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

(RDG 598-Independent Study)

RDG 567: 01W – Practicum in Organizing for Effective Literacy Instruction
K-12 Online class, Fall 2024

Instructor: Dr. Melanie Loewenstein, Ph.D., Assistant Professor Early Childhood/Reading Education
**Office Hours:** By appointment
University Email Address: Melanie.Loewenstein@tamuc.edu
Office Hours: by Appointment (Virtually)
Preferred Form of Communication: email
Email me questions directly at **Melanie.Loewenstein@tamuc.edu**. However, allow 1-2 days for response time. We can also Zoom if you wish to communicate virtually.

Vogt, M., & Shearer, B. A. & Carr, D. (2019). *Reading specialists and literacy coaches in the real world*. Waveland Press.(4th ed).
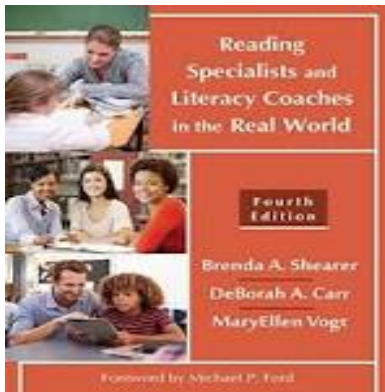
Important Dates:

TAMUC 2023-2024 Academic Calendar
TAMUC 2023-2024 Academic Calendar

Software Required: All materials.are docx documents. You are expected to turn in your assignments using docx, ppt, pptx, or prezi. **Please <u>do not</u> submit assignments using pages or pdf applications.**

Course Description: This graduate reading course provides opportunities through a 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.

Additional readings may be assigned to supplement course concepts and topics throughout the semester.

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

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- 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 use 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 (see rubric for list)
- Standard I – 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 - Oral Language
    - Competency 2 - Phonological Awareness & Phonemic Awareness
    - Competency 3 – Alphabetic Principle and Concept of Print (Decoding)
    - Competency 4 - Word Identification (Decoding/Affixes)
    - Competency 5 - Fluency
    - Competency 6 - Comprehension
    - Competency 7- Vocabulary Development
    - Competency 8 - Writing

- 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 - Assessment

- Competency 10- Instruction

- 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- English Language Learners
    - Competency 12- Struggling Readers
      - Elements of Effective Instruction
        - How to Differentiate Instruction (http://www.fcrr.org/assessment/ET/diff/diff.html)
      - Instructional Routines

- 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 - Theoretical Foundation & Research-Based Reading
    - Competency 14 – Collaboration with Educational Stakeholders and Professional Development

Texas Teacher Evaluation and Support System (T-TESS):
Dimensions: Data and Assessment, Differentiation, Knowledge of Students, Monitor and Adjust, Activities, Content Knowledge and Expertise, Standards and Alignments, Goal Setting.

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. Sets pedagogical and student literacy goals based on reflective self-assessment, theoretical foundations of literacy, evidence-based literacy curriculum, and mentor and supervisor feedback. **(Standard IV: Skills Competency 013)**

2. Uses knowledge of the components of reading, literacy standards, and the developmental stages of language, reading and writing to analyze curriculum and select and create engaging and developmentally appropriate materials, and learning experiences for literacy learners. **(Standard I: Skills Competencies 001-008)**

3. Deepens knowledge of the types, characteristics, and applications of commonly used and developmentally appropriate literacy assessment and instructional approaches that encourage metacognitive processing, and critical and higher-order thinking. **(Standard II: Skills Competencies 009-010)**

4. Identifies students' literacy strengths and needs. Then, use that information for planning, implementing, and evaluating evidence-based literacy interventions and enrichment experiences.**(Standard II: Skills Competencies 009-010)**

5. Develops knowledge and skill in identifying and addressing the literacy needs of students with diverse social, cultural, linguistic, and literacy learning abilities including Emergent Bilinguals and students suspected of having learning needs such as dyslexia. **(Standard III: Skills Competencies 010-012)**

6. Demonstrates knowledge and skill in communicating literacy assessment and instruction results to students, parents, school administrators, and the public. **(Standard IV: Skills Competency 014)**

7.

8. Demonstrate the ability to provide sound professional development experiences that address the needs of literacy educators and the students that they serve and demonstrate the ability to effectively mentor and coach educators for the successful implementation of evidence-based literacy instruction. **(Standard IV: Skill Competency 013-15)**

9. Demonstrate an understanding of the link between literacy theory and literacy research and their impact on literacy practice and demonstrate the ability to communicate research findings and make recommendations to colleagues and the wider community. **(Standard IV: Skill Competency 009)**

10. Demonstrate the ability to pursue knowledge of literacy by reading professional journals, and attending and presenting at least one literacy conference. **(Standard IV: Skill Competency 017, 018)**

Technology Standards
https://tea.texas.gov/sites/default/files/techapp.pdf
Standard III. All teachers use task-appropriate tools to synthesize knowledge, create and modify solutions, and evaluate results in a way that supports the work of individuals and groups in problem-solving situations.
Standard IV. All teachers communicate information in different formats and for diverse audiences.

COURSE REQUIREMENTS

Practicum Course Assignments

This course is designed for Reading Specialist Certification Seeking Students and

Reading Specialist Candidate Assignments **(Requirements Lead to Texas Reading Specialist Certification)**	Non-Reading Specialist Candidate Assignments **Requirements DO NOT Lead to a Reading Specialist Texas Certification** **Recommended for Students who will be pursuing a Doctoral Degree shortly after graduation**
Mental Health, Dyslexia & Digital Learning Trainings Reading Specialist Dyslexia Therapist Interview and Lesson Observation *TEA Required Formal 3 Performance Observations (Including Pre & Post Conferences)* ● **PO#1:** Literacy Topic Professional Development Presentation ● **PO#2:** Narrative of Literacy Intervention Experience PD ● **PO#3:** Coach A Teach Implement Coaching cycle Project/Presentation Texas Reading Specialist Log (160 hrs.) Inquiry Field Tasks Attend (Virtual-Bill Martin Jr. Symposium or other Literacy Conference (Spring Semester Enrollees) Reading Specialist Cert Exam (Evidence of Test Readiness Tasks	**Mini-Research/Action Research Project** Research Check-In/Asssment Meetings With Instructor Scheduled Throughout the Semester Manuscript Draft Oral Research Presentation ***Must present topic (not completed research) at a Literacy Conference or Symposium during the Semester (example: Bill Martin Jr. Symposium)* (Spring Semester Enrollees)
Additional Assignments: Textbook Chapter Learning Journals	**Additional Assignments:** Research Topic Mini- Literature Review (Various Resources)
Literacy Topic/Article Discussion *(Synchronous Whole Group-1hr Meeting w/Class Per Unit Scheduled Throughout The Semester)*	

TEA Supplemental Trainings (See Course Calendar For Due Dates)
Submit Training Completion Certificates to the D2L Assignment Link.
*Required for RSP candidates only.

Training Topic	Training Platform
*Mental Health Training (2213214) **Supporting Mental Health in Schools (2113215)*	**TrainTraq** https://outlook.tamuc.edu/owa/redir.aspx?C=fzEIg3BHHd4F0AtVVFi2lc5Q4u0m-avsJWFrKk2ucwvxL5Mo4-TZCA..&URL=https%3a%2f%2ftraintraq.tamus.edu%2fExternal%2fExternalGatewayLogon.aspx
Dyslexia Training TEALearn Module 6 credits	**https://register.tealearn.com/**
ISTE Digital Literacy Training (piloted Spring 2022)	**TBA**

Texas Administrative Codes (TAC):
[19 TAC §228.30(c)(1)]
Educator's Code of Ethics
(a) professional ethical conduct practices and performance;
(b) ethical conduct toward professional colleagues; and
(c) ethical conduct toward students

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.

*** *135 hours of the 160 state-required field hours should be **formal observation** hours.*

[19 TAC §228.30(c)(1)]

Educator's Code of Ethics

(a) professional ethical conduct practices and performance;

(b) ethical conduct toward professional colleagues; and

(c) ethical conduct toward students

See D2L/TK20 for Reading Specialist Program Handbook.

[19 TAC §228.30(c)(6)]

The framework in this state for teacher and principal evaluation

T-TESS Teacher Handbook
https://teachfortexas.org/Resource_Files/Guides/T-TESS_Teacher_Handbook.pdf

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 D2L is used to keep track of your activities and points, thus it is your responsibility to keep track of how you are doing.

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

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:
https://community.brightspace.com/s/article/Brightspace-Platform-Requirements

LMS Browser Support:
https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm 5

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu**.**

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Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

Brightspace Support
Need Help?
Student Support
If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support
If you are having technical difficulty with any part of Brightspace, please
contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or

click on the words "click here" to submit an issue via email.

System Maintenance
Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am CST.

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COURSE AND UNIVERSITY PROCEDURES/POLICIES

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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 critical 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.**

Attendance Policy: Students are expected to attend the required **synchronous meetings** indicated on the **course calendar**. Additionally, students are required to participate in **pre-and post-conferences** associated with the *three* formal observation lessons. Notify the instructor if you are unable to virtually attend any scheduled meetings. They will need to be made-up/ rescheduled in order to receive full participation credit for the course.

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

Syllabus Change Policy - The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

Student Conduct - All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook.
http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx

        Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: https://www.britannica.com/topic/netiquette

TAMUC Attendance - For more information about the attendance policy please visit the Attendance webpage and [Procedure 13.99.99.R0.01](.).

http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/ academic/13.99.99.R0.01.pdf

Academic Integrity -Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

- [Undergraduate Academic Dishonesty 13.99.99.R0.03](.)
- [Undergraduate Student Academic Dishonesty Form](.)

- http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf

- [Graduate Student Academic Dishonesty Form](.)

- http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf

- http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf

Students with Disabilities-- 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
Gee Library- Room 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: studentdisabilityservices@tamuc.edu
Website: [Office of Student Disability Resources and Services](.)
http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/

Nondiscrimination Notice - Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement - *Texas 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.

- o For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

- o Web url: http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmploye [esAndStudents/34.06.02.R1.pdf](#)

- o 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.**

C. The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.

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