

The University of Texas at El Paso
RED 4338 Literacy & Language Arts Methods (CRN: 17205)
FALL 2017

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Wednesdays, 9:00-11:50 AM
Location: Purple Heart ES/14400 GR Campuzano Dr
August 30—December 13, 2017
Office Hours: M&T 8:00-9:00 AM & 12:00-2:00 PM
W-12:00-1:30 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, Standard 10; 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, Vocabulary; Listening & Speaking: *Listening, Speaking & Teamwork*).
- 3) Recognize the importance of the alphabetic principle to fluent reading & writing and plan differentiated word study, fluency, 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-1st: Reading/Beginning Reading Skills: *Phonological Awareness*; TEKS ELA & R, K-5th: Reading Skills: *Print Awareness*; Vocabulary, Comprehension Strategies, & Comprehension; TEKS ELA & R, K-1st: Oral & Written Conventions: *Spelling*).
- 4) Demonstrates a professional attitude while actively exploring and describing the developmental literacy stages and planning effective teaching and assessment literacy 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; Reading; Writing; Listening & Speaking; Oral & Written Conventions).
- 5) Demonstrates knowledge of research-based comprehension strategy instruction and demonstrates instructional procedures for explicit & embedded comprehension assessment & instruction (TEKS ELA & R, K-3rd Reading/Beginning Reading Skills: *Comprehension Strategies*; TEKS ELA & R, K-5th: Reading: *Comprehension*).
- 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: Reading/Comprehension of Literary Text: *Theme & Genre, Poetry, Drama, Fiction, Literary Nonfiction, Sensory Language, Informational Text/Culture & History, Informational Text/Expository Texts, Informational Text/Procedural Texts, Informational Text/Persuasive Texts*).
- 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: Writing: *Writing Process, Literary Texts, Writing about Experiences, Expository & Procedural Texts, & Persuasive Texts*; TEKS ELA & R, K-5th: Oral & Written Conventions: *Conventions & Handwriting*).

- 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: Research: *Research Plan, Gathering Sources, Synthesizing Information, Organizing & Presenting Ideas*).
- 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**. 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.

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. During your initial meeting with your cooperating teacher, it is important that you discuss your cooperating teacher's expectations and how he/she would like for you to assist with activities. Your clinical field experience assignments are scheduled for **September 13; September 27; October 25; and November 1**. Additionally, each RED 4338 student is 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. You are expected to review the approved guided reading lesson plan & leveled text with your cooperating teacher and schedule a day and time to teach the guided reading lesson to a small group (5-6) of students. At the end of the semester, your cooperating teacher will evaluate your *professional behavior, teaching knowledge, and personal growth* as proficient or unsatisfactory. **To successfully complete RED 4338, students must obtain a "satisfactory" score (20 points) for professional behavior.**

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

You must complete a **background check** with SISD in order to be cleared for classroom observations. 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 (**9/13; 9/27; 10/25; 11/1**).

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 12/6 and on Blackboard by 12/13. A copy of your Field-based Clinical Assignment Log Sheet and final Field Experience Reflection paper will be placed in your file in the field placement office.

Field Experience Notes (8 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.

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.

Field Experience Logs (12 points). Keep a copy of your field notes and know the focus and purpose for each field experience assignment. For the field experience log, you will review your observation/participation notes and reflect on what you learned about the experience. Your writing (500 words minimum) should be reflective and include citations from the required text reading. **The field observation log should cite 1-2 references from the required readings about what you observed in the classroom.** Follow APA guidelines and use the following link as your resource: <http://owl.english.purdue.edu/owl/resource/560/01/>.

On Blackboard, complete four (4) field experience logs reflecting based on the observation focus. You will submit four (4) field experience logs (3 points each) on Blackboard. The field experience observation focus & purpose are as follows:

Field Experience #1: *Describe the literacy tools, grouping practices, & independent learning activities. How did you support instruction?*

Field Experience #2: *Describe how the daily 5 is implemented, differentiated teaching styles, and classroom literacy assessment to monitor student progress. How did you support teaching or assessment of students' literacy skills?*

Field Experience #3: *Describe culturally responsive literacy instruction and digital literacy. How did you support culturally responsive instruction?*

Field Experience #4: Describe how the teacher integrates technology with literacy, science, social studies, or math content topics and academic vocabulary. How did you support content & digital literacy teaching & learning?

Points will be deducted for late submission of the field experience log assignments.

A rubric for the field experience logs can be found in the appendix.

Small group literacy lesson plan (10 points). In order to understand the stages in the reading process and plan a differentiated small group guided reading lesson, you will write a differentiated **small group** literacy lesson plan for four-to-six students. Review students' performance data and the literacy curriculum with your cooperating teacher and think about the purpose, goal, and lesson objective(s). **Using the PHEB 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. It is your responsibility to check out and return the leveled texts to the school's book room.** With a focus on active student responding, use the English Language Arts & Reading TEKS and the selected leveled text to plan choral reading fluency practice (5-10 minutes) using a poem to build students' background knowledge, selected vocabulary words (5-10 minutes) from the new read and comprehension reading activities (20-25 minutes) before, during & after reading the selected (new read) narrative or expository instructional level text. Use the guided reading lesson plan template (distributed in class). **Each student will submit a small group literacy lesson plan to me at kmein@utep.edu; after feedback and revisions, you will meet with your cooperating teacher and review the 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. Each child in the small literacy group must have their own copy of the leveled text to read. Your partner will observe as you teach the small group literacy lesson and he/she will use a rubric (distributed in class) to provide feedback on the 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 effective teaching practices to develop essential literacy abilities in students from the *Handbook of Effective Literacy Instruction* and the daily 5 routines from *The Daily 5* textbooks, group members will plan and teach literacy workstations **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 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 based on your group's assigned literacy workstation topic that includes the following components:

- The objective/goals for each of the 4-5 literacy workstations and the name of the team member facilitating the activity.
- The TEKS standard addressed at each of the 4-5 literacy workstations.
- The materials including title/author of authentic texts to be used at each of the 4-5 literacy workstations.
- The title of the FCRR literacy or Daily 5 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. On the day that your group is facilitating the literacy workstations & daily 5 procedures, each group member is expected to lead a literacy workstation/daily 5 routine. 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.

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.

Assessment of Student Learning Outcomes:

Assignment	Due Date	Point value	Assessment of Learning Outcomes
Field-experience Notes submitted in class .	Field Experience Notes #1—9/20/17 Field Experience Notes #2—10/4/17 Field Experience Notes #3—11/8/17 Field Experience Notes #4—11/8/17	8 points	Learning Outcomes #1-10
Field-experience Logs submitted on Blackboard by midnight	BB Field Experience Log #1—9/20/17 BB Field Experience Log #2—10/4/17 BB Field Experience Log #3—11/1/17 BB Field Experience Log #4—11/8/17	12 points	Learning Outcomes #1-10
Field Experience Student Evaluation & Field-based Clinical Experience Assignment Log Sheet	12/6/17 (in class) 12/13/17 (on Blackboard)	20 points	Learning Outcomes #1-10
Small group literacy lesson plan	9/27/17	10 points	Learning Outcomes #1-8; 10
Team facilitates literacy workstations & daily 5 activities with students	Fluency workstations & read-to-someone activities—10/18/17 Comprehension strategy workstations & listen-to-reading activities—11/8/17 Comprehension skills workstations & read-to-self activities—11/15/17 Vocabulary workstations & word-work activities—11/29/17 Writing workstations & work-on-writing activities—12/6/17	20 points	Learning Outcomes #2, 3, 4, 5, 6, 7, 9, & 10
Literacy Daily 5 Workstation Feedback	Fluency/Read-to-Someone-10/18 Comprehension strategy/Listen-to-Reading-11/8 Comprehension skills/Read-to-Self-11/15 Vocabulary/Word Work-11/29 Writing/Work-on-Writing—12/6	4 points	Learning Outcomes # #2, 3, 4, 5, 6, 7, 9, & 10
Final reflection paper on small group literacy lesson & field experience.	12/13/17	20 points	Learning Outcomes #1-10
6 Quizzes	Ongoing	6 points	Learning Outcomes #1-9

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.

****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 ➤ SISD Background Checks ➤ Purple Heart ES Faculty & Staff Handbook <p>Bring SISD (background check) clearance letter to class</p> <p>Team Facilitators sign-up for Literacy Workstations</p> <p>Tour Purple Elementary School & Book Room</p>	
<p>Sept 6 Week 2</p>	<p>Literacy Assessment, Grouping Practices & Planning Small Group Literacy Lessons</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>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>Initial meeting with your cooperating teacher must be held before 9/13/17.</p>

Course Schedule:

Date	Topic	Readings/Assignments Due	Field Experience
<p>Sept 13 Week 3</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>Assignments due:</p> <ul style="list-style-type: none"> ✓ Field experience notes due (in class) on 9/20/17—make a copy of your field experience notes. ✓ Field experience log #1 due on Blackboard on 9/20/17 by midnight 	<p>Field experience assignment:</p> <p>Field experience notes & diagram of classroom.</p> <p>Cooperating Teacher's Signature on Notes & Field-based Experience Log Sheet</p> <p>Observation focus:</p> <p><i>Describe the literacy tools, grouping practices, & independent learning activities. How did you support instruction?</i></p>

Course Schedule:

Date	Topic	Readings/Assignments Due	Field Experience
<p>Sept 20 Week 4</p>	<p>Developing Print Literacy Abilities & The Daily 5</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><u>Assignments due:</u></p> <ul style="list-style-type: none"> ✓ Field experience notes due (in class) on 9/20/17—make a copy of your field experience notes. ✓ Field experience log #1 due on Blackboard on 9/20/17 by midnight 	

Course Schedule:

Date	Topic	Readings/Assignments Due	Field Experience
<p>Sept 27 Week 5</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>Questions:</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>Assignment due: Small Group Literacy Lesson Plan due to kmein@utep.edu on 9/27/17 by midnight.</p> <p>Assignments due:</p> <ul style="list-style-type: none"> ✓ Field experience notes due (in class) on 10/4/17—make a copy of your field experience notes. ✓ Field experience log #2 due on Blackboard on 10/4/17 by midnight 	<p>Field experience assignment: Field experience notes & classroom daily schedule</p> <p>Cooperating Teacher's Signature on Notes & Field-based Experience Log Sheet</p> <p>Observation focus: <i>Describe how the daily 5 is implemented, differentiated teaching styles, and classroom literacy assessment to monitor student progress. How did you support teaching or assessment of students' literacy skills?</i></p>

Course Schedule:

Date	Topic	Readings/Assignments Due	Field Experience
<p>Oct 4 Week 6</p>	<p>Comprehension Strategy Instruction & the Daily 5 “listen-to-reading”</p> <p>Purple Heart School is closed. Our class will meet in EDUC/201 on campus.</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. • 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> <ul style="list-style-type: none"> ✓ Field experience notes due (in class) on 10/4/17—make a copy of your field experience notes. ✓ Field experience log #2 due on Blackboard on 10/4/17 by midnight 	<p>SISD Intercession 10/2/17--- 10/13/17</p>
<p>Oct 11 Week 7</p>	<p>Comprehension Skills Instruction & the Daily 5 “read-to-self”</p> <p>Purple Heart School is closed. Our class will meet in EDUC/201 on campus.</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> 	<p>SISD Intercession 10/2/17--- 10/13/17</p>

Course Schedule:

Date	Topic	Readings/Assignments Due	Field Experience
<p>Oct 18 Week 8</p>	<p>Vocabulary Instruction & Word Work 9:30-10:30 Team Facilitators: Fluency & Read-to-Someone Literacy Workstations using authentic texts.</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>Questions</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><u>Fluency & Read-to-Someone Workstations</u> Each team member is responsible for teaching an 8-10-minute fluency/read-to-someone literacy activity with a small group of students. The students will rotate around to each literacy workstation; therefore, prepare to teach your activity 4-5 times.</p> <p>Literacy/Daily 5 Workstation Feedback due</p>
<p>Oct 25 Week 9</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>Questions:</p> <ol style="list-style-type: none"> 1. <i>Describe how to create a motivating literacy classroom environment.</i> 2. <i>Explain how the instructional practices of teacher modeling, cooperative learning, and interdisciplinary connections promote student engagement.</i> 3. <i>Based on research, describe five principles to make literacy instruction culturally responsive.</i> 4. <i>Explain how connecting curriculum to students’ background, collaborative work, & attending to classroom discourse are responsive to students’ linguistic & cultural backgrounds.</i> <p>Assignments due:</p> <ul style="list-style-type: none"> ✓ Field experience notes due (in class) on 11/8/17—make a copy of your field experience notes. ✓ Field experience log #3 due on Blackboard on 11/1/17 by midnight 	<p>Field experience assignment: Field experience notes & description of classroom management/behavior motivation chart</p> <p>Cooperating Teacher’s Signature on Notes & Field-based Experience Log Sheet</p> <p>Observation focus: <i>Describe culturally responsive literacy instruction and digital literacy. How did you support culturally responsive instruction?</i></p>

Course Schedule:

Date	Topic	Readings/Assignments Due	Field Experience
Nov 1 Week 10	Field Experience Assignment (Class Does Not Meet)	<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. Think about your beliefs about integrating technology in the curriculum and describe how you would integrate digital images & concept maps to teach vocabulary. 2. How can teachers use technology to teach vocabulary & comprehension? 3. Describe the read-to-self foundation lessons of “Three Ways to Read a Book” & “I PICK Good-Fit Books”. <p><u>Assignments due:</u></p> <ul style="list-style-type: none"> ✓ Field experience notes due (in class) on 11/8/17—make a copy of your field experience notes. ✓ Field experience log #4 due on Blackboard on 11/8/17 by midnight 	<p>Field experience assignment: Field experience notes & diagram of technology tools.</p> <p>Cooperating Teacher’s Signature on Notes & Field-based Experience Log Sheet</p> <p>Observation focus: <i>Describe how the teacher integrates technology with literacy, science, social studies, or math content & academic vocabulary. How did you support content & digital literacy teaching & learning?</i></p>
Nov 8 Week 11	<p>Effective Writing Instruction</p> <p>9:30-10:30 Team Facilitator: Comprehension Strategies & Listen-to-Reading Literacy Workstations using authentic texts</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"> 1. Describe the characteristics of exemplary writers’ workshops. 2. Explain how teachers teach self-regulation in writing and composing strategies. 3. Describe benefits & constraints of four different writing assessment methods. 4. Explain how math writing is taught in the math daily 3. 5. How would you implement the daily 5 work-on-writing? 	<p><u>Comprehension Strategies & Listen-to-Reading Workstations</u> Each team member is responsible for teaching an 8-10-minute comprehension strategy/listen-to-reading literacy activity with a small group of students. The students will rotate around to each literacy workstation; therefore, prepare to teach your activity 4-5 times.</p> <p>Literacy/Daily 5 Workstation Feedback due.</p> <p>Teach approved small group guiding reading lesson using leveled texts to a small group (5-6) of students on the same reading level.</p>

Course Schedule:

Date	Topic	Readings/Assignments Due	Field Experience
<p>Nov 15 Week 12</p>	<p>Reading & Writing Different Genres</p> <p>9:30-10:30 Team Facilitators: Comprehension skills & read-to-self literacy workstations using authentic texts</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 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><u>Comprehension Skills & Read-to-Self Workstations</u></p> <p>Each team member is responsible for teaching an 8-10-minute comprehension skill/read-to-self literacy activity with a small group of students. The students will rotate around to each literacy workstation; therefore, prepare to teach your activity 4-5 times.</p> <p>Literacy/Daily 5 Workstation Feedback due.</p> <p>Teach approved small group guiding reading lesson using leveled texts to a small group (5-6) of students on the same reading reading</p>
<p>Nov 22 Week 13</p>	<p>Integration of Literacy with Math, Science & Social Studies</p> <p>Online class</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.</i> 3. <i>How can teachers support social studies & literacy learning for students from different cultural groups?</i> 	<p>Purple Heart School closed for Thanksgiving break.</p>

Course Schedule:

Date	Topic	Readings/Assignments Due	Field Experience
<p>Nov 29 Week 14</p>	<p>Professional Learning & Partnering with Parents</p> <p><i>9:30-10:30 Team Facilitators: Vocabulary & word work literacy workstations using authentic texts</i></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>Submit final Field Experience Student Evaluation from your cooperating teacher & completed UTEP Observation Log-in Sheet in class on Wednesday, 12/6/17</p>	<p><u>Vocabulary & Word-Work Workstations</u> Each team member is responsible for teaching an 8-10-minute vocabulary/word-work literacy activity with a small group of students. The students will rotate around to each literacy workstation; therefore, prepare to teach your activity 4-5 times.</p> <p>Literacy/Daily 5 Workstation Feedback due.</p> <p>All observations and teaching of the small group literacy lesson are completed by this week.</p>
<p>Dec 6 Week 15</p>	<p>Final field experience reflection</p> <p><i>9:30-10:30 Team Facilitators: Writing & work-on writing literacy workstations using authentic texts</i></p>	<p>Submit (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><u>Writing & Work-on Writing Workstations</u> Each team member is responsible for teaching an 8-10-minute writing/work-on-writing literacy activity with a small group of students. The students will rotate around to each literacy workstation; therefore, prepare to teach your activity 4-5 times.</p> <p>Literacy/Daily 5 Workstation Feedback due</p>

Course Schedule:

Date	Topic	Readings/Assignments Due	Field Experience
Dec 13 Week 16	Final Reflection	12/13/17 Final reflection paper: Field experience & teaching a small group literacy lesson paper (20 points) due on Blackboard by midnight. 12/13/17 Signed Field Experience Student Evaluation (by cooperating teacher) & signed Field-Based Clinical Experience Assignment Sheet due on Blackboard by midnight.	

APPENDIX
Grading Rubrics for Course Assignments

Grading Rubric: Field experience notes (8 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 	.5	
Each field experience note includes a detailed description of the field experience assignment.	.5	
Each field experience note is dated, signed by your cooperating teacher, and submitted in class (make a copy for yourself) on time.	1	
Total	4 notes @ 2 points each=8 points	

Grading Rubric: Blackboard field experience logs (12 points)

Criteria	Possible Points	Points Earned
Each field experience log clearly ponders the week’s observation focus and objectively describes teacher-student interactions, classroom activities & materials, and how you actively supported classroom teaching & learning.	1	
Each field experience log is at a minimum of 500 words in length , reflects on classroom experiences based on the observation focus and includes 1-2 citations from the required readings using APA style.	1	
Each field experience is free of grammatical errors and submitted on Blackboard on time.	1	
Total	4 logs @ 3 points each=12 points	

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

Criteria	Possible Points	Points Earned
A clear description of the lesson's purpose, goal, & objective(s).	1	
A clear description of the English Language Arts & Reading TEKS for fluency, vocabulary, & comprehension.	1	
A clear description of the fluency poem (title & author), 6-8 vocabulary words, and the leveled text (title & author) to teach comprehension.	2	
A clear description of procedures to teach a poem for reading fluency. A clear description of a vocabulary activity aligned with the vocabulary TEKS to teach the 6-8 vocabulary words.	3	
A clear description of procedures to teach comprehension before, during & after reading. Clearly describe how you will preview the text before reading and the questions you will ask during reading. Clearly describe an after reading activity aligned with the comprehension TEKS that requires students to re-read and analyze the text.	3	
Total	<i>10 points</i>	

Grading Rubric: Team facilitates literacy workstations & daily 5 lesson & activities (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. 	<i>10</i>	
Literacy workstation teaching: a clear introduction of the goal/objective of literacy workstation.	<i>2</i>	
Literacy workstation teaching: teacher clearly models the literacy activity & expectations as the students watch.	<i>2</i>	
Literacy workstation teaching: students are clearly engaged in guided practice of the literacy activity.	<i>2</i>	
Literacy workstation teaching: the teacher provides feedback, checks for understanding & informally assesses student learning.	<i>2</i>	
Literacy workstation teaching: adequate pacing (8-10 minutes) of each literacy workstation for each rotation.	<i>2</i>	
Total	<i>20 points</i>	

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	
Field experience section 1 section is 2-3 pages and contains 3-4 in-text references from the required course readings using APA style.	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	
Teaching reflection section 2 is 2-3 pages and contains 3-4 in-text references from the required course readings using APA style and includes the small group literacy lesson plan and peer feedback rubric.	2	
Total	20 points	

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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)
<u>Professional Behavior</u> <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.	
<u>Teaching Knowledge (during clinical field experience)</u> <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.	
<u>Personal Growth</u> <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: _____

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: _____

