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
Frank

Last Name of Candidate
Romero

Ten-digit UT Arlington ID Number
1000123456

Field Supervisor Information
First Name
Bethany

Last Name
Sansom

Highest Degree(s)
Master's

Certification Area(s)
EC-6, Reading Specialist, MRT, ESL

Number of Years of Teaching and/or Administrative Experience
11

Practicum
Placement Date
09/22/2014

Practicum Course
LIST 5317

School District
Jones Independent School District

School Name
Travis Elementary

City
Jones

State
Texas

Name of Cooperating Teacher (Mentor for Candidate)
Sarah Chen
Observation

Date

9/25/2014

Observation Start Time

9:45AM

Observation End Time

10:30AM

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

Setting of Observation

Professional development for teachers (LIST 5317)

Grade Level(s)

Early-Childhood-Elementary-Intermediate

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.
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)

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.
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.
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.
**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)

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.
Practicum Conference

Conference Start Time
9/26/2014 3:36PM

Conference End Time
9/26/2014 3:56PM

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 an 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.
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

Frank Romero

Electronic Signature of Field Supervisor

Bethany Sansom


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