



Graduate Student Handbook
Advanced Literacy Practicum

Edited for Spring 2021

Contents

Information for Practicum Participants	3
Course objectives for LTC 5336:.....	3
TEA Standards for Reading Specialist (EC-Grade 12).....	4
Campus Site Supervisor Information	5
Roles and Responsibilities for Campus Supervisor	5
Other recommended roles and responsibilities of the Campus Site Supervisor	5
University Field Supervisor Information	7
Roles and responsibilities of the University Field Supervisor	7
Important Dates/Deadlines	9
Practicum Activity Suggestions	10
Other Information and Forms	14
Criteria for selecting tutoring student (from LTC 5336)	14
Lesson Plan Template	15
Practicum Log	16
Weekly Summary of Practicum Experiences (Optional).....	17
Practicum Observation Form	18
Final evaluation.....	19
Practicum Initial Contact/Training.....	21
Reading Specialist Practicum Information	22



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

Greetings and welcome to the practicum semester. The year 2020 has been one full of challenges and tragedy for many. For education it has been a time to use creativity and learn new skills to support our students. I pray that this letter finds all of you well as we pray for an end to the pandemic and peace in our world in 2021. 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 (required hours may be reduced after the start of the semester). 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 practicum.

Your Concordia professors, staff members, campus site supervisor and university field 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 under the forum *My Office* in the Discussion Board section of the Blackboard Learn (BBL) course. Be certain to read these messages because you don't want to miss anything. In the *My Office* forum, 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 these 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 2020 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 tied 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.

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 novice teachers. All of this presentation and modeling time adds to the required 160 total practicum hours.

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.

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:

- ✓ You must complete the practicum information form through DocuSign by the end of the second week of the semester.
- ✓ You must log at least ten hours per week.
- ✓ You must log at least 40 hours in each standard by the end of the practicum.
- ✓ You should log hours over the entire semester. 160 hours is a minimum. You may complete more than 160 hours total and/or more than 10 hours weekly.
- ✓ You must record your hours on the excel sheet provided and share this log weekly with your university field supervisor. You will be sent a signature page through DocuSign in the last few weeks of the semester where you will attach your completed excel log.
- ✓ Practicum hours can 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.
- ✓ All documents must be signed through DocuSign. When forms are completed, you will receive an email with a link to the completed document. You will then need to upload this PDF to BBL.
- ✓ Don't forget that your professors are available to help. Don't hesitate to ask questions!

Campus Site Supervisor Information

Thank you for agreeing to act as a Campus Site Supervisor for an advanced literacy practicum student this semester. The practicum student has a description of 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

- ✓ The campus site supervisor is very important to the practicum student's successful completion of the Advanced Literacy Program (Reading Specialist Certification). **The Campus Supervisor must hold *Reading Specialist or Master Reading Teacher Certification*.** If your campus does not have an educator that holds Reading Specialist or Master Reading Teacher certification, a certified campus administrator may fill this role.
- ✓ You must complete the required university training and agree, in writing, to act as the Campus Site Supervisor and mentor in all areas of the Literacy Practicum Student's service on campus before the end of week 3. *All forms requiring signatures will be sent and must be completed through DocuSign.*
- ✓ You will work closely with the University Field Supervisor to afford the practicum student the best experience possible during the practicum semester.
- ✓ The Campus Site Supervisor and University Field Supervisor will collaborate with the Advanced Literacy Practicum Student to develop a tentative list of professional literacy based leadership actions that may be helpful for professional development on your campus.
- ✓ As Campus Site Supervisor, you will meet at least one time with University Field Supervisor and Practicum Student to review roles and responsibilities within the first three weeks of the semester. This requirement may be satisfied through a face-to-face interview or through video and/or telephone conferencing.
- ✓ Communicate weekly with the Practicum Student to provide support, information and ideas to help facilitate the learning experience.
- ✓ Review the Practicum Student's Log weekly and verify that hours are completed.
- ✓ At the end of the semester, you will collaborate on a final evaluation with the University Field Supervisor and make a recommendation as to whether the practicum was completed successfully.

Other recommended roles and responsibilities of the Campus Site Supervisor

- ✓ It's *recommended* that the Practicum Student and the Campus Site Supervisor create a

written, informal plan of action at the beginning of the experience so that you, the Campus Supervisor, the University Field Supervisor from Concordia, and the Practicum Student 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 should include these items:
 - A statement of the Advanced Literacy Practicum Student'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 practicum student's ethical, moral, professional and personal life.
 - At the beginning of the semester, the practicum student will be 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 the practicum, the practicum student 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 practicum plan provides a reflective moment of the positive experiences.

- ✓ Other helpful recommendations to build success include:
 - Weekly communication with the Practicum Student 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's very helpful to incorporate some of the course assignments from 5336 and 5338. Remind the practicum student to look ahead in the syllabus. Share notes about activities that best support the campus needs.

University Field 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, as soon as possible.

Roles and responsibilities of the University Field Supervisor

- ✓ You must read through and be familiar with the entire Practicum Handbook, especially the Important Dates/Deadlines section, before you may supervise the practicum student.
- ✓ Within the first two weeks of the semester, contact the practicum student and schedule a day and time to meet on campus or by phone to discuss the requirements of the practicum. This first meeting should also include the Campus Site Supervisor, however, the Campus Supervisor does not need to be present for the entire meeting.
- ✓ After this initial meeting, the Initial Contact form will be initiated by you, the University Field Supervisor. After you have completed all required sections, it will automatically be sent to the Practicum Student and then to the Campus Site Supervisor. After the form has been completed, all three parties will receive an email with a link to the signed PDF version of the form. This form must be uploaded to the LTC 5336 Blackboard Learn course by the Practicum Student by the end of the third week of the semester.
- ✓ The Practicum experience requires timely completion of **three** documented observations and a final evaluation. 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.
 - One formal observation must be completed in each third of the practicum. (see Important Dates/Deadlines)
 - The total observation time must be 135 minutes, with an average of 45 minutes for each observation.
 - The observation forms will be sent through and must be completed in DocuSign.
 - All three campus visits will be observations of the student completing a task that falls under at least one of the TEA Standards for Reading Specialists.
- ✓ The practicum log **must** be reviewed weekly by you to ensure the practicum student is on track to completing at least 160 hours with at least 40 hours in each Standard by the end of the semester.
- ✓ At the end of the semester, after the third observation has been completed and the practicum student has logged at least 160 hours, you will complete, in collaboration with the Campus Site Supervisor, a final evaluation of the practicum student through DocuSign.

- ✓ Clarify expectations for the practicum. Discuss and 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. Also many of the planning and research activities for the LTC 5338 course will earn credit.
- ✓ In general, practicum credit is earned for *leadership* activities that support campus literacy. The Practicum Student'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.
- ✓ You must fill out the Supervisor Log with all practicum student and campus site supervisor contacts, including all emails, phone calls, texts, and visits which will be emailed to the course professor and Certification Director at the end of the semester.
- ✓ If you have questions about the practicum or practicum requirements, please contact the course professor, Dr. Joanne Antrim, joanne.antrim@concordia.edu. If you have questions or problems with the DocuSign forms, please contact the Certification Director, Alison Chai, alison.chai@concordia.edu.

Remember:

- ✓ This Practicum Handbook contains examples of various forms and documents. These copies are provided for information and reference purposes only. All documents requiring signatures, including the Initial Contact form, observation forms and final evaluation **must** be completed through DocuSign.
- ✓ You must communicate each week during the practicum with the practicum student via email and/or phone and review his/her practicum log weekly.
- ✓ The final evaluation is completed at the end of the practicum and should not be completed before the practicum student has completed the required 160 hours with 40 hour in each standard or before the third/final observation has occurred.
- ✓ You will receive a copy of all completed documents through DocuSign. If you do not receive an email with a link to the completed document, it is not complete and is still waiting on signatures from either the practicum student or the campus site supervisor. The Intern will submit all completed documents to Blackboard.

Important Dates/Deadlines

- **January 6** – Start of Spring 2021 practicum (Only hours logged after this date may count toward the required 160 hours.)
- **January 15** – Practicum Information form completed and submitted to Blackboard Learn (BBL) by the practicum student
- **January 22** – Initial Contact/Training Form completed and submitted to the LTC 5336 course in BBL by the practicum student
- **February 5** – first observation (completed between 1/6 & 2/5) by university field supervisor and submitted to BBL by practicum student
- **March 12** – second observation (completed between 2/6 & 3/12) completed by university field supervisor and submitted to BBL by practicum student
- **April 16** – third observation (completed between 3/13 & 4/16) completed by university field supervisor and submitted to BBL by practicum student
- **April 21** – Final evaluation completed by university field supervisor and submitted to BBL by practicum student
- **April 21** – Signed final cumulative (January 6-April 16) log and reflections submitted to BBL by practicum student
- **April 24** – Spring commencement ceremony
- **April 25** – Semester officially ends

Practicum Activity Suggestions

	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

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.



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.

Other Information and Forms

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 recognized as 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 should 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.

A few reminders about practicum forms

1. All forms requiring signatures must be completed through DocuSign. If you need a form resent, please contact the Certification Director, Alison Chai, at alison.chai@concordia.edu.
2. The practicum log must be completed using the excel sheet provided in the LTC 5336 Blackboard Learn course. Signatures for the practicum log will be via a DocuSign form that will be sent in mid-April.

Lesson Plan Template

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

<p align="center">Target Audience</p> <p><i>Describe your student: age, grade, gender, learning needs, etc.</i></p>	
<p align="center">Learning Objective</p> <p><i>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..."</i></p>	
<p align="center">Resources & Materials</p> <p><i>Describe the materials the teacher will use. Is there a word list? A reading passage? Manipulatives? Colored markers?</i></p>	
<p align="center">Teaching Activity</p> <p><i>What does teacher do? What will the student do?</i></p>	
<p align="center">Assessment & Evaluation</p> <p><i>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?</i></p>	
<p align="center">Teacher Reflection</p> <p><i>(complete this section <u>after</u> tutoring)</i></p>	

Weekly Summary of Practicum Experiences (Optional)

Name of 5336 Student:	Week #:
Campus:	Date Submitted:
This week, I logged experience hours in the following categories:	

Standard 1	a. Components of Reading
Summary of Actions	
Identify concerns, successes, & pose questions here.	

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

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

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

Other:



Practicum Observation Form

Student's Name: _____ Location: _____

Start Date of Practicum: _____ Observation Number: _____

Observation Date: _____ Start Time: _____ End Time: _____ (MUST BE AT LEAST 45 MINUTES)

Pre-observation Conference Date: _____ Method: phone email in person

Synchronous Post-observation Conference Date: _____ Method: phone in person

Univ. Field Supervisor: _____ Campus Site Supervisor: _____

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 _____



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

Directions: This form is to be used by University Field Supervisor, in collaboration with Campus Site Supervisor, 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: _____

Final Eval. Date: _____ **(This date must be after the final observation & completion of at least 160 hrs by the candidate.)**

To be completed by the evaluator:

Please describe the candidate's attributes in the following four 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

Sample – Do not use

Standard 2: Assessment and Instruction

Sample – Do not use

Standard 3: Strengths and Needs of Individual Students

Standard 4: Professional Knowledge and Leadership

Sample – Do not use

University Field Supervisor Recommendation:

Comments related to recommendation and pass/fail status (attach additional documentation if needed):

Campus Site Supervisor Recommendation:

Comments related to recommendation and pass/fail status (attach additional documentation if needed):

PRACTICUM STUDENT

UNIVERSITY FIELD SUPERVISOR

CAMPUS SITE SUPERVISOR



Concordia University Texas
College of Education
Advanced Literacy Practicum

Practicum Initial Contact/Training

Practicum Student Name: _____

Practicum School Name: _____

My university field supervisor contacted me during the first three weeks of the practicum

Date of contact: _____

Method of contact: email phone in person

Practicum Student Signature: _____

Campus Site Supervisor Name: _____

I completed Site Supervisor training by reading through the Advanced Literacy Handbook within the first three weeks of the practicum (Date): _____

Campus Site Supervisor Signature: _____

University Field Supervisor Name: _____

I completed the Concordia Field Supervisor training by reading through the Advanced Literacy Handbook before the first day of the semester (Date): _____

University Field Supervisor Signature: _____



Reading Specialist Practicum Information

Practicum Student Information

Student's Name _____

Primary Phone: _____ Work Phone: _____

Concordia E-Mail address _____

Other E-Mail Address: _____

Campus Information

District name: _____

Campus Name: _____

Campus Address: _____

Campus Administrator Name: _____

Campus Site Supervisor Information:

Campus Site Supervisor Name: _____

Campus Site Supervisor's Position: _____

Work Phone: _____ E-Mail Address: _____