

Niagara
UNIVERSITY
Department of Teacher Education
Literacy Practicum, Fall 2009

Dear Colleague,

As part of the Literacy Practicum, EDU 796, our program candidates select a cooperating teacher who has a Master's degree, is tenured, who is a reading specialist or who is certified in Literacy Instruction, and who is not a relative, to serve as a mentor throughout the practicum. If you meet these requirements and have agreed to mentor a candidate, we sincerely thank you. Your contribution to the candidate's successful teaching experience will facilitate both personal and professional growth in the field of literacy Instruction.

The following is a description of expectations for your role as literacy mentor.

- We ask that you meet with your intern weekly to discuss his/her planning, instructional approaches and techniques, and the effectiveness of his/her teaching. The intern will be responsible for keeping an on-going log of your discussions, which you will sign. The intern will also keep a literacy log documenting dates and times when literacy instruction was provided or when students were engaged in meaningful literacy activities and reflect on the effectiveness of each of those experiences. This literacy log should be a springboard for your weekly discussions.
- We also ask that you observe your intern teaching at least one lesson and that you review that lesson using the *Practicum Lesson Appraisal Form*, included with this document and aligned to the NBPTS Standards. If you cannot physically observe in the intern's classroom, the intern should provide you with a videotape of a lesson (either whole class, small group, or individual literacy instruction). In either case, the intern should also provide you with a detailed lesson plan following the Reading Framework, as outlined in the course syllabus.
- As a culminating procedure, in order to complete requirements for the Practicum, we ask that you complete the *Final Practicum Report*, included with this document, to provide us with your assessment of the intern's knowledge, skills, and dispositions over the course of the term as they align to the NBPTS Standards. Because this is a learning experience for the Practicum student, we would appreciate it very much if you would share your assessment and feedback with him/her during your final weekly Mentor meetings. A copy may also be made for the candidate's records.

Both the *Practicum Lesson Appraisal Form* and the *Final Practicum Report* should be returned to me by December 7, 2009. The easiest way to insure that the form is returned would be to give it to the Practicum intern who will then be responsible for delivery to me by that date. If this is not convenient, you may send it to me by mail, at the address below.

In appreciation for your contribution to our program, a graduate course tuition waiver at NU will be awarded to you. In order for this to be done, I will need your address, zip code, and other information. Please complete the enclosed tuition waiver form and return it no later than December 7, 2009. All tuition waiver forms are submitted as a batch to the University shortly after that date. Once again, thank you for your time and commitment to this program.

Very truly yours,

Dr. Robin Erwin
Department of Teacher Education
Academic Complex, PO Box 2042
Niagara University, New York 14109

NIAGARA UNIVERSITY COLLEGE OF EDUCATION

EDU 796 PRACTICUM IN LITERACY

Mentor Teacher's Tuition Waiver Information
(Confidential)

Name of Candidate _____

Name of Mentor _____

Address of Mentor _____

Telephone Number of Mentor _____

Name of School _____

Name of School District _____

Date _____

Mentor Signature _____

FINAL PRACTICUM REPORT

LITERACY INSTRUCTION PROGRAM

Candidate name		Date of Practicum completion	
Mentor name		University Supervisor name	
School	School District	Grade Level	

Purpose: The purpose of this report is to assess the performance of the candidate during the practicum field experience. This report will be considered by the University Supervisor in the final decision regarding course credit and as a commencement assessment of the candidate and program.

Instructions: Please select the rubric score that best describes the candidate's performance throughout this field experience. Remember that the candidate may be a novice teacher in the area of the practicum. Please note that your comments are necessary in supporting the final assessment. **Return this form to the University Supervisor at the address below.**

Department of Teacher Education
 Academic Complex, PO Box 2042
 Niagara University, NY 14109

Rubric for Scoring:

3 (Exemplary)

The candidate meets all criteria for the standard with distinction. The candidate demonstrates a thorough understanding of the standard as evidenced in planning, teaching competency, and professional disposition.

2 (Effective)

The candidate meets the criteria for the standard with competence. The candidate demonstrates a basic understanding of the standard as evidenced in planning, teaching competency, and professional disposition.

1 (Emerging)

The candidate meets the standard with minimal competence. The candidate demonstrates the need for clearer conceptualization of the standard.

0 (No evidence)

The candidate does not meet the criteria for the standard. The candidate's planning, teaching competency and professional disposition do not reflect knowledge, understanding or application.

Enter the rating number corresponding to the candidate's knowledge, skills, and dispositions associated with each standard (3 Exemplary, 2 Effective, 1 Emerging, 0 No Evidence) and in the comment section elaborate upon the rating selection.

PROGRAM STANDARD	Rating (3, 2, 1, or 0)	COMMENT
I. Knowledge of Students Accomplished ELA teachers systematically acquire a sense of their students as individual language learners.		
II. Knowledge of English Language Arts Accomplished ELA teachers know their field and draw upon this knowledge to set attainable and worthwhile learning goals for students.		
III. Engagement Accomplished ELA teachers actively involve each of their students in language learning.		
IV. Fairness Accomplished ELA teachers demonstrate their commitment to the principles of equity, strength through diversity, and fairness through their practices toward all students.		
V. Learning Environment Accomplished ELA teachers create an inclusive, caring and challenging classroom environment in which students actively learn.		
VI. Instructional Resources Accomplished ELA teachers select, adapt and create curricular resources that support active student exploration of language processes and of a wide range of literature.		
VII. Integrated Instruction Accomplished ELA teachers frequently integrate reading, writing, speaking, and listening opportunities in English studies and across other disciplines.		
VIII. Reading Accomplished ELA teachers engage their students in reading and responding to literature, as well as interpreting and thinking deeply about literature and other sources.		
IX. Writing Accomplished ELA teachers immerse their students in the art of writing for a variety of purposes.		
X. Discourse Accomplished ELA teachers foster thoughtful classroom discourse that provides opportunities for students to listen and speak in many ways and for many purposes.		
XI. Language Study Accomplished ELA teachers strengthen student sensitivity to and proficiency in the appropriate uses of language.		
XII. Assessment Accomplished ELA teachers use a range of		

PROGRAM STANDARD	Rating (3, 2, 1, or 0)	COMMENT
formal and informal assessment methods to monitor student progress, encourage student self-assessment, plan instruction and report to various audiences.		
XIII. Self Reflection Accomplished ELA teachers constantly analyze and strengthen the effectiveness and quality of their teaching.		
XIV. Professional Community Accomplished ELA teachers contribute to the improvement of instructional programs, advancement of knowledge, and practice of colleagues in the field.		
XV. Family Outreach Accomplished ELA teachers work with families to serve the best interest of their children.		
Departmental Goal A. Technology Accomplished ELA teachers demonstrate the integration of technology throughout their professional practice as a tool for teaching and learning, communication, and professional development.		
Departmental Goal B. Diversity Accomplished ELA teachers model their commitment to diversity by establishing a classroom environment that is welcoming and responsive to all students, and by encouraging appreciation of differences among people including race, ethnicity, socio-economic status, gender, language, exceptionality, religion, sexual orientation, and geographic region.		

PROFESSIONAL RECOMMENDATION

In summary, based on the assessment of the candidate related to the criteria for the standards described on the previous pages, please check one description below which most accurately describes the candidate at the conclusion of this field experience, and provide relevant comments.

Satisfactory: The candidate demonstrates competency in the knowledge, skills and dispositions associated with all standards.

Comments

Developing: The candidate is making progress and demonstrates basic competency in the knowledge, skills, and dispositions associated with most but not all of the standards.

Comments

Unsatisfactory: The candidate does not evidence basic competency in the knowledge, skills, and dispositions associated with many of the standards

Comments

Please Sign:

Mentor Teacher

School

Date

University Supervisor

School

Date

PRACTICUM LESSON APPRAISAL FORM

LITERACY INSTRUCTION PROGRAM

Candidate name		Date of Practicum completion	
Mentor name		University Supervisor name	
School	School District	Grade Level	

Purpose: The purpose of the observation is to assess the performance of the candidate during the practicum field experience. This form will be considered by the University Supervisor in the final decision regarding course credit.

Instructions: Please select the rubric score that best describes the candidate's performance during the observation. Remember that the candidate may be a novice teacher in the area of the practicum and that every standard will not necessarily be demonstrated in a single observation. By the conclusion of the practicum it is expected that the candidate at least demonstrate *Emerging* evidence within each standard area. This form may also be used by the candidate as a self-assessment prior to the conference with the University Supervisor.

Rubric for Scoring:

2 (Effective)

The candidate meets the criteria for the standard with competence. The candidate demonstrates a basic understanding of the standard as evidenced in planning, teaching competency, and professional disposition.

1 (Emerging)

The candidate meets the standard with minimal competence. The candidate demonstrates the need for clearer conceptualization of the standard.

0 (No evidence)

The candidate does not meet the criteria for the standard. The candidate's planning, teaching competency and professional disposition do not reflect knowledge, understanding or application.

N/A (Not applicable)

The candidate did not demonstrate evidence of this standard during the observation as it was not a necessary component of the lesson.

Enter the rating number corresponding to the candidate's knowledge, skills, and dispositions associated with each standard (2 Effective, 1 Emerging, 0 No Evidence, N/A Not applicable) and in the comment section elaborate upon the rating selection.

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Strengths (Commendable Features of the Lesson):

Suggestions (Areas to Improve):

Goals for Future Observations:

Please indicate that you have read this form:

Candidate

Date

Mentor Teacher

Date

University Supervisor

Date

Source: NBPTS Standards Revised: 10/01