

The University of Texas at El Paso
RED 4338 Literacy & Language Arts Methods (CRN: 16142)
FALL 2018

Instructor: Dr. Kathleen Mein
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Thursdays, 9:00-11:50 AM
Location: **Mesita ES/3307 N. Stanton St.**
August 30, 2018—December 13, 2018
Office Hours: Monday & Wednesday 8:00-9:00 AM
12:00-2:00 PM; Tuesday 4:00-5:30 PM Online &
TH-12:00-1:30 Online/Mesita ES or by Appointment

Course description:

This course introduces methods and resources for teaching literacy in the elementary grades. The course will provide research-based literacy practices and prepare students to engage young learners in reading, writing, speaking, and listening experiences with print and multimodal texts. Students will learn, practice, apply, and critique literacy instructional methods, with an emphasis on emergent bilingual students (English language learners). Ten (10) hours of field experience is required. Prerequisite: RED 2330 and ECED 4335.

Course objectives:

This course addresses organization of a language arts program and provides pre-service teachers with the foundations of literacy methods, writing processes, and study and inquiry skills. Participants will learn how to organize the classroom language arts environment and pedagogy, methods, strategies, and materials to meet the individual needs of students. Instructional approaches to meet the language and literacy learning needs of English learners will be addressed. During the field experience component, participants will have the opportunity to actively engage in instructional and educational activities at Mesita Elementary School. The course will provide numerous opportunities to connect theories of reading and writing with both the State Board of Education Certification (SBEC) standards and the Texas Essential Knowledge and Skills for English Language Arts & Reading (TEKS ELA & R/Elementary). This core course incorporates the following State Board for Educator Certification (SBEC) standards and Professional Responsibilities (PPR) EC-12 competencies:

- Distinguishes ongoing formative assessments to evaluate students' oral language development and plans & provides culturally responsive literacy instruction based on students' developmental characteristics and needs (SBEC, Standard 1; PPR I, Competency 1).
- Knows the importance of phonological awareness & the alphabet principle and plans & provides learning experiences that promote higher level thinking, critical reading, and writing (SBEC, Standards 2 & 3; PPR I, Competency 1).
- Understands the stages of literacy development and design differentiated literacy assessments & experiences based on the developmental needs of students (SBEC, Standard 4; PPR I, Competency 2).
- Models word recognition and comprehension strategies and organizes a language arts program and designs effective literacy instruction and assessment based on appropriate learning goals and objectives to encourage students' self-regulation (SBEC, Standards 5 & 7; PPR I, Competency 3).

- Understands the importance of fluency to reading comprehension and plans effective student-centered instruction with appropriate teacher support and feedback (SBEC, Standard 6; PPR I, Competency 4).
- Knows that writing to communicate is a developmental process and provides opportunities for students to engage in instructional writing routines and discussions that emphasize the writing processes, written conventions, and writing a variety of genres (SBEC, Standards 8 & 9).
- Applies principles of integrated content learning and research strategies to promote inquiry skills and viewing/representing strategies as tools for learning (SBEC, Standards 11& 12; PPR I, III; Technology Applications I-V, Competency 7).
- Uses a variety of literacy assessments to monitor student achievement and plan a balanced & motivating literacy program with high expectations for students' reading and writing growth (SBEC, Standard10; PPR I, III; Technology Applications I-V, Competency 10).

Student learning outcomes:

Upon completion of this course, students will:

- 1) Explain lesson components, effective grouping practices, assessments, and independent learning centers in a *balanced literacy program* and create a motivating, culturally-responsive literacy environment using a variety of literacy tools and a range of texts.
- 2) Compare & contrast language and literacy contexts that help learners develop academic language during field observations and support classroom teachers with a variety of language learning opportunities & ongoing assessments to support second language development (TEKS ELA & R, K-5th, Developing & Sustaining Foundational Language Skills: *Listening, Speaking, Discussion & Thinking: Oral Language & Vocabulary*).
- 3) Recognize the importance of the alphabetic principle to fluent reading & writing and plan differentiated fluency, vocabulary, comprehension, and writing activities for small group literacy lessons to develop students' knowledge of phonemic awareness, phonics, vocabulary, fluency and comprehension of a variety of genres (TEKS ELA& R, K-5th: Reading/Beginning Reading Skills: *Phonological Awareness; Phonetic Knowledge; Spelling Knowledge*; TEKS ELA & R, K-5th Developing & Sustaining Foundational Language Skills: *Vocabulary, Fluency, Comprehension Strategies & Skills, Author's Purpose & Craft, Response Skills & Composition*).
- 4) Demonstrate a professional attitude while actively exploring and describing the developmental literacy stages and planning effective literacy teaching and assessment activities to develop students' phonemic awareness, phonics, fluency, vocabulary, and comprehension literacy abilities using the daily 5 routines (read-to-self, work-on-writing, read-to-someone, listen-to-reading & word work) to support students' improved literacy independence (TEKS ELA & R, K-5th, Knowledge & Skills for Beginning Reading & Writing; Vocabulary; Fluency, Comprehension Skills, Response Skills, Multiple Genres, Author's Purpose & Craft, Self-sustained Reading and Composition).
- 5) Demonstrate knowledge of research-based comprehension strategy instruction and demonstrates instructional procedures for explicit & embedded comprehension assessment & instruction (TEKS ELA & R, K-5th *Comprehension Skills, Response Skills, Multiple Genres/literary elements & genres, and Author's Purpose & Craft*).
- 6) Identify discussion and writing methods to interpret and comprehend a variety of text genres and plan and implement before, during, and after reading higher-level discussions and writing about texts (TEKS ELA & R, K-5th: *Comprehension Skills; Response Skills; Multiple Genres, Author's Purpose & Craft, Composition, & Inquiry & Research*).

- 7) Understand that writing to communicate is a developmental process, and plan writing workshop routines and writing instruction that includes process composing strategies and culturally-rich writing assessments & activities (TEKS ELA & R, K-5th: *Composition: Conventions, Writing Process & Multiple Texts*)
- 8) Design an integrated literacy and content subject lesson plan using the 5-E (engagement, exploration, explanation, elaboration, & evaluation) lesson plan format, teach the integrated lesson in your cooperating teacher's classroom, and reflect on the (video-tape) effectiveness of your lesson implementation (TEKS ELA & R 1st-5th and one Math, Science or Social Studies TEKS).
- 9) Promote deep knowledge of a content subject topic & academic language using digital and print texts and integrates literacy learning objectives with real world problems through sequenced literacy balanced activities, questioning, and meaningful discussions (TEKS ELA & R, 1st-5th *Inquiry and Research*).
- 10) Teach content and language objectives using balanced literacy components and teaching strategies that support English Learners' and struggling learners' language and inquiry skill development (TEKS ELA & R, 1st-5th *Inquiry & Research*).
- 11) Demonstrate professional practices & responsibilities—professional demeanor & ethics; reflects on his/her practice & sets goals; demonstrates initiative & seeks resources; and effectively communicates with professional faculty & staff.

Required course textbooks:

Tompkins, G. E. (2018). *Literacy for the 21st Century: A Balanced Approach. 7th Edition*. PEARSON. ISBN: 10:0134813103. [This book can be purchased at the university bookstore or online at venues such as Amazon.com, half.com, or Barnes and Noble.]

Boushey, G. & Moser, J. (2014). *The Daily Five: Fostering Literacy Independence in the Elementary Grades*. Stenhouse Publishers. ISBN: 978-1-57110-974-3. [This book can be purchased at the university bookstore or online at venues such as Amazon.com, half.com, or Barnes & Noble.]

- **Both textbooks are required for successful completion of this course. There will be a textbooks check during the second week of class.**

Additional required readings available on Blackboard:

Week 2

Swinney, R. & Velasco, P. (2011). Structures of balanced literacy that support English Language Learners in *Connecting Content & Academic Language for English Learners and Struggling Students Grades 2-6*, (pp. 45-58). Thousand Oaks, CA: Corwin.

Texas Essential Knowledge & Skills for: 1) *English Language Arts & Reading; Science; Social Studies; & Math (Elementary)* www.tea.state.tx.us/teks

Texas Resource System--www.teksresourcesystem.net

Week 3

Wright, W. (2010). Content-area instruction for ELLs in *Foundations for Teaching English Language Learners: Research, Theory, Policy & Practice* (pp.239-266). Philadelphia, PA: Caslon Publishing.

Texas Educators' Code of Ethics

[http://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=247&rl=2](http://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=247&rl=2)

Week 5

Fluency Workstation Team: Florida Center For Reading Research: **Grades 2-3; 4-5 Fluency, Part 4 Connected Text** @ www.fcrr.org/for-educators/sca.asp.

Week 6

Vocabulary Workstation Team: Florida Center For Reading Research: **Grades 2-3; 4-5 Vocabulary Part 4 or Part 5 Words in Context** @ www.fcrr.org/for-educators/sca.asp.

Week 8

Comprehension Strategies Workstation Team: Florida Center For Reading Research: **Grades 2-3; 4-5, Comprehension Part 4 Monitor for Understanding** @ www.fcrr.org/for-educators/sca.asp.

Week 9

Comprehension Text Factors Workstation Team: Florida Center For Reading Research: **Grades 2-3; 4-5 Comprehension, Part 1-Narrative Text Structure or Part 2-Expository Text Structure Connected Text** @ www.fcrr.org/for-educators/sca.asp.

Week 10

Troia, G. (2013). Effective writing instruction in the 21st century. In Taylor, B. & Duke, N. *Handbook of Effective Literacy Instruction*, pp. 298-336. New York: The Guilford Press

Week 11

Escamilla, K., Hopewell, S., Butvilofsky, S., Sparrow, W., Soltero-Gonzalez, L., Ruiz-Figueroa, O., Escamilla, M. (2014). Oracy in *Biliteracy from the Start: Literacy Squared in Action*, pp. 19-28. Philadelphia, PA: Caslon Publishing

Week 13

Pytash, K. & Morgan, D. (2014). Using mentor texts to teach writing in science & social studies. *The Reading Teacher*, 68(2). pp. 93-102.

Course requirements:

Successful completion of this course will be based on several key elements:

Clinical Field Experience:

During this semester your clinical field experience will include active participation and teaching/tutoring in an elementary classroom. During your school field experiences and work with a cooperating teacher, you are required to complete **10 hours** of active participation and observation:

- **6 hours of literacy and content-subject instruction & assessment, including 45-minute teaching of a literacy & content subject lesson;**
- **4 hours in other subject areas and/or participating in professional learning community meetings, & school-wide community events.**

For the field experiences, you may complete the hours during the week of, not necessarily on Thursdays. It is important to remember that you are a guest at Mesita Elementary School and you are required to maintain professional, legal, and ethical conduct at all times. Please plan to spend 2 hours and 50 minutes in your cooperating teacher's classroom during the weeks of **September 17-21; October 8-12; November 5-9; and November 26-30, 2018** to complete your 10 field experience hours.

On field experience days, please **check in at the front office** and the secretary will call your CT to confirm your appointment; you will need to re-schedule the appointment if there is a substitute teacher in your CT's classroom. Wear your UTEP ID badge & UTEP T-shirts.

Based on your major (EC-6/Bilingual or ELAR/4-8), you and a partner will be assigned to a grade level and a cooperating teacher at the beginning of the semester.

You and your partner are expected to schedule a short meeting with your cooperating teacher **before** beginning your field experience. Send an email to your cooperating teacher (cc to Dr. Mein) to introduce yourself and set-up a time for an initial meet & greet.

As part of your field experience, you are expected to teach a 40 to 45-minute **literacy and content subject lesson in your cooperating teacher's classroom; your partner will need to video-tape your teaching. This will count as one hour of field experience.** During your initial meeting with your cooperating teacher, please discuss the integrated literacy & content subject lesson assignment & ask your cooperating teacher to give you a content subject (math, science, or social studies) TEKS to use for the lesson. Also discuss his/her daily schedule, classroom management plans, grading, and school policies. Bring a planner to the initial meeting to schedule your field experience dates & times.

Field Experience Student Evaluation & Field-Based Clinical Assignment Log Sheet (10 points)

You are required to complete **10 hours** of *active* participation in classroom lessons & activities. Keep track of your hours by maintaining the UTEP observation log-in sheet. Write the date; time-in/out for each observation and ask your cooperating teacher to initial your log for **each classroom visit**. You may count 5 of your observation hours if you are enrolled in the math methods class at Mesita School.

During your classroom field experience, take initiative and adopt a positive attitude; view your cooperating teacher as a role model. Communicate and ask your cooperating teacher for feedback on ways to improve your teaching. Your cooperating teacher will evaluate your field experience by providing a rating (satisfactory/unsatisfactory) for your

- *Professional behavior*—professional appearance, timeliness, communication, active participation, & ethical conduct.
- *Teaching knowledge*—knowledge of literacy tools, grouping practices, differentiated teaching, culturally responsive teaching, and integrated technology with literacy, science, social studies & math instruction.
- *Personal growth*—collaborates with professionals, accepts constructive feedback, and sets professional goals to improve teaching.

To successfully complete this course, you must turn in a completed Field-based Clinical Assignment Log Sheet documenting 10 hours of field experience and your cooperating teacher's evaluation (Field Experience Student Evaluation) with a satisfactory rating in professional behavior at the last face-to-face class on **12/6/18** and on Blackboard by **12/13/18**. A copy of your Field-based Clinical Assignment Log Sheet & Field Experience Notes 1-4 will be placed in your file in the field placement office.

Field Experience Notes (4 notes at 5 points each--20 points). For each field experience, take notes based on the weekly focus & your active involvement with students. This is a 2-part assignment:

- 1) Using the *Field-Based Experience Note* page, put your name, UTEP ID number, the date of the field experience, the field experience number, the duration (how long) of your field experience in your cooperating teacher's classroom, and the grade level. Complete the diagram in the box. Your cooperating teacher must **sign** each field experience note page. You will submit the Field Notes page with your cooperating teacher's signature and diagram in class the following week.
- 2) On **Blackboard**, submit a **500 word, typed** reflection based on the field experience focus topic and include detailed information about how you actively worked with students in your cooperating teacher's classroom. For each log, include APA **citations** from the week's required readings. Address the following topics:
 - **Field experience notes #1:** How you engaged with students in CT's classroom and the integration of literacy with content subjects & organizing for literacy.
 - **Field experience notes #2:** How you engaged with students in CT's classroom, assessment, diagnostic & high stakes tests, & the daily 5
 - **Field experience notes #3:** How you engaged with students in CT's classroom, differentiated lessons & oracy instruction.
 - **Field experience notes #4:** How you engaged with students in CT's classroom writing across the curriculum.

Points will be deducted for late submission of field-based experience notes. A rubric for the field-based experience notes can be found in the appendix.

Field Experience: Integration of literacy with a content area (science, social studies, or math) (40 points) To demonstrate your understanding of how to integrate literacy with a content subject, you will write a 5-E (engage, explore, explain, elaborate, & evaluate) lesson plan that integrates literacy with a content area i.e. science; math; social studies; or the arts & then teach the lesson. This is a 3-part assignment: 1) lesson plan; 2) teaching & video-taping the lesson in your cooperating teacher's classroom; and 3) reflect on the effectiveness of your lesson implementation.

Part 1: **Integrated Literacy & Content Subject Lesson Plan (10 points)**

Your lesson plan must adhere to the the **planned content and TEKS of your cooperating teacher's curriculum**. Meet with your cooperating teacher to identify a content topic & TEKS (math, science, or social studies) that you will be able to teach during your field-based assignment Include the following information in your integrated literacy & content subject lesson plan:

1. Identify the grade level, and the **content topic, language, and technology goals/objectives**.
2. State the grade level **TEKS** for the **content subject & ELAR (inquiry & research)**.
3. Clear description of the informational text(s): title/author of text(s) and academic vocabulary.
4. Clear description of teaching activities using the 5-E format and the balanced literacy components of *interactive read-aloud, shared reading, and shared writing*.
5. Each phase of the 5-E lesson plan should include the following:

- **Engagement**—interactive read-aloud to raise inquiry questions & tap into students’ background knowledge in order to create interest & curiosity about the content topic.
- **Exploration**—interactive read-aloud (continued) small group or partner discussions whereby students talk and ask questions in order to investigate the content topic’s real world problem. State the language prompts (sentence starters) that students will use to convey their thinking when talking.
- **Explanation**—shared reading activity and small group or partner talks for students to explain content concepts in their own words. The shared reading focuses on a specific strategy to teach academic language and allows students opportunities to examine vocabulary and clarify content concepts.
- **Elaboration**—shared writing activity using a graphic organizer to plan the writing and a text dictated by students whereby they apply and extend content concepts.
- **Evaluation**—informal/formative assessment whereby students demonstrate their learning and understanding of the content topic.

Each student will submit an integrated literacy & content subject lesson plan to me at kmein@utep.edu on the due date; you will not receive a grade for your first submission, only feedback. Once your integrated literacy & content subject lesson plan is approved by me, schedule a conference with your cooperating teacher to review the 5 E integrated literacy & content subject lesson plan and determine a day and time to teach & video-tape the lesson in his/her classroom. **Points will be deducted for late submission of the assignment.** A rubric for the lesson plan integrating literacy with a content subject can be found in the appendix.

Part 2: Teaching the Integrated Literacy & Content Subject Lesson Plan (10 points)

Provide your cooperating teacher a copy of your **approved** integrated literacy and content subject lesson plan in advance along with questions that you would like to discuss with him/her following the observation. Schedule a day and time to teach the lesson in his/her classroom. Your partner or your cooperating teacher will video-tape the lesson. Please ask the video recorder to focus on **teacher communication, student discussions, teacher monitoring & transitions** between *engagement, exploration, explanation, and elaboration & evaluation* lesson components. Ask your cooperating teacher to observe the lesson. **Teaching the integrated literacy & content subject lesson is part of your field experience and will count for 1 hour.** Submit the video-clip of your implementation of the lesson on Blackboard for credit. Teaching the integrated literacy & content lesson will be evaluated according to the following categories:

- **Content Knowledge & Expertise:** knowledge of literacy & content subject TEKS tied to a real-world problem and evidence of higher-order questioning & student discussion using language prompts during the interactive read aloud (engagement & exploration)
- **Communication:** explicit teaching of academic vocabulary & content concepts and opportunities for students to talk about academic vocabulary and clarify concepts during shared reading (explanation).
- **Monitor & Adjust:** observation of student input of the dictated text and lesson adjustment during shared writing and informal assessment of student learning of content topic (evaluation)
- **Video Component (Technical Rating):** visual & auditory clarity of video-clip with clear transitions between engagement, exploration, explanation, elaboration, & evaluation lesson components.

Please ask your cooperating teacher to initial your UTEP Log-in Sheet during your post teaching conference. **Points will be deducted for late submission of the assignment.** A rubric for the video clip of your integrated literacy & content subject lesson can be found in the appendix

Part 3: Final Reflection Paper on the Integrated Literacy & Content Subject Lesson Plan (20 points)

For the final reflection paper, you will reflect on the effectiveness of your lesson implementation. Watch the **video-clip** of you implementing the lesson. Analyze and take notes on the following questions:

- How did the literacy tasks align with the lesson's content and language goals/objectives?
- How were tasks differentiated for English Learners and struggling students?
- How did I plan and teach the lesson so that literacy instruction was tied to a content topic and real-world problem?
- What visual & language tools and technology did the students use during collaborative learning tasks?
- How did I provide appropriate student time to support deeper learning of the content topic?
- How did I plan & use probing questions to address students' misunderstandings?
- How did I plan & manage differentiated learning tasks to address the individual needs of all learners?
- How did I plan & use formative assessments to monitor the quality of student participation and performance?
- What did I do well and what can I improve on?

The reflection paper will be evaluated according to the following criteria:

- **Depth of Reflection:** thinking about the theories, concepts, and/or teaching strategies presented in the lesson plan and implementation.
- **Viewpoints:** opinion & interpretations supported by examples.
- **Evidence & Practice:** synthesizes ideas presented in the paper & shows insight gained from the assignment.
- **Self-Evaluation:** shows assessment of progress connected to the goals of the assignment.
- **Mechanics:** clear well organized writing free from mechanical errors.

The final reflection paper should be 5-6 pages (not including references and appendices) and contain at least 4-5 citations **from the required course readings**. Follow APA guidelines and use the following link as your resource: <http://owl.english.purdue.edu/owl/resource/560/01/>. **Points will be deducted for late submission of the assignment.** A rubric for the final reflection paper can be found in the appendix.

Team facilitators for literacy workstations and daily 5 routines (20 points). As part of this course, you will work in small groups (4-5 members) and facilitate literacy workstations that include the daily 5 activities with grade level students from Mesita School. This is a 2-part assignment: *part 1*: one group lesson plan (**10 points**) and *part 2*: each group member teaching their literacy workstation activity 4 to 5 times to a group of Mesita's students (**10 points**). The Mesita students will rotate around to each literacy workstation until they have completed the activity at all of the literacy centers. The following group assignments will be determined in Week #1:

1. **Fluency workstations** (Ch.6) and **read-to-someone** activities (Appendix D Guide).

2. **Vocabulary workstations** (Ch.7) and word-work activities (Appendix F Guide).
3. **Comprehension strategy workstations** (Ch.8) and **listen-to-reading** activities (Appendix E Guide).
4. **Comprehension text factors workstations** (Ch.9) and **read-to-self** activities (Appendix B Guide).
5. **Writing workstations** (Ch.2) and **work-on-writing** activities (Appendix C Guide).

Part 1: Use literacy topic activities from the Florida Center for Reading Research/The Daily 5 & a picture book, to write your group lesson plan. Using the lesson plan template include the following components:

- **Objective** for each of the 4-5 literacy workstations and the name of the team member facilitating the activity.
- **TEKS** standard addressed at each of the 4-5 literacy workstations.
- **Materials** including title/author of authentic text(s) (**no worksheets**) to be used at each of the 4-5 literacy workstations.
- **8-10 minute FCRR Activity:** title of the FCRR activity and procedures for teacher modeling of the workstation activity— “I do” students watch as teacher models how to do the activity; procedures for student engagement in the literacy activity and checking for understanding procedures.
- **Formative assessment** of student learning for each of the 4-5 literacy workstations.

The lesson plan (use the template distributed in class) is submitted to me for feedback at kmein@utep.edu **one week** before facilitating the lesson; be sure to cc all team members on the email. Your team will review my feedback on your lesson plan and make corrections before teaching the literacy workstations.

Part 2: Teaching the FCRR literacy content activity to a small group of students. You will have **8-10 minutes** to teach the FCRR activity using a picture book and then I will ring a bell for students to rotate to the next workstation. **Each team member is responsible for teaching an 8-10-minute FCRR activity using a picture book; the students will rotate around to each literacy workstation; therefore, prepare to teach your activity 4-5 times.**

For the teaching phase, student members will be individually evaluated based on the following criteria:

- Introduction of the workstation goal/objective.
- Teacher modeling of the literacy workstation/daily 5 activities.
- Guided student practice & active student literacy engagement.
- Teacher monitoring, feedback, and checking for understanding.
- Formative assessment & checking for student understanding of the literacy task.

A rubric for the team facilitators for literacy workstations and daily 5 routines can be found in the appendix.

Literacy/Daily 5 Workstation Feedback (4 points). On the days when teams facilitate literacy workstations, a MES teacher will bring his/her class to our classroom and the students will have the opportunity to learn at each literacy workstation by rotating every 10 minutes. While each team member facilitates their literacy/daily 5 workstations, you will observe one of the literacy workstations and complete a rubric with your observations about the workstation purpose, teacher modeling, student engagement, quality of teacher prompts, and the formative assessment. Each

feedback rubric will count as one point. This is your opportunity to learn about teaching small group literacy workstations and you are expected to demonstrate professional behavior while MES students visit our classroom. Observe a workstation activity during each rotation; do not talk nor interact with your peers and leave your cell phones on silent & out of sight.

Quizzes (6 points) All assigned readings must be completed before each class session. The readings will form the basis of in-class quizzes, class discussions, and activities. In a community of learners, participation in class discussions and collaborative group work is key to your success as learners. I encourage you to ask questions and actively engage in class discussions and tasks. There will be a quiz at the end of ten classes and each completed quiz will count one point each. For homework readings, you are given a list of questions in the syllabus to think about during reading. Use these questions (located in the course schedule of the syllabus) to guide your reading of the chapter and prepare written answers to the questions. I will not collect the written responses; however, you can refer to your written answers in class during discussions and quizzes at the end of each class. Quiz questions will be multiple choice and short answer and similar to those found on the TExES/PPR exams.

Grading:

- A 90-100 points
- B 80-89 points
- C 70-79 points
- D 60-69 points
- F Below 59 points

Attendance Policy:

Your attendance and active participation are vital to this course. The Teacher Education Department considers missing more than **one day of class as excessive**. After two times being late for class (tardy) it will count as **one unexcused absence**. **After two absences, the student may be dropped for lack of attendance**. If you miss one day of class, contact me immediately via email at kmein@utep.edu. **Wear your UTEP ID card** in a lanyard each time you attend class & observe in classrooms.

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 attributable in whole or 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 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: Websites

Florida Center for Reading Research—*Educators/Student Center Activities* <http://www.fcrr.org/for-educators/>.

The two sisters: Gail Boushey & Joan Moser at <http://www.the2sisters.com/>.

Phonological Awareness Literacy Screening (PALS) <https://pals.virginia.edu/tools-activities.html>

Beverly Tyner at <http://www.beverlytyner.com/>

ReadersWorkshop.org at <http://www.readersworkshop.org/>

Read Write Think resources at <http://www.readwritethink.org/classroom-resources/>

National Reading Panel Report--www.nationalreadingpanel.org/publications/summary.htm.

TEKS ELA/R <http://ritter.tea.state.tx.us/rules/tac/chapter110/ch110a.html>

RTI Action Network--<http://www.rtinetwork.org/learn/what/whatisrti>

Response to Intervention (RTI)-- <http://www.rti4success.org/>

International Literacy Association – www.reading.org.

Assessment of Student Learning:

Assignment	Due Date	Point value	Assessment of Learning Outcomes
Field-experience Notes submitted in class.	Field Experience Notes #1— 9/27/18 in class & BB (week 9/17-21/18) Field Experience Notes #2— 10/18/18- BB; 10/25/18 in class (week 10/8-12/18) Field Experience Notes #3— 10/25/18 in class & BB (week 10/15-19/18) Field Experience Notes #4— 11/15/18 in class & BB (week 11-5-9/18)	20 points	Learning Outcomes #1-11
Integrated Literacy & Content Subject Lesson Plan	9/13/18	10 points	Learning Outcomes #1-8; 10
Team facilitators of literacy & daily 5 workstation activities	Teams: <ul style="list-style-type: none"> • Fluency & read-to-someone activities—10/4/18 • Vocabulary & word work activities—10/25/18 • Comprehension strategies & listen-to-reading activities—11/1/18 • Comprehension text factors & read-to-self activities—11/15/18 • Writing & work-on-writing activities—11/29/18 	20 points	Learning Outcomes #2, 3, 4, 5, 6, 7, 9, & 11
Literacy Daily 5 Workstation Feedback	Workstation Team Feedback <ul style="list-style-type: none"> • Fluency—10/4/18 • Vocabulary—10/25/18 • Comprehension Strategies—11/1/18 • Comprehension Text Factors—11/15/18 • Writing—11/29/18 	4 points	Learning Outcomes #2, 3, 4, 5, 6, 7, 9, & 11
Teaching (Video-Clip) Integrated Literacy & Content Subject Lesson	10/11-to-11/29/18	10 points	Learning Outcomes #1-11
Final Reflection Paper of Integrated Literacy & Content Lesson Implementation	12/13/18	20 points	Learning Outcomes #1-11
6 Quizzes	Ongoing	6 points	Learning Outcomes #1-10
Field Experience Student Evaluation & Field-based Clinical Experience Assignment Log Sheet	12/6/18 (in class) 12/13 /18 (on Blackboard)	10 points	Learning Outcomes #1-11

****Syllabus subject to change***

Course Schedule:

Date	Topic	Readings/Assignments Due	Field Experience
<p>Aug 30 Week 1</p>	<p>Introduction to the course</p>	<p>Read Syllabus</p> <ul style="list-style-type: none"> ➤ Syllabus Review ➤ Course Requirements ➤ Balanced Literacy & Differentiated Instruction ➤ Mesita ES Faculty & Staff Handbook ➤ Field Experience Partners <p>Tour Mesita Elementary School</p>	
<p>Sept 6 Week 2</p>	<p>Effective Literacy Teachers & Balanced Literacy Components</p>	<p>Read</p> <ul style="list-style-type: none"> • Chapter 1—<i>Becoming an effective literacy teacher</i> in Literacy for the 21st Century. • Swinney & Velasco—<i>Structures of literacy that support English Language Learners & struggling students.</i> • Texas Essential Knowledge & Skills for: <i>English Language Arts & Reading; Science; Social Studies; & Math (Elementary).</i> • Texas Resource System- www.texasresourcesystem.net <p>Questions</p> <ol style="list-style-type: none"> 1. <i>Describe effective literacy teachers.</i> 2. <i>Explain why effective teachers adopt a balanced literacy approach to instruction.</i> 3. <i>How do effective literacy teachers organize for & differentiate instruction?</i> 4. <i>How do the structures of Read Aloud, Shared Reading & Shared Writing support ELs and struggling students' understanding of academic language & content subject TEKS?</i> <p>Team Facilitators sign-up for Literacy Workstations Textbooks check in class</p>	<p>Contact assigned teacher via email (cc your email to me) to schedule an initial meet & greet conference.</p> <p>Meet with your cooperating teacher to identify a content topic & TEKS (math, science, or social studies) that you will be able to teach during your field-based assignment</p>

Course Schedule:

Date	Topic	Readings/Assignments Due	Field Experience
<p>Sept 13 Week 3</p>	<p>Integrated Literacy & Content Subject & the 5 E Lesson Plan</p>	<p>Read:</p> <ul style="list-style-type: none"> • Ch. 12—<i>Reading & writing across the curriculum</i> in Literacy for the 21st Century • Wright, W. <i>Content-area instruction for ELLs</i> • <i>Texas Educators’ Code of Ethics</i> http://texreg.sos.state.tx.us/public/ <p>Questions:</p> <ul style="list-style-type: none"> • <i>How can teachers ask questions & tap students’ background knowledge and create <u>engagement</u> through an interactive read aloud?</i> • <i>How can teachers use language prompts to help students talk to one another to <u>explore</u> real-world content problems?</i> • <i>How can teachers use shared reading & collaborative discussions for students to <u>explain</u> content topics in their own words?</i> • <i>How can teachers use shared writing experiences to support students’ <u>elaboration</u> of academic vocabulary & understanding of the content concept?</i> • <i>How can teachers <u>evaluate</u> their students’ knowledge of content concepts?</i> <p>Assignment due: Integrated Literacy & Content Subject Lesson Plan due to kmein@utep.edu on 9/13/18 by midnight.</p>	<p>Initial meeting with your cooperating teacher must be held before 9/13/18.</p> <p>Bring the identified content topic & TEKS (math, science, or social studies) to class on 9/13/18.</p>
<p>Sept 20 Week 4</p>	<p>Classroom Environments</p> <p>Field Experience Assignment (Class Does Not Meet)</p>	<p>Read</p> <ul style="list-style-type: none"> • Chapter 2—<i>The reading & writing processes</i> in Literacy for the 21st Century. • Chapter 10—<i>Organizing for instruction</i> in Literacy for the 21st Century. <p>Questions:</p> <ul style="list-style-type: none"> • <i>Describe the 5 stages of the reading process.</i> • <i>Describe the 5 stages of the writing process.</i> • <i>Explain why reading & writing are reciprocal processes.</i> • <i>Describe how to conduct guided reading lessons.</i> • <i>Describe how to implement reading & writing workshops</i> <p>Assignments due:</p> <ol style="list-style-type: none"> 1. Field Experience Log #1 (with CT’s signature) due in class on 9/27. 2. 500-word, typed field experience notes with APA citations due on Blackboard on 9/27 by midnight. 	<p>3 hours of Field Experience during the week of 9/17-9/20.</p> <p>Field Experience Notes #1: 500-word typed paper addressing your active engagement with students & organizing for literacy & the integration of literacy with content subjects with citations from the required readings.</p>

Course Schedule:

Date	Topic	Readings/Assignments Due	Field Experience
<p>Sept 27 Week 5</p>	<p>FCRR Fluency and Read-to-Someone Activities.</p> <p>(Fluency Team Facilitators)</p>	<p>Read:</p> <ul style="list-style-type: none"> • Chapter 6—<i>Developing fluent readers & writers</i> in Literacy for the 21st Century. • Chapter 1—<i>That was then, this is now: How the daily 5 evolved</i> in The Daily 5. • Appendix D—<i>Read to someone guide</i> in the Daily 5. <ul style="list-style-type: none"> • What is reading fluency & how is it assessed? • What is writing fluency & how is it assessed? • Describe older dysfluent readers & writers. • Describe how teachers develop students' fluent reading of texts with the "read-to-someone" daily 5 activities. <p>Assignments due:</p> <ul style="list-style-type: none"> • Field Experience Log #1 (with CT's signature) due in class on 9/27. • 500-word, typed field experience notes with APA citations due on Blackboard on 9/27 by midnight. • Team Lesson Plan for Fluency (use template) due 9/27/18 to kmein@utep.edu by midnight. 	
<p>Oct 4 Week 6</p>	<p>FCRR Vocabulary & Word Work Activities</p> <p>(Vocabulary Team Facilitators)</p>	<p>Read</p> <ul style="list-style-type: none"> • Chapter 7—<i>Expanding Academic Vocabulary</i> in Literacy for the 21st Century. • Chapter 6—<i>Foundation lessons</i> in The Daily 5. • Appendix F—<i>Word-work guide</i> in The Daily 5. <p><u>Questions</u></p> <ul style="list-style-type: none"> • How do teachers expand students' academic vocabulary? • How do teachers develop students' word consciousness? • Describe instruction & assessment practices that support young children's vocabulary acquisition. 	<p><i>In-class Assignments:</i></p> <p>1) 9:30-10:30 Fluency team facilitators will teach FCRR activities with an authentic text to Mrs. Ronquillo's 2nd grade class</p> <p>2) Fluency workstation feedback due at 10:45 AM.</p>

Course Schedule:

Date	Topic	Readings/Assignments Due	Field Experience
<p>Oct 11 Week 7</p>	<p>Assessing Literacy & The Daily 5</p> <p>Field Experience Assignment (Class Does Not Meet)</p>	<p>Read</p> <ul style="list-style-type: none"> • Chapter 3—<i>Assessing Literacy Development</i> in Literacy for the 21st Century. • Chapter 2—<i>Our core beliefs: The foundations of the daily 5</i> in The Daily Five. • Chapter 3—<i>The 10 steps to teaching & learning independence</i> in The Daily Five <p><u>Questions</u></p> <ul style="list-style-type: none"> • <i>Describe the 4 steps for classroom assessments.</i> • <i>Compare & contrast diagnostic tests and high-stakes tests.</i> • <i>Describe how the principles of trust, respect, community, choice & accountability create independent learners</i> <p>Assignments due:</p> <ol style="list-style-type: none"> 1. Field Experience Log #2 (with CT's signature) due in class on 10/25. • 500-word, typed field experience notes with APA citations due on Blackboard on 10/18 by midnight. 	<p>3 hours of Field Experience during the week of 10/8-10/12.</p> <p>Field Experience Notes #2: 500-word typed paper addressing <i>your active engagement with students & classroom assessment, diagnostic & high stakes tests, & the daily 5</i> with citations from the required readings.</p> <p>Cooperating Teacher's Signature on Notes & Field-based Experience Log Sheet</p>
<p>Oct 18 Week 8</p>	<p>Oracy & Differentiating for Success</p> <p>Field Experience Assignment (Class Does Not Meet)</p>	<p>Read</p> <ul style="list-style-type: none"> • Ch. 11—<i>Differentiating for success</i> in Literacy for the 21st Century. • Escamilla, K. et al.—<i>Oracy</i> in Biliteracy from the Start <p><u>Questions:</u></p> <ol style="list-style-type: none"> 1. <i>Describe ways to differentiate instruction</i> 2. <i>Explain how teachers deliver high quality instruction to struggling readers & writers.</i> 3. <i>Why is oracy an integral part of literacy instruction?</i> 4. <i>Explain how teachers create book units in Spanish & English using 3 aspects of oracy (language structures, vocabulary & dialogue).</i> <p>Assignments due:</p> <ul style="list-style-type: none"> • Field Experience Log #3 (with CT's signature) due in class on 10/25. • 500-word, typed field experience notes with APA citations due on Blackboard on 10/25 by midnight. • Team lesson plan for vocabulary (use template) due to kmein@utep.edu on 10/18/18 by midnight. 	<p>3 hours of Field Experience during the week of 10/15-19.</p> <p>Field Experience Notes #3: 500-word typed paper addressing <i>your active engagement with students & differentiated instruction & oracy</i> with citations from the required readings.</p> <p>Cooperating Teacher's Signature on Notes & Field-based Experience Log Sheet</p> <p>Teach approved integrated literacy & content subject lesson and video-tape the lesson. Meet with your cooperating teacher afterwards to discuss the lesson.</p>

Course Schedule:

Date	Topic	Readings/Assignments Due	Field Experience
<p>Oct 25 Week 9</p>	<p>FCRR Comprehension Strategies & Listen-to-Reading Activities</p> <p><i>(Comprehension Strategies Team Facilitators)</i></p>	<p>Read</p> <ul style="list-style-type: none"> Ch. 8 <i>Promoting comprehension: Reader factors</i> in Literacy for the 21st Century. Appendix E—<i>Listening-to-reading guide</i> in The Daily 5. <p><u>Questions</u></p> <ul style="list-style-type: none"> <i>What is comprehension?</i> <i>Describe comprehension strategies supported by research.</i> <i>Describe how teachers develop comprehension through the balanced literacy components of: read aloud & shared reading.</i> <p>Assignments due:</p> <ul style="list-style-type: none"> Field Experience Logs #2 & 3 (with CT's signature) due in class on 10/25. Field Experience Log #3 -500-word, typed field experience notes with APA citations due on Blackboard on 10/25 by midnight Team lesson plan for comprehension strategies (use template) due to kmein@utep.edu on 10/25/18 by midnight. 	<p><i>In-class Assignments:</i></p> <p>1) 9:30-10:30 Vocabulary team facilitators will teach FCRR activities with an authentic text to Mrs. Gamez's 2nd grade class.</p> <p>2) Vocabulary workstation feedback due at 10:45 AM.</p>
<p>Nov 1 Week 10</p>	<p>FCRR Comprehension Text Factors & Read-to-Self Activities</p> <p><i>(Comprehension Skills Team Facilitators)</i></p>	<p>Read</p> <ul style="list-style-type: none"> Ch. 9 <i>Promoting comprehension: Text factors</i> in Literacy for the 21st Century Chapter 5—<i>Launching read-to-self—The first daily 5.</i> Appendix B—<i>Read-to-self guide</i> in The Daily 5. <p><u>Questions</u></p> <ol style="list-style-type: none"> <i>Describe the elements of story structure in narrative genres</i> <i>Describe expository text structures & nonfiction text features.</i> <i>Describe formats of poetry books.</i> <i>How would you implement the daily 5 read-to-self?</i> 	<p><i>In-class Assignments:</i></p> <p>3) 9:30-10:30 Comprehension Strategies team facilitators will teach FCRR activities with an authentic text to Mrs. Simpson's 2nd grade class</p> <p>4) Comprehension Strategies workstation feedback due at 10:45 AM.</p>

Course Schedule:

Date	Topic	Readings/Assignments Due	Field Experience
<p>Nov 8 Week 11</p>	<p>Writing Across the Curriculum</p> <p>Field Experience Assignment (Class Does Not Meet)</p>	<p>Read</p> <ul style="list-style-type: none"> Pytash & Morgan—<i>Using mentor texts to teach writing in science & social studies</i> in The Reading Teacher. Chapter 8—<i>The Math Daily 3</i> in The Daily 5. Chapter 9—<i>Returning to our core beliefs</i> in The Daily 5. <p>Questions:</p> <ul style="list-style-type: none"> <i>How do teachers use mentor texts as models of how to write a specific genre?</i> <i>Describe the read-to-self foundation lessons of “Three Ways to Read a Book” & “I PICK Good-Fit Books”.</i> <p>Assignments due:</p> <ul style="list-style-type: none"> Field Experience Log #4 (with CT’s signature) due in class on 11/15. 500-word, typed field experience notes with APA citations due on Blackboard on 11/15 by midnight. Team lesson plan for comprehension text factors (use template) due to kmein@utep.edu on 11/8/18 by midnight 	<p>3 hours of Field Experience during the week of 11/5-11/9.</p> <p>Field Experience Notes #4: 500-word typed paper addressing your active engagement with students & writing across the curriculum with citations from the required readings.</p> <p>Cooperating Teacher’s Signature on Notes & Field-based Experience Log Sheet</p> <p><i>Teach approved integrated literacy & content subject lesson and video-tape the lesson. Meet with your cooperating teacher afterwards to discuss the lesson.</i></p>
<p>Nov 15 Week 12</p>	<p>Writing & Work-on Writing Activities</p> <p>Writing Team Facilitators</p>	<p>Read:</p> <ul style="list-style-type: none"> Troia, G.---<i>Effective writing instruction in the 21st century</i> in Handbook of Effective Literacy Instruction. Chapter 7—<i>When to launch the daily 5</i> in The Daily 5. Appendix C—<i>Work-on-writing guide</i> in The Daily 5. <p>Questions</p> <ul style="list-style-type: none"> <i>Describe the characteristics of exemplary writers’ workshops.</i> <i>Explain how teachers teach self-regulation in writing and composing strategies.</i> <i>Describe benefits & constraints of four different writing assessment methods.</i> <i>Explain how math writing is taught in the math daily 3.</i> <i>How would you implement the daily 5 work-on-writing?</i> <p>Assignment due:</p> <ul style="list-style-type: none"> Field Experience Log #4 (with CT’s signature) due in class on 11/15. 500-word, typed field experience notes with APA citations due on Blackboard on 11/15 by midnight. Team lesson plan for writing (use template) due to kmein@utep.edu on 11/15/18 by midnight. 	<p>In-class Assignments:</p> <ol style="list-style-type: none"> 9:30-10:30 Comprehension Text Factors team facilitators will teach FCRR activities with an authentic text to Mrs. Anchieta’s 5th grade class Comprehension Text Factors workstation feedback due at 10:45 AM.

Course Schedule:

Date	Topic	Readings/Assignments Due	Field Experience
<p>Nov 29 Week 13</p>	<p>Emergent Literacy & Cracking the Code</p>	<p>Read</p> <ul style="list-style-type: none"> • Ch. 4—<i>The youngest readers & writers</i> in Literacy for the 21st Century. • Ch. 5—<i>Cracking the alphabetic code</i> in Literacy for the 21st Century. <p>Questions</p> <ol style="list-style-type: none"> 1. <i>Describe the link between oral language & literacy.</i> 2. <i>Describe how children develop as readers & writers in the emergent, beginning, & fluent literacy stages.</i> 3. <i>Describe phonemic awareness strategies & how teachers assess children’s phonemic awareness.</i> 4. <i>Describe how teachers teach & assess students’ phonics knowledge.</i> 	<p><i>In-class Assignments:</i></p> <ol style="list-style-type: none"> 1) 9:30-10:30 Writing team facilitators will teach writing activities using an authentic text to Mrs. Salazar’s 4th grade class 2) Writing workstation feedback due at 10:45 AM.
<p>Dec 6 Week 14</p>	<p>Peer Review: Reflection on Integrated Literacy & Content Subject Lesson Implementation</p>	<p>Peer revision (in-class) of final field experience reflection paper (20 points).</p> <p>Assignments due</p> <ul style="list-style-type: none"> ✓ Final Field Experience Student Evaluation from your cooperating teacher (in class). ✓ Field-Based Clinical Experience Assignment Sheet (in class). 	<p>All observations and teaching of the integrated literacy & content subject lesson are completed by this week.</p>
<p>Dec 13 Week 15</p>	<p>Final Reflection</p>	<p>Class does not meet</p> <p>Assignments due on Blackboard:</p> <ol style="list-style-type: none"> 1. <i>Final field experience reflection paper due on Blackboard on 12/13/18.</i> 2. <i>Final Field Experience Student Evaluation from your cooperating teacher due on Blackboard on 12/13/18</i> 3. <i>Field-Based Clinical Experience Assignment Sheet due on Blackboard on 12/13/18.</i> 	

APPENDIX
Grading Rubrics for Course Assignments

Grading Rubric: Field experience notes (5 points each @20 points)

Criteria	Exceeds Standard	Meets Standard	Does Not Meet Standard
Lesson Description (1 point)	Clear & detailed description of lesson TEKS; classroom learning structures (groupings, resources, pacing, materials); differentiation, role of technology & assessment for/of learning (formative & summative). Also includes a clear description of the teacher's role & student engagement.	Clear description of lesson TEKS; classroom learning structures (groupings, resources, pacing, materials); differentiation, role of technology & assessment for/of learning (formative & summative). Also includes a somewhat unclear description of the teacher's role & student engagement.	Unclear description of lesson TEKS; classroom learning structures (groupings, resources, pacing, materials); differentiation, role of technology & assessment for/of learning (formative & summative). Log does not include a description of the teacher's role & student engagement.
Engagement with Students (2 points)	Clear & detailed description of how you worked with students and students' response to your supportive classroom teaching.	Clear description of how you worked with students and students' response to your supportive classroom teaching.	No description of how you worked with students and students' response to your supportive classroom teaching.
Reflections from Required Readings (2 points)	Clear & detailed 500-word synthesis of the field notes focus with reflections that include 2-3 citations from the required course readings.	Clear 500-word synthesis of the field notes focus with reflections that include 1-2 citations from the required course readings.	Unclear synthesis & less than 500 words of the field notes focus with no citations from the required course readings.
Mechanics (1 point)	Exceeds the 500-word minimum requirement & includes a clear diagram of the focus in the box on page 2. The log is dated, signed by your cooperating teacher, free of spelling & grammatical errors, and submitted on time in class (make a copy for yourself).	Meets the 500-word minimum requirement & includes a clear diagram of the focus in the box on page 2. The log is dated, signed by your cooperating teacher, free of spelling & grammatical errors, and submitted on time in class (make a copy for yourself).	Does not meet the 500-word minimum requirement & includes an unclear diagram of the focus. The diagram is not in the box on page 2. The log is not dated, signed by your cooperating teacher. There are significant spelling & grammatical errors, and the log is not submitted on time in class (make a copy for yourself).

Grading Rubric: Integrated Literacy & Content Subject Lesson Plan (10 points)

Criteria	Exceeds Standard	Meets Standard	Does Not Meet Standard
Literacy & Content Subject Integration (2 points)	Lesson plan explicitly integrates literacy strategies with content subjects. Activities, materials, and assessments are aligned with the lesson goal and appropriate for bilingual learners. Integration of technology to address relevant, real-world problems.	Lesson plan somewhat clearly integrates literacy strategies with content subjects. Some activities, materials, and assessments are aligned with the lesson goal and appropriate for bilingual learners. Technology integration does not address relevant, real-world problems.	Lesson plan is disorganized and does not integrate literacy strategies with content subjects. Few activities, materials, and assessments address bilingual learners. No evidence of goals aligned with content standards. No evidence of technology integration.
Structure (2 points)	The lesson plan integrates literacy and a content topic to encourage higher order thinking using the 5 E lesson plan format: <i>Engagement, Exploration, Explanation, Elaboration & Evaluation</i> . Technology, academic language & learning scaffolds, materials, and activities promote investigations of a content topic and real-world problem.	The lesson plan integrates literacy and a content topic to encourage higher order thinking using some of the 5 E lesson plan format: <i>Engagement, Exploration, Explanation, Elaboration & Evaluation</i> . The lesson plan includes some technology, academic language & learning scaffolds, materials, and activities to promote investigations of a content topic and real-world problem.	The lesson plan does not clearly integrate literacy and a content topic. Little evidence of activities to encourage higher order thinking using the 5 E lesson plan format: <i>Engagement, Exploration, Explanation, Elaboration & Evaluation</i> . The lesson plan does not include technology, academic language & learning scaffolds, materials, and activities to promote investigations of a content topic and real-world problem.
Alignment with Standards (3 points)	Texas Essential Knowledge and Skills (TEKS) for English Language Arts and a content topic are clearly stated and aligned to measurable lesson goals. The literacy and content TEKS are addressed during engagement, exploration, explanation, elaboration, and evaluation activities.	Texas Essential Knowledge and Skills (TEKS) for English Language Arts and a content topic are clearly stated and most goals are aligned to TEKS. Some literacy and content TEKS are addressed during engagement, exploration, explanation, elaboration, and evaluation activities.	Texas Essential Knowledge and Skills (TEKS) for English Language Arts and a content topic are not clearly stated. Few measurable lesson goals are aligned to TEKS. Few engagement, exploration, explanation, elaboration, and evaluation activities address the literacy and content TEKS.
Use of Differentiated Learning Activities (3 points)	Lesson plan includes a wide variety of collaborative group activities to address students' cultural & linguistic needs. Lesson plan promotes critical thinking and investigation of a real-world problem through differentiated literacy materials and methods aligned with the needs of diverse learners.	Lesson plan includes some collaborative group activities to address students' cultural & linguistic needs. Lesson plan promotes investigation of a real-world problem using some differentiated literacy materials and methods.	Lesson plan includes one-size fits all tasks without differentiated learning activities. Lesson plan does not address investigation of a real-world problem. Lesson plan contains no evidence of differentiated literacy materials and methods.

Grading Rubric: Teaching (video-clip) Integrated Literacy & Content Subject Lesson (10 points)

Criteria	Exceeds Standard	Meets Standard	Does Not Meet Standard
Content Knowledge & Expertise (3 points)	Teacher exhibits an in-depth knowledge of literacy and content subjects. Students construct meaning from texts in varied literacy activities to investigate content topics and real-world problems. Active constructive learning of the ELAR and content subject TEKS is clearly evident in engagement, exploration, explanation, elaboration, and evaluation activities.	Teacher exhibit some knowledge of literacy and content subjects. Students are somewhat engaged in constructing meaning from texts in literacy activities to investigate content topics and real-world problems. Active constructive learning of the ELAR and content subject TEKS is somewhat evident in engagement, exploration, explanation, elaboration, and evaluation activities.	Teacher exhibits inaccurate knowledge of literacy and content subjects. Students are not engaged and have few opportunities to investigate content topics and real-world problems. Active constructive learning of the ELAR and content subject TEKS is not evident in engagement, exploration, explanation, elaboration, and evaluation activities.
Communication (3 points)	Teacher skillfully introduces academic vocabulary, anticipates possible student misunderstanding, and addresses barriers to student understanding of the content topic. Teachers ask higher-level questions to explore, explain and elaborate the content topic and real-world problem. Students are actively engaged in discussion & sequenced literacy activities to investigate the content topic and real-world problem.	Teacher introduces academic vocabulary, anticipates possible student misunderstanding, and addresses some barriers to student understanding of the content topic. Teachers ask probing questions to explore, explain and elaborate the content topic and real-world problem. Students are sometimes engaged in discussion & sequenced literacy activities to investigate the content topic and real-world problem.	Teacher fails to introduce academic vocabulary and does not respond to students' misunderstandings about the content topic. Teachers rarely ask questions to explore, explain and elaborate the content topic and real-world problem. No evidence of small group discussions and sequenced literacy activities to investigate the content topic and real-world problem.
Monitor & Adjust (2 points)	The teacher consistently monitors student input and paces activities in response to students' needs. Student behavior is consistently monitored by the teacher and he/she provides effective feedback by frequently checking for understanding. Students use technology to demonstrate their thinking and shared group work.	The teacher monitors student input and paces some activities in response to students' needs. Student behavior is monitored by the teacher and he/she provides feedback by frequently checking for understanding. Some students use technology to demonstrate their thinking and shared group work.	The teacher does not monitor student input and does not respond to students' needs. Student behavior is not monitored by the teacher. The teacher does not check for understanding. Students do not have the opportunity to use technology to demonstrate their thinking.
Video Component: Technical Rating (2 points)	The video component is developed with technical clarity & in an engaging format. The visual & auditory teaching is clear & understandable. The video presents seamless transitions between <i>engagement, exploration, explanation, elaboration & evaluation</i> lesson components. The video includes student & teacher perspectives.	The video component has some technical clarity issues including a somewhat engaging format. The visual & auditory teaching is somewhat clear & understandable. The video transitions between <i>engagement, exploration, explanation, elaboration & evaluation</i> lesson components are somewhat clear. The video somewhat includes student & teacher perspectives.	The video component is developed with technical clarity issues & not in an engaging format. The teaching is not generally clear & teacher-centered. The video transitions between <i>engagement, exploration, explanation, elaboration & evaluation</i> lesson components are not evident. The video does not include student & teacher perspectives.

Grading Rubric: Team facilitates literacy & daily 5 lesson FCRR workstations (20 points)

Criteria	Exceeds Standards	Meets Standards	Does Not Meet Standard
Lesson plan (10 points)	<p>Clear & concise description of the workstation objective/purpose and TEKS standard addressed at each workstation (include person's name next to standard). Each individual workstations lists a clear & concise description of:</p> <ul style="list-style-type: none"> ▪ title & author of picture book; ▪ procedures for teacher modeling of the FCRR workstation activity; ▪ procedures for student engagement with FCRR activity & how the teacher will check for understanding; ▪ formative assessment (graphic organizer). 	<p>Clear description of the workstation objective/purpose and TEKS standard addressed at each workstation (include person's name next to standard). Each individual workstations lists a clear description of:</p> <ul style="list-style-type: none"> ▪ title & author of picture book; ▪ procedures for teacher modeling of the FCRR workstation activity; ▪ procedures for student engagement with FCRR activity & how the teacher will check for understanding; ▪ formative assessment (graphic organizer). 	<p>Unclear description of the workstation objective/purpose and TEKS standard addressed at each workstation (include person's name next to standard). Some individuals list an unclear description of:</p> <ul style="list-style-type: none"> ▪ title & author of picture book; ▪ procedures for teacher modeling of the FCRR workstation activity; ▪ procedures for student engagement with FCRR activity & how the teacher will check for understanding; ▪ formative assessment (graphic organizer).
Teaching (2 points)	<p>The teacher explicitly states the workstation objective/purpose at the beginning of the lesson. The teacher reads the picture book and explicitly models the FCRR workstation activity using the picture book.</p>	<p>The teacher clearly states the workstation objective/purpose at the beginning of the lesson. The teacher reads the picture book and clearly models the FCRR workstation activity using the picture book.</p>	<p>The teacher does not state the workstation objective/purpose at the beginning of the lesson. The teacher reads the picture book but does not model the FCRR workstation activity using the picture book.</p>
Student Engagement (3 points)	<p>The students clearly understand the FCRR workstation activity and they are clearly engaged in using the picture book to complete the FCRR workstation activity. The teacher provides verbal feedback to student(s) on their progress with the activity.</p>	<p>The students understand the FCRR workstation activity and they are engaged in using the picture book to complete the FCRR workstation activity. The teacher provides some verbal feedback to student(s) on their progress with the activity.</p>	<p>The students do not understand the FCRR workstation activity and they are not engaged in using the picture book to complete the FCRR workstation activity. The teacher does not provide verbal feedback to student(s) on their progress with the activity.</p>
Formative Assessment (2 points)	<p>The teacher clearly assesses each student's mastery of the workstation objective using a graphic organizer that is aligned to the workstation purpose.</p>	<p>The teacher assesses each student's mastery of the workstation objective using a graphic organizer that is aligned to the workstation purpose.</p>	<p>The teacher does not assess each student's mastery of the workstation objective using a graphic organizer that is aligned to the workstation purpose.</p>
Pacing (3 points)	<p>For each workstation rotation, the teacher adequately paces the lesson in 8-10 minutes. Students have adequate time to complete the FCRR activity using picture books.</p>	<p>For each workstation rotation, the teacher paces the lesson in 8-10 minutes. Students have some time to complete the FCRR activity using picture books.</p>	<p>For each workstation rotation, the teacher does not pace the lesson in 8-10 minutes. Students do not have time to complete the FCRR activity using picture books.</p>

Grading Rubric: Reflection Paper on Integrated Literacy & Content Subject (20 points)

Criteria	4-Exceeds Standard	3-Meets Standard	2-Emergent	1-Meets Minimum Expectations
Depth of Reflection (5 points)	Response demonstrates an in-depth reflection on, and individualized thinking about the theories, concepts, and/or strategies presented in the lesson plan and implementation.	Response demonstrates a general reflection on, and individualized thinking about the theories, concepts, and/or strategies presented in the lesson plan and implementation.	Response demonstrates a minimal reflection on, and individualized thinking about the theories, concepts, and/or strategies presented in the lesson plan and implementation.	Response demonstrates a lack of reflection on, and individualized thinking about the theories, concepts, and/or strategies presented in the lesson plan and implementation.
Viewpoints (5 points)	Viewpoints & interpretations are insightful & well-supported. Clear, detailed examples are provided as applicable.	Viewpoints & interpretations are supported. Appropriate examples are provided as applicable.	Viewpoints & interpretations are unsupported or supported with flawed arguments. Examples, when applicable, are not provided or are irrelevant to the assignment	Viewpoints & interpretations are missing, inappropriate, and/or unsupported. Examples, when applicable are not provided.
Evidence & Practice (5 points)	Essay shows strong evidence of synthesis of ideas presented and insights gained in this assignment. The implications of these insights for the respondent's overall teaching practice are thoroughly detailed.	Essay shows evidence of synthesis of ideas presented and insights gained in this assignment. The implications of these insights for the respondent's overall teaching practice are presented.	Essay shows little evidence of synthesis of ideas presented and insights gained in this assignment. Few implications of these insights for the respondent's overall teaching practice are presented.	Essay shows no evidence of synthesis of ideas presented and insights gained in this assignment. No implications for the respondent's overall teaching practice are presented.
Self-Evaluation (5 points)	Self-evaluation shows personal development related to goals set for this assignment.	Self-evaluation shows assessment of progress connected to goals set for this assignment.	Self-evaluation shows assessment of progress connected to goals set for this assignment. However, they are not specific.	Self-assessment is generalized, superficial and not connected to the goals set for this assignment.
Mechanics (5 points)	Writing is clear, concise & well-organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent & logical manner. There are no more than three spelling, grammar, or syntax errors per page of writing.	Writing is mostly clear, concise & well-organized with good sentence/paragraph construction. Thoughts are expressed in a coherent & logical manner. There are no more than five spelling, grammar, or syntax errors per page of writing.	Writing is unclear, and/or disorganized. Thoughts are not expressed in a logical manner. There are no more than five spelling, grammar, or syntax errors per page of writing.	Writing is unclear and disorganized. Thoughts ramble & make little sense. There are numerous spelling, grammar, or syntax errors throughout the response.

**Grading Rubric: Field Experience Student Evaluation & Field Experience Clinical Assignment Log
(10 points)**

Criteria	Meets Standard	Does Not Meet Standard
Student Evaluation by Cooperating Teacher	<p>Shows a rating of <i>satisfactory</i> in each of the following domains:</p> <ul style="list-style-type: none"> ▪ professional behavior ▪ teaching knowledge ▪ personal growth <p>Includes cooperating teacher's signature.</p> <p>Submits the <i>Student Evaluation by Cooperating Teacher</i> in class (last day) and on Blackboard.</p>	<p>Shows a rating of <i>unsatisfactory</i> in each of the following domains:</p> <ul style="list-style-type: none"> ▪ professional behavior ▪ teaching knowledge ▪ personal growth <p>Does not have cooperating teacher's signature.</p> <p>Does not submit the <i>Student Evaluation by Cooperating Teacher</i> in class (last day) or on Blackboard.</p>
Field Experience Clinical Assignment Log Sheet	<p>Documents 10 hours of classroom field experience with the date; time-in/out; cooperating teacher's signature; & activities/comments.</p> <p>Submits the <i>Field Experience Clinical Assignment Log Sheet</i> in class (last day) and on Blackboard.</p>	<p>Does not document 10 hours of classroom field experience with the date; time-in/out; cooperating teacher's signature; & activities/comments.</p> <p>Does not submit the <i>Field Experience Clinical Assignment Log Sheet</i> in class (last day) and on Blackboard.</p>

FIELD EXPERIENCE STUDENT EVALUATION

UTEP Student Intern _____

Grade Level _____ Field Experience Observation Dates: _____

Directions: UTEP student interns are expected to demonstrate professional practices and responsibilities during their clinical field experiences. *Please rate your UTEP student intern's level of mastery as satisfactory (S) or unsatisfactory (U) in the domains of professional behavior, teaching knowledge, & personal growth.*

Domain	Rating (Satisfactory/S or Unsatisfactory/U)
<p><u>Professional Behavior</u></p> <ul style="list-style-type: none"> • Demonstrates professional appearance • Demonstrates timeliness • Attendance is consistent & scheduled in advance. • Demonstrates clear & accurate communication skills • Demonstrates good problem-solving skills & judgment. • Takes initiative & actively participates in classroom activities. • Behaves in accordance with the Code of Ethics & Standard Practices for Texas Educators. 	
<p><u>Teaching Knowledge (during clinical field experience)</u></p> <ul style="list-style-type: none"> • Demonstrates knowledge of literacy tools—leveled texts, instructional aids, anchor charts, trade books, & assessments. • Demonstrates knowledge of grouping practices—effective whole group, differentiated small group & individual activities. • Demonstrates knowledge of culturally responsive instructional strategies & practices. • Demonstrates knowledge of the integration of technology with literacy, math, science, or social studies content. 	
<p><u>Personal Growth</u></p> <ul style="list-style-type: none"> • Demonstrates a willingness to collaborate and learn new strategies. • Reflects on teaching and accepts constructive feedback. • Engages in on-going inquiry about teaching & learning and sets professional goals to improve teaching. 	

School _____ Grade Level _____

Cooperating Teacher _____ Date _____
(print name)

Cooperating Teacher's Signature: _____

FIELD-BASED EXPERIENCE CLINICAL ASSIGNMENT LOG SHEET

Student Name: _____ UTEP ID Number _____

Supervising UTEP Professor Name: Dr. Kathleen Mein

Course for which the the field-based experience was completed: RED 4338 Literacy & Language Arts Methods

Name of school where field-based experience was completed: _____

Date	Time In	Time Out	Grade level	Content covered In classroom or Instructional Setting (Math, Literacy, Science, Social Studies, Visual Arts, etc.)	Printed Name Of Cooperating Teacher	Signature of Cooperating Teacher	Description of Activity or Observation

Total Hours Completed: _____

Supervising UTEP Professor Signature: _____

Field-based Experience Notes #1

Student Name: _____ UTEP ID Number: _____

Date of Field Experience _____ Field Experience # _____ Duration _____

Grade level _____ Signature of Mesita ES Cooperating Teacher: _____

Field Experience #1: A diagram of the classroom that includes seating, work stations, library, & anchor charts.

Also submit on Blackboard (BB) a 500-word, typed reflection paper that includes citations about the field experience #1 focus topic on 9/27. For field experience #1, write about the *integration of literacy with content subjects, & organizing for literacy and how you actively supported classroom instruction in your cooperating teacher's classroom*. Synthesize and reflect on the topic using citations from the required readings.

Field-based Experience Notes #2

Student Name: _____ UTEP ID Number: _____

Date of Field Experience _____ Field Experience # _____ Duration _____

Grade level _____ Signature of Mesita ES Cooperating Teacher: _____

Field Notes #2: Write the 8:00 AM until 3:30 PM daily classroom schedule in your cooperating teacher's classroom.

Also submit on Blackboard a 500-word, typed reflection paper that includes citations about the field experience #2 focus topic. For field experience #2, write about classroom assessment, diagnostic & high stakes tests, and the daily 5. Include detailed information about *how you actively supported classroom instruction in your cooperating teacher's classroom*. Synthesize and reflect on the topic using citations from the required readings.

Field-based Experience Notes #3

Student Name: _____ UTEP ID Number: _____

Date of Field Experience _____ Field Experience # _____ Duration _____

Grade level _____ Signature of Mesita ES Cooperating Teacher: _____

Field Experience #3: Outline your cooperating teacher's PBIS Classroom Discipline Plan

Also submit on Blackboard a 500-word, typed reflection paper that includes citations about the field experience #3 focus topic. For field experience #3, write about differentiated lessons, oracy instruction, and include detailed information about *how you actively supported classroom instruction in your cooperating teacher's classroom*. Synthesize and reflect on the topic using citations from the required readings.

Field-based Experience Notes #4

Student Name: _____ UTEP ID Number: _____

Date of Field Experience _____ Field Experience # _____ Duration _____

Grade level _____ Signature of Mesita ES Cooperating Teacher: _____

Field Experience Notes #4: Draw a diagram of the classroom technology & digital learning tools in your cooperating teacher's classroom.

Also submit on Blackboard a 500-word, typed reflection paper that includes citations about the field experience #4 focus topic. For field experience #4, writing across the curriculum and include detailed information about *how you actively supported classroom instruction in your cooperating teacher's classroom*. Synthesize and reflect on the topic using citations from the required readings.
