FIELD SUPERVISOR TRAINING - LIST 5317

University of Texas at Arlington
College of Education & Health Professions
Department of Curriculum & Instruction
Literacy Studies
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.
State and National Standards

- 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.
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 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.
Requirements of Supervision

- 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 5317 is a capstone course where candidates gain expertise in being a literacy leader/coach.

- Candidates in LIST 5317 work with a cooperating mentor/teacher.
- Candidates also work with a group of teachers and a mentee.
- Candidates plan a professional development project for a group of teachers.
- Candidates also provide coaching for a mentee.
Requirements of Course Practicum: LIST 5317

- Field supervisors observe Reading Specialist candidates one time for LIST 5317.

- In LIST 5317, candidates are observed in providing professional development for teachers and/or coaching an educator who is less experienced in literacy education, a mentee.
Various options are possible for the observation.

An observation could focus upon the candidate being a literacy leader/coach by providing professional development to other teachers. This could be 1) when the candidate provides a professional development session or 2) when the candidate is meeting individually with a teacher part of the project.
Another option for the observation is when the candidate is working with the mentee as a literacy coach.

In other words, the professional development/coaching observed could be in a large group, small-group, or one-on-one situation.
Practicum Observation and Conference Form—Candidate and Field Supervisor Information

- 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.
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.
Practicum Observation and Conference Form- Observation

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).
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 5317, comments describe the professional development/coaching offered to the teacher(s).
Description of the Lesson, Professional Development, or Coaching

Mr. Frank Romero provided a professional development session to other teachers on his third-grade team. This session is part of a group of sessions that focus upon how to conduct running records and use them in the classroom. In this session, Mr. Romero explained why running records can be a helpful assessment tool. He then introduced the way to record what students say as they read, using the running record conventions or short-hand system. Mr. Romero gave a handout to each teacher that showed the convention or marking to use for each word a child reads, and each had an example of the text and then what the child said.

Next, Mr. Romero provided a model by using a projector to demonstrate implementing a running record. Mr. Romero completed the running record form while playing an audio-recording of a child reading. Next, Mr. Romero let the teachers practice using the running record to document two types of oral reading errors, and he said they would work on using the running record for other types of oral reading errors during the next session.
Mr. Frank Romero provided a professional development session to other teachers on his third-grade team. This session is part of a group of sessions that focus upon how to conduct running records and use them in the classroom. In this session, Mr. Romero explained why running records can be a helpful assessment tool. He then introduced the way to record what students say as they read, using the running record conventions or short-hand system. Mr. Romero gave a handout to each teacher that showed the convention or marking to use for each word a child reads, and each teacher had an example of the text and what the child said.

Next, Mr. Romero provided a model by using a projector to demonstrate implementing a running record. Mr. Romero completed the running record while playing an audio-recording of a child reading. Next, Mr. Romero let the teachers practice using the running record to document two types of oral reading errors, and he said they would work on using the running record for other types of oral reading errors during the next session.
Practicum Observation and Conference Form-Sections I-IV

- 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)
Practicum Observation and Conference Form - Sections I-IV

- 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.
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.

Even though candidates are not working directly with students, candidates do share information with teachers that is based upon the Standards I-III, so they can apply Standards I-III.
Practicum Observation and Conference Form-Sections I-IV

- Standard IV pertains to having knowledge and being able to assume a literacy leadership role in working with other educators/stakeholders.

- In LIST 5317, candidates will be asked to demonstrate meeting aspects of all four standards as they provide literacy leadership/coaching.

- A section of the observation is devoted to each of these four standards.
In LIST 5317, the observation will focus upon Standards I, II, III, and IV.

A section of the observation form is devoted to each of these four 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
Practicum Observation and Conference Form - Rankings

- 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 provide information to teachers.

- 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).
- Please Note: As stated, the literacy leading/coaching of the candidate should show application of Standards I, II, and III as the candidate offers guidance to other educators about how to work with their students.

### Standard I. Components of Reading

The candidate 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.

Applying Knowledge of Interrelated Components of Literacy Development: Oral Language, Phonological and Phonemic Awareness, Word Identification, Alphabetic Principle, Fluency, Comprehension, Vocabulary, Written Language/Writing

<table>
<thead>
<tr>
<th>Oral Language</th>
<th>Approaches Standard</th>
<th>Meets Standard</th>
<th>Exceeds Standard</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phonological and Phonemic Awareness</td>
<td>°</td>
<td>°</td>
<td>°</td>
<td>°</td>
</tr>
<tr>
<td>Word Identification</td>
<td>°</td>
<td>°</td>
<td>°</td>
<td>°</td>
</tr>
<tr>
<td>Alphabetic Principle</td>
<td>°</td>
<td>°</td>
<td>°</td>
<td>°</td>
</tr>
<tr>
<td>Fluency</td>
<td>°</td>
<td>°</td>
<td>°</td>
<td>°</td>
</tr>
<tr>
<td>Comprehension</td>
<td>°</td>
<td>°</td>
<td>°</td>
<td>°</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>°</td>
<td>°</td>
<td>°</td>
<td>°</td>
</tr>
<tr>
<td>Written Language/Writing</td>
<td>°</td>
<td>°</td>
<td>°</td>
<td>°</td>
</tr>
</tbody>
</table>

Evidence of Rating:
(Account of What the Candidate Said/Did)
In our example, the components literacy observed are word identification. 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>Oral Language</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phonological and</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phonemic Awareness</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Word Identification</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alphabetic Principle</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fluency</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comprehension</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocabulary</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Written Language/</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</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)

Mr. Romero taught the teachers a way to assess whether students can recognize the words of books at a certain reading level. He explained also how what they record using a running record can help them know what to focus upon during word study.
In this example, the comments show how the candidate applies knowledge of components of word identification and supports a ranking of meets standard.

Mr. Romero told the teachers how this assessment tool can help them understand the strategies individual students are using to recognize words and what needs to be addressed during instruction. Mr. Romero said that even students in the same overall reading level could have different instructional needs.
Practicum Observation and Conference Form - Standard II

Standard II pertains to applying knowledge of assessment and instruction, or being able to provide instruction that is informed by assessment.
In the example, Mr. Romero 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
- ☐ Exceeds Standard

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

Mr. Romero shared an assessment tool teachers can use. He explained that teachers could use this tool to form reading groups and make sure students are in the correct level during the year. He also said that running records can be used for assessment in showing teachers what types of oral reading errors students could make so teachers can address individual needs of students. He also pointed out the importance of data-driven instruction.
Practicum Observation and Conference Form-Standard II Example

The comments show how the candidate applies knowledge of assessment and instruction and supports a ranking of exceeds standard:

Mr. Romero shared an assessment tool teachers can use. He explained that teachers could use this tool to form reading groups and make sure students are in the correct level during the year. He also said that running records can be used for assessment in showing teachers what types of oral reading errors students could make so teachers can address individual needs of students. He also pointed out the importance of data-driven instruction.
Practicum Observation and Conference
From-Standard III

Standard III pertains to applying knowledge of how the differing needs of individual students influence their literacy development.
In the example, Mr. Romero 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)

Mr. Romero told the teachers how this assessment tool can help them understand the strategies individual students are using to recognize words and what needs to be addressed during instruction. Mr. Romero said that even students in the same overall reading level could have different instructional needs.
In the example, Mr. Romero receives a ranking of *meets standard* for Standard III.

*Mr. Romero told the teachers how this assessment tool can help them understand the strategies individual students are using to recognize words and what needs to be addressed during instruction. Mr. Romero said that even students in the same overall reading level could have different instructional needs.*
Practicum Observation and Conference
From-Standard IV

Standard IV pertains to having knowledge and being able to assume a literacy leadership role in working with other educators/stakeholders.
In the example, Mr. Romero receives a ranking of *exceeds standard* for Standard IV.

**Standard IV. Professional Knowledge and Leadership:** The candidate 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.

Applying Knowledge of Professional Development, Coaching, Mentoring

Please Note: This standard is addressed for LIST 5317 only. For observation of LIST 5316, select **Not Applicable**.

Applying Knowledge of Professional Development, Coaching, Mentoring

- [ ] Approaches Standard
- [ ] Meets Standard
- [x] Exceeds Standard
- [ ] Not Applicable (This observation is for LIST 5316)

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

Mr. Romero provided a professional development session that was based upon the expressed needs of the teachers and principal. Some of the teachers had heard of running records, and some remembered learning about running records in their undergraduate programs. However, all were not sure of how to implement this assessment tool. Mr. Romero did not just present information. Rather, he modeled for the teachers and then he let the students practice using what he had shared. Also, Mr. Romero did not try to cover too much information in one session, which could have overwhelmed the teachers.
The example shows the written comments provided to Mr. Romero:

Mr. Romero provided a professional development session that was based upon the expressed needs of the teachers and principal. Some of the teachers had heard of running records, and some remembered learning about running records in their undergraduate programs. However, all were not sure of how to implement this assessment tool. Mr. Romero did not just present information. Rather, he modeled for the teachers and then he let the students practice using what he had shared. Also, Mr. Romero did not try to cover too much information in one session, which could have overwhelmed the teachers.
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 Mr. Romero.

<table>
<thead>
<tr>
<th>Practicum Conference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conference Start Time</td>
</tr>
<tr>
<td>9/26/2014 3:36PM</td>
</tr>
</tbody>
</table>

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

Performance Notes

Mr. Romero provided an interesting, informative professional development session. All of the teachers were engaged, and they seemed to enjoy practicing using a running record while they listened to the audio-recording of a child reading.

Specific Strengths

Mr. Romero is sensitive to the needs of teachers when they are first learning how to use a strategy or technique. Mr. Romero did not expect the teachers to use all of the running record conventions or marks. Mr. Romero explained nine, but let the teachers practice two for now and more in the next session. Mr. Romero took the time to provide recordings of actual child reading so teachers could practice and be successful when they work in their classrooms.

Specific Areas of Growth

When one of the teachers said she did not have time to conduct running records, Mr. Romero replied that she did not need to conduct running records on every child in a day or two, that she could spread it out over days. Mr. Romero needs to now think of specific ways to help the teacher find time to implement a new assessment tool.

Recommendation for Sources of Support

Mr. Romero can share how he finds time to conduct running records. He also can ask other teachers and use resources offered in his graduate courses to share how teachers find time to use running records for every child in the classroom.
Practicum Observation and Conference Form-Conference Example

These comments also provide the basis of the discussion with him.

**Performance Notes/General Comments:**

*Mr. Romero provided an interesting, informative professional development session. All of the teachers were engaged, and they seemed to enjoy practicing using a running record while they listened to the audio-recording of a child reading.*

**Specific Strengths:**

*Mr. Romero is sensitive to the needs of teachers when they are first learning how to use a strategy or technique. Mr. Romero did not expect the teachers to use all of the running record conventions or marks. Mr. Romero explained nine, but let the teachers practice two for now and more in the next session. Mr. Romero took the time to provide recordings of an actual child reading so teachers could practice and be successful when they work in their classrooms.*
These comments also provided the basis of the discussion with him.

**Specific Areas of Growth:**

*When one of the teachers said she did not have time to conduct running records, Mr. Romero replied that she did not need to conduct running records on every child in a day or two, that she could spread it out over days. Mr. Romero needs to now think of specific ways to help the teacher find time to implement a new assessment tool.*

**Recommendation for Sources of Support:**

*Mr. Romero can share how he finds time to conduct running records. He also can ask other teachers and use resources offered in his graduate courses to share how teachers find time to use running records for every child in the classroom.*
Practicum Observation and Conference Form - Conference

- 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.

Notice to Cooperating Teachers and Administrators:

A Field Supervisor (or other Field Office representative) of The University of Texas at Arlington College of Education & Health has sent you this form to fulfill UT Arlington’s obligation to provide you the record of this candidate's formal observation. This record is confidential. Please do not copy, distribute, or share this record unless permitted by applicable law or policy. We value your partnership in preparing candidates for professional certification, and we thank you.

Accept my name below as my electronic signature

☐

Electronic Signature of UT Arlington Candidate

Accept my name below as my electronic signature

☐

Electronic Signature of Field Supervisor


http://www.statutes.legis.state.tx.us/Docs/BC/htm/BC_322.htm
Contact Information

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