



GEORGE FOX
UNIVERSITY

SCHOOL OF EDUCATION

Reading Specialist
Practicum Guide
2009-2010

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Oregon Administrative Rules

The following description is an outline of requirements for the Reading Specialist Endorsement taken from the Oregon Administrative Rules (OAR):

The literacy projects that the practicum student will be engaged in are designed to demonstrate the knowledge the student has in each of the six requirements.

OAR 584-065-0050

Reading Specialist – Early Childhood and Elementary, OR Elementary and Middle Level OR Middle and High School

The following requirements must be met:

(1) Foundational Knowledge and Dispositions

- a. Knowledge of psychological, sociological, linguistic and anthropological foundations of reading and writing processes and instruction.
- b. Knowledge of reading research and histories of reading.
- c. Knowledge of language development and reading acquisition and the variations related to culture and linguistic diversity.
- d. Knowledge of major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies and motivation) and how they are integrated in fluent reading.
- e. Display dispositions related to reading and the teaching of reading.

(2) Instructional Strategies and Curriculum Materials

- a. Use key instructional grouping options (individual, small-group, whole class, computer-based).
- b. Use a wide range of instructional practices, including technology-based practices that promote reading and / or writing across the curriculum.
- c. Use a wide range of curriculum materials in effective reading instruction for learners at various stages of reading and writing development and from different cultural and linguistic backgrounds including English-language learners.
- d. Plan and use appropriate practices, including technology-based practices in effective reading instruction for learners at various stages of reading and writing development and from different cultural and linguistic backgrounds including English language learners.

(3) Assessment, Diagnosis and Evaluation

- a. Use a wide range of assessment tools and practices that individual and standardized group tests to informal, individual group classroom assessment strategies and also include technology based assessment tools.
- b. Place students along a developmental continuum and identify students' proficiencies and difficulties.
- c. Use assessment information to plan and revise effective instruction for all students.
- d. Effectively communicate results of assessments to specific individuals (students, parents, caregivers, colleagues, administrators, policymakers, policy officials, community, etc.)

Oregon Administrative Rules (cont'd)

(4) Creating a Literate Environment

- a. Use students' interest and backgrounds as foundations for the reading and writing program.
- b. Use a large supply of books, technology-based information, and non-print materials representing multiple levels, broad interests, cultures and linguistic backgrounds.
- a. Model reading and writing enthusiastically as valued life-long activities.
- b. Motivate learners to be life-long readers.

(5) Professional Development

- a. Continue to pursue the development of professional knowledge and dispositions.
- b. Work with colleagues to observe, evaluate and provide feedback on each other's practice.
- c. Participate in, initiate, implement and evaluate professional development programs.

(6) Leadership

- a. Guidance and supervision of paraprofessionals.

A candidate must also complete student teaching, an internship or a supervised practicum with students in Early Childhood and Elementary, OR Elementary and Middle Level OR Middle Level and High School. Candidates completing a practicum experience at either early childhood or elementary and at either middle or high school level shall qualify for authorization for pre-primary through grade twelve.

Practicum Course Descriptions—EDFL 539, 540, 541

Prerequisites for EDFL 539 Early Childhood and Elementary Reading Practicum, EDFL 540 Elementary and Middle Level Reading Practicum, and EDFL 541 Middle Level and High School Reading Practicum: *EDFL 530 History and Foundations of Literacy Learning; EDFL 531 Analysis of Reading and Writing Assessment; EDFL 532 Advanced Strategies in Literacy Instruction; and EDFL 538 Organization of Reading Programs; or by permission.*

Required Textbooks:

No specific textbooks are required for this practicum but the specific textbooks required for the prerequisite literacy core courses listed above will help in the development of the various projects within this practicum.

Course description:

This course includes application of the literacy core curricula from EDFL 530, 531, 532, and 538.

This course will emphasize classroom application of developmental reading and writing programs and support for readers and writers of all abilities. This will be done through investigation into strategies for working with words, comprehension and fluency development. Working with struggling literacy learners and documenting change over time will be a major portion of the work outlined in this practicum. Using different kinds of assessments to inform instruction will be an important part of the application to be documented in the change over time project. Technology integration of curriculum should also be explored. The use of children's and adolescent literature will be presented in a way that life-long readers can be developed. The concepts presented will emphasize teacher as cognitive mediator, apprenticeship partner, servant-leader, manager, communicator and researcher.

Many components of the No Child Left Behind legislation, the OAR's and IRA standards will be explored and demonstrated by the completion of this practicum.

Course Objectives:

- Apply an articulated personal theoretical orientation to literacy development and education.
- Design, develop, implement and evaluate the comprehensive reading program.
- Apply the language processes of reading, writing, listening, and speaking, and their interrelationships.
- Use children's and adolescent literature within the reading program.
- Apply research as the basis for instructional decision-making.
- Apply effective instruction for students' including appropriate involvement of parents.
- Apply effective organization of classrooms such as flexible grouping and differentiated instruction.

Practicum Course Descriptions—EDFL 539, 540, 541 (cont'd)

Course Objectives (cont'd):

- Teach effective strategies to enhance literal, interpretive, and critical comprehension as well as decoding skills.
- Recognize and apply the benefits of various literary genre and conduct lessons to foster personal-social growth.
- Provide direct instruction and modeling in the use of fiction and content area reading to encourage lifelong learning.
- Collaborate with teachers to strengthen students' reading abilities through content-area instruction.
- Develop techniques to teach reference skills, study skills, interpretation of graphics and use of various reading rates.
- Apply the linguistic and cognitive bases of reading through the role of prior knowledge and various modes of thought and metacognition.
- Apply the understanding of language as a symbolic system (represents concepts and feelings; phonemic, morphemic, syntactic, and semantic systems; dialects; and respects linguistic differences).
- Apply strategies to develop and extend vocabulary and to develop the conventions of language.
- Participate in collaboration with other teachers to develop a reading improvement plan.

Methodology and Evaluation

The format of this course will include opportunities to apply and synthesize the knowledge of literacy through an in-depth case study of two struggling readers and a variety of planned literacy projects. Trained school leaders and university professors will guide the students through the appropriate experiences.

The following two components will be evaluated:

Portfolio – 80%

The portfolio will be a compilation of documentation of two case studies and your choice of two different literacy activities to meet each of the six TSPC Reading Specialist standards and your activity log. The Portfolio should be organized according to the six TSPC standards.

Maintain accurate up-to-date data on 2 students. One of the students is usually in your classroom and another at a different level outside your classroom. Title One, Special Education, and Resource Teachers

Practicum Course Descriptions—EDFL 539, 540, 541 (cont'd)

Portfolio – cont'd

may be meeting with small groups of students at different levels and can fulfill the instructional practicum requirements with the students assigned to them. Your portfolio will include assessment data to determine instructional needs of the students, brief descriptions of the instructional strategies and approaches applied to your students, which reflect attention to the determined needs, examples of student work, reflections and self-evaluation of lessons taught. Place the assessment documentation in the portfolio. Write a summary paper focusing on the progress of both students.

Activity Log – (20%)

Each entry in your log displays the date and time of the activity, a description of the activity. You are required to log a minimum of 90 hours of literacy participation including the case studies and the 12 literacy projects. The 90 hours must include a total of at least 45 hours of face to face instructional contact time with two students. The remaining 45 hours can include teaching individuals and small groups, whole class instruction, literacy coaching, presentations and collaborating with colleagues and documentation of your 12 literacy projects.

Your activity log must be included in your portfolio to support the final summary paper for the Practicum case studies.

Participation in On-Site Practicum Evaluation Visits

Participation in a minimum of two on-site Practicum visits is required. In addition, one or more individual meetings with the instructor can be arranged if warranted.

The Portfolio Organizational Chart presented below indicates how various literacy projects can be organized to meet the six TSPC Reading Specialist standards. Your task is to choose two different literacy projects for each of the six TSPC standards. In other words you will be required to document 12 literacy projects that are different. You may not use one literacy project for more than one TSPC standard.

Portfolio Organizational Chart

Six TSPC Standards (OAR 584-065-0050)

1. Foundational Knowledge and Dispositions

Projects: Textbook reading; Professional reading; Videos; and Classroom visit

2. Instructional Strategies and Curriculum Materials

Projects: Classroom visit; Writer's workshop; Reader's workshop; Working with words; Guided reading; Curriculum integration; Technology use of web pages, blogs, wikis etc., develop, implement, and evaluate comprehension strategies based on a pre and post assessment of students' comprehension needs.

Practicum Course Descriptions—EDFL 539, 540, 541 (cont'd)

3. Assessment, Diagnosis, and Evaluation

Projects: Evaluate your reading program, Evaluate your writing program, Technology, Reader's workshop, Writer's workshop, Interpret students' DRA, Interpret students' informal reading inventory results, Interpret students' results of Marie Clay's Observation Survey of Early Literacy Achievement.

4. Creating a Literate Environment

Projects: Classroom visit, Organizing the Classroom, Evaluate your writing program, Writer's workshop, Reader's workshop, Guided reading, Children's literature, Professional reading.

5. Professional Development and Collaboration

Projects: Textbook reading, Professional reading, Classroom visit, Videos, Serve on a school-wide committee, Serve as a consultant to a principal, Join a list-serve with other literacy teachers, participate in a literacy professional association, Meet with other teachers to plan literacy strategies, Multicultural education, Home and school connections.

6. Leadership

Projects: Presenting and or teaching to adults, Collaborating with colleagues to make a presentation, Collaborating with colleagues on a school-wide project, Serve on a school-wide or district-wide committee, Serve as a consultant to a principal, Evaluate your reading and/or writing program and present the results to your colleagues, Videos and present what you have learned to colleagues, Attend a literacy conference and present your conference summary of ideas and strategies to your colleagues.

EXAMPLES OF LITERACY PROJECTS (Other projects may be submitted to your University Supervisor for approval)

1. Textbook Reading

Read and reflect on a professional book suggested in the bibliography or one approved by the instructor. State examples of how the ideas in your reading have contributed to successful instruction.

2. Professional Reading

Conduct a review of the literature on a topic of interest. It could be the topic of a personal project and/or on the topic of your thesis. This review must include 3 articles reporting original research and 3 support articles.

3. Classroom visit

Visit a K-3 and 4-12 classroom while it is in session and interview the teacher about his/her literacy instruction. Document this visit for your portfolio.

Practicum Course Descriptions—EDFL 539, 540, 541 (cont'd)

4. Videos

Choose 3 videos about literacy. Document your reflections for your portfolio. State examples of how the ideas in your reading have contributed to successful instruction.

5. Writers' Workshop

Evaluate your writing program. Decide which area of writing you want to improve on this semester. Find some professional materials written on that concept. Keep documentation on what is happening.

OR

Read an article or a book on improving classroom writing. Decide how you can incorporate this in your classroom.

OR

Observe a colleague who enjoys teaching writing. Write in your portfolio regarding any ideas you have gained from this observation for improving your writing program.

OR

Video-tape a writing class. Respond to the video-tape in your portfolio.

6. Readers' Workshop

Keep track of the number of minutes your students spend reading per day. Develop and implement a plan of action to increase the effectiveness of your reading workshop.

OR

Document the type of books students choose to read.

OR

Video-tape your readers' workshop. Reflect on how you could improve the time on task.

7. Working with words and developing reading fluency

Read *Phonics They Use* by Cunningham. Demonstrate how you would apply one or two of the strategies in your classroom.

OR

Videotape a lesson where you work with words. Write a reflection on the impact of your philosophy on the literacy development of your students as you observe their responses to the working with words activity.

OR

Observe another teacher who enjoys teaching a phonics program. Document and reflect.

OR

Develop and implement a plan to increase students' fluency by re-reading favorite picture books.

OR

Implement a word attack program for students who need help with fluency. Making words, decoding by analogy, word walls, etc. could be a part of your program.

Practicum Course Descriptions—EDFL 539, 540, 541 (cont'd)

8. Guided Reading

Develop a management system so you can work with all learners individually or in small groups.

OR

Journal regarding how you are using strategic teaching when helping children with their reading.

OR

Plan 6 guided reading lessons within your science or social studies program.

OR

9. Children's Literature

Continue your data base of children's books you have in your classroom. Include this data base in your portfolio.

OR

Develop an author's study to use in your reading and writing program.

OR

Keep track of how children's literature impacts the student's writing.

OR

Develop an anthology of poetry that your students enjoy.

OR

Read 7 novels and 15 picture books that have been recommended to you by other teachers or students or a book list. Keep a reflection log in your portfolio.

OR

Keep reading and conferencing with a child until you find a book series or author that hooks him/her.

10. Organizing the classroom

Plan a reorganization of your classroom for better efficiency. Reflect and document in your portfolio.

OR

Another organizing activity of your choice (Approved by your instructor).

11. Home/School Connections

Plan and present a parent night modeling strategies for developing life-long reading habits.

OR

Produce a videotape of the students' classroom projects and send it home for parents to view. Have parents write a response to the video.

OR

Develop your own parent project. (Check plan with your instructor before you implement).

Practicum Course Descriptions—EDFL 539, 540, 541 (cont'd)

12. Curriculum Integration

Plan an activity with a music or physical education teacher that integrates curriculum.

OR

An integration project of your choice (Approved by your instructor).

13. Multicultural Education

Collaborate with an ELL teacher on a literacy project.

OR

Plan an activity of your choice (Approved by your instructor).

14. Technology

Develop a list of web pages that include useful information for topics in math, health, social studies and science.

OR

Review compact discs that would enhance the math, health, social studies and science curriculum.

15. Leadership

Serve on a district or school-wide committee, focusing on the improvement of students' reading abilities. Write a documentation of this service.

OR

Serve as a consultant to a principal for developing a plan to improve reading and writing abilities throughout the school. Document your involvement.

OR

Meet with one other teacher to plan strategies to increase reading, writing, listening, and speaking across the curriculum.

OR

Join a list serve with other literacy teachers. Write responses as well as read what other people are thinking. Document or include scripts of the communication.

Responsibilities of the Practicum Student

- _____ 1. Meet together for orientation to the Practicum Requirements at the beginning of the practicum with other Practicum Students or individually with the instructor. Plan to purchase your Task Stream Assessment Account prior to the practicum.
- _____ 2. Fill out the Request for practicum form. This form requires the name of your mentor and your administrator's signature. It must be returned prior to starting your practicum to the Reading Endorsement Program Coordinator.
- _____ 3. Register for the appropriate section of the Practicum (EDFL 539 EC/EL, EDFL540 EL/MD, or EDFL 541 MD/HS).
- _____ 4. Provide your practicum mentor with a copy of the Practicum Handbook.
- _____ 5. Submit a copy of the mentor's resume to the practicum supervisor for approval prior to starting your practicum.
- _____ 6. Schedule observations and/or consultations by your practicum mentor and the GFU practicum supervisor (at least 2 visits). If possible, a 3-way meeting will be held on the same day as the GFU supervisor's second visit.
- _____ 7. Maintain a log of daily practicum activities and submit the first two weeks of instruction by email to your GFU practicum supervisor. The log should include date, number of minutes/hours, activity, and brief comment or reflection. Your complete activity log should be included in your Portfolio.
- _____ 8. Maintain a working notebook of materials from which you will eventually select items for your portfolio. The notebook should include a section of the Change Over Time project outlining the assessments, instructional needs of the 2 case study students, brief descriptions of the instructional strategies applied to your struggling readers, reflections, and concluding paragraphs about the progress of the two students. Documentation of your 12 literacy projects and your log.
- _____ 8. Submit the completed presentation portfolio to the GFU supervisor at the completion of the practicum experience by uploading the portfolio into the Task Stream Assessment system.
- _____ 9. Make sure your mentor fills out and submits the mentor site evaluation form.

Responsibilities of the Reading Endorsement Practicum Mentor

Qualification: Hold a valid basic or standard teaching license or a license with a reading specialist endorsement.

The Reading Endorsement Program at George Fox University recognizes that the mentoring teacher will be donating both planning and observation time. George Fox University provides the school district practicum mentor a \$75 honorarium through direct payment to the school district as a gesture of appreciation for this donation of time and expertise.

The practicum mentor should provide guidance and instruction as needed and is asked to report about the experience of the practicum by filling out the GFU program and site evaluation form provided by the student at the end of the practicum. The mentor is also asked to participate in a 3-way meeting with the student and the GFU supervisor on the day of the GFU supervisor's second visit if possible.

The purpose of filling out the GFU Reading Endorsement Program site and program evaluation form is to seek suggestions from mentors for improving the practicum experience for the GFU students.

Reading Endorsement Practicum Required Forms

- Site Evaluation Summary and Recommendation
- Request for Reading Endorsement Practicum
- Reading Endorsement Practicum Mentor Resume
- Reading Endorsement Practicum Rubric

Practicum for the Reading Endorsement

George Fox University
School of Education

SITE EVALUATION SUMMARY AND RECOMMENDATION

(Please cite specific strengths and weaknesses, quality of this reading practicum experience site)

Mentor (please print) _____

Signature: _____ Date: _____

School _____

School Address: _____

University Supervisor: _____ Date: _____

Practicum Student: _____ Date: _____

Request for Reading Endorsement Practicum
Educational Foundations and Leadership
George Fox University, Newberg, OR 97132
(503) 554-2850

Candidate: _____

Address, City, State, Zip: _____

Hm #: _____ Wk #: _____ Email: _____

Date: _____ Semester requested: _____

Check the appropriate boxes:

School: _____

I am currently working in my own class

I will need a placement in a new school:

Authorization Level:

- Early Childhood (ages 3 through grade 3)
- Elementary (grades 3 through 8/self-contained)
- Middle Level (grades 5 through 8)

Content Area : _____

Secondary (grades 9 through 12)

Content Area: _____

Dates of practicum: _____

Name of Mentor: _____

Mentor School Address and Grade or Position: _____

Approval by instructor: _____ Date: _____

Approval by school administrator: _____ Date: _____

Student signature: _____ Date: _____

Please return a copy of this form to:
Jim Worthington, George Fox University, 414 N. Meridian St. #V124, Newberg, OR 97132



Reading Endorsement Practicum Mentor Administrator Resume

Date: _____

Mentor: _____ District: _____

School Address _____

Mentor Position: _____

GFU Reading Practicum Candidate: _____

EARNED DEGREES:

Degree _____ Institution _____ Dates _____ Major _____

Degree _____ Institution _____ Dates _____ Major _____

Degree _____ Institution _____ Dates _____ Major _____

Licensure: _____

EXPERIENCE IN EDUCATION (number of years taught):

Years in current position: _____ Total years in education: _____

SPECIAL PREPARATION FOR SUPERVISION OF EDUCATION STUDENTS:

(Include any classes, workshops, committee involvement, college courses, materials read....)

MOST RECENT SUPERVISORY EXPERIENCE:



**GEORGE FOX
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SCHOOL OF EDUCATION

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