BOWIE STATE UNIVERSITY
College of Education

Reading Education
Practicum
Handbook

Taking Pride in Preparing Tomorrow's Educators

"Preparing Effective, Caring, and Collaborative Educators for a Global Society"

BOWIE STATE UNIVERSITY

COLLEGE OF EDUCATION

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"Preparing Effective, Caring, and Collaborative Educators for a Global Society"

HANDBOOK

EDUC 749: Practicum in Reading

Graduate Reading Education Program (REED)

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Outcomes Related to Conceptual Framework

1. **Academic Scholar (Knowledge)**

   (Strong foundation in the content of reading)

Objective

Candidates demonstrate competencies in subject matter of literacy and reading and design learning experiences that are coherent and meaningful for all learners.

2**. Effective Practitioner (Skills)**

Objective

Demonstrate knowledge of general and content-specific instructional strategies, and use of knowledge to design instruction and effectively engage learners.

Technological Applications

Objective: Use technology to achieve the objectives of instruction.

Know and use technological applications to enhance student learning and to meet professional needs.

Multiple Forms of Assessment

Objective: Use multiple forms of assessment to assess students' needs; show evidence of the use of valid assessment means.

Multicultural and Global Perspectives

Objective

Demonstrate knowledge of learners' physical, cognitive, emotional, and social and cultural development; Incorporate multicultural perspectives in schools and communities.

Special Populations Perspectives

Objective

Demonstrate knowledge of the educational needs of physically, mentally, and emotionally handicapped students and provide for their needs.

Reflective Practitioner

Objective

Demonstrate competency in teaching, and effectively organize and manage the classroom using approaches supported by research, best practice, expert opinion and student learning needs.

Reflectively analyze research-based generalizations in school and community settings.

Personal and Interpersonal Perspective

Objective

Support the norms, standards, and values of the educational community; Show respect for the diversity of learners and serve the needs of all learners to achieve their maximum potential; Demonstrate positive relationships with colleagues, parents, businesses, and social services agencies; Present evidence of a commitment to life-long learning.

Collaborative Educator

Objective: Effective communicator and consultant

Research

Objective: Participate as a member of the community of researchers and lifelong learners

FOREWORD

The final practicum in the Graduate Reading Education Program (REED), EDUC 749: laboratory experiences in diagnostic, interventional, corrective and remedial reading, is a crucial element in the REED program. It is during this period that candidates make their last major advancement toward becoming "competent and caring educators for a diverse world". Candidates' advancement in this regard can be observed first hand and for a sustained period of time during the practicum. It is also a period during which three important assessments can be made of candidates' progress: (1) by the site supervisor, (2) by the University instructor/supervisor, and (3) by the candidate him/herself.

 It is expected that competent and caring educators will have substantial command of the subject content of reading and reading education, that they will use this knowledge skillfully in the use of instructional strategies and in the creation of literate environments for learners of all types and abilities. Candidates can use their abilities to provide staff-development experiences for classroom teachers and can establish themselves as leaders and collaborators in school and community activities.

Candidates are expected to be guided in all aspects of their performances by the curriculum objectives in the Conceptual Framework of the College of Education. The curriculum objectives, themselves, are manifestations of the standards of the major professional societies and of the Maryland State Department of Education.

EDUC 749: **Practicum in Reading**

Course Description

This is an advanced course in the REED curriculum for providing supervised experiences in classrooms, clinical situations, and in schools and community leadership roles. Candidates are provided experiences in major roles served by reading specialists. Candidates based in school settings can not only display their knowledge, competencies and dispositions related to school and clinical performances, but also their abilities as insightful and capable leaders in provision of experiences to improve the education of teachers and others involved in reading education.

Required and Recommended Texts

Current Informal Reading Inventories (IRIs)

Informal -Assessment Materials

Prerequisites: Completion of required basic courses including EDUC 646: Diagnostic, Corrective, Remedial, reading.

Competencies, Outcomes related to Practicum

As a result of participating in this practicum, candidates

1.0. know categories of literacy abilities in which deficits may occur

Focus: *Academic Scholar*

      1.1. review physical factors

      1.2. review educational factors

      1.3. review socio-economic factors

      1.4. review psychological factors

      1.5. review a combination of factors that often accounts for literacy defects

Focus: *Effective Practitioner*

2.0. Determine the extent to which each category of factors may account for literacy strengths and weaknesses

      2.1. discuss nature of strengths and weaknesses that generally characterize good readers, struggling readers and poor readers

      2.2. discuss merits of multiple assessments as bases for making judgments affecting all learners

      2.3. use skills required in assessing learners' characteristics and

         achievement in reading

Focus: Reflective *Practitioner*

3.0. Understand appropriate operational diagnostic/prescriptive, and

Interventional procedures

3.1. show competency in each of the following:

3.1.1. determination of the amount of diagnosis needed prior

to beginning a program of intervention or remediation

3.1.2. communicate information effectively

3.1.3. collect important information re student

3.1.4. appraise other than educational factors

Foci: *Effective Practitioner/Reflective Practitioner*

4.0. Understand public laws that have implications for the diagnostic-prescriptive process

4.1. Discuss selected laws

5.0. Prepare an individualized program for a specific struggling reader

emphasizing each of the following:

5.1. student's present levels of educational

experiences/performances

5.2. goals and objectives of student's program

5.3. educational and related services to be performed

5.4. dates for initiation and ending of program

5.5. objective criteria for determining effectiveness of student's

Program

5.6. informal and formal materials and procedures

6.0. Know importance of securing approval of all persons affected by

The program (*Reflective practitioner*)

6.1. acquire parental/guardian approval

6.2. acquire consent of school personnel

7.0. Know advantages and limitations of a variety of assessment

Materials (Focus:*Reflective practitioner/multiple assessments*)

7.1. Evaluate group and individual assessments

7.2. Evaluate other than educational assessment measures

8.0. Determine individual needs

Foci: *Reflective practitioner; multicultural populations; global perspectives; special populations*

8.1. determine individual's literacy needs

8.2. focus on patterns of behaviors/symptoms

8.3. Apprise student of progress

8.4. continue diagnosis as progress is achieved

8.5. use a variety of instructional strategies

9.0. Understand how programs are administered

Foci: Effective practitioner; collaborator;

9.1. Describe the roles of the reading specialist

9.2. Distinguish between corrective, remedial reading

9.3. distinguish between developmental and remedial reading

9.4. identifies various ways reading specialists provide

Services to schools

9.5. explain the role of the school principal

9.6. explain the roles of teachers

9.7. describe roles of parents/guardians

10. Know how struggling readers are identified for intervention

 and remedial purposes.

Foci: *multiple assessments; collaborative educator; reflective*

 practitioner

10.1. define pertinent terms

10.2. use a variety of methods and materials

10.3 identify roles of school personnel in reading improvement

10.4. describe range of reading difficulties that may be

 Encountered in students

11.0. Knows how to schedule services for students both in and out of

 the classroom.

11.1. schedule appropriate time-allocation

11.2. indicate appropriate termination time for intervention/

 remedial services.

RATIONALE FOR PREREQUISITES

Successful participation in this practicum requires that candidates have already achieved the objectives specified for prerequisite courses. Specifically, candidates are required to have a substantial background in the content of reading instruction at school levels K -12. Candidates are expected to have conceptualized the interrelationships of all the language arts and to have developed ability to provide learning experiences for students that reflect these relationships. Candidates are also expected to have developed basic sensitivity to the special and cultural needs of individual students and to be continually growing in this sensitivity. Candidates are expected to serve leadership roles in helping teachers acquire and use these skills.

Policies and Procedures Related to Practicum

The practicum, EDUC 749 is a semester-long experience. The time is spent in various ways including: a. diagnosing and meeting the reading needs of a student on a one-to-one basis; b. reflecting upon and reviewing pertinent content; c. providing staff-development activities for teachers and paraprofessionals; and, d. constructing a final electronic professional portfolio.

Tutoring takes place in a school environment selected by the candidate.

The student selected for tutoring services can be of any school level K-12.

The candidate makes all arrangements for parent or guardian permission.

The candidate must demonstrate expertise in administering appropriate informal assessment strategies and materials.

Lesson plans are required for all sessions spent with the tutee.

Lesson plans must be dated and inclusive of three clearly delineated sections: objectives, materials and procedures, and assessment.

Each candidate prepares a 15-20 minute electronic portfolio summarizing professional preparation and experiences during the tutoring experience.

The candidate helps the tutee develop and maintain interest in and motivation for reading as well as development of positive attitudes toward reading.

The candidate participates in provision of staff-development activities for teachers and paraprofessionals.

Grades for practicum are pass/fail on the basis of candidate's reports from supervisors and performance on Taskstream rubrics designed for electronic portfolios.

Candidates are expected to involve parents and guardians in the tutorial program.

TIMELINE FOR COMPLETING REQUIREMENTS DURING PRACTICUM

Week

1 and 2: Orientation

       Taskstream Requirements

       Distribution and collection of required forms

3   Begin practicum in the school selected

4.   Continue initial work with tutee

5.   Campus session

6.   Continue tutoring and other work in schools

7.   Continue tutoring and other work in schools

8.   Break (Explanation in class)

9- 15   Campus session and reports to be assigned

<u>Candidate's Personal Assessment Form</u>

Name of
Candidate:……………………………………………………………………………………

Name of School:………………………………………………………………………..

Dates of Practicum: From……………………………..to……………………………..

(Month, Day, Year)   (Month, Day, Year)

Focus: **<u>Academic Scholar (</u>**Knowledge of Subject Matter, Knowledge of students and society, Knowledge of pedagogy (best practices**)**

(Make five complete statements describing ways in which you were an academic scholar during the practicum period).

1………………………………………………………………………………………………

2………………………………………………………………………………………………

3………………………………………………………………………………………………

4………………………………………………………………………………………………

5………………………………………………………………………………………………

Comments?

2. Focus: **<u>Reflective Practitioner.</u>** (Knowledge of professional expertise and research).

State five behaviors you showed during the period that indicate your effectiveness as a practitioner (include your activities with the tutee, classroom groups, teachers, parents/guardians, school principal, etc.

1………………………………………………………………………………………………

2………………………………………………………………………………………………

3..

4..

5..

Focus: **Multiple Assessments**

How did you use multiple assessments to determine your achievements during practicum?

....

....

....

Focus: **Professional Dispositions (**personal and interpersonal perspectives).

Give an example of how this focus entered into your performance with each of the following during practicum.

1. Colleagues:

2. Site supervisor:

3. School principal:

4. Tutee:

5. Parent/Guardian:

6. University supervisor:

Overall, how do you rate and feel about your performance in each of the above categories during the practicum experience?

Site Supervisor's Assessment Form

Name of Site Supervisor:………………………………………………………………………

Name of Candidate
supervised:………………………………………………………………………………………..

Name of School:…………………………………………………………………………………

Dates of Sessions: From…………………………………………To……………………………

Directions: Please indicate the extent of your agreement with each of the following statements pertaining to the performance of the candidate whom you supervised. Please return this form to:

Coordinator, Graduate Reading Education Program

CLT 233H

College of Education

Bowie State University

Bowie, MD 20715

Scale:

Strongly Agree= 4 points   (SA)

Agree = 3 points   (A)

Not Applicable = 0 Points (NA)

Disagree = 2 Points   (D)

Strongly Disagree = 1 Point (SD)

Focus: Academic Scholar: SA   A   NA   D   SD

1. Keeps abreast of new developments

 in reading instruction…………………………………………………………….

2. Expresses positive attitudes ……………………………………………………….

3. Joins professional orgs…………………………………………………………….

4. Reads professional
Journals…………………………………………………………………………………..

5. Understands the reading process……………………………………………….

6. Understands student's level of
development…………………………………………………………………………………

Focus: Reflective Practitioner:

7. Met responsibilities
promptly……………………………………………………………………………………

8. Used effective oral and written communication

 skills…………………………………………………………………………………………

9. Had written plans for tutorial sessions………………………………………….

10. Interacted with school personnel…………………………………………….

11. Used a variety of assessments………………………………………………….

12. Held meaningful conferences with student…………………………………

13. Made valuable suggestions……………………………………………………….

14. Introduced new ideas……………………………………………………………….

15. Used technology in teaching……………………………………………………

Comments:

Role of the Site Supervisor

The site supervisor monitors the performance of the candidate with regards to tutoring and participation in various leadership roles. The candidate notifies the site supervisor in event of absence.

The site supervisor may review candidate's lesson plans, may help in development of the electronic portfolio, may participate in staff-development plans for teachers and paraprofessionals. Participation of the site supervisor in various activities will result from mutual agreement between the candidate and the site supervisor.

The site supervisor is aware of the importance of the candidate's:

a. ability to plan for instruction and for staff-development

b. written and oral communication skills

c. choices of assessment measures

d. ability to administer an IRI

e. ability to maintain positive dispositions

f. development of a professional portfolio

g. development of a case study

h. ability to use plans flexibly

i. diversity insights.

APPENDIX

Forms Used during Practicum

Taskstream Rubric for Electronic Portfolio

Conceptual Framework

INFORMATION FORM

Name of
Child: _____

Child's Telephone Number: _____

Child's Gender _____

Child's Grade _____

Date of Birth _____

               Age _____ Weight _____ Height

Name of Father: _____

Name of Mother: _____

Name of Guardian: Name of Candidate: _____

Name of Site Supervisor: _____

Name of School:_____

Apparent Problems: (Academic)_____

Apparent Problems (Physical): _____

Dates of Tutoring: From_____to _____

Initial Results of 1RI _____

Ending Results of RI_____

_____

Comments: _____

_____

Diagnostic and Remedial Reading
Parental/Guardian Permission

DATE:

STUDENT: _____

SCHOOL: ━━━━━━━━━━━━━━━━━━━━━

FROM:_____—.Reading Teacher

Dear Parent(s)/ Guardian(s):

Your child has been selected to complete a diagnostic and remediated reading process which includes individualized reading sessions, reading inventories, and one

15 minute video taped session. The inventory will measure your child's oral and silent reading levels as well as assess his/her knowledge of phonics, letters, basic sight words, vowel rules and syllabic principles, and contractions.

Sessions will be conducted for approximately one hour each week for eight weeks. Please sign below to give permission for your child to receive these diagnostic and remediated sessions.

I give permission for my child, to receive diagnostic and remediated reading (sessions.

PARENT/GUARDIAN SIGNATURE:_____

TEACHER SIGNATURE: _____

BOWIE STATE UNIVERSITY

College of Education

Department of Teaching, Learning and Professional Development ((TLPD)

EDUC 749: SITE-SUPERVISOR'S FORM

Part of the fee charged graduate students enrolled in a practicum course is used to send an honorarium of one-hundred dollars ($100.00) to the site supervisor. This honorarium is a token of appreciation for the services of the site supervisor. To receive this honorarium, please complete this form and return it to the address given below

Candidate's Name (Practicum Student)

Practicum Instructor at Bowie State University:_____

School in which the practicum is completed:_____

Name of Site Supervisor:_____ _____

Site Supervisor's SSN (Needed to process payment):_____ _____

Site Supervisor's Address: _____

Site Supervisor's Telephone Number:

(Note: If you have more than one site supervisor, the stipend is divided among them. Please submit name, address and SSN for each supervisor).

RETURN THIS FORM TO THE INSTRUCTOR BY THE DATE STATED

Date:

Signature of
Candidate:
OR RETURN TO:
Ms. Tracy McLeod
Office of the Dean
School of Education
Second Floor
Center for Learning and Technology (CLT)
Bowie State University
14000 Jericho Road
Bowie, MD 20715

	Unacceptable	Needs Improvement	Meets Standards	Exceeds Standards	Score/ Level
Academic Scholar This outcome measure how well the candidate plans and implements academic content using effective and relevant pedagogy	Demonstrates little ability to develop short and long term plans for cross curricula lessons using varied instructional strategies	Demonstrates fair ability to develop short and long term plans for cross curricula lessons using varied instructional strategies	Demonstrates good ability to develop short and long term plans for cross curricula lessons using varied instructional strategies	Demonstrates excellent ability to develop short and long term plans for cross curricula lessons using varied instructional strategies	
Academic Scholar This outcome measures the candidate's knowledge and application of educational theory	Demonstrates little knowledge of content (reading, math, science, etc.) or ability to infuse educational theory into instruction	Demonstrates fair knowledge of content (reading, math, science, etc.) or ability to infuse educational theory into instruction	Demonstrates good knowledge of content (reading, math, science, etc.) or ability to infuse educational theory into instruction	Demonstrates excellent knowledge of content (reading, math, science, etc.) or ability to infuse educational theory into instruction	
Reflective Practitioner This outcome measures the candidate's knowledge of teaching to diverse populations	Demonstrates little effectiveness or consistent consideration for diverse students relative to race, gender, ethnicity, or special needs	Demonstrates fair effectiveness and consistent consideration for diverse students relative to race, gender, ethnicity, or special needs	Demonstrates good effectiveness and consistent consideration for diverse students relative to race, gender, ethnicity, or special needs	Demonstrates excellent effectiveness and consistent consideration for diverse students relative to race, gender, ethnicity, or special needs	
Reflective Practitioner The outcome measures the	Demonstrates little ability to plan and implement plans using varied strategies and	Demonstrates fair ability to plan and implement plans using varied strategies and	Demonstrates good ability to plan and implement plans using	Demonstrates excellent ability to plan and implement plans using varied	

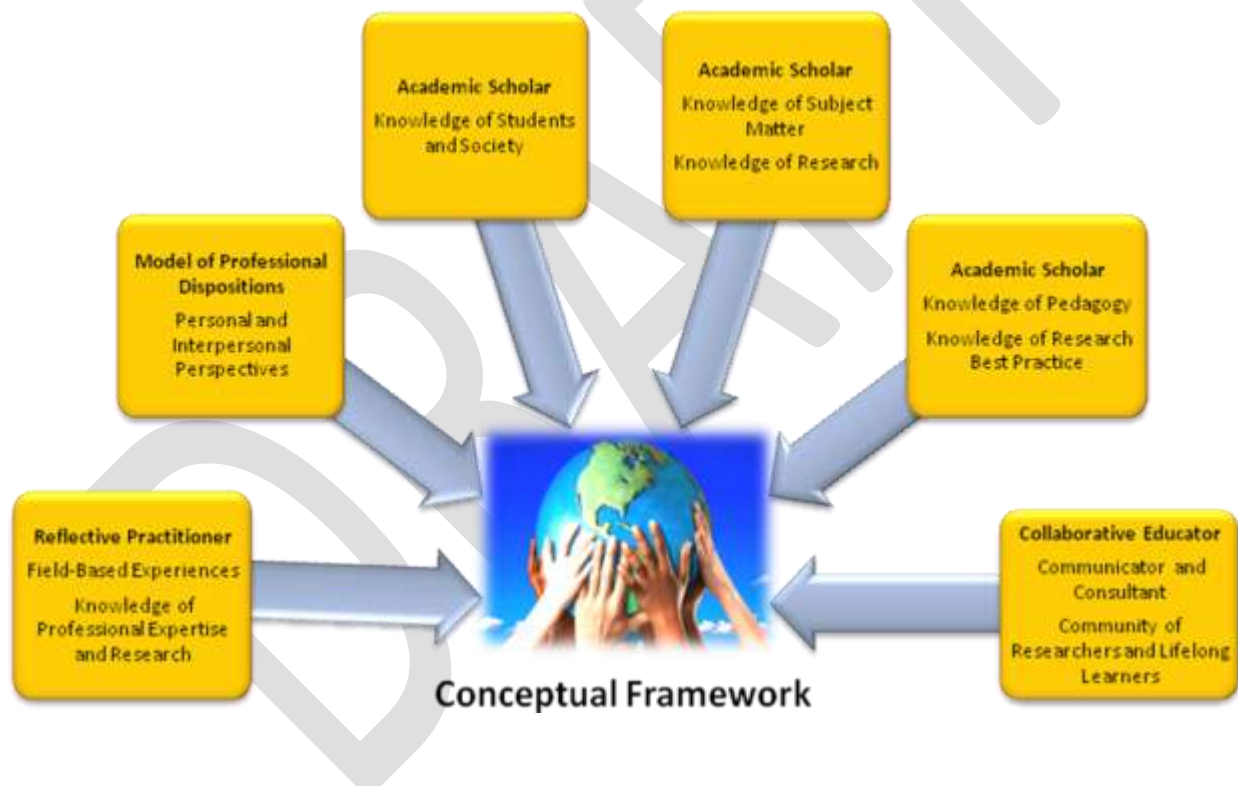|	Excellence	Civility	Integrity	Diversity	Accountability
candidate's ability to plan using varied instructional strategies	technology to meet diverse student populations relative to race, gender, ethnicity, or special needs	technology to meet diverse student populations relative to race, gender, ethnicity, or special needs	varied strategies and technology to meet diverse student populations relative to race, gender, ethnicity, or special needs	strategies and technology to meet diverse student populations relative to race, gender, ethnicity, or special needs	
Reflective Practitioner This outcome measures the range and variety of artifacts included in the portfolio	Demonstrates little variation in artifacts, including technology and planning ability, as well as program assignments, student work samples, practicum evaluations, and intervention study	Demonstrates fair variation in artifacts, including technology and planning ability, as well as program assignments, student work samples,	Demonstrates good variation in artifacts, including technology and planning ability, as well as program assignments, student work samples,	Demonstrates excellent variation in artifacts, including technology and planning ability, as well as program assignments, student work samples,	
Collaborative Educator This outcome measures the candidate's ability to collaborate with other 26rofessional, parents, and the community to foster student achievement	Demonstrates little evidence of team planning, parental involvement, or community engagement	Demonstrates fair evidence of team planning, parental involvement, or community engagement	Demonstrates good evidence of team planning, parental involvement, or community engagement	Demonstrates excellent evidence of team planning, parental involvement, or community engagement	
Professional Disposition This outcome measures overall quality of the	Demonstrates little attention to the organization of portfolio or its professional presentation	Demonstrates fair attention to the organization of portfolio or its professional presentation	Demonstrates good attention to the organization of portfolio or its professional presentation	Demonstrates excellent attention to the organization of portfolio or its professional presentation	

candidate's portfolio					
Professional Disposition This outcome measures how well the purpose of the portfolio is articulated	Does not include a clearly defined and practical purpose for the portfolio	Includes a fairly defined and practical purpose for the portfolio	Includes a clearly defined and practical purpose for the portfolio	Include an excellent and clearly defined and practical purpose for the portfolio	
Professional Disposition This outcome measures candidate knowledge and application of professional standards	Demonstrates little ability to align assessments with professional standards or adheres to the appropriate number of artifacts	Demonstrates fair ability to align assessments with professional standards and adheres to the appropriate number of artifacts	Demonstrates good ability to align assessments with professional standards and adheres to the appropriate number of artifacts	Demonstrates excellent ability to align assessments with professional standards and adheres to the appropriate number of artifacts	
Writing Conventions This outcome measures how well the candidate's writing adheres to standardization	Demonstrates little knowledge of usage, mechanics, spelling, and punctuation in writing	Demonstrates fair knowledge of usage, mechanics, spelling, and punctuation in writing	Demonstrates good knowledge of usage, mechanics, spelling, and punctuation in writing	Demonstrates excellent knowledge of usage, mechanics, spelling, and punctuation in writing	

Bowie State University

College of Education

Conceptual Framework

Academic Scholar
Knowledge of Students and Society

Academic Scholar
Knowledge of Subject Matter
Knowledge of Research

Model of Professional Dispositions
Personal and Interpersonal Perspectives

Academic Scholar
Knowledge of Pedagogy
Knowledge of Research Best Practice

Reflective Practitioner
Field-Based Experiences
Knowledge of Professional Expertise and Research

Collaborative Educator
Communicator and Consultant
Community of Researchers and Lifelong Learners

Conceptual Framework

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Global Society"