

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

**READ 7180
Organization and Supervision of a School Reading Program
3 SEMESTER HOURS**

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

INSTRUCTOR

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COURSE DESCRIPTION

Principles of organizing and supervising school reading programs will be reviewed. Special emphasis will be given to identifying characteristics of programs that maximize student achievement across diverse populations.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

Vogt, M. & Shearer, B. (2011). *Reading specialists and literacy coaches in the real world*. Boston: Pearson.

LiveText, Inc. (2008). *College LiveText edu-solutions: Graduate edition*. IL: United Learning Inc.

Membership in the International Reading Association (IRA) www.reading.org

Supplemental Texts and Materials

Blazeview D2L

Handouts

Journal Articles

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

Upon completion of the course, each student is expected to have attained the following knowledge and skills:

1. Demonstrate an understanding of the research and literature that undergirds the reading and writing curriculum and instruction. (InTASC S 3,4,10; O-FL_{2.1}, O-FL_{2.2})
2. Inform other educators about the major theories of reading and writing processes, components, and development with supporting research evidence. (InTASC S 3,4,7,10)
3. Model fair-mindedness, empathy, and ethical behavior when teaching students and working with other professionals. (InTASC S 3,4,7; O-TL_{1.1}, O-AL_{3.1}, O-AL_{3.2}, O-AL_{3.a})
4. Identify and model instructional approaches supported by literature and research for the following areas: phonemic awareness, phonics, fluency, comprehension, vocabulary, critical thinking, and writing. (InTASC S 1,2,3,4,5,8,9,10; O-FL_{2.1}, O-FL_{2.2})
5. Evaluate instructional materials/programs used in the reading and writing curriculum for preK-12 students. (InTASC S 4; O-TL_{2.2}, O-FL_{2.1} O-FL_{2.2})
6. Analyze and use classroom grade-level, and school-wide assessment data to plan and evaluate professional development initiatives. (InTASC S 4, 10; O-AL_{3.1}, O-AL_{3.2}, O-AL_{3.a})
7. Analyze and report assessment results to appropriate audiences for relevant implications and instructional purposes.(InTASC S 6, 10; O-AL_{3.1}, O-AL_{3.2}, O-AL_{3.a})
8. Recognize, understand, and value the forms of diversity and their importance in literacy learning.
9. Understand the roles of motivation and scaffolded support in creating low-risk and positive learning environments.(InTASC S 4, 10; O-AL_{3.1}, O-AL_{3.2}, O-AL_{3.a})
10. Use knowledge of literature research, students and teachers to build effective professional development plans. (InTASC S 4, 10)
11. Demonstrate effective interpersonal, communication, and leadership skills.(InTASC S 10; O-AL_{3.1}, O-AL_{3.2}, O-AL_{3.a})
12. Effectively lead and evaluate professional development activities for individuals and groups of teachers. .(InTASC S 10; O-AL_{3.1}, O-AL_{3.2}, O-AL_{3.a})

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

Reading Program Analysis: You will complete an analysis of two (2) research-based reading programs currently being used in Georgia. One program must be used at the primary/elementary level, and the other at the middle/high school level. You will write a 5-7 page paper addressing: the effectiveness of each program's use of the 5 essentials of reading (phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension strategies), the program's use of explicit

instructional strategies, coordinated instructional sequences, ample practice opportunities, aligned student materials and progress assessment measures as well as level of student interest.

***Professional Development Design:** This is the capstone assignment for the course and as such will be the artifact submitted to LiveText. Several sub-assignments are embedded within this capstone assignment and require submission to LiveText. For this assignment you will design a school level professional development program to address specific reading/literacy needs of your school. The professional development program you design should be detailed enough to provide a reader with an opportunity to understand how you intend the professional development program to evolve and to be useful in improving reading/literacy teaching and learning in your school.

Your professional development design should not be a one shot in-service day but a well-developed, consistent plan that covers a considerable amount of time (plan an academic year) and a plan that involves several sessions where participants come together to learn and work to improve reading/literacy teaching and learning. Your professional development plan needs to include:

- a needs assessment including an analysis of reading performance assessment data;
- an analysis of the school’s current instructional, reading practices as they relate fluency, comprehension, vocabulary, and writing-to-learn;
- an explanation of how you decided upon the particular professional development plan you are submitting and rationale for the plan;
- a timeline that spans one academic year and includes a minimum of seven ninety-minute professional development literacy seminars;
- the content of the entire professional development plan including each presentation and by whom, activities the participants are to engage in during each session of the program (includes an agenda for each session);
- one research-based, reading, strategy lesson that aligns with one or more of the professional development topics that teachers can apply to their classroom (identify a specific class: grade-level and content area for the lesson as you will model and observe the lesson);
- evaluation instruments for participants to complete at the end of each session;
- a plan for evaluating the effectiveness of the professional development sessions (beyond participant feedback); and
- a plan for evaluating students’ literacy growth and academic achievement.

***This is a required Theme Proficiency Level Assessment and should not be modified or removed from this course without the approval of the program faculty.**

LiveText Submission:

The complete Professional Development Design with all its subcomponents must be submitted as a single Word document labeled, *Professional Development Design to Standard VI* of your portfolio in LiveText. Failure to submit to LiveText by this deadline will result in an “F” for the course.

Alignment of Course Objectives, Assignments, and IRA Standards and CI Themes

Course Objective <i>Upon completion of the course, each student is expected to have</i>	Assignments	InTASC	IRA Standards	Themes
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<i>attained the following knowledge and skills:</i>				
Demonstrate an understanding of the research and literature that undergirds the reading and writing curriculum and instruction.	Analysis of Instructional Reading Practices; Model/Observe a Reading Lesson; Professional Development Seminar	3, 4,10	1.1, 2.1, 2.2	O-FL _{2.1} O-FL _{2.2}
Inform other educators about the major theories of reading and writing processes, components, and development with supporting research evidence.	Model/Observe a Reading Lesson; Professional Development Seminar	3,4, 7,10	1.1	
Model fair-mindedness, empathy, and ethical behavior when teaching students and working with other professionals.	Model/Observe a Reading Lesson; Professional Development Seminar	3, 4, 7,	1.3	O-TL _{1.1} O-AL _{3.1} O-AL _{3.2} O-AL _{3.a}
Identify and model instructional approaches supported by literature and research for the following areas: phonemic awareness, phonics, fluency, comprehension, vocabulary, critical thinking, and writing.	Reading Program Analysis; Analysis of Instructional Reading Practices; Model/Observe a Reading Lesson; Professional Development Seminar	1, 2, 3, 4, 5, 8, 9, 10	2.1, 2.2	O-FL _{2.1} O-FL _{2.2}
Evaluate instructional materials/programs used in the reading and writing curriculum for preK-12 students.	Reading Program Analysis	4	2.1, 2.2	O-TL _{2.2} O-FL _{2.1} O-FL _{2.2}
Analyze and use classroom grade-level, and school-wide assessment data to plan and evaluate professional development initiatives.	Analysis of Reading Performance Data; Professional Development Design	4, 10	3.2, 3.3	O-AL _{3.1} O-AL _{3.2} O-AL _{3.a}
Analyze and report assessment results to appropriate audiences for relevant implications and instructional purposes.	Analysis of Reading Performance Data; Professional Development Design	6, 10	3.4	O-AL _{3.1} O-AL _{3.2} O-AL _{3.a}
Recognize, understand, and value	Model/Observe a Reading	7, 8	4.1	O-AL _{3.1}

the forms of diversity and their importance in literacy learning.	Lesson			O-AL _{3.2} O-AL _{3.a}
Understand the roles of motivation and scaffolded support in creating low-risk and positive learning environments.	Model/Observe a Reading Lesson	8	5.2	O-EDL _{3.1} O-EDL _{3.2} O-EDL _{3.a}
Use knowledge of literature research, students and teachers to build effective professional development plans.	Professional Development Design; Professional Development Seminar	10	6.1	
Demonstrate effective interpersonal, communication, and leadership skills.	Leadership Self-exploration; Model/Observe a Reading Lesson Professional Development Seminar	10	6.2	O-AL _{3.1} O-AL _{3.2} O-AL _{3.a}
Effectively lead and evaluate professional development activities for individuals and groups of teachers.	Model/Observe a Reading Lesson Professional Development Seminar	10	6.3	O-AL _{3.1} O-AL _{3.2} O-AL _{3.a}

COURSE EVALUATION

Assessment/Evaluation Policy

Weekly Work and Participation

15% of final grade

Participation (Attendance/Quizzes)	5%
Leadership Self-exploration	5%
Conversation Convener	5%

**Application of Learning*

85% of final grade

Reading Programs Analysis	10%
Analysis of Reading Performance Assessment Data	15%
Analysis of Current Instructional Reading Practices	15%
Professional Development Plan	15%
Model/Observe Reading Lesson	15%
Professional Seminar	15%

****This is a required Theme Proficiency Level Assessment and should not be modified or removed from this course without the approval of the program faculty.**

Grading Scale

A = 100% - 93%	D = 74% - 65%
B = 92% - 85%	F = 64% - 0%

C = 84% - 75%

NOTE: The grading scale is higher than most departments. The grading scale is based on the mandatory scale adopted by the Department of Early Childhood and Reading Education and applies to all courses taught in the department.

ATTENDANCE POLICY

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.

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.

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**.