University of Texas at Arlington
Practicum Observation and Conference Form
Professional Certification-Reading Specialist, Master Reading Teacher
Classroom Teaching Certification-ESL

Candidate Information
First Name of Candidate
Marie
Last Name of Candidate
Foster
Ten-digit UT Arlington ID Number
1001234567

Field Supervisor Information
First Name
Mitchell
Last Name
Sutherland
Highest Degree(s)
Master's
Certification Area(s)
English Language Arts & Reading: Grades 4-8
Number of Years of Teaching and/or Administrative Experience
6

Practicum
Placement Date
09/05/2014
Practicum Course
LIST 5316
School District
Hurst-Euless-Bedford ISD
School Name
Oakwood Terrace Elementary
City
Euless
State
Texas
Name of Cooperating Teacher (Mentor for Candidate)
Patricia Worthing
Observation

Date

09/05/0214

Observation Start Time

9:15AM

Observation End Time

10:00AM

Note: Each observation must be at least 45 minutes in length.

Setting of Observation

Assessment/Instruction for students (LIST 5316)

Grade Level(s)

Early Childhood-Elementary-Intermediate

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.
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

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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.
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)

Ms. Foster demonstrated informal assessment by providing a walk-through of the story and pointing out unfamiliar words. Ms. Foster also recognized 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. **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.

Ms. foster selected a story to read that was at each child’s instructional level because all read during the silent reading time of the lesson.
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
- Exceeds Standard
- Not Applicable (This observation is for LIST 5316.)

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

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Electronic Signature of UT Arlington Candidate

Marie Foster

Electronic Signature of Field Supervisor

Mitchell Sutherland


http://www.statutes.legis.state.tx.us/Docs/BC/htm/BC.322.htm