BOWIE STATE UNIVERSITY
College of Education
Reading Education Practicum Handbook

"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
Candidate’s Personal Assessment Form

Name of Candidate: ........................................................................................................

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

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

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

Focus: Academic Scholar (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: Reflective Practitioner. (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. .................................................................................................................................
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:

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.
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 IRI ________________________________

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
1400 Jericho Road
Bowie, MD 20715
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<th>Excellence</th>
<th>Civility</th>
<th>Integrity</th>
<th>Diversity</th>
<th>Accountability</th>
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<tr>
<td><strong>Academic Scholar</strong></td>
<td><strong>Unacceptable</strong></td>
<td><strong>Needs Improvement</strong></td>
<td><strong>Meets Standards</strong></td>
<td><strong>Exceeds Standards</strong></td>
</tr>
<tr>
<td>This outcome measures how well the candidate plans and implements academic content using effective and relevant pedagogy</td>
<td>Demonstrates little ability to develop short and long term plans for cross curricula lessons using varied instructional strategies</td>
<td>Demonstrates fair ability to develop short and long term plans for cross curricula lessons using varied instructional strategies</td>
<td>Demonstrates good ability to develop short and long term plans for cross curricula lessons using varied instructional strategies</td>
<td>Demonstrates excellent ability to develop short and long term plans for cross curricula lessons using varied instructional strategies</td>
</tr>
<tr>
<td><strong>Academic Scholar</strong></td>
<td><strong>Reflective Practitioner</strong></td>
<td><strong>Unacceptable</strong></td>
<td><strong>Needs Improvement</strong></td>
<td><strong>Meets Standards</strong></td>
</tr>
<tr>
<td>This outcome measures the candidate’s knowledge and application of educational theory</td>
<td>Demonstrates little knowledge of content (reading, math, science, etc.) or ability to infuse educational theory into instruction</td>
<td>Demonstrates fair knowledge of content (reading, math, science, etc.) or ability to infuse educational theory into instruction</td>
<td>Demonstrates good knowledge of content (reading, math, science, etc.) or ability to infuse educational theory into instruction</td>
<td>Demonstrates excellent knowledge of content (reading, math, science, etc.) or ability to infuse educational theory into instruction</td>
</tr>
<tr>
<td><strong>Reflective Practitioner</strong></td>
<td><strong>Unacceptable</strong></td>
<td><strong>Needs Improvement</strong></td>
<td><strong>Meets Standards</strong></td>
<td><strong>Exceeds Standards</strong></td>
</tr>
<tr>
<td>This outcome measures the candidate’s knowledge of teaching to diverse populations</td>
<td>Demonstrates little effectiveness or consistent consideration for diverse students relative to race, gender, ethnicity, or special needs</td>
<td>Demonstrates fair effectiveness and consistent consideration for diverse students relative to race, gender, ethnicity, or special needs</td>
<td>Demonstrates good effectiveness and consistent consideration for diverse students relative to race, gender, ethnicity, or special needs</td>
<td>Demonstrates excellent effectiveness and consistent consideration for diverse students relative to race, gender, ethnicity, or special needs</td>
</tr>
<tr>
<td><strong>Reflective Practitioner</strong></td>
<td><strong>Unacceptable</strong></td>
<td><strong>Needs Improvement</strong></td>
<td><strong>Meets Standards</strong></td>
<td><strong>Exceeds Standards</strong></td>
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<tr>
<td>The outcome measures the ability to plan and implement plans using varied strategies and</td>
<td>Demonstrates little ability to plan and implement plans using varied strategies and</td>
<td>Demonstrates fair ability to plan and implement plans using varied strategies and</td>
<td>Demonstrates good ability to plan and implement plans using</td>
<td>Demonstrates excellent ability to plan and implement plans using varied</td>
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<td>Excellence</td>
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<td>Diversity</td>
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<tr>
<td>candidate’s ability to plan using varied instructional strategies</td>
<td>technology to meet diverse student populations relative to race, gender, ethnicity, or special needs</td>
<td>technology to meet diverse student populations relative to race, gender, ethnicity, or special needs</td>
<td>varied strategies and technology to meet diverse student populations relative to race, gender, ethnicity, or special needs</td>
<td>strategies and technology to meet diverse student populations relative to race, gender, ethnicity, or special needs</td>
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<td><strong>Reflective Practitioner</strong>&lt;br&gt;This outcome measures the range and variety of artifacts included in the portfolio</td>
<td>Demonstrates little variation in artifacts, including technology and planning ability, as well as program assignments, student work samples, practicum evaluations, and intervention study</td>
<td>Demonstrates fair variation in artifacts, including technology and planning ability, as well as program assignments, student work samples, practicum evaluations, and intervention study</td>
<td>Demonstrates good variation in artifacts, including technology and planning ability, as well as program assignments, student work samples, practicum evaluations, and intervention study</td>
<td>Demonstrates excellent variation in artifacts, including technology and planning ability, as well as program assignments, student work samples, practicum evaluations, and intervention study</td>
</tr>
<tr>
<td><strong>Collaborative Educator</strong>&lt;br&gt;This outcome measures the candidate’s ability to collaborate with other professionals, parents, and the community to foster student achievement</td>
<td>Demonstrates little evidence of team planning, parental involvement, or community engagement</td>
<td>Demonstrates fair evidence of team planning, parental involvement, or community engagement</td>
<td>Demonstrates good evidence of team planning, parental involvement, or community engagement</td>
<td>Demonstrates excellent evidence of team planning, parental involvement, or community engagement</td>
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<tr>
<td><strong>Professional Disposition</strong>&lt;br&gt;This outcome measures overall quality of the</td>
<td>Demonstrates little attention to the organization of portfolio or its professional presentation</td>
<td>Demonstrates fair attention to the organization of portfolio or its professional presentation</td>
<td>Demonstrates good attention to the organization of portfolio or its professional presentation</td>
<td>Demonstrates excellent attention to the organization of portfolio or its professional presentation</td>
</tr>
<tr>
<td>Excellence</td>
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<td>candidate’s portfolio</td>
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<tr>
<td>Professional Disposition</td>
<td>Does not include a clearly defined and practical purpose for the portfolio</td>
<td>Includes a fairly defined and practical purpose for the portfolio</td>
<td>Includes a clearly defined and practical purpose for the portfolio</td>
<td>Include an excellent and clearly defined and practical purpose for the portfolio</td>
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<tr>
<td>This outcome measures how well the purpose of the portfolio is articulated</td>
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<td>Professional Disposition</td>
<td>Demonstrates little ability to align assessments with professional standards or adheres to the appropriate number of artifacts</td>
<td>Demonstrates fair ability to align assessments with professional standards and adheres to the appropriate number of artifacts</td>
<td>Demonstrates good ability to align assessments with professional standards and adheres to the appropriate number of artifacts</td>
<td>Demonstrates excellent ability to align assessments with professional standards and adheres to the appropriate number of artifacts</td>
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<tr>
<td>This outcome measures candidate knowledge and application of professional standards</td>
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<td>Writing Conventions</td>
<td>Demonstrates little knowledge of usage, mechanics, spelling, and punctuation in writing</td>
<td>Demonstrates fair knowledge of usage, mechanics, spelling, and punctuation in writing</td>
<td>Demonstrates good knowledge of usage, mechanics, spelling, and punctuation in writing</td>
<td>Demonstrates excellent knowledge of usage, mechanics, spelling, and punctuation in writing</td>
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<tr>
<td>This outcome measures how well the candidate’s writing adheres to standardization</td>
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Graduate Reading Education Program (REED)
Bowie State University
College of Education
Conceptual Framework

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