

**Dewar College of Education and Human Services  
Valdosta State University  
Department of Middle, Secondary, Reading, and Deaf Education**

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**READ 7120  
Methods of Teaching Reading for Middle Grades Education  
3 Semester Hours  
Spring 2014**

**Guiding Principles (DEPOSITS)**

**(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)**

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

**InTASC Model Core Teacher Standards\***

*(To be used for all educator preparation program courses. Identify those that apply specifically to this course.)*

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

*\*Council of Chief State School Offices, (2013, April). InTASC model core teacher standards and learning progressions for teachers 1.0. Retrieved from [http://www.ccsso.org/Documents/2013/2013\\_INTASC\\_Learning\\_Progressions\\_for\\_Teachers.pdf](http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf)*

## **INSTRUCTOR**

Name: Brenda P. Dixey, Ph.D.

Office Number: Dewar COEHS – Room 1111

Telephone Number: (229) 333-5626  
(229) 333-5611 (main office)

Email Address: [bpdixey@valdosta.edu](mailto:bpdixey@valdosta.edu)

Office Hours: Tuesday 1:45 – 5:00  
Wednesday 9:00 -12:00  
Thursday 9:00 – 12:00

Website:

## **COURSE DESCRIPTION**

A review of research and instructional practices in word identification, vocabulary, and spelling. Research findings will be applied to classroom instruction.

## **REQUIRED TEXTBOOKS / RESOURCE MATERIALS**

Bear, D. R., Invernizzi, M., Templeton, S., & Johnston, F. (2012). *Words their way: Word study for phonics, vocabulary, and spelling instruction* (5th ed.). Upper Saddle River, NJ: Pearson.

Blazeview  
 Professional Journals  
 Membership in International Reading Association (IRA)

**COURSE OBJECTIVES** (*Show alignment to InTASC Model Core Teacher Standards for all educator preparation courses*).

Candidates will be able to

1. recognize that language is a symbol system (InTASC 1,4,5; CPL<sub>1.2</sub>)
2. demonstrate an understanding of the semantic, syntactic, and visual-graphophonetic coding systems and pragmatics as they relate to language and literacy acquisition (InTASC 1,4,5; CPL<sub>1.2</sub>).
3. demonstrate an understanding of research on word identification, vocabulary, and spelling instruction (InTASC 1,4,5; CPL<sub>1.2</sub>).
4. demonstrate knowledge of literacy leaders in word identification, vocabulary, and spelling.
5. develop their knowledge of literacy by reading professional journals (InTASC 1,4,5; CPL<sub>1.2</sub>).
6. assess children’s levels of spelling development (InTASC 1,4,5; O-AL<sub>2.1</sub>, O-AL<sub>2.2</sub>; O-FL<sub>3.1</sub>, O-FL<sub>3.2</sub>; CPL<sub>2.1</sub>, CPL<sub>2.2</sub>, CPL<sub>2.3</sub>) .
7. instruct children in word study (phonics, spelling and vocabulary) based on their stage of spelling development (InTASC 1,4,5; O-AL<sub>2.1</sub>, O-AL<sub>2.2</sub>; O-FL<sub>3.1</sub>, O-FL<sub>3.2</sub>; CPL<sub>2.1</sub>, CPL<sub>2.2</sub>, CPL<sub>2.3</sub>).
8. reflect on their teaching to improve instruction (InTASC 1,4,5; O-AL<sub>2.1</sub>, O-AL<sub>2.2</sub>; O-FL<sub>3.1</sub>, O-FL<sub>3.2</sub>; CPL<sub>2.1</sub>, CPL<sub>2.2</sub>, CPL<sub>2.3</sub>).

**COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS**

Candidates will:

1. complete assigned readings and participate in whole-class discussions, small-group discussions, and interactive lectures on the topics listed on the schedule of topics.
2. complete BlazeView assignments as assigned by instructor.
3. locate, read, and review one article for teaching or assessing word identification, vocabulary, or spelling. This article cannot have been used in previous courses and/or assignments. They will summarize the article, reflect on their reactions toward the information, and explain how they might use this information in their classroom. They will teach the class the activity described in the article and provide classmates with directions for implementing the activity.
4. administer, score, and analyze a spelling inventory in their classroom. They will implement word study activities, at least 5 – 7 lessons, based on children's stages of development. They will develop an instructional portfolio in which they document the assessment and instructional activities, reflect on their effectiveness, and explain any future modifications. They will state if they will or will not continue using word study and write a justification for their decision.
5. administer, score, and analyze a spelling inventory in another level (elementary, middle, or high school), other than their own classroom. An analysis of the results of the spelling inventory, along with recommendations for the classroom teacher.
6. participate in unannounced quizzes.

Course Objective <i>Upon completion of the course, each student is expected</i>	Assignments	InTASC	(IRA) Standard	Themes

<i>to have attained the following knowledge and skills:</i>				
Recognize that language is a symbol system.	Complete assigned readings and participate in whole-class discussions, small-group discussions, and interactive lectures on the topics listed on the schedule of topics	1,4,5	1.1	CPL <sub>1.2</sub>
Demonstrate an understanding of the semantic, syntactic, and visual-graphophonic coding systems and pragmatics as they relate to language and literacy acquisition.	Complete assigned readings and participate in whole-class discussions, small-group discussions, and interactive lectures on the topics listed on the schedule of topics	1,4,5	2.1, 2.2	CPL <sub>1.2</sub>
Demonstrate an understanding of research on word identification, vocabulary, and spelling instruction.	Students will locate, read, and review one article for teaching or assessing word identification, vocabulary, or spelling. This article cannot have been used in previous courses and/or assignments. They will summarize the article, reflect on their feelings toward the information, and explain how they might use this information in their schools. They will teach the class the activity described in the article and provide classmates with directions for implementing the activity.	1,4,5	2.1, 2.2	CPL <sub>1.2</sub>
Demonstrate knowledge of literacy leaders in word identification, vocabulary, and spelling.	Students will locate, read, and review one article for teaching or assessing word identification, vocabulary, or spelling. This article cannot have been used in previous courses and/or assignments. They will summarize the article, reflect on their feelings toward the information, and explain how they might use this information in their schools. They will teach the class the activity described in the article and provide classmates with directions for implementing the activity.	1,4,5	2.1, 2.2	CPL <sub>1.2</sub>
Develop their knowledge of literacy by reading professional	Students will locate, read, and review one article for teaching or assessing word identification, vocabulary, or spelling. This	1,4,5	2.1, 2.2	CPL <sub>1.2</sub>

journals.	article cannot have been used in previous courses and/or assignments. They will summarize the article, reflect on their feelings toward the information, and explain how they might use this information in their schools. They will teach the class the activity described in the article and provide classmates with directions for implementing the activity.			
Assess children's levels of spelling development.	Students will administer, score, and analyze a spelling inventory in their classroom. They will implement word study activities based on children's stages of development. They will develop an instructional portfolio in which they document the assessment and instructional activities, reflect on their effectiveness, and explain any future modifications. They will state if they will or will not continue using word study and write a justification for their decision.	5,6,7,8,9	3.1, 3.2, 3.4, 4.2	O-AL <sub>2.1</sub> , O-AL <sub>2.2</sub> ; O-FL <sub>3.1</sub> , O-FL <sub>3.2</sub> ; CPL <sub>2.1</sub> , CPL <sub>2.2</sub> , CPL <sub>2.3</sub>
Instruct children in word study based on their stage of spelling development.	Students will administer, score, and analyze a spelling inventory in their classroom. They will implement word study activities based on children's stages of development. They will develop an instructional portfolio in which they document the assessment and instructional activities, reflect on their effectiveness, and explain any future modifications. They will state if they will or will not continue using word study and write a justification for their decision.	5,6,7,8,9	3.1, 3.2, 3.4, 4.2	O-AL <sub>2.1</sub> , O-AL <sub>2.2</sub> ; O-FL <sub>3.1</sub> , O-FL <sub>3.2</sub> ; CPL <sub>2.1</sub> , CPL <sub>2.2</sub> , CPL <sub>2.3</sub>
Reflect on their teaching to improve instruction.	Students will administer, score, and analyze a spelling inventory in their classroom. They will implement word study activities based on children's stages of development. They will develop an instructional portfolio in which they document the assessment and instructional activities, reflect on their effectiveness, and explain any future modifications. They will state if they will or will not	5,6,7,8,9	3.1, 3.2, 3.4, 4.2	O-AL <sub>2.1</sub> , O-AL <sub>2.2</sub> ; O-FL <sub>3.1</sub> , O-FL <sub>3.2</sub> ; CPL <sub>2.1</sub> , CPL <sub>2.2</sub> , CPL <sub>2.3</sub>

	continue using word study and write a justification for their decision.			
Instruct children in word study (phonics, spelling, vocabulary) based on their stage of spelling development.	Students will administer, score, and analyze a spelling inventory in their classroom. They will implement word study activities based on children's stages of development. They will develop an instructional portfolio in which they document the assessment and instructional activities, reflect on their effectiveness, and explain any future modifications. They will state if they will or will not continue using word study and write a justification for their decision.	5,6,7,8,9	3.1, 3.2, 3.4, 4.2	O-AL <sub>2.1</sub> , O-AL <sub>2.2</sub> ; O-FL <sub>3.1</sub> , O-FL <sub>3.2</sub> ; CPL <sub>2.1</sub> , CPL <sub>2.2</sub> , CPL <sub>2.3</sub>

## COURSE EVALUATION

- |   |            |
|---|------------|
| 1. In-class assessment (5 points each)      | 50 points  |
| 2. Journal article review                   | 20 points  |
| 3. Strategy instruction                     | 20 points  |
| 4. Instructional portfolio                  | 100 points |
| 5. Spelling Inventory Analysis and Write Up | 50 points  |
| 6. Attendance/Participation (2 points each) | 24 points  |

**Total** **264 points**

A	93-100%	264 - 245
B	85-92%	244 - 224
C	75-84%	223 - 198
D	65-74%	197 - 171
F	64% and below	170 - 0

### Evaluation Instruments/Methods

1. Candidates' knowledge of information contained in reading assignments, class notes, and class handouts will be assessed during class on dates designated in the tentative schedule

2. The article reviews will be evaluated using a rubric created by the instructor. The rubric will contain sections for the evaluation of the summary of the main ideas in the article, the student's personal reflections on the ideas, and the description of the classroom application of the information. The technical aspects of writing will be evaluated as well. The rubric will be distributed to students when the assignment is announced. The teaching of the strategy and the written directions will be evaluated using a rubric created by the instructor. It will contain sections for the evaluation of content, directions and organization, visual aids, and technical aspects of writing and speaking.

3. The instructional portfolio will be evaluated using a rubric created by the instructor. The rubric will contain sections for the evaluation of the materials submitted to document the assessment and

instructional activities, the reflections on the effectiveness of the activities, the rationale to support the decision to continue or not continue using the strategy, and the technical aspects of writing. The rubric will be distributed to students when the assignment is announced.

4. **Quizzes:** Throughout the semester, there will be unannounced quizzes. The quizzes will be administered at the start of class and **cannot** be made up, nor will extra time be allowed for completion. If you are absent on the day of a quiz, you forfeit those points.

**LATE WORK: NO LATE WORK WILL BE ACCEPTED.** If you are going to miss class and you have an assignment due, it is your responsibility to get it to me. You can do this by sending it by another student or sending it to me via email. If you miss class on a day you are scheduled to present, you will forfeit all points for that assignment. There will be no make-up of missed presentations allowed.

### COURSE EVALUATION

7. In-class assessment (5 points each)	50 points
8. Journal article review	20 points
9. Strategy instruction	20 points
10. Instructional portfolio	100 points
11. Spelling Inventory Analysis and Write Up	50 points
12. Attendance/Participation (2 points each)	24 points
<b>Total Possible Points</b>	<b>264 points</b>

A	93-100%	264 – 245	D	65-74%	197 - 171
B	85-92%	244 – 224	F	64% and below	170 - 0
C	75-84%	223 - 198			

### ATTENDANCE POLICY

Like all teachers, you are expected to attend each class session promptly. A sign-in sheet will be available each class period. It is the responsibility of the student to sign in **before** class begins. Your attendance/participation grade is derived mathematically. There are no “excused” absences. For each class you attend punctually and fully participate, you will earn two points. If you are tardy or fail to participate in class, points will be deducted from the possible two points.

As per the VSU Undergraduate Bulletin, "A student who misses more than 20% of the scheduled classes will be subject to receiving a failing grade in the course." It is important to note that three tardies constitute one absence. This not only includes coming to class late, but leaving class early as well.

### PROFESSIONALISM

The following areas describe the professional expectations for all preservice students in the Department of Middle, Secondary, Reading, and Deaf Education.

#### *Professionalism - Ethics*

Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The Code of Ethics for Educators at <http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf>).

Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. It is expected that future teachers conduct themselves with the professionalism that is required of practicing teachers. If at any time a

student's actions or attitudes are judged to be less than professional appropriate remedial action will be taken. You will participate in the Code of Ethics training conducted at Lowndes Middle School during the first week of the semester.

#### *Professionalism – Dress code*

In this course, classes are held in public schools. Professional dress code is required.

#### *Professionalism - Communication*

Effective written and verbal communication skills are critical to you as a professional educator as you interact with students, colleagues, administrators, and parents. Those individuals whose communication skills (verbal or written) indicate a need for assistance will be referred to the appropriate services on campus.

#### *Professionalism - Assignments*

All assignments should conform to the professional standards expected of university students. Papers must be typed, double-spaced in an appropriate font style and size with no spelling or grammatical errors. Assignments will be graded on content, composition, spelling, punctuation, and grammar. In papers, ideas obtained from sources must be documented using APA style. Proofread and correct papers before they are submitted.

#### *Professionalism - Diversity*

Professional educators are expected to embrace diversity. A variety of materials and instructional strategies will be used to meet the needs of different learning styles of diverse learners in the class. Students will be provided with opportunities to gain the knowledge, skills and understanding to provide effective instruction in multicultural classrooms. Mutual respect for people of diverse characteristics, beliefs, and abilities should be evident for all teacher candidates.

#### *Professionalism - Technology*

As part of our conceptual framework, the College of Education is committed to preparing professional educators who are technology competent. As a result, technology has been infused into our education courses.

#### *Professional Improvement Plan*

The purpose of the Professional Improvement Plan (PIP) process is for faculty to identify students who may need remediation or intervention to successfully complete the professional requirements for their program of study. For more information see the [Professional Improvement Plan Process](#) on the COEHS website.

### **DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM**

<http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>

### **DEPARTMENT OF MIDDLE, SECONDARY, READING, AND DEAF EDUCATION**

#### **STATEMENT ON ACADEMIC INTEGRITY**

Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The [Code of Ethics for Educators](#) at <http://www.nea.org/home/30442.htm>). Professional values of teachers include respect, integrity,



collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. Future teachers should conduct themselves with the professionalism that is required of practicing teachers.

- In assignments and discussion postings, you should never provide names or identifying information about other people (students, other professionals, or parents). For confidentiality, you should use pseudonyms for students and should not identify schools unless you are using information that is publically available.
- All assignments should be your own original work, not group work. If you use ideas from other sources, you must provide a full citation using APA style – name(s) of author(s); date of publication or retrieval date; title of article/book/web page; name and location of publisher (book), name of journal, or URL of website. Do not share your work with others. If student A uses work from student B with or without permission, both students receive zero grades for the assignment.

### **DESCRIPTION OF ACADEMIC DISHONESTY**

To ensure there are no chances for students to misunderstand what constitutes plagiarism, cheating, or prohibited collaboration across the University System of Georgia, this section will describe in some detail the behaviors which are viewed as academically dishonest.

While students are likely to understand plagiarism as stealing someone's words as their own, there are many types of plagiarism.

- **Stealing Verbatim:** This is exactly as it sounds. If, when composing an assignment, students take a sentence, a portion of a phrase, or even a unique expression which is not theirs, and submit it as their own (without quoting the original source), they have committed plagiarism. **Sentences that are verbatim or nearly verbatim (more than 70% match) should be both quoted and cited.**
- **Use of Professional Resources Without Acknowledgement.** Students may not use published professional resources, including lesson plans, learning activities, or PowerPoint presentations, without citing the source.
- **Misquoting:** If, when composing an assignment, students directly quote a source and cite it, but alter the author's words to strengthen their argument, they have committed plagiarism.
- **Paraphrasing or Summarizing Without Citing:** An allowable practice in academia is for students to take an author's words, change the words (without changing the meaning) so that it better fits their narrative. Paraphrasing goes beyond changing a couple of words. However, even when paraphrasing or summarizing another author's words, students *must* cite that original source. If they do not cite the original source, they have effectively stolen the original author's idea and have committed plagiarism.
- **Duplicating Publication:** Students may not reuse or recycle any previous assignments used in another course, or in any other published venue, without the explicit permission from the course instructor. The instructors in the Master's Degree Program in Curriculum and Instruction do *not* allow students to reuse or recycle their assignments in any course. If students have done this, they have committed plagiarism.
- **Duplication of Peer Student Work:** Students may not submit assignments that duplicate in whole or part the work of other students, with or without the other student's express consent or knowledge.

**Note: Assignments in this course may be checked electronically for plagiarism.**

By taking this course, you agree that all required course work may be subject to submission for textual similarity review within BlazeVIEW and GOML. For more information on the use of Turnitin at VSU see [Turnitin for Students](http://www.valdosta.edu/academics/academic-affairs/vp-office/turnitin-for-students.php) (<http://www.valdosta.edu/academics/academic-affairs/vp-office/turnitin-for-students.php>).

## **ACCESSIBILITY STATEMENT**

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit <http://www.valdosta.edu/access> or email: [access@valdosta.edu](mailto:access@valdosta.edu).

## **STUDENT SUCCESS CENTER**

The Student Success Center (SSC) at Valdosta State University is located in Langdale Residence Hall and is available to all students. The SSC provides free professional academic advising, peer tutoring in core curriculum courses, and campus job information in one location. We strongly encourage students to make use of their services. Contact: phone number 229-333-7570; email [ssc@valdosta.edu](mailto:ssc@valdosta.edu).

## **STUDENT OPINION OF INSTRUCTION**

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.

## **DIRECTIONS FOR USING LIVETEXT**

### **How To Submit Portfolio Assignments in LiveText**

*Note:* These directions apply only to assignments visible on your dashboard AND required as part of your portfolio.

*Note:* Lesson Plans assessed after supervisors have observed in the field in MGED 4620, MGED 4790, MSED 7021, MSED 7041, MSED 7005, and MSED 7006 are **not** included in your portfolio. Follow separate directions for submitting these lesson plans for your university supervisor to assess.

All portfolio submissions should follow a **basic process**:

1. Load your assignment into the appropriate page of your portfolio.
2. Complete the four-part description of your artifact, explaining how it provides evidence that you have met COE's Conceptual Framework Standards.
3. Hide all pages except the current assignment.
4. Submit the portfolio (single page visible).

**Directions for submission:**

**First, you need to edit your portfolio to include the new assignment**

1. Click on **Documents** tab
2. Open your portfolio
3. Open the page for the current assignment under the *Table of Contents*
4. Click the “Edit” button of the Description and Rationale section
5. Complete the four-part description of your assignment as a portfolio artifact. Narrative in the last three sections should consist of a substantive paragraph.
  - a. The **Description** section can be very brief.
  - b. In the **Rationale** section, explain how the assignment provides evidence that you meet selected indicators for the standard. Each of the standards with indicators is included as a separate page within your portfolio.
  - c. In the **Impact** section, describe how the skills or knowledge you learned from this assignment will impact your students' learning.
  - d. In the **Reflection** section, describe what you have learned from the process of completing this artifact and how it will influence your professional practice.
6. Towards the bottom there is a File Attachment(s) section, click “Edit”
7. Select “Upload New File,” click Choose File, and browse for your file on your computer
8. After the file loads, Click “Save & Finish”

**Then, you hide all pages except the current assignment**

The assessor should see only the single page of your portfolio.

9. Select **Manage Pages**.
10. Click on the box next to **Title** to select all pages.
11. Click on the box next to the current artifact page to unselect it.
12. Select **Hide Pages: Save and Finish**.
13. Note: Don't forget to unhide pages after you have submitted your assignment so you don't panic next time you open your portfolio.

**Then, you need to submit the portfolio:**

14. Near the top of the screen, select the **Dashboard** tab
15. Find the assignment and click on the corresponding **Begin Assignment** button
16. On the Assignment page, click on the **Attach Files** button. (Note that you will not be able to submit until you have attached at least one file.)
17. Click on the **LiveText Documents** tab to find your portfolio. **Do not click on Browse.**
18. Click “Attach Selected Files”

19. Type any optional comments you wish to send to the instructor and click **Submit Assignment** when you are finished.
  - A confirmation that your assessment has been successfully submitted will appear and the assignment status on your dashboard will change to Awaiting Assessment.
  - Each submission is saved as a snapshot of what you sent. Any further changes you make to your portfolio will not affect what you have already submitted.
  - If you do not submit your assignment correctly, Your instructor will send it back to you for resubmission.

**If you have to resubmit your assignment:**

1. Find the problem and fix any problems with your portfolio. See comments from your instructor. There are two common problems:
  - a. Submitting the assignment and not the portfolio (see #17 above).
  - b. Not hiding pages of your portfolio other than the current assignment page (see #9-13 above). Check that only one page is visible.
2. From your **Dashboard** tab, find the relevant assignment and click on **Continue Assignment**. This allows you to see previous submissions and messages from your instructor.
3. Click on **Continue to Step 3** in the top right corner.
4. Remove any of the previous attachments by clicking in the red "X" button next to each file.
5. Under **Step 2 of 3**, you will see "Have you already created files of LiveText documents for this assignment?" Click on **Attach files**, then follow directions 17-19 above.

**How to Post Your Lesson Plan for Assessment with COE Observation Instrument (Student Teaching)**

1. From the Dashboard: **>Documents>New**
2. Under **Folder>Valdosta State University Lesson Plans**
3. Under **Template>Lesson Plan Template for ATTACHED Lesson Plan**
4. Title: Program Semester Year LP Observation# Lastname, Firstname  
(e.g. MGED F10 Week 4 LP Martin, Sue)  
No description necessary
5. **>Save as New Document**
6. In the document, under **Section for Attaching Lesson Plan, >Edit**
7. At bottom, under **File Attachments, >Edit**
8. **>Upload New File**
9. **>Browse**, choose the correct lesson plan, and open it.
10. **>Save and Finish, >Send for Review**, Type in reviewer's name (Supervisor and/or yourself).
11. **>Submit for Review**

**How to Post a Portfolio Assignment for Self Assessment with COE Observation Instrument (graduates)**

You will use the COE Observation Instrument (COI) to evaluate a video of your own teaching and write a narrative analysis. This narrative assignment is submitted as a portfolio assignment as usual. In addition, you will enter rubric scores into a LiveText COI rubric.

1. Click on **Documents** tab, and open your portfolio.

2. Hide all pages other than the assignment page for your narrative analysis of your evaluation. **Manage Pages**> click on top left box to select all pages > click on the assignment page to deselect it >**Hide** pages.
3. Select **Send for Review**. Note: **Send for Review** starts from your portfolio, not from your Dashboard tab.
4. Type in reviewer's name (your own name for self-evaluation). Select the username when it appears.
5. Select **Submit for Review**.

### **How to use the COE Observation Instrument for Self Evaluation**

1. Send your portfolio page to yourself for review as described above.
2. Select **Reviews** tab, then open the document you sent to yourself.
3. Select **Assess document**, and click in the radio button next to COE Observation Instrument that is in your **inbox**. Note: If you click on the link you will only view the rubric, but cannot enter data.
  - Student Teaching: COE Observation Instrument (ST/Intern Self-Evaluation) NEW.
  - Graduate programs: COE Advanced Observation Instrument – Self-Assess
4. **Select Document**.
5. Click on each subheading to expand the rubric. Enter the level in the drop-down menu. Add comments and select **Save** (or you will lose the comments).
6. From the **Milestone** drop-down menu, select **Final** (final observation).
7. From the **Reporting Type** menu, select **Official**.
8. Click on **Save and Submit**.

### **How to Send Completed Portfolio for Final Review (Exit from Program)**

Use this process only if there is no designated exit course (such as student teaching), where there is an assignment on your dashboard.

1. From the Dashboard, click on **Documents** tab, and open your Portfolio.
2. Make sure all pages are visible (no hidden pages).
3. Click on the **Send for Review** button
4. Type in the name of your reviewer and select the correct name.
5. Click on **Submit for Review**.

### **How to Complete Forms in LiveText**

1. Click the **Forms** tab located in the top center of the screen.
2. From within the **Forms Inbox**, click the **Take form** link or **Take again** link located to the right side of the form to be completed.
3. The form will open. Complete each question. Questions with a red asterisk\* are required. Below are some tips for each type of question you may encounter:
  - Short Text: Enter responses up to 255 characters.
  - Long Text: Enter responses up to 65,000 characters.
  - Date: Enter the date according to the provided format (MM/DD/YYYY).
  - Radio Buttons: Click the button to the left of the appropriate choice. Only one choice may be selected.
  - Dropdown: Click the down arrow located on the right side of the dropdown box, and select the appropriate choice. Only one choice may be selected.
  - Checkboxes: Click the checkbox to the left of each appropriate choice. Multiple choices may be selected.

4. After completing the form, there are two options below the final form question:
  - **Save Form:** Click this button to routinely save form responses or to save and complete later. Responses will not be submitted to the owner.
  - **Submit Form:** Click this button to save and submit form responses to the owner. All required questions must be completed before submitting the form.
5. To view form responses in a printable format before submitting, click the **Save Form** button located below the final form question, and then click the **Create a Printable Version** link located in the top right corner.

### **Directions for Other LiveText Tasks**

The following directions should be provided to individual students on an as-needed basis.

#### **How to Add Artifact Pages to Your Portfolio**

Sometimes, you need to add an additional artifact page to your portfolio. For instance, you may take a course as an elective and you do not have the appropriate page to upload an assignment.

The easiest way to add a page to your portfolio is to copy an existing portfolio page, rename it, and then move it to the appropriate place.

1. From **Documents**, open your portfolio.
2. Select **Manage Pages**.
3. Click in the box to select **Artifact Page for Copying** (at the bottom of the page list). If you created your portfolio before summer 2011, you will not have a page with that title. Instead, select any unused artifact page. >**Copy**.
4. Click in the box next to the copied page (at the very bottom of the page list). >**Edit Titles**.
5. Type the name for the assignment, using naming convention similar to other artifact pages.
6. Click on **Page Order**. Highlight the new page. Use the arrows to move the new page to the correct location under the appropriate Standard.
7. **Save & Finish**.

#### **How to Share LiveText Documents with Visitors**

Prospective employers may ask to see your portfolio.

##### **Create a Visitor Pass**

1. From the home page, find the Quick Links on the top right corner of the screen.
2. Click on **Visitor Pass**.
3. Select **New** and Type in the title (e.g. “Guest”), and select **Save**.
4. The chart will then list the new visitor name with a pass code. Send this pass code to anyone you want to allow access to your document.

##### **Share the Document**

5. From the **Documents** tab, open the document you want to share.
6. Select the **Share** button, then click on the **Advanced Sharing Options** button, then the **Visitor** tab.
7. From the **Visitor** drop-down menu, select the name of the visitor, select **Add**, and **Save and Finish**.
8. If you go back to the visitor pass link on the home page, you will be able to see that this document can now be accessed from your new visitor pass.

### **Send Directions to the Visitor**

1. Go to <http://www.livetext.com>
2. Click on the **Use Visitor Pass** button and enter the *Pass Code* in the dialog box.
3. Click on the **Visitor Pass Entry**.

### **How to Send Completed Portfolio for Final Review (Exit from Program)**

1. From the Dashboard, click on **Documents** tab, and open your Portfolio.
2. Make sure all pages are visible (no hidden pages).
3. Click on the **Send for Review** button.
4. Type in the name of your reviewer and select the correct name.
5. Click on **Submit for Review**.

**Tentative Schedule**  
**READ 7120 Word Identification, Vocabulary, and Spelling Instruction**

<b>Week</b>	<b>Date</b>	<b>Topic</b>	<b>Assignment Due (to be completed before class)</b>
1	January 7 <sup>th</sup>	Discuss syllabus Collect student information Discuss assessment of groups	
2	January 14 <sup>th</sup>	Continue discussion of assessments Discuss assigned readings	WTW – Ch. 1 Identify Groups to be assessed
3	January 21 <sup>st</sup>	Analyze results of the first assessment Discuss assigned readings	WTW – Ch. 2 Administer one assessment
4	January 28 <sup>th</sup>	No Formal Class Students will work on Assessment Portfolio	
5	February 4 <sup>th</sup>	Discuss chapter 3. Discuss and <b>turn in assessment results for 1<sup>st</sup> spelling assessment.</b> <b>Submit 2 lesson plans for review and discussion</b>	Read chapter 3 in WTW. Submit assessment results.
6	February 11 <sup>th</sup>	No Formal Class Students will administer 2 <sup>nd</sup> spelling assessment	
7	February 18 <sup>th</sup>	Discuss chapter 4. Teach activity Discuss 2 <sup>nd</sup> spelling assessment results	Read chapter 4 in WTW
8	February 25 <sup>th</sup>	No Formal Class Complete 2 <sup>nd</sup> spelling assessment assignment	
9	March 4 <sup>th</sup>	Discuss chapter 5. Teach activity. Submit 2 <sup>nd</sup> spelling assessment, including recommendations for teacher	Read chapter 5 in WTW. Submit 2 <sup>nd</sup> spelling assessment
10	March 11 <sup>th</sup>	Discuss chapter 6. Teach activity.	Read chapter 6 in WTW and teach second word study lesson.
	March 17 <sup>th</sup> – 21 <sup>st</sup>	VSU Spring Break – No Class	
11	March 25 <sup>th</sup>	Discuss chapter 7. Teach activity.	Read chapter 7 in WTW and teach third word study lesson. Begin evaluation of phonics program.



12	April 8 <sup>th</sup>	Discuss chapter 8. Teach activity.	Read chapter 8 in <i>WTW</i> .
13	April 15 <sup>th</sup>	<b>No Formal Class</b> <b>Complete all assignments</b>	
14	April 29 <sup>th</sup>	Review of course Course Evaluation	