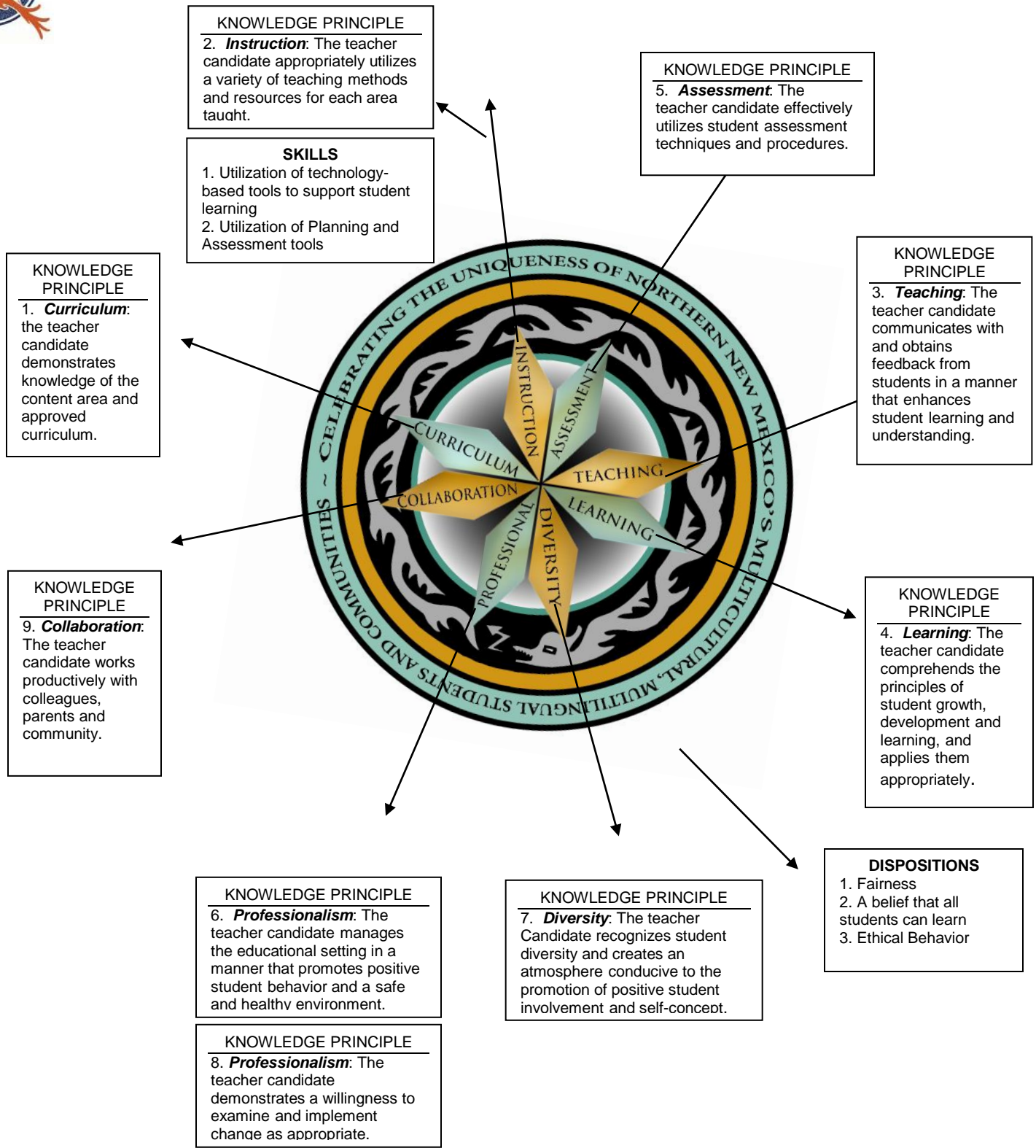




Northern New Mexico College
 ED 411 Practicum
 Co-requisite: ED410 Teaching and Diagnosis of Reading



- I. CREDIT HOURS: 1
- II. SEMESTER TAUGHT: Spring
- III. COURSE TIME: Students will meet online or in person weekly. The co-requisite ED410. Meeting Dates: TBA
- IV. New Mexico Initial Licensure requirements.

ALP requirements:

Take, pass, and provide evidence of passing the State of New Mexico's required teacher assessments to the College of Education.

- Provide evidence of the initial teacher assessment required by the State of New Mexico; Essential Academic Skills/Teacher Skill Assessment ***within the first semester of enrollment in the program***. Failure to take/pass the exam will prevent enrollment in future ALP classes.
- Provide evidence of passing the remaining State of New Mexico required assessments respective of your program within your last semester of coursework.

BA in Elementary Education Program requirements:

Provide evidence of passing the *New Mexico Essential Academic Skills test (score of 240 or above) before being admitted into the program. Failure to pass the exam will prevent my application from consideration. In addition, failure to take/pass the exam will prevent me from registering for any 300 or 400 Level Education courses including courses within my Bilingual, TESOL, or HSS major.

Prior to beginning ED 479, Student Teaching (9 credits) and ED 480, Student Teaching Seminar (1 credit):

1. Provide evidence of passing the following exams:
 - a. Assessment of Professional Knowledge: Elementary
 - b. Elementary Education (Subtests I and II)
 - c. Essential Components of Elementary Reading Instruction
2. Submit a completed Student Teaching Application packet to the COE, TEC 201 by the end of April of the Spring Semester or the end of October of the Fall Semester.

V.

VI. COURSE DESCRIPTION:

The students will participate in supervised observation and practice in teaching reading strategies and developing reading materials for reading students at the elementary level. Thirty-two hours are required in this placement. The students will be placed in a scheduled reading instructional time in one of the following types of program: Title I, Reading Intervention, and/or in a regular classroom setting during the scheduled reading block. Co-requisite: ED410 Teaching and Diagnosis of Reading.

VII. NEW MEXICO TEACHER COMPETENCIES – COMPETENCIES FOR ENTRY LEVEL TEACHERS:

- b.1 Understands learning theory, subject, and curriculum development; uses this knowledge in planning instruction to meet curriculum goals
- b.4 Creates short- and long-term plans that are linked to student needs, performance, and learning styles
- b.9 Plans/uses assessment strategies/instruments appropriate to learning outcomes evaluated.

- d.1 Understands/uses formal/informal assessment strategies to evaluate/ensure intellectual, social, physical, aesthetic development of learner.
- d.11 Demonstrates familiarity with variety of assessment tools, including portfolios, performance-based assessment, student writing.

- f. 1 Understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

- h..9 Understands the social, emotional, physical, and academic needs of students with exceptionalities.
- h..11 Assists students with exceptionalities to have positive experiences in the regular classroom.

- J-a
 - a. Foundations: the teacher understands the foundations of reading and language arts development, including but not limited to:
 - i. research on reading;
 - ii. how children learn to speak, read, write, and listen;
 - iii. cultural, linguistic, environmental, and physiological factors in reading and language arts development;
 - iv. children's developmental processes;
 - v. characteristics of proficient and non-proficient readers;
 - vi. relationship between oral and written language;
 - vii. language structure including graphophonics, semantics, syntax, and pragmatics systems.
 - viii. writing instruction, including: different types of writing for different audiences and purposes; spelling generalizations; grammar instruction within authentic contexts; and writing processes, including drafting, revising, and editing;

- j.b
 - b. Assessment:
 - i. The teacher understands the use of classroom reading assessment to diagnose students' instructional needs and modify instruction appropriately.
 - ii. The teacher links assessment and instruction to New Mexico language arts content standards, benchmarks and performance standards.

- j.c
 - Methods of instruction: the teacher differentiates methods of instruction based on needs of students and designs instruction based on the following reading and language arts components:
 - i. oral language development;
 - ii. phonemic awareness and phoneme manipulations, such as blending,

- segmentation, and substitution;
- iii. phonics instruction, including a variety of strategies such as systematic, explicit instruction and the use of phonics in reading and writing;
- iv. vocabulary development, including both explicit instruction and indirect vocabulary development through authentic literature and students' experiences;
- v. comprehension strategies, including: instruction on predicting, re-reading, questioning, sequencing, summarizing, retelling, reading for pleasure and analytical and critical reading; activities to develop fluency, the ability to read text accurately and rapidly; and study strategies, for example, planning, accessing and organizing information from a variety of texts and sources;

College wide Learning Outcomes

1. Ability to communicate clearly and effectively
 - a. Use the verbal, written, listening, and visual skills necessary to analyze, synthesize and cite information, construct arguments, identify and solve problems, and engage across academic fields and civic discourse.
2. Ability to think critically through analytical, inventive and creative means
 - a. Infer specific contexts and situations for learning by asking essential questions and applying both quantitative or qualitative methodologies and processes to solve problems.
3. Demonstrate commitment to address cultural, social, and ethical responsibilities
 - a. Ability to perceive situations from various cultural and ethical contexts; to realize the role of the individual in influencing societal consequences; understand the importance of character values such as but not limited to: truthfulness and personal integrity, sense of responsibility, sense of fairness and justice, to test conventional wisdom for the pursuit of truth empathy, compassion, and general good citizenship.
4. Demonstrate Proficiency in the use of Current Technology and Innovation
 - a. Ability to use current technology including (where applicable) but not limited to: computer software such as word processors, statistics/analytical programs, simulation programs, musical/artistic programs, and other software that increases overall ability and understanding; machinery and industrial processes that contributes towards increased productivity and efficiency; Innovation or the application of creativity or original thought.

IX. REQUIRED TEXT:

Fox, Barbara J. (2014). **Phonics and Linguistic Analysis for the Teacher of Reading (11th Edition)**. New Jersey: Allyn & Bacon.

X. INSTRUCTOR INFORMATION

INSTRUCTOR:	COMMUNICATIONS:	OFFICE HOURS:
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Christina Esquibel Ed.S.	christinaesquibel@hotmail.com	M: 4:30-7:00 W: 2:00-4:30
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XI. ATTENDANCE:

Class Session Attendance:

Attendance at all field experience class meetings is required. One missed unexcused class session will result in a failed grade.

Field Experience Attendance:

Follow the NNMC field experience attendance policy when in the field. If you must miss a schedule observation, please inform me, and your cooperating teacher on or before the absence.

XII. CLASS TOPICS AND ASSIGNMENTS

College of Education program requirements are aligned to the New Mexico Entry Level Teacher Competencies and NNMC's College of Education Conceptual Framework. Assignments in this course correspond to selected competencies as listed below.

Date	Tentative Topic/ Text Chapter (See hybrid online course for calendar based topics	Competency	Assignment (Course Learning Modules for specific assignments aligned to each of the modules)	Knowledge (K), Skill (S) or Disposition (D) # in the Conceptual Framework
<u>Module 1 Week of Jan. 26</u>	Introduction, Syllabus, Reading Theories, Historical Perspectives, Language Acquisition, and Reading Models	b-1, b-9	(1) In-class orientation and field requests (2) Phonics and linguistic Analysis Self-Assessment	K-6- 9, D1-3
<u>Module 2 Week of Feb. 2</u>	State and National Reading Standards	b-1, b-9	(1) In-class orientation and field requests (2) One observation of a 90 minute reading block (3) Phonics and Linguistic Analysis Self-assessments must be completed by this week. Bring your self-assessments to class on this day.	K-1-4, K- 7, D1-3
<u>Module 3 Week of Feb. 9</u>	Essential Components of Reading Instruction, Becoming an Effective Teacher of	j- a i, ii, iii, iv, iv, j-c, i, ii, iii, iv, v	(1) Three hours field observation of a 90-minute reading block. (2) Focused Observation 1	K 1-7, D1-3

	Reading: Characteristics of Effective Teachers			
<u>Module 4</u> <u>Week</u> <u>of Feb.</u> <u>16</u>	Teaching the Reading & Writing Process	j- a i, ii, iii, iv, iv, j-c, i, ii, iii, iv, v	Three hours field observations of two 90-minute reading blocks. Focused Observation 1	K 1-7, D1-3
<u>Module 5</u> <u>Week</u> <u>of Feb.</u> <u>23</u>	Assessing Students' Literacy Development: Formal assessments: DIBELS Screener and qualities of the NMSBA	j-a i, ii, iii, iv, v	Three hours field observations of two 90-minute reading block.	K 1-7, D1-3
<u>Module 6</u> <u>Week</u> <u>of</u> <u>March</u> <u>2</u>	Early Literacy Three Stages of Reading and Writing Brief Overview of Early Literacy Screening Indicators: Concepts of Print and DIBELS	j c: i, ii, iii	Three hours field observations of two 90-minute reading blocks. Focused Observation 3 Complete the Consonant Section of the Phonics Text (page 27-85)	K1-4
<u>Module 7</u> <u>Week</u> <u>of</u> <u>March</u> <u>9</u>	Cracking the Alphabetic Code: Phonemic Awareness		Three hours field observations of two 90-minute reading blocks.	
<u>Module 8</u> <u>Week</u> <u>of</u> <u>March</u> <u>23</u>	Phonemic Awareness: Instructional Strategies	j c: i, ii, iii	Three hours field observations of two 90-minute reading blocks. Focused Observation 4 and Focused Observation 5 (Complete the Vowel Section of your text~page 87-132)	K1-4
<u>Module 9</u> <u>Week</u> <u>of</u> <u>March</u> <u>30</u>	<u>Cracking the Alphabetic Code:</u> Phonics & Word Analysis Instructional Strategies	j-a i, ii, iii, iv, v	Three hours field observations of two 90-minute reading blocks.	K1-4
<u>Module 10</u>	<u>Developing Fluent Readers and</u>	j, iv	Three hours field observations of two 90-minute reading blocks. (Twenty-four (24)hours should	K1-4

Week of April 6	Writers: Instructional Strategies to teach word identification and fluency		have been observed thus far.)	
Module 11 Week of April 13	Vocabulary: Expanding Students' Knowledge of Words	j-5	One observation of a 90 minute reading block Focused Observation 6 Complete Section IV and V of your Phonics Text (Page 135-157)	K1-4
Module 12 Week of April 20	Facilitating Student's Comprehension: Reader Factors	j-5	One observation of a 90 minute reading block.	K1-4
Module 13 Week of April 27	Comprehension: Text Factors	b-9,d-1, d-11, j-b: i, ii, h-9, h-11	One observation of a 90 minute reading block.	K5, S2, D1-3
Module 14 Week of May 4	Assessing Students' Literacy Development: Informal assessments: The QRI, Running Records and Miscue Analysis	b-9, d-1, d-11, j. b, i, ii, h-9, h-11	One observation of a 90 minute reading block. Complete the Structural Analysis of your Text (page 185-209 of your text)	K5, S2, D1-3
Module 15 Week of May 4	Organizing for Instruction	b1, b4, b9,	One observation of a 90 minute reading block. Focused Observation 7	K1-5, S2 D1-3
Module 16 Week of May 4	Differentiating Reading and Writing Instruction- Final Projects (Putting It All Together)	j-a, b, c	One observation of a 90 minute reading block. Complete the Self Assessment by the Final Week of Class	K1-9, S2, D1-3

XIII. COURSE REQUIREMENTS/ GRADING CRITERIA

Utilize the required 37.5 hours with the following activities (Three hours (3) will be completed during in-class meetings. I will sign your logs reflecting these hours. Thirty-four and a half (34.5) hours will be competed in the field. Your field experience cooperating teacher will sign your field observation logs reflecting these 37.5 hours.

(a) Standard Observation:

Students are required to complete weekly unstructured observations & reflections of reading instruction in the classroom or in special reading programs using the NNMC College of Education Lesson Plan Observation and reflection Sheet. Students are required to spend between 1 and ½ hours-3 hours at the field site per week during the scheduled reading block. During standard observation weeks, students are expected to actively observe the classroom teacher as the reading lesson is presented to students. Students are expected to actively observe the elementary pupils' response to the lesson and their participation in activities related to the reading block. If the cooperating teacher allows, you may support students in one-to-one or small group reading assistance setting.

After each standard observation, you are required to: (I.) complete a journal entry for each standard weekly field observations, and (II.) complete a lesson reflection form using NNMC's observation form.

(b) Focused Observations:

Some modules require focused observations that are aligned to module content. These focused observations may include designing and presenting reading lessons one-on-one or with small groups during the reading block and assisting the cooperating teacher with small reading groups or with individual students, and/or interviewing teachers. After each focused observation, you are required to: (1) complete a journal entry for each standard weekly field observations, and (2) if applicable, complete a lesson reflection form using NNMC's observation form.

(c) Field Experience Log and Disposition Checklist:

Students will be required to submit a field experience time log reflecting at least 33 hours of field experience and a disposition checklist. The disposition checklist and field experience log will be completed and signed by the cooperating teacher.

(d) Completion of Phonics and Linguistic Analysis for the Teacher of Reading Workbook

Students are required to complete the self-assessments and final assessments and all pages in between in the text: Phonics and Linguistic Analysis for the Teacher of Reading following the pace outlined in the syllabus. Submit the workbook with your field observation binders to your instructor the final week of class.

Focused Observation #1:

This observation should focus on the whole classroom. What kind of learning environment has the teacher created for learners? What are the qualities of the environment? How does this environment support literacy development (i.e. classroom

library, literacy independent learning centers, literacy-based display, etc)? How does the classroom environment demonstrate what the teacher values in terms of literacy development? How does the classroom environment demonstrate what the students value in terms of their literacy development? How would you adjust the environment in order to integrate elements you deem missing based on your reflections thus far? How has the observation changed your thinking about the kind of learning environment you'll create for your students?

Focused Observation #2:

What is the role of language in the classroom? To what extent is the setting rich in language? How are students encouraged to use literacy, language and language to learn? How has this observation informed your thinking about the role of language in learning to read and write?

Focused Observation #3:

What is the role of phonemic awareness in the classroom? How do students demonstrate their level of linguistic analysis in the classroom? After obtaining the classroom teacher's permission by having him/her sign your lesson plan, teach your phonemic awareness lessons to 1-3 students. Reflect on your teaching and the students learning. What worked? What didn't work? How do you know? How would you adjust your teaching to ensure that all students learn the stated objectives?

Focused Observation #4:

Think about the reading instruction you observe in your field placement classroom. Which stage of the reading process does your cooperating teacher engage in most often? Which is used the least? Why do you think this is? How is phonics instruction taught in the classroom? How do you think teachers decide which type of reading to do with his/her students? Develop at least 5-8 questions do better understand how reading in general is taught and how the teachers ensures that phonic instruction is included in the lesson. Interview your cooperating teacher to gain additional insight into these questions. Include your questions and interview responses in your field journal. How has this observation informed your thinking about the role of phonics instruction?

Focused Observation #5:

After reading about the four ideas for word identification (see page 197-206), ask your cooperating teacher how s/he makes sure that all students have equal access and opportunity to learn new words. Does s/he have experiences that support the strategies described? Contemplate how a new teacher might learn from these experiences. Informally listen to and evaluate at least three students read in your field experience classroom. Use the four components of reading fluency from page 209 to help you evaluate each student as a reader. How has this observation informed your thinking about the role of vocabulary instruction?

Focused Observation #6:

Observe in one or more elementary classrooms during reading instruction. Try to determine what the classroom teacher is doing to facilitate comprehension in her/his students. Keep a list within your notes to share with your classmates.

Select a more capable reader and a less capable reader from your field placement classroom (you might want to ask your cooperating teacher for suggestions on whom to select). Interview each of them, asking them about their reading habits and attitudes. Listen to each read. Write a comparative analysis to describe your findings. (Analyze the students ability to comprehend what they read & compare the students' comprehension abilities.) How has this observation informed your thinking about the role of comprehension instruction?

Focused Observation #7:

Borrow a basal reading teacher's guide from your cooperating teacher or another teacher in the school. If you feel that you can't borrow a basal teacher's guide, let me and you may borrow one of mine. Compare and contrast the basal with the five components listed on page 326 of the 2010 text edition and the essential components found in Putting Reading First. Describe how this particular basal measures up to the five essential components of literacy instruction.

Journal Format

First page - Include your name, the name of the school you visited, the name of the teacher you visited, and all the dates and times of your visits.

Second page - Log sheet (Use NNMC's College of Education Field Experience Log)

Third, fourth, etc., pages - This is where you record your observations for each day. Use one page per day.

The format for your observations pages should be as follows:

- a) Date of visit
- b) Name of teacher observed
- c) Kind of class observed
- d) Activities the class is engaging in; any pertinent observations or events; any events or activities that relate to topics discussed in class or in your readings
- e) Reflections on your experiences. Reflect on your experiences, relating them to

what you expect from teaching, your own experiences in school, and what you have studied in class. THIS IS VERY IMPORTANT. Your reflections must be separate from your observations, but on the same page.

Therefore, each day of your observation should contain the information in a - d, in the upper part, and your reflections on the day on the lower half.

Appendix to your Journal:

In this Appendix, the student will describe his/her experiences if participating in activities 1 – 4. See below. Include artifacts in this section of your binder including QRI-4 completed assessment forms and observation artifacts.

In addition to classroom observations, and if the field site approves, teacher candidates in this class may:

1. Attend a faculty, department, instructional team, or School Improvement Team meeting, or interview a member of any of the above.
2. Collect data on student learning, analyze the data, reflect on prior teaching, and develop strategies for improving learning/behavior.
OR
Discuss with the Cooperating Teacher how this process is done.
3. Describe or use instructional strategies that engage all students in the learning process.
4. Identify the multiple literacy assessment tools (both formal and informal) used by the Cooperating Teacher to (a) determine areas that need improvement and (b) to develop a plan of improvement for students.
5. Identify teacher behaviors, rules, teaching materials, or other items you would use in your teaching of reading.

XIV. GRADING SCALE:

Grading will be based on class attendance and **acceptable completion** of class assignments.

Assignments	Due	Percentage
Standard and Focused Field Observations Grading: Field Experience Requirement Rubric Included Below	Final Week of Class	50% NNMC SLO 1
Completion of entire Phonics and	Final	25%

Linguistic Analysis Workbook Grading: Pass/Fail: An incomplete workbook will result in a failing grade	Week of Class	
Time Log and Dispositions Checklist Grading: Pass/Fail: A non-submission of the log and/or dispositions form or a log reflecting fewer than 33 hours will result in a failing grade.	Final Week of Class	25%

A = 90% to 100% B = 80% to 89% C = 70% to 79% D = 60 to 69% F=under 60%

XV. ASSESSING STUDENT COMPETENCIES:

Observation & Critique of Reading Instruction:

Daily Observation Journal

Rubric for Evaluating Field Experience Requirements:

Criteria				
Format of Journal (Journal Style, Format, and Appendix)	The student followed few, if any, of the instructions – 0-15points	The student followed some of the instructions – 16-20 points	The student followed most of the instructions points 21-25	The student followed the format instructions exactly 26-30 points
Organization (well organized, easy to read and clearly outlined)	The journal is unorganized - 0-15 points	The journal is not easy to read, and is poorly organized -16-20 points	The journal is moderately easy to read, and is somewhat organized -21-25 points	The journal is easy to read, and well organized 26 -30 points
Grammar & Mechanics	Spelling, punctuation, and usage are so bad that it is difficult to understand what the student is writing -0-15 points	Fair spelling, punctuation and usage – 16-20 points	Good Spelling, punctuation, and usage -21-25 points	Excellent spelling, punctuation and usage are excellent throughout the journal. 26-30 pts.
Completed NNMC	Time log and/or	Time log reflects	Time log reflects	Time log reflects

Log & Dispositions Checklist	Dispositions Checklist are not included 0 pts	0-10 field experience hours & Dispositions Checklist is Completed 1-6 pts	11-23 hours & Dispositions Checklist is Completed 7-9 pts	24-32 hours & Dispositions Checklist is Completed 10 pts

XVI. LATE WORK

Your work is due on the date indicated on the syllabus. I will deduct 1 point for each day that your paper is late. If you are absent when an assignment is due, it is your responsibility to turn in the work the following business day. Do not wait until the next class to turn in your work, as this will substantially decrease your grade. In case of an emergency, you can e-mail me your assignment. Each student is responsible for maintaining copies of all completed assignments. Because humans and computers are not error-proof, I advise that you save often when writing papers, and once completed, save one copy to disk and one as a hard copy.

XVII. SPECIAL NEEDS:

NNMCC is committed to making every reasonable accommodation to assist any student with a documented disability to meet the requirements expected of all students enrolled in this course. If accommodations need to be modified, please inform the instructor of this course by the second class meeting. The Special Needs liaison's phone number is 505-747-2152.

XVIII. INFORMED CONSENT:

Some students may choose to disclose personal information during class. Therefore, it is important that all classmates agree to keep the information discussed in class confidential.

XIV. INCOMPLETE POLICY:

The grade of 'I' is given for course work that could not be completed due to circumstances beyond the student's control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with me. Once an Incomplete is given, it is your responsibility to complete the work according to the parameters of the deadline. The college's computer automatically changes an "I" to a "F" when the deadline passes.