Texas Essential Knowledge and Skills for English Language Arts and Reading
Subchapter A. Elementary (TEKS)-- <http://ritter.tea.state.tx.us/rules/tac/chapter110/ch110a.html>
TPRI Early Reading Assessment-- <http://www.tpri.org/about/index.html>.
"El Inventario de Lectura en Español de Tejas" (Tejas LEE)-- <http://www.tejaslee.org/>
State of Texas Assessments of Academic Readiness (STAAR)--
<http://www.tea.state.tx.us/student.assessment/staar/>
Response to Intervention (RTI)-- <http://www.rti4success.org/>
International Reading Association – www.reading.org

****Please note that this syllabus is subject to change and/or adjustments.****

Course Schedule:

Date	Topic	Readings/Assignments
Week 1 Jan 24	Introduction to the course	Introductions Syllabus Reconnaissance
Week 2 Jan 31	An ecological literacy perspective: Literacy and Language	<p>Readings:</p> <ul style="list-style-type: none"> • Tan, A., (1990). <i>Mother Tongue</i>. • Baldwin, J., (1979). <i>If Black English Isn't a Language, Then Tell Me, What Is?</i> • Anzaldua, G., (1987). <i>How to Tame a Wild Tongue</i> in <i>Borderlands/La Frontera</i>. • Lindfors, J.W., (2008) Preface in <i>Children's language: Connecting reading, writing & talk</i> (pp.xi-xv). <p>We will complete & submit the Parks & Recreation After School Program field experience volunteer forms & information for background checks in class.</p> <p>**Bring your driver's license to class. **</p> <p>Pre-Service Teacher Disposition Rating Scale</p> <p>Create Literacy Learning Theory (LLT) groups</p>
Week 3 Feb 7	Literacy learning theories & concepts; Teacher Commitment	<p>Readings:</p> <ul style="list-style-type: none"> • Graves, Juel, Graves, & Dewitz, (2011). <i>Reading & learning to read</i> (pp. 1-23). • Fransson, G., & Frelin, A. (2016). <i>Highly Committed Teachers: What Makes Them Tick? A Study of Sustained Commitment</i>. <p>Fishbowl Discussion: Teacher Disposition #1</p> <p>Group Work: LLT</p>
Week 4 Feb 14	LLT	LLT Group Presentations

Course Schedule:

Date	Topic	Readings/Assignments
Week 5 Feb 21	Book Buddies	<p>Readings:</p> <ul style="list-style-type: none"> • Johnston, Invernizzi, Juel, & Lewis-Wagner, (2009). The book buddies tutoring framework (pp. 1-11). • Lindfors, J.W. (2008). Chapter 1: <i>Introduction</i> in Children's language: Connecting reading, writing, and talk. <p>El Paso Parks & Recreation After-School Programs field experience placements and presentation by Julie Belcher.</p> <ul style="list-style-type: none"> • Parks & Recreation After-School Programs Volunteer handbook • Volunteer forms with placement at select schools
Week 6 Feb 28	Reading, writing, & talk with authentic texts	<p>Readings:</p> <ul style="list-style-type: none"> • Lindfors, J.W. (2008). Chapter 2: <i>Authenticity</i> in Children's language: Connecting reading, writing & talk. • Ball, D., (2000). Bridging Practices: Intertwining Content and Pedagogy in Teaching and Learning to Teach. <p>Fishbowl Discussion: Teacher Disposition #2</p>
Week 7 Mar 7	Meaning & code orientations towards print	<p>Readings:</p> <ul style="list-style-type: none"> • Lindfors, J.W. (2008). Chapter 3: <i>Meaning-orientation</i> in Children's language: Connecting reading, writing & talk. • Michelson, J., & Bailey, J.A. (2016). Common Goals Unites District. <p>Fishbowl Discussion: Teacher Disposition #3</p> <p>Assignment: Book Buddy Lesson #1 on Bb</p>
Week 8 Mar 14	Midterm Exam	Online exam on Blackboard – we will not meet in person.
Week 9	Spring Break	
Week 10 Mar 28	Vygotsky & teaching in the Zone of Proximal Development (ZPD)	<p>Readings:</p> <ul style="list-style-type: none"> • Lui, A., (2012). Teaching in the zone: An introduction to working within the Zone of Proximal Development (ZPD) to drive effective early childhood instruction. • Lindfors, J. W. (2008), Chapter 4: <i>Collaboration</i> in Children's language: Connecting reading, writing & talk.

Course Schedule:

Date	Topic	Readings/Assignments
Week 11 Apr 4	Literacy learning philosophy	<p>Readings:</p> <ul style="list-style-type: none"> Tracey & Morrow, (2012). Putting it all together, in <i>Lenses on Reading: An Introduction to Theories and Models</i>, pp.192-212 Jensen, D. (2010). <i>Cultivating a Reflective Stance</i> in Teaching and learning in the (dis)comfort zone: a guide for new teachers and literacy coaches. <p>Self-assessment philosophy rating scale</p> <p>Fishbowl Discussion: Teacher Disposition #4</p> <p>Assignment: Book Buddy Lesson #2 on Bb</p>
Week 12 Apr 11	Reader- writer response	<p>Readings:</p> <ul style="list-style-type: none"> Lindfors, J. W. (2008). Chapter 5: Apprenticeship in Children's language: Connecting reading, writing & talk Watson, C., (2014). Effective professional learning communities? The possibilities for teachers as agents of change in schools. <p>Fishbowl Discussion: Teacher Disposition #5</p> <p>Assignments: Book Buddy Lesson #3 on Bb Teaching Philosophy Paper due 04/14/19 @ 11:30 pm on Bb</p>
Week 13 Apr 18	A Child's Voice	<p>Readings:</p> <ul style="list-style-type: none"> Read Lindfors, J.W. (2008). Chapter 6: <i>Individuality</i> in Children's language: Connecting reading, writing & talk <p>Assignment: Book Buddy Lesson #4 on Bb</p>
Week 14 Apr 25	Peer Review Book Buddy	<p>Peer Review of Book Buddy Case Study</p> <p>Assignment: Book Buddy Lesson #5 on Bb</p>
Week 15 May 2	The Experience	<p>Student Voices: Highlights and Reflections</p> <p>Assignment: Submit (in class) the signed UTEP Observation Log-in Sheet documenting your 15 field experience hours with dates; time-in and time-out, assigned supervisor's signatures/BB stamp, activities, and location.</p>
Week 16 May 9	Final project	Book Buddy Case Study Due on Bb.

APPENDIX
Grading Rubrics for Course Assignments

Group presentation of literacy learning theory (15 points)

Criteria	Possible Points	Points Earned
Clear summary of the research article's main points and the authors' purpose. Explain the influence of the theory on instructional decision-making.	3	
Clear explanation of the literacy learning theory and how the learning theory applies to the presented instructional strategies.	3	
Provide examples or demonstrations of the materials and strategies used or proposed by the authors.	3	
Clear evaluation of the ideas presented in the article and how they connect with questions being explored in the book buddies project.	3	
Clarity of the presentation with all group members presenting.	3	
Total	15 points	

Philosophy of literacy teaching & learning (15 points)

Criteria	Possible Points	Points Earned
Clear description of literacy philosophy that characterizes your beliefs about successful teaching and learning.	3	
Clear examination of how your philosophy of literacy teaching and learning is aligned with learning theories. Cite references.	3	
Clear description of your beliefs about language development and effective oral and written language teaching components, materials, and assessments.	3	
Clear description of your beliefs about successful reading and writing teaching practice and assessment.	3	
Writing (4-6 pages) is clear, professional, free of significant errors, and follows APA guidelines.	3	
Total	15 points	

Book buddy lesson plans & field notes (15 points)

Criteria	Possible Points	Points Earned
<p>5 Book buddy lesson plans with a clear description of planned re-reading for fluency, new reading, and written response as well as detailed notes of the child's response to the re-reading, reading, and writing activities. Each book buddy lesson plan (3 points each) includes the following specific focus:</p> <ul style="list-style-type: none"> • Lesson Plan #1 (Narrative Text): Assessment of fluent reading, language use, reading & writing development; proficiency making predications during the new read; and use of written conventions during the literature writing response. • Lesson Plan #2 (Expository Text): Assessment of fluent reading (CWPM) with a "one-minute fluency" check; activation of prior knowledge (what do you know), questions (what questions do you have?) and summarizing the expository text (what I learned) with a K-W-L chart. • Lesson Plan #3 (Narrative-story elements or Expository text features): Re-reading for fluency (estimation of automaticity & prosody), text features or story elements of new reading, and use of story vocabulary in written response. • Lesson Plan #4: Re-reading for fluency (one-minute fluency check) and use of a graphic organizer before-during-after new reading and use of the graphic organizer in text writing response. • Lesson Plan #5: Re-reading for fluency, traffic light reading with new expository book (use of sticky notes to discuss the book before-during-after reading), and traffic light writing activity. • 	15	
Total	15 points	

Book buddy case study presentation & UTEP Observation Log

Criteria	Possible Points	Points Earned
Case study paper includes an introduction with background information about your book buddy, yourself, and the tutoring lessons.	3	
Case study paper documents your book buddy's oral language development with information about his/her home language & literacy routines, response to talking about books, and listening and speaking growth linked to language & literacy research.	3	
Case study paper documents your book buddy's phonological awareness & vocabulary development with information about his/her expressive & receptive language, ability to start & continue conversations, responses to narrative & expository texts, and use of new vocabulary linked to TROLL assessment results and phonological & vocabulary research.	3	
Case study paper documents your book buddy's reading progress with information about his/her ability to critically interpret books, use of comprehension strategies, fluency, and reading development linked to 1-minute fluency checks, running records, and fluency & comprehension research.	3	
Case study paper documents your book buddy's writing progress with information about his/her ability to use graphic organizers to write about texts, ability to write about story elements in narrative texts and main idea/details in expository texts and writing development is linked to writing samples & writing research.	3	
Case study report (4-6 pages) is clear, free of significant errors, cites 4-6 references from class readings, and follows APA guidelines.	2	
Peer revision (in class) of your book buddy tutoring experience including highlights of tutoring sessions and your reflections about your book buddy's language, reading, and writing progress. Submit the <i>UTEP Observation Log-in Sheet</i> in class to document your 15 hours of book buddy tutoring.	3	
Total	20 points	

APPENDIX



These programs are held Monday - Friday from 3:30pm-6:00pm. El Paso Parks & Recreation will pair you with a student that needs help in reading and writing. One-on-one sessions will follow the curriculum provided by your professor.

After School Programs

Ascarate Elementary	7090 Alameda Ave. (15)--YISD
Burleson Elementary	4400 Blanco Ave. (05)--EPISD
Coldwell Elementary	4101 Altura Ave. (03)--EPISD
Cooley Elementary	107 N. Collingsworth St. (05)--EPISD
Crosby Elementary	5411 Wren Ave. (24)--EPISD
Del Norte Heights Elementary	1800 Winslow Rd. (15)--YISD
Del Valle Elementary	9251 Escobar Dr. (07)--YISD
Douglass Elementary	101 S. Eucalyptus St. (05)--EPISD
Dowell Elementary	5249 Bastille Ave. (24)--EPISD
Logan Elementary	3200 Ellerthorpe Ave. (04)--EPISD
Paul Moreno Elementary	2300 San Diego Ave. (30)--EPISD
Roberts Elementary	341 Thorn Ave. (32)--EPISD
Rusk Elementary	3601 N. Copia St. (30)--EPISD
Stanton Elementary	5414 Hondo Pass Dr. (24) --EPISD
Thomas Manor Elementary	7900 Jersey St (15)--YISD
Travis Elementary	5000 N. Stevens St. (30)--EPISD
Ysleta Elementary	8624 Dorbandt Cir. (07)--YISD

Julie Belcher

Recreation and Sports Coordinator
City of El Paso Parks and Recreation Department

Background Checks

Complete a **background check** with the school district in order to be cleared for tutoring sessions. You will not be allowed to start your field experience tutoring without a background clearance letter. Specific district requirements are as follows:

El Paso ISD: [Volunteer Application](#) Please read this page and then choose the click here link.

Ysleta ISD:

1. Go to [Internship/Observation Hours](#) page
2. Click on Interns/Observation
3. Click on Intern Consent Form on line item # 2
4. Fill out the application and submit

Contact YISD within 48 hours to make sure that the clearance form has been submitted and is ready. First, contact the reception area at 434-0428/or Pauline at 434-0413.

Socorro ISD: [Volunteer Application](#) 2 Step Process

Canutillo ISD: Fill out an application at the Administrative office on Artcraft and pay a \$1 in cash processing fee.