**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 prepare you for the semester ahead.

During the practicum, we will work with the candidate to design a field experiencethat allows them to gain knowledge and practice in the multiple roles of the Reading Specialists. We consider the practicum experience to be a highly significant culmination of your program.

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, the practicum will include:

1. A school-based experience in the role of the reading specialist that focuses on assessment and diagnosis of literacy development, designing and delivering instruction, and professional development with the aim to become a leader in literacy within your school, your district, and the profession.
2. Inquiry-based learning focused on supporting your development as a reflective practitioner who investigates and reflects on their practice in order to better serve students, support other teachers, and inform the profession. Through weekly seminar discussions and activities, you will pose important questions related to your practice, design a research plan, collect and analyze data, formulate conclusions, and draw implications for instruction.
3. Completion of Self-Assessment and the Key Assignment/Performance Assessment Portfolio. You will evaluate your knowledge and skills specific to the MA DESE Subject Matter Knowledge (SMK) Standards for Reading, document your experiences and growth toward these competencies, reflect on your own learning, and plan for your future growth. The Key Assignment/Performance Assessment Portfolio documents provide evidence of your teaching and professional growth the practicum experience.

If you have questions or concerns, please reach out. We know that this collaborative experience will offer exciting opportunities for professional growth and development.

Sincerely,

Valerie Harlow Shinas, Ph.D.

Chair and Associate Professor, Language and Literacy

Barbara Steckel, Ed.D.

Program Director and Professor, Specialist Teacher of Reading Program

Grace Enriquez, Ed.D.

Interim Program Director, Specialist Teacher of Reading Program

# The Specialist Teacher of Reading Program Practicum and Seminar

## Your Practicum Placement

All reading practicum placements are approved by the field placement office in collaboration with the Program Director. The practicum must include opportunities to work closely with the school’s Reading Specialist, who will be the Supervising Practitioner. In addition, we expect that the placement will offer opportunities to experience the range of roles that a Reading Specialist performs in elementary, middle, and high schools and with diverse student populations.

In planning your practicum placement, we consider past teaching experiences, current employment status, geographical location, and new learning opportunities you would like to pursue.

Candidates are supervised during their placement by a Program Supervisor selected by the University and the Supervising Practitioner, a Reading Specialist in the school or district. Three times during the semester, candidates meet with the Program Supervisor and the Supervising Practitioner to discuss the candidate’s performance, progress, and professional goals for the practicum.

## 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. Building upon the knowledge gained from previous coursework in the program, the aim is to develop your skills and knowledge as a reflective practitioner who integrates teaching, learning, and research into your professional life as you assume the range of roles of the Reading Specialist.

The practicum provides candidates with opportunities to work closely with an experienced mentor, collaborate with classroom teachers to plan evidence-based instruction, participate in the review of literacy curricula, and provide professional development experiences for teachers within their assigned schools.

Candidates will utilize their subject area knowledge and expertise as clinical diagnosticians. You will select and administer formal and informal assessments and use these data to design and deliver instructional literacy plans to individual students and groups of students who have been identified as literacy learners who will benefit from additional support.

**Practicum Seminar in Inquiry**

In all of our degree programs and in accordance with GSOE policy, we require that all candidates complete an Inquiry Project that focuses on teacher research. In the Specialist Teacher of Reading program, we have infused the practicum experience within a seminar centered on inquiry. Our aim is to support you as you become a teacher-researcher who investigates and reflects on your practice to better serve students, support other teachers, improve your schools, and 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, families/caretakers, 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 who will benefit from instructional support. You will use school-based data to guide decision-making about the instructional needs of the student. You will develop and administer an assessment plan to guide the creation of instructional plan that you will begin during your time with the student. In the seminar, you will share your progress and collaborate with your colleagues to consider next steps.

3.  **Inquiry, or the teacher as researcher:** Each candidate will conduct teacher research in the form of an inquiry project. Seminar discussions and activities will support this work and will include the following: formulating practice-related research questions, designing research plans, collecting and analyzing data, drawing conclusions and forwarding implications for further instruction. Candidates will present their teacher research orally to their colleagues in the seminar and write a summary report that will become part of the completed Key Assignment/Performance Assessment Portfolio.

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

Candidates are required to reflect on their own learning in relation to the Subject Matter Knowledge for Reading Specialists. The Key Assignment/Performance Assessment Portfolio description for the course outlines this in more detail.

# Roles and Responsibilities of the Candidate

Candidates will assume the full range of roles of the Reading Specialist.Specifically, each candidate will:

* Familiarize him/herself with the school climate, school and classroom philosophies, and school procedures.
* Acquaint him/herself with classroom teachers, specialists, and administrators.
* Design an instructional plan for and teach individual students and small groups using an instructional plan based on information gained from formal and informal assessments.
* Prepare written lesson plans for each tutoring session with the individual case-study student that demonstrate knowledge of evidence-based practice and a reflective stance.
* Confer regularly with the students’ classroom teachers (and specialists, if applicable) to report on the progress and adjustment to instruction made in the tutoring sessions and to recommend differentiated supports that may benefit students in other learning situations.
* Conduct demonstration lessons or co-teach 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 professional development to a group of teachers based on their literacy needs, when possible.
* Attend child study, IEP, and faculty meetings as well as parent conferences, as applicable.
* Conduct teacher research on a question of practice specific to the practicum setting and the candidate’s professional goals.
* Work with the Reading Specialist on school-wide projects, such as curriculum development, assessment practices, materials review, or pilots or literacy programs.
* Meet regularly (at least once per week) with the Supervising Practitioner to discuss the candidate’s performance, progress toward goals, and future learning opportunities.
* Meet in three conferences with the Program Supervisor and the Supervising Practitioner to discuss the candidate’s performance, progress toward goals, and future learning opportunities.
* Attend the scheduled seminar.

These requirements are intended to create opportunities for developing the skills and knowledge outlined in the Subject Matter Knowledge for the Reading Specialist.

**Responsibilities**

All candidates will 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 the Supervising Practitioner to plan instruction for a case study student and for small groups of students in classrooms and in other instructional settings.
* 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.
* Submit clinical lesson plans to your Program Supervisor 2-3 days before each observational visit and at the end of each week with a substantive reflection. (See Appendix A)
* Confer with the Supervising Practitioner and Program Supervisor on a regularly scheduled basis.
* Coordinate the scheduling of observations and 3-way conferences.
* Attend the scheduled practicum seminar and complete all seminar requirements.
* Select and administer evaluative procedures to assess student learning and plan appropriate instruction.
* Plan and conduct an inquiry-based research project (See Appendix E) that supports literacy learning and instruction in the school program.

**Evaluation**

* Observations will be conducted by the Program Supervisor and the Supervising Practitioner at four (4) points during the practicum. In some cases, additional observations may be necessary. Please note: At the discretion of the Program Supervisor, Supervising Practitioner, and the practicum instructor, some candidates may need additional time in the classroom in order to successfully meet state standards for the license.
* Participate in three (3) three-way conferences with the Program Supervisor and Supervising Practitioner to discuss performance and progress toward the SMKs.
  + At the first of these conferences, expectations and goals for the candidate’s performance will be discussed. Candidates, the supervising practitioner, and the Program Supervisor will discuss school and program goals and evaluation procedures.
* Confer with the Supervising Practitioner at least once per week to discuss all aspects of performance.
* Confer with Program Supervisor regularly to discuss all aspects of performance, including progress demonstrated through the clinical lesson plans, which are submitted weekly (See Appendix A).
* Maintain responsibility for and sign the practicum evaluation form after each evaluation has occurred. The candidate’s signature will indicate knowledge of the meeting but may not indicate agreement of the evaluation or recommendations outlined in the report.

# Role and Responsibilities of the Supervising Practitioner

The Supervising Practitioner shares supervising responsibilities with the Program Supervisor and the candidate. We require that Supervising Practitioner 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 mentor will conduct all responsibilities of teaching, consulting, and administration inherent in the role within the constraints of school and district policies. It is the responsibility of the Supervising Practitioner to supervise the candidate’s work 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 including assessments, daily lesson plans, adjustments to the instructional program, and recommendations for future instruction.
* Invite discussion and reflection about teaching and 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 families/caretakers, curriculum reviews.
* Confer with the candidate about conducting workshops for staff and/or families/caretakers.
* Support the candidate’s teacher research.
* Collaborate with the candidate on school-wide projects, such as curriculum development, assessment practices, piloting materials.
* Meet regularly, at least once per week, with the candidate to discuss roles and responsibilities.
* Be available to facilitate the solution of issues that might arise between the candidate and other school personnel or students.
* Periodically observe the candidate engaged in the role and provide constructive feedback.
* Conduct one unannounced observation of the candidate’s teaching and participate in one announced observation with the Program Supervisor (30-45 minute lessons)
* Share oral and written feedback about all observation reports and evaluations with the candidate.
* Meet in three (3) conferences with the Program Supervisor and the candidate to discuss the candidate’s performance and future learning opportunities.

# Role and Responsibilities of the Program Supervisor

**Responsibilities**

The major responsibility of the Program Supervisor (PS) is to conduct three (3) on-site or virtual observations of the candidate and hold three (3) conferences with the Supervising Practitioner and the candidate. The first observation will include the Supervising Practitioner. In addition, the Program Supervisor will be available to the candidate and the Supervising Practitioner, as needed. The PS will arrange regular appointments with the candidate to offer assistance and guidance throughout the practicum experience. Specifically, the university supervisor will:

* Be familiar with the state standards for licensure.
* Ensure that the Supervising Practitioner and candidate understand their roles and responsibilities as outlined in this handbook.
* Be familiar with the philosophies and procedures of the supervising practitioner’s school.
* Obtain and review the schedule arranged by the candidate.
* Provide ongoing support, guidance, and recommendations to the candidate on a regular basis.
* Confer with Supervising Practitioner, candidate, and practicum instructor to address any problems or difficulties that 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.
* Give feedback on all clinical lesson plans submitted by the candidate following the sample formats provided in the practicum seminar.
* Conduct three announced observations of the candidate teaching the tutee, small groups, or performing other roles of the reading specialist. The first of these will be with the supervising practitioner
* Organize a schedule for observations that allow ample time to observe the candidate and conduct the 3-way conference with the Supervising Practitioner and the candidate.
* Share oral and written feedback about all observation reports and evaluations with the candidate.
* Confer with Supervising Practitioner before or after each observed lesson to discuss the candidate’s progress and performance and to ensure that the candidate is afforded opportunities to experience the full range of the role.
* Provide both the Supervising Practitioner and practicum candidate with his/her phone number to be used in the event of an emergency.

**Observations and Ongoing Feedback**

Observations and assessment of the candidate will be coordinated between the Program Supervisor, Supervising Practitioner, and Seminar Leader to ensure constructive feedback. Specifically, the Program Supervisor and Supervising Practitioner will conduct a total of four observations, three announced observations by the Program Supervisor (ideally, with the SP joining the first) and one unannounced by the Supervising Practitioner. In addition, the Program Supervisor and Supervising Practitioner will evaluate the candidate’s performance based on the Subject Matter Knowledge for Reading. These will be documented in the observation form as well as the formative and summative assessments.

The Supervising Practitioner will provide constructive feedback from regular observations of the candidate’s teaching, including one announced observation with the PS and one unannounced observation conducted within the context of the practicum. Please note that at the discretion of the seminar leader, program supervisor, and the supervising practitioner, some candidates may be identified as needing additional time in the practicum placement in order to successfully meet the state standards.

Three (3) 3-way conferences will occur during the practicum. Each conference must include the candidate, the program supervisor, and the supervising practitioner. These conferences provide an opportunity to discuss and assess the candidate’s performances and opportunities for future learning as follows:

**Conference One**: **Approximately the third week of the practicum**  
Discuss the candidate’s tutoring responsibilities, review the Reading Specialist Formative and Summative Assessment, review the candidate’s prior experiences, discuss current needs, and develop a timeline that includes opportunities for consultative and administrative responsibilities in the role and for the teacher-research project. A key part of this conference is establishing goals for the practicum learning based on the SMKs for the license.

**Conference Two**: **Approximately the eighth week of the practicum**

Discuss the candidate’s areas of strength and those for further development. Together, determine how to address identified needs and goals for professional growth. Further, discuss the responsibilities (other than tutoring) the candidate has engaged in and opportunities that will occur in the future. At this time, it will be helpful to share progress on the teacher-research project. PS and SP will complete the Formative Assessment. If there are concerns regarding a candidate’s progress, they will be discussed, documented and communicated to the Field Office and seminar instructor.

**Conference Three:** **Approximately the twelfth to thirteenth week of the practicum**

Summarize and evaluate the candidate’s work in all aspects of the practicum and discuss the candidate’s professional goals as well as findings gleaned from the teacher-research project. Candidates should be prepared to share their Key Assignment/Performance Assessment Portfolio materials and activities completed to meet their professional goals. PS and SP will complete the summative assessment and all members of the team will complete and sign the CAP Form (signature page) to verify that the candidate is ready to serve in the role. The Program Supervisor and candidate will share all documentation of the candidate’s performance in the practicum with the seminar leader.

# Formative and Summative Assessment

The Reading Specialist SMKs are spiraled through Lesley Reading Specialist Program and grouped by Lesley into Core Competencies which will be assessed and evaluated during the Formative and Summative Assessments.

All Reading Specialist Candidates must be assessed at a minimum of “Proficient” relative to the Core Competencies:

Foundational Language and Literacy Skills

Developmentally Appropriate, Differentiated Planning

Assessment Data Analysis and Diagnosis

Evidence-Based, Interdisciplinary Instruction

Coaching, Collaboration, and Leadership

Family and Community Engagement

Grading of the candidate’s performance for the seminar and documentation of success in the practicum will be collected in the Key Assignment/Performance Assessment Portfolio. Evidence will be submitted in LiveText and will include the following assessments:

* Written records of the four (4) on-site observations and three (3) 3-way conferences
* Written lesson plans documenting the tutee’s instructional program (minimum of 15)
* Written summary report synthesizing assessment results, instructional outcomes, and future recommendations for the tutee in a case study report
* Oral presentation and written summary of teacher-research
* Field notebook of teacher-research demonstrating reflective practice
* Self-assessment matrix, Parts 1 and 2, and reflection documents
* Cumulative Log Sheet
* Formative and Summative Assessment documents completed by the PS and SP
* Signed CAP form

Please note: If a determination is made by the PS and the SP that more time is needed for the candidate to demonstrate readiness for the role, a meeting will be planned with the Seminar Leader, Program Director, and Supervising Practitioner as well as the Department Chair and Academic Advisor.

# Practicum Seminar: Possible Seminar Topics

In the scheduled seminar, candidates will discuss issues that arise from working as a Reading Specialist within a school setting. They will be able to make connections between theory and practice.

Discussions will address 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 colleagues and families/caretakers
* 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.

* Course vouchers are offered to the agency or the school system of the site supervisor. It is the responsibility of the site supervisor SP to find out how their agency/school system intends to use the voucher.
* Lesley University cannot assume responsibility for their assignment within those systems or to monitor their use.  Additional transfer of the voucher is prohibited.  Sale of the voucher is prohibited.
* Vouchers are valid for three semesters (including summer) after the semester in which the supervision occurred.  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 can be redeemed for non-credit courses, seminars, and institutes but cannot exceed the equivalent course value
* Voucher request forms must be requested prior to the start date of the semester of use, in order to allow time for approval by the Field Training Office and to the Student Accounts Office by the last day of the add / drop or the semester in which the voucher is being used.
* The individual using the voucher must pay fees, such as registration, materials, field experience, etc., in full at the time of registration. Non-payment of the balance at the time of registration or by the semester’s due date will result in a student account hold and late payment fees.  Unpaid balances are sent to an outside collection agency for collection purposes.
* If the course associated with the voucher is dropped or cancelled, the user must fill out a new voucher request form to apply towards a new registration.
* Cash refunds are not given for a voucher used for a course. In the event that a course is cancelled or filled, the user will be able to use the voucher towards another course of their choosing; given it is still valid.
* Voucher guidelines are subject to change. Please check with vouchers@lesley.edu with any questions.

*Please note: Waiver policies are subject to change*

# Appendices

1. **Lesson Plan Format**
2. **Lesson Plan Outline for Small Group and Whole Class Work**
3. **Observation Evaluation Report Form**
4. **Documentation Log of Practicum Hours**
5. **Possible Field Experiences for the Practicum**
6. **Inquiry Project Working Plan**
7. **Inquiry Summary Report Form**
8. **Mass DESE Subject Matter Knowledge: Reading**
9. **Performance Assessment Portfolio**
10. **Formative Assessment**
11. **Summative Assessment**

## Appendix A: Clinical Lesson Plan Template

Date:

Reading Specialist Candidate:

Tutee:

Grade:

Lesson #:

Instructional Goals for Students:

Standard/s Addressed (MA Curriculum Frameworks):

Professional goals for candidate:

SMKs Addressed:

Activity #1:

|  |  |
| --- | --- |
| Time estimate |  |
| Materials |  |
| Instructional objectives |  |
| Instructional procedure |  |
| Post-lesson reflections: what your student learned and what you learned |  |

Activity #2:

|  |  |
| --- | --- |
| Time estimate |  |
| Materials |  |
| Instructional objectives |  |
| Instructional procedure |  |
| Post-lesson reflections: what your student learned and what you learned |  |

Activity #3:

|  |  |
| --- | --- |
| Time estimate |  |
| Materials |  |
| Instructional objectives |  |
| Instructional procedure |  |
| Post-lesson reflections: what your student learned and what you learned |  |

After teaching this lesson and reflecting on your instructional impact, what do you still need to know about this student’s literacy skills?

What are the next steps for instruction and/or assessment?

## Appendix B: 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:
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 C Reading Specialist Observation Form

| **Name: Date:** |
| --- |

|  |
| --- |
| **Observation #:**  **Observed By:**  **Focus Elements:**  ☐ 1. Foundational Language and Literacy Skills ☐ 4. Evidence-Based, Interdisciplinary Instruction  ☐ 2. Developmentally Appropriate, Differentiated Planning. ☐ 5. Coaching, collaboration, and leadership  ☐ 3. Assessment Data Analysis and Diagnosis ☐ 6. Family and Community Engagement  **Date of Observation: Time:**  **Content Topic/Lesson Objective:**  **Grade Level:**  **☐ Whole Group ☐ Small Group ☐ One-on-One ☐ Other**  **☐ Students ☐ Adults** |

|  |
| --- |
| *Active Evidence Collection occurred during the observation and is synthesized and categorized below.* |

|  |  |
| --- | --- |
| **Element** | **Evidence** |
|  |  |
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| --- | --- |
| **Focused Feedback** |  |
| Reinforcement Area/Action:  *(strengths)* |  |
| Refinement Area/Action:  *(areas for improvement)* |  |

## Appendix D Documentation of Practicum Hours

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Brief Description:**  **Each entry is for a single day but may have multiple activities. Please include evidence of the ways this activity addresses the MA DESE Reading Specialist SMKs.** | **Indicate O (Observing), A (Assisting) or R (Full Responsibility**  **Full Responsibility of Role** | **Time** |
| **Sample entry:**  **9/8** | * **Met with SP to plan schedule (20 minutes)** * **Visited book room to select text for first tutoring session (15 minutes)** * **Observed my SP assess fluency of 3 2nd grade readers using DIBELS ORF (15 minutes)** | * **R** * **R** * **O** | **50 minutes** |
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|  | | **Total Hours:** |  |

## Appendix E 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).
* Gain experience with explicit, phonemic awareness and systematic phonics instruction.
* 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 F: 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 G: Inquiry Summary Form

Inquiry Summary Report: Reflection on Action

Candidate: Please upload Summary Report to your Livetext ePortfolio

|  |
| --- |
| **What** was your question and why did you choose it? |
|  |
| **Who** was involved (Who were the people who were the focus of your question?) |
|  |
| **How** did your Self-Assessment help inform your question? To which elements is your question tied? |
|  |
| **What** were your data collection methods and analysis? |
|  |
| **What** were your findings as they relate to student/teacher/community learning, or growth? |
|  |
| **What** were your preliminary results and conclusions? |
|  |
| **What** were the strengths of the process and what will you need to do to implement this in your classroom? |
|  |
| **Who** would benefit from your inquiry? With whom might you share it?” |
|  |

## Appendix H: Massachusetts Department of Elementary and Secondary Education Subject Matter Knowledge (SMK)

### Subject Matter Knowledge: Reading, All

Reading Specialist candidates must demonstrate knowledge of the [*2017 Massachusetts English Language Arts and Literacy Framework*](http://www.doe.mass.edu/frameworks/ela/2017-06.pdf)*,* specifically:

1. Guiding Principles for English Language Arts and Literacy Programs, and
2. College and Career Readiness Anchor Standards for Reading, Writing, Speaking and Listening, and Language.

In addition, Reading Specialist candidates must know and demonstrate the necessary depth and breadth of the following content knowledge needed to support all students in mastering grade level expectations:

1. Evidenced-based[[1]](#footnote-1) concepts of language and literacy (*i.e.,* supported by evidence presented in peer-reviewed literature).
2. Components of language: phonology, syntax, semantics, morphology, discourse, pragmatics.
3. Components of reading (National Reading Panel, 2000): concepts of print, phonological awareness (including phonemic awareness), phonics, word recognition, fluency, vocabulary, oral language, and comprehension.
4. The reciprocal relationships among:
   1. Phonemic awareness, phonological awareness, rapid automatic naming speed, decoding, word recognition, and spelling.
   2. Decoding, fluency, and reading comprehension.
   3. Background knowledge, vocabulary, decoding, and reading comprehension.
   4. Reading comprehension and writing/composition.
   5. Listening comprehension and reading comprehension.
   6. Reading, writing, language, viewing, speaking, and listening in service of building knowledge.
5. Brain science research related to reading, including how the brain learns to read and neurobiological impacts on reading development.
6. Characteristics of diverse learner profiles, including the strengths and needs commonly demonstrated by multilingual students and students with reading disabilities including dyslexia.
7. Aspects of texts to consider when evaluating and selecting curriculum and print/digital texts, including: dimensions of [text complexity,](http://www.doe.mass.edu/frameworks/ela/2017-06QRG-ReadingComp.pdf) alignment with grade-level topics; curriculum topics, diversity in literacy genres and forms; cultural relevance of text to students; the representation of diverse cultures and perspectives in texts.
8. Aspects of learners to consider when evaluating and selecting curriculum and print/digital texts, including: text quality, a student’s current literacy strengths and needs, background knowledge, interests, stamina and motivation, and reading difficulties and disabilities.
   1. Elements of composition, including:
   2. Craft and structure of texts in various genres and forms.
   3. Composition process.
9. Evidence-based practices for explicit, systematic, and cumulative instruction in the following topics, aligned to grade specific standards in the [*2017 Massachusetts English Language Arts and Literacy Framework*](http://www.doe.mass.edu/frameworks/ela/2017-06.pdf) and the digital literacy standards of the [*2016 Massachusetts Standards for Digital Literacy and Computer Science*](http://www.doe.mass.edu/frameworks/dlcs.docx):
   1. Concepts of print, including the alphabetic principle.
   2. Phonological and phonemic awareness, including the progression of phonological awareness skills and of phoneme skill development.
   3. Phonics for word recognition and spelling, including the systematic, cumulative progression of phonics concepts, syllabication, and spelling rules/generalizations.
   4. Oral reading fluency at the word, sentence, and passage levels, including reading sight words with automaticity
   5. Comprehension, including vocabulary, word knowledge, text structures, summarizing, monitoring for understanding, and integration of content presented in diverse formats.
   6. Vocabulary, including approaches for selecting words to teach in-depth and word learning strategies such as the use of context and word parts (morphology).
   7. English grammar and usage, and conventions of English.
   8. Progressions of writing skills, including: letter formation, encoding/spelling, conventions, sentence structure, paragraph formation.
   9. Writing, including idea development, the organization and purpose of arguments, informative/explanatory texts, and narratives; using the writing process; and awareness of task, audience, and purpose.
   10. Handwriting and developmentally appropriate keyboarding.
   11. Speaking and listening skills, including skills required for collaborative conversations and presentations.
   12. Digital/media literacies,with particular emphasis on online research and the evaluation of online information for accuracy and bias.
10. Evidence-based practices for literacy across content areas, including disciplinary literacy.
11. Purposes, attributes, strengths/limitations and administration of various types of assessments including valid, reliable and scientifically-based screening and diagnostic assessments; curriculum-based measurements (CBM); and assessments used for formative, progress monitoring, and summative purposes.

Approaches to using assessment data to identify students at risk for reading difficulties and to inform instruction.

1. Structure and purpose of flexible multi-tiered systems that support academic and behavioral needs of all students in a school, including consideration of executive function, self-regulation, working memory, and metacognition.

Collaborative leadership and adult learning theories and strategies related to:

Effective mentorship and coaching.

Planning and leading professional development.

Developing a school-based plan for literacy instruction and assessment that integrates evidence-based strategies.

The evaluation and selection of core and intervention instructional materials for literacy.

## Appendix I: Performance Assessment Portfolio

EEDUC 7105: Key Assignment/Performance Assessment Portfolio

The Key Assignment for this course is a comprehensive portfolio of evidence selected to document candidates’ progress toward the Subject Matter Knowledge for Reading and provide evidence that they are ready to serve in the role of the Reading Specialist.  The Key Assignment/Performance Assessment Portfolio has been designed to help each candidate set individual goals for their practicum experience and provide evidence for successful mastery of the Subject Matter Knowledge (SMKs) for Reading, All Levels, identified by DESE. With the support of the Seminar Instructor, Supervising Practitioner, and Program Supervisor, candidates will collate evidence that demonstrates the skills and knowledge outlined in the SMKs.

Evidence collected in the Key Assignment/Performance Assessment Portfolio, which provides support for the passing grade and determination that you are prepared for the role of Reading Specialist, must include the following:

* Written records of the three (3) on-site observations by the PS (the first with the SP) and 1 unannounced observation by the SP
* Written documentation of three (3) 3-way conferences with the Program Supervisor and Supervising Practitioner (Signed 3-way conference/CAP form) - scan and upload after each meeting
* Written lesson plans documenting the instructional program for the tutee/case-study student with substantive reflections (minimum of 15)
* Case-study report, including and formal assessments in a case-study report
* Inquiry Project
* Field notebook of teacher-research demonstrating reflective practice (Screen Shots)
* Self-assessment matrix and reflection essays #1 and #2
* Cumulative Log Sheet
* Formative and Summative Assessments completed by the PS and SP

These elements will be discussed in the seminar and all materials will be available in myLesley. Candidates will submit all documents to LiveText at the end of the semester for evaluation.

Please note: Three announced observations will be conducted by the Program Supervisor and one unannounced observation will be conducted by the SP. These will be documented using the required observation form (See page 4). Each observation of the candidate’s teaching will be 30 - 45 minutes in length. It is expected that candidates will identify the instructional goal and SMK focus for each observation based upon the candidate’s professional goals for learning during the practicum experience.

​​Candidates should be prepared to share their Key Assignment Portfolio materials and activities completed to meet their professional goals. All members of the team will complete and sign the 3-way conference/CAP Form to verify that the candidate is ready to teach/serve in the role. If a determination is made that more time is needed for the candidate to demonstrate readiness for the role, a meeting will be planned as outlined in the Practicum Handbook.

Critical to successful completion of the practicum are the Self-Assessment Matrix and Reflective Essays, which document the ways you engaged in activities to develop knowledge and skills outlined in the Massachusetts Department of Elementary and Secondary Education (DESE) Subject Matter Knowledge (SMKs) for Reading Specialists. These appear at the end of this document. The sequence of completion is as follows: Self-Assessment Matrix Part 1, Reflection 1, Self-Assessment 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 SMKs. Candidates are expected 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 knowledge and skills you have gained in your program.

**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 program supervisor, supervising practitioner, and seminar leader will provide feedback to guide you as you reflect and complete the matrix. In addition to the information you provide on the matrix, your Program Supervisor and Supervising Practitioner will use the information gained from observations and conferences to help you shape your professional goals.  **The first reflective essay** will be completed soon after the completion of Part 1 of the matrix. In collaboration with your supervising practitioner, your program supervisor, and the seminar leader, you will set goals for the practicum based on your relative areas of strength and growth. The examples you provided in your matrix 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 knowledge and skills as you move forward as a literacy specialist.

Candidates are encouraged to discuss the self-assessment and reflection with their supervising practitioner. Your Supervising Practitioner will support you and help you plan strong and beneficial practicum experiences in your setting.

**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 Subject Matter Knowledge.

In the second reflection you will write about how you have met the professional goals you set in Reflection 1, refer to your overall practicum experience as well as specificexperiences that have been beneficial to you, and discuss areas for future growth as you prepare to enter the field 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?

**Completion of this assignment includes three components:**

* The completed self-assessment matrix
* Reflective essay #1
* Reflective essay #2

**Prompts for Reflections 1 and 2**

**Reflection 1**

1. What information do I gain about my knowledge and skill as I look across the Subject Matter Knowledge categories?
2. Where are my overall strengths to date?
3. Which Subject Matter Knowledge categories do I have less experience with?
4. Are there themes that emerge regarding my greatest area of skill and the Subject Matter Knowledge that I hope to develop more fully?
5. Why are the Subject Matter Knowledge categories 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 Program Supervisor to gain experiences related to growth in the Subject Matter Knowledge I identified?

**Reflection 2**

1. Now that I have completed the practicum, what have I gained from the experience?
2. Specifically, what experiences have been most beneficial to me as I think about the Subject Matter Knowledge categories 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?

### Reading Specialist Focus Elements to SMK Guide\*

**Foundational Language and Literacy Skills**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Foundational Language and Literacy Skills** | | | | |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| Demonstrates limited knowledge of the subject matter knowledge and/or evidence-based, culturally responsive pedagogies for language and literacy instruction. | Demonstrates factual knowledge of the subject matter knowledge and/or evidence-based, culturally responsive pedagogies for language and literacy instruction. | Demonstrates sound knowledge and understanding of the subject matter knowledge and/or evidence-based, culturally responsive pedagogies for language and literacy instruction. | Demonstrates expertise in subject matter knowledge and/or evidence-based, culturally responsive pedagogies for language and literacy instruction and models this for others. |

a. Evidenced-based[[2]](#footnote-2) concepts of language and literacy (*i.e.,* supported by evidence presented in peer-reviewed literature).

b.Components of language: phonology, syntax, semantics, morphology, discourse, pragmatics.

c.Components of reading (National Reading Panel, 2000): concepts of print, phonological awareness (including phonemic awareness), phonics, word recognition, fluency, vocabulary, oral language, and comprehension.

d.The reciprocal relationships among:

* 1. Phonemic awareness, phonological awareness, rapid automatic naming speed, decoding, word recognition, and spelling.
  2. Decoding, fluency, and reading comprehension.
  3. Background knowledge, vocabulary, decoding, and reading comprehension.
  4. Reading comprehension and writing/composition.
  5. Listening comprehension and reading comprehension.
  6. Reading, writing, language, viewing, speaking, and listening in service of building knowledge.

**Developmentally Appropriate, Differentiated Planning**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Developmentally Appropriate, Differentiated Planning** | | | | |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| Demonstrates little or no knowledge of the developmental levels of and/or needs of students across grade levels.  Uses limited and/or inappropriate instructional practices to accommodate differences. | Demonstrates knowledge of the developmental levels of and/or needs of students across grade levels but does not identify developmental levels or use this knowledge to inform instructional planning.  Attempts to use evidence-based, inclusive instructional practices to accommodate differences, but fails to address an adequate range of differences. | Demonstrates knowledge of the developmental levels of and/or needs of students across grade levels and uses this knowledge to design differentiated instruction that meets the needs of all learners.  Uses evidence-based, inclusive instructional practices, such as tiered supports and scaffolded instruction, to address students’ specific learning needs, abilities, interests, and levels of readiness, including those of academically advanced students, students with disabilities, and English learners. | Demonstrates expert knowledge of the developmental levels of and/or needs of students across grade levels and uses this knowledge to design differentiated instruction that meets the needs of all learners.  Models this practice for others.  Uses evidence-based, inclusive instructional practices, such as tiered supports and scaffolded instruction, to address students’ specific learning needs, abilities, interests, and levels of readiness, creating structured opportunities for each student to meet or exceed state standards/local curriculum and behavioral expectations. Models this practice for others. |

e.Brain science research related to reading, including how the brain learns to read and neurobiological impacts on reading development.

f. Characteristics of diverse learner profiles, including the strengths and needs commonly demonstrated by multilingual students and students with reading disabilities including dyslexia.

h. Aspects of learners to consider when evaluating and selecting curriculum and print/digital texts, including: text quality, a student’s current literacy strengths and needs, background knowledge, interests, stamina and motivation, and reading difficulties and disabilities.

n. Structure and purpose of flexible multi-tiered systems that support academic and behavioral needs of all students in a school, including consideration of executive function, self-regulation, working memory, and metacognition.

**Assessment Data Analysis and Diagnosis**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Assessment Data Analysis and Diagnosis** | | | | |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| Administers only the assessments required by the school and/or measures only point-in-time student achievement.  Makes few adjustments to practice based on formal and informal assessments.  Does not draw conclusions from student data that inform instructional planning. | May administer some informal and/or formal assessments to measure student learning but rarely measures student progress toward achieving state/local standards.  May analyze some assessment results but only occasionally adjusts practice or modifies future instruction based on the findings.  Draws conclusions from a limited analysis of student data to  inform instructional planning. | Uses a variety of informal and formal assessments methods, including common interim assessments, to measure students’ learning, growth, and progress toward achieving state/local standards.  Analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement differentiated interventions and enhancements for students.  Draws appropriate conclusions from a thorough analysis of a wide range of assessment data to inform instructional decisions and improve student learning. | Designs and administers a comprehensive system of informal and formal assessments, including common interim assessments and ongoing progress monitoring methods, to measure each student’s learning, growth, and progress toward achieving state/local standards. Models this practice for others.  Skillfully organizes and analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice. Models this practice for others.  Draws appropriate, actionable conclusions from a thorough analysis of a wide range of assessment data to inform short- and long-term instructional decisions that improve learning for all students. |

l.Purposes, attributes, strengths/limitations and administration of various types of assessments including valid, reliable and scientifically-based screening and diagnostic assessments; curriculum-based measurements (CBM); and assessments used for formative, progress monitoring, and summative purposes.

m. Approaches to using assessment data to identify students at risk for reading difficulties and to inform instruction.

**Evidence-Based, Interdisciplinary** **Instruction**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Evidence-Based, Interdisciplinary Instruction** | | | | |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| Does not engage students in developmentally appropriate learning experiences that enable them to acquire complex knowledge and subject-specific skills and vocabulary. | Attempts to engage students in developmentally appropriate learning experiences that enable them to acquire complex knowledge and subject-specific skills and vocabulary. | Consistently engages students in developmentally appropriate learning experiences that enable them to acquire complex knowledge and subject-specific skills and vocabulary. | Consistently engages all students in learning experiences that enable them to acquire, synthesize, and apply complex knowledge and subject-specific skills and vocabulary, such that they are able to make and assess evidence-based claims and arguments and models this for others. |

Foundational:Demonstrate knowledge of the [*2017 Massachusetts English Language Arts and Literacy Framework*](http://www.doe.mass.edu/frameworks/ela/2017-06.pdf)*,* specifically:

* 1. Guiding Principles for English Language Arts and Literacy Programs, and
  2. College and Career Readiness Anchor Standards for Reading, Writing, Speaking and Listening, and Language.

g. Aspects of texts to consider when evaluating and selecting curriculum and print/digital texts, including: dimensions of [text complexity,](http://www.doe.mass.edu/frameworks/ela/2017-06QRG-ReadingComp.pdf) alignment with grade-level topics; curriculum topics, diversity in literacy genres and forms; cultural relevance of text to students; the representation of diverse cultures and perspectives in texts.

i. Elements of composition, including:

1. Craft and structure of texts in various genres and forms.
2. Composition process.

j. Evidence-based practices for explicit, systematic, and cumulative instruction in the following topics, aligned to grade specific standards in the [*2017 Massachusetts English Language Arts and Literacy Framework*](http://www.doe.mass.edu/frameworks/ela/2017-06.pdf) and the digital literacy standards of the [*2016 Massachusetts Standards for Digital Literacy and Computer Science*](http://www.doe.mass.edu/frameworks/dlcs.docx):

* 1. Concepts of print, including the alphabetic principle.
  2. Phonological and phonemic awareness, including the progression of phonological awareness skills and of phoneme skill development.
  3. Phonics for word recognition and spelling, including the systematic, cumulative progression of phonics concepts, syllabication, and spelling rules/generalizations.
  4. Oral reading fluency at the word, sentence, and passage levels, including reading sight words with automaticity
  5. Comprehension, including vocabulary, word knowledge, text structures, summarizing, monitoring for understanding, and integration of content presented in diverse formats.
  6. Vocabulary, including approaches for selecting words to teach in-depth and word learning strategies such as the use of context and word parts (morphology).
  7. English grammar and usage, and conventions of English.
  8. Progressions of writing skills, including: letter formation, encoding/spelling, conventions, sentence structure, paragraph formation.
  9. Writing, including idea development, the organization and purpose of arguments, informative/explanatory texts, and narratives; using the writing process; and awareness of task, audience, and purpose.
  10. Handwriting and developmentally appropriate keyboarding.
  11. Speaking and listening skills, including skills required for collaborative conversations and presentations.
  12. Digital/media literacies,with particular emphasis on online research and the evaluation of online information for accuracy and bias.

k. Evidence-based practices for literacy across content areas, including disciplinary literacy.

**Coaching, collaboration, and leadership**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Coaching, collaboration, and leadership** | | | | |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| Does not model for or support professional growth of colleagues.  Rarely and/or ineffectively collaborates with colleagues to discuss and/or improve student learning.  Rarely shares assessment data with colleagues to inform conclusions about student progress and/or rarely seeks feedback. | Inconsistently models for or supports professional growth of colleagues.  Occasionally collaborates with colleagues to discuss and/or improve student learning.  Only occasionally shares assessment data with colleagues to inform discussions and conclusions about student progress and/or only occasionally seeks feedback from them about practices that will support improved student learning. | Regularly models for or supports professional growth of colleagues.  Consistently and effectively collaborates with colleagues on a wide range of tasks such as curriculum design, professional development, and data analysis, and planning appropriate interventions.  Regularly shares assessment data with colleagues to inform discussions and draw conclusions about student progress. Regularly seeks feedback from colleagues about instructional or assessment practices that will support improved student learning. | Skillfully and with collegiality models for or supports professional growth of colleagues.  Effectively leads peer collaboration in areas such as curriculum design, professional development, and data analysis, and planning appropriate interventions.  Proactively and regularly shares assessment data with colleagues to inform discussions and draw conclusions about student progress. Regularly seeks feedback from colleagues about instructional or assessment practices that will support improved student learning.  Models this practice for others. |

o.Collaborative leadership and adult learning theories and strategies related to:

1. Effective mentorship and coaching.
2. Planning and leading professional development.
3. Developing a school-based plan for literacy instruction and assessment that integrates evidence-based strategies.
4. The evaluation and selection of core and intervention instructional materials for literacy.

**Family and Community Engagement (PST 3)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Family and Community Engagement** | | | | |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| Does not welcome families to become participants in the classroom and school community or actively discourages their participation.  Rarely communicates with families on ways to support children at home or at school.  Communicates with or responds to families only through report cards, and/or communicates with families inappropriately or disrespectfully; makes no effort to understand different home languages, cultures, and values. | Makes limited attempts to involve families in school and/or classroom activities, meetings, and planning.  Sends home occasional suggestions on how families can support children at home or at school.  Relies primarily on newsletters and other one-way media to communicate with families; usually responds promptly and respectfully to communications from families, but demonstrates inconsistent or little understanding of different home languages, cultures, and values. | Uses a variety of culturally responsive practices and communication strategies to support every family to participate actively and appropriately in the classroom and/or school community.  Regularly updates families on curriculum throughout the year and suggests strategies for supporting learning at school and home, including appropriate adaptation for students with disabilities or limited English proficiency.  Regularly communicates with families about student learning and performance, and invites and responds promptly to communications from families while demonstrating understanding of and respect for different home languages, cultures, and values. | Engages all families using a variety of culturally responsive practices and communication strategies that result in increased and/or more meaningful participation in the classroom and/or school community. Models this practice for others.  Regularly updates families on curriculum throughout the year, and prompts most families to use one or more suggested strategies for supporting learning at school and home. Consistently seeks out feedback and evidence of impact. Models this practice for others.  Regularly uses a two-way system that supports frequent, proactive, and personalized communication with families about student learning and performance, while demonstrating understanding of and appreciation for different families’ home language, culture, and values. Models this practice for others. |

B.Collaborates with families to create and implement strategies for supporting student learning and development both at home and at school.

C. Engages in regular, two-way, and culturally proficient communication with families about student learning and performance.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Foundational Language and Literacy Skills** | | | | |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| Demonstrates limited knowledge of the subject matter knowledge and/or evidence-based, culturally responsive pedagogies for language and literacy instruction. | Demonstrates factual knowledge of the subject matter knowledge and/or evidence-based, culturally responsive pedagogies for language and literacy instruction. | Demonstrates sound knowledge and understanding of the subject matter knowledge and/or evidence-based, culturally responsive pedagogies for language and literacy instruction. | Demonstrates expertise in subject matter knowledge and/or evidence-based, culturally responsive pedagogies for language and literacy instruction and models this for others. |
| **Evidence:** | | | | |

## Appendix J: Formative Assessment Form - Reading

Please note: For specific SMK and PST alignment to focus elements, please refer to Reading Specialist Focus Elements to SMK Guide

| **Name:** |  | | **Date:** |  |
| --- | --- | --- | --- | --- |
| **Completed by:** | **Program Supervisor:** | **Supervising Practitioner:** | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Developmentally Appropriate, Differentiated Planning** | | | | |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| Demonstrates little or no knowledge of the developmental levels of and/or needs of students across grade levels.  Uses limited and/or inappropriate instructional practices to accommodate differences. | Demonstrates knowledge of the developmental levels of and/or needs of students across grade levels but does not identify developmental levels or use this knowledge to inform instructional planning.  Attempts to use evidence-based, inclusive instructional practices to accommodate differences, but fails to address an adequate range of differences. | Demonstrates knowledge of the developmental levels of and/or needs of students across grade levels and uses this knowledge to design differentiated instruction that meets the needs of all learners.  Uses evidence-based, inclusive instructional practices, such as tiered supports and scaffolded instruction, to address students’ specific learning needs, abilities, interests, and levels of readiness, including those of academically advanced students, students with disabilities, and English learners. | Demonstrates expert knowledge of the developmental levels of and/or needs of students across grade levels and uses this knowledge to design differentiated instruction that meets the needs of all learners.  Models this practice for others.  Uses evidence-based, inclusive instructional practices, such as tiered supports and scaffolded instruction, to address students’ specific learning needs, abilities, interests, and levels of readiness, creating structured opportunities for each student to meet or exceed state standards/local curriculum and behavioral expectations. Models this practice for others. |
| **Evidence:** | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Assessment Data Analysis and Diagnosis** | | | | |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| Administers only the assessments required by the school and/or measures only point-in-time student achievement.  Makes few adjustments to practice based on formal and informal assessments.  Does not draw conclusions from student data that inform instructional planning. | May administer some informal and/or formal assessments to measure student learning but rarely measures student progress toward achieving state/local standards.  May analyze some assessment results but only occasionally adjusts practice or modifies future instruction based on the findings.  Draws conclusions from a limited analysis of student data to  inform instructional planning. | Uses a variety of informal and formal assessments methods, including common interim assessments, to measure students’ learning, growth, and progress toward achieving state/local standards.  Analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement differentiated interventions and enhancements for students.  Draws appropriate conclusions from a thorough analysis of a wide range of assessment data to inform instructional decisions and improve student learning. | Designs and administers a comprehensive system of informal and formal assessments, including common interim assessments and ongoing progress monitoring methods, to measure each student’s learning, growth, and progress toward achieving state/local standards. Models this practice for others.  Skillfully organizes and analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice. Models this practice for others.  Draws appropriate, actionable conclusions from a thorough analysis of a wide range of assessment data to inform short- and long-term instructional decisions that improve learning for all students. |
| **Evidence:** | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Evidence-Based, Interdisciplinary Instruction** | | | | |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| Does not engage students in developmentally appropriate learning experiences that enable them to acquire complex knowledge and subject-specific skills and vocabulary. | Attempts to engage students in developmentally appropriate learning experiences that enable them to acquire complex knowledge and subject-specific skills and vocabulary. | Consistently engages students in developmentally appropriate learning experiences that enable them to acquire complex knowledge and subject-specific skills and vocabulary. | Consistently engages all students in learning experiences that enable them to acquire, synthesize, and apply complex knowledge and subject-specific skills and vocabulary, such that they are able to make and assess evidence-based claims and arguments and models this for others. |
| **Evidence:** | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Coaching, collaboration, and leadership** | | | | |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| Does not model for or support professional growth of colleagues.  Rarely and/or ineffectively collaborates with colleagues to discuss and/or improve student learning.  Rarely shares assessment data with colleagues to inform conclusions about student progress and/or rarely seeks feedback. | Inconsistently models for or supports professional growth of colleagues.  Occasionally collaborates with colleagues to discuss and/or improve student learning.  Only occasionally shares assessment data with colleagues to inform discussions and conclusions about student progress and/or only occasionally seeks feedback from them about practices that will support improved student learning. | Regularly models for or supports professional growth of colleagues.  Consistently and effectively collaborates with colleagues on a wide range of tasks such as curriculum design, professional development, and data analysis, and planning appropriate interventions.  Regularly shares assessment data with colleagues to inform discussions and draw conclusions about student progress. Regularly seeks feedback from colleagues about instructional or assessment practices that will support improved student learning. | Skillfully and with collegiality models for or supports professional growth of colleagues.  Effectively leads peer collaboration in areas such as curriculum design, professional development, and data analysis, and planning appropriate interventions.  Proactively and regularly shares assessment data with colleagues to inform discussions and draw conclusions about student progress. Regularly seeks feedback from colleagues about instructional or assessment practices that will support improved student learning.  Models this practice for others. |
| **Evidence:** | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Family and Community Engagement** | | | | |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| Does not welcome families to become participants in the classroom and school community or actively discourages their participation.  Rarely communicates with families on ways to support children at home or at school.  Communicates with or responds to families only through report cards, and/or communicates with families inappropriately or disrespectfully; makes no effort to understand different home languages, cultures, and values. | Makes limited attempts to involve families in school and/or classroom activities, meetings, and planning.  Sends home occasional suggestions on how families can support children at home or at school.  Relies primarily on newsletters and other one-way media to communicate with families; usually responds promptly and respectfully to communications from families, but demonstrates inconsistent or little understanding of different home languages, cultures, and values. | Uses a variety of culturally responsive practices and communication strategies to support every family to participate actively and appropriately in the classroom and/or school community.  Regularly updates families on curriculum throughout the year and suggests strategies for supporting learning at school and home, including appropriate adaptation for students with disabilities or limited English proficiency.  Regularly communicates with families about student learning and performance, and invites and responds promptly to communications from families while demonstrating understanding of and respect for different home languages, cultures, and values. | Engages all families using a variety of culturally responsive practices and communication strategies that result in increased and/or more meaningful participation in the classroom and/or school community. Models this practice for others.  Regularly updates families on curriculum throughout the year, and prompts most families to use one or more suggested strategies for supporting learning at school and home. Consistently seeks out feedback and evidence of impact. Models this practice for others.  Regularly uses a two-way system that supports frequent, proactive, and personalized communication with families about student learning and performance, while demonstrating understanding of and appreciation for different families’ home language, culture, and values. Models this practice for others. |
| **Evidence:** | | | | |

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| --- | --- | --- | --- | --- |
| **Foundational Language and Literacy Skills** | | | | |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| Demonstrates limited knowledge of the subject matter knowledge and/or evidence-based, culturally responsive pedagogies for language and literacy instruction. | Demonstrates factual knowledge of the subject matter knowledge and/or evidence-based, culturally responsive pedagogies for language and literacy instruction. | Demonstrates sound knowledge and understanding of the subject matter knowledge and/or evidence-based, culturally responsive pedagogies for language and literacy instruction. | Demonstrates expertise in subject matter knowledge and/or evidence-based, culturally responsive pedagogies for language and literacy instruction and models this for others. |
| **Evidence:** | | | | |

## Appendix K: Summative Assessment Form - Reading

Please note: For specific SMK and PST alignment to focus elements, please refer to Reading Specialist Focus Elements to SMK Guide

| **Name:** |  | | **Date:** |  |
| --- | --- | --- | --- | --- |
| **Completed by:** | **Program Supervisor:** | **Supervising Practitioner:** | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Developmentally Appropriate, Differentiated Planning** | | | | |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| Demonstrates little or no knowledge of the developmental levels of and/or needs of students across grade levels.  Uses limited and/or inappropriate instructional practices to accommodate differences. | Demonstrates knowledge of the developmental levels of and/or needs of students across grade levels but does not identify developmental levels or use this knowledge to inform instructional planning.  Attempts to use evidence-based, inclusive instructional practices to accommodate differences, but fails to address an adequate range of differences. | Demonstrates knowledge of the developmental levels of and/or needs of students across grade levels and uses this knowledge to design differentiated instruction that meets the needs of all learners.  Uses evidence-based, inclusive instructional practices, such as tiered supports and scaffolded instruction, to address students’ specific learning needs, abilities, interests, and levels of readiness, including those of academically advanced students, students with disabilities, and English learners. | Demonstrates expert knowledge of the developmental levels of and/or needs of students across grade levels and uses this knowledge to design differentiated instruction that meets the needs of all learners.  Models this practice for others.  Uses evidence-based, inclusive instructional practices, such as tiered supports and scaffolded instruction, to address students’ specific learning needs, abilities, interests, and levels of readiness, creating structured opportunities for each student to meet or exceed state standards/local curriculum and behavioral expectations. Models this practice for others. |
| **Evidence:** | | | | |

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| --- | --- | --- | --- | --- |
| **Assessment Data Analysis and Diagnosis** | | | | |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| Administers only the assessments required by the school and/or measures only point-in-time student achievement.  Makes few adjustments to practice based on formal and informal assessments.  Does not draw conclusions from student data that inform instructional planning. | May administer some informal and/or formal assessments to measure student learning but rarely measures student progress toward achieving state/local standards.  May analyze some assessment results but only occasionally adjusts practice or modifies future instruction based on the findings.  Draws conclusions from a limited analysis of student data to  inform instructional planning. | Uses a variety of informal and formal assessments methods, including common interim assessments, to measure students’ learning, growth, and progress toward achieving state/local standards.  Analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement differentiated interventions and enhancements for students.  Draws appropriate conclusions from a thorough analysis of a wide range of assessment data to inform instructional decisions and improve student learning. | Designs and administers a comprehensive system of informal and formal assessments, including common interim assessments and ongoing progress monitoring methods, to measure each student’s learning, growth, and progress toward achieving state/local standards. Models this practice for others.  Skillfully organizes and analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice. Models this practice for others.  Draws appropriate, actionable conclusions from a thorough analysis of a wide range of assessment data to inform short- and long-term instructional decisions that improve learning for all students. |
| **Evidence:** | | | | |

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| --- | --- | --- | --- | --- |
| **Evidence-Based, Interdisciplinary Instruction** | | | | |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| Does not engage students in developmentally appropriate learning experiences that enable them to acquire complex knowledge and subject-specific skills and vocabulary. | Attempts to engage students in developmentally appropriate learning experiences that enable them to acquire complex knowledge and subject-specific skills and vocabulary. | Consistently engages students in developmentally appropriate learning experiences that enable them to acquire complex knowledge and subject-specific skills and vocabulary. | Consistently engages all students in learning experiences that enable them to acquire, synthesize, and apply complex knowledge and subject-specific skills and vocabulary, such that they are able to make and assess evidence-based claims and arguments and models this for others. |
| **Evidence:** | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Coaching, collaboration, and leadership** | | | | |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| Does not model for or support professional growth of colleagues.  Rarely and/or ineffectively collaborates with colleagues to discuss and/or improve student learning.  Rarely shares assessment data with colleagues to inform conclusions about student progress and/or rarely seeks feedback. | Inconsistently models for or supports professional growth of colleagues.  Occasionally collaborates with colleagues to discuss and/or improve student learning.  Only occasionally shares assessment data with colleagues to inform discussions and conclusions about student progress and/or only occasionally seeks feedback from them about practices that will support improved student learning. | Regularly models for or supports professional growth of colleagues.  Consistently and effectively collaborates with colleagues on a wide range of tasks such as curriculum design, professional development, and data analysis, and planning appropriate interventions.  Regularly shares assessment data with colleagues to inform discussions and draw conclusions about student progress. Regularly seeks feedback from colleagues about instructional or assessment practices that will support improved student learning. | Skillfully and with collegiality models for or supports professional growth of colleagues.  Effectively leads peer collaboration in areas such as curriculum design, professional development, and data analysis, and planning appropriate interventions.  Proactively and regularly shares assessment data with colleagues to inform discussions and draw conclusions about student progress. Regularly seeks feedback from colleagues about instructional or assessment practices that will support improved student learning.  Models this practice for others. |
| **Evidence:** | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Family and Community Engagement** | | | | |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| Does not welcome families to become participants in the classroom and school community or actively discourages their participation.  Rarely communicates with families on ways to support children at home or at school.  Communicates with or responds to families only through report cards, and/or communicates with families inappropriately or disrespectfully; makes no effort to understand different home languages, cultures, and values. | Makes limited attempts to involve families in school and/or classroom activities, meetings, and planning.  Sends home occasional suggestions on how families can support children at home or at school.  Relies primarily on newsletters and other one-way media to communicate with families; usually responds promptly and respectfully to communications from families, but demonstrates inconsistent or little understanding of different home languages, cultures, and values. | Uses a variety of culturally responsive practices and communication strategies to support every family to participate actively and appropriately in the classroom and/or school community.  Regularly updates families on curriculum throughout the year and suggests strategies for supporting learning at school and home, including appropriate adaptation for students with disabilities or limited English proficiency.  Regularly communicates with families about student learning and performance, and invites and responds promptly to communications from families while demonstrating understanding of and respect for different home languages, cultures, and values. | Engages all families using a variety of culturally responsive practices and communication strategies that result in increased and/or more meaningful participation in the classroom and/or school community. Models this practice for others.  Regularly updates families on curriculum throughout the year, and prompts most families to use one or more suggested strategies for supporting learning at school and home. Consistently seeks out feedback and evidence of impact. Models this practice for others.  Regularly uses a two-way system that supports frequent, proactive, and personalized communication with families about student learning and performance, while demonstrating understanding of and appreciation for different families’ home language, culture, and values. Models this practice for others. |
| **Evidence:** | | | | |

1. *Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments.* 29 Nov. 2016. www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf [↑](#footnote-ref-1)
2. \*Adapted from MA DESE [↑](#footnote-ref-2)