



**TEXAS A&M UNIVERSITY - COMMERCE**

**Curriculum & Instruction  
2200 Campbell Street  
Commerce, TX 75428  
(903) 886-5537**

**Reading Specialist Program Handbook**

**For  
Reading Specialist Candidates,  
Mentor/Site Supervisors, & Field  
Supervisors**

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Dear Reading Specialist Candidates, Mentor/Site Supervisors, and Field Supervisors,

Welcome to the Texas A&M University – Commerce Reading Specialist program. We value you as an integral part of the Reading Specialist Program (RSP) and hope this handbook will be a helpful resource for understanding roles, responsibilities, procedures, and policies related to the RSP, which is an extension of the MEd program in Reading and designed to lead to a Reading Specialist Certification.

While this handbook provides some pertinent information regarding the master’s degree in Reading, the primary focus is familiarize all members of the RSP Instructional Leadership Team (ILT) with the practicum, which fulfills many of the requirements set forth by the Texas Education Agency (TEA) for recommendation for the Reading Specialist certificate. Our shared goal is for Reading Specialist Candidates to receive the knowledge, skills, experience, and support necessary for obtaining a Reading Specialist certification and for enjoying long-term success in working with K-12 students in Texas public schools. To meet that goal, we will work together to ensure all university and TEA policies and procedures are followed and documented (ie. teaching observations and evaluations, Mentor/Site Supervisor and Field Supervisor training, quality literacy experiences aligned with Texas Reading Specialist standards, etc.).

We are here to support you in your role, so we welcome any questions and/or concerns you may have. Please reach out to us as needed. We are excited to be on this journey with you.

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## SECTION 1: GENERAL INFORMATION

### TEA Definition, Rules, and Expectations for the Professional Educator Practicum

**The Practicum**—The Texas Education Agency (TEA) defines the practicum as:

—A *supervised professional educator assignment at a public school accredited by the TEA or other school approved by the TEA for this purpose that is in a school setting in the particular field for which a professional certificate is sought such as superintendent, principal, school counselor, school librarian, educational diagnostician, and reading specialist.*<sup>1</sup>

### TEA Rules for the Practicum

1. A minimum of three interactions for observation during practicum period, via online access.
2. A total of 135 minutes of interactions (45 minutes per interaction).
3. Interactions should be focused on established standards for the class.
4. Reading Specialist Candidate receives written feedback following the interactive conferences.
5. A pre- and post-conference are required to take place between the Field Supervisor and Reading Specialist Candidate.
6. A copy of the written feedback is shared with the Campus Administrator.
7. Reading Specialist Candidate receives documented coaching support.

**Support Structures for the Practicum.** As per TEA rules, the Reading Specialist Candidate's supervision will have at least two support structures.

1. **Mentor or Site Supervisor**, an experienced individual currently in the field with whom the Reading Specialist Candidate apprentices. This individual must (a) have three years teaching experience as a reading specialist, the certification that the teacher candidate is seeking and/or a campus administrator with a master's degree, (b) have training to serve as a mentor or "master" teacher for our Reading Specialist Candidates, and (c) report the candidate's progress to that candidate's Field Supervisor.
2. **Field Supervisor**, a qualified educator who will help support and supervise the work of the Reading Specialist Candidate while engaged in the practicum experience. This individual, hired by Texas A&M Commerce, is expected (a) to have the desired certification and/or master's degree or higher, and (b) to conduct three observations of the Reading Specialist Candidate in the field.

<sup>1</sup> The Field Supervisor cannot be a member of the school campus staff such as the cooperating teacher or mentor since they are under contract to a school district.

## **MEd-Reading Program & Field Practicum Overview**

### **Master's Degree Overview**

The Master of Education in Reading program in the College of Education and Human Services at Texas A&M University - Commerce offers preparation that leads to certification as a Reading Specialist. The curriculum for the degree and its associated certificates is designed to provide candidates with opportunities to build specialized knowledge, engage in evidence-based practices in supervised settings, and prepare for leadership roles in schools.

Reading takes time, and reading with understanding takes effort. According to the most recent National Assessment of Educational Progress report, only 72% of all high school graduates in the United States have the basic literacy skills necessary to be successful. Reading specialists play an important role in the movement to increase literacy rates among high school graduates. Our 36-credit hour master's program prepares candidates for a career in various educational settings and further graduate coursework and research. Candidates gain greater knowledge of curriculums, instruction and literacy dynamics facing students in a dynamic global arena by earning a master's degree in reading from Texas A&M- Commerce.

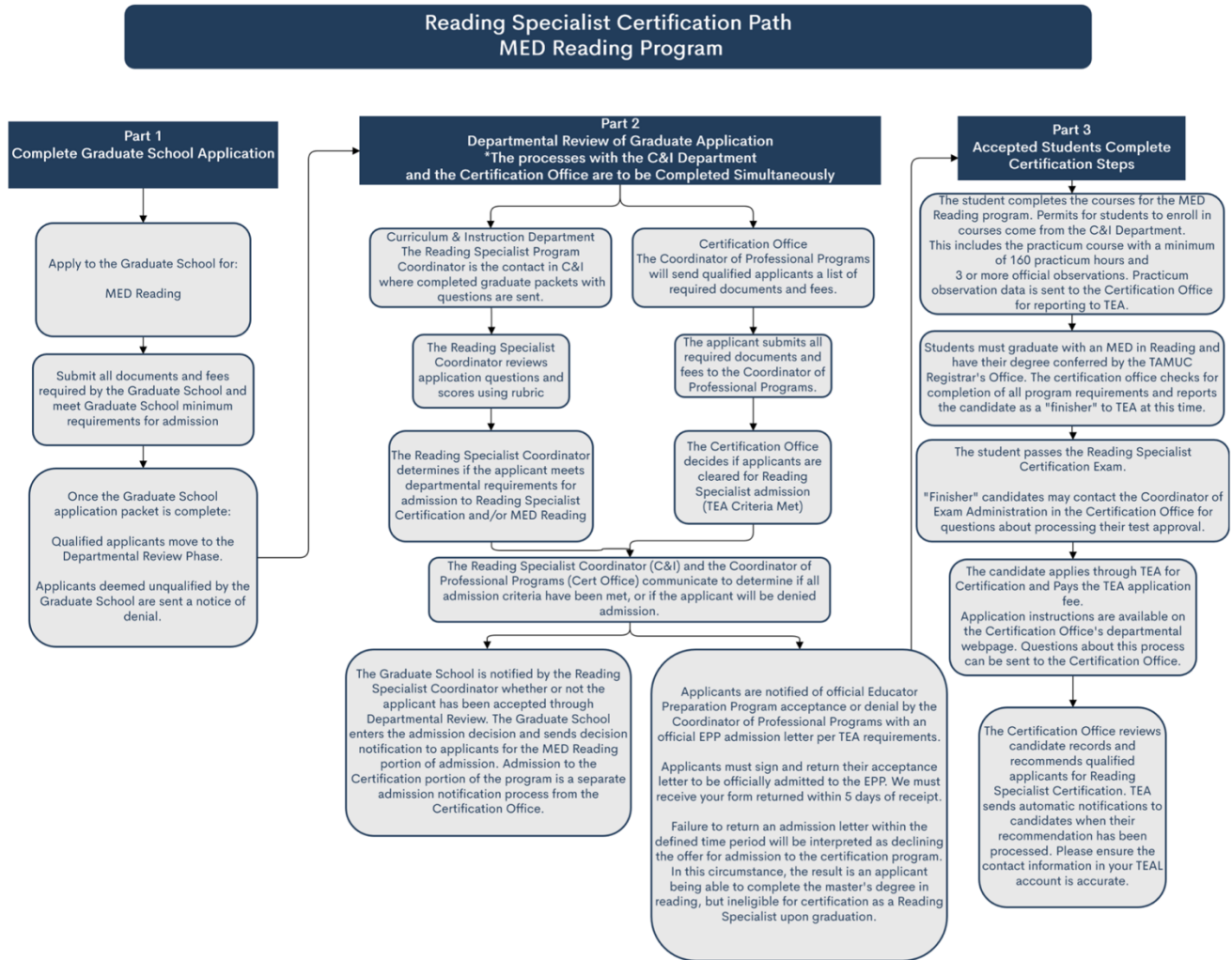
### **Reading Specialist Certificate**

Many children struggle with reading at a basic level and often need individualized instruction. Candidates can help improve their literacy skills by becoming a licensed reading specialist, whose role includes assessing, diagnosing, and instructing students in their reading and writing skills. Reading specialists work alongside K-12 educators and often provide one-on-one instruction for students struggling in their reading and writing comprehension. Candidates will develop individualized plans for addressing their reading difficulties. A reading specialist certification is available as part of the MEd in Reading only and, therefore, is not available with the MS or MA in Reading or other master's programs.

### **Field Practicum Overview**

The field practicum adheres closely with educator preparation program guidelines delineated in the Texas Administrative Code and prescribed by the Texas Education Agency (TEA, 2006-2014).

These guidelines stipulate that each certificate program must provide a minimum of 360 hours (200 coursework and 160 clock hours of field) for the Reading Specialist certificate.





## **Field Practicum Instructional Leadership Team (ILT)**

### **Reading Specialist Candidate, Mentor/Site Supervisor, and Field Supervisor**

The purpose of the practicum is to give the Reading Specialist Candidate the opportunity to engage in supported experiences that will be conducive to his or her professional growth. The ILT consists of the Reading Specialist Candidate, Mentor/Site Supervisor, and university Field Supervisor. The ILT is a major decision-making body for the Reading Specialist Candidate that adjusts expectations based on the individual circumstances of the placement, and the Reading Specialist Candidate's strengths and weaknesses. To that end, each individual has his or her role to play, described in detail, below.

As stated in the cover letter, in addition to the instructional support provided by the practicum instructor that take place at the university level, the field practicum is supported by two additional interrelated structures. These include coaching and mentoring support provided by a Mentor/Site Supervisor, an experienced reading specialist (or other TEA-approved mentor) currently in the field with whom the Reading Specialist Candidate apprentices, and by a Field Supervisor, a qualified educator who helps support and supervise the work of the Reading Specialist Candidate while engaged in the practicum experience.

In order to create the best experience possible for all involved, the Reading Specialist Candidate, the Mentor/Site Supervisor, and the Field Supervisor should function as a team for the benefit of the Reading Specialist Candidate and for program integrity.

We strongly suggest that the Reading Specialist Candidate and the Mentor/Site Supervisor meet (either in person or virtually) with the Field Supervisor at mutually agreed upon times to review progress, provide guidance as needed, and resolve issues that may arise.

Consistent with TEA rules and guidelines, we suggest that three interactions (observations) take place during the practicum period according to the following schedule:

1. Conduct the **first interaction within the first two-three weeks of the practicum** to review the roles and responsibilities of each, exchange contact information, and to set up a mutually agreeable calendar;
2. Conduct the **second interaction at or near the early-midpoint of the practicum**, after the first observation to permit enough time for feedback to be understood and

implemented successfully; and

3. Conduct the **third interaction with a summative meeting during the last third of the practicum** to allow time for feedback, complete required paperwork, and resolve any remaining issues by the end of the practicum period.

## **Role and Responsibilities of the Reading Specialist Candidate**

The Reading Specialist Candidate is responsible for engaging in the following practicum-oriented activities and performance gates.

1. Enroll in RDG 567: Practicum in Organizing for Effective Literacy Instruction, K-12.
2. Complete and submit an application to participate in the field practicum.
3. Complete criminal background check and fingerprinting requirements for the district in which the practicum will be completed.
4. Attend classes and complete assignments, where you will receive instruction, mentoring, and coaching relative to literacy assessment, instruction, and leadership.
5. Consult with the ILT for assistance relative to school placement, students served, Mentor/Site Supervisor and Field Supervisor assignments.
6. Communicate concerns or difficulties with the practicum to the course instructor/Field Supervisor and Mentor/Site Supervisor in a timely manner.
7. Maintain professional conduct at all times as delineated in the Texas A&M Commerce student conduct policies and guidelines.
8. Submit all required practicum-related documents by the designated time.
9. Work closely with the course instructor/Field Supervisor and Mentor/Site Supervisor to facilitate a successful practicum experience.
10. Read and understand the rules, guidelines and expectations for the field practicum. Your practicum will require that you spend 160 field-based, documented hours engaged in work designed to strengthen your knowledge, skills, and dispositions regarding (a) identification of students' literacy strengths and needs; (b) design, implementation, and evaluation of evidence-based literacy instruction; and (c) engaging in professional learning and leadership activities. Through the practicum, you will have an opportunity to gain practical experience and skill in:
  - a. Assessing the literacy strengths and needs of students in a classroom, small group, and/or one-on-one settings.
  - b. Developing a literacy instruction plan aimed at addressing identified needs.

- c. Implementing the literacy instruction plan as envisioned.
- d. Writing a report summarizing the outcomes of instruction.
- e. Presenting report of findings to stakeholders (i.e., literacy program faculty, students' parents, teachers, others).

### **Role and Responsibilities of the Mentor/Site Supervisor**

The Mentor/Site Supervisor serves as a mentor and coach for the field practicum experience. He or she will work collaboratively with the Field Supervisor and the Reading Specialist Candidate to facilitate continued coaching and mentoring support. As such, he or she assumes the following duties and responsibilities:

1. Complete state required training to serve as a Mentor/Site Supervisor. Training will be provided by the Texas A&M University - Commerce team and will take place prior to the first week of the practicum field experience.
2. Meet with the Reading Specialist Candidate and the Field Supervisor to discuss and document expectations prior to start of the practicum experience.
3. Schedule regular meetings with the Reading Specialist Candidate to provide ongoing feedback, mentoring, and coaching support as needed.
4. Help orient the Reading Specialist Candidate to relevant professional and institutional norms, ethical standards, and policies.
5. Share the candidate's progress with the ILT (Field Supervisor, School Administrator, Texas A&M - Commerce Faculty).
6. Communicate with the ILT without delay if there are questions or concerns as to the appropriateness of the practicum experience or if the performance of the Reading Specialist Candidate falls below the expected satisfactory level of performance.
7. Complete an evaluation of the practicum experience and share with the Texas A&M - Commerce faculty.

### **Role and Responsibilities of the Field Supervisor**

The Field Supervisor is a university-hired member of the practicum support team. In addition to providing mentoring and coaching support, he or she will have an opportunity to observe and evaluate the performance of the Reading Specialist Candidate. As such, he or she assumes the following duties and responsibilities:

1. Complete required training to serve as a Field Supervisor. Training will be provided by the Texas A&M University - Commerce team and will take place prior to the first week of the practicum field experience.
2. Meet with the Reading Specialist Candidate and Mentor/Site Supervisor to discuss and document expectations for the evaluation prior to the start of the practicum experience.
3. Communicate regularly with the Reading Specialist Candidate and Mentor/Site Supervisor to help facilitate a successful practicum experience.
4. Conduct observations of the Reading Specialist Candidate as stipulated by TEA rules.
  - a. Conduct a minimum of three formal observations of the Reading Specialist Candidate during the practicum period.
  - b. Devote a total of 135 minutes (three observations to last 45 minutes each) to the observations with the Reading Specialist Candidate.
  - c. Focus observations on standards for the practicum experience.
  - d. Conduct a pre- and post-conference with the Reading Specialist Candidate for each formal observation.
  - e. Provide written evaluation and feedback following interactive conferencing with the Reading Specialist Candidate.
  - f. Provide a copy of the evaluation to the school Campus Administrator, Mentor/Site Supervisor, and the Texas A&M University - Commerce ILT.
  - g. Provide and document ongoing coaching and support for the Reading Specialist Candidate.
5. Evaluate the quality of performance of the Reading Specialist Candidate based on observations conducted.
6. Provide appropriate and timely formative and summative evaluation of the practicum experience to the Reading Specialist Candidate and the Campus Administrator.
7. Complete, sign, and submit your evaluation of the Reading Specialist Candidate using the Observation, Conferencing, and Evaluation form provided.
8. Complete an evaluation of the practicum experience and share with the Texas A&M - Commerce ILT.

### **Role and Responsibilities of the Program Coordinator**

The Program Coordinator will be responsible for the coordination of practicum activities that are required for the practicum components in RDG 567: Practicum in Organizing for Effective Literacy Instruction, K-12. He or she will work closely with the course instructor to help ensure practicum activities are effectively designed, implemented, and evaluated as intended. Specific duties and responsibilities include, but are not limited to, the following:

1. Identify, assess readiness of, and approve Reading Specialist Candidates who need to complete the practicum.
2. Identify Mentor/Site Supervisors and Field Supervisors who will provide support and supervision for students in the practicum.
3. Assign a Mentor/Site Supervisor and Field Supervisor for Reading Specialist Candidates in their designated school settings.
4. Work with school districts regarding any required paperwork for criminal history background checks.
5. Work with the Course Instructor to develop, deliver, and document practicum training for Mentor/Site Supervisors.
6. Work closely with the ILT to help ensure everyone understands their roles and responsibilities and contributes to the practicum experience in an efficient manner.
7. Work with the Texas A&M University - Commerce Certification Office in collecting data aimed at maintaining verification of all work related to this field practicum, which must be documented and made available for compliance audit purposes.
8. Report to and consult with the Course Instructor regarding formative and summative aspects of the practicum.
9. Perform other practicum-related duties as warranted.

## **SECTION 2: READING SPECIALIST CANDIDATE**

### **Field Practicum Overview & Guidelines**

In this field practicum, to be completed in partial fulfillment of the requirements of RDG 567: Practicum in Organizing for Effective Literacy Instruction, K-12, Reading Specialist Candidates will have an opportunity to strengthen their knowledge, skills, and dispositions with respect to leadership relative to providing effective literacy assessment and instruction in clinical and classroom settings.

Consistent with TEA rules and guidelines, the field practicum will require that Reading Specialist Candidates spend 160 hours engaged in work designed to strengthen knowledge, skills, and dispositions regarding (a) identification of students' literacy strengths and needs; (b) design, implementation, and evaluation of evidence-based literacy instruction; and (c) engaging in professional learning and leadership activities. Through the field practicum, they will have an opportunity to gain practical experience and skill in:

- a. Assessing the literacy strengths and needs of students in a classroom, small group, and/or one-on-one settings.
- b. Developing a literacy instruction plan aimed at addressing identified needs.
- c. Implementing the literacy instruction plan as envisioned.
- d. Writing a report summarizing the outcomes of instruction.
- e. Presenting report of findings to stakeholders (i.e., literacy program faculty, students' parents, teachers, others).

More information about the specific assignments for the practicum are delineated in the RDG 567 course syllabus.

The Reading Specialist Candidate will be provided with guidance and supervision when diagnosing students' literacy strengths and needs, planning and delivering instruction pertaining to the needs and interests determined through formative and summative literacy assessments, and writing a report summarizing the findings of the candidate's literacy intervention. In an attempt to provide the candidate with feedback relevant to advancing his/her professional expertise in this practicum, the candidate will be observed via three interactions by the Field Supervisor. These observations will then be evaluated by the Field Supervisor, who will thereafter provide feedback as well as ongoing guidance and coaching support.



## Reading Specialist Candidate Application Form

*This form is a sample only—to be completed online at the appropriate time during the practicum.*

### Reading Specialist Candidate:

Name:		CWID:	
TEA ID #:		Certification being sought:	
Address:		Phone Number:	
City:	State:	Zip:	
Patriot Email:		Alternate Email:	
Present Position:			
Practicum Course Prefix and Number:			
Practicum Start Date:		Practicum End Date:	
Practicum District:			
Name of District Reading Supervisor/Specialist:			
Supervisor/Specialist Phone Number:			

### Principal:

Name:		Phone Number:	
Email address:			

-----Program Coordinator Completes Sections Below-----

### Mentor/Site Supervisor:

Name:		Title:	
TEA ID #:		Phone Number:	
School/Organization:			
Address:		Email:	
City:	State:	Zip:	

### Field Supervisor:

Name:		Title:	
TEA ID #:		Phone Number:	
Address:		Email:	
City:	State:	Zip:	

**Reading Specialist Candidate: Practicum Requirements Compliance Notification  
Signature**

*This form is a sample only – to be completed online at the appropriate time during the  
practicum.*

**CWID:**

**Name:**

**TEA ID #:** \_\_\_\_\_

As part of my preparation as a Reading Specialist I affirm the following:  
(Please initial each statement.)

\_\_\_\_\_ I have read the Practicum Handbook, I understand, and abide by its expectations as delineated in the requirements for the preparation of the **Reading Specialists** in the State of Texas (Texas Administrative Code, Chapter 239, Subchapter D.)

\_\_\_\_\_ I have discussed the practicum requirements with my **building principal** and sought his/her support and guidance throughout the practicum experience.

\_\_\_\_\_ I have read the **Texas Educator Standards** (See Course Syllabus) and will follow these standards in my work as a reading professional.

\_\_\_\_\_ I have read the **Code of Ethics and Standards of Practice for Texas Educators** and will follow these standards in my work as a reading professional.

By signing below, I hereby affirm and acknowledge that I have completed all of the above requirements for compliance as a Reading Specialist Candidate.

Further, I acknowledge that I understand this form will become part of my permanent Texas A&M – Commerce record.

Printed Name

# Texas Reading Specialist Teacher Practicum Hours

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Students are required to document at least **160 hours** on the following chart. The completed chart must be turned in at the end of course in order to receive credit. This log will be turned into the certification office and used when you seek RS certification approval.

Student Name: \_\_\_\_\_ CWID: \_\_\_\_\_

For RDG 567 Practicum

Course Instructor:

Field Supervisor (if different):

Date:	Time spent on event	RS Standard/Competency (use number and title) Example: 1.2 select/use instructional material/strategies	Description of Literacy Event
<b>Total: at least 160 hours</b>	<b>Hours</b>		

\_\_\_\_\_  
Reading Candidate Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Mentor/Site Supervisor Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Field Supervisor Signature

\_\_\_\_\_  
Date

\_\_\_\_\_

\_\_\_\_\_

Program Coordinator Signature

Date

## **SECTION 3: MENTOR/SITE SUPERVISOR**

### **Practicum Training for Mentor/Site Supervisors**

The role and responsibilities of the Mentor/Site Supervisors and Field Supervisors are essential for accomplishing the goals of the field practicum experience. Field Supervisors and Mentor/Site Supervisors work together in supporting the Reading Specialist Candidate through observation, mentoring, coaching, and evaluation.

To facilitate the work of Mentor/Site Supervisors and Field Supervisors, the Texas A&M Commerce literacy practicum support team has developed two training webinars: one for Field Supervisors and one for Mentor/Site Supervisors.

The training webinars, which provide guidance in implementing the practicum, are supported by (a) a practicum handbook addressing key aspects of the MEd-reading program and guidance on implementing TEA rules and guidelines for the practicum experience, and (b) consultation by members of the Texas A&M University - Commerce practicum ILT carried out in person, via phone, and/or video conferencing.

Topics covered in the Field Supervisor and Mentor/Site Supervisor training include an overview and discussion of the following:

1. TEA Rules and Guidelines for The Practicum
2. Texas A&M University - Commerce MEd-Reading Program and the Field Practicum Coursework and Experiences
3. Field Supervisor Roles and Responsibilities
4. Observation, Feedback, & Performance Evaluation Tools & Processes

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**MENTOR/SITE SUPERVISOR: PRACTICUM SUPERVISION AGREEMENT & TRAINING ACKNOWLEDGEMENT FORM**

*This form is a sample only – to be completed online at the appropriate time during the practicum.*

As the Mentor/Site Supervisor, I understand that my role is to facilitate and guide the practicum experience. To this end, I agree to support the practicum by engaging in the following activities:

1. Complete state required training to serve as a Mentor/Site Supervisor.
2. Devote time and resources to providing the Reading Specialist Candidate with the necessary guidance, mentoring and supervision.
3. Meet with the Reading Specialist Candidate and the Field Supervisor to discuss and document expectations prior to start of the practicum experience.
4. Schedule regular meetings with the Reading Specialist Candidate to help ensure continuous feedback and review of the practicum performance.
5. Identify an appropriate work area and resources to be used during the scheduled work times each week of the practicum.
6. Help orient the Reading Specialist Candidate to relevant professional and institutional norms, ethical standards, and policies.
7. Help guide, assist and support the Reading Specialist Candidate during instruction, assessment, working with parents, obtaining materials, and understanding district policies.
8. Report the candidate's progress to the candidate's Field Supervisor.
9. Communicate in a timely manner with the course instructors and/or Program Coordinator, and Field Supervisor if there are any questions or concerns as to the appropriateness of the practicum experience or if the performance of the Reading Specialist Candidate falls below the expected satisfactory level of performance.
10. Complete an evaluation of the practicum experience and share with the Program Coordinator and Campus Administrator.

**Acknowledgement of Training**

I hereby agree and acknowledge that I have successfully completed the Mentor/Site Supervisor training required for the supervision and coaching of the Med-Reading Field Practicum and I have downloaded and reviewed the Practicum Handbook and related resources from the training.

Printed Name \_\_\_\_\_ TEA ID# \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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**MENTOR/SITE SUPERVISOR: PRACTICUM QUALIFICATIONS FORM**

*This form is sample only – to be completed online at the appropriate time during the practicum.*

Date: \_\_\_\_\_

Name: \_\_\_\_\_ District: \_\_\_\_\_

Current Position: \_\_\_\_\_ TEA ID #: \_\_\_\_\_

Home Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

**Academic Degrees**

Degree 1	Institution	Dates	Major
Degree 2	Institution	Dates	Major
Degree 3	Institution	Dates	Major

**Certifications:** \_\_\_\_\_ Expiration Date: \_\_\_\_\_

**Work Experience in Education**

- \*Years in current Position: \_\_\_\_\_ Total years in field of education: \_\_\_\_\_
- Special Preparation for Mentoring & Supervision Pre-service and/or In-service teachers (Include any classes, workshops, committee service, coursework, etc.)
- Most recent supervisory experience:
- Mentor/Site Supervisor Training Completed on: \_\_\_\_\_
- Mentor/Site Supervisor Paperwork Submitted on: \_\_\_\_\_

\*Attach service record

## **SECTION 4: FIELD SUPERVISORS**

### **Practicum Training for Field Supervisors**

The role and responsibilities of the Mentor/Site Supervisors and Field Supervisors are essential for accomplishing the goals of the field practicum experience. Field Supervisors and Mentor/Site Supervisors work together in supporting the Reading Specialist Candidate through observation, mentoring, coaching, and evaluation.

To facilitate the work of Mentor/Site Supervisors and Field Supervisors, the Texas A&M Commerce ILT has developed two training webinars: one for Field Supervisors and one for Mentor/Site Supervisors.

The training webinars, which provide guidance in implementing the practicum, are supported by (a) a practicum handbook addressing key aspects of the MEd-reading program and guidance on implementing TEA rules and guidelines for the practicum experience, and (b) consultation by members of the Texas A&M Commerce practicum support team carried out in person, via phone, and/or video conferencing.

Topics covered in the Field Supervisor and Mentor/Site Supervisor training include an overview and discussion of the following:

1. TEA Rules and Guidelines for The Practicum
2. Texas A&M - Commerce MEd-Reading program and the field practicum coursework and Experiences
3. Field Supervisor Roles and Responsibilities
4. Observation, Feedback, & Performance Evaluation Tools & Processes



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### FIELD SUPERVISOR: PRACTICUM SUPERVISION AGREEMENT & TRAINING ACKNOWLEDGEMENT FORM

*This form is a sample only – to be completed online at the appropriate time during the practicum.*

As the Field Supervisor, my role is to observe, support, and evaluate the Reading Specialist Candidate's performance. To this end, I agree to support the practicum by engaging in the following activities:

1. Complete required training to serve as a Field Supervisor.
2. Devote time to observing and evaluating the Reading Specialist Candidate performance.
3. Meet with the Reading Specialist Candidate and Mentor/Site Supervisor to discuss and document expectations for the evaluation prior to the start of the practicum experience.
4. Communicate regularly with the Reading Specialist Candidate, Mentor/Site Supervisors, and Program Coordinator to help facilitate a successful practicum experience.
5. Conduct observations of the Reading Specialist Candidate as stipulated by the TEA rules in this handbook.
6. Conduct a pre- and post-conference with the Reading Specialist Candidate for each formal observation.
7. Evaluate the quality of performance of the Reading Specialist Candidate based on observations conducted (see Practicum Evaluation Rubric).
8. Provide appropriate and timely formative and summative evaluation of the practicum experience to the Reading Specialist Candidate, the Program Coordinator, and the Campus Administrator.
9. Communicate with the Course Instructors and/or Program Coordinator in a timely manner if there are questions or concerns as to the appropriateness of the practicum experience or if the performance of the Reading Specialist Candidate falls below the expected satisfactory level of performance.
10. Complete an evaluation of the practicum experience and share with the Course Instructor Program Coordinator and Campus Administrator.

### Acknowledgement of Training

I hereby acknowledge that I have successfully completed the supervisor training required for the supervision and coaching of the MED-Reading Field Practicum and I have downloaded and reviewed the Practicum Handbook and related resources from the training.

Printed Name: \_\_\_\_\_ TEA ID# \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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**FIELD SUPERVISOR: PRACTICUM QUALIFICATIONS FORM**

*This form is a sample only – to be completed online at the appropriate time during the practicum.*

Date: \_\_\_\_\_

Name: \_\_\_\_\_ Institution: \_\_\_\_\_ Current

Position: \_\_\_\_\_ TEA ID# \_\_\_\_\_ Home

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

**Academic Degrees**

Degree 1	Institution	Dates	Major
Degree 2	Institution	Dates	Major
Degree 3	Institution	Dates	Major

**Certifications:** \_\_\_\_\_ Expiration Date: \_\_\_\_\_

**Work Experience in Education**

- \*Years in current Position: \_\_\_\_\_ Total years in field of education: \_\_\_\_\_
- Special Preparation for Mentoring & Supervision Pre-service and/or In-service teachers (Include any classes, workshops, committee service, coursework, etc.)
  
- Most recent supervisory experience: (if applicable)
  
- Hiring packet (resume, service records, etc.) submitted on: \_\_\_\_\_
  
- Training Completed on: \_\_\_\_\_

\*Attach service record

**Appendix A**  
**Texas Educators' Code of Ethics**  
**Texas Administrative Code**

TITLE 19	EDUCATION
PART 7	STATE BOARD FOR EDUCATOR CERTIFICATION
CHAPTER 247	EDUCATORS' CODE OF ETHICS
RULE 247.2	CODE OF ETHICS AND STANDARDS FOR TEXAS EDUCATORS ENFORCEABLE STANDARDS.

**Professional Ethical Conduct, Practices and Performance.**

(A) Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

(B) Standard 1.2. The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

(C) Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

(D) Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.

(E) Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.

(F) Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.

(G) Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

(H) Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

(I) Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.

(J) Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

(K) Standard 1.11. The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

(L) Standard 1.12. The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.

(M) Standard 1.13. The educator shall not be under the influence of alcohol or consume alcoholic beverages on school property or during school activities when students are present.

(N) Standard 1.14. The educator shall not assist another educator, school employee,

contractor, or agent in obtaining a new job as an educator or in a school, apart from the routine

transmission of administrative and personnel files, if the educator knows or has probable cause to believe that such person engaged in sexual misconduct regarding a minor or student in violation of the law.

**(2) Ethical Conduct Toward Professional Colleagues.**

(A) Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.

(C) Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

(D) Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

(E) Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

(F) Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

(G) Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

**(3) Ethical Conduct Toward Students.**

(A) Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

(C) Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

(D) Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

(E) Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

(F) Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

(G) Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

(H) Standard 3.8. The educator shall maintain appropriate professional educator- student relationships and boundaries based on a reasonably prudent educator standard.

(I) Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication.

Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

- (i) the nature, purpose, timing, and amount of the communication;
- (ii) the subject matter of the communication;
- (iii) whether the communication was made openly or the educator attempted to conceal the communication;
- (iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
- (v) whether the communication was sexually explicit; and
- (vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

**Source Note:** The provisions of this §247.2 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective August 22, 2002, 27 TexReg 7530; amended to be effective December 26, 2010, 35 TexReg 11242; amended to be effective December 27, 2016, 41 TexReg 10329

## NOTES:

i Requirements for the preparation of **Reading Specialists** in the State of Texas (Texas Administrative Code, Chapter 239, Subchapter D)

- TAC § 241.10 (b). The Reading Specialist preparation program shall include a field-based practicum whereby candidates must demonstrate proficiency in each of the standards identified in § 42.15 this title.
- TAC 228.35 (b) an educator preparation program shall provide a candidate [for Reading Specialist] with a minimum of 200 clock hours of coursework that is directly aligned to the state standards.
- TAC 228.25 (c) (3) an educator preparation program shall provide a practicum ... for a minimum of 160 clock hours [for Reading Specialist]

ii Additional information about **Accreditation** is available on the School of Education website <http://www.uttyler.edu/education/>. State (TEA), regional (SACS), and national (CAEP) accreditation information can be accessed @ <http://www.uttyler.edu/education/accreditation.php>

## Appendix B

### The Standards

<b>Standard I</b>	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.
<b>Standard II</b>	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.
<b>Standard III</b>	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.
<b>Standard IV</b>	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

### Domain I—Instruction and Assessment: Components of Literacy

**Competency 001 (Oral Language)—The reading specialist understands and applies knowledge of oral language development, relationships between oral language development and the development of reading skills and instructional methods that promote students’ oral language development at the levels of early childhood through grade 12.**

The beginning reading specialist:

1. Knows basic linguistic patterns and structures of oral language, such as continuant and stop sounds and coarticulation of sounds.
2. Demonstrates knowledge of stages and milestones in acquiring oral language and of relationships between oral language development and the development of reading competence.
3. Knows how to plan, implement and monitor age-appropriate instruction that is responsive to individual students’ strengths, needs and interests and is based on ongoing informal and formal assessment of individual students’ oral language development.
4. Applies knowledge of instructional progressions, methods and materials that build on and support students’ oral language skills, reflect students’ cultural and linguistic diversity and are based on a



convergence of research evidence (e.g., reading aloud, dramatizations, conversations, word play, discussions, questioning, presentations).

5. Knows how to provide systematic oral language instruction using language structures and pronunciations commonly associated with standard English.
6. Demonstrates knowledge of delays or differences in students' oral language development and when such delays/differences warrant further assessment and additional intervention.

**Competency 002 (Phonological and Phonemic Awareness)—The reading specialist understands and applies knowledge of phonological and phonemic awareness, relationships between phonological and phonemic awareness and the development of reading competence and instructional methods that promote students' phonological and phonemic awareness at the levels of early childhood through grade 12.**

The beginning reading specialist:

1. Demonstrates knowledge of expected stages and milestones in acquiring phonological and phonemic awareness and of relationships between phonological and phonemic awareness and reading acquisition.
2. Knows how to plan, implement and monitor age-appropriate instruction that is responsive to individual students' strengths, needs and interests and is based on ongoing informal and formal assessment of individual students' phonological and phonemic awareness.
3. Applies knowledge of instructional sequences, strategies and materials that reflect cultural and linguistic diversity, are based on a convergence of research evidence and promote students' phonological and phonemic awareness.
4. Knows how to provide systematic age-appropriate instruction and reinforcing activities to promote the development of students' phonological and phonemic awareness.
5. Demonstrates knowledge of delays or differences in students' phonological and phonemic awareness and when such delays/differences warrant further assessment and additional intervention.

**Competency 003 (Concepts of Print and the Alphabetic Principle)—The reading specialist understands concepts of print and the alphabetic principle and applies knowledge of instructional methods that promote students' reading acquisition at the levels of early childhood through grade 12.**

The beginning reading specialist:

1. Demonstrates an understanding of the development of concepts of print (e.g., left-right progression, spaces between words) and knows how to model and teach concepts of print.
2. Demonstrates knowledge of the elements of the alphabetic principle, including graphophonemic knowledge and the relationship of the letters in printed words to spoken language.
3. Demonstrates knowledge of expected stages and patterns in the development of students' understanding and application of the alphabetic principle and implications of individual variations in student development in this area.
4. Knows how to plan, implement and monitor age-appropriate instruction that is responsive to individual students' strengths, needs and interests and is based on ongoing informal and formal assessment of individual students' understanding and application of concepts of print and the alphabetic principle.
5. Applies knowledge of instructional strategies and materials that reflect cultural and linguistic diversity, are based on a convergence of research evidence and promote students' understanding and application of concepts of print and the alphabetic principle.

6. Knows how to provide systematic age-appropriate instruction and reinforcing activities to promote students' understanding and application of concepts of print and the alphabetic principle.
7. Demonstrates knowledge of delays or differences in students' understanding of and ability to apply concepts of print and the alphabetic principle and when such delays/differences warrant further assessment and additional intervention.

**Competency 004 (Word Identification)—The reading specialist understands and applies knowledge of word identification skills and strategies and instructional methods that promote students' reading competence at the levels of early childhood through grade 12.**

The beginning reading specialist:

1. Demonstrates knowledge of word identification skills and strategies for reading words (e.g., application of the alphabetic principle, phonics, structural analysis, syllabication, identification of high-frequency sight words, use of context clues).
2. Demonstrates knowledge of skills and strategies for confirming word pronunciation and/or meaning when reading words in text (e.g., use of context clues and resource materials).
3. Demonstrates knowledge of expected stages and patterns in the use of word identification strategies and implications of individual variations in student development in this area.
4. Knows how to plan, implement and monitor age-appropriate instruction that is responsive to individual students' strengths, needs and interests and is based on ongoing informal and formal assessment of individual students' word identification skills.
5. Applies knowledge of instructional strategies and materials that reflect cultural and linguistic diversity, are based on a convergence of research evidence and promote students' understanding and application of word identification skills.
6. Knows how to provide systematic, age-appropriate instruction and reinforcing activities to promote students' word identification skills, including the use of increasingly complex, connected text.
7. Demonstrates knowledge of delays or differences in students' development of word identification skills and strategies and when such delays/differences warrant further assessment and additional intervention.

**Competency 005 (Fluency)—The reading specialist understands and applies knowledge of reading fluency and instructional methods that promote students' reading competence at grades 1 through 12.**

The beginning reading specialist:

1. Recognizes the components of reading fluency (i.e., rate, accuracy and prosody) and demonstrates knowledge of the relationship between reading fluency and reading comprehension.
2. Demonstrates knowledge of expected patterns of development in reading fluency (including developmental benchmarks) and implications of individual variations in the development of reading fluency.
3. Knows how to plan, implement and monitor age-appropriate instruction that is responsive to individual students' strengths, needs and interests and is based on ongoing informal and formal assessment of individual students' reading fluency.
4. Applies knowledge of instructional strategies and materials that reflect cultural and linguistic diversity, are based on a convergence of research evidence and promote students' reading fluency.
5. Knows how to provide systematic age-appropriate instruction and reinforcing activities to promote students' reading fluency.

6. Demonstrates knowledge of delays or differences in students' reading fluency and when such delays/differences warrant further assessment and additional intervention.

**Competency 006 (Comprehension)—The reading specialist understands and applies knowledge of reading comprehension and instructional methods that promote students' reading comprehension at the levels of early childhood through grade 12.**

The beginning reading specialist:

1. Knows a variety of comprehension theories/models (e.g., transactional, interactive, metacognitive, socio-psycholinguistic, constructivist) and their impact on instructional strategies.
2. Identifies student factors that affect reading comprehension (e.g., schema, past reading instruction, oral language, interests, attitudes, word recognition skills, vocabulary, fluency, ability to monitor understanding).
3. Applies knowledge of textual factors that affect students' reading comprehension (e.g., readability, vocabulary, visual representations, text organization, author's schema, genre, syntactical and conceptual density).
4. Applies knowledge of contextual factors that affect students' reading comprehension (e.g., curriculum materials, time allotted for reading, grouping practices, environment, assigned task and purpose).
5. Demonstrates knowledge of literal, inferential, critical and evaluative comprehension skills and knows how to provide instruction to promote students' literal, inferential, critical and evaluative comprehension.
6. Demonstrates knowledge of characteristics of types of texts and genres and strategies for reading a variety of texts and genres (e.g., expository and narrative texts, including electronic media and other visual representations).
7. Knows how to plan, implement and monitor age-appropriate instruction that is responsive to individual students' strengths, needs and interests and is based on ongoing informal and formal assessment of individual students' reading comprehension strategies.
8. Applies knowledge of instructional strategies and materials that reflect cultural and linguistic diversity, are based on a convergence of research evidence and promote students' reading comprehension skills.
9. Knows how to promote students' comprehension skills by providing them with multiple opportunities to listen to, read and respond in various ways to a wide variety of fiction and nonfiction texts.
10. Knows how to promote students' ability to apply strategies that facilitate comprehension before, during and after reading, including metacognitive strategies.
11. Demonstrates knowledge of delays or differences in the development of students' comprehension skills/strategies and when such delays/differences warrant further assessment and additional intervention.

**Competency 007 (Vocabulary Development)—The reading specialist understands and applies knowledge of vocabulary development and instructional methods that promote students' oral and written vocabulary knowledge at the levels of early childhood through grade 12.**

The beginning reading specialist:

1. Recognizes the importance of teaching and modeling the use of a wide range of general, technical and specialized vocabularies.
2. Identifies student factors that influence vocabulary development (e.g., experiential background, cultural and linguistic diversity, interest in words, reading experience).

3. Knows how to plan, implement and monitor age-appropriate instruction that is responsive to individual students' strengths, needs and interests and is based on ongoing informal and formal assessment of individual students' vocabulary knowledge.
4. Applies knowledge of age-appropriate instructional strategies and materials that reflect students' cultural and linguistic diversity, are based on a convergence of research evidence and promote students' vocabulary knowledge.
5. Knows how to promote and extend students' vocabulary knowledge by providing systematic, age-appropriate instruction and reinforcing activities (e.g., morphemic analysis, etymology, use of graphic organizers, contextual analysis, multiple exposures to a word in various contexts).
6. Knows which strategies to use before, during and after reading to facilitate students' vocabulary development.
7. Demonstrates knowledge of age-appropriate strategies to teach students effective use of resources for vocabulary development (e.g., dictionaries, glossaries, indexes, electronic media).
8. Knows how to promote students' vocabulary development and knowledge by providing them with multiple opportunities to listen to, read and respond in various ways to a wide variety of fiction and nonfiction texts.
9. Demonstrates knowledge of delays or differences in students' vocabulary development and when such delays/differences warrant further assessment and additional intervention.

**Competency 008 (Written Language)—The reading specialist understands and applies knowledge of written language and instructional to reinforce reading and writing at the levels of early childhood through grade 12.**

The beginning reading specialist:

1. Recognizes the reciprocal nature of reading and writing, the similarities and differences between spoken and written language and the relationships among listening, speaking, reading and writing.
2. Demonstrates knowledge of the developmental continuum of students' written language, including milestones in physical and/or cognitive processes (e.g., letter formation, spelling, sentence construction, paragraph development).
3. Knows how to create an environment in which students are motivated to express their ideas through writing and how to use appropriate instructional strategies and sequences for developing students' writing throughout the writing process (e.g., prewriting, drafting, editing, revising).
4. Applies knowledge of instructional strategies for developing students' meaningful writing for a variety of audiences, purposes and settings.
5. Applies knowledge of instructional strategies for developing students' writing in connection with listening and speaking and in response to reading.
6. Knows how to provide students with opportunities to self-assess their writing (e.g., voice, coherence, depth of ideas, focus, sentence-to-sentence movement) and elicit critiques of their writing from others.
7. Knows how to model the use of writing conventions and appropriate grammar and usage to communicate clearly and effectively in writing and to reinforce students' use of writing conventions and appropriate grammar and usage.
8. Demonstrates understanding of the role of spelling and graphophonemic knowledge in reading and writing, factors that affect students' spelling, the stages of spelling development (i.e., prephonetic, phonetic, transitional, and conventional), how and when to support students' development from one stage to the next and procedures for providing systematic spelling instruction.

9. Applies knowledge of the benefits of technology for teaching writing (e.g., word processing, desktop publishing software).
10. Knows how to formally and informally monitor and assess students' writing development, including their use of writing conventions, and how to use assessment results to develop focused instruction that is responsive to students' strengths, needs and interests to reinforce students' writing skills.
11. Demonstrates knowledge of delays or differences in students' writing and spelling development and when such delays/differences warrant further assessment and additional intervention.

## **Domain II—Instruction and Assessment: Resources and Procedures**

**Competency 009 (Assessment)—The reading specialist understands and applies knowledge of assessment instruments and procedures used to monitor and evaluate student progress in reading and to guide instructional decision making at the levels of early childhood through grade 12.**

The beginning reading specialist:

1. Demonstrates knowledge of the reciprocal nature of assessment and instruction and uses multiple and varied reading assessments before, during and after instruction to monitor progress and design and modify instruction.
2. Applies knowledge of the characteristics, advantages and limitations of types of reading assessment (e.g., norm-referenced, criterion-referenced, formal and informal inventories, constructed-response, portfolios, running records, miscue analyses, observations, anecdotal records, journals, technology-based assessments) and their use in monitoring and evaluating student progress in the components of reading (i.e., oral language, phonological and phonemic awareness, concepts of print, alphabetic principle, word identification, fluency, comprehension, vocabulary development and written language).
3. Uses information from reading assessments for various purposes (e.g., screening, in-depth assessment, continuous progress monitoring, formative and summative evaluation).
4. Knows how to identify students' independent, instructional and frustrational reading level and listening comprehension level and to adjust instruction to accelerate learning.
5. Applies knowledge of a variety of methods for assessing students' reading, study and inquiry skills across content areas.
6. Demonstrates knowledge of instructional strategies that promote students' use of self-assessment to enhance literacy development.
7. Analyzes factors that may impact student performance on various types of assessment (e.g., text characteristics; testing environment; student characteristics such as language, culture, prior knowledge, disabilities).
8. Applies knowledge of assessment-related concepts and issues (e.g., reliability, validity, utility, bias, confidentiality) and common standardized testing terminology (e.g., raw score, scaled score, percentile, grade equivalency, stanine, normal curve equivalency [NCE], growth scale) in selecting and using assessments and interpreting results.
9. Knows state and federal requirements related to reading assessment and diagnosis.
10. Applies skills for communicating to various stakeholders the results and instructional implications of formal and informal assessments.

11. Knows grade-level expectations for literacy and when delays or differences in language and literacy development warrant referral for additional evaluation or intervention.

**Competency 010 (Instructional Methods and Resources)—The reading specialist understands and applies knowledge of methods and resources for providing effective literacy instruction that addresses the varied learning needs of all students at the levels of early childhood through grade 12.**

The beginning reading specialist:

1. Knows about state and national standards and requirements that relate to reading and writing curriculum and instruction.
2. Knows how to develop systematic, sequential, age-appropriate literacy instruction that reflects content and performance standards, components of a comprehensive literacy program, students' strengths and needs and a convergence of research evidence.
3. Applies knowledge of educational theories that underlie instructional practices and components of effective instructional design.
4. Applies knowledge of instructional methods and resources to provide effective literacy instruction that addresses various student dialects, learning preferences and modalities.
5. Knows how to select materials and provide instruction that promotes respect for cultural and linguistic diversity and fosters all students' literacy development.
6. Knows how to implement effective instructional strategies that focus on specific literacy components (e.g., oral language, phonological and phonemic awareness, concepts of print, alphabetic principle, word identification, fluency, comprehension, vocabulary development, written language) and identifies specific short-term and long-term interventions to address student needs in each component.
7. Identifies appropriate strategies for addressing the literacy needs and accelerating the achievement of students who are reading below grade level.
8. Recognizes the value of using flexible grouping to promote literacy growth for all students and knows how to assist other educators in implementing flexible grouping.
9. Knows how to evaluate, select and incorporate various types of reading materials, including children's and young adult literature, expository texts and other instructional materials for a range of reading levels, purposes and interests.
10. Knows how to support students' learning in all content areas by teaching them to apply various strategies for comprehending expository and narrative texts and by promoting their acquisition and use of study and inquiry skills (e.g., note taking, outlining, skimming and scanning, using graphic organizers, setting purposes for reading, self-assessing, locating and evaluating multiple sources of information).
11. Knows how to promote students' comprehension, literary response and analysis using various genres.
12. Knows how to design and implement instruction in interpreting, analyzing and evaluating information (e.g., maps, charts, graphics, video segments, technology presentations) and how to use media to produce visual images, messages and meanings.

**Domain III—Meeting the Needs of Individual Students**

**Competency 011 (Instruction for English-Language Learners)—The reading specialist understands and applies knowledge of effective literacy instruction for English-language learners at the levels of early childhood through grade 12.**

The beginning reading specialist:

1. Demonstrates knowledge of expected stages and patterns of first- and second-language learning and issues and concepts related to the transfer of literacy competency from one language to another.
2. Applies knowledge of issues and procedures in assessing English-language learners' reading strengths and needs, including when to collaborate with other specialists to aid in assessment.
3. Applies knowledge of how to develop systematic, sequential, age-appropriate reading instruction for English-language learners that is based on a convergence of research evidence and is responsive to individual students' strengths, needs and interests.
4. Knows how to work with other professionals in selecting and using appropriate formal and informal assessments of English-language learners and in planning effective literacy instruction, including selecting instructional materials and strategies that reflect cultural diversity.
5. Knows how to work with other professionals to implement and monitor instruction that reflects an awareness of appropriate instructional progressions and that facilitates students' transfer of oral language skills and literacy from their primary language to English while maintaining literacy in their primary language.
6. Applies strategies for collaborating with teachers, specialists, parents/guardians, students and administrators to promote and maintain English-language learners' literacy in English and their primary language.
7. Recognizes the importance of distinguishing between language differences and reading disabilities and knows when additional assessment and additional intervention is needed.

**Competency 012 (Instruction for Students with Reading Difficulties, Dyslexia and Reading Disabilities)—The reading specialist understands and applies knowledge of effective literacy instruction for students with reading difficulties, dyslexia and reading disabilities at the levels of early childhood through grade 12.**

The beginning reading specialist:

1. Applies knowledge of the characteristics and instructional implications of reading difficulties, dyslexia and reading disabilities in relation to the development of reading competence.
2. Knows about state and federal laws, regulations, guidelines and procedures regarding assessment and provision of services for students with reading difficulties, dyslexia and reading disabilities.
3. Knows how to work with other professionals to select and administer appropriate formal and informal assessments for students with reading difficulties, dyslexia and reading disabilities and analyze results to plan effective literacy instruction that is responsive to individual strengths, needs and interests.
4. Uses results from formal and informal assessments to determine when in-depth evaluation and additional intervention are warranted.
5. Applies knowledge of convergent research about practices for providing effective literacy instruction to students with reading difficulties, dyslexia and reading disabilities, including both prevention and intervention strategies.
6. Uses assessment results to design age-appropriate instruction that promotes reading skills and strategies by building on strengths and addressing needs of students with reading difficulties, dyslexia and reading disabilities.

7. Applies strategies for collaborating with teachers, specialists, parents/guardians, students and administrators to promote literacy for individual students with reading difficulties, dyslexia and reading disabilities.
8. Knows how to monitor and evaluate the effectiveness of an intervention and how to determine when additional or alternative interventions are appropriate.

## **Domain IV—Professional Knowledge and Leadership**

**Competency 013 (Theoretical Foundations and Research-Based Curriculum)—The reading specialist understands and applies knowledge of the theoretical foundations of literacy and of research-based reading/literacy curriculum.**

The beginning reading specialist:

1. Demonstrates knowledge of major theories of language acquisition, reading, cognition and learning (e.g., behaviorism, cognitive theory, constructivism, transactional theory) and how they relate to approaches and practices in literacy instruction.
2. Analyzes the impact of physical, perceptual, emotional, social, cultural, linguistic, environmental and intellectual factors on learning, language development and reading competence.
3. Demonstrates knowledge of the significance of interactions among the reader, the text and the context of the reading situation.
4. Knows the role of societal trends and technological innovations in shaping literacy needs (e.g., the Internet, reading electronic texts).
5. Applies knowledge of convergent research on reading and literacy instruction for all students and identifies sources for locating information about convergent research on reading and literacy instruction.
6. Applies knowledge of the foundations of basic research design, methodology and application to critically review research on reading and to select research findings for the purpose of improving reading instruction.
7. Knows how to prepare written documentation of literacy assessment data, analysis of instructional needs and accommodations for instruction.

**Competency 014 (Collaboration, Communication and Professional Development)—The reading specialist understands and applies procedures for collaborating and communicating with educational stakeholders and for designing, implementing, evaluating and participating in professional development.**

The beginning reading specialist:

1. Demonstrates knowledge of how to use leadership, communication and facilitation skills and strategies to effect positive change in the school reading program and literacy instruction.
2. Demonstrates knowledge of principles, guidelines and professional ethical standards related to collegial and professional collaborations and applies skills and procedures for facilitating effective interactions among groups and individuals to improve literacy instruction for all students.
3. Knows how to communicate research findings and make recommendations based on a convergence of research evidence to colleagues and the wider community.
4. Knows how to communicate local data and information related to literacy issues and, when appropriate, make recommendations to district staff and community stakeholders.



5. Applies strategies for working with other educators to involve parents/guardians in cooperative efforts to support students' reading and writing development.
6. Knows how to use local data to identify and prioritize professional development needs and provide professional development experiences that address the needs of participants, are sensitive to school constraints (e.g., class size, limited resources) and use multiple indicators to monitor and evaluate effectiveness.
7. Demonstrates knowledge of strategies for facilitating positive change in instructional practices through professional development and for working with other educators to initiate, implement and evaluate professional development and its impact on instructional practice.
8. Applies knowledge of procedures for effectively mentoring and coaching educators to promote the successful implementation and sustained application of instructional practices addressed in professional development.
9. Knows how to expand knowledge of literacy through a variety of professional activities (e.g., reading professional publications, participating in conferences), and recognizes the value of participating in local, state, national and international professional organizations whose mission is the improvement of literacy.

## **APPENDIX C**

### **Statement on Dismissal from the Program**

In accordance with Texas A&M University-Commerce Procedure 13.99.99.R0.10 (Academic Honesty), a student may be suspended or expelled for academic dishonesty, including, but not limited to, cheating, falsifying assignments, and plagiarism. If the student disagrees with the charge or level of penalty related to academic honesty, University procedure 13.99.99.R0.10 provides the appeals process. University Procedure 11.04.99.R0.16 (Graduate Academic Probation, Retention and Suspension) states “individual departments may reserve the right to suspend from their programs, students who, in their judgment, would not meet the professional expectations of the field for which they are training” (Revised April 2004). Therefore, a student who fails to demonstrate appropriate communication, interpersonal, or professional skills as identified by a faculty member may be required by the department to seek remediation including, but not limited to, repeating a clinical skills course and/or receiving counseling. In addition, a student who demonstrates personal limitations that impede professional performance, who is harmful to clients, or who violates ethical standards, may be removed from the program.

Note: The Department of Curriculum and Instruction applies the same expectations of all graduates. Hence, the department reserves the right to suspend from the program any student, who in the judgment of a duly constituted departmental committee, would not meet the professional expectation of the field.