



Graduate Student Handbook  
Advanced Literacy Practicum

Edited for Spring 2019

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Dr. Joanne Antrim,  
Chair of Advanced Literacy Specialization

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*A note from* Joanne B. Antrim, Ph.D.  
Associate Professor & Chair of Advanced Literacy Specialization Program

Greetings and welcome to the practicum semester. For most of you, this is your final semester of the Advanced Literacy Specialization Program and successful completion of the M.Ed. degree through Concordia University Texas. We look forward to sharing this exciting time with you and assisting as we navigate through the semester. Both the LTC 5336 Reading and Literacy Practicum and LTC 5338 Reading and Literacy Programs courses are taught concurrently for 16 weeks.

You will also note that you are required by the Texas Education Agency (TEA) to complete 160 practicum hours. Concordia has developed course assignments that can be accomplished within your current teaching assignment. You will additionally be able to use some of the same assignments for both LTC5336 and LTC5338 to fulfill practicum hours of the internship.

Your Concordia professors, staff members, campus supervisor and university supervisor are dedicated to providing the best possible experience. As you may already know, consistent communication is the key. Do not hesitate to ask questions and provide your comments and suggestions. During the semester, your professors will post weekly messages in the *My Office* section of the Blackboard Learn course. Be certain to read these messages because you do not want to miss anything. In the *My Office* feature within Blackboard Learn, you can comment and pose questions or request clarification for many of the same topics that may also challenge your colleagues. We welcome emails, phone calls or texts. Lean on us for support.

Concordia University will assign a university supervisor for each of you. This person will be a certified Reading Specialist, Master Reading Teacher or administrator in the state of Texas. In addition, you will have a campus supervisor with one of the afore mentioned certifications. This handbook provides you with information detailing the roles of TEA mandated supervisors as well as your own.

After you have read all of the information in the course and posted your introductions, let us know if you have questions. When sharing an introductory presentation, please remember that although you know many of your classmates, some will be new to your group this semester. Initial introductions support a strong liaison for this online community of learners. Through our collaborative efforts, we create synergy and increase learning. Most importantly, through this learning process, many of you will develop some new lifelong friendships.

God's blessings to all of you!

Joanne B. Antrim, Ph.D., Associate Professor  
Chair, Advanced Literacy Specialization  
College of Education, College of Professional Studies

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## LTC 5336 & 5338 – Spring 2019 Information for Practicum Participants

In addition to the Capstone Classes for the Advanced Literacy Specialization there are requirements mandated by the State of Texas for those seeking certification as a Reading Specialist. Along with course requirements, completion of one hundred sixty hours of practicum experiences is compulsory. Your classes strictly specify some of the hours and others allow for choice. All experiences must be connected to the state standards and course objectives. You will keep a log of your activities and hours. Your University Supervisor will check your log weekly and verify hours.



Please note that the overall course activities and requirements have changed. We recognize that the TEA standard requires 160 hours of practicum experience. Each week, teachers will complete and document approximately 10 total hours of professional experiences. In order to accommodate the added demands on 5336/5338 students, practicum participants will complete assignments and forum discussions as well as an intervention tutoring experience. Those hours spent researching and interacting with colleagues, parents and students can be documented on your practicum hours spreadsheet, normally ten hours each week.

In addition to course requirements, the practicum candidate may choose to present professional staff development, teacher training, model lessons, and provide input to rookie teachers. All of this presentation and modeling time adds to the required 160 total practicum hours.

### *Here are the course objectives for LTC 5336:*

Students will be able to:

1. Demonstrate proficiency in conducting a Case Study in literacy education.
2. Demonstrate proficiency in assessment and measurement of student progress in literacy skills.
3. Demonstrate effective utilization of a variety of instructional strategies.
4. Demonstrate an understanding of the variety of learning theories by choosing appropriate instructional strategies and materials in the Case Study experience.
5. Demonstrate ability to analyze and synthesize results of the Case Study.
6. Identify and design models and techniques for engaging in theory-to-practice activities, especially regarding literacy diagnosis and remediation.
7. Design opportunities and activities for diverse learners that are educationally sound and designed to bring a measure of equality to all learners in academic subjects across the curriculum.
8. Work in a collegial and professional manner with the professor and graduate students enrolled in the course, as well as with district personnel.

### *The four TEA Standards for Reading Specialist (EC-Grade 12)*

#### Standard I.

Components of Reading: The Reading Specialist applies knowledge of the interrelated components of reading across all developmental stages of oral and written language and has expertise in reading instruction at the levels of early childhood through grade 12.

#### Standard II.

Assessment and Instruction: The Reading Specialist uses expertise in implementing, modeling, and providing integrated literacy assessment and instruction by utilizing appropriate methods and resources to address the varied learning needs of all students.

#### Standard III.

Strengths and Needs of Individual Students: The Reading Specialist recognizes how the differing strengths and needs of individual students influence their literacy development, applies knowledge of primary and second language acquisition to promote literacy, and applies knowledge of reading difficulties, dyslexia, and reading disabilities to promote literacy.

#### Standard IV.

Professional Knowledge and Leadership: The Reading Specialist understands the theoretical foundations of literacy; plans and implements a developmentally appropriate, research-based reading/literacy curriculum for all students; collaborates and communicates with educational stakeholders; and participates and takes a leadership role in designing, implementing, and evaluating professional development programs.

Remember that practicum hours must be identified as satisfying one or more of the four standards described above. By the end of the semester, students will have completed a total of 160 hours, distributed among the four standards.

#### ***Recap:***

- 1- Interns must log at least ten hours per week.
- 2- Interns must balance the activities to represent each of the four standards, approximately 40 hours per standard.
- 3- Students are not required to balance the type of standards completed each week, as long as the total is balanced at 25% for each of the four standards.
- 4- Literacy interns will record and report their hours weekly. A separate document is provided for recording practicum hours. University Supervisors will check logs weekly.
- 5- An individual may complete more than 160 hours total or more than ten hours weekly.
- 6- Practicum hours include researching, organizing, modeling, presenting and teaching, as well as data analysis and reporting. You interpret the category for awarding practicum hours for each standard.
- 7- Don't forget that your professors are available to help. Do not hesitate to ask questions!

CAMPUS SUPERVISORS  
Roles, Responsibilities, & Requirements



## Advanced Literacy Practicum Campus Supervisor\* Information

\*Performs the role of mentor for the Literacy Intern. The Campus Supervisor is normally a certified Reading Teacher, but the certified campus administrator can also serve in this capacity if there is not a certified Reading Specialist available.

Thank you for agreeing to act as a Campus Supervisor for an advanced literacy intern this semester. The practicum student has a description of intern responsibilities as well as completion deadlines for the semester. In the meantime, remember that most requirements are tied to TEA requirements and are not negotiable.

### Roles and Responsibilities for Campus Supervisor

- ✓ This person is very important to the Intern's successful completion of the Advanced Literacy Program (Reading Specialist Certification). **The Campus Supervisor must hold Reading Specialist or Master Reading Teacher Certification.** In the absence of such accreditation, a certified campus administrator may fill that role.
- ✓ The Campus Supervisor should agree, in writing, to act as the mentor in all areas of the Literacy Intern's service on campus. The TEA required documentation, with signatures, must be submitted by the Intern to the Blackboard platform before the end of Week #4. The template can be found in this handbook, on the [website](#) or within Blackboard.
- ✓ The Campus Supervisor and University Supervisor will work closely to afford the intern the best experience possible during the practicum semester.
- ✓ The Campus Supervisor and University Supervisor will collaborate with the Advanced Literacy Intern to develop a tentative list of professional literacy based leadership actions that may be helpful for professional development on your campus.
- ✓ The Campus Supervisor will meet one time with University Supervisor and Intern to review roles and responsibilities. This requirement may be satisfied through a face-to-face interview, a documented email, or through video and/or telephone conferencing.
- ✓ The Campus Supervisor will communicate weekly with the intern to provide support, information and ideas to help facilitate the learning experience.
- ✓ The Campus Supervisor will view the Intern's Log and verify weekly that hours are completed.

Other, recommended roles and responsibilities:

- ✓ It is *recommended* that the Intern and the Campus Supervisor create a written, informal plan of action at the beginning of the experience so that you, the Campus Supervisor, the University Supervisor from Concordia and the Intern will have a clear understanding of intended goals, desired experiences and outcomes. This beginning of the semester activity will help the practicum yield the ultimate educational results.
  
- ✓ The written semester plan includes these items:
  - A statement of the Advanced Literacy Intern's personal and professional outcomes and goals for the practicum, and long-range goals as a Reading Specialist.
  - An educational philosophy statement centered on the student's ethical, moral, professional and personal life. This action is an *optional* exercise.
  - At the beginning of the semester, the intern is encouraged to complete an informal, open-ended self-assessment of perceived strengths; drawn from the four standards he/she is required to master, as mandated by TEA. At the end of this internship, the intern may conduct a second review of the four TEA standards to gauge his or her perception of mastery of these standards. A final, informal review of the individual internship plan provides a reflective moment of the positive experiences.
  
- ✓ Other helpful recommendations to build success include:
  - Weekly communication with the Intern that provides support and suggestions to facilitate completion of practicum hours.
  - At the beginning of the semester, a focus on planning and selection of practicum activities that improve skills identified in the informal self-assessment. Additionally it is very helpful to incorporate some of the course assignments from 5336 and 5338. Remind the intern to look ahead in the syllabus. Share notes about activities that best support the campus needs.



UNIVERSITY SUPERVISORS  
Roles, Responsibilities, & Requirements



**Advance Literacy Practicum  
University Supervisor Information**

Thank you for agreeing to supervise advanced literacy interns this semester. The completion deadlines for the initial contact and site visits are tied to TEA requirements and are not negotiable. If you think you will not be able to meet these deadlines or if you have other questions, please contact Dr. Joanne Antrim, [joanne.antrim@concordia.edu](mailto:joanne.antrim@concordia.edu), as soon as possible.

Actions, recommendations, and decision-making.

1. **Within the first two weeks** of the semester, contact the practicum student and schedule a day and time to meet on campus. This first meeting should also include the campus mentor/supervisor, however, the Campus Supervisor does not need to be present for the entire meeting. The [TEA Verification document](#) will need to be completed showing training dates and the initial contact date and will need to be signed by you, the student, and the Site Supervisor. The student will then upload it to Blackboard.
2. The Practicum experience requires timely completion of three documented observations and a final evaluation. **One formal observation must be completed in each third of the practicum. The total observation time must be 135 minutes, with an average of 45 minutes for each observation.** The University Supervisor verifies that the Intern has completed the required written documentation (with signatures). You will have access to the Blackboard platform to verify on time submission. These forms can be found on the [website](#).
3. Clarify expectations for the Literacy Intern. The practicum log **must** be edited weekly and available to the University Supervisor to view through Google Docs. This is a **live** document that is amended weekly by the Intern. Both Supervisors and the LTC 5336 course instructor/professor must be able to view these weekly updates as per TEA requirements.
4. Share examples for actions that count towards the required ten hours each week. Of course, the tutoring experience (two hours a week for twelve weeks) will add time. More suggestions are provided at the end of this Handbook.
5. In general, practicum credit is earned for *leadership* activities that support campus literacy. The Intern's role must convey those actions normally completed by a building reading specialist. Daily instruction (including literacy interventions) within the classroom does **not** count towards completion of practicum hours unless the intern has taken a leadership position such as modeling a lesson or working with a novice or at-risk teacher.
6. Please note the attached list of suggestion intern activities. Be sure to remind students that many of the planning and research activities for the LTC 5338 course will earn credit.

Remember:

1. You must use the documents provided, including the Practicum Hours Log as well as the observation form. These documents are found on the [Reading Specialist Practicum page](#) on the Concordia website.
2. Three campus visits/observations are required. It is permissible to conduct a campus evaluation through observation of a student on video or through a live Facetime/Skype interaction. Each observation will be documented through completion of the evaluation form. The total observation time must be 135 minutes with an average of 45 minutes for each observation.
3. The final evaluation is completed towards the end of the Internship and posted (with signatures) before the end of the semester. All observation and evaluation documents as well as the Practicum Log **must** be posted and verified correct by the University Supervisor before course credit for LTC 5336 can be awarded. Items submitted AFTER the end of the semester may cause the student to fail the Internship. TEA does not accept documentation completed after the close of the semester.
4. The Intern will submit his/her documents to Blackboard. The University Supervisor has access to Blackboard so he/she is able to view submitted items.
5. University Supervisors are encouraged to read the entire Practicum Handbook, especially those documents that contain “*Information for Practicum Participants.*” This file was shared with every practicum student.
6. This Practicum Handbook contains examples of various forms and documents. These copies are provided for information and reference purposes. The Concordia University [website](#) will contain electronic copies of each form so that the University Supervisor can complete the data by typing on a keyboard. These forms need to be filled out using Adobe. Please **do not** photocopy forms and hand write the evaluations. Resulting documents are sometimes difficult to read and may not meet TEA requirements.



**Important dates/deadlines as per TEA Code:**

☐✓	Target Date(s)	Task	Written documentation required?
“Supervision provided on or after September 1, 2017, must be provided by a (university) field supervisor who has completed TEA-approved observation training.”			
	No Later Than end of Week #2	University Supervisor Training* *You may already have completed this training prior to the beginning of this semester.	Yes
“The initial contact, which may be made by telephone, email, or other electronic communication, with the assigned candidate must occur within the first quarter of the assignment.”			
	NLT end of Week #2	University Supervisor contacts Intern. This action is documented on the TEA Verification form	Yes
	NLT end of Week #4	Initial contact with student Intern <i>and</i> Campus Supervisor. This action is documented on the TEA required form.	Yes

<p>“For each formal observation, the field supervisor shall participate in an individualized pre-observation conference with the candidate; document educational practices observed; provide written feedback through an individualized, synchronous, and interactive post-observation conference with the candidate; and provide a copy of the written feedback to the candidate's site supervisor.”</p>			
	NLT end of Week #4	First campus meeting with Intern and Campus Supervisor	Yes
<p>“Formal observations must be at least 135 minutes in duration in total throughout the practicum and must be conducted by the field supervisor.”</p>			
	NLT end of Week #2	Training provided for Campus Supervisor	Yes
<p>“An Education Preparation Program (EPP) must provide a minimum of one formal observation within the first third of the practicum, one formal observation within the second third of the practicum, and one formal observation within the final third of the practicum.”</p>			
	During first third of Practicum	Complete first campus debriefing and observation. This requirement may also be completed during first campus visit after Campus Supervisor meeting, but no later than the end of Week #6.	Yes - Use Observation form #1
	During second third of Practicum	Complete second campus debriefing and observation, after Week #5 and no later than the end of Week #11	Yes - Use Observation form #2
	During final third of Practicum	Complete third campus debriefing and observation, after Week #10 and no later than Week #15.	Yes - Use Observation form #3
	Submitted during Week #15 or #16	Final Evaluation for Practicum Intern	Yes - Use Final Evaluation form
	Weekly during entire semester	The Practicum Hours Log is completed and checked weekly. The Practicum Intern creates a “live” document that can be viewed by the Campus Supervisor and the University Supervisor. During Week #9, Interns post an initialed copy of the Practicum Log [first 8 weeks] as a required assessment for LTC 5336 within the Blackboard platform. We recommend that Supervisors and Interns share weekly updates through <i>Google Docs</i> .	Practicum Hours Log (Google Docs)
	Week #8 or #9	The Week 8 Log checked and initialed by Campus Supervisor, University Supervisor, & Intern. Initials from stakeholders indicate agreement with the type and total number of hours completed to date.	Practicum Hours Log (Google Docs)
	Week #16	Week 16 Log completed, signed and dated.	Log <b>must</b> be posted to Blackboard

## Addendum Resources



### Suggestions for practicum activities to meet the 160-hour TEA requirement for Reading Specialists

	Possible TEA Standard	Activity / Description	Approx. hours
1		Successfully completes a 12-week intervention activity that includes the tutoring of one student, two times per week for twelve weeks. Each session lasts for approximately one hour.	24-36 hours
2		Literacy Night - be lead faculty for planning and presenting a literacy night for parents	10-20 hours
3		Faculty presentations - to full faculty at faculty meeting - prepare and present	10-?? Hours
4		Faculty presentations to grade levels primary/intermediate/secondary/ = 10 hours each = 40 hours	10-40 hours
5		Coordinates weekly/monthly grade level planning sessions for Language Arts or Reading.	1-16 hours
6		Develops and implements a school-wide writing program that includes training for teachers. The 5336 student may review effective published programs (such as The Six+1 Traits of Writing) and provide structure for the training of teachers and the monitoring of successful teacher adoption.	2-24 hours
7		Develops and delivers a focused training session for content area teachers to support reading in the content areas.	1-12 hours
8		Plans and implements a campus wide program to support dyslexia education training to on campus colleagues.	1-12 hours
9		Plans for and implements a campus wide vocabulary program that is based on best practice. (Robert Marzano is one resource.)	1-12 hours
10		Plans for and delivers appropriate training for colleagues for implementation of a quality intervention program to support at-risk learners.	1-20 hours
11		Plans and successfully delivers dyslexia training for colleagues.	1-12 hours

12		Participates in a parent-training program to support one or more individual students who may benefit from parental intervention at home.	1-8 hours
13		Coordinates with the campus librarian/media specialist in the creation of an electronic file that contains ideas and resources from on campus materials.	1-8 hours
14		Develops a file for sharing online teacher resources. The file contains recommendations from the 5336 literacy student and creates a system for additions from campus colleagues.	1-8 hours
15		Plans for and implements a before or after school literacy group for English Language Learners.	1-24 hours
16		Works one- on- one with a novice teacher to support lesson-planning.	1-24 hours
17		Identifies a campus wide deficit (based on data) and creates a (long-term) campus -friendly intervention plan to improve reading achievement.	4-16 hours
18		Works with team leaders and campus administrators to develop an intervention plan to support struggling teachers.	4-16 hours
19		Delivers and models effective teaching strategies for individual colleagues or grade level groups.	4-8 hours
20		Writes and publishes a weekly/monthly newsletter to highlight campus literacy activities. Additionally, the student may add tips and strategies that support quality instruction.	2-8 hours
21		Develops and successfully implements a lunch time literacy group for students.	2-12 hours
22		Develops and successfully implements a special reading club for students. The club can meet weekly after school and review different recommended reading assignments.	2-8 hours
23		Models successful sound learning and sound blending exercises for struggling students.	2-8 hours
24		Plans and successfully implements a classroom reading library for a novice teacher.	2-6 hours
25		Plans for and successfully presents a program that highlights ways to improve student comprehension. The training session may include modeling of effective strategies. The 5336 student may implement a short 15-minute session that repeats weekly or semiweekly at faculty meetings.	2-12 hours
26		The 5336 student works with a campus administrator to identify a possible struggling teacher and then plans for and implements an intervention program that models effective teaching strategies.	2-8 hours

27		Models the delivery of a creative lesson plan. Shares references, resources, and handouts.	2-4 hours
<b>Throughout the semester, we may continue to add more ideas. In the meantime, you are encouraged to shared ideas with your professor and class colleagues.</b>			



*The above recommended activities may also include:*

•Tutoring and planning hours: These hours include working with an individual student providing reading tutoring. As per course requirements, CTX student will identify a struggling student with whom they can work 2 hours per week for 12 weeks. Intervention activities include pre and post assessment reports as well as forum discussions that share a challenging lesson as well as a creative lesson.

Did you know that course assignments may be submitted for points during the course of the semester? For example:

- One lesson plan submitted weekly that includes the work planned and executed at two, one-hour tutoring sessions with a student. A weekly reflection is also included in the posted lesson plan document. (A template is provided.)
- At the two-week mark with the student, participants will write and submit a one to two page paper that introduces the struggling reader. (Review the prompts from the course.)
- After three weeks, the participant will create a short pre-assessment report that contains information gathered about the student’s needs and supplemented by your own assessment. This report will include your plans for intervention and is part of the course requirements that additionally add hours to the weekly practicum log.
- A post assessment document will be submitted during week 15. Rubric details are provided in the Week 15 course requirements.
- During Week 16, a final written reflection regarding the overall experience (your learning as well as your student’s) will be submitted as a final assignment requirement.
- Some forum discussions are connected to discussion of the above described assignments.

*Campus Events that may support practicum hours:*

1- **Literacy Night** – Many schools have a literacy night for parents and students – does yours? If it does, you may already be a part of the planning and implementing process. If your campus does not, speak to your administrator about planning and implementing this important activity during your practicum semester. These events usually run for one to two hours but require significant planning time. Hours spent at the event as well as planning for them are included in your practicum hours. It is difficult to set a total number of hours, so keep track of them! We will estimate this activity at a minimum of 10 hours.

2- **Presentation of professional development.** The reading specialist certification prepares you as a qualified professional to work with the K-12 population. Part of your responsibilities will include the area of professional development. In this course, as well as LTC 5338, you will

illustrate your ability to plan and present to colleagues. Three professional development activities are required covering the span of elementary through secondary schools. These sessions may be presented to full faculty (at a faculty meeting) or to individual groups scheduled with your or other administrators. The practicum and LTC 5336 participant will want to effectively demonstrate an ability to work with different groups at different levels. These activities will require careful planning as well as execution time.

3- ***Planning and modeling lessons***. Develop a lesson with a novice teacher and model that lesson in his/her classroom. The requirements may be accomplished with after school preparation or while using your regular planning time. Practicum participants may need administrative support to cover a class while modeling in the other classrooms. You may also plan to meet with the target teacher afterwards to discuss the lesson. Perhaps you will follow-up by planning a second lesson together and then observe the teacher and provide feedback after the lesson. All hours dedicated to planning, teaching and meeting can be logged for practicum credit.

4- Work with small groups of students for literacy instruction at a scheduled time defined by campus administration. Please note: the intervention activity is one developed and implemented ***beyond*** your regular teaching

We have shared suggestions for you to consider. Note that you will have other ideas. Once you have the ideas and can support that the activity is connected to the standards, please talk to your professor about it. Remember that all standards must be covered during the total 160 hours the semester.

## Criteria for selecting tutoring student (from LTC 5336)

Here are some guidelines for the selection of your student tutee:

1. Select an individual in grades 1-12 who is a struggling reader.
2. Be certain that the student is *not* identified as having dyslexia or identified special education unless you are certified in these areas.
3. In general, the student is an individual who needs and will probably benefit from intervention.



4. Ensure that the student is able to meet twice weekly for a total of twelve weeks for twenty-four sessions. The tutoring sessions will be conducted two times weekly for 45 minutes each session during this twelve- week period. The goal is 22-24 tutoring sessions.
5. So that you can reap maximum benefit from the tutoring/intervention experience, it is important to select a student who is a struggling reader but not a high needs learner. Remember, you are perfecting your craft, not trying to change the world. Complex cases can become challenging and may not yield a straight -forward learning experience.

<b>Your Name:</b>		Course participants must submit 12 weekly lesson plans, starting with week 3 and ending no later than week 14. <b>ONE</b> lesson plan includes <b>TWO</b> lessons and a teacher reflection about the tutoring experience. Share information about successes as well as challenges and recommendations for subsequent plans.
<b>Week #:</b>		
<b>Tutoring Dates:</b>		

<p><b>Target Audience</b> Describe your student: age, grade, gender, learning needs, etc.</p>	
<p><b>Learning Objective</b> What are the TEKS? What is it that you want your student to learn? "By the end of the lesson, the student will be able to..."</p>	
<p><b>Resources &amp; Materials</b> Describe the materials the teacher will use. Is there a word list? A reading passage? Manipulatives? Colored markers?</p>	
<p><b>Teaching Activity</b> What does teacher do? What will the student do?</p>	
<p><b>Assessment &amp; Evaluation</b> How will you know when the student has learned the skill? What will you do to measure the learning? How will the teacher use this information when planning for subsequent lessons?</p>	
<p><b>Teacher Reflection</b> (complete this section <u>after</u> tutoring)</p>	



Student:	
5336 Professor:	
Univ. Supervisor:	
Campus Supervisor:	

*The four TEA Standards for Reading Specialist (EC-Grade 12)*

**Standard I.**

Components of Reading: The Reading Specialist applies knowledge of the interrelated components of reading across all developmental stages of oral and written language and has expertise in reading instruction at the levels of early childhood through grade 12.

**Standard II.**

Assessment and Instruction: The Reading Specialist uses expertise in implementing, modeling, and providing integrated literacy assessment and instruction by utilizing appropriate methods and resources to address the varied learning needs of all students.

**Standard III.**

Strengths and Needs of Individual Students: The Reading Specialist recognizes how the differing strengths and needs of individual students influence their literacy development, applies knowledge of primary and second language acquisition to promote literacy, and applies knowledge of reading difficulties, dyslexia, and reading disabilities to promote literacy.

**Standard IV.**

Professional Knowledge and Leadership: The Reading Specialist understands the theoretical foundations of literacy; plans and implements a developmentally appropriate, research-based reading/literacy curriculum for all students; collaborates and communicates with educational stakeholders; and participates and takes a leadership role in designing, implementing, and evaluating professional development programs.

**Practicum Log for Literacy Program**

<b>160 Total Practicum Hours Required</b>		on-going tally LOGGED HOURS							
<i>Total Hours</i>		<i>Related Standard Hours</i>							
<b>Date</b>	<b>Brief Description of the Tasks</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Total</b>			


My signature below acknowledges that I have verified completion of the Advance Literacy Practicum Hours as listed in this LOG.

Printed Name	Signature	Title	Name of School	Date
		Practicum Student		
		University Supervisor	Concordia University	
		Campus Supervisor	Campus Reading Specialist or School Administrator	
Karin Anderson, Ph.D.		Course Professor	Concordia University	
Joanne Antrim, Ph.D.		Associate Professor Chair, Advanced Literacy Specialization	Concordia University	

**Optional** Weekly Summary of Practicum Experiences

Name of Student: _____	Week #: _____
Campus: _____	Date Submitted: _____
This week, I logged experience hours in the following categories:	

<b>Standard I</b>	<b>a. Components of Reading</b>
Summary of Actions	
Identify concerns, successes, & pose questions here.	

<b>Standard II</b>	<b>b. Assessment and Instruction</b>
Summary of Actions	
Identify concerns, successes, & pose questions here.	

<b>Standard III</b>	<b>Strengths and Needs of Individual Students</b>
Summary of Actions	
Identify concerns, successes, & pose questions here.	

<b>Standard IV</b>	<b>Professional Knowledge and Leadership</b>
Summary of Actions	
Identify concerns, successes, & pose questions here.	

Other: \_\_\_\_\_



**Campus Observation Form**

Observation Number: \_\_\_\_\_

Student Name \_\_\_\_\_ Location \_\_\_\_\_ Start Date of Practicum January 7, 2019

Observation Date _____ Start Time _____ End Time _____ (MUST BE AT LEAST 45 MINUTES)
Pre-observation Conference Date _____ Method (check one): <input type="checkbox"/> phone <input type="checkbox"/> email <input type="checkbox"/> in person
Synchronous Post-observation Conference Date _____ Method (check one): <input type="checkbox"/> phone <input type="checkbox"/> in person

Field Supervisor \_\_\_\_\_ Site Supervisor (Mentor) \_\_\_\_\_

Event/Activity \_\_\_\_\_ Student Role \_\_\_\_\_

**Check the boxes for each Indicator observed. Then describe the indicator in the space provided.**

**Standard I: Components of Reading:** The Reading Specialist applies knowledge of the interrelated components of reading across all developmental stages of oral and written language and has expertise in reading instruction at the levels of early childhood through grade 12.

**Standard II: Assessment and Instruction:** The Reading Specialist uses expertise in implementing, modeling and providing integrated literacy assessment and instruction by utilizing appropriate methods and resources to address the varied learning needs of all students.

**Standard III: Strengths and Needs of Individual Students:** The Reading Specialist recognizes how the differing strengths and needs of individual students influence their literacy development, applies knowledge of primary and secondary language acquisition to promote literacy, and applies knowledge of reading difficulties, dyslexia, and reading disabilities to promote literacy.

**Standard IV: Professional Knowledge and Leadership:** The Reading Specialist understands the theoretical foundations of literacy; plans and implements a developmentally appropriate, research-based reading/literacy curriculum for all students; collaborates and communicates with educational stakeholders; and participates and takes a leadership role in designing, implementing, and evaluating professional development programs.

**Comments/Post-observation discussion:**

**Interventions:**

Student \_\_\_\_\_ Site Supervisor \_\_\_\_\_ University Supervisor \_\_\_\_\_

**This completed form is to be given to student who will obtain all signatures and submit document to Blackboard.**



**FINAL EVALUATION:  
PRACTICUM FOR ADVANCED LITERACY CERTIFICATION**

**Directions:** This form is to be used by University Supervisors, in collaboration with Site (campus) Supervisors, to provide a final evaluation of the candidate seeking Advanced Literacy certification. Please fill out all areas.

Student: \_\_\_\_\_ Site (Campus) Supervisor: \_\_\_\_\_

University Supervisor: \_\_\_\_\_ Campus Principal: \_\_\_\_\_

Campus District & Name: \_\_\_\_\_ Practicum Start Date: Jan. 7, 2019

Final Evaluation Date: \_\_\_\_\_ Number of Hours Completed in Practicum: \_\_\_\_\_

**To be completed by the evaluator:**

Please describe the candidate's attributes in the following five Standards noting such things as strengths, areas for improvement, or any special skills or talents. Please cite specific examples to support your observations:

**Standard 1: Components of Reading**

**Standard 2: Assessment and Instruction**

**Standard 3: Strengths and Needs of Individual Students**

**Standard 4: Professional Knowledge and Leadership**

**Recommended grade** (pass or fail): \_\_\_\_\_

Comments related to recommendation and pass/fail status:

\_\_\_\_\_ **Student**

\_\_\_\_\_ **Site Supervisor**

\_\_\_\_\_ **University Supervisor**

**This completed form is to be given to the Intern who will obtain all signatures and submit the document to Blackboard. The University Supervisor is responsible for verifying that the form is posted and all items correct.**



Verification for Required TEA Documents\*

\*Note that the University Supervisor is responsible for collecting the information and signatures, however, before the end of the semester. Practicum student must verify events and signatures and post this completed document on Blackboard.

<b>Name of Practicum Student</b> (use name from TEA Certificate)			
Name of Practicum School			
School District or Location			
<input type="checkbox"/>	The University Supervisor contacted the Practicum student <i>before</i> the end of the third week of the Practicum. (NLT 1-25-19)		
→	Method of contact (please circle)	email	phone in person
Date of Contact:	Practicum Student's Signature:	University Supervisor's Signature:	

<i>To be completed by the site supervisor (campus mentor or principal)</i>			
<b>Site Supervisor</b> (campus mentor) (use name from TEA Certificate)			
<input type="checkbox"/>	The Site Supervisor (mentor or principal) completed training before the end of the third week of the Practicum. (NLT 1-25-19)		
<input type="checkbox"/>	Method of training (please circle one)	Email received Handbook	Phone received Handbook In person received Handbook
<input type="checkbox"/>	Date:		
<input type="checkbox"/>	Site Supervisor's Signature:		
<input type="checkbox"/>	Practicum Intern posts copy of Site Supervisor's SBEC Certificate to Blackboard.		

<b>Name of University Supervisor:</b> (Use name from TEA Certificate:			
<input type="checkbox"/>	I completed the Field (University) Supervisor training.		
<input type="checkbox"/>	Method of training (please circle one)	Email received Handbook	Phone received Handbook In person received Handbook
<input type="checkbox"/>	Date:		
<input type="checkbox"/>	University Supervisor's Signature:		
<input type="checkbox"/>	Intern posts copy of University Supervisor's SBEC Certificate to Blackboard.		

*This form must be returned to the practicum student for uploading into the on-line document portal.*