Texas A&M University-Texarkana

Master of Science (M.S.) in Curriculum and Instruction with Professional Reading Specialist Certification

Practicum Handbook

Revised October 2020

Texas A&M University-Texarkana
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The Curriculum and Instruction graduate faculty is composed of professional educators who bring their public school and leadership experiences to the program. Their field-based experiences, combined with active research agendas, provide exceptional learning opportunities for students who seek to become educational leaders committed to making a difference in schools, school districts, and local communities.

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**Instructor Notes:**

Field supervisor will visit your campus three times during the semester either in person or virtually. You will be notified of field supervisor visit at least a week prior to the visit. During visits, the reading specialist working with student will need to be available.
Requirements of Practicum Experience in Reading Specialist:

Students completing their practicum experience will be required to spend **160 hours** with a certified diagnostician during one long semester.

1. These hours may be completed in either one semester with continuous enrollment.
2. Students are expected to attend relevant activities for reading specialist, including, but not limited to
3. Students will maintain a log of activities throughout the practicum experience to include all relevant activities.
4. University personnel will meet twice during the semester with both the student and diagnostician to discuss progress.
5. Practicum students will meet as a group twice during the semester if possible.

Evaluation: Candidates will meet with their faculty supervisor during face to face classes and will be evaluated during their practicum experience. The candidate, supervising reading specialist, and university faculty member will each complete the formal evaluation form during the midpoint of the experience and again at the end of the practicum.

Sites for Reading Specialist

Practicum experiences must be in a Texas public school in the k-12 setting. All placements must be approved by the candidate’s academic advisor. It may be necessary to work with more than one reading specialist.

Student Learning Outcomes

1. Students will be able to comprehend and critically analyze research and theory related to literacy development and literacy education in pre-K-12 monolingual, bilingual, and multilingual contexts.
2. Students will be able to design and assess appropriate literacy instruction for an increasingly multiliterate, multicultural, and multimodal world.
3. Students will understand the literacy-related needs of pre-K-12 students from diverse cultural and linguistic backgrounds, including emergent bilinguals and multilinguals, transnational students, struggling readers, and students with learning challenges.
Procedures and Policies

It is the practicum student’s responsibility to arrange for acceptable settings for the practicum experience and seek approval from their advisor. Advisors may suggest or recommend settings if the student requires assistance in this effort.

Grading and Attendance Policy

1. Candidates enrolled in practicum receives grades of “S” for satisfactory or grades of “U” for unsatisfactory. A candidate who receives a grade of “U” may petition to repeat the experience.
2. Practicum hours are to be kept in a log by the candidate. The practicum supervisor may, if they so wish, provide a specific form to the practicum student, but in all instances, log hours should be available to the supervisor during the evaluation visits.

University Supervisor’s Responsibility

The University Supervisor (or designee) is responsible for visiting the practicum student at the practicum site to assure that progress is being adequately monitored and formally evaluated for a minimum of 135 minutes. The role involves conferences (including video conferencing as applicable) with both the practicum student and the cooperating professional to guide the student’s professional growth. The supervisor will visit a minimum of three times, providing the student with an evaluation and discussing strengths, weaknesses, and instructional recommendations. The student supervisor, and cooperating diagnostian will conference and complete the practicum evaluation form at each visit.

Retention/Exit Policy for A&M-Texarkana Educator Preparation Programs

Educators and education leaders must show academic, dispositional, and professional characteristics worthy of students served. Texas A&M University-Texarkana Educator Preparation Programs require the following to maintain program admission:

- Maintain 3.0 Graduate GPA
- No grades below “C” in major/professional development areas nor “Unsatisfactory” in Practicum/Internship courses
- No violations of the university Student Code of Conduct
- No violations of the TEA Educators’ Code of Ethics
Complaint Policy for A&M-Texarkana Educator Preparation Programs

As defined by TAC 228.70: a candidate or former candidate in an Educator Preparation Program (EPP), an applicant for candidacy in an EPP, an employee or former employee of an EPP, a cooperating teacher, a mentor, a Director of Educator Preparation Services in a school district, charter school, or private school may submit, in accordance with subsection (c)(1) of this section, a complaint about an EPP for investigation and resolution. Any of the persons previously mentioned may seek resolution without fear of retribution. Any current student at Texas A&M University-Texarkana must follow the current university policy listed in the student section of the University Rules and Procedures.

Formal Process for complaints against the TPP at A&M-Texarkana must be submitted in accordance with the following procedures: 1. Individual “files” a complaint by submitting a written letter regarding the complaint to the Teacher Prep Program in writing. College Dean or designee will be available to answer questions regarding the submission of the complaint and provide assistance as needed. 2. College Dean or designee will coordinate the investigation of the complaint. The investigating officer will retain the original complaint submission. 3. The designated administrator will review the complaint and provide a written decision to the complainant and the Executive Officer overseeing the office or department named in the complaint within fifteen (15) business days of the administrator’s receipt of the complaint. If additional time is needed for investigation and consideration of the complaint, the administrator will notify the complainant and their Executive Officer of the need for an extension and the date by which a decision will be made. Absent unusual circumstances, the extension should not be for more than fifteen (15) additional business days. The designated administrator will provide a written decision to the complainant and the Executive Officer overseeing the office or department named in the complaint within five (5) business days of receiving the decision. Appeals Process An individual may appeal the decision of the designated administrator within five (5) business days after receipt of the written decision. Appeals must be in writing and submitted to the office of the Executive Officer who oversees the department, office or College named in the complaint. The Executive Officer will review the original complaint and the written appeal, and may conduct an additional investigation.