**SPECIALIST TEACHER OF READING HANDBOOK   
[Levels: All]**

**EEDUC 7105 Practicum: Interactive Assessment and Instruction**

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# Introduction

Welcome to EEDUC 7105 Practicum: Interactive Assessment and Instruction for Literacy Learning and Seminar in Inquiry. The purpose of this handbook is to share important information that will help to prepare you for the semester ahead.

Due to the fact that the practicum is the capstone piece of the Specialist Teacher of Reading program, we like to work with candidates to help them design a field experiencethat allows them to gain knowledge and practice in the multiple roles that Reading Specialists play in schools. We consider the practicum experience to be a highly significant culmination of your program. We expect you to become a reflective practitioner who integrates teaching, learning, and researching into your professional life.

As required by the Massachusetts Department of Elementary and Secondary Education we have designed the EEDUC 7105 Practicum: Interactive Assessment and Instruction to be an intensive, 150 hour, site-based experience. We expect candidates to critically analyze, synthesize, and apply their previous course work, demonstrate theory into practice, construct knowledge about literacy through teacher research, and improve and impact the district’s literacy curriculum and policies.

With these goals in mind, we have designed the practicum to include:

1. A school-based experience in the role of the reading specialist that focuses on formal and informal assessment and diagnosis as well as instruction and professional development. We aim for you to become a leader in literacy within your school, your district, and the profession.
2. A focus on teachers as thoughtful practitioners who investigate and reflect on their practice in order to better serve students, support other teachers, and inform the profession. Through weekly seminar discussions and activities you will receive an opportunity to formulate questions, design research plans, collect and analyze data, formulate conclusions, draw implications, and think about possible next questions.
3. Completion of Self-Assessment Matrix and Key Assignment. As part of the seminar you will evaluate yourself against the thirteen competencies for the Specialist Teacher of Reading license and document the experiences you have had to meet those competencies. You will reflect on your own learning and future growth. The Key Assignment documents your professional growth across your program and the culmination in the practicum experience.

Please do not hesitate to contact us if you have questions or concerns. We know that this collaborative experience will offer exciting opportunities for professional growth and development.

Sincerely,

Stephanie Spadorcia, Ph.D. Barbara Steckel, Ph.D. Valerie Shinas, Ph.D.

Director, Specialist Teacher Associate Professor Division Director

of Reading Program Language and Literacy

# The Specialist Teacher of Reading Program Practicum and Seminar

## General Expectations for the Practicum and Seminar

**EEDUC 7105 Practicum: Interactive Assessment and Instruction for Literacy Learning**This course is designed as an intensive six-credit, 150 hour, school-based experience. It is a highly significant culmination of the Specialist Teacher of Reading program. Building upon the knowledge gained from a student’s previous coursework, we expect him/her to become a reflective practitioner who integrates teaching, learning, and researching into his/her professional life.

The practicum provides candidates with an opportunity to work closely with an experienced mentor who is a licensed Reading Specialist. They will also be expected to collaborate with classroom teachers to augment instruction, to participate in the review of the literacy curriculum and to provide professional development experiences for teachers within their assigned schools.

Candidates are expected to utilize their subject area knowledge and expertise as clinical diagnosticians. They will select and administer formal and informal assessments and use the information gained from these assessments to inform the instructional literacy program of individual students and /or groups of students who have been identified as struggling readers and/or writers.

In essence, candidates are expected to assume the entire range of roles that a specialist teacher of reading performs. By incorporating their insight and innovation into this role, they can improve their literacy teaching and the education of diverse learners, improve the literacy practice of other educators in the school, and improve and impact the district’s literacy curriculum and policies.

**Practicum Seminar in Inquiry**

For all of our degree programs, we require, in accordance with GSOE policy, that candidates also complete an Inquiry Project that focuses on teacher research through Inquiry. In the Specialist Teacher of Reading program, we have infused the practicum experience with a seminar in inquiry. Our rationale is that we want reading specialists to become teacher-researchers who investigate and reflect on their practice to better serve their students, to support other teachers, to improve their schools, and to inform the profession. To this end, the seminar has four foci:

1. **The Reading Specialist’s role:** Seminar discussions and activities center on the practicum experience where reading specialists work with students, collaborate with teachers, parents, and other professionals, review the school-wide literacy program, develop professional development for others, and engage in one’s own ongoing professional development.

2. **Using data and assessment information to inform instruction:** As part of your experience you will work with your Supervising Practitioner to identify a student in need of instructional support for your clinical teaching experience. You will use school based data to make a decision about the needs of a student to create a complete assessment plan to guide the creation of instructional plan.

3.  **Inquiry, or the teacher as researcher:** Candidates conduct their own teacher research, if possible. This is a continuation of their EEDUC 7102 Research in Reading paper. Seminar discussions and activities include formulating teacher-research questions, designing research plans, collecting and analyzing data, conveying conclusions, articulating implications, and proposing next questions. Candidates will be expected to present their teacher research orally to their colleagues, and write a summary draft article or an appropriate piece for a district or professional newsletter in order to share their teacher-research with a wider audience.

4. **Reflecting on one’s own learning and progress towards meeting competencies for the license:**

As part of this program candidates are required to reflect on their own learning in relation to the competencies for the Specialist Teacher of Reading license. The Key Assignment for the course outlines this in more detail. Supporting documentation for this can be found later in the handbook. (Appendix G)

## Practicum Placements

All reading practicum placements are approved by the faculty leading the seminar in conjunction with the Director of the Specialist Teacher of Reading Program. We require that a placement provide a close working relationship with the school’s Reading Specialists who will be the supervising practitioner. Furthermore, we require that the placement offer opportunities to experience the range of roles that a specialist teacher of reading performs. We strive for placements in elementary, middle, and high schools that include diverse student populations.

In discussing a practicum placement with a student we consider past teaching experiences, current employment status, geographical location, and new learning opportunities candidates would like to pursue.

Candidates will be supervised during their placement in the school by a university supervisor and the supervising teacher of reading in the school. Three times during the semester, candidates will meet with the university supervisor and the supervising teacher of reading in a conference to discuss the student’s progress and future learning opportunities.

# Roles and Responsibilities of the Candidate

Candidates are expected to assume the full spectrum of Specialist Teacher of Reading professional responsibilities.Specifically, each candidate will:

* Familiarize him/herself with the school climate, school and classroom philosophies, and school procedures.
* Acquaint him/herself with the appropriate classroom teachers, specialists, and administrators.
* Assess and instruct individual students and small groups of students in tutorial situations, designing the instructional program based on information gained from formal and informal assessments.
* Prepare written lesson plans for each tutorial session that demonstrate insight and reflection.
* Confer regularly with the students’ classroom teachers (and specialists, if applicable) reporting on the progress and modifications made in the tutoring sessions as well as modifications that might benefit students in other learning situations.
* Conduct demonstration lessons or co-teaching lessons in a classroom setting that support, advance, or augment the current literacy program or literacy in the content areas.
* Serve as a literacy resource for classroom teachers and other specialists.
* Present workshops to a group of teachers based on their literacy needs.
* Attend child study, IEP, faculty meetings, and parental conferences as applicable.
* Conduct teacher research on a question of personal choice that is appropriate to the clinical setting and the candidate’s professional goals.
* Work with the reading consultant on school-wide projects, such as curriculum development, assessment practices, materials review, or pilot.
* Meet regularly, at least once a week, with the mentoring supervising teacher of reading to discuss candidate’s performance and future learning opportunities.
* Meet in three conferences with the university supervisor and mentoring supervising teacher of reading to discuss candidate’s performance and future learning opportunities.
* Attend the scheduled seminar.

These requirements mirror the competencies for a Specialist Teacher of Reading (Levels: All) in the specific areas of Knowledge of Reading (#1-13).

**Responsibilities**

Candidates are expected to keep a log of their attendance at the placement site in order to document the required 150 hours of clinical experience. They are to assume the professional responsibilities of a reading specialist in their assigned school. At least 20% of the candidate’s time will be spent tutoring a case study student on a one-to-one basis. The candidate will select and apply specific assessments for the tutee, and use those assessments to inform the instructional literacy program specifically designed for that student.

It is also the candidate’s responsibility to:

* Notify the building administrator, the supervising practitioner, and the program supervisor in case of absence.
* Discuss with the supervising practitioner a plan for scheduling: teaching, observing, and assisting.
* Share in the performance of the supervising practitioner’s duties, which include: assessing students; designing and implementing literacy instruction for small groups and individual students; reviewing and coordinating literacy materials; analyzing and interpreting test scores; and supporting test preparation groups.
* Attend meetings and professional development activities that the supervising practitioner attends according to school department and building policy.
* Attend parent-teacher conferences at the discretion of the supervising practitioner. You will not be required to conduct parent conferences.
* Engage in ongoing curriculum planning in a one-to-one setting with a case study child and for small groups of students both in classrooms and in other instructional settings.
* Submit clinical lesson plans to your university supervisor immediately following a lesson and to your program supervisor at each observational visit. (See Appendix A)
* Confer with the supervising practitioner and supervisor on a regularly scheduled basis.
* Take the initiative to coordinate the scheduling of university supervisor observations and 3-way conferences that include the school-based supervising practitioner.
* Attend the scheduled practicum seminar and complete all seminar requirements.
* Design and use various evaluative procedures to assess student learning and plan appropriate instruction.
* Plan and craft an inquiry-based research project (See Appendix E) that supports literacy learning and instruction in the school program.
* Work one-on-one with a case study child to design and plan clinical diagnostic reading lessons that will remediate a specific area of weakness.

**Evaluation**

* Be observed teaching by the university supervisor three (3) times. In some cases, additional observations may be necessary. (At the discretion of the university supervisor, supervising practitioner, and the practicum instructor, some candidates may need further time in the classroom in order to successfully meet the state standards.)
* Participate in three (3) three-way conferences with the university supervisor, supervising practitioner, and practicum intern to discuss performance.
* At the first of three conferences, expectations and goals for the candidate’s performance will be discussed. In addition, candidates and their university supervisor will talk about school and program goals, and procedures relative to evaluation.
* Confer with the supervising practitioner at least on a weekly basis to discuss all aspects of performance.
* Confer with university supervisor on a regular basis to discuss all aspects of performance, including on time submission of clinical lesson plans (See Appendix A).
* Confer with the supervising practitioner and sign the practicum evaluation form after the evaluation has occurred. The candidate’s signature will indicate knowledge of the occurrence of this meeting and not necessarily approval of the evaluation.

# Role and Responsibilities of the Supervising Practitioner

The Specialist Teacher of Reading supervising practitioner shares supervising responsibilities with the university supervisor and the candidate. We require that supervising personnel hold a license as a Reading Specialist and have experience in the role. The supervising practitioner will act as a mentor, fostering the professional development of a less experienced, though fully competent, colleague. In a collaborative manner, the candidate and the mentor will conduct the responsibilities of the teaching, consulting, and administration inherent in the role. It is the responsibility of the supervising practitioner to supervise the candidate’s work within the school on a daily basis. We expect that the supervising practitioner will:

* Introduce the candidate into school culture, school and classroom philosophies, and school procedures.
* Introduce the candidate to the appropriate classroom teachers, specialists, and administrators.
* Facilitate, review, and discuss the candidate’s assessment and instruction of an individual tutee: the informal and formal assessments, the daily lesson plans, the modifications to the instructional program and the classroom program, and the future recommendations.
* Encourage insight and reflection on teaching-learning events.
* Provide opportunities for the candidate to gradually experience the consultative and administrative roles of the reading specialist, such as team meetings, IEP meetings, faculty meetings, consultation with parents, curriculum reviews.
* Confer with the candidate about conducting workshops for staff/parents.
* Cooperate with the candidate’s teacher research.
* Periodically observe the candidate and provide constructive feedback about the candidate’s ongoing progress in fulfilling the responsibilities of the role.
* Collaborate with the candidate on school-wide projects, such as curriculum development, assessment practices, piloting materials.
* Meet regularly, at least once a week, with the candidate to discuss role and responsibilities.
* Be available to facilitate the solution of issues that might arise between the candidate and other school personnel or students.
* Meet in three conferences with the university supervisor and the candidate to discuss the candidate’s performance and future learning opportunities.

# Role and Responsibilities of the University Supervisor

**Responsibilities**

The major responsibility of the university supervisor is to make three (3) on-site observations of the practicum intern and hold three (3) conferences with the mentoring Specialist Teacher of Reading and the intern. In addition, the university supervisor is available to both parties by phone and arranges on-campus appointments with the intern to offer assistance and guidance, as needed, throughout the practicum experience. Specifically, the university supervisor will:

* Be familiar with the state standards for licensure.
* Insure that the supervising practitioner and practicum intern understand their roles and responsibilities as outlined in this handbook.
* Familiarize him/herself with the philosophies and procedures of the supervising practitioner’s school.
* Obtain and review the schedule arranged by the practicum intern.
* Give specific feedback on all clinical lesson plans submitted by the intern following the sample formats provided in practicum seminar.
* Make three (3) on-site observations when the intern is in different roles of the reading consultant.
* Organize a visitation schedule to allow ample time for conference among supervising practitioner, practicum intern, and university supervisor as soon as possible following the practicum intern’s observation.
* Share oral and written feedback about all observation reports and evaluations with the intern.
* Confer with supervising practitioner before or after each observed lesson to discuss the intern’s progress, performance, etc., and to insure that the intern has the opportunity to experience the full range of teaching, consultative, and administrative responsibilities included in the role of a Specialist Teacher of Reading.
* Provide both the supervising practitioner and practicum candidate with his/her phone number to be used if necessary.
* Provide ongoing support, guidance, and recommendations to the candidate on a regular basis.
* Confer with supervising practitioner, candidate, and practicum instructor should any problems or difficulties arise during the candidate’s practicum experience.
* Document any problems regarding the candidate’s performance, overall progress, and other related issues.
* Be available to provide direction to the candidate with regard to his/her teacher research—formulating questions, designing a plan, collecting and analyzing data, formulating conclusions, and posing next questions.

**Evaluation**

The evaluation of the candidate will be coordinated between the seminar work on-campus and the practicum site. At the practicum site, the university supervisor/seminar leader will provide constructive feedback from the three observations (See Appendix B) and evaluate the candidate’s performance based on the Massachusetts Regulations for Educator Licensure: Reading (see Appendix G). The supervising practitioner will provide constructive feedback from daily observations. In some cases, more observations may be necessary. (At the discretion of the seminar leader, university supervisor, and the supervising practitioner, some candidates may need additional time in the practicum placement in order to successfully meet the state standards.)

The three conferences among the candidate, the university supervisor, and the supervising reading consultant will synthesize the candidate’s performances and opportunities for future learning as follows:

**Conference One**: **occurs approximately in the second to third week**  
They agree about the candidate’s tutoring responsibilities, review the candidate’s prior experiences, discuss current needs, and project a timeline and opportunities for consultative and administrative responsibilities in the role and for the teacher-research project. A key part of this conference is the sharing of the Self-Assessment Matrix and establishing goals for the practicum learning based on the MA competencies for the license.

**Conference Two**: **occurs approximately in the seventh to eighth week**

They discuss the candidate’s strengths and weaknesses and determine how to address them. They discuss the responsibilities (other than tutoring) the candidate has engaged in and the opportunities that will occur in the future. They may also discuss the progress of the teacher-research project.

**Conference Three:** **occurs at the end of the practicum experience**

They summarize and evaluate the candidate’s work with the tutee, with small groups of students, and with the consultative and administrative responsibilities in the role. They discuss the candidate’s professional goals and implications and next questions from the teacher-research project. Candidates should be prepared to share their self-reflection on the Self-Assessment Matrix and share what activities they completed towards meeting their goals. They complete and sign the CAP Form (signature page).

The university supervisor will complete all evaluation forms required by the university and submit them to the seminar leader. The university supervisor and the candidate will continuously apprise the seminar leader of the candidate’s performance in the practicum.

For the final grade in the practicum, the seminar leader, in conjunction with the university supervisor, will evaluate the quality of the candidate’s performance using the following assessments:

* Records of the three (3) on-site observations and conferences
* Written analysis of informal and formal assessments
* Written lesson plans for the specific tutee’s instructional program
* Written summary report synthesizing the assessment results, instructional outcomes, and future recommendations for the tutee
* Field notebook of teacher-research demonstrating reflective practice
* Oral presentation and written summary of teacher-research
* Written outline and references for staff development project
* Seminar class participation

# Practicum Seminar: Possible Seminar Topics

In the scheduled seminar, candidates will have the opportunity to discuss issues that arise from working as a Specialist Teacher of Reading within a school setting and they will be able to make connections between theory and practice. Discussions will focus around many related topics, including the following:

* Selecting and administering appropriate assessment tools
* One-to-one tutoring, small group instruction, inclusive classroom support
* Identifying, discussing and debating current “hot topics” and issues in the field of literacy
* Identifying and supporting individual needs, interests, and learning strategies
* Legal issues (Chapter 766 and those issues related to literacy instruction of students in ELL and Title I programs)
* Professional growth and development opportunities for school personnel and for oneself
* Communication and collaboration with teachers and parents
* Materials and resources
* Interpreting and analyzing school test data in order to inform classroom instruction
* Teacher research process and procedures
* Refining and establishing professional learning goals

# Graduate School of Education Mediation Policy

In the case of disagreement between the supervising practitioner and program supervisor over a student teacher’s attainment of the standards during the practicum and eligibility for licensure, a mediator will be chosen.

The mediator will be someone with appropriate educational credentials and experience in teaching and working with student teachers. The supervising practitioner and program supervisor will agree on the choice of mediator.

After the mediator is chosen, the student will be informed of the choice and of the steps to be followed. The mediator will study available evaluative data pertaining to the student teacher’s performance in the practicum in question. This may include documentation of observations, lesson plans, learning contracts, and summative and formative evaluations.

The mediator will then interview the supervising practitioner and program supervisor, determine the points of disagreement, and attempt in a neutral, facilitative manner, to resolve disagreement between the above parties. The question to be resolved is: "Has the student attained a minimal level of competence in the standards for licensure and is s/he therefore recommended for licensure?"

If agreement cannot be reached between the two parties, the mediator will determine whether the student meets the standards and should be recommended for licensure. This determination will be binding, as far as passing or failing the practicum in question is concerned.

If the student does not pass the practicum (student teaching), his/her case will be considered by the academic dean, in the usual manner for candidates in academic difficulty. (See [Academic Program and Review Policy](http://lesley.smartcatalogiq.com/en/2014-2015/Graduate-Catalog/Academic-Policies/Academic-Program-and-Review-Policy-for-Graduate-Students).

This process will be completed as quickly as possible, within twenty working days. The final result of the mediation will be communicated to the student within two days after the issue is resolved.

# Voucher Policy for Supervising Practitioners

We are pleased to be able to offer vouchers to our supervising practitioners so that they can enroll in Lesley courses. A voucher worth three credits is issued for a full-time, full-semester practicum after the candidate has completed his/her placement; however, Lesley cannot guarantee that vouchers will be available for the semester immediately following the practicum placement. Please read the policy below for details regarding tuition waiver vouchers and direct any further questions about procedures to the Field Placement Office at (617) 349-8197.

* Vouchers are mailed to the SP or the school system of the SP (arrangement made by system). It is the responsibility of the SP to find out how his/her school or system intends to use the voucher. It is also the SP’s responsibility to check with his/her school or system to see if an expected voucher has been received from Lesley. Lesley's policy is to not replace lost, misplaced, or missing vouchers.
* Representatives with signing authority of the school (director, principal, or superintendent) may assign the voucher only to a current employee. Additional transfer of the voucher is prohibited. Sale of the voucher is prohibited.
* Vouchers may be used only within the time period indicated, which is four semesters (including summer) from the semester in which the voucher is issued. No extensions of this time period are permissible. Vouchers cannot be used retroactively.
* One full or two half vouchers may be redeemed to waive tuition for payment of one course only. The amount waived may not exceed three semester hours of academic credit and will be determined by the number of credits given for the course chosen.
* Vouchers cannot be redeemed for the PhD Programs, Independent Study Contract Courses, or the Master of Fine Arts Program (College of Art and Design and Graduate School of Arts and Social Sciences). Vouchers cannot be redeemed for *non-credit* courses, seminars, or institutes.
* Original completed vouchers must be submitted to the Student Accounts Office by the last date of the add/drop or the semester in which the voucher is being used. Vouchers will be applied to your student account after the add/drop date. Person to whom the voucher has been assigned should make a copy of the original voucher for their records.
* The individual using the voucher must pay fees, such as registration, materials, field experience, etc., in full at the time of registration. Cash refunds are not given for a voucher used for a course. In the event that a course is cancelled or filled, the voucher will be returned to the student to use prior to its expiration date.
* Policies surrounding the *Voucher for Tuition Waiver* are subject to change

# Appendices

1. **Lesson Plan Format**
2. **Observation Evaluation Report**
3. **Documentation Log of Practicum Hours**
4. **Possible Field Experiences for the Practicum**
5. **Inquiry Project Working Plan**
6. **Massachusetts Regulations for Specialist Teacher of Reading Licensure: Reading**
7. **Key Assignment Description and Key Assignment Writing Prompts**

## Appendix A Clinical Lesson Plan Clinical Lesson Plan Evaluation Weekly Lesson Plan Small Group and Whole Class Lesson Plan

**Lesson Plan Template**

**Date:**

**Tutor:**

**Tutee:**

**Grade:**

**Lesson #:**

**Overall Purpose(s) of Lesson:**

**Activity 1**

**Time:**

**Materials:**

**Objectives:**

**Purpose:**

**Instructional Procedure:**

**Brief Recap and Analysis:**

**Activity 2**

**Time:**

**Materials:**

**Objectives:**

**Purpose:**

**Instructional Procedure:**

**Brief Recap and Analysis:**

**Activity 3**

**Time:**

**Materials:**

**Objectives:**

**Purpose:**

**Instructional Procedure:**

**Brief Recap and Analysis:**

**Plans for Next Session:**

**Weekly Practicum Log**

**Week of:**   **Cumulative Hours**:

**I. Direct Services to Candidates**

A. Instructional

One-to-one

Small Group

Whole Class

B. Assessment

One-to-one

Small Group

Whole Class

**II. Consultation/Collaboration (Coaching/Supporting Classroom Teachers, Staff Development or In-service, Case Study or Child Study Team, etc.)**

**III. Previewing, Piloting and Choosing Materials (trade books, basals, assessment tools, test preparation materials)**

**IV. Personal Professional Development Activities (attendance at workshops and conferences, district training, curriculum development work, reading/language arts meetings)**

**Question or Revelation for the week (What are you wondering, pondering? What did you discover or uncover?)**

*Notes: Always indicate the grade level or levels involved in your work to document the*

*K-12 aspect of your license.*

*Indicate whether you observed (may include observing CP work with individuals or with small groups, day long school visits, or a visit to a Reading Recovery site), assisted (may include teaching or working with students using plans developed by or in conjunction with the cooperating practitioner) or took on the full responsibility of the role (may include: one-to-one work with a tutee, meetings with classroom teachers/specialists/cooperating practitioner, attending professional development workshops, teaching small groups or whole classes, or modeling effective strategies in a classroom).*

**Lesson Plan Outline for Small Group and Whole Class Work**

**I. Background**

1. Brief description of group to be taught:
2. Overall purpose of this lesson:
3. Relationship of this lesson to the curriculum or a particular classroom theme:

**II. The Lesson**

1. Massachusetts Curriculum Frameworks Learning Standard(s):
2. Behavioral objectives/learning outcomes for the student (the candidates will be able to):
3. Materials (Teacher and Student):
4. Instructional practice(s):
5. Wrap up/conclusion:
6. Assessment:
7. Modifications for students (different abilities, learning styles, etc.):
8. Pitfalls and solutions: what could possibly go wrong and how will I handle it?

**Please attach any handouts to the lesson plan.**

## Appendix B Observation Evaluation Report

**Candidate: Date:**

**Child: Grade:**

**Supervisor/Observer: Observation Number:**

**Evidence of Planning and Preparation for Instruction:** (including availability of written plans, evidence of clear objectives, choice and availability of materials, contingency plans....)

**Implementation of Lesson & Strengths Observed***:* (organization, clarity, language, pacing, use of materials, sequence, flow, scaffolding / support, evidence of ongoing assessment, documentation, flexibility, adjustment)

**Evaluation Methods and Techniques:**

**Comments / Commendations:**

**Suggestions / Recommendations:**

## Appendix C Documentation of Practicum Hours

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Date** | **Description** | **Observing** | **Assisting** | **Full Responsibility of Role** | **Hours** |
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|  |  |  |  | **Total (150 hours minimum):** |  |

## Appendix D Possible Field Experiences

* Work consistently with a small group of children for remedial or enrichment instruction (in the classroom or in a language arts room).
* Work consistently with a small group of children in a guided reading group or in literature circles.
* Work with a whole class using before, during, and after reading strategies with a particular trade book.
* Conduct a consistent Writer’s Workshop in a classroom.
* Demonstrate a language arts strategy in a classroom.
* Consult with classroom teachers regarding reading/language arts instruction.
* Attend Core Evaluation Meetings and Pre-Referral Team Meetings.
* Participate in RTI data analysis activities.
* Observe a language arts lesson in a grade level you might not be familiar with.
* Become a member of a Pre-Referral Team or Child Study Team.
* Serve on a textbook selection committee or curriculum development committee.
* Participate in an in-service workshop presentation or other staff development models such as study groups, peer coaching occurrences, and/or the mentoring of a beginning teacher.
* Carry out formal or informal assessments; interpret and analyze results and recommend follow-up practices.

## APPENDIX E Inquiry Project: Working Plan

What is your question?

What are you trying to find out?

Who is involved?

When will it occur?

What is to happen?

What data needs to be collected?

What references and resources will you explore?

Do you need to know what the students already know, think, or feel? If so how will you find that out?

How will you know that you’ve answered your question?

## Appendix F Massachusetts Department of Elementary and Secondary Education

**7.07: Specialist Teacher of Reading Licenses: Reading (Levels: All)**

1. **Prerequisite**: At least an Initial teaching license and at least one year of experience under that license.
2. **Subject Matter Knowledge:**
3. Knowledge of the significant theories, practices, and programs for developing reading skills and reading comprehension.
4. Phonemic awareness and phonics: principles, knowledge, and instructional practices.
5. History and nature of English vocabulary and of English-language dialects; development of vocabulary knowledge.
6. Theories, research, and practices for reading instruction in the academic disciplines.
7. Selection and use of appropriate programs, materials, and technology for reading instruction.
8. Knowledge of, and selection criteria for, literature and informational books for children and adolescents.
9. Screening and diagnostic instruments, their administration and use for determining student strengths and weaknesses.
10. Knowledge and use of a variety of informal and formal reading assessments.
11. Second language acquisition and its relationship to reading instruction.
12. Child and adolescent development and its relationship to reading instruction.
13. Cognitive development in adolescence and its relationship to reading instruction.
14. Approaches and practices for writing instruction, including assessment of writing skills and their relationship to reading.
15. Methods to support classroom teachers and tutors in the improvement of reading instruction, including consultation techniques and professional development.

## Appendix G: EEDUC 7105 Key Assignment Description and Writing Prompts

The Key Assignment for this course includes completion of Part 1 and Part 2 of a Self-Assessment Matrix of the Department of Elementary and Secondary Education (DESE) standards of competency for Specialist Teachers of Reading and two reflective essays. The sequence of completion is as follows: Matrix Part 1, Reflection 1, Matrix Part 2, Reflection 2.

**The Self-Assessment Matrix:** In completing Parts 1 and 2 of the Self-Assessment Matrix, candidates will record evidence documenting their experiences according to the DESE competencies. Candidates are required to complete Part 1 of the Self-Assessment Matrix early in their practicum semester.

**Part 1** includes experiences to date, accomplished prior to the practicum. Completing Part 1 of the Matrix will serve to guide you as you write the first reflection. It will help you to think deeply about the competencies, help you to reflect upon your background knowledge and the range of your professional experiences to date. It is designed to help you analyze your current professional knowledge and skill according to the matrix competencies and set goals to strengthen competencies in which you have relatively limited experience to date*.* Think about the value of each competency to you as a literacy educator,reflect upon, and record examples of experiences in your coursework or in classroom settings that capture the essence of each competency.

**Part 2** of the matrix is completed near the end of the semester. It includes experiences that have taken place during the practicum in your placement, in the seminar classroom, or other current and relevant professional development setting.

Your professor/s (university supervisor) will provide feedback to guide you in the completion of both parts of the matrix. In addition to the information you provide on the matrix, your university supervisor will use the information gained from observations and conferences to assist you and help you shape your goals. She will make specific suggestions to help you hone in and improve instructional strategies and suggest materials based on the needs of your students. She will suggest activities, such as observing other grade levels or conferring with other specialists, to help you broaden your experience and prepare you for the specialist role.

Your supervising practitioner serves as a helpful resource for you throughout the semester. Your supervising practitioner will help you to evaluate your areas of relative need according to the matrix as well make general recommendations related to instruction, assessment and materials. The supervising practitioner is also an especially helpful resource with regard to Part 2 of the matrix, where you record the competency-based learning experiences you accomplished within your practicum setting.

After completing Parts 1 and 2 of the matrix, candidates complete a self-evaluation for each of the thirteen competencies based on a scale of 1-4, with 1 being “unfamiliar” and 4 being “accomplished”.  **The first reflective essay** will be completed soon after the completion of Part 1 of the matrix. In collaboration with your supervising practitioner, your professor will guide you in the process of setting your practicum goals based upon your relative areas of strength or limited experience and opportunities within your setting. The examples you provided in your matrix as well as the competencies in which you have limited examples of experience will serve to guide you in writing your first reflective essay and in setting your specific practicum goals. Think about experiences within your practicum setting that can optimally strengthen your competencies as you move forward as a literacy specialist.

Candidates are encouraged to discuss the matrix competencies with their supervising practitioner including areas of relative strengths and limitations. Your supervising practitioner will support you and help you to plan strong and beneficial internship experiences in your setting. Candidates are encouraged to share the first reflection with their supervising practitioner.

**The second reflective essay** is completed near the end of the practicum semester, and is designed to guide the culminating self-analysis of your experiences in general as well as your growth and development according to the competencies.

In the second reflection you will write about how you have met the individual goals that you have set in Reflection 1, refer to your overall practicum experience as well as specificexperiences that have been most beneficial to you as you think about your future work as a classroom teacher and as a reading specialist.What are the lessons learned as a result of your experiences? How will you use what you learned as you continue in your present role or move into a new role?

**Candidates will submit three documents to MAPS at the end of the semester for evaluation**:

* The completed matrix, including Part 1 and Part 2 exemplars with the completed numerical self-evaluation for each of the thirteen competencies
* Two reflective essays

**Key Assignment Prompts for Reflections 1 and 2**

**Reflection 1**

1. What information do I gain about my knowledge and skill as I look across the thirteen competencies?
2. Where are my overall strengths to date?
3. What competencies do I have less experience with?
4. Are there themes that emerge regarding my greatest area of skill and the competencies that I hope to develop more fully?
5. Why are the competencies that I have identified especially important to me as a future reading specialist?
6. What plans can I make with the support and guidance of my Supervising Practitioner and University Supervisor to gain experiences related to the competencies I have identified?

**Reflection 2**

1. Now that I have completed the practicum, what have I gained from the experience overall?
2. Specifically what experiences have been most beneficial to me as I think about the competencies and my future work as a classroom teacher and as a reading specialist?
3. What are the lessons learned as a result of my experiences?
4. How will I use what I’ve learned as I continue in my present role or move into a new role?
5. Have I met the goals I set out for myself?
6. What are your goals for future professional development?
7. Introduce any special areas of interest with regard to literacy education, and explain why they are significant to you in your present role or future work as a specialist?