Thank you for collaborating with UT Arlington in the process of preparing our graduate students/candidates who are seeking Reading Specialist, Master Reading Teacher, and ESL certifications in Texas.

Your role as a field supervisor is critical to the success of our candidates, and we appreciate your contributions.

This presentation is designed to clarify your role as a field supervisor.
Completion of Training

- This training is required by the Texas Education Agency.

- Please document your completion of the training by following the link at the end of the document.

- Thank you for your efforts in helping us maintain a successful educator preparation program.
The courses of this program of study are aligned with state and national standards.

As a field supervisor, you are working with candidates as they complete practicum requirements of the program.

In a practicum, candidates who are seeking certification(s) work in Texas Education Agency accredited/approved schools to demonstrate being able to apply knowledge. The school can be the school where a candidate is currently teaching.
Texas Administrative Code

- The requirements of the practicum experiences and your role as a field supervisor are guided by Texas Administrative Code.

- As stated on the Texas Education Agency website: “All educator preparation programs are governed by Texas Administrative Code rules and monitored for quality by Texas Education Agency Division of Educator Standards. Programs are responsible for implementing current rules, content and best practices as they prepare future teachers and administrators.”

- Each candidate seeking certification in Texas must have supervision of an experienced educator trained as a field supervisor.
Qualifications of Field Supervisor

- Each candidate identifies a qualified field supervisor and follows procedures for notifying a representative of UT Arlington who then coordinates work with the field supervisor.
- The field supervisor is an educator who is certified within the United States and has advanced credentials of at least a master’s degree.
- The field supervisor should have expertise that can be drawn upon in providing constructive feedback that can contribute to the growth of the candidate.
- The field supervisor preferably has a minimum of five years of experience in teaching and/or administration (but this is not required).
- The field supervisor can be a current or former campus administrator, experienced educator, curriculum coordinator/director, or reading specialist.
Requirements of Supervision

- Within the first three weeks of a practicum course, field supervisors are to make initial contact by telephone, email, or other electronic communication.

- The field supervisor and candidate plan a time for the field supervisor to observe the candidate engage in practicum requirements of teaching students or providing literacy leadership/coaching for other teachers.

- The field supervisor will observe the candidate one or two times, depending upon the practicum course the candidate is enrolled in at the time.
Requirements of Supervision

- Candidates are aware of the practicum requirements when they receive a course syllabus, and they are responsible for ensuring that observations are linked with those requirements where they demonstrate being able to apply knowledge in meeting state standards.

- Any observations must also receive the consent of any other teachers involved so that they are aware of the observation taking place and so that the time works with their schedules, too.

- The field supervisor documents the candidate’s practices, using the Practicum Observation and Conference Form provided by UT Arlington.
In complying with Texas Administrative Code, the field supervisor documents the candidate’s practices observed for 45 minutes.

After the observation, the field supervisor provides written feedback through an interactive conference of 20 minutes with the candidate.

The campus administrator and UT Arlington also receive a copy of the written feedback, using the Practicum Observation and Conference Form.

Each item on the Practicum Observation and Conference Form serves a purpose in meeting standards and being in compliance, so completing each item as designated is important.
LIST 5316 is one of the first courses candidates take.

In LIST 5316, candidates begin to learn about current insights related to concepts of literacy development, assessment and instruction as well as the differing needs of students. Candidates gain in-depth knowledge through courses of their program.
Requirements of Course Practicum: LIST 5316

- Field supervisors observe Reading Specialist candidates one time for LIST 5316.

- This observation will focus upon the candidate providing literacy instruction to students.

- Candidates in LIST 5316 work with a cooperating/mentor teacher and a mentee.

- The literacy instruction provided could be provided to the mentor teacher’s students, the mentee’s students, or it could be instruction provided to the candidate’s students. The instruction could be large or small-group instruction in literacy education.
Requirements of Course Practicum: LIST 5316

- The field supervisor observes the candidate for 45 minutes as the candidate provides literacy instruction to students.

- The 45-minute allocation also needs to make it possible for the candidate to demonstrate applying knowledge of literacy education rather than engaging in other instruction or tasks.

- The 45 minutes should be allocated in ways that are appropriate for the students. For example, the candidate may provide 15-20 minutes of whole-group/whole-class instruction followed by working with small groups or individuals.
The first sections of the observation form require providing information to designate the candidate and field supervisor.

Some of the information will need to be supplied by the candidate, and field supervisors can obtain that before an observation or during the conference.
The next section required providing information about the practicum. Again, the field supervisors can obtain this information before an observation or during the conference, if needed.
Practicum Observation and Conference Form - Observation

- Field supervisors must indicate the start time and end time of the observation and conference.

- Again, each observation needs to be 45 minutes, but the time should be allocated in ways appropriate for the subject or grade level.

- Each conference will last at least 20 minutes, and that is indicated on the conference section of the form.
You will be asked to describe the setting, and a drop down box offers choices:

- assessment/instruction for students (which is for LIST 5316),
- professional development for teachers (which is an option for LIST 5317),
- coaching of less experienced educator in literacy education or mentee (which is another option for LIST 5317).
Practicum Observation and Conference Form - Description of the Lesson Information

- For the description, the field supervisor provides comments to document in more detail what took place or what was observed.
- For a candidate enrolled in LIST 5316, comments describe the instruction offered to the students.
Description of the Lesson, Professional Development, or Coaching

Marie Foster met with a group of five second-grade students for guided reading instruction. While she met with the group, other children in the class participated in learning centers. Ms. Foster began by preparing students for reading the new story. Next, the students read silently at the table. Ms. Foster listened to individual children in the group read aloud in a soft voice and jotted notes on an anecdotal record sheet. After the children finished reading the story silently, Ms. Foster lead a discussion about the story. Then Ms. Foster provided instruction on a commonly confused words, flour and flower, based upon the word flour that was used in the story.
Marie Foster met with a group of five second-grade students for guided reading instruction. While she met with the group, other children in the class participated in learning centers. Ms. Foster began by preparing students for reading the new story. Next, the students read silently at the table. Ms. Foster listened to individual children in the group read aloud in a soft voice and jotted notes on an anecdotal record sheet. After the children finished reading the story silently, Ms. Foster lead a discussion about the story. Then Ms. Foster provided instruction on a commonly confused words, flour and flower, based upon the word flour that was used in the story.
The four sections of the observation are based upon and correspond to the Reading Specialist (EC-12) Certificate Standards, I-IV as presented on the Texas Education Agency website.

Reading Specialist Standards (link to PDF)
The Reading Specialist Standards include addressing needs of English Language Learners.

The Reading Specialist Standards address 1) teacher knowledge, or what a Reading Specialist should know and 2) application, or what a Reading Specialist candidates can do.
Practicum Observation and Conference Form—Sections I-IV

- The observation is addressing the Standards in regard to application, or what Reading Specialist candidates are able to do.

- Standards I, II, and III pertain to applying knowledge of literacy research and development to working with students.
Standard IV pertains to having knowledge and being able to assume a literacy leadership role in working with other educators/stakeholders.

This standard is not focused upon in LIST 5316 because candidates are at the beginning phase of the program of study, but Standard IV is focused upon in the last practicum of the program.
In LIST 5316, the observation will focus upon Standards I, II, III (and not IV).

A section of the observation form is devoted to each of these three standards.
Each part of the observation form that addresses a Standard is similar.

For each standard addressed, the field supervisor selects one of three rankings:

- Approaches Standard (the lowest)
- Meets Standard
- Exceeds Standard
A ranking of **Approaches Standard** is given because the delivery of the candidate is **lacking or not appropriate** in regard to essential information, pacing and/or engagement.

A ranking of **Meets Standard** is given because the delivery of the candidate **demonstrates proficiency** in regard to essential information, pacing and/or engagement.

A ranking of **Exceeds Standard** is given because the delivery of the candidate **demonstrates exemplary application** in regard to essential information, pacing and/or engagement.
Practicum Observation and Conference Form - Standard I

- The candidates will be asked to demonstrate meeting aspects of the first three standards as they plan and provide instruction.

- Standard I relates to applying knowledge of the components of literacy: oral language, phonological and phonemic awareness, concepts of print, alphabetic principle, word identification, fluency, comprehension, vocabulary, written language.
Practicum Observation and Conference Form - Standard I

- It is not likely that a single observation will be able to document that the candidate can apply knowledge of all of the literacy components.

- Any component that is not featured in the observation can be designated as N/A (not applicable).
In our example, components of literacy observed are oral language, word identification, comprehension, and vocabulary. All others would receive a N/A (not applicable).

<table>
<thead>
<tr>
<th></th>
<th>Approaches Standard</th>
<th>Meets Standard</th>
<th>Exceeds Standard</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Oral Language</strong></td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td><strong>Phonological and Phonemic Awareness</strong></td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td><strong>Word Identification</strong></td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td><strong>Alphabetic Principle</strong></td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td><strong>Fluency</strong></td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td><strong>Comprehension</strong></td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td><strong>Written Language/Writing</strong></td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
For each standard ranking, the field supervisor then provides comments to provide evidence or an explanation.

The comments should not be solely evaluative comments (e.g., “Great job!”).

Rather they should be statements of exactly what the candidate said/did.

Evidence of Rating:
(Account of What the Candidate Said/Did)

Ms. Foster developed oral language of the students through providing time for the students to talk about the story “Little Red Hen” after reading the story, and she did not dominate the discussion.

Ms. Foster developed comprehension by discussing with the students important details of the story and themes that emerged when students shared why they did or did not agree with Little Red Hen not sharing bread with Pig and Dog.

Ms. Foster developed vocabulary by giving examples of how to use flour and when to use flower for word study. Ms. Foster provided adequate examples of each word and showed the spelling as she provided examples of how to use the word to show the meaning.
In this example, the comments show how the candidate applies knowledge of components of literacy and supports a ranking of meets standard or demonstrates proficiency.

Ms. Foster developed oral language of the students through providing time for the students to talk about the story “Little Red Hen” after reading the story, and she did not dominate the discussion.

Ms. Foster developed comprehension by discussing with the students important details of the story and themes that emerged when students shared why they did or did not agree with Little Red Hen not sharing bread with Pig and Dog.

Ms. Foster developed vocabulary by giving examples of how to use flour and when to use flower for word study. Ms. Foster provided adequate examples of each word and showed the spelling as she provided examples of how to use the word to show the meaning.
Standard II pertains to applying knowledge of assessment and instruction, or being able to provide instruction that is informed by assessment.
Practicum Observation and Conference Form- Standard II Example

In the example, Ms. Foster received a ranking of *exceeds standard* for Standard II.

---

**Standard II, Assessment and Instruction:** The candidate 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.

**Applying Knowledge of Assessment and Instruction**

- [ ] Approaches Standard
- [ ] Meets Standard
- [x] Exceeds Standard

**Evidence of Rating:**
(Account of What the Candidate Said/Did)

Ms. Foster demonstrated informal assessment by providing a walk-through of the story and pointing out words she knew would be unfamiliar to students. Ms. Foster also assessed that the children could be confused by homonyms (i.e., flour and flower), and these especially can be challenging for English Language Learners.

Ms. Foster briefly explained the difference during the walk-through so students understood the story and provided the additional help needed during word study.

Ms. Foster wrote comments on an anecdotal record to have a record of words the child could not recognize to document assessment. When the child did not know a word, Ms. Foster provided a prompt that encouraged the child to pay attention to a cue the child was not using, such as the beginning/ending letters of a word or what word would make sense in the sentence.
The comments show how the candidate applies knowledge of assessment and instruction and supports a ranking of *exceeds standard*:

*Ms. Foster demonstrated informal assessment by providing a walk-through of the story and pointing out words she knew would be unfamiliar to students* Ms. Foster also assessed that the children could be confused by homonyms (i.e., flour and flower), and these especially can be challenging for English Language Learners.

*Ms. Foster briefly explained the difference during the walk-through so students understood the story and provided the additional help needed during word study.*

*Ms. Foster wrote comments on an anecdotal record to have a record of words the child could not recognize to document assessment. When the child did not know a word, Ms. Foster provided a prompt that encouraged the child to pay attention to a cue the child was not using, such as the beginning/ending letters of a word or what word would make sense in the sentence.*
Standard III pertains to applying knowledge of how the differing needs of individual students influence their literacy development.
In the example, Ms. Foster receives a ranking of *meets standard* for Standard III.

**Standard III. Strengths and Needs of Individual Students:** The candidate 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.

**Applying Knowledge of Addressing Individual Needs and English Language Learners**

- Approaches Standard
- Meets Standard
- Exceeds Standard

**Evidence for Rating:**
(Account of What the Candidate Said/Did)

Ms. Foster provided some extra practice in understanding homonyms to address needs of the English language learners (ELLs) in the group.

Ms. Foster provided the ELLs opportunities to talk and listen to others in understanding the story read and to build speaking and listening abilities.

All students read during the silent reading time of the lesson. Ms. Foster selected a story to read that was at each child’s instructional level.
The comments show how the candidate applies knowledge of how the differing needs of individual students influence their literacy development and supports a ranking of *meets standard*:

*Ms. Foster provided some extra practice in understanding homonyms to address needs of the English language learners (ELLs) in the group.*

*Ms. Foster provided the ELLs opportunities to talk and listen to others in understanding the story read and to build speaking and listening abilities.*

*All students read during the silent reading time of the lesson. Ms. Foster selected a story to read that was at each child’s instructional level.*
The last part of the Practicum Observation and Conference Form requires documenting the conference with the candidate.

Each part must be completed to designate time of the conference and written feedback provided.

Each conference must be at least 20 minutes.
The example shows the written comments provided to Ms. Foster.

Practicum Conference

Conference Start Time: 10:53AM
Conference End Time: 11:13AM

Note: Each observation must be at least 20 minutes in length.

Performance Notes

Ms. Foster provided an effective guided reading lesson. She provided support for the students, before, during, and after the students' reading of the story. All of the students were engaged throughout the lesson.

Specific Strengths

She addressed the needs of English language learners. She prepared students for reading the story by introducing unfamiliar words. She listened to students as they read the story and kept anecdotal records. She discussed the story with the students and provided word study. She provided a reading experience where students were able to succeed when asked to read independently.

Specific Areas of Growth

Some students did not talk much during the discussion. One way that you can encourage students to talk more is to provide a model through your sharing. Also, you could give students the opportunity to share their thoughts with a buddy/partner and then ask the partners to share their ideas with the group.

Recommendation for Sources of Support

Look at journal articles or professional websites on buddy or partner reading/works.
Read professional materials on fostering talk in classrooms.
Observe another teacher who uses buddy work as children in a reading group talk about the story.
These comments also provide the basis of the discussion with her.

**Performance Notes/General Comments:**

*Ms. Foster provided an effective guided reading lesson. She provided support for the students before, during, and after the students' reading of the story. All of the students were engaged throughout the lesson.*

**Specific Strengths:**

*She addressed the needs of English language learners. She prepared students for reading the story by introducing unfamiliar words. She listened to students as they read the story and kept anecdotal records. She discussed the story with the students and provided word study. She provided a reading experience where student were able to succeed when asked to read independently.*
These comments also provided the basis of the discussion with her.

**Specific Areas of Growth:**

*Some students did not talk much during the discussion. One way that you can encourage students to talk more is to provide a model through your sharing. Also, you could give students the opportunity to share their thoughts with a buddy/partner and then ask the partners to share their ideas with the group.*

**Recommendation for Sources of Support:**

*Look at journal articles or professional websites on buddy or partner reading/work.*

*Read professional materials on fostering talk in classrooms.*

*Observe another teacher who uses buddy work as children in a reading group talk about the story.*
The conference form also requires signatures of the candidate and field supervisor to be complete.

A copy of the completed Practicum Observation and Conference Form is sent to the campus administrator and to UT Arlington.
Any questions about the process or concerns about the candidate’s performance can be addressed by sending an email to the Program Coordinator.

Dr. Kathleen Tice
Program Coordinator, Literacy Studies
ktice@uta.edu
To complete this training and to verify your agreement to abide by Educator Code of Ethics, please fill out the following survey:

Training and Ethics Survey
https://www.uta.edu/coed/academics/fieldexperience/list-ap-training-survey.php