

THE UNIVERSITY OF TEXAS AT TYLER
School of Education
3900 University Boulevard
Tyler, TX 75799
(903) 566-6206

Professional Educator
LITERACY PRACTICUM HANDBOOK

For
Literacy Practicum Candidates,
Mentor Teachers, & Field Supervisors

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Dear Literacy Practicum Candidates, Mentor Teachers, and Field Supervisors,

Welcome to the School of Education at the University of Texas at Tyler. Thank you for being an important part of this field practicum, which is completed in partial fulfillment of the requirements of the Master of Education degree in Reading (MEd-Reading) with its associated Reading Specialist (RS) certificate.

The field practicum is designed to give Practicum Candidates opportunities for growth and professional development as well as to comply with the Texas Education Agency requirements for the preparation of Reading Specialists in the State of Texas (Texas Administrative Code, Chapter 239, Subchapter D).

In this handbook, we provide information aimed at (a) explaining TEA and university rules and guidelines for the field practicum, (b) clarifying your roles and responsibilities as practicum candidates, field supervisors, and mentor teachers; and (c) delineating the support structures that will help us attain our collective goal of effectively preparing highly qualified reading specialists. Please use the information provided in this handbook along with the attached course syllabus as guides for your work throughout the field practicum period.

Please note that consistent with TEA guidelines, we will be maintaining verification of all work related to this field practicum (e.g., mentor teacher and field supervisor training, practicum candidate performance, etc.), which must be documented and made available for compliance audit purposes.

For questions about this field practicum, contact Dr. Gina Doepker, Course Instructor/Practicum Director at (903) 566-6206 (gdoepker@uttyler.edu) or Mrs. Christy Turner, Teaching Assistant/Practicum Coordinator (903) 372-7310 (sturner@uttyler.edu).

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.”

TEA Rules for the Practicum

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

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

1. **Mentor or Educator**, an experienced individual currently in the field with whom the Practicum Candidate apprentices. This individual must (a) have three years teaching experience, the certification that the teacher candidate is seeking and/or master’s degree, (b) have training to serve as a mentor or “master” teacher for our Practicum 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 Practicum Candidate while engaged in the practicum experience. This individual, hired by UT Tyler, is expected (a) to have the desired certification and/or master’s degree or higher, and (b) to conduct three observations of the Practicum Candidate in the field.

¹ 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 School of Education at The University of Texas at Tyler 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.

The curriculum is aligned with the International Literacy Association's *Standards for Reading Professionals* (2017) with a focus on Foundational Knowledge, Curriculum and Instruction, Assessment and Evaluation, Diversity, Literate Environment, Professional Learning and Leadership, and Practicum/Clinical Experiences (for specialized literacy professionals only). It is also aligned with the Texas Education Agency's standards for the preparation of reading specialists (TEA, 2006) in four domains including Components of Reading, Assessment and Instruction, Strengths and Needs of Individual Students, and Professional Knowledge and Leadership.

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.*

The field practicum provides program candidates with the knowledge, skills, and dispositions that are essential for professional preparation leading to certification as reading specialists. By serving as sites for the field practicum, schools stand to benefit by receiving benevolent services to academically disadvantaged children in need of assistance in reading and/or writing, while providing Practicum Candidates an opportunity to apply the knowledge and skills acquired through coursework and related experiences.

Field Practicum Triad Structure

Practicum Candidate, Mentor Teacher, and Field Supervisor

The purpose of the practicum is to give the Practicum Candidate the opportunity to engage in supported experiences that will be conducive to his or her professional growth. To that end, each individual has his or her role to play, described in detail, below. A triad is a balanced and stable structure with three points in contact with a given surface.

As stated in the cover letter, in addition to the instructional support and field coordination provided by the practicum instructor and coordinator 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 teacher, an experienced teacher currently in the field with whom the Practicum Candidate apprentices, and by a Field Supervisor, a qualified educator who helps support and supervise the work of the Practicum Candidate while engaged in the practicum experience.

In order to create the best experience possible for all involved, the Practicum Candidate, the Mentor Teacher, and the Field Supervisor should function as a triad for the benefit of the Candidate and for program integrity.

We strongly suggest that the Practicum Candidate and the Mentor Teacher meet (either in person or virtually using Skype, Zoom, or other information communication technologies) 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** (about mid-February) 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** (about mid-March), 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** (about mid-April) to allow time for feedback, complete required paperwork, and resolve any remaining issues by the end of the practicum period (roughly end of April).

Role and Responsibilities of the Practicum Candidate

The Practicum Candidate is responsible for engaging in the following practicum-oriented activities.

1. Enroll in READ 5306 (Fall semester) and READ 5307 (Spring semester).
2. Complete and submit an application to participate in the field practicum.
3. Attend classes and complete assignments, where you will receive instruction, mentoring, and coaching relative to literacy assessment, instruction, and leadership.
4. Consult with the UT Tyler support team for assistance relative to, school placement, students served, mentor teacher and field supervisor assignments.
5. Communicate concerns or difficulties with the practicum to the course instructors, Practicum Coordinator, Mentor Teacher and Field Supervisor in a timely manner.
6. Maintain professional conduct at all times as delineated in the UT Tyler student conduct policies and guidelines.
7. Submit all required practicum-related documents by the designated time.
8. Work closely with the Course Instructor and Practicum Coordinator, Mentor Teacher, and Field Supervisor to facilitate a successful practicum experience.
9. 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 with regard to (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 Teacher

The Mentor Teacher serves as a mentor and coach for the field practicum experience. He or she will work collaboratively with the Field Supervisor and the Practicum 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 Teacher. Training will be provided by the UT Tyler team and will take place prior to the first week of the practicum field experience (December/January).
2. Meet with the Practicum Candidate and the Field Supervisor to discuss and document expectations at least a week prior to start of the practicum experience.
3. Schedule regular meetings with the Practicum Candidate to provide ongoing feedback, mentoring, and coaching support as needed.
4. Help orient the Practicum Candidate to relevant professional and institutional norms, ethical standards, and policies.
5. Share the candidate's progress with the practicum support team (Field Supervisor, School Administrator, UT Tyler Faculty).
6. Communicate with the practicum support team if there are questions or concerns as to the appropriateness of the practicum experience or if the performance of the Practicum Candidate falls below the expected satisfactory level of performance.
7. Complete an evaluation of the practicum experience and share with the UT Tyler 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 practicum 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 UT Tyler team and will take place prior to the first week of the practicum field experience (December/January).
2. Meet with the Practicum Candidate and Mentor Teacher to discuss and document expectations for the evaluation at least a week prior to the start of the practicum experience.
3. Communicate regularly with the Practicum Candidate, Mentor Teacher, and Practicum Coordinator to help facilitate a successful practicum experience.
4. Conduct observations of the Practicum Candidate as stipulated by TEA rules.
 - a. Conduct a minimum of three formal observations of the Practicum Candidate during the practicum period.
 - b. Devote a total of 135 minutes (three observations to last 45 minutes each) to the observations with the Practicum Candidate.
 - c. Focus observations on standards for the practicum experience.
 - d. Conduct a pre- and post-conference with the Practicum Candidate for each formal observation.
 - e. Provide written evaluation and feedback following interactive conferencing with the Practicum Candidate.
 - f. Provide a copy of the evaluation to the school Campus Administrator, Mentor Teacher, and the UT Tyler Support team.
 - g. Provide and document ongoing coaching and support for the Practicum Candidate.
5. Evaluate the quality of performance of the Practicum Candidate based on observations conducted.
6. Provide appropriate and timely formative and summative evaluation of the practicum experience to the Practicum Candidate, the Practicum Coordinator, and the Campus Administrator.
7. Communicate with the Course Instructor and/or Practicum Coordinator if there are questions or concerns as to the appropriateness of the practicum experience or if the performance of the Practicum Candidate falls below the expected satisfactory level of performance.
8. Complete, sign, and submit your evaluation of the Practicum Candidate using the Observation, Conferencing, and Evaluation form provided.
9. Complete an evaluation of the practicum experience and share with the UT Tyler Practicum Support team.

Role and Responsibilities of the Practicum Coordinator

The Teaching Assistant/Practicum Coordinator will be responsible for the coordination of practicum activities that are required for the practicum components in READ 5306: *Literacy Assessment Practicum* and READ 5307: *Literacy Instruction Practicum*. 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 Practicum Candidates who will need to complete the practicum.
2. Identify Mentor Teachers and Field Supervisors who will provide support and supervision for students in the practicum.
3. Assign a Mentor Teacher and Field Supervisor for Practicum Candidates in their designated school settings.
4. Work with school districts regarding any required paperwork for criminal history background checks.
5. Work with the UT Tyler School of Education Administrative Assistant to hire Field Supervisors.
6. Work with the Course Instructor to develop, deliver, and document practicum training for Mentor Teachers and Field Supervisors.
7. Work closely with the practicum support team to help ensure everyone understands their roles and responsibilities and contributes to the practicum experience in an efficient manner.
8. Work with the UT Tyler Field Practicum 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.
9. Report to and consult with the Course Instructor regarding formative and summative aspects of the practicum.
10. Perform other practicum-related duties as warranted.

SECTION 2: PRACTICUM CANDIDATE

Field Practicum Overview & Guidelines

In this field practicum, to be completed in partial fulfillment of the requirements of READ 5306 and READ 5307, Practicum 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 Practicum Candidates spend 160 hours engaged in work designed to strengthen knowledge, skills, and dispositions with regard to (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 READ 5306 and READ 5307 course syllabi.

The Practicum 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. These observations will then be reviewed by the Mentor Teacher, evaluated by the Field Supervisor, and course instructor, who will thereafter provide feedback as well as ongoing guidance and coaching support.



Practicum Candidate Application Form

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

Practicum Candidate:

Name:		UT Tyler ID Number:	
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:	

-----Practicum Coordinator Completes Sections Below-----

Mentor Teacher:

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

Supervisor:

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



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

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

UT Tyler Student ID: _____

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 practicum candidate.

Further, I acknowledge that I understand this form will become part of my permanent UT Tyler record.

Printed Name

Signature

Date



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PRACTICUM EVALUATION FORM – PRACTICUM CANDIDATE

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

Student ID Number: _____

Name: _____ Date: _____

Practicum Site: _____

Mentor Teacher: _____

Field Supervisor: _____

Instructions: Please take a few minutes to reflect on your practicum experience. Your responses will help us strengthen this practicum for future Practicum Candidates. Your responses will not affect your performance in our practicum courses in any way.

1. What worked particularly well in your practicum experience? Please provide examples of what worked well for you.

2. What did not work well in your practicum experience? Please provide examples of what did not work well for you.

3. What suggestions do you have for improving the practicum experience for future Practicum Candidates?

Thank you for taking time to complete this practicum evaluation. Your responses will remain confidential.

SECTION 3: MENTOR TEACHER

Practicum Training for Mentor Teachers

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

To facilitate the work of Mentor Teachers and Field Supervisors, the UT Tyler literacy practicum support team has developed two training webinars: one for Field Supervisors and one for Mentor Teachers.

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 UT Tyler practicum support team carried out in person, via phone, and/or video conferencing.

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

1. TEA Rules and Guidelines for The Practicum
2. UT Tyler 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 TEACHER: 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 Teacher, 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 Teacher.
2. Devote time and resources to providing the Practicum Candidate with the necessary guidance, mentoring and supervision.
3. Meet with the Practicum Candidate and the Field Supervisor to discuss and document expectations at least a week prior to start of the practicum experience.
4. Schedule regular meetings with the Practicum 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 Practicum Candidate to relevant professional and institutional norms, ethical standards, and policies.
7. Help guide, assist and support the Practicum 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 with the course instructors and/or Practicum 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 Practicum Candidate falls below the expected satisfactory level of performance.
10. Complete an evaluation of the practicum experience and share with the Practicum Coordinator and Campus Administrator.

Acknowledgement of Training

I hereby agree and acknowledge that I have successfully completed the mentor teacher 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 TEACHER: 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 Teacher Training Completed on: _____
- Mentor Teacher Paperwork Submitted on: _____

*Attach service record



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MENTOR TEACHER: PRACTICUM EVALUATION FORM

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

Name: _____ Date: _____

Practicum Site: _____

Practicum Candidate: _____

Instructions: Please take a few minutes to respond to the following questions. Your responses will help us monitor the effectiveness of this practicum for future Practicum Candidates.

1. What worked particularly well in this practicum experience? Please provide examples of what worked well for you as a Mentor Teacher.
2. What did not work well in your practicum experience? Please provide examples of what did not work well for you as a Mentor Teacher.
3. What aspects of the practicum would you change? How and why?
4. Would you be willing to serve as a Mentor Teacher again in the future?
5. Other comments and suggestions:

Thank you for taking time to complete this confidential practicum evaluation. You can be assured your responses will be kept in strict confidence.

SECTION 5: FIELD SUPERVISORS

Practicum Training for Field Supervisors

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

To facilitate the work of Mentor Teachers and Field Supervisors, the UT Tyler literacy practicum support team has developed two training webinars: one for Field Supervisors and one for Mentor Teachers.

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 UT Tyler practicum support team carried out in person, via phone, and/or video conferencing.

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

1. TEA Rules and Guidelines for The Practicum
2. UT Tyler 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 Practicum 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 Practicum Candidate performance.
3. Meet with the Practicum Candidate and Mentor Teacher to discuss and document expectations for the evaluation at least a week prior to the start of the practicum experience.
4. Communicate regularly with the Practicum Candidate, Mentor Teachers, and Practicum Coordinator to help facilitate a successful practicum experience.
5. Conduct observations of the Practicum Candidate as stipulated by the TEA rules in this handbook.
6. Conduct a pre- and post-conference with the Practicum Candidate for each formal observation.
7. Evaluate the quality of performance of the Practicum Candidate based on observations conducted (see Practicum Evaluation Rubric).
8. Provide appropriate and timely formative and summative evaluation of the practicum experience to the Practicum Candidate, the Practicum Coordinator, and the Campus Administrator.
9. Communicate with the Course Instructors and/or Practicum Coordinator if there are questions or concerns as to the appropriateness of the practicum experience or if the performance of the Practicum Candidate falls below the expected satisfactory level of performance.
10. Complete an evaluation of the practicum experience and share with the Course Instructor Practicum 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 form 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



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FIELD SUPERVISOR: PRACTICUM EVALUATION FORM

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

Name: _____ Date: _____

Practicum Site: _____

Practicum Candidate: _____

Instructions: Please take a few minutes to respond to the following questions. Your responses will help us monitor the effectiveness of this practicum for future Practicum Candidates. You can be assured your responses will be kept in strict confidence.

1. What worked particularly well in this practicum experience? Please provide examples of what worked well for you as a field supervisor.

2. What did not work well in your practicum experience? Please provide examples of what did not work well for you as a field supervisor.

3. What aspects of the practicum would you change? How and why?

4. Would you be willing to serve as a field supervisor again in the future?

5. Other comments and suggestions:

Thank you for taking time to complete this confidential practicum evaluation.



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PRACTICUM OBSERVATION, CONFERENCING, & EVALUATION FORM

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

SECTION 1: GENERAL INFORMATION

Candidate

Certification Field: MEd. Reading

TEA ID #: _____

UTT ID Number: _____

First Name: _____ Last Name: _____

Beginning Date of Assignment: _____ Last Date of Assignment: _____

Field Supervisor Information

First Name: _____ Last Name: _____

Highest Degree: _____

Certification Area(s): _____

Years Teaching Experience &/or Administrative Experience: _____

TEA ID #: _____

Practicum

Placement Date: Fall & Spring Practicum Courses: READ 5306 & READ 5307

School Name, District: _____

City & State: _____

Name of Mentor (Cooperating) Teacher: _____

TEA ID #: _____

SECTION 2: OBSERVATION (45 minutes in length)

Observation Date/Date Video Observed: _____

Observation Venue: _____ Face-to-Face _____ Online

Observation Number: _____ First Obs. _____ Second Obs. _____ Third Obs.
Instructional Setting: _____ Whole Class _____ Small Group _____ One-on-One _____ Other
Grade Level (s): _____ Subject - Reading
Observation Start Time: _____ End time: _____ Total Time: _____

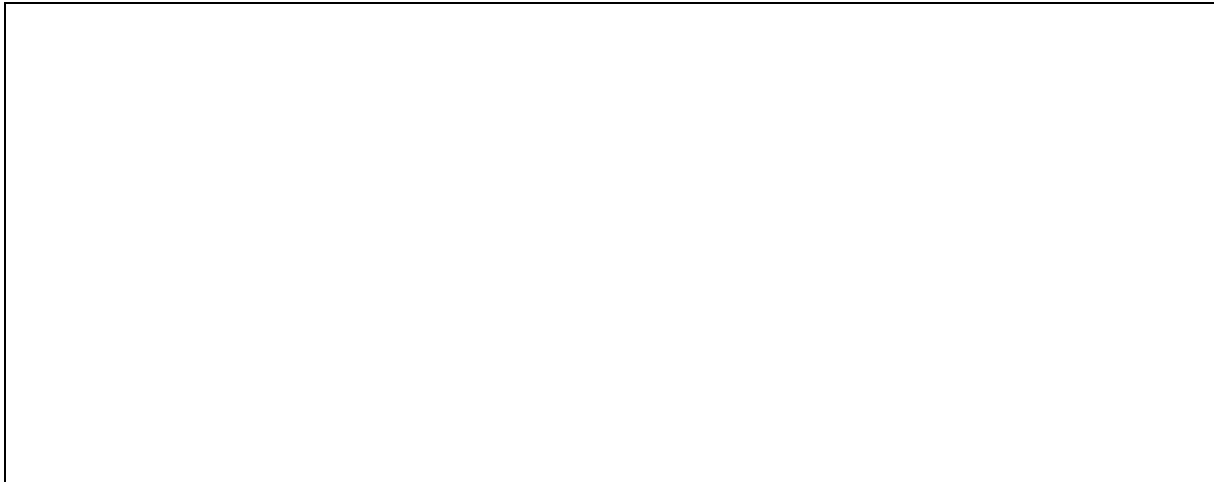
Description of Activity (e.g., assessing students' literacy strengths and needs, conducting a specific literacy intervention (Guided Reading, LLI lesson, Differentiation lesson for English Learners, etc.), teaching a standard literacy lesson, conferencing with parents, engaging in a literacy PD session with a fellow teacher, and/or coaching) *Please describe in sufficient detail so that someone unfamiliar with the context has an opportunity to fully understand and appreciate the nature of the activity.*

SECTION 3: CONFERENCING (20 minutes in length)

Conference Venue: _____ Face-to-Face _____ Online _____ Other

Conference Type: _____ Pre-Conference _____ Post-Conference

Description of Conference in terms of focus, candidate strengths and needs, coaching work plan, and recommendations for supportive practices and resources. *Please describe in sufficient detail such that someone unfamiliar with the context has an opportunity to fully understand and appreciate the nature and outcomes of the conferencing session.*



SECTION 4: EVALUATION

Please use the rubric below for purposes of evaluating candidate performance. The criteria for evaluating the quality of teaching in this practicum are guided by the International Literacy Association [Standards for the Preparation of Reading Professionals](#) (ILA, 2017) and the State of Texas Standards for the Preparation of Reading Specialists and Master Reading Teachers (TEA, 2006).-See attached.

***TExES*[®] Reading Specialist Practicum Evaluation Rubric**

DOMAINS:

DOMAIN I — INSTRUCTION AND ASSESSMENT: COMPONENTS OF LITERACY (ILA Standards 1 & 3)

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.

Needs Improvement _____ **Meets Expectations** _____ **Exceeds Expectations** _____

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.

Needs Improvement _____ **Meets Expectations** _____ **Exceeds Expectations** _____

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.

Needs Improvement _____ **Meets Expectations** _____ **Exceeds Expectations** _____

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.

Needs Improvement _____ **Meets Expectations** _____ **Exceeds Expectations** _____

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

Needs Improvement _____ **Meets Expectations** _____ **Exceeds Expectations** _____

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.

Needs Improvement _____ **Meets Expectations** _____ **Exceeds Expectations** _____

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.

Needs Improvement _____ **Meets Expectations** _____ **Exceeds Expectations** _____

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.

Needs Improvement _____ **Meets Expectations** _____ **Exceeds Expectations** _____

DOMAIN II — INSTRUCTION AND ASSESSMENT: RESOURCES AND PROCEDURES (ILA Standards 2 & 3)

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.

Needs Improvement _____ **Meets Expectations** _____ **Exceeds Expectations** _____

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.

Needs Improvement _____ **Meets Expectations** _____ **Exceeds Expectations** _____

DOMAIN III — MEETING THE NEEDS OF INDIVIDUAL STUDENTS (ILA Standards 4 & 5)

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.

Needs Improvement _____ Meets Expectations _____ Exceeds Expectations _____

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.

Needs Improvement _____ Meets Expectations _____ Exceeds Expectations _____

DOMAIN IV — PROFESSIONAL KNOWLEDGE AND LEADERSHIP (ILA Standard 6)

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.

Needs Improvement _____ Meets Expectations _____ Exceeds Expectations _____

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.

Needs Improvement _____ Meets Expectations _____ Exceeds Expectations _____

Rating: ___ Needs Improvement ___ Meets Standards ___ Exceeds Standards

Practicum Candidate Signature: _____ Date: _____

Field Supervisor Signature: _____ Date: _____

Evaluation Feedback - *Describe provide as a detailed evaluation of the areas of strengths, needs, and suggestions for continued improvement and growth.*

Areas of Observed Strengths:

Areas of Observed Needs

Recommendations for Supportive Practices and Resources:

Practicum Coordinator Signature: _____ Date: _____

Appendix
Texas Educators' Code of Ethics
Texas Administrative Code

TITLE 19
PART 7
CHAPTER 247
RULE 247.2

EDUCATION
STATE BOARD FOR EDUCATOR CERTIFICATION
EDUCATORS' CODE OF ETHICS
CODE OF ETHICS AND STANDARDS FOR TEXAS EDUCATORS
ENFORCEABLE STANDARDS.

(1) 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,

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>