

The University of Texas at El Paso
RED 4338 Literacy & Language Arts Methods (CRN: 27205)
SPRING 2018

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Wednesdays, 12:00-2:50 PM
Location: **Purple Heart ES/14400 GR Campuzano Dr**
January 16—May 9, 2018
Office Hours: M&T 8:00-9:00 AM & 12:00-2:00 PM
W-10:00-12:00 Online or Purple Heart ES & 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 Purple Heart 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 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) Compares & contrasts 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) Demonstrates 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) Demonstrates 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) Promotes comprehension of digital skills & strategies to use with print and digital texts and plan & teach genre-specific strategies to engage students in reading and writing for a variety of purposes (TEKS ELA & R, K-5th: Reading: *Media Literacy*).
- 9) Manages effective grouping strategies and facilitates students' inquiry skills as tools for gathering information from multiple texts, and plan an interdisciplinary lesson plan for the

integration of literacy with the content areas of science; math; social studies; and/or the arts (TEKS ELA & R, K-5th: Inquiry & Research using Multiple Texts).

- 10) Demonstrates professional practices & responsibilities—professional demeanor & ethics; reflects on his/her practice & sets goals; demonstrates initiative & seeks resources; and effectively communicates with professional faculty & staff.

Course readings:

Required textbooks:

Taylor, B. & Duke, N., Editors (2013). *Handbook of effective literacy instruction: research-based practice K-8*. New York: The Guilford Press. ISBN: 10:1462519245. [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 and Noble.]

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

Required readings & websites (in addition to textbook chapters):

Texas Essential Knowledge & Skills for English Language Arts & Reading (Elementary).

www.tea.state.tx.us/teks

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)

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 observations and participation in an elementary classroom. Your school field experiences and work with a cooperating teacher will provide you with a rich understanding of yourself as a professional educator and prepare you for student teaching and your professional career. You are required to complete **10 hours** of active participation and observation--**5 hours of reading, writing, language arts, and content literacy instruction/assessment, including one hour teaching a small group literacy lesson & 5 hours in other subject areas and/or attending professional learning community meetings, tutoring, parent-teacher conference, ARD/IEP meetings**. For field experiences, you may complete the hours during the week of, not necessarily on Wednesdays. It is important to remember that you are a guest at Purple Heart School and you are required to maintain professional, legal, and ethical conduct at all times. **On field experience days, please check in at the front office, and wear your UTEP ID badge & UTEP T-shirts.**

Based on your major (EC-6 or 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. At the initial meeting, be prepared to discuss your cooperating teacher's classroom management plan, teaching

methods, and policies and bring a planner to the initial meeting to schedule your field experience dates & times. Please plan to spend 2 hours and 50 minutes in your cooperating teacher's classroom during the weeks of **February 5-9; March 5-9; March 26-30; and April 2-6, 2018** to complete your 10 field experience hours. **You will have the entire week to complete your clinical field experience assignments; please communicate with your scheduled visits with your cooperating teacher.** As part of your field experience, you are expected to teach a 30 to 45-minute **small guided reading group lesson with 5-6 homogeneously grouped students; this will count as one hour of field experience.** Before teaching the small group literacy lesson, please schedule a conference you're your cooperating teacher to review the approved guided reading lesson plan & leveled texts and schedule a day and time to teach the guided reading lesson to a small group (5-6) of students.

Field Experience Student Evaluation & Field-Based Clinical Assignment Log Sheet (20 points)

It is your responsibility to contact your cooperating teacher and set-up an appointment prior to starting your field experience; send an email to your cooperating teacher (cc to Dr. Mein) to introduce yourself and set-up a time to discuss the daily schedule, classroom management plans, grading, and school policies. Learn your cooperating teacher's expectations about how you should actively participate with classroom lessons and activities on field experience assignment days. You are expected to maintain a professional demeanor and ethical conduct for attendance, timeliness, professional appearance, communication, school procedures, and policies. Demonstrate a positive attitude, be prepared, and take initiative to support your cooperating teacher and interact with students. Do not use your cell phone (cell phones must be on silent & out of sight) during field experiences and refrain from talking to your partner during classroom field experience assignments.

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 Purple Heart 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 **5/2/18** and on Blackboard by **5/9/18**. A copy of your Field-based Clinical Assignment Log Sheet and Field Experience Notes 1-4 will be placed in your file in the field placement office.

Field Experience Notes (4 notes at 3 points each; 12 points). For each field experience, take notes using the *Field-Based Experience Note* pages and clearly describe the lesson or activity that

you assisted with under the direction of your cooperating teacher. Field-based notes should be detailed and include (but not limited to) information about:

- TEKS addressed & lesson objective
- Classroom learning structures—groupings, resources, pacing, instructional materials
- Differentiation—special education needs, inclusion, support for ELLs, gifted students
- Assessment of/for learning—formative & summative assessments
- Role of technology
- Teacher’s roles & responsibilities & the role of support staff in the classroom

Additionally, field experience notes should include a detailed description of each of the following assignments:

- **Field experience notes #1:** diagram of classroom that included seating, work stations, library, & anchor charts.
- **Field experience notes #2:** daily classroom schedule
- **Field experience notes #3:** description of classroom management/behavior motivation chart
- **Field experience notes #4:** diagram of classroom technology tools.

Each field experience note is a minimum of **500 words in length**, and clearly describes **how you supported classroom teaching & learning**, and includes reflections from the **required readings**. Field experience notes must be dated, signed by your cooperating teacher, and submitted in class on the due dates. Make a copy of each of your field-based notes for yourself; you will use your notes when writing your final field experience reflection paper. **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.

Small group literacy lesson plan (10 points). In order to teach your small group literacy lesson, you write a small group literacy lesson plan beforehand. The lesson plan is for a guided reading group whereby all students in the group (**no more than 6 students**) are reading on the same reading level and each child in the group has their own copy of the leveled text to read. Using the PHES Book Room, you will select a set of leveled books at the appropriate grade level to use when teaching your small group literacy lesson plan. **To ensure that you use appropriate leveled texts for the guided reading lesson plan, please show your selected leveled set of books to your cooperating teacher before writing your lesson plan.** It is your responsibility to check out and return the leveled texts to the school’s book room.

The small group guided reading literacy lesson plan will consist of the following components (use the lesson plan template):

1. **Lesson objectives** and aligned English Language Arts & Reading **TEKS for vocabulary, comprehension skills, and response skills.**
2. **Materials**—title, author, and **chapter number** (if applicable) for the **leveled text.**
3. **Vocabulary**--(5-10 minutes) procedures aligned with *vocabulary TEKS* to teach 6-8 vocabulary words from the **chapter/book.**
4. **Comprehension Skills**--(15-20 minutes) procedures for students’ reading aligned with the *comprehension skills TEKS*. Procedures for students to read the chapter/text (guided by the teacher) and use metacognitive skills to develop & deepen comprehension of the chapter/text **before & during reading.**
5. **Response Skills**—(10-15 minutes) procedures for students to respond to the chapter/text aligned with the *response skills TEKS*. Procedures for students to retell, draw, and/or write responses to the chapter/text **after reading.**

Each student will submit a small group guided reading literacy lesson plan to me at kmein@utep.edu on the due date; you will not receive a grade for your first submission,

only feedback. The purpose of this assignment is to write a guided reading lesson plan aligned with the grade level TEKS for vocabulary, comprehension skills & response skills; therefore, please make the suggested changes to your lesson plan and resubmit the revised lesson plan a second time for a grade. **Please meet with your cooperating teacher to review the approved lesson plan and plan a time to teach it to a small homogeneous group (5-6) of students.**

Teaching the guided reading lesson to a small group of students is part of your field experience and will count for 1 hour. Ask your cooperating teacher to initial your UTEP Log-in Sheet upon completing the lesson. Your field experience **partner** will observe as you teach the small group literacy lesson and he/she will use a **peer** rubric (distributed in class) to provide feedback on how well you taught the lesson i.e. lesson's pacing and student engagement during the fluency, vocabulary and comprehension before, during, and after reading. You will use your partner's feedback to write a section of the final reflection paper & submit the peer feedback on Blackboard. **Points will be deducted for late submission of the assignment.** A rubric for the small group reading lesson plan 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 Purple Heart ES. Using literacy activities from the Florida Center for Reading Research, you will plan to teach an **8-10-minute** literacy activity **using authentic texts (not worksheets)** with groups of students from a grade level at Purple Heart. The following group assignments will be determined in Week #1:

1. **Fluency workstations** (Ch.8) and **read-to-someone** activities (Appendix D Guide).
2. **Comprehension strategy workstations** (Ch.9) and **listen-to-reading** activities (Appendix E Guide).
3. **Comprehension skills workstations** (Ch.10) and **read-to-self** activities (Appendix B Guide).
4. **Vocabulary workstations** (Ch.11) and **word-work** activities (Appendix F Guide).
5. **Writing workstations** (Ch.12) and **work-on-writing** activities (Appendix C Guide).

Team members will work together and plan literacy workstation & daily 5 activities using research-based practices with activities from the Florida Center for Reading Research (FCRR) and the Daily 5. **Each team member is responsible for teaching an 8-10-minute literacy activity with a small group of students from Purple Heart School. The students will rotate around to each literacy workstation; therefore, prepare to teach your activity 4-5 times using an authentic grade level text.** Prepare a lesson plan (use lesson plan template) based on your group's assigned literacy workstation topic that includes 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 texts to be used at each of the 4-5 literacy workstations.
- **FCRR** title of the 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. During 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 PHES 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 PHES 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.

Lesson plan: Integration of literacy with a content area (science, social studies, math or the arts) (8 points). To demonstrate an understanding of teaching inquiry skills as tools for gathering information from multiple texts, you will write a lesson plan that integrates literacy with a content area i.e. science; math; social studies; or the arts. Re-read and review effective teaching strategies for the integration of literacy in the content areas in the textbook, *Handbook of Effective Literacy Instruction* (2013); for the integration of literacy with science review chapter 14; for social studies review chapter 15; for mathematics review chapter 16; and for the arts review chapter 17.

The integrated literacy & content subject lesson plan should include a clear description of the following components:

- Grade level, **content subject topic, literacy skills & technology integration.**
- Clear **goals** aligned to state ELAR and content subject (Math, Science, Social Studies) TEKS standards. Clear description of technology integration aligned with the lesson goals.
- Clear description of **content subject TEKS standard & ELAR TEKS standard.**
- Clear description of the Title/author of text(s) and academic vocabulary.
- Clear description of the relevant & sequenced content learning activities with reading & writing skills to be integrated with the content area that includes:
 - Teacher modeling & teaching procedures for the reading & writing strategies to support critical thinking & comprehension of the **text & content topic.**
 - Group procedures & guided student practice procedures for integrated reading, writing, speaking & listening of the **content topic & text.**

Points will be deducted for late submission of the assignment. A rubric for lesson plan integrating literacy with a content area can be found in the appendix.

Final reflection paper on field experience & teaching the small group literacy lesson (20 points). The final reflection paper will consist of two parts: 1) reflection on what you

learned from your field observations; and 2) reflection about teaching the small group literacy lesson using the peer feedback from your partner.

For the field experience section, you will review your field notes & BB field experience logs to write what you learned about the following topics:

- Fundamental components of effective literacy lessons—tools, grouping practices & independent learning in a balanced literacy program.
- The daily 5, differentiated teaching styles and classroom literacy assessment to monitor student progress.
- Culturally responsive literacy instruction, digital literacy & the integration of literacy with science, social studies, math, or the arts content topics and academic vocabulary.

The first section of your paper should be approximately 2-3 pages and cite at least 3-4 references from the **required course readings** and use APA style when citing your references.

For the second section, you will seek approval & arranged a time with your cooperating teacher to teach the small group literacy lesson plan. Plan to teach a 45-30-minute small group literacy lesson with four to six students; your partner will act as a peer observer and give you feedback on your lesson using peer observation feedback rubric. After teaching the lesson, discuss with your partner the pacing and student engagement during the fluency, vocabulary, and before, during, and after reading activities. Use the peer observation information and write what you learned about the following:

- Reasons for choosing the lesson's literacy activities & materials;
- Information about how the students responded to the lesson;
- Information about what went well & what did not go well with the lesson pacing and activities & why;
- A description of what you would do differently in future lessons.

The second section of your paper should be approximately 2-3 pages and contain at least 3-4 citations from the **required course readings** and use APA style when citing your references

The final reflection paper should be 5-6 pages (not including references and appendices) and contain at least 7-8 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.

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 Outcomes:

Assignment	Due Date	Point value	Assessment of Learning Outcomes
Field-experience Notes submitted in class.	Field Experience Notes #1—2/14/18 (week 2/5-9/18) Field Experience Notes #2—3/21/18 (week 3/5-9/18) Field Experience Notes #3—4/11/18 (week 3/26-30/18) Field Experience Notes #4—4/11/18 (week 4/2-6/18)	12 points	Learning Outcomes #1-10
Small group literacy lesson plan	1/31/18	10 points	Learning Outcomes #1-8; 10
Team facilitators of literacy & daily 5 workstations	Teams: <ul style="list-style-type: none"> • <i>Fluency & read-to-someone</i> activities—2/28/18 • <i>Comprehension strategy & listen-to-reading</i> activities—3/21/18 (UTEP) • <i>Comprehension skills & read-to-self</i> activities—4/11/18 (UTEP) • <i>Vocabulary & word-work</i> activities—4/18/18 • <i>Writing & work-on-writing</i> activities—4/25/18 	20 points	Learning Outcomes #2, 3, 4, 5, 6, 7, 9, & 10
Literacy Daily 5 Workstation Feedback	Workstation Team Feedback <ul style="list-style-type: none"> • Fluency—2/28/18 • Comprehension Strategies—3/21/18 • Comprehension Skills—4/11/18 • Vocabulary—4/18/18 • Writing—4/25/18 	4 points	Learning Outcomes # #2, 3, 4, 5, 6, 7, 9, & 10
Integrated Literacy & Content Subject Lesson Plan	4/18/18	8 points	Learning Outcomes #2, 4, 5-9
Final reflection paper on small group literacy lesson & field experience.	5/9/18	20 points	Learning Outcomes #1-10
6 Quizzes	Ongoing	6 points	Learning Outcomes #1-9
Field Experience Student Evaluation & Field-based Clinical Experience Assignment Log Sheet	5/2/18 (in class) 5/9/18 (on Blackboard)	20 points	Learning Outcomes #1-10

****Syllabus subject to change***

Course Schedule:

Date	Topic	Readings/Assignments Due	Field Experience
<p>Jan 17 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 ➤ Purple Heart ES Faculty & Staff Handbook ➤ Field Experience Partners <p>Tour Purple Elementary School & Book Room</p>	
<p>Jan 24 Week 2</p>	<p>Planning Small Group (Guided Reading) Literacy Lesson Plans</p>	<p>Read</p> <ul style="list-style-type: none"> • Chapter 3—<i>Grouping practices, independent learning activities & effective instruction</i> in Handbook of Effective Literacy Instruction. • Chapter 5—<i>Classroom literacy assessment: Strategies for informing instruction and monitoring student progress.</i> • <i>Review the Daily 5 Table of Contents</i> <p><u>Questions:</u></p> <ol style="list-style-type: none"> 1. <i>Describe how effective literacy teachers adjust the amount of whole & small group instruction to meet lesson objectives & students' needs.</i> 2. <i>Describe the instructional components of a teacher's daily reading block.</i> 3. <i>How can teachers use learning centers/workstations to differentiate independent literacy learning?</i> 4. <i>Describe four key factors associated with formative assessments that improve students' literacy achievement.</i> 5. <i>Describe how teachers use think aloud, released reading passages, & writing conferences as a formative assessment to learn about students' literacy strategies.</i> <p>Team Facilitators sign-up for Literacy Workstations</p> <p>Textbooks check in class</p>	<p>Contact assigned teacher via email (cc your email to me) to schedule an initial meet & greet conference.</p>

Course Schedule:

Date	Topic	Readings/Assignments Due	Field Experience
<p>Jan 31 Week 3</p>	<p>FCRR Fluency and Read-to-Someone Activities.</p> <p><i>(Fluency Team Facilitators)</i></p>	<p>Read:</p> <ul style="list-style-type: none"> • Chapter 8—<i>Automaticity versus fluency: Developing essential literacy abilities with print</i> in Handbook for Effective Literacy Instruction. • Chapter 1--<i>That was then, this is now: How the daily 5 evolved</i> in The Daily Five. • Appendix D—<i>Read-to-someone guide</i> in The Daily Five <p><u>Questions</u></p> <ol style="list-style-type: none"> 1. <i>Explain the difference between constrained & unconstrained reading skills and how constrained skills can be taught with unconstrained skill in a holistic literacy curriculum.</i> 2. <i>Describe how teachers meet the needs of of all students by teaching print concepts, alphabet recognition and phonological awareness.</i> 3. <i>Explain how teachers coach students as they read with sound-symbol cues.</i> 4. <i>Why is fluency the bridge between decoding & comprehension?</i> 5. <i>Describe how teachers develop students’ fluent reading of texts.</i> 6. <i>How would you implement the daily 5 read-to-someone?</i> <p>Assignment due: Small Group (Guided Reading) Literacy Lesson Plan due to kmein@utep.edu on 1/31/18 by midnight.</p>	<p>Initial meeting with your cooperating teacher must be held before 1/31/18.</p>
<p>Feb 5-9 Week 4</p>	<p>Field Experience Assignment (Class Does Not Meet)</p>	<p>Balanced, Differentiated Literacy Instruction & Tools</p> <p>Read</p> <ul style="list-style-type: none"> • Chapter 2—<i>Literacy tools created and used within print-rich classroom environments</i> in Handbook of Effective Literacy Instruction. • Chapter 4—<i>Balanced, differentiated teaching: Explicit instruction, scaffolded support, and active student responding</i> in Handbook of Effective Literacy Instruction. <p><u>Questions:</u></p> <ol style="list-style-type: none"> 1. <i>Review Table 2.1—Types of Literacy Tools Found in Elementary Classroom (pp.50-52) and explain how the quality & quantity of the literacy tools support literacy acquisition.</i> 2. <i>Describe how effective teachers balance teacher-directed instruction with student-supported learning.</i> 3. <i>Explain how teachers scaffold their support to students’ literacy needs.</i> 4. <i>Explain how teachers provide students with active literacy responding with reading, writing, & sharing practice.</i> <p><u>Assignments due:</u></p> <p>✓ Field experience notes #1 due (in class) on 2/14/18—make a copy of your field experience notes.</p>	<p>Field experience assignment: Field experience notes #1 & diagram of classroom.</p> <p>Cooperating Teacher’s Signature on Notes & Field-based Experience Log Sheet</p>

Course Schedule:

Date	Topic	Readings/Assignments Due	Field Experience
<p>Feb 14 Week 5</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"> • Chapter 9--<i>Today's comprehension strategy instruction: "Not your father's Oldsmobile</i> in Handbook for Effective Literacy Instruction. • Chapter 3 <i>The 10 steps to teaching & learning independence</i> in the Daily 5. • Appendix E—<i>Listening-to-reading guide</i> in The Daily 5. <p><u>Questions</u></p> <ol style="list-style-type: none"> 1. <i>How are comprehension skills different from comprehension strategies?</i> 2. <i>Describe comprehension strategies supported by research and their related instructional implications & supportive teaching techniques.</i> 3. <i>Explain how one of the following instructional protocols—Directed Reading/Listening-Thinking Activity; Reciprocal Teaching; or Transactional Strategy Instruction—are taught before, during, & after reading.</i> 4. <i>Describe how strategy instruction is expanded through read aloud, text enhancement, & graphic organizers.</i> <p>Assignments due:</p> <p>✓ Field experience notes #1 due (in class) on 2/14/18—make a copy of your field experience notes.</p>	
<p>Feb 21 Week 6</p>	<p>FCRR Comprehension Skills & Read- to-Self Activities</p> <p><i>(Comprehension Skills Team Facilitators)</i></p>	<p>Read</p> <ul style="list-style-type: none"> • Chapter 10—<i>Comprehension: High level talk & writing about texts</i> in Handbook of Effective Literacy Instruction. • Chapter 6—<i>Foundation lessons</i> in The Daily 5. • Appendix B—<i>Read-to-self guide</i> in The Daily 5. <p><u>Questions</u></p> <ol style="list-style-type: none"> 1. <i>Describe how short-term & long-term scaffolding support student learning during discussions.</i> 2. <i>Why do oral & written literature responses improve comprehension & student engagement?</i> 3. <i>Review Table 10.1—Characteristics of Varied Approaches to Discussion (pp.259-260) and describe how book clubs, grand conversations, literature circles & questioning-the-author improve comprehension.</i> 4. <i>How would you implement the daily 5 read-to-self?</i> 	

Course Schedule:

Date	Topic	Readings/Assignments Due	Field Experience
<p>Feb 28 Week 7</p>	<p>FCRR Vocabulary & Word Work Activities</p> <p><i>(Vocabulary Team Facilitators)</i></p>	<p>Read</p> <ul style="list-style-type: none"> • Chapter 11—<i>Vocabulary instruction</i> in Handbook of Effective Literacy Instruction. • Chapter 7—<i>When to launch the daily 5</i> in The Daily 5. • Appendix F—<i>Word-work guide</i> in The Daily 5. <p><u>Questions</u></p> <ol style="list-style-type: none"> 1. <i>Describe a classroom environment that supports academic vocabulary acquisition.</i> 2. <i>Describe instruction & assessment practices that support young children’s vocabulary acquisition.</i> 3. <i>Explain how teachers can engage students in developing word consciousness.</i> 4. <i>Describe a word work lesson that focuses on spelling & vocabulary.</i> 	<p>12:30-1:30 Team Facilitators: Fluency & Read-to-Someone Literacy Workstations using authentic texts.</p> <p>Fluency/Read-to-Someone Workstation Feedback due</p>
<p>March 5-9 Week 8</p>	<p>The Daily 5 & Differentiated Teaching Styles</p> <p>Field Experience Assignment (Class Does Not Meet)</p>	<p>Read</p> <ul style="list-style-type: none"> • 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. • Chapter 4—<i>What do you need to know to begin the daily 5?</i> in The Daily Five. <p><u>Questions:</u></p> <ul style="list-style-type: none"> • <i>Describe how the principles of trust & respect, community, choice & accountability create independent learners.</i> • <i>Describe the daily 5 I-Chart and how teachers model most desirable/least desirable behaviors as well as practice the daily 5 & build students’ stamina.</i> • <i>Explain why classroom libraries & book boxes are critical to developing independent readers.</i> 	<p>Field experience assignment: Field experience notes #2 & classroom daily schedule</p> <p>Cooperating Teacher’s Signature on Notes & Field-based Experience Log Sheet</p>

Course Schedule:

Date	Topic	Readings/Assignments Due	Field Experience
<p>March 21 Week 9</p>	<p>Writing & Work-on Writing Activities</p> <p><i>(Writing Team Facilitators)</i></p> <p>SISD Intercession/PHE Closed</p> <p>Class meets at UTEP in Rm. #402/EDUC</p>	<p>Read:</p> <ul style="list-style-type: none"> Chapter 12—<i>Effective writing instruction in the 21st century</i> in Handbook of Effective Literacy Instruction. Chapter 8—<i>The Math Daily 3</i> in The Daily 5. Appendix C—<i>Work-on-writing guide</i> in The Daily 5. <p><u>Questions</u></p> <ol style="list-style-type: none"> Describe the characteristics of exemplary writers’ workshops. Explain how teachers teach self-regulation in writing and composing strategies. Describe benefits & constraints of four different writing assessment methods. Explain how math writing is taught in the math daily 3. How would you implement the daily 5 work-on-writing? <p><u>Assignments due:</u></p> <p>✓ Field experience notes #2 due (in class) on 3/21/18—make a copy of your field experience notes.</p>	<p>12:30-1:30 Team Facilitators of Comprehension Strategies & Listen-to-Reading Workstation using Authentic texts</p> <p>Comprehension Strategies Workstation Feedback due.</p>
<p>March 26-30 Week 10</p>	<p>Literacy Motivation & Culturally Responsive Classrooms</p> <p>Field Experience Assignment (Class Does Not Meet)</p>	<p>Supporting & Motivating Literacy Instruction in Culturally Response Classrooms</p> <p>Read</p> <ul style="list-style-type: none"> Chapter 1—<i>Motivating classroom practices to support effective literacy instruction</i> in Handbook of Effective Literacy Instruction. Chapter 6—<i>Culturally Responsive Literacy Instruction</i> in Handbook of Effective Literacy Instruction. <p><u>Questions:</u></p> <ol style="list-style-type: none"> Describe how to create a motivating literacy classroom environment. Explain how the instructional practices of teacher modeling, cooperative learning, and interdisciplinary connections promote student engagement. Based on research, describe five principles to make literacy instruction culturally responsive. Explain how connecting curriculum to students’ background, collaborative work, & attending to classroom discourse are responsive to students’ linguistic & cultural backgrounds. <p><u>Assignments due:</u></p> <p>✓ Field experience notes #3 due (in class) on 4/11/18—make a copy of your field experience notes.</p>	<p>Field experience notes #3 & description of classroom management/behavior motivation chart</p> <p>Cooperating Teacher’s Signature on Notes & Field-based Experience Log Sheet</p> <p><i>Teach approved small group guiding reading lesson using leveled texts to a small group (5-6) of students on the same reading reading level. Partner observes using Peer Observation Feedback Rubric</i></p>

Course Schedule:

Date	Topic	Readings/Assignments Due	Field Experience
<p>April 2-6 Week 11</p>	<p>Digital Literacy & Integrated Literacy & Content Subjects</p> <p>Field Experience Assignment (Class Does Not Meet)</p>	<p>Digital Literacy & Launching Read-to-Self Read</p> <ul style="list-style-type: none"> • Chapter 7—<i>Digital literacy</i> in Handbook of Effective Literacy Instruction. • Chapter 5—<i>Launching read-to-self—The first daily 5</i>. <p><u>Questions:</u></p> <ol style="list-style-type: none"> 1. <i>Think about your beliefs about integrating technology in the curriculum and describe how you would integrate digital images & concept maps to teach vocabulary.</i> 2. <i>How can teachers use technology to teach digital literacy with content subject instruction?</i> 3. <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> <p>✓ Field experience notes #4 due (in class) on 4/11/18—make a copy of your field experience notes.</p>	<p>Field experience notes #4 & diagram of technology tools.</p> <p>Cooperating Teacher’s Signature on Notes & Field-based Experience Log Sheet</p> <p><i>Teach approved small group guiding reading lesson using leveled texts to a small group (5-6) of students on the same reading level. Partner observes using Peer Observation Feedback Rubric</i></p>
<p>April 11 Week 12</p>	<p>Integration of Literacy with Math, Science & Social Studies</p> <p>SISD State Testing/PHE Closed</p> <p>Class meets at UTEP in Rm. # 402/EDUC</p>	<p>Read:</p> <ul style="list-style-type: none"> • Chapter 14—<i>Integration of literacy & science</i> in Handbook of Effective Literacy Instruction. • Chapter 15—<i>Integration of literacy & social studies</i> in Handbook of Effective Literacy Instruction. • Chapter 16—<i>Integration of literacy & math</i> in Handbook of Effective Literacy Instruction <p><u>Questions:</u></p> <ol style="list-style-type: none"> 1. <i>How can teachers integrate literacy & science using the In-Depth Expanded Applications of Science (IDEAS) program?</i> 2. <i>Explain 5 examples of effective integration of literacy & social studies. How can teachers support social studies & literacy learning for students from different cultural groups?</i> <p>Assignments due:</p> <p>✓ Field experience notes #3 & #4 due (in class) on 4/11/18—make a copy of your field experience notes.</p>	<p>12:30-1:30 Team Facilitators of Comprehension Skills & Read-to-Self Workstation using Authentic texts</p> <p>Comprehension Skills Workstation Feedback due.</p>

Course Schedule:

Date	Topic	Readings/Assignments Due	Field Experience
<p>April 18 Week 13</p>	<p>Reading & Writing Different Genres</p>	<p>Read</p> <ul style="list-style-type: none"> • Chapter 13—<i>Reading & writing specific genres</i> in Handbook of Effective Literacy Instruction. • Chapter 17—<i>Integration of Literacy & the Arts</i> in Handbook of Effective Literacy Instruction. • Chapter 9-<i>Returning to our core beliefs</i> in The Daily 5. <p><u>Questions</u></p> <ol style="list-style-type: none"> 1. <i>Explain why it is important to develop children’s genre knowledge.</i> 2. <i>Describe the genres and types of texts that K-6 teachers need to teach.</i> 3. <i>How does writing for a “real purpose” engage students?</i> 4. <i>Describe the purpose of explanatory informational genres & the reading & writing strategies for informational texts.</i> <p>Assignments due:</p> <p>✓ Integrated literacy & content subject lesson plan due on Blackboard on 4/18/18 by midnight.</p>	<p>12:30-1:30 Team Facilitators of Vocabulary & Word Work Workstation using Authentic texts</p> <p>Vocabulary Workstation Feedback due.</p>
<p>April 25 Week 14</p>	<p>Professional Learning & Partnering with Parents</p>	<p>Read:</p> <ul style="list-style-type: none"> • Chapter 21—<i>Professional learning: Professional learning communities, whole school meetings, & cross-school sharing</i> in Handbook of Effective Literacy Instruction. • Chapter 23—<i>Partnering with parents</i> in Handbook of Effective Literacy Instruction. <p><u>Questions</u></p> <ol style="list-style-type: none"> 1. <i>What are the benefits of reflecting on instruction?</i> 2. <i>Describe the purpose of PLCs.</i> 3. <i>Explain why parents & families matter to a child’s literacy development.</i> 4. <i>Describe the four principles for effective family literacy involvement?</i> 	<p>12:30-1:30 Team Facilitators of Writing & Work-on-Writing Workstations using Authentic texts</p> <p>Writing Workstation Feedback due.</p> <p>All observations and teaching of the small group (guided reading) literacy lesson are completed by this week.</p>

Course Schedule:

Date	Topic	Readings/Assignments Due	Field Experience
<p>May 2 Week 15</p>	<p>Final field experience reflection</p>	<p>Peer revision (in-class) of final field experience reflection paper (20 points).</p> <p>Assignments due (in class) signed:</p> <ul style="list-style-type: none"> ✓ Final Field Experience Student Evaluation from your cooperating teacher ✓ Field-Based Clinical Experience Assignment Sheet 	
<p>May 9 Week 16</p>	<p>Final Reflection</p>	<p>Assignments due on Blackboard:</p> <ul style="list-style-type: none"> • Final field experience reflection paper: Field experience & teaching a small group literacy lesson paper (20 points) due on Blackboard on 5/9/18 by midnight. • Signed Field Experience Student Evaluation (by cooperating teacher) & signed Field-Based Clinical Experience Assignment Sheet (20 points) due on Blackboard on 5/9/18 by midnight. 	

APPENDIX
Grading Rubrics for Course Assignments

Grading Rubric: Field experience notes (12 points)

Criteria	Possible Points	Points Earned
Each field experience note clearly describes the activity or lesson you assisted with under the direction of your cooperating teacher. Notes are detailed and include , but are not limited to: <ul style="list-style-type: none"> ✓ TEKS addressed & lesson objective ✓ Classroom learning structures—groupings, resources, pacing, instructional materials ✓ Differentiation—special education needs, inclusion, support for ELLs, gifted students ✓ Assessment of/for learning—formative & summative assessments ✓ Role of technology ✓ Teacher’s roles & responsibilities & the role of support staff in the classroom 	<i>1</i>	
Each field experience note is a minimum of 500 words in length , and clearly describes how you supported classroom teaching & learning , and includes reflections from the required readings .	<i>1</i>	
Each field experience note is dated, signed by your cooperating teacher, free of grammatical errors, and submitted on time in class (make a copy for yourself).	<i>1</i>	
Total	4 notes @ 3 points each=12 points	

Grading Rubric: Small group (guided reading) literacy lesson plan (10 points)

Criteria	Possible Points	Points Earned
A clear description of the lesson’s objectives aligned with vocabulary, comprehension skills, & response skills TEKS..	1	
A clear description of the English Language Arts & Reading TEKS for vocabulary, comprehension skills & response skills.	1	
A clear description of 6-8 vocabulary words from the chapter/text, and the title & author of the leveled text	2	
Vocabulary: A clear description of teacher modeling of the vocabulary activity aligned with the vocabulary TEKS and procedures for students to learn the 6-8 new vocabulary words from the chapter/text.	1	
Comprehension Skills: Clearly describe procedures for text preview of the chapter/text before reading to establish a purpose for reading. Clearly describe procedures for how the teacher will guide students’ reading comprehension of the chapter/text every 1-2 pages during reading .	3	
Response Skills: Clearly describe procedures for students to re-read the chapter/text to retell, discuss and write about the chapter/text after reading using a graphic organizer.	2	
Total	<i>10 points</i>	

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

Criteria	Possible Points	Points Earned
Lesson plan of assigned literacy workstation & daily5 activities outlines 4-5 workstations that includes a clear description of: <ul style="list-style-type: none"> • Objectives/goals for each of the 4-5 literacy workstations & name of the team member facilitating the workstation. • TEKS standards addressed at each of the 4-5 workstations. • Title & author of authentic texts & materials used at each of the 4-5 workstations. • Procedures & plans teacher modeling (I do/student watch) for each of the 4-5 literacy workstations. • Procedures for student engagement & checking for understanding procedures for each of the 4-5 literacy workstations. • Formative assessment of student learning for each of the 4-5 literacy workstations. 	10	
Literacy workstation teaching: a clear introduction of the goal/objective of literacy workstation.	2	
Literacy workstation teaching: teacher clearly models the literacy activity & expectations as the student's watch.	2	
Literacy workstation teaching: students are clearly engaged in guided practice of the literacy activity.	2	
Literacy workstation teaching: the teacher provides feedback, checks for understanding & informally assesses student learning.	2	
Literacy workstation teaching: adequate pacing (8-10 minutes) of each literacy workstation for each rotation.	2	
Total	20 points	

Grading Rubric: Integrated Literacy & Content Subject Lesson Plan

Criteria	Possible Points	Points Earned
Clear description of grade level, content subject topic & literacy skills . Clear description of goals aligned to state ELAR and Content Subject (Math, Science, Social Studies) TEKS standards.	2	
Clear description of Content Subject TEKS standard & ELAR TEKS standard. Clear description of technology integration aligned with lesson goals.	2	
Clear description of the Title/author of text(s) and academic vocabulary.	1	
Clear description of the relevant & sequenced content learning activities with reading & writing skills to be integrated with the content area that includes: <ul style="list-style-type: none"> • Teacher modeling & teaching procedures for the reading & writing strategies to support critical thinking & comprehension of the text & content topic. • Group procedures & guided student practice procedures for integrated reading, writing, speaking & listening of the content topic & text. 	3	
Total	8 points	

Grading Rubric: Field Experience Student Evaluation & Field Experience Clinical Assignment Log (20 points)

Criteria	Possible Points	Points Earned
Submit Field Experience Student Evaluation with cooperating teacher' signature & rating of your professional behavior, teaching knowledge, and personal growth. You must obtain a “satisfactory” rating in the area of professional behavior.	20	
Submit Field Experience Clinical Assignment Log Sheet with documentation of 10 hours of field experience with the date; time-in/out; cooperating teacher's signature; & activities/comments on Blackboard		
Total	20 pts.	

Grading Rubric: Final reflection paper of field experience & teaching a literacy lesson (20 points)

Criteria	Possible Points	Points Earned
Field experience section 1 clearly reflects what you learned about the fundamental components of effective literacy lessons—tools, grouping practices & independent learning in a balanced literacy program with in-text citations from required course reading.	2	
Field experience section 1 clearly reflects what you learned about the daily 5, differentiated teaching styles and classroom literacy assessment to monitor student progress with in text citations from the required course readings.	2	
Field experience section 1 clearly reflects what you learned about culturally responsive literacy instruction & digital literacy with in text citations from the required course readings.	2	
Field experience section 1 clearly reflects what you learned about the integration of literacy with science, social studies, math, or the arts content topics and academic vocabulary with in text citations from the required course readings.	2	
Teaching reflection section 2 clearly explains reasons for your choice of lesson texts, materials & activities.	2	
Teaching reflection section 2 clearly describes how the students responded to the lesson.	2	
Teaching reflection section 2 clearly appraises reasons for what went well & what did not go well with the lesson's pacing and activities		
Teaching reflection section 2 clearly criticizes what you would change about the lesson and why you would make those changes.	2	
Field experience reflection paper is 4-6 pages and contains 6-8 in-text references from the required course readings using APA style and includes the small group literacy lesson plan and peer feedback rubric from your partner.	2	
Peer revision (in class) of final field experience reflection paper.	2	
Total	20 points	

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: _____

