

READING & LITERACIES HANDBOOK

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INTRODUCTORY INFORMATION

HANDBOOK PURPOSE

This handbook has been developed to provide a flexible structure within which the cooperating teacher, university supervisor, the candidate, and the university professor can combine their knowledge and interests in developing an experience that is rewarding to all. By clarifying expectations at the outset and evaluating the process throughout the experience, our program ensures that:

Candidates systematically improve their teaching knowledge over the course of their practicum by gradually increasing their responsibility and independence in a supportive environment.

Cooperating teachers benefit from the energy and ideas of the candidate, allowing for innovative instructional approaches within the constraints of the curriculum and the procedures at the school.

University supervisors and Warner Faculty develop a better understanding of teaching and teacher preparation by maintaining open and honest relationships with the candidate and the cooperating teacher. This strengthens the relationship between the teacher education courses and practicum experiences.

This handbook outlines what we believe to be a unique approach to the mentoring and supervision of candidates. Before the beginning of the practicum experience, candidates and cooperating teachers should familiarize themselves with the handbook.

Cooperating teachers should focus especially on the sections providing

1. The overview of the program in sections 1, 2, and 3.
2. The role of the cooperating teacher in section 4.
3. Information regarding the letter of expectations in section 5.
4. Assessment rubrics in section 6.
5. Required assignments described in section 7.

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5. Assessment rubrics in section 6.
6. Required assignments described in section 7.

The goal of the program is to develop reflective teachers through a flexible structure involving:

1. Clear expectations.
2. Regular observations by both the cooperating teacher and the university supervisor.
3. Regular meetings to review the progress of the candidate and the process as a whole.

While the candidates are doing their practicum, they are also taking university courses, which are related to their practicum. The purpose of the courses is to provide the candidates with an opportunity for reflection on their practicum experiences, and for guided practices as they interact with Warner faculty, their peers and the university supervisor who attends these courses.

THE WARNER SCHOOL MISSION AND VISION

At the Warner School of Education and Human Development, we believe that education can transform lives and make the world more just. This vision informs our teaching, research and service as a graduate professional school in a research institution, as we strive to:

- prepare knowledgeable, reflective, skilled and caring educators who can make an impact in the lives of individuals and who are leaders and agents of change;
- generate and disseminate knowledge to lead to new understandings of development, learning and change, on which more effective educational policies and practices can be grounded;
- collaborate across disciplines, professions and constituencies -- to promote change that can significantly improve and transform education and support positive human development.

Our diverse work in each of these domains is informed by the underlying beliefs that: the improvement of education is in pursuit of social justice; development and learning shape and are shaped by the socio-historical contexts in which they occur; the complexity of educational problems requires an interdisciplinary and collaborative approach; and best practices are grounded in research and theory, just as theory and research are informed by practice.

TEACHING & CURRICULUM PROGRAM PHILOSOPHY

Reading and Literacies

At the Warner School, we are committed to educating teachers who have the courage and conviction to lead struggles for social justice, who have in-depth knowledge of the subjects they teach, and the skills and understanding of teaching and learning needed to help all students develop their potential. Our students learn to approach curricular and pedagogical decisions as thoughtful practitioners with knowledge of the social, historical, and political contexts of schooling and curriculum. It is our ultimate goal to prepare teachers who can become agents for change in schools and who are committed to higher standards in teaching and learning.

Specific to Reading Professionals, we want our candidates to understand the complexity of literacy as a social practice and to develop a critical understanding of the social context of literacy learning as the negotiation of multiple linguistic and cultural realities of contemporary society. Literacy, in our view, is not a neutral, decontextualized skill, but is a critical social practice that may be used not only as social critique but also as social action. To understand the complexity of literacy, our courses offer candidates' opportunities to not only examine traditional conceptions of curriculum, instruction, and assessment but also to reform those practices.

More specifically, all Warner teacher preparation programs are characterized by the following elements:

Integration of content and pedagogy.

Effective teachers need to have a solid understanding of the subject matters they teach. They need to confront the fundamental questions of what they should teach, why they should teach it, how it should be taught, and for what purpose. In addition, future teachers need to know what is appropriate for the age/grade level they teach and for the children, families, and communities in which they teach. Therefore, "teaching methods" are not taught in isolation, but grounded in a research-based understanding of the relationship between content and pedagogy and child development. At the core of each of the Warner School teacher preparation programs are two or more courses that emphasize reflection on the nature of the subject matter to be taught, the goals for teaching it, and the assumptions and implications of choosing specific teaching methods at varying levels. Coursework emphasizes reflection on the nature of literacy, the goals for teaching it, and the assumptions and implications of choosing specific teaching methods at varying levels as well as the development of innovative approaches to literacy learning. Furthermore, candidates have the opportunity to take courses that focus on the integration of literacy into content areas as their reading electives.

Integration of theory and practice.

At the Warner School, we believe that theory and practice are deeply and inseparably intertwined. We believe that future teachers should be able to use knowledge gained through both research and practice to construct environments where quality teaching and learning can take place. Warner pre-service teachers have a unique opportunity to understand the relationship between theory and practice throughout their course of study, as practice take place concurrently with the courses about the teaching and learning of specific subjective matters mentioned above. While more challenging for both students and faculty, this approach encourages students to bring insight and questions from their classroom experiences into their course, and vice-versa, and to develop the habits of a reflective practitioner.

A commitment to social justice.

Underlying all of our teacher preparation programs is an understanding that social justice concerns are related to processes and relationships that produce and reproduce patterns of distribution. The Warner School students understand that social justice is an ideology and a goal; that is, it is both theoretical and practical. We believe that there is a knowledge base that one needs to have access to in order to be effective as an agent for social change (social justice requires more than will and good intentions). Candidates recognize the connections between power/knowledge, education, and teaching and learning, and understand that all forms of difference are interrelated, interlocking, and interactive; that is, they are not isolated variables. In addition, our students understand their role in the maintenance or transformation of social and educational practices that engender inequality. We strive to encourage candidates to develop a sense of social responsibility through reflections about themselves as raced, classed, and gendered individuals. Through their interactions with others whose background is different from them, they develop a cross-cultural understanding of the construction and discourse of difference.

A commitment to inclusion of children with disabilities.

We believe that all teachers should be prepared to recognize the diverse needs of their students' various abilities and backgrounds, and they should have strategies to adapt instruction so as to meet those needs. We believe that all students bring rich and meaningful experiences to school and that those experiences should be resources for curriculum development. Warner School graduates lead efforts to advocate for full inclusion for students with disabilities as part of their efforts to reform schools. We define inclusion as a commitment to the education of all students in heterogeneous schools and classrooms within environments that value diversity and maintain high expectations based on student's individual strengths, needs, and interests. Inclusion promotes and requires collaboration between school, family, and community while providing students and teachers the necessary supports and services. All our teacher preparation programs include at least one course designed to develop greater awareness of the needs of students with disabilities and a positive attitude toward inclusion. In addition, all our "methods" courses pay particular attention to students' unique learning styles and needs, and to methods for differentiating instruction so as to best serve all students in the classroom. We also make special efforts to offer all of our eligible pre-service teachers the opportunity to conduct their practicum in inclusive settings.

A socio-historical perspective on learning and human development.

The Warner School holds a deep commitment to understanding the diversity of human development in order to maximize student learning in schools. We believe that children and youth learn through active engagement in culturally relevant tasks involving knowledgeable others. "Communities of practice" emerge as organizational systems where learning is achieved in the context of social relationships. Learning (knowledge) is thus socially constructed as cultural artifact. We see children and youth as active agents who are not only constructed by social and cultural practices and institutions, but also construct and change the world. Learning involves more than receiving knowledge; it also involves constructing new knowledge, in both the declarative sense (knowing that) and the procedural sense (knowing how). We also hold commitments to a view of motivation drawn from the work of Deci & Ryan and Connell & Ryan which argues that humans have three essential needs: the need for competence, autonomy, and relatedness. Course assignments and experiences model the construction of a community of learners within which candidates develop an understanding of how to construct meaningful contexts for literacy learning.

Assessment in context of multiple forms of continuous assessment and the role of assessment in informing instruction.

Warner School candidates explore assessment as an integral part of meaningful instruction that maximizes student literacy learning and supports development. Candidates learn that assessment should be embedded in authentic learning activities that are for real audiences and real purposes. Assessment should also be tailored to the specific purposes and contexts of learning, so as to support student expression, inquiry, and meaning-making processes. Candidates interrogate the climate of high-stakes testing, and the limitations of using single-point-testing instruments to make decisions about student aptitudes and abilities. In response, they develop a variety of assessment modes, including formal and informal, summative, formative, and cumulative. Candidates explore assessments as ways to both develop curriculum and better meet student needs, as well as to provide students a variety of ways to demonstrate learning, risk-taking, and growth. Student self-assessment and critical reflection are integral to this model. Carefully crafted assessment should provide both guidelines and feedback for students. Candidates will learn the importance of multiple forms of continuous assessment and the role of assessment in informing instruction.

A commitment to enhance student learning through technology.

At the Warner School we believe that technology can be an integral part of students' content pedagogical knowledge – that technology is viewed and used in distinct ways as a means to enhance students' understanding of the themes and concepts inherent in each of the disciplines. Candidates interrogate the ways in which technology can reinforce and reproduce traditional pedagogical practices and unequal distribution of resources and knowledge. Thus, we view technology as a social practice that has the potential to change social and power relations in classrooms. Through coursework experiences communicating, collaborating, conducting research, solving problems, and disseminating information and knowledge with technology, candidates learn to use and problematize the various technologies available to support content-specific learning while enhancing their ability to effectively integrate technology into their teaching. Candidates also become familiar with both the various technologies used to facilitate learning and technology integration strategies that work best with students with disabilities. Candidates must be prepared to promote ethical, equitable, legal, literate and humane uses of computer technology resources among their students as means of empowering learners as active citizens in a global society.

A commitment to use our research and service to improve education.

As a teacher preparation program within a research institution, we believe that research, teaching, and service are intertwined and reinforce each other in the work for social change. We define these mutually constituted practices as our *praxis*. The faculty conducts basic and applied research that builds new knowledge within each of our fields. This research includes ethnographic studies, qualitative studies, experimental and quasi-experimental studies, and non-empirical or theoretical research. All the above-described characteristics of our conceptual framework are embedded in our research, teaching, and services activities.

**INTERNATIONAL READING
ASSOCIATION STANDARDS FOR
READING PROFESSIONALS**

INTERNATIONAL READING ASSOCIATION PROGRAM STANDARDS

In addition to the standards for teacher preparation identified by the New York State Education Department (NYSED) and the Warner School expectations, the Reading and Literacies program prepares Reading Specialist/Literacy Coach to meet the International Reading Association Program Standards¹ (http://www.reading.org/resources/issues/reports/professional_standards.html).

IRA identifies multiple levels of standards labeled as follows: (P) – Paraprofessional Candidates; (CT) - Classroom Teacher Candidates; (RS) - Reading Specialist/Literacy Coach. Each progressive level requires that candidates meet the standards for the previous level. Reading Specialist/Literacy Coach candidates must meet standards at all three levels.

STANDARD 1: FOUNDATIONAL KNOWLEDGE

Candidates have knowledge of the foundations of reading and writing processes and instruction. As a result, candidates:

- 1.1 Demonstrate knowledge of psychological, sociological, and linguistic foundations of reading and writing processes and instruction.
 - 1.1.1 Know and apply elements from learning theory (P).
 - 1.1.2 Know foundational theories related to practices and materials they use in the classroom (CT).
 - 1.1.3 Refer to major theories in the foundational areas as they relate to reading. They can explain, compare, contrast, and critique the theories (RS).

- 1.2 Demonstrate knowledge of reading research and histories of reading.
 - 1.2.1 Recognize historical antecedents to contemporary reading methods and materials. They articulate how their teaching practices relate to reading research (CT).
 - 1.2.2 Summarize seminal reading studies and articulate how these studies impacted reading instruction. They can recount historical developments in the history of reading (RS).

- 1.3 Demonstrate knowledge of language development and reading acquisition and the variations related to cultural and linguistic diversity.
 - 1.3.1 Can articulate developmental aspects of oral language and its relationship to reading and writing. They can also summarize the developmental progression of reading acquisition and the variations related to cultural and linguistic diversity (P).
 - 1.3.2 Can describe when students are meeting developmental benchmarks. They know when to consult other professionals for guidance (CT).
 - 1.3.3 Identify, explain, compare, and contrast the theories and research in the areas of language development and learning to read (RS).

- 1.4 Demonstrate knowledge of the major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) and how they are integrated in fluent reading.
 - 1.4.1 List and define the major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) (P).
 - 1.4.2 Explain how the components (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) are integrated during fluent reading. They can articulate the research that grounds their practice. They identify students' strengths and weaknesses in relation to the various components (CT).

¹ NOTE: NCATE has slightly different language for the standards in their rubrics, but the goals are the same.

- 1.4.3 Are able to determine if students are appropriately integrating the components (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) in fluent reading (RS).

STANDARD 2: INSTRUCTIONAL STRATEGIES AND CURRICULUM MATERIALS

Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction. As a result, candidates:

- 2.1 Use instructional grouping options (individual, small-group, whole-class, and computer based) as appropriate for accomplishing given purposes.
 - 2.1.1 Use a variety of instructional grouping options selected by and supervised by a classroom teacher or reading specialist (P).
 - 2.1.2 Match instructional grouping options to specific instructional purposes that take into account developmental, cultural, and linguistic differences among students. They model and scaffold procedures so that students learn to work effectively. They provide an evidence-based rationale for their selections (CT).
 - 2.1.3 Support classroom teachers and paraprofessionals in their use of instructional grouping options. They help teachers select appropriate options. They demonstrate the options and explain the evidence-based rationale for changing configurations to best meet the needs of all students (RS).
- 2.2 Use a wide range of instructional practices, approaches, and methods, including technology-based practices, for learners at differing stages of development and from differing cultural and linguistic backgrounds.
 - 2.2.1 Use a wide range of instructional practices, approaches, and methods, including technology based practices, that are selected and supervised by a classroom teacher or reading specialist (P).
 - 2.2.2 Plan for the use of a wide range of instructional practices, approaches, and methods, including technology-based practices. Their selections are guided by an evidence-based rationale and accommodate the developmental, cultural, and linguistic differences of their students (CT).
 - 2.2.3 Support classroom teachers and paraprofessionals in the use of a wide range of instructional practices, approaches, and methods, including technology-based practices. They help teachers select appropriate options and explain the evidence-base for selecting practices to best meet the needs of all students. They demonstrate the options in their own teaching and in demonstration teaching (RS).
- 2.3 Use a wide range of curriculum materials in effective reading instruction for learners at different stages of reading and writing development and from different cultural and linguistic backgrounds.
 - 2.3.1 Use a wide range of curriculum materials selected by a classroom teacher or reading specialist (P).
 - 2.3.2 Plan for the use of a wide range of curriculum materials. Their selections are guide by an evidence-based rational and accommodate the developmental, cultural, and linguistic differences of their students (CT).
 - 2.3.3 Support classroom teachers and paraprofessionals in the use of a wide range of curriculum materials. They help teachers select appropriate options and explain the evidence base for selecting practices to best meet the needs of all students. They demonstrate the options in their own teaching and in demonstration teaching (RS).

STANDARD 3: ASSESSMENT, DIAGNOSIS, AND EVALUATION

Candidates use a variety of assessment tools and practices to plan and evaluate effective reading instruction. As a result, candidates:

- 3.1 Use a wide range of assessment tools and practices that range from individual and group standardized tests to individual and group informal classroom assessment strategies, including technology-based assessment tools.

- 3.1.1 Administer scripted formal and informal assessments and technology-based assessments under the direction of certified personnel (P).
 - 3.1.2 Select and administer appropriate formal and informal assessments including technology-based assessments. They understand the requirements for technical adequacy of assessments and can select technically adequate assessment tools. They can interpret the results of these tests and assessments (CT).
 - 3.1.3 Compare and contrast, use, interpret, and recommend a wide range of assessment tools and practices. Assessments may range from standardized test to informal assessments and also include technology-based assessments. They demonstrate appropriate use of assessments in their practice, and they can train classroom teachers to administer and interpret these assessments (RS).
- 3.2 Place students along a continuum and identify students' proficiencies and difficulties.
- 3.2.1 Compare, contrast, and analyze information and assessment results to place students along a developmental continuum. They recognize the variability in reading levels across children in the same grade and within a child across different subject areas. They can identify students' proficiencies and difficulties. They recognize the need to make referrals for appropriate services (CT).
 - 3.2.2 Support the classroom teacher in the assessment of individual students. They extend the assessment to further determine proficiencies and difficulties for appropriate services (RS).
- 3.3 Use assessment information to plan, evaluate, and revise effective instruction that meets the needs of all students, including those at different developmental stages and those from different cultural and linguistic backgrounds.
- 3.3.1 Analyze, compare, contrast, and use assessment results to plan, evaluate, and revise effective instruction for all students within an assessment/evaluation/instruction cycle (CT).
 - 3.3.2 Assist the classroom teacher in using assessment to plan instruction for all students. They use in-depth assessment information to plan individual instruction for struggling readers. They collaborate with other education professionals to implement appropriate reading instruction for individual students. They collect, analyze, and use school wide assessment data to implement and revise school reading programs (RS).
- 3.4 Communicate results of assessments to specific individuals (students, parents, caregivers, colleagues, administrators, policymakers, policy officials, community, etc.).
- 3.4.1 Interpret a student's reading profile from assessments and communicate the results to the student, parents, caregivers, colleagues, and administrators (CT).
 - 3.4.2 Communicate assessment information to various audiences for both accountability and instructional purposes (policymakers, public officials, community members, clinical specialists, school psychologists, social workers, classroom teachers, and parents) (RS).

STANDARD 4: CREATING A LITERATE ENVIRONMENT

Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches, and methods, curriculum materials, and the appropriate use of assessments. As a result, candidates:

- 4.1 Use students' interests, reading abilities, and backgrounds as foundations for the reading and writing program.
 - 4.1.1 Assist the teacher and reading specialist in gathering information on students' interests and cultural and linguistic backgrounds. They can use appropriate technology to collect this information (P).
 - 4.1.2 Collect information about children's interests, reading abilities, and backgrounds. They use this information when planning instruction. They select materials and help students select materials that match their reading levels, interests, and cultural and linguistic backgrounds. They can use this information in instructional planning. They can articulate the research base

- that grounds their practice (CT).
- 4.1.3 Assist the classroom teacher and paraprofessional in selecting materials that match the reading levels, interests, and cultural and linguistic backgrounds of students (RS).
- 4.2 Use a large supply of books, technology-based information and nonprint materials representing multiple levels, broad interests, and cultural and linguistic backgrounds.
 - 4.2.1 Assist students in selecting books, technology-based information, and nonprint materials that are appropriate for them (P).
 - 4.2.2 Select books, technology-based information, and nonprint materials representing multiple levels, broad interests, and cultural and linguistic backgrounds. They can articulate the research that grounds their practice (CT).
 - 4.2.3 Assist the classroom teacher in selecting books, technology-based information, and nonprint materials representing multiple levels, broad interests, and cultural and linguistic backgrounds (RS).
- 4.3 Model reading and writing enthusiastically as valued lifelong activities.
 - 4.3.1 Read aloud enthusiastically and fluently when reading to students (P).
 - 4.3.2 Model and share the use of reading and writing for real purposes in daily life. They use think-alouds to demonstrate good reading and writing strategies. They can articulate the research that supports modeling think-alouds and read-alouds to students (CT).
 - 4.3.3 Demonstrate and model reading and writing for real purposes in daily interactions with students and education professionals. Assist teachers and paraprofessionals to model reading and writing as valued lifelong activities (RS).
- 4.4 Motivate students to be lifelong readers.
 - 4.4.1 Support students' choices of reading materials (P).
 - 4.4.2 Effectively plan and implement instruction that motivates readers intrinsically and extrinsically. They are aware of children's literature, interests, and reading levels of students in their class and can select appropriate text. They assist children in discovering reading for personal purposes. They can provide an evidence-based rationale for their practice (CT).
 - 4.4.3 Use methods to effectively revise instructional plans to motivate all students. They assist classroom teachers in designing programs that will intrinsically and extrinsically motivate students. They demonstrate these techniques and they can articulate the research base that grounds their practice (RS).

STANDARD 5: PROFESSIONAL DEVELOPMENT

Candidates view professional development as a career-long effort and responsibility. As a result, candidates:

- 5.1 Display positive dispositions related to reading and the teaching of reading.
 - 5.1.1 Know the importance of confidentiality and respect students and their cultural and linguistic backgrounds. They care for the well-being of students and believe that all students can learn (P).
 - 5.1.2 Ensure that all individuals project ethical and caring attitudes in the classroom. They work with families, colleagues, and communities to support students' learning (CT).
 - 5.1.3 Articulate the theories related to the connections between teacher dispositions and student achievement (RS).
- 5.2 Continue to pursue the development of professional knowledge and dispositions.
 - 5.2.1 Study specific aspects of reading/instruction as recommended by teachers, reading specialists, and/or principals with whom they work. They demonstrate a curiosity and interest in the area of knowledge, skills, and dispositions related to reading and writing instruction (P).
 - 5.2.2 Identify specific questions related to knowledge, skills, and/or dispositions related to their teaching of reading and writing. They plan specific strategies for finding answers to those

- questions. They carry out those plans and articulate the answers derived. They indicate knowledge of and are members of some professional organizations related to reading and writing. They are informed about important professional issues and are effective advocates with administrators, school boards, and local, state, and federal policymaking bodies (CT).
- 5.2.3 Conduct professional study groups for paraprofessionals and teachers. Assist classroom teachers and paraprofessionals in identifying, planning and implementing personal professional development plans. Advocate to advance the professional research base to expand knowledge-based practices (RS).
- 5.3 Work with colleagues to observe, evaluate, and provide feedback on each other's practice.
- 5.3.1 Actively engage in collaboration and dialogue with other teachers and reading specialists to obtain recommendations and advice on teaching practices and ideas. They can articulate the evidence base related to these recommendations. They may conduct action research as a part of these collaborations (CT).
- 5.3.2 Positively and constructively provide an evaluation of their own or others' teaching practices. Assist classroom teachers and paraprofessionals as they strive to improve their practice (RS).
- 5.4 Participate in, initiate, implement, and evaluate professional development programs.
- 5.4.1 Participate individually and with colleagues in professional development experiences (CT).
- 5.4.2 Exhibit leadership skills in professional development. They plan, implement, and evaluate professional development efforts at the grade, school district, and/or state level. They are cognizant of and can identify and describe the characteristics of sound professional development programs. They can articulate the evidence base that grounds their practice (RS).

PRACTICUM REQUIREMENTS

ABSENCES

Candidates are permitted three absences per placement. More than three absences require that the candidate make up the missed days. The absence form below is required for ALL absences.

ABSENCE REPORT

Candidate Name: _____

Date/s of absence: _____ Date of return: _____

Reason for absence:

Candidate signature: _____ Date: _____

Cooperating teacher signature: _____

Submit a copy of this form to the coordinator of practica and to the Warner faculty responsible for your program.

PRACTICUM REQUIREMENTS FOR READING SPECIALIST/LITERACY COACH

EDF 422 PRACTICA IN TEACHING LITERACY IN PRE-SCHOOL
EDF 423 PRACTICA IN TEACHING LITERACY IN ELEMENTARY SCHOOLS
EDF 424 PRACTICA IN TEACHING LITERACY IN MIDDLE CHILDHOOD
EDF 425 PRACTICA IN TEACHING LITERACY IN SECONDARY SCHOOLS

FALL

EDF 423 Childhood (1 – 6) or EDF 424/425 Middle/Adolescent (5 – 9 or 7 – 12) grades
Urban or suburban setting²

Time: 100 hours beginning in September and ending in late November

Observations: 3 by university field supervisor
1 by faculty member

SPRING

EDF 422 Pre-School

Urban or suburban setting (opposite of fall)

Time: 100 hours beginning in January and ending in May

Observations: 3 by university field supervisor
1 by faculty member

EDF 424/425 Middle/Adolescent grades (5 – 9 or 7 – 12, opposite of fall)
Urban or suburban setting (opposite of fall)

Time: 100 hours beginning in January and ending in May

Observations: 3 by university field supervisor
1 by faculty member

Additional requirements:

1. Observation at the Kirch Center for Developmental Disabilities at Strong Memorial Hospital.
2. Observations in multiple elementary/secondary classrooms in area schools.

² NOTE: All placements for UTL students will be in urban settings
Revised 8/21/07

URBAN TEACHING AND LEADERSHIP PROGRAM ADDENDUM FOR FIFTH YEAR IN TEACHING SCHOLARSHIP RECIPIENTS AND UTL CANDIDATES

Urban Teaching and Leadership Program Description:

UTL Program provides the opportunity for teacher candidates and practicing teachers with Initial New York State teacher certification to earn professional certification in a master's program with an urban education concentration. Teachers who already possess professional certification may complete courses in the UTL Program and receive an advanced certificate in urban teaching and learning.

This program is designed to prepare teachers and school administrators to work in high-needs urban schools and classrooms, and to use research, innovative practice, and the expertise of mentors to help inform and improve their practice. In addition to the requirements of the master's programs in early childhood, childhood, middle childhood, and adolescence, UTL candidates complete a 12-credit urban education concentration which includes ED 442 (Race, Class, Gender and Disability in American Education, ED 468 Leadership in Urban Schools,) and 6 one-credit UTL Seminars.

Placements:

UTL candidates must complete their both practicum placements in a Rochester City School District school or an early childhood program located within the city of Rochester.

UTL Seminars:

Each semester (fall and spring) UTL candidates are required to register for and attend the UTL seminar. This course is in addition to the field placement and practicum seminars.

UTL Faculty:

Professor Sonia James-Wilson, the UTL program director, as well as the candidate's advisor and Beth Scott, coordinator of practicum, should be contacted if there are any difficulties related to the candidate's work in the field.

ROLES AND RESPONSIBILITIES

ROLES AND RESPONSIBILITIES OF THE COOPERATING TEACHER

At the Warner Graduate School of Education and Human Development, a cooperating teacher's primary role is to serve as a vital member of a community of pre-service teacher educators. In collaboration with Warner faculty and university supervisors, cooperating teachers play a critical role in achieving the first part of the Warner vision, which is to:

Prepare knowledgeable, reflective, skilled, and caring educators who can make an impact in the lives of individuals and who are leaders and agents of change.

To this end, the following activities have been outlined:

General:

1. Help make the practicum experience enjoyable and productive for all involved.
2. Discuss ideas, make suggestions, and provide practical information to aid the candidate.
3. Make arrangements for the candidate to visit other classes and to participate in various school meetings.
4. Evaluate lesson plans before the candidate delivers the lessons and provide constructive feedback.
5. Understand that the participant/candidate is taking methods courses in conjunction with their practicum.
6. Provide time for the candidate to implement field-based assignments required in the concurrent methods courses.
7. Read the Practicum Handbook and sign the letter of expectations accordingly.

Specific:

At the beginning of the placement:

1. Develop a letter of expectation with the candidate within the first week of the placement. This required letter outlines the expectations of the candidate, the cooperating teacher, the university supervisor and Warner faculty for the practicum experience.
2. Give the candidate a clear understanding of your classroom procedures and curriculum as well as relevant school and district policies and procedures.
3. Plan instruction with the candidate.
4. Discuss what choices were made about the curriculum and classroom procedures so the candidate understands the rationale for these choices.
5. Discuss the mechanics of the position (e.g., absences, fire drills, substitutes).

During all placements:

1. Use your ideas and experiences to help the candidate develop his/her thinking about teaching and learning.
2. Give the candidate a variety of classroom activities to observe, analyze, and discuss.
3. Observe the candidate's performance with the students.
4. Allow the candidate to develop his/her own style.
5. Provide the candidate with the opportunity to teach his/her own lessons. Allow the candidate to teach solo when being observed by university supervisor/faculty member.
6. Confer with the university supervisor and/or faculty member as appropriate.
7. Complete and return all assessments to the coordinator of practicum. Rubrics are included in this handbook. Returning the assessment rubrics triggers your payment from the Warner School.
8. Monitor candidate absence and tardiness, and report concerns to the university supervisor or Warner faculty.

During the practicum placements³:

1. Specify in the letter of expectations when the candidate will take up full responsibility for teaching, assessing, fulfilling administrative assignments, and maintaining contact with parents for up to five of your classes.
2. Support the development of and approve candidate's lesson plans/units, including the Innovative Unit candidates are required to implement during practicum. Candidates may need to supplement required textbooks or materials in order to fulfill the requirements of their concurrent methods courses.
3. Plan to leave the classroom in the candidate's hands frequently enough so students understand that the candidate is in charge, especially when the candidate is being observed by university supervisor/faculty.
4. Return Warner School assessment rubrics by specified dates in order for candidates to be assessed by university faculty and for your payment to be triggered.

³ The requirement to take over classroom instruction varies by certification area. Elementary candidates are expected to take over classroom responsibilities in their 10-week spring placements only. Secondary candidates are expected to take over responsibility in both student teaching placements, but the number of times varies by content area.

ROLES AND RESPONSIBILITIES OF THE UNIVERSITY SUPERVISOR

At the Warner Graduate School of Education and Human Development a supervisor's primary role is to serve as a vital member of a community of pre-service teacher educators. In collaboration with Warner faculty and cooperating teachers, university supervisors play a critical role in achieving the first part of the Warner vision, which is to:

Prepare knowledgeable, reflective, skilled, and caring educators who can make an impact in the lives of individuals and who are leaders and agents of change.

To this end, the following activities have been outlined:

1. Negotiate the required Letter of Expectations with the candidate and the designated cooperating teacher at the beginning of each placement.
2. Formally observe each candidate as indicated in the relevant "Internships Requirements" section.
3. Arrange appointments for each observation. Before the classroom observation, discuss objectives and outcomes with the candidate, and meet with the candidate after the lesson to debrief it.
4. Write a formal evaluation narrative after each observation that includes strengths, weaknesses and recommendations for improvement. Include criticisms and observations to help the candidate become a reflective teacher and improve her/his practice. Give a copy of this to the candidate, the cooperating teacher and to the methods course professor.
5. Facilitate candidate placement and troubleshoot problems that may arise. Alert the coordinator of practicum and Warner faculty responsible for the concurrent methods course of any problems that may need intervention.
6. Meet with Warner faculty responsible for the concurrent methods course separately to discuss candidate progress. Provide the professor with the final formal evaluation of each candidate observed.
7. Attend the weekly reflective seminar.
8. Read the Practicum Handbook and sign the letter of expectation accordingly.
9. If requested by the candidate, write a letter of recommendation at the end of the semester.

ROLES AND RESPONSIBILITIES OF THE CANDIDATE

There are two major aspects to the candidate's role during the practicum experiences: his/her activities in the classroom or school, and participation in the weekly seminar on teaching in his/her subject area. Only the activities in the classroom are discussed here. **Also, please read the entire practicum handbook.**

At the beginning of the practicum the candidate should:

1. Discuss with his/her cooperating teacher:
 - a. The school layout, its resources, and the overall philosophy of the school.
 - b. The nature of the community in which the school is located and the ways in which parents are involved in school affairs.
 - c. Personal philosophies of teaching and personal/professional backgrounds.
 - d. Curriculum content and curriculum materials.
 - e. Individual students.
 - f. The classroom schedule, routines, and procedures.
 - g. The decision making process as it will affect the candidate.
 - h. How the candidate will be introduced to the class.
2. Within the first week of the placement, write the letter of expectation in conjunction with the cooperating teacher and the university supervisor and submit to Warner faculty member and the coordinator of practicum.
3. Give the university supervisor a detailed schedule for the practicum experience before the end of the second week of the experience. Make sure to be able to contact the supervisor/faculty in the event of a school closing day in which an observation is scheduled (e.g., a snow day).

Required experiences for practicum⁴:

1. Classroom responsibility: Gradually assume the responsibilities for the classroom activities, but leaving sufficient time for thorough preparation and reflection. Initially, the candidate should spend time observing, researching, and assisting in class. The requirement to take over classroom instruction varies by certification area. Elementary candidates are expected to take over classroom responsibilities in their 10-week spring placements only. Secondary candidates are expected to take over responsibility in both practicum placements, but the number of times varies by content area.
2. Lesson plans: The cooperating teacher and/or the university supervisor will require written lesson plans according to the Warner School format. Make sure to plan lessons that are in accordance with the Warner School lesson plan requirements.
3. Innovative unit: Each candidate is required to plan and implement at least one innovative unit. Elementary candidates are required to complete multiple units in each of their content area courses. Secondary candidates complete units primarily in their spring courses.

Recommended experiences:

1. Teaching in one-to-one, small group, multiple small group, and large group settings.
2. Planning and teaching lessons in all relevant content areas that are taught by his/her cooperating teacher.
3. Designing and implementing lessons using a variety of instructional techniques and instructional media.
4. Constructing, administering, and interpreting teacher made tests, and in keeping records of student growth.
5. Participating in parent/teacher conferences, teacher/specialist conferences, and in open-house programs.
6. Observing teachers in the same and other subjects.

⁴ Experiences required for the practicum will be identified in the concurrent seminar.
Revised 8/28/08

ROLES AND RESPONSIBILITIES OF WARNER FACULTY

At the Warner Graduate School of Education and Human Development the faculty who teach the concurrent methods courses and reflective seminars' primary role is to serve as a vital member of a community of pre-service teacher educators. In collaboration with cooperating teachers and university supervisors, Warner faculty play a critical role in achieving the first part of the Warner vision, which is to:

Prepare knowledgeable, reflective, skilled, and caring educators who can make an impact in the lives of individuals and who are leaders and agents of change.

To this end, the following activities have been outlined:

1. Facilitate candidate placement in coordination with university supervisors and coordinator of practicum and be available to mediate problems that may arise.
2. Observe each candidate at least once during practicum.
3. Maintain communication among university supervisors, cooperating teachers, and the coordinator of practicum.
4. Teach the concurrent Theory and Practice and/or Implementing Innovation courses.
5. Lead the Reflective Seminar in collaboration with the university supervisors.
6. Evaluate candidate progress and performance in coursework and practica. Make final determination about candidate advancement.
7. If requested by candidate, write a letter of recommendation at the end of the candidate's program.

ROLES AND RESPONSIBILITIES OF THE COORDINATOR OF STUDENT TEACHING (AND PRACTICA)

At the Warner Graduate School of Education and Human Development the Coordinator of Student Teaching's primary role is to serve as a vital member of a community of pre-service teacher educators. In collaboration with cooperating teachers, university supervisors, and Warner faculty, the Coordinator of Student Teaching plays a critical role in achieving the first part of the Warner vision, which is to:

Prepare knowledgeable, reflective, skilled, and caring educators who can make an impact in the lives of individuals and who are leaders and agents of change.

To this end, the following activities have been outlined:

The coordinator of student teaching is responsible for leading the placement of all T&C masters students in collaboration with faculty, supervisors, cooperating teachers and district personnel. The Coordinator of Student Teaching will:

1. Collect and maintain accurate candidate contact information and placement requirements.
2. Maintain candidate files.
3. Collaborate with Warner faculty and university supervisors to identify appropriate cooperating teachers.
4. Set and implement practicum placement calendar.
5. Handle all procedures required by local schools districts associated with finalizing placements.
6. Maintain constant communication between the Warner School, local districts, building principals, candidates, and cooperating teachers.
7. Ensure Warner faculty are aware of communications related to placements.
8. Organize and host the summer "Foundations in field placements and student teaching" workshop.

LETTER OF EXPECTATIONS

LETTER OF EXPECTATIONS COVER LETTER

Candidate name: _____

Candidate phone number: _____

Candidate email: _____

Cooperating teacher name: _____

Cooperating teacher home phone number: _____

Cooperating teacher email address: _____

School name and address: _____

School telephone number: _____

University supervisor name: _____

University supervisor phone number: _____

University supervisor email: _____

PLEASE FILL OUT ALL PARTS OF THIS FORM!

Follow the instructions on the next page for the
specifics to be included in the Letter of Expectations.

All parties have read and agree with the objectives and requirements outlined in this Letter of Expectations and have read the entire practicum handbook.

Candidate: _____ Date: _____

Cooperating Teacher: _____ Date: _____

University Supervisor: _____ Date: _____

LETTER OF EXPECTATIONS: SPECIFIC REQUIREMENTS

The Letter of Expectations is designed to ensure that all parties' needs and expectations are met during practicum. The Letter of Expectations is written by the candidate and approved by the university faculty. Please be sure to include all sections outlined below, answering the question in each heading.

- I. **General Expectations:** What do the cooperating teacher and the candidate expect to occur during the practicum experience?

- II. **Specific Requirements:** In as detailed language as possible, explain the duties of each participant in the practicum experience.
 - A. **Candidate:** What will the candidate do in terms of observation, lesson planning, teaching, evaluation and assessment, parent contact, administrative contact, working with other teachers (or candidates), one-on-one student instruction, administrative duties, after school duties, etc.?
 - B. **Cooperating teacher:** What will the cooperating teacher do in terms of observation, assisting with unit and lesson planning, modeling teaching, critiquing and advising, and acting as a liaison between the candidate and other teachers, administrators, and parents?
 - C. **University supervisor:** The university supervisor will be available to the candidate and the cooperating teacher to facilitate the practicum process. The supervisor will observe as indicated in the relevant "Internship Requirements" section. Detail times when the university supervisor will meet with the cooperating teacher and candidate after each observation to discuss the observation and the candidate's progress.

- III. **Schedule:**
 - A. What time is the candidate expected to arrive? Until what time is the candidate expected to stay?
 - B. Specific commitments for the practicum experience⁵:
 1. When will the candidate begin to assume partial or full responsibility for teaching duties?
 2. Which classes will the candidate co-teach with the cooperating teacher?
 3. Which classes will the candidate observe?
 4. In which week of the practicum will the candidate teach a series of lessons?
 - C. Include a timeline of responsibilities over the course of the placement.

- IV. **Lesson Plans:** How often will the candidate review his or her learning activity or lesson plans with the cooperating teacher? When will the cooperating teacher and candidate review lesson plans?

- V. **Meetings:**
 - A. How often will the candidate and cooperating teacher meet? When will these meetings take place? What will be the focus of these meetings (review lesson plans, problem solve, critique, advice, etc.)?
 - B. Will the candidate and cooperating teacher be able to meet at other times if the need arises? How will these meetings be arranged?
 - C. The candidate, cooperating teacher, and university supervisor will meet as soon as possible after each observation by the supervisor.

⁵ Experiences required for the practicum will be identified in the concurrent seminar.
Revised 8/28/08

VI. Observations:

- A. When will the cooperating teacher observe the candidate (e.g., before the university supervisor/faculty come to observe)?
- B. When will the university supervisor observe the candidate teaching the series of lessons during the practicum?

VII. Possible Situations:

- A. What will the candidate do if the cooperating teacher is absent?*
- B. What will the cooperating teacher do if the candidate is absent?
- C. How will each party inform the other of absences?
- D. What will be done in case of snow days or emergencies?

DIRECTORY

