



TEXAS A&M UNIVERSITY SAN ANTONIO

EDRG 5380 Practicum in Literacy Leadership

Course Description:

This course provides experience in literacy leadership. Graduate students are expected to partner with a campus or district reading specialist and assist in assessing and providing support to PK-12 students. In addition, graduate students are expected to provide instructional support and professional development to teachers. The graduate student will be required to complete a minimum of **160 hours** combined in pre-K, elementary, middle, and high school settings, as reading specialist certification encompasses PK-12. (3 hours). ***In addition, 2 years of teaching experience and a valid teaching certificate are REQUIRED.***

Prerequisites: EDRG 5310, EDRG 5320, EDRG 5325, EDRG 5329, EDRG 5335, EDRG 5355, and EDRG 5360.

Learning Objectives:

Upon completion of this course students will be able to:

1. assume the role and responsibilities of a reading specialist
2. understand the **requirements** for becoming a reading specialist in Texas

Standards:

International Literacy Association

- Standard 1: Foundational Knowledge
- Standard 2: Curriculum and Instruction
- Standard 3: Assessment and Evaluation
- Standard 4: Diversity
- Standard 5: Literate Environment
- Standard 6: Professional Learning and Leadership

Reading Specialist Standards

- Standard I: Components of Reading
- Standard II: Assessment and Instruction
- Standard III: Strengths and Needs of Individual Students
- Standard IV: Professional Knowledge and Leadership

Meeting Discussion Topics:

- Experiences in daily practicum.
- Coaching suggestions and related topics.
- Assessment and using data to plan instruction.
- Practitioner based article reviews and the relation to individual experiences.
- Professional development.
- Identifying strengths and needs of individual students.

Major Course Requirements:

1. Completion of 160 practicum hours in literacy leadership:

In order to successfully finish this course, you are required to complete 160 practicum hours outside of your regular teaching duties. These hours are to be reflective in the following standard areas: Standard I: Components of Reading, Standard II: Assessment and Instruction, Standard III: Strengths and Needs of Individual Students, and Standard IV: Professional Knowledge and Leadership.

2. Observation of 135 minutes by Faculty:

Each student will receive a total of 135 observation minutes by Dr. Lindner during the semester. The observations will be determined and added to individual student calendars throughout the semester. Students will receive feedback based on observations. **You will be required to complete a pre-observation form before each of your formal observations.** Dr. Lindner will complete a formal observation form 3 times throughout the semester: 1 during the first 1/3, 1 during the second 1/3, and one during the final 1/3 of the semester. You will also be responsible for participating in a post-observation conference with Dr. Lindner. *Conferencing regarding observations may be completed virtually via **Blackboard Collaborate**.*

3. Informal Observations by Site Supervisor:

Your district site supervisor is required to complete at least 1 informal observation of you during the semester. You are allowed to request additional informal observations, either by your site supervisor or your university supervisor. It is **your** responsibility to submit the informal observation form completed by your site supervisor to the course blackboard page.

4. Action Plan Portfolio and Documentation of 160 practicum hours:

This assignment will develop throughout the entire practicum experience. Review each required piece to prepare for completion. Your action plan portfolio must include the following items:

1. Three professional goals should be identified as you begin your practicum process. Clearly define three goals, identify why the goal is important to you, how you will track progress towards the goal, and the final outcome of the goal (to be completed throughout the practicum). You can use the format provided below for a template if needed. Goals must be type-written.

<i>Professional Goal</i>	<i>Why the goal is important me</i>	<i>How I will document/provide evidence that I am working on this goal</i>
Goal 1: Collect and organize lesson plans & resources about reading and writing organized around comprehension, fluency, phonics/word study, vocabulary, motivation, and approaches for teaching literacy. (NOTE: I might do this electronically...)	I've been learning so many things about teaching literacy but now I need to gather those ideas together so that I can hit the ground running when I student teach and have my own classroom.	<ol style="list-style-type: none"> 1. Synthesize relevant notes and discussions from class and my reading in each section of binder; 2. Highlight useful parts of tutoring lesson plans. 3. On individual artifacts or sections, create post-its or some kind of NOTE TO SELF that will remind me what worked, why, things to remember, etc.
Goal 2: Develop knowledge about how to teach reading and writing to English language learners.	I will probably teach in a school that has a large number of ELLs and feel like I know very little about strategies that work.	<ol style="list-style-type: none"> 1. Implement the LITERACY STRATEGY ASSIGNMENT with my tutee to focus on ELL strategies; 2. In my lesson plans document how I am using these strategies and how they worked; 3. Look for apps and other digital tools that have been found to be effective with ELLs, try them and document how they worked in my lesson plan reflections and in my binder for Goal 1.
Goal 3: Explore ways to effectively and authentically integrate technology in my tutoring sessions.	I have seen few examples of effective use of tablets and other technology in my practicum and want to be prepared.	<ol style="list-style-type: none"> 1. Highlight use of technology in lesson plans and evaluate their use 2. Provide examples in my e-portfolio;

2. Classroom observations of reading teachers and/or content area teachers at the PreK, Elementary, Middle, and High School levels.
3. Complete a departmental, school, and/or district professional development workshop or conference presentation. (This can be a collaborative effort with other educators at the school, in the district, or in the Reading Program.)
5. Co-teach with campus or district teachers using the instructional coaching model. Include documentation of this teaching in the portfolio. This activity is with multiple teachers at different grade levels.
6. Develop a “Parent Night Out” or “Literacy Night” in support of home to school connections and parent engagement in literacy development.
7. Interview a campus or district leadership personnel to determine their views and philosophies of reading, literacy development, literacy instruction. You will synthesize the interview responses and write a paper discussing the themes and other literacy related leadership opportunities. You will submit a synthesized paper.

NOTE: NONE OF THESE ACTIVITIES CAN BE COMPLETED DURING YOUR NORMAL TEACHING DUTIES (e.g. you cannot count your regular teaching time as hours toward your 160 hours of the practicum)

5. Group Meeting/Debrief Monthly:

During your practicum experience, we may hold monthly meetings to debrief your experiences in your practicum and to discuss your progress.

6. Create/Update E-Portfolio:

It is highly recommended that you keep track of all of the work you are doing via a digital portfolio or folder. This way, you will be able to easily access your work to showcase for job applications and during job interviews.