



SCHOOL OF GRADUATE STUDIES

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APPLICATION FOR ALTERNATIVE SPRING PRACTICUM

Name:

Address:

Email:

Phone:

Please read the course description and time commitment and include the information requested in your proposal and attach. The proposal is due no later than Friday, October 15, 2010. Please send to Anne Fitzgerald-Clark, Salem State College Graduate School, 352 Lafayette Street, Salem, MA 01970 or send via email to Dr. Ann McGreevy at dramcg@aol.com.

Course Description:

A supervised practicum experience in diagnosis of children's reading difficulties and teaching to meet the children's specific needs. Experience includes: Administration of diagnostic measures, design of intervention strategies to meet needs, teaching, and preparation of reports of progress. Required individual conferences with cooperating practitioner and college supervisor. This experience meets part of the practicum requirement in reading. Prerequisites: EDU 729, EDU 741C, EDU 745A, EDU 817C, plus one elective in children's or adolescent literature. Not open to students who have taken EDU 840A. To be taken concurrently with Practicum Seminar for Reading Specialist License. Restricted admission.

Time Commitment:

The practicum experience in EDU 840P consists of a total of 114 hours in the role of the reading specialist, plus attending the seminar (37.5 hours). You will complete the practicum in EDU 845: Teacher Leadership Roles in Reading (36 hours). Total required number of practicum hours for the reading specialist license is 150. Practicum hours can be completed in a variety of ways, such as observations, assessment, lesson participation, team teaching, teaching on your own, after-school activities and conferences with the cooperating practitioner. You will need to keep a log of your hours in the practicum.

Please provide the following information in your proposal:

- Education
- Work Experience
- Courses taken in the Salem State reading program
- Detailed explanation regarding why you need to do the practicum during the spring semester instead of the summer. The alternative spring practicum is intended as an option for students for whom the summer practicum is a hardship.

- Name and position of on-site supervisor (must have a current reading specialist license and be able to supervise your work with children on-site; must be able to attend at least three meetings with you and your college supervisor).
- Detailed proposal regarding how you will meet the instructional objectives listed below and the time commitment of 114 hours. Please provide a breakdown of approximately how many hours you will spend on each activity.
 1. Provide literacy instruction and assessment to two children (the majority of the practicum hours should be spent on this activity).

This involves identifying the children's interests through the use of an interest inventory, reading inventory and writing inventory, observing and documenting the children's abilities on informal literacy tasks, assessing and evaluating the reading strengths and needs of the children using diagnostic measures of reading. These include, but are not limited to, the Qualitative Reading Inventory IV, the Developmental Reading Assessment and the Dynamic Indicators of Basic Early Literacy Skills. You will write initial diagnostic reports on the children, as well as final summary reports at the end of the practicum.

This also involves constructing lesson plans for each child prior to the day's tutoring session. Lessons are to be modified based on ongoing assessment of instruction or intervention. Lessons should encompass phonics, phonemic awareness, word identification, vocabulary, comprehension strategies, study skills, fluency, motivation, and higher order thinking. Lesson plans must include anecdotal notes that document how each tutoring session went. These notes are then used to plan the next tutoring session.

2. Communicate with the parents of the children at the beginning of the practicum, at the end of the practicum and during the practicum as needed.
3. Develop a portfolio assessment system for each assigned child, following a framework with evaluation, documentation, and process or best work components.
4. Develop a clinician portfolio documenting your learning during the practicum and your ability to meet NCATE/IRA standards for reading professionals as outlined in the Pre-Service Performance Assessment document.
5. Plan and teach small group reading lessons on a weekly basis (may include but is not limited to the children you will be tutoring)
6. Work with colleagues to observe, evaluate, and provide feedback on each other's practice using the collaborative assessment conference protocol. Please identify who these colleagues are and the dates you can meet. You will need to meet once for every participant in the group. If enrollment in the alternative practicum is sufficient, this requirement may be met during the weekly seminar meetings.
7. Videotape at least two teaching sessions with children for review and discussion with seminar instructor.
8. Meetings with your on-site supervisor and college supervisor.

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