



**Texas A & M University – Commerce**  
**Department of Education Curriculum and Instruction**

**RDG 567: Practicum in Organizing for Effective Literacy Instruction in Elementary, Middle, and High School**  
**Spring 2020**

**Instructor: Dr. Susan Szabo, Professor**  
**University Email: [susan.szabo@tamuc.edu](mailto:susan.szabo@tamuc.edu)**

**Office Hours:** This is a virtual class, so my office hours are Monday-Sunday. I am online daily. However, I am busy grading so allow 24 hours for response time. My office email is ([Susan.Szabo@tamuc.edu](mailto:Susan.Szabo@tamuc.edu)). If you want me to call you, email me your phone number and I will call in the evening.

**Need Help because this is your First Online Class?** During the first week of class, if you are new to online coursework and feel unsure of what to do, please email me IMMEDIATELY with your phone number and a time to call you. I will talk you through BrightSpaces and where everything is located. Additionally, all emails from me (and the University) will be sent to your University Email account, not your work or home email. Therefore, it is important to check your Leo Mail every day.

<b>COURSE INFORMATION</b>
---------------------------

**Textbooks:**

We have been asked to provide free reading material. Thus, I have created WebQuests to direct your reading and your assignments.

**Course Description:** This graduate reading course provides opportunities through practicum component to apply substantive, research-based assessment and instruction that prepares reading specialist candidates to deliver a balanced, comprehensive program of instruction in reading, writing, and related language arts.

**ELAR Teaching Standards: The Teacher will understand and apply Language Arts knowledge and skills to plan, organize and implement instruction and assess learning.**

- Understands the ELAR content and performance standards that constitute the TEKS found at <http://ritter.tea.state.tx.us/rules/tac/chapter110/index.html>
- Understand the vertical alignment of the TEKS.
- Understand and uses Reading terminology correctly.
- Selects and applies effective, developmentally appropriate instructional practices, activities, technologies and materials
- Uses a variety of formal and informal assessments and knowledge of TEKS to determine students' progress and needs and to help plan addresses needs of all students

**Reading Specialist Standards**

- Standard I – Instruction and Assessment: Components of Literacy (57% of test)
  - The reading specialist applies knowledge of the interrelated components of reading across all developmental stages of oral and written language and has expertise in reading instruction at the levels of early childhood through grade 12.
    - Competency 1
    - Competency 2

- Competency 3
- Competency 4
- Competency 5
- Competency 6
- Competency 7
- Competency 8
- Standard II – Instruction and Assessment: Resources and Procedures (14% of test)
  - The reading specialist uses expertise in implementing, modeling and providing integrated literacy assessment and instruction by utilizing appropriate methods and resources to address the varied learning needs of all students.
    - Competency 9
    - Competency 10
- Standard III – Meeting the Needs of Individual Students ( 14% of test)
  - The reading specialist recognizes how the differing strengths and needs of individual students influence their literacy development, applies knowledge of primary and second language acquisition to promote literacy and applies knowledge of reading difficulties, dyslexia and reading disabilities to promote literacy.
    - Competency 11
    - Competency 12
- Standard IV – Professional Knowledge and Leadership (14% of test)
  - The reading specialist understands the theoretical foundations of literacy; plans and implements a developmentally appropriate, research-based reading/literacy curriculum for all students; collaborates and communicates with educational stakeholders; and participates and takes a leadership role in designing, implementing and evaluating professional development programs.
    - Competency 13
    - Competency 14

**Student Learning Goals and Objectives for this Course:** Learning outcomes are achieved via the activities, readings, instruction, thinking and reflection that have occurred in this course.

1. Students will enhance their understandings of multiple formal and informal literacy assessments used in educational settings.
2. Students will enhance their understandings of multiple components of literacy.
3. Students will enhance their understandings of all levels of literacy practicum in organizing for effective literacy instruction.
4. Students will be active and engaged participants in the learning process and use the metacognitive process to enhance their understanding of a variety of assessments that can be used to create lesson plans in a tutoring setting.

<b>COURSE REQUIREMENTS</b>
----------------------------

**Assignments/Activities:** There is a list below but more detail will be provided throughout the course.

**1) Reading Standard Growth Reflection:** After reading the MRT and RS standards and competencies you will think about 2 standards you want to explore on your own throughout the semester.

**2) Reading Diagnostic Assessment:** This assessment will help you to determine the strengths and weaknesses of a student in attitude, motivation, phonological awareness, decoding, fluency, vocabulary and comprehension. You will use the assessments given to you to add to your Assessment Notebook (if you have already taken RDG 560 or RDG 520 or RDG 521).

**You need to find ONE student.** You will start assessing her/him the first week of the course and the assessments will take 5 weeks to complete. The assessments for each time frame will last no longer than 20-30 minutes.

You will write up the diagnostic assessment results using the formal format provide, as this is the format that a reading specialist would use to report results to parents, principal, teacher, etc. More about this assignment is posted in eCollege

**3) Tutoring:** You will tutor ONE child for 5 weeks or 10 sessions (2x a week). We will be using the new TEA guidelines below. These tutoring sessions will need to be recorded. You will tutor 30-45 minutes depending on the age of the child and the books and activities chosen. We will be using Sibme to record and upload. You will be receiving an email from them to help you enroll.

**TAC 228.35(h)(3)**

(h) Ongoing educator preparation program support for certification in a certification class other than classroom teacher. Supervision of each candidate shall be conducted with the structured guidance and regular ongoing support of an experienced educator who has been trained as a field supervisor. Supervision provided on or after September 1, 2017, must be provided by a field supervisor who has completed TEA-approved observation training.

The initial contact, which may be made by telephone, email, or other electronic communication, with the assigned candidate must occur within the first quarter of the assignment. For each formal observation, the field supervisor shall participate in an individualized pre-observation conference with the candidate; document educational practices observed; provide written feedback through an individualized, synchronous, and interactive post-observation conference with the candidate; and provide a copy of the written feedback to the candidate's site supervisor. Neither the pre-observation conference nor the post-observation conference need to be onsite. Formal observations conducted through collaboration with school or district personnel can be used to meet the requirements of this subsection. Informal observations and coaching shall be provided by the field supervisor as appropriate.

If a formal observation is **not conducted on the candidate's site** in a face-to-face setting, the formal observation **may be provided** by use of electronic transmission or other video or technology-based method. A formal observation that is not conducted on the candidates' site in a face-to-face setting must include a pre- and post-conference. If you are using electronic transmission you still must have a pre- and post-conference. The conferences can also be electronic.

(1) Formal observations must be at least 135 minutes (2 hours and 15 minutes) in duration in total throughout the practicum and must be conducted by the field supervisor.

(2) At least one of the formal observations must be on the candidate's site in a face-to-face setting.

(3) If a formal observation is not conducted on the candidate's site in a face-to-face setting, the formal observation may be provided by use of electronic transmission or other video or technology-based method. A formal observation that is not conducted on the candidates' site in a face-to-face setting must include a pre- and post-conference.

(4) An EPP must provide a minimum of one formal observation within the first third of the practicum, one formal observation within the second third of the practicum, and one formal observation within the final third of the practicum.

Additionally, an **observation rubric that aligns with the MRT and RS Standards** is provided. A pre/post conference will be held via Zoom. For the preconference, we will talk about the lessons you plan to teach the following week. For the post conference, you will need to video record your lesson and we will both use the MRT and RS Observation Rubric to evaluate the lesson.

**4) Tutoring Reflection and Lessons Learned:** You will reflect on your tutoring sessions, your lesson plans and how it went. You will reflect on lessons learned, your growth on teaching reading and understanding reading elements and how this will help you be a more effective classroom teacher.

**5) Tutoring Assessment Evaluations:** You will watch 5 peers giving the different assessments. You will give them feedback by providing one positive statement on something you saw during tutoring and one "improvement" item.

**6) Textbook Readability Assessment:** You will determine the readability of ONE textbook your tutee uses in the classroom to determine the readability of the textbook. You will fill out the readability worksheet, and write a short reflection on what you learned. You will also create a plan with two activities to help tutee read this textbook.

**7) Practicum Log:** - You will keep track of 40 hours in this course using only specific assignments found in this course. This will be turned in at the end of the semester. This is to help you meet TEA practicum requirements.

**Doctoral Assignment:** If you are working on your doctoral in reading, you maybe taking this course if your master level course work was in something else. You will have one extra assignment, and this is due at the end of the semester at the same time the last assignments are turned in.

- **Reading Specialist Career Activity** – Interview or follow for ½ day, a reading specialist or reading coach that is in your building or school district.

**Assessments/Grading:** Grades will be determined via a simple point system and grading rubric. **You** are responsible for completing work on time. The gradebook in BrightSpaces is used to keep track of your activities and points, thus it is your responsibility to keep track of how you are doing. To see the comments and the questions missed on the quiz, **CLICK on the grade and it will open a new screen.**

Grades will be determined as follows:

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

**Due to the nature of the course, I am usually a week behind in my grading. I do send out emails to let you know when I get done so you can check gradebook and let me know if anything is missing.**

### TECHNOLOGY REQUIREMENTS

The following information has been provided to assist you in preparing to use technology in your web enhanced course.

*The following technology is required to be successful in this course.*

- *Internet connection – high speed recommended (not dial-up)*
- *Word Processor (Microsoft Office Word – 2003 or 2007)*
- *Access to University Library site*
- *Access to an Email*
- *Access to eCollege.*

### ACCESS, NAVIGATION and Log in Information

This course will be utilizing eCollege to enhance the learning experience. eCollege is the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to:  
<https://leo.tamu-commerce.edu/login.aspx>.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

REPORT any problems immediately to helpdesk. It must come from you and not me. In addition, if your computer does not allow you to access eCollege, contact the helpdesk to find out how to install the needed “cookies.”

### COMMUNICATION AND SUPPORT

Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week. If you experience issues, while taking your exams or at any other point, feel free to contact the support desk.

- **Phone:** 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.
- **Email:** [helpdesk@online.tamuc.org](mailto:helpdesk@online.tamuc.org) to initiate a support request with eCollege Technical Support Representative.
- **Help:** Click on the 'Help' button on the toolbar for information regarding working with eCollege

I am online daily. If you have questions either, email me or post them in the correct week under My Questions, as others may have the same question. Please allow a 24 hour response time.

When engaging in online discussions, please remember the **Core Rules of Netiquette** as follows:

**Rule 1:** Remember the Human

**Rule 2:** Adhere to the same standards of behavior online that you follow in real life

**Rule 3:** Know where you are in cyberspace

**Rule 4:** Respect other people's time and bandwidth

**Rule 5:** Make yourself look good online

**Rule 6:** Share expert knowledge

**Rule 7:** Help keep flame wars under control

**Rule 8:** Respect other people's privacy

**Rule 9:** Don't abuse your power

**Rule 10:** Be forgiving of other people's mistakes

## **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

### **Course Policies and Expectations**

#### **Participation:**

I consider class participation to be one of the most important, yet is considered an underrated elements of a student's education. There are numerous elements that go into class participation:

- a. You need to have somewhat frequent (at least 4; 1 to me and 3 to peers), and preferably intelligent, contributions to class discussion.
- b. Online discussion helps you to engage in self-evaluation, critical thinking, and reflective learning. It also helps you learn to give good feedback, as most teachers need practice with this.
- c. You need to have polite and civil interactions with all members of the class ["All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment." (See Student's Guide Handbook, Policies and Procedures, Conduct)].
- d. Failure to prepare and participate effectively will negatively impact the learning processes devised for the class and will impact not only your understanding but your grade for this course. "All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment" (Student Guide Book, pp. 67-73).

**Late work:** Everything should be turned in a timely manner. **Develop a routine**, so you do not fall behind. However, we all have problems, as life gets in the way, thus email me why you did not or cannot do the weekly assignments. Once you have uploaded the late assignment, you must email me to let me know.

**Scholarly Expectations:** All works submitted for credit must be **original works** created by the scholar uniquely for the class. It is considered inappropriate and unethical, particularly at the graduate level, to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor. Work submitted at the graduate level is expected to demonstrate higher-order thinking skills and be of significantly higher quality than work produced at the undergraduate level. In addition, all assignments turned in should have gone through the editing process. **In addition, all work should go through the writing/editing process.**

**4. Plagiarism is a BIG DEAL. Plagiarism of writings and/or other materials in any form will result in a grade of "F" for the course and WILL result in your dismissal from the program. Please cite your references carefully and consistently!**

**Plagiarism:** Plagiarism **WILL NOT** be tolerated and will result in an automatic **F** in the course. Various versions of your work and final papers will be run through Turnitin software - this is not meant to "catch" you in the act, but rather assist you in seeing possible areas that may be unintentionally plagiarized and allow for editing your work.

## University Policies and Procedures

**1. ADA Statement** - The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services**  
**Texas A&M University-Commerce**  
**Gege Library 132**  
**Phone (903) 886-5150 or (903) 886-5835**  
**Fax (903) 468-8148**

### **2. Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).

**3. HandGunTexas Senate Bill – 11-** (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to (<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>) and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

### **University Services Offered to You Free**

- A. Financial Aid Support:** You will be dropped on Monday, September 3rd if you have not paid the balance due on their accounts. If you need assistance to pay your balance, please contact the Loan Office (903-886-5051). There are also **forgivable loans, so check them out.**
- B. As a student, your email account is through MyLeo.** Please check the status of your accounts as this is the only way the university has on contacting you and informing you of important information. It is available to them 24/7 at <https://leo.tamu-commerce.edu/login.aspx>. Also, YOU must check this daily and delete or archive your emails so that none are lost in cyberspace. It will not be returned and you may miss important information. **It is your responsibility to empty your email daily, so that nothing will bounce back.**

### **TENTATIVE COURSE OUTLINE / CALENDAR**

	Topic
Module 1 Week 1-6	Reading stages, interesting & attitudes, reading components, assessments & quizzes
Module 2 Weeks 7-12	Weekly Tutoring and Zoom Mtgs
Module 3 Weeks 13-15	Diagnostic Write-up, tutoring project write-up & Reading Standard Growth Reflection