



Foundational Literacy Practicum

Primary Career Cluster:	Education and Training
Course Contact:	CTE.Standards@tn.gov
Course Code(s):	C32H37
Prerequisite(s):	<i>Fundamentals of Education</i> (C32H00), <i>Teaching as a Profession I</i> (C32H01), and/or <i>Teaching as a Profession II</i> (C32H02) or Early Childhood Careers I (C32H06), Early Childhood Education II (C32H07), and/or Early Childhood III (C32H08)
Credit:	1
Grade Level:	12
Focus Elective - Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Education and Training courses.
POS Concentrator:	This course satisfies one out of two required courses to meet the Perkins V concentrator definition, when taken in sequence in the approved program of study.
Programs of Study and Sequence:	This is the capstone course in the <i>Teaching as a Profession or Early Childhood Education Careers</i> program of study.
Aligned Student Organization(s):	Family, Career and Community Leaders of America (FCCLA): http://www.tennesseefccla.org/
Coordinating Work-Based Learning:	Teachers who hold an active WBL certificate may offer placement for credit when the requirements of the state board's WBL Framework and the Department's WBL Policy Guide are met. For information, visit https://www.tn.gov/education/educators/career-and-technical-education/work-based-learning.html .
Promoted Student Industry Credentials:	Credentials are aligned with post-secondary and employment opportunities and with the competencies and skills that students acquire through their selected program of study. For a listing of promoted student industry credentials, visit https://www.tn.gov/content/tn/education/educators/career-and-technical-education/student-industry-certification.html
Teacher Endorsement(s):	Any teacher who has completed an educator preparation program and has a current practitioner or professional educator license in secondary education covering grade spans 6-12.
Required Teacher Certifications/Training:	All teachers who teach this course within this program of study MUST attend the required Reading 360 Literacy training provided by the Department of Education.
Teacher Resources:	https://www.tn.gov/education/educators/career-and-technical-education/career-clusters/cte-cluster-education-training.html Best for All Central: https://bestforall.tnedu.gov/

Course-At-A-Glance

CTE courses provide students with an opportunity to develop specific academic, technical, and 21st century skills necessary to be successful in career and in life. In pursuit of ensuring every student in Tennessee achieves this level of success, we begin with rigorous course standards which feed into intentionally designed programs of study.

Students engage in industry relevant content through general education integration and experiences such as career & technical student organizations (CTSO) and work-based learning (WBL). Through these experiences, students are immersed with industry standard content and technology, solve industry-based problems, meaningfully interact with industry professionals and use/produce industry specific, informational texts.

Using a Career and Technical Student Organization (CTSO) in Your Classroom

CTSOs are a great resource to put classroom learning into real-life experiences for your students through classroom, regional, state, and national competitions, and leadership opportunities. Below are CTSO connections for this course, note this is not an exhaustive list.

- Participate in CTSO Fall Leadership Conference to engage with peers by demonstrating logical thought processes and developing industry specific skills that involve teamwork and project management
- Participate in contests that highlight job skill demonstration; interviewing skills; community service activities, extemporaneous speaking, and job interview
- Participate in leadership activities such as National Leadership and Skills Conference, National Week of Service, 21st Century Skills

For more ideas and information, visit Tennessee SkillsUSA at <http://www.tnskillsusa.com> and Family, Career and Community Leaders of America (FCCLA): <http://www.tennesseefccla.org/>

Using Work-based Learning in Your Classroom

Sustained and coordinated activities that relate to the course content are the key to successful work-based learning. Possible activities for this course include the following. This is not an exhaustive list.

- **Standards 1.1-2.2** | Complete an integrated project with an industry professional.
- **Standards 3.1-3.2** | Invite an early childhood industry rep to discuss early literacy.
- **Standards 4.1-4.5** | Do a project on word recognition to be used by a local school.
- **Standards 5.1-5.7** | Invite a communications specialist to discuss the importance of communication in education.
- **Standards 6.1-6.2** | Do a writing lab collaboration with a community partner.
- **Standards 7.1-7.2** | Complete an integrated project with a local school on data instruction.
- **Standards 8.1-9.1** | Internship

Course Description

Foundational Literacy is a capstone course in the Education and Training career cluster for students interested in applying the knowledge and skills learned in previous courses toward becoming an early childhood teacher, a K-12 teacher, or a reading specialist. The course covers reading development anchored in the components of Scarborough's Rope (2010). In addition, students will complete an internship and continue to create artifacts for their student portfolios. Upon completion of this course, proficient students will be prepared to pursue advanced training at a postsecondary institution.

Course Requirements

This capstone course aligns with the requirements of the Work-Based Learning Framework (established in Tennessee State Board High School Policy), with the Tennessee Department of Education's Work-Based Learning Policy Guide, and with state and federal Child Labor Law. As such, the following components are course requirements:

Course Standards

1. Personalized Learning Plan

- 1.1 Personalized Learning Plan: A student will have a Personalized Learning Plan that identifies their **long-term goals**, demonstrates how the **Work-Based Learning (WBL) experience aligns with their elective focus** and/or high school plan of study, addresses how the student plans to **meet and demonstrate the course standards**, and addresses **employability skill attainment** in the following areas:
 - a. Application of academic and technical knowledge and skills (embedded in course standards)
 - b. Career knowledge and navigation skills
 - c. 21st Century learning and innovation skills
 - d. Personal and social skills

2. Scarborough's Rope

- 2.1 Components of Literacy: Examine the **components of the word recognition strands** of Scarborough's Rope (sounds/phonemes, letters/graphemes, and word recognition/decoding/phonics) and explain the **language comprehension strands** of Scarborough's Rope (background knowledge, vocabulary, sentences, connections, and gist).
- 2.2 Literacy Development: Analyze how the **parts of Scarborough's Rope** interact in order to make reading increasingly **automatic** and **fluent** as a child progresses from PreK through fifth grade.

3. Early Literacy Development

- 3.1 Oral Language: Compare methods of **language modeling** for young children, including **frequent conversation** (back-and-forth exchanges, **contingent responding**, and peer conversation), **open-ended questions** that require more than one-word response,

repetition and extension, self- and parallel talk (mapping actions with language), and advanced language (variety of words, connections to familiar words and/or ideas).

- 3.2 Print Concepts: Name and describe **early print concepts** (e.g., printed text conveys a message, book handling, author, illustrator, text directionality, turning pages right to left, words are separated by spaces, etc.).

4. Word Recognition

- 4.1 Phonemic Awareness: Justify the **sounds first approach** to reading instruction by citing research behind the sounds first approach and explaining best practices that would be observed in a sounds-first classroom for building **phonemic awareness** (e.g., rhyming, segmenting, blends, adding/deleting/substituting phonemes, using motion/kinesthetics, precise articulation of sounds, etc.)
- 4.2 Phonics: Defend the case for **systematic, sequential phonics instruction**, while summarizing the components of systematic, sequential phonics instruction in **curriculum materials** used in the practicum setting or in the TN Foundational Skills Curriculum Supplement
- 4.3 Fluency: Explain reading **fluency**, while describing **the relationship between fluency and comprehension**
- 4.4 Usage of Decodable Readers: Research how **decodable readers** aid in developing **fluency (e.g., automaticity and prosody)**.
- 4.5 Read Alouds: Compare and contrast methods for **read aloud** (e.g., teacher model, round robin, partner read, cloze read, repeated reading) in order to distill **best practices** for promoting reading **fluency** depending on the **context** (more specifically, the text and objective, the grade level, and the students' fluency level).

5. Language Comprehension

- 5.1 Types of Vocabulary: Examine the different **types of vocabulary** (e.g., listening, speaking, reading, and writing) and their **role in reading comprehension**.
- 5.2 Tiers of Vocabulary: Describe and categorize **tier 1, tier 2, and tier 3** vocabulary words; describe how to incorporate **tiered vocabulary** into **word study**.
- 5.3 Word Study: Design a **word study** routine applying best practices (i.e., Marzano method) used for **developing and expanding vocabulary**.
- 5.4 "The Baseball Study:" Evaluate the effects of **background knowledge** on **reading comprehension**.

- 5.5 Knowledge/Schema: Examine **best practices for** activating and building students' **background knowledge**, including how using layers of texts on similar topics builds **domain-specific** expertise.
- 5.6 Effects of Student Factors on Comprehension: Critique the **student factors** (e.g., schema, past reading instruction, oral language, word recognition skills, vocabulary, fluency, and the ability to monitor understanding) that affect **reading comprehension**.
- 5.7 Models of Comprehension: Examine the different **comprehension methods/theories** (e.g., transactional, interactive, metacognitive, socio-psycho linguistic, constructivist) and their **impact on instructional strategies**.

6. Writing Development

- 6.1 Emergent Writing: Differentiate between the **phases of emergent writing** (e.g., drawing/scribbling, letter-like but pre alphabetic, letter strings/transitional writing, invented spelling, etc.); connect **instructional methods** and **best practices** to each **phase of writing development**.
- 6.2 Encoding: Delineate the connection between **phonemic awareness, phonics, and encoding** in order to explain the **design of encoding routines** in high-quality foundational literacy materials.

7. Data Driven Instruction

- 7.1 Collaboratively, create a rubric that will be used by observers to evaluate preparation for the internship, implementation of lesson, and professionalism.
- 7.2 Data Driven Instruction: Connect the **data** yielded by assessments to **next steps for instruction** with students.

8. Internship

- 8.1 Reflections: Compile a set of reflections for six classroom observations. For each observation, choose the lens of one of the following components of foundational literacy: oral language development, phonemic awareness, phonics, fluency, vocabulary, knowledge building. Observe how the lesson materials, teacher actions, and student actions build knowledge and skill for that component of foundational literacy, answering the questions:
- What were the activities in the lesson that targeted the particular component of foundational literacy?
 - What did the teacher do during the lesson?
 - What did the students do during the lesson?
 - How does the teacher know what students learned or didn't learn in the idle of the lesson? At the end of the lesson?

9. Portfolio Artifact

- 9.1 Artifact: Study a unit of instruction from your school or district's instructional materials or from the TN Foundational Skills Curriculum Supplement. In a 2-3 page narrative, explain when and how students are expected to build core foundational literacy skills. High-quality narratives will:
- a) Explain the unit goals.
 - b) Connect the unit goals to what students would be expected to know and be able to do based on prior instruction or units.
 - c) Describe daily routines/activities build in complexity over the unit.
 - d) Name when the teacher will collect data on what students are learning and explain what the data will help the teacher to know about student understandings and misunderstandings.
 - e) Explain how this unit's knowledge and skills progress in the next unit or year of instruction.

The following artifacts will reside in the student's portfolio:

- Revised statement of personal teaching philosophy
- Personal code of professional ethics
- Revised career and professional growth plan
- A description of the internship school, student body, and a job description or list of responsibilities
- Preparation documents for lesson and instructional materials
- Examples of visual materials incorporated (e.g. graphics, presentation slides, videos, demonstrations) into lessons
- Description of instructional technology used, with examples if appropriate
- Daily teaching journal reflecting on tasks and activities, lesson effectiveness, positive and negative aspects of the experience, self-assessment, plans for refining instructional practice, and interactions with students, families, teachers and staff
- Feedback from supervising teacher at site and from TAP III teacher based on observations, using Tennessee Educator Acceleration Model (TEAM) or other state-approved observation rubric

Standards Alignment Notes

*References to other standards include:

- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
 - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.