FITCHBURG STATE UNIVERSITY

Reading Specialist

Practicum Handbook

2016-2017

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PRACTICUM INFORMATION

Practicum Requirements for Reading Specialists

Reading Specialist Practicum Roles and Responsibilities

Students must register for **SPED/READ 9101: Practicum Reading Specialist** and **SPED/READ 9104: Reading Specialist Practicum Seminar**

Practicum: a field based experience within an approved program in the role and at the level of the license sought, during which the candidate's performance is supervised jointly by the sponsoring organization and the supervising practitioner and evaluation in a PPA. *6.03 CMR 7.02: Definitions*

Candidates seeking an initial license as a Reading Specialist complete a **150-hour,** supervised, semester-long practicum that enables them to engage in the role of the Reading Specialist, including providing literacy services for students with diverse reading needs. Candidates are expected to work with students individually, to work with small groups of students who are at different age and ability levels, and to work with whole classes representing a variety of reading needs. Also, candidates are expected to review student records, administer appropriate formal and informal reading assessments learned in graduate classes, analyze formal and informal test results, and communicate results with appropriate school personnel. Using these assessment results, candidates are expected to plan instruction for students in literacy areas such as word recognition, fluency, comprehension (narrative and expository text), and written language. Candidates are expected to monitor student progress over time. In addition to assessment and direct instruction, candidates are expected to demonstrate leadership skills as a Reading Specialist/literacy coach by planning and implementing a staff development project. Candidates will share current research for classroom teachers, paraprofessionals and other personnel instructional strategies, curriculum materials, and best practices surrounding assessments. Candidates also provide assistance to appropriate school personnel through consultation and collaboration regarding the needs of individual students, grouping options, and curriculum adaptations. (Log of consultation required.)

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Establishing a Practicum Site

As most candidates are employed full time as teachers within a school, practicum experiences often take place at the site where the candidate is employed. When needed, Fitchburg State University will establish an appropriate Reading Specialist practicum site on your behalf. Please consult your advisor when you need assistance establishing a practicum site.

All practicum sites are approved by the Field Placement Coordinator and the Graduate Chair for the Reading Specialist Program. All licensure candidates must select a practicum site before the beginning of the semester. The site must be conducive to the various roles required of the Reading Specialist candidates (i.e., teaching individual students and various groupings of students, assessing students and planning instruction, consulting with appropriate school personnel on reading needs instruction and materials, and providing professional development).

During your practicum you will have an assigned program supervisor. In addition, you will have a *supervising practitioner*. If you will be completing your practicum at your place of employment, please identify an appropriate supervising practitioner at the time of your application for practicum (the Supervising Practitioner application is attached to the Application for Practicum). Your supervising practitioner must be licensed as a Reading Specialist and have three full years experience working under the license (Initial or Professional). If you are unable to identify a supervising practitioner with the above-noted credentials, it is possible to have an administrator act as your supervisor provided that he or she also possesses a teaching license. In this instance, it is necessary to complete the Supervising Practitioner Waiver for Practicum document.

There are a number of documents that must be completed and submitted to the Field Placement Office the semester prior to commencement of your practicum (no later than May 1 for summer or fall and November 1 for spring):
- Application for Graduate Practicum/Internship*
- Mentor Teacher/Supervising Practitioner Application Form* (note: must be completed/updated even if an application in your supervisor's name is already on file with the Field Placement Office)
- Supervising Practitioner Waiver for Practicum* (note: must be completed if your supervisor is not licensed as a Reading Specialist)
  These forms, as well as associated deadlines for submission can be found online at http://www.fitchburgstate.edu/academics/academic-departments/education-unit/graduate-students/forms-library-graduate

Please note that prior to being able to register for your practicum you must have met with your advisor to complete a Stage Review and it must be submitted to the Field Placement Office. It is also important to note that completing the Application for Graduate Practicum does not register you for the practicum. You must register separately for the Practicum and Seminar.

Be sure to attend the Orientation to Practicum meeting at the beginning of the semester in which you will be completing your practicum. This seminar will cover the contents of the Reading Specialist Handbook.

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Policy on Diversity in the Practicum

1) All practicum stations must be in the role of the license being sought. For example, a teacher candidate in the Reading Specialist practicum must become increasingly responsible for the simultaneous and sequential development, implementation, and assessment of specialized reading instruction (instruction, assessment, and professional development) within a diverse age range of students.

2) Candidates who wish to conduct their practicum in a non-diverse setting must have completed at least 2/3 of the required pre-practicum hours in a diverse setting.

3) A candidate who is employed at the school in which he or she wishes to complete the practicum (and it is a non-diverse setting) will be permitted to conduct the practicum in the school, provided the candidate is teaching in the role of the license sought. Additionally, the candidate will be required to document a minimum of **2 full days** during which they observed and worked with children in a diverse setting during the practicum, unless the candidate can provide evidence of previous experience with diverse group(s) of children. Appropriate documentation forms can be obtained from the Chair of the Reading Specialist Program and, when completed, submitted to your advisor, reviewed and assessed, then submitted to the Licensure Office with your licensure packet.

4) Candidates who are not employed must complete their practicum station in a diverse setting, unless 2/3 of the required pre-practicum hours were conducted in diverse settings.

Forms and Processes for Reading Specialists
Supervision Requirements for Reading Specialist Candidates

Candidates are observed in the roles of providing direct instruction, assessing students, and supporting classroom teachers, paraprofessionals and other school personnel in areas delineated in the IRA Standards. Both the program supervisor and the supervising practitioner complete observations. The Fitchburg State University Observation Report is utilized with additional components added to address the candidates functioning in the literacy/coach role (i.e., addendum).

All evaluation forms serve as measuring devices to monitor progress and to identify areas of concern. For any areas that are not rated as at least meeting the standard at the time of the second program supervisor visit, objectives will be developed among the candidate, program supervisor and supervising practitioner and plans will be made to address this.

Throughout the practicum, the program supervisor maintains contact with the supervising practitioner to discuss the candidate's progress. It is the role of the supervisor to ensure that the candidate meets the Massachusetts Department of Elementary and Secondary Education requirements for licensure as a Reading Specialist in addition to the requirements of the International Reading Association. Although supervisors are required to visit the candidate's site four times each during the practicum, additional visits may be made *if* necessary.

Specific Requirements:
Reading Specialist candidates are expected to be observed for the following instructional tasks:
- Direct service-whole class
- Direct service-small group (can include individualized instruction)
- Assessment
- Staff development presentation

Both the supervising practitioner as well as the program supervisor will observe the candidate across the different competencies of the Reading Specialist's role. Each supervisor will conduct a minimum of four observations.

Four observations by the program supervisor are conducted (direct service-whole class, direct service-small group, assessment, and staff development presentation). Note that an observation can be scheduled on the same day as a three way meeting. Prior to and following these observations:
- The candidate completes a lesson plan following the Lesson Plan Rubric for observations related to direct service (whole class and small group). This plan must be completed prior to the observation and must be submitted to the program supervisor in advance of the observation. The supervisor will complete the Lesson Plan Rubric prior to the observation.
- During the observation, the program supervisor will complete the Observation Report (observations related to direct service –whole class, small group, and assessment) or the Observation Report: Addendum (staff development presentation).
- Following the observation, the supervisor will review the completed Lesson Plan Rubric (if applicable) and Observation Report or Observation Report: Addendum with the candidate.

The supervising practitioner completes three observations (direct service-whole class, direct service-small group, and staff development presentation).

During the practicum, three 3-way meetings occur.

At the start of the practicum, a three way meeting must occur between the candidate, the program supervisor, and the supervising practitioner in order to review requirements and expectations for the practicum. Associated documentation should be reviewed at this time. At this meeting:

- o both supervisors and the candidate complete the Section 1-General Information, and Section 2-Summary and Signatures of the Candidate Assessment of Performance.

At the mid-point of the practicum, another three way meeting occurs between the candidate, the program supervisor, and the supervising practitioner (two observations should be completed by this point). This meeting is the mid-term review meeting. At this meeting, both supervisors and the candidate:

- o sign the Section 2-Summary and Signature page of the Candidate Assessment of Performance;
- o complete the mid-term columns of the Practicum/Internship Evaluation for Reading Specialist Licensure. Both the candidate and the supervising practitioner complete these forms separately (i.e., on separate copies of the form) prior to the three way meeting. Both forms are considered in the discussion that occurs at the meeting. The forms completed by the supervising practitioner serve as the official record and are initialed by the candidate and by both supervisors;
- o complete the mid-term columns for the Reading Specialist Licensure Specific Evaluation Questions. Both the candidate and the supervising practitioner complete these forms separately (i.e., on separate copies of the form) prior to the three way meeting. Both forms are considered in the discussion that occurs at the meeting. The forms completed by the supervising practitioner serve as the official record and are initialed by the candidate and by both supervisors.

A final three way meeting will occur between the candidate, the program supervisor, and the supervising practitioner at the end of the practicum. This meeting is the final review meeting.

- o Complete ratings across the evidence pages of the Reading Specialist Assessment of Performance. The candidate must specifically list evidence on the form prior to the final three way meeting (i.e., it is not enough to list the numerical section under which the evidence can be found; a description of the evidence is needed). It is the responsibility of the program supervisor to review the evidence and assign a rating for each standard; the candidate as well as both supervisors must sign each standard page.
- o Complete the final columns of the Practicum/Internship Evaluation for Reading Specialist Licensure. Both the candidate and the supervising practitioner complete these forms separately (i.e., on separate copies of the form) prior to the three way meeting. Both forms are considered in the discussion that occurs at the meeting. The forms completed by the supervising practitioner serves as the official record and are initialed by the candidate and by both supervisors.
- o Complete the final columns for the Reading Specialist Licensure Specific Evaluation Questions. Both the candidate and the supervising practitioner complete these forms separately (i.e., on separate copies of the form) prior to the three way meeting. Both forms are considered in the discussion that occurs at the meeting. The forms completed by the

supervising practitioner serve as the official record and are initialed by the candidate and by both supervisors.

o   Each supervisor will complete a Candidate Dispositions Assessment, one from the program supervisor and one from the supervising practitioner.

o   The candidate will present the Documentation of Practicum Hours for supervisor signatures.

o   The supervisors and the candidate complete Section 2-Summary and Signature pages of the Candidate Assessment of Performance.

Documentation that must be completed throughout the practicum is as noted above. These forms can be found at the end of this document.

- *Candidate Assessment of Performance (CAP) Form for Specialist Teacher Candidates*
- *Practicum Internship Evaluation for Reading Specialist Licensure (Appendix)*
- *Lesson Plan Rubric (Appendix)*
- *Observation Report (Appendix)*
- *Assessment Observation Report: Addendum (Appendix)*
- *Observation for Staff Development Report: Addendum (Appendix)*
- *Reading Specialist Licensure Specific Evaluation Questions (Appendix)*
- *Candidate Disposition Assessments (Appendix)*
- *Documentation of Practicum Hours (Appendix)*

(Also see www.fitchburgstate.edu/edunit for electronic copies of the above forms.)

At the conclusion of the practicum the candidate must submit originals of all documentation to the Licensure Office. Be sure that all forms are fully completed (e.g., ID number has been entered on each form, and signatures, initials, and dates are complete). **Instructions for compiling the licensure packet and for graduation can be found at the end of the document.**

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Meeting Requirements Specific to the Reading Specialist Practicum

Time Frame	Purpose	Document/Action Step(s)	Who is Responsible?
First Meeting (Three-way within first two weeks of placement.)	• Review expectations, roles, and forms. • Acquire contact information.	**Step 1.** Complete the Candidate Assessment of Performance cover sheet.	• Supervising practitioner, teacher candidate, and university supervisor complete sections related to their roles. • ***ALL SIGN DOCUMENT THAT FIRST MEETING TOOK PLACE.***
		Step 2. Review of ***Practicum/Internship Evaluation Reports for both ESE Reading Specialist standards and IRA standards* by program supervisor** with teacher candidate and supervising practitioner. Program supervisor explain**s** that teacher candidate and supervising practitioner **separately fill out** these reports at mid-point.	• There are no signatures on these forms at this time; teacher candidate, supervising practitioner and program supervisor need to be aware of their responsibilities for this report.
First Observation (Within first quarter of placement)	• Observe and confer. • Provide constructive feedback. • Mentor any challenges. • Check on progress of practicum evidence binder.	**Step 1.** Completion of ***Observation Report,*** #1 of at least 2.	• Completed by program supervisor; signed by program supervisor and teacher candidate. • Program supervisor separates form and gives copies to teacher candidate and supervising practitioner. • (**Note:** Supervising practitioner will also use this form for observations)
		Step 2. Completion of ***Lesson Plan Rubric*** 1 of at least 2, if not completed and returned to the candidate prior to the Observational visit.	• Completed and signed by program supervisor. • Program supervisor separates form and gives copies to teacher candidate and supervising practitioner. • (**Note:** Supervising practitioner will also use this form for the evaluation of the lesson plan)

Second Observation and Mid-Point (Note: The second observation and the mid-point three-way may occur during the same visit.)	• Check on progress. • Identify strengths and challenges. Develop a plan to address any areas of need.	**Second Observation:** **Follow the same steps as noted in the First Observation** **Step 1.** Review of *Practicum/Internship Evaluation Report for Reading Specialist* with teacher candidate, supervising practitioner, and university supervisor. Review and discussion of progress **on Documentation of Practicum Hours Log.**	• Completed by both teacher candidate and supervising practitioner on separate forms. Both serve as focus for 3-way discussion of teacher candidate progress. • Forms completed by supervising practitioner serves as the evaluative tool and is initialed by program supervisor, supervising practitioner, and teacher candidate after 3-way discussion of completed forms. • Supervising practitioner and teacher candidate retain their separate reports to be completed at end of station.
		Step 2. Review of *Reading Specialist Licensure Evaluation Questions* with teacher candidate, supervising practitioner, and program supervisor.	• Completed by both teacher candidate and supervising practitioner on separate forms. Both serve as focus for 3-way discussion of teacher candidate progress. • Forms completed by supervising practitioner serves as the evaluative tool and is initialed by program supervisor, supervising practitioner, and teacher candidate after 3-way discussion of completed forms. • Supervising practitioner and teacher candidate retain their separate reports to be completed at end of station.
		Step 2. Sign Section 2-Summary and Signatures page of Candidate Assessment of Performance.	• Signing of form by supervising practitioner, program supervisor, and teacher candidate.
Third and Fourth Observation	• Observe and confer. • Provide constructive feedback. • Mentor any challenges. • Check on progress of evidence binder and documentation of evidence pages.	**Step 1.** Observation and Completion of *the Assessment Observation Report and the Observation for Staff Development Report*	• Completed by program supervisor; signed by program supervisor and teacher candidate. • Program supervisor separates form and gives copies to teacher candidate and supervising practitioner. • (**Note:** Supervising practitioner will also use the form for the Assessment Observation Report)
Final Meeting (Near or at final week and can be following the fourth observation)	• Evaluate teacher candidate to determine competence and whether supervising practitioner and university supervisor support recommendation for licensure of teacher candidate. • Review Evidence Binder and pages. • Complete forms.	**Step 1.** Final meeting with supervising practitioner, program supervisor, and teacher candidate. Completion of Final Meeting portion of form. Sign off on *Practicum/Internship Evaluation Report Form for Reading Specialist.*	• Both teacher candidate and supervising practitioner complete Final Meeting column on separate forms. • The candidate's report serves as self-reflection. • The Supervising Practitioner's report serves as a final evaluation tool and is signed by the teacher candidate, supervising practitioners and program supervisor. • Program supervisor separates forms and gives copies to teacher candidate and supervising practitioner.

		Step 2. Completion of Final Meeting portion of the Reading Specialist Licensure Specific Evaluation Questions form.	• Both teacher candidate and supervising practitioner complete Final Meeting column on separate forms. • The candidate's report serves as self-reflection. • The Supervising Practitioner's report serves as a final evaluation tool and is signed by the teacher candidate, supervising practitioners and program supervisor. • Program supervisor separates forms and gives copies to teacher candidate and supervising practitioner
		Step 3. The Documentation of Practicum Hours must be presented for verification and signature.	• Signed by program supervisor, supervising practitioner, and teacher candidate.
		Step 4. *Evidence* columns read and verified against the evidence binder for each standard. Note: The completion of the Evidence Binder must be done by the candidate prior to the final meeting.	• Completed by supervising practitioner and program supervisor.
		Step 5. Completion of the Candidate Assessment of Performance Section 2 – Summary and Signature page.	• Signed by supervising practitioner, program supervisor, and teacher candidate.
		Step 6. Candidate Dispositions Assessment completed.	• One completed by supervising practitioner and one completed by program supervisor. • Signed by program supervisor, supervising practitioner, and teacher candidate. • Program supervisor separates form and gives copies to teacher candidate and supervising practitioner.

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Application for Licensure for Reading Specialist Candidates
Appendix:
Practicum Forms

I.   **Candidate Assessment of Performance (CAP) Form & Rubric**
II.   **Practicum/Internship Evaluation for Reading Specialists**
III.   **Assessment Observation Report: Addendum**
IV.   **Observation for Staff Development Report: Addendum**
V.   **Reading Specialist Specific Evaluation Questions**
VI.   **Graduate Application Instructions for Initial Reading Specialist License**

The following, additional forms can be located at the Education Unit website (**www.fitchburgstate.edu/edunit**) **or in the University Education Unit Practicum Handbook.**

I.   **Lesson Plan Rubric**
II.   **Observation Report**
III.   **Candidate Dispositions Assessment**
IV.   **Documentation of Practicum Hours**

Candidate Assessment of Performance (CAP) Form for Specialist Teacher Candidates

Candidates are evaluated by their overall performance and ability to meet the standards for license as defined in the International Reading Association standards).

Modified Appendix A: Candidate Assessment of Performance (CAP)

The following appendix includes two sections to be completed for specialist teacher candidates*:

- Section 1: General information should be completed by the teacher candidate and the Program Supervisor
- Section 2: Summary and Signatures will need to be completed by the Supervising Practitioner, the Program Supervisor, and the teacher candidate.

All sections of the form must be forwarded to the Licensure Office at the completion of practicum.

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Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION

Candidate Assessment of Performance (CAP) Form & Rubric

Candidate Assessment of Performance (CAP) Form for Specialist Teacher Candidates					
Section 1: General Information (to be completed by the Candidate)					
Candidate Information:					
First Name:			Last Name:		
Street Address:					
City/Town:			State:		Zip Code:
MEPID #:			Massachusetts license number:		
Program Information					
Sponsoring Organization:					
Program Area & Grade Level:					
Have any components of the approved program been waived? 603 CMR 7.03(1)(b)			Yes		No
Practicum Information		Practicum		Practicum Equivalent	
Practicum/Equivalent Course Number:				Credit hours:	
Practicum/Equivalent Seminar Course Title:					
Practicum/Equivalent Site:			Grade Level(s) of Students:		
Total Number of Practicum Hours:			Number of hours assumed full responsibility in the role:		
Supervising Practitioner Information *(to be completed by the Program Supervisor)*					
Name:					
School District:			Position:		
License Field(s):			MEPID or License #		
# of years experience under license:		Initial:		Professional:	
To the best of my knowledge (per the Supervising Practitioner's Principal/Evaluator), the Supervising Practitioner has received a summative evaluation rating of proficient or higher in his most recent evaluation.				Yes	No

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Candidate Assessment of Performance (CAP) Form for Specialist Teacher Candidates		
Section 2: Summary and Signatures		
Three-Way Meetings		
1st Three-Way Meeting **Date**:	Candidate	
	Supervising Practitioner	
	Program Supervisor	
2nd Three-Way Meeting **Date**:	Candidate	
	Supervising Practitioner	
	Program Supervisor	
Final Three-Way Meeting **Date**:	Candidate	
	Supervising Practitioner	
	Program Supervisor	

Based on the candidate's performance, we have determined this candidate to be:	Ready to Teach	☐	Not Yet Ready	☐
Supervising Practitioner	Date:			
Program Supervisor	Date:			
Mediator (if necessary see: 603 CMR 7.04(4))	Date:			

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Candidate Assessment of Performance: Reading Specialist-Specific Items

Section A: Foundational Knowledge	
Indicators	**Evidence**
IRA Standard 1 Foundational Knowledge: Reading Specialist/Literacy Coach Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction. **1.1** Understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading–writing connections. - Interpret major theories of reading and writing processes and development to understand the needs of all readers in diverse contexts. - Analyze classroom environment quality for fostering individual motivation to read and write (e.g., access to print, choice, challenge, and interests). - Demonstrate a critical stance toward the scholarship of the profession. - Read and understand the literature and research about factors that contribute to reading success (e.g., social, cognitive, and physical). - Inform other educators about major theories of reading and writing processes, components, and development with supporting research evidence, including information about the relationship between the culture and native language of English learners as a support system in their learning to read and write in English. **1.2** Understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components. - Interpret and summarize historically shared knowledge (e.g., instructional strategies and theories) that addresses the needs of all readers. - Inform educators and others about the historically shared knowledge base in reading and writing and its role in reading education. 1.3: Understand the role of professional judgment and practical knowledge for improving all students' reading development and achievement. - Model fair-mindedness, empathy, and ethical behavior when teaching students and working with other	

professionals.	
• Communicate the importance of fair-mindedness, empathy, and ethical behavior in literacy instruction and professional behavior.	

Rating:	Explanation of Rating

Rating Scale: 3-Comprehensively Meets the Standard   2-Acceptably Meets the Standard   1-Does Not Meet the Standard   NA-Not Applicable

Candidate's Name: _____**License:** _____

Program Supervisor (sign): _____**Date:**_____

Supervising Practitioner (sign): _____**Date:** _____

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| Section B: Curriculum and Instruction ||
Indicators	Evidence
IRA Standard 2 Curriculum and Instruction: Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing. 2.1: Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum. [Reading specialists may have responsibilities for teaching students who struggle with learning to read and must also be able to support teachers in their efforts to provide effective instruction for all students.] • Demonstrate an understanding of the research and literature that undergirds the reading and writing curriculum instruction for all pre-K–12 students. • Develop and implement the curriculum to meet the specific needs of students who struggle with reading. • Support teachers and other personnel in the design, implementation, and evaluation of the reading and writing curriculum for all students. • Work with teachers and other personnel in developing a literacy curriculum that has vertical and horizontal alignment across pre-K–12. 2.2: Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections. [McKenna and Stahl (2009) define *reading* as including word recognition, language comprehension, and strategic knowledge] • Use instructional approaches supported by literature and research for the following areas: concepts of print, phonemic awareness, phonics, vocabulary, comprehension, fluency, critical thinking, motivation, and writing. • Provide appropriate in-depth instruction for all readers and writers, especially those who struggle with reading and writing. • Support classroom teachers and education support personnel to implement instructional approaches for all students. • As needed, adapt instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle to learn to read and write. 2.3: Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.	

- Demonstrate knowledge of and a critical stance toward a wide variety of quality traditional print, digital, and online resources. - Support classroom teachers in building and using a quality, accessible classroom library and materials collection that meets the specific needs and abilities of all learners. [Reading specialists may provide support through modeling, co-teaching, observing, planning, and providing resources.] - Lead collaborative school efforts to evaluate, select, and use a variety of instructional materials to meet the specific needs and abilities of all learners.	

Rating:	Explanation of Rating

Rating Scale: 3-Comprehensively Meets the Standard   2-Acceptably Meets the Standard   1-Does Not Meet the Standard   NA-Not Applicable

Candidate's Name: _____**License:** _____

Program Supervisor (sign): _____**Date:**_____

Supervising Practitioner (sign): _____**Date:** _____

Section C: Assessment and Evaluation	
Indicators	**Evidence**
IRA Standard 3 Assessment and Evaluation: Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction. 3.1: Understand types of assessments and their purposes, strengths, and limitations. - Demonstrate an understanding of the literature and research related to assessments and their uses and misuses. - Demonstrate an understanding of established purposes for assessing the performance of all readers, including tools for screening, diagnosis, progress monitoring, and measuring outcomes. - Recognize the basic technical adequacy of assessments (e.g., reliability, content, and construct validity). - Explain district and state assessment frameworks, proficiency standards, and student benchmarks. 3.2: Select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes. [Reading specialists may have responsibilities for teaching students who struggle with learning to read and must also be able to support teachers in their efforts to provide effective instruction for all students.] - Administer and interpret appropriate assessments for students, especially those who struggle with reading and writing. - Collaborate with and provide support to all teachers in the analysis of data, using the assessment results of all students. - Lead school wide or larger scale analyses to select assessment tools that provide a systemic framework for assessing the reading, writing, and language growth of all students. 3.3: Use assessment information to plan and evaluate instruction. - Use multiple data sources to analyze individual readers' performance and to plan instruction and intervention. - Analyze and use assessment data to examine the effectiveness of specific intervention practices and students' responses to instruction. - Lead teachers in analyzing and using classroom, individual, grade-level, or school wide assessment data to make instructional decisions. - Plan and evaluate professional development initiatives	

using assessment data. 3.4: Communicate assessment results and implications to a variety of audiences. • Analyze and report assessment results to a variety of appropriate audiences for relevant implications, instructional purposes, and accountability. • Demonstrate the ability to communicate results of assessments to various audiences.	

Rating:	Explanation of Rating

Rating Scale: 3-Comprehensively Meets the Standard   2-Acceptably Meets the Standard   1-Does Not Meet the Standard   NA-Not Applicable

Candidate's Name: _____**License:** _____

Program Supervisor (sign): _____**Date:**_____

Supervising Practitioner (sign): _____**Date:** _____

Section D: Diversity	
Indicators	**Evidence**
IRA Standard 4 Diversity: Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society. 4.1: Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write. [Reading specialists may have responsibilities for teaching students who struggle with learning to read and must also be able to support teachers in their efforts to provide effective instruction for all students.] • Demonstrate an understanding of the ways in which diversity influences the reading and writing development of students, especially those who struggle with reading and writing. • Assist teachers in developing reading and writing instruction that is responsive to diversity. • Assist teachers in understanding the relationship between first- and second-language acquisition and literacy development. • Engage the school community in conversations about research on diversity and how diversity impacts reading and writing development. 4.2: Use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity. • Provide differentiated instruction and instructional materials, including traditional print, digital, and online resources, that capitalize on diversity. • Support classroom teachers in providing differentiated instruction and developing students as agents of their own literacy learning. • Support and lead other educators to recognize their own cultures in order to teach in ways that are responsive to students' diverse backgrounds. • Collaborate with others to build strong home-to-school and school-to-home literacy connections. • Provide support and leadership to educators, parents and guardians, students, and other members of the school community in valuing the contributions of diverse people and traditions to literacy learning. 4.3: Develop and implement strategies to advocate for equity. • Provide students with linguistic, academic, and cultural	

experiences that link their communities with the school.
- Advocate for change in societal practices and institutional structures that are inherently biased or prejudiced against certain groups.
- Demonstrate how issues of inequity and opportunities for social justice activism and resiliency can be incorporated into the literacy curriculum.
- Collaborate with teachers, parents and guardians, and administrators to implement policies and instructional practices that promote equity and draw connections between home and community literacy and school literacy.

Rating:	Explanation of Rating

Rating Scale: 3-Comprehensively Meets the Standard   2-Acceptably Meets the Standard   1-Does Not Meet the Standard   NA-Not Applicable

Candidate's Name: _____**License:** _____

Program Supervisor (sign): _____**Date:**_____

Supervising Practitioner (sign): _____**Date:** _____

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Section E: Literate Environment	
Indicators	**Evidence**
IRA Standard 5 Literate Environment: Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments. 5.1: Design the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction. • Arrange instructional areas to provide easy access to books and other instructional materials for a variety of individual, small-group, and whole-class activities and support teachers in doing the same. • Modify the arrangements to accommodate students' changing needs. 5.2: Design a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write. [Reading specialists may have responsibilities for teaching students who struggle with learning to read and must also be able to support teachers in their efforts to provide effective instruction for all students.] • Create supportive social environments for all students, especially those who struggle with reading and writing. • Model for and support teachers and other professionals in doing the same for all students. • Create supportive environments where English learners are encouraged and given many opportunities to use English. 5.3: Use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another; discussions, and peer feedback). • Understand the role of routines in creating and maintaining positive learning environments for reading and writing instruction using traditional print, digital, and online resources. • Create effective routines for all students, especially those who struggle with reading and writing. • Support teachers in doing the same for all readers. 5.4: Use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction.	

• Use evidence-based grouping practices to meet the needs of all students, especially those who struggle with reading and writing. • Support teachers in doing the same for all students.	

Rating:	Explanation of Rating

Rating Scale: 3-Comprehensively Meets the Standard   2-Acceptably Meets the Standard   1-Does Not Meet the Standard   NA-Not Applicable

Candidate's Name: _____**License:** _____

Program Supervisor (sign): _____**Date:**_____

Supervising Practitioner (sign): _____**Date:** _____

FITCHBURG STATE UNIVERSITY

Section F: Professional Learning and Leadership	
Indicators	**Evidence**
IRA Standard 6 Professional Learning and Leadership: Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility. 6.1: Demonstrate foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture. • Use literature and research findings about adult learning, organizational change, professional development, and school culture in working with teachers and other professionals. • Use knowledge of students and teachers to build effective professional development programs. • Use the research base to assist in building an effective, school wide professional development program. 6.2: Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors. [This element deals with positive attitudes not only with colleagues but also with community members, parents and guardians, and so forth.] • Articulate the research base related to the connections among teacher dispositions, student learning, and the involvement of parents, guardians, and the community. • Promote the value of reading and writing in and out of school by modeling a positive attitude toward reading and writing with students, colleagues, administrators, and parents and guardians. • Join and participate in professional literacy organizations, symposia, conferences, and workshops. • Demonstrate effective interpersonal, communication, and leadership skills. • Demonstrate effective use of technology for improving student learning. 6.3: Participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs. • Collaborate in planning, leading, and evaluating professional development activities for individuals and groups of teachers. Activities may include working individually with teachers (e.g., modeling, co-planning, co-teaching, and observing) or with groups (e.g., teacher	

workshops, group meetings, and online learning).
- Demonstrate the ability to hold effective conversations (e.g., for planning and reflective problem solving) with individuals and groups of teachers, work collaboratively with teachers and administrators, and facilitate group meetings.
- Support teachers in their efforts to use technology in literacy assessment and instruction.

6.4: Understand and influence local, state, or national policy decisions.

- Demonstrate an understanding of local, state, and national policies that affect reading and writing instruction.
- Write or assist in writing proposals that enable schools to obtain additional funding to support literacy efforts.
- Promote effective communication and collaboration among stakeholders, including parents and guardians, teachers, administrators, policymakers, and community members.
- Advocate with various groups (e.g., administrators, school boards, and local, state, and federal policymaking bodies) for needed organizational and instructional changes to promote effective literacy instruction.

Rating:	Explanation of Rating

Rating Scale: 3-Comprehensively Meets the Standard   2-Acceptably Meets the Standard   1-Does Not Meet the Standard   NA-Not Applicable

Candidate's Name: _____**License:** _____

Program Supervisor (sign): _____**Date:**_____

Supervising Practitioner (sign): _____**Date:** _____

The sponsoring organization should maintain this assessment record as part of its candidate's permanent file. Copies do <u>not</u> have to be sent to the Department of Education.

FITCHBURG STATE UNIVERSITY

Evidence for use of Candidate Assessment of Performance Assessment

Note: The examples below list sample evidence for the standards specific for the Reading Specialist. Candidates in the Reading Specialist program are expected to complete an evidence binder for their Initial Reading Specialist/Literacy Coach Licensure, which meets the IRA standards. While additional evidence may be taken from activities completed in the practicum, the coursework that is embedded into the Reading Specialist Practicum Seminar (READ 9104), which candidates are required to take simultaneously will likely meet these standards. This coursework requires students to complete two case studies as well as the aforementioned staff development plan, of which they will be observed implementing.

The candidate's individual evidence pages must reference specifically where in the candidate's evidence binder the artifact can be found. For example, IRA 2.2(b) *Tab 4 (Standard 2) – Lesson Plan #3*.

Note: The Practicum Evaluation is not an acceptable piece of evidence as it is the same evaluation form, expanded to assess competency on all indictors, rather than just holistically on the standard. Likewise, the License Specific Evaluation Questions and Candidate Dispositions Assessment are not acceptable pieces of evidence for inclusion within the evidence pages as they are completed by the supervisors separate from the candidates' creation of the evidence binder.

FITCHBURG STATE UNIVERSITY

Candidate Assessment of Performance: Reading Specialist-Specific Items

Section A: Foundational Knowledge	
Indicators	**Evidence**
IRA Standard 1 Foundational Knowledge: Reading Specialist/Literacy Coach Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.	
1.1 Understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading–writing connections.	-Staff development articles -Attendance of staff development
• Interpret major theories of reading and writing processes and development to understand the needs of all readers in diverse contexts.	-selection of programs and rationale -staff development research -center activities
• Analyze classroom environment quality for fostering individual motivation to read and write (e.g., access to print, choice, challenge, and interests).	-case study -Garfield surveys -background
• Demonstrate a critical stance toward the scholarship of the profession.	-philosophy statement -reflective portfolio
• Read and understand the literature and research about factors that contribute to reading success (e.g., social, cognitive, and physical).	-staff development research -articles to share
• Inform other educators about major theories of reading and writing processes, components, and development with supporting research evidence, including information about the relationship between the culture and native language of English learners as a support system in their learning to read and write in English.	-Staff development presentation -Letters to teachers of next year
1.2 Understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components.	-rationale for using new programs -staff development research
a. Interpret and summarize historically shared knowledge (e.g., instructional strategies and theories) that addresses the needs of all readers.	-case study rationale for lessons -program selections -staff development research
b. Inform educators and others about the historically shared knowledge base in reading and writing and its role in	-staff development presentation -presentation to next year's teachers

reading education.	
1.3 Understand the role of professional judgment and practical knowledge for improving all students' reading development and achievement.	-classroom set up -materials set up -activities selection -program selection
a. Model fair-mindedness, empathy, and ethical behavior when teaching students and working with other professionals.	-group rules -centers -activities/program selection
b. Communicate the importance of fair-mindedness, empathy, and ethical behavior in literacy instruction and professional behavior.	-newsletter -group rules -centers -activities/program selection

Rating:	Explanation of Rating

Rating Scale: 3-Comprehensively Meets the Standard   2-Acceptably Meets the Standard   1-Does Not Meet the Standard   NA-Not Applicable

Candidate's Name: _____**License:** _____

Program Supervisor (sign): _____**Date:**_____

Supervising Practitioner (sign): _____**Date:** _____

FITCHBURG STATE UNIVERSITY

Section B: Curriculum and Instruction	
Indicators	**Evidence**
IRA Standard 2 Curriculum and Instruction: Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.	
2.1 Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum. [Reading specialists may have responsibilities for teaching students who struggle with learning to read and must also be able to support teachers in their efforts to provide effective instruction for all students.]	-program selection -activities selection -center layout -case study lesson rationale
a. Demonstrate an understanding of the research and literature that undergirds the reading and writing curriculum instruction for all pre-K–12 students.	-case study -program selection -activities selection -newsletter -letter to next year's teachers
b. Develop and implement the curriculum to meet the specific needs of students who struggle with reading.	-case studies
c. Support teachers and other personnel in the design, implementation, and evaluation of the reading and writing curriculum for all students.	-case studies -letter to next year's teacher
d. Work with teachers and other personnel in developing a literacy curriculum that has vertical and horizontal alignment across pre-K–12.	-letter to teachers -summer reading -DIBELS scores -map scores
2.2 Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections. [McKenna and Stahl (2009) define *reading* as including word recognition, language comprehension, and strategic knowledge]	-case study -program selection -activities selection
a. Use instructional approaches supported by literature and research for the following areas: concepts of print, phonemic awareness, phonics, vocabulary, comprehension, fluency, critical thinking, motivation, and writing.	- lesson plan rationales
b. Provide appropriate in-depth instruction for all readers and writers, especially those who struggle with reading and writing.	- lesson plans -personal planning

c. Support classroom teachers and education support personnel to implement instructional approaches for all students.	- case studies -lesson plans -personal planning -letter to next year's teacher
d. As needed, adapt instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle to learn to read and write.	- ELL case study -Planning for ELLs -Adaptations in your lesson plan
2.3 Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.	
a. Demonstrate knowledge of and a critical stance toward a wide variety of quality traditional print, digital, and online resources.	- Student reading logs -texts selected -reading materials used
b. Support classroom teachers in building and using a quality, accessible classroom library and materials collection that meets the specific needs and abilities of all learners. [Reading specialists may provide support through modeling, co-teaching, observing, planning, and providing resources.]	-Case studies -Student work -Letter to next year's teachers
c. Lead collaborative school efforts to evaluate, select, and use a variety of instructional materials to meet the specific needs and abilities of all learners.	-Case studies -Student work -Summer Reading activities

Rating:	Explanation of Rating

Rating Scale: 3-Comprehensively Meets the Standard   2-Acceptably Meets the Standard   1-Does Not Meet the Standard   NA-Not Applicable

Candidate's Name: _____**License:** _____

Program Supervisor (sign): _____**Date:**_____

Supervising Practitioner (sign): _____**Date:** _____

Section C: Assessment and Evaluation	
Indicators	**Evidence**
IRA Standard 3 Assessment and Evaluation: Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction	
3.1 Understand types of assessments and their purposes, strengths, and limitations.	-Assessment observation -Assessment observation write up -Case studies
a. Demonstrate an understanding of the literature and research related to assessments and their uses and misuses.	-Assessment observation -Assessment observation write up -Case studies
b. Demonstrate an understanding of established purposes for assessing the performance of all readers, including tools for screening, diagnosis, progress monitoring, and measuring outcomes.	-Assessment observation -Assessment observation write up -Case studies
c. Recognize the basic technical adequacy of assessments (e.g., reliability, content, and construct validity).	-Assessment observation -Assessment observation write up -Case studies
d. Explain district and state assessment frameworks, proficiency standards, and student benchmarks.	- Case studies
3.2 Select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes. [Reading specialists may have responsibilities for teaching students who struggle with learning to read and must also be able to support teachers in their efforts to provide effective instruction for all students.]	- Case studies -Various assessment protocols -QPS -Words their Way
a. Administer and interpret appropriate assessments for students, especially those who struggle with reading and writing.	-Case studies -Assessment protocols
b. Collaborate with and provide support to all teachers in the analysis of data, using the assessment results of all students.	-Case studies -Letter to future teachers -student grouping work from test scores
c. Lead school wide or larger scale analyses to select assessment tools that provide a systemic framework for assessing the reading, writing, and language growth of all students.	-Student groupings -QPS -DIBELS scores -Lexia Scores
3.3 Use assessment information to plan and evaluate instruction.	- Case study lesson plans -Lesson Plans and Rubrics
a. Use multiple data sources to analyze individual readers' performance and to plan instruction and intervention.	-Case studies -Lesson Plans and Rubrics
b. Analyze and use assessment data to examine the	-Progress monitoring of case studies

effectiveness of specific intervention practices and students' responses to instruction.	-Student portfolios
c. Lead teachers in analyzing and using classroom, individual, grade-level, or school wide assessment data to make instructional decisions.	-Student groupings
d. Plan and evaluate professional development initiatives using assessment data.	-QPS -DIBELS scores/Lexia Scores
3.4 Communicate assessment results and implications to a variety of audiences.	-Case studies -Newsletters -Transition forms
a. Analyze and report assessment results to a variety of appropriate audiences for relevant implications, instructional purposes, and accountability.	-Case studies – results for individual tests and overall results -Grouping information
b. Demonstrate the ability to communicate results of assessments to various audiences.	-Case studies – results for individual tests and overall results -Grouping information

Rating:	Explanation of Rating

Rating Scale: 3-Comprehensively Meets the Standard   2-Acceptably Meets the Standard   1-Does Not Meet the Standard   NA-Not Applicable

Candidate's Name: _____**License:** _____

Program Supervisor (sign): _____**Date:**_____

Supervising Practitioner (sign): _____**Date:** _____

Section D: Diversity	
Indicators	**Evidence**
IRA Standard 4 Diversity: Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.	
4.1 Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write. [Reading specialists may have responsibilities for teaching students who struggle with learning to read and must also be able to support teachers in their efforts to provide effective instruction for all students.]	-All About Me (student work activity) Read aloud of "It's Okay to be Different" by
a. Demonstrate an understanding of the ways in which diversity influences the reading and writing development of students, especially those who struggle with reading and writing.	-Picture sort from words their way Retell story with pictures
b. Assist teachers in developing reading and writing instruction that is responsive to diversity.	-I will provide a link to Boardmaker studio, which entails graphic organizers that are embedded visual supports that are directly connected to the common core. http://www.mayer-johnson.com/training/recorded/details/id/3372/
c. Assist teachers in understanding the relationship between first- and second-language acquisition and literacy development.	-2 articles about first/second language acquisition or notes
d. Engage the school community in conversations about research on diversity and how diversity impacts reading and writing development.	-email discussions sent to colleagues posting questions about ELL's for us to discuss "Have you ever been overseas and has this affected your teaching? How
4.2 Use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.	"It's okay to be different" by Todd Parr "We are a rainbow" by Nancy Tabor
a. Provide differentiated instruction and instructional materials, including traditional print, digital, and online resources that capitalize on diversity.	Reading iPad Apps- Super Why, Dora skywriting
b. Support classroom teachers in providing differentiated instruction and developing students as agents of their own literacy learning.	Shared Boardmaker Studio Checklist I used for students to monitor own comprehension
c. Support and lead other educators to recognize their own cultures in order to teach in ways that are responsive to students' diverse backgrounds.	See visual created where my colleagues and I filled in information about our own cultures
d. Collaborate with others to build strong home-to-school and school-to-home literacy connections.	eBook flyer from JA
e. Provide support and leadership to educators, parents and	Sent home "All About Me" book about their culture

guardians, students, and other members of the school community in valuing the contributions of diverse people and traditions to literacy learning.	
4.3 Develop and implement strategies to advocate for equity.	-Have You Filled a Bucket Today? A Guide to Daily Happiness for Kids by Carol McCloud KWL chart – what is a compliment =T chart where students sort words into rusty or nice bucket depending on whether it is a compliment or not
a. Provide students with linguistic, academic, and cultural experiences that link their communities with the school.	Library- story at Barnes and Noble (Pretending I don't care!) Me on the map
b. Advocate for change in societal practices and institutional structures that are inherently biased or prejudiced against certain groups.	Training/discussion prompts on way to change societal practices
c. Demonstrate how issues of inequity and opportunities for social justice activism and resiliency can be incorporated into the literacy curriculum.	Children's books
d. Collaborate with teachers, parents and guardians, and administrators to implement policies and instructional practices that promote equity and draw connections between home and community literacy and school literacy.	Letters/conversations with parents (guardians)

Rating:	Explanation of Rating

Rating Scale: 3-Comprehensively Meets the Standard   2-Acceptably Meets the Standard   1-Does Not Meet the Standard   NA-Not Applicable

Candidate's Name: _____**License:** _____

Program Supervisor (sign): _____**Date:**_____

Supervising Practitioner (sign): _____**Date:** _____

FITCHBURG STATE UNIVERSITY

Section E: Literate Environment	
Indicators	**Evidence**
IRA Standard 5 Literate Environment: Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.	
5.1 Design the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction.	Staff Development Observation 1 Staff Development Observation 2
a. Arrange instructional areas to provide easy access to books and other instructional materials for a variety of individual, small-group, and whole-class activities and support teachers in doing the same.	Staff Development Observation 1 Staff Development Observation 2
b. Modify the arrangements to accommodate students' changing needs.	Reflection on Lesson Plan Picture of my picture schedule
5.2 Design a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write. [Reading specialists may have responsibilities for teaching students who struggle with learning to read and must also be able to support teachers in their efforts to provide effective instruction for all students.]	Picture of Centers that were motivating Picture of Fidgets
a. Create supportive social environments for all students, especially those who struggle with reading and writing.	Digraph Sort I did with the students Paragraph on how I dealt with students I saw struggling (not calling them out impromptu small group)
b. Model for and support teachers and other professionals in doing the same for all students.	Boardmaker Studio link iPad accessibility notes
c. Create supportive environments where English learners are encouraged and given many opportunities to use English.	morning meeting share time Think-Pair-Share activity
5.3 Use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another; discussions, and peer feedback).	Picture Schedule IPAD time timer
a. Understand the role of routines in creating and maintaining positive learning environments for reading and writing instruction using traditional print, digital, and online resources.	reinforcement chart notes on observation lesson
b. Create effective routines for all students, especially those	Picture Schedule IPAD time timer

who struggle with reading and writing. c. Support teachers in doing the same for all readers.	Boardmaker Share IPAD accessibility notes
5.4 Use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction.	Staff Development Observation Rubric 1 Staff Development Observation Rubric 2
a. Use evidence-based grouping practices to meet the needs of all students, especially those who struggle with reading and writing.	Picture of Centers Notes on how you grouped kids based on informal assessment or instruction.
b. Support teachers in doing the same for all students.	Picture of differentiated centers Small group lessons

Rating:	Explanation of Rating

Rating Scale: 3-Comprehensively Meets the Standard   2-Acceptably Meets the Standard   1-Does Not Meet the Standard   NA-Not Applicable

Candidate's Name: _____**License:** _____

Program Supervisor (sign): _____**Date:**_____

Supervising Practitioner (sign): _____**Date:** _____

FITCHBURG STATE UNIVERSITY

Section F: Professional Learning and Leadership	
Indicators	**Evidence**
IRA Standard 6 Professional Learning and Leadership: Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility	

6.1 Demonstrate foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture.
 	
   a. Use literature and research findings about adult learning, organizational change, professional development, and school culture in working with teachers and other professionals.
 	
   b. Use knowledge of students and teachers to build effective professional development programs.
 	
   c. Use the research base to assist in building an effective, school wide professional development program.
	Staff Development Observation Rubric 1
	Staff Development Observation Rubric 2

6.2 Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors. [This element deals with positive attitudes not only with colleagues but also with community members, parents and guardians, and so forth.]
 	
   a. Articulate the research base related to the connections among teacher dispositions, student learning, and the involvement of parents, guardians, and the community.
 	
   b. Promote the value of reading and writing in and out of school by modeling a positive attitude toward reading and writing with students, colleagues, administrators, and parents and guardians.
 	
   c. Join and participate in professional literacy organizations, symposia, conferences, and workshops.
 	
   d. Demonstrate effective interpersonal, communication, and leadership skills.
 	
   e. Demonstrate effective use of technology for improving student learning.
	Staff Development Observation Rubric 1
	Staff Development Observation Rubric 2

6.3 Participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs. a. Collaborate in planning, leading, and evaluating	Staff Development Observation Rubric 1 Staff Development Observation Rubric 2

professional development activities for individuals and groups of teachers. Activities may include working individually with teachers (e.g., modeling, co-planning, co-teaching, and observing) or with groups (e.g., teacher workshops, group meetings, and online learning) b. Demonstrate the ability to hold effective conversations (e.g., for planning and reflective problem solving) with individuals and groups of teachers, work collaboratively with teachers and administrators, and facilitate group meetings. c. Support teachers in their efforts to use technology in literacy assessment and instruction. **6.4** Understand and influence local, state, or national policy decisions a. Demonstrate an understanding of local, state, and national policies that affect reading and writing instruction. b. Write or assist in writing proposals that enable schools to obtain additional funding to support literacy efforts. c. Promote effective communication and collaboration among stakeholders, including parents and guardians, teachers, administrators, policymakers, and community members. d. Advocate with various groups (e.g., administrators, school boards, and local, state, and federal policymaking bodies) for needed organizational and instructional changes to promote effective literacy instruction.	Staff Development Observation Rubric 1 Staff Development Observation Rubric 2

Rating:	Explanation of Rating

Rating Scale: 3-Comprehensively Meets the Standard   2-Acceptably Meets the Standard   1-Does Not Meet the Standard   NA-Not Applicable

Candidate's Name: _____**License:** _____

Program Supervisor (sign): _____**Date:**_____

Supervising Practitioner (sign): _____**Date:** _____

EDUCATION UNIT

PRACTICUM/INTERNSHIP EVALUATION
Reading Specialist

This report is completed separately by both the supervising practitioner and teacher candidate and serves as a discussion focus for the mid-point 3-way with the University Supervisor. The final column is completed by the Supervising Practitioner and by the Teacher Candidate for the final 3-way conference at the end of the station.

Candidate: _____ I.D. # (required): @ _____

Person Completing Form: _____ Supervising Practitioner: _____

School/District:_____ Date:_____

Major/License Sought:_____ Level: _____

Rating Scale: 3—Comprehensively Meets the Standard   2—Acceptably Meets the Standard   1—Does Not Meet the Standard
Please be referred to the performance-based student teaching rubric. This scale is not equitable to Fitchburg State University's grading system.

	Midterm 3 2 1	Final 3 2 1
Standard A: *Foundational Knowledge*		
1.1 Understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading–writing connections.		
Interpret major theories of reading and writing processes and development to understand the needs of all readers in diverse contexts.		
Analyze classroom environment quality for fostering individual motivation to read and write (e.g., access to print, choice, challenge, and interests).		
Demonstrate a critical stance toward the scholarship of the profession.		
Read and understand the literature and research about factors that contribute to reading success (e.g., social, cognitive, and physical).		
Inform other educators about major theories of reading and writing processes, components, and development with supporting research evidence, including information about the relationship between the culture and native language of English learners as a support system in their learning to read and write in English.		
1.2 Understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components.		
Interpret and summarize historically shared knowledge (e.g., instructional strategies and theories) that addresses the needs of all readers.		
Inform educators and others about the historically shared knowledge base in reading and writing and its role in reading education.		
1.3: Understand the role of professional judgment and practical knowledge for improving all students' reading development and achievement.		
Model fair-mindedness, empathy, and ethical behavior when teaching students and working with other professionals.		
Communicate the importance of fair-mindedness, empathy, and ethical behavior in literacy instruction and professional behavior.		
Overall Rating for Standard A		
Standard B: *Curriculum and Instruction*		
2.1: Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum. [Reading specialists may have responsibilities for teaching students who struggle with learning to read and must also be able to support teachers in their efforts		

to provide effective instruction for all students.]		
Demonstrate an understanding of the research and literature that undergirds the reading and writing curriculum instruction for all pre-K–12 students.		
Develop and implement the curriculum to meet the specific needs of students who struggle with reading.		
Support teachers and other personnel in the design, implementation, and evaluation of the reading and writing curriculum for all students.		
Work with teachers and other personnel in developing a literacy curriculum that has vertical and horizontal alignment across pre-K–12.		
2.2: Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections. [McKenna and Stahl (2009) define *reading* as including word recognition, language comprehension, and strategic knowledge]		
Use instructional approaches supported by literature and research for the following areas: concepts of print, phonemic awareness, phonics, vocabulary, comprehension, fluency, critical thinking, motivation, and writing.		
Provide appropriate in-depth instruction for all readers and writers, especially those who struggle with reading and writing.		
Support classroom teachers and education support personnel to implement instructional approaches for all students.		
As needed, adapt instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle to learn to read and write.		
2.3: Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.		
Demonstrate knowledge of and a critical stance toward a wide variety of quality traditional print, digital, and online resources.		
Support classroom teachers in building and using a quality, accessible classroom library and materials collection that meets the specific needs and abilities of all learners. [Reading specialists may provide support through modeling, co-teaching, observing, planning, and providing resources.]		
Lead collaborative school efforts to evaluate, select, and use a variety of instructional materials to meet the specific needs and abilities of all learners.		
Overall Rating for Standard B		
Standard C: *Assessment and Evaluation*		
3.1: Understand types of assessments and their purposes, strengths, and limitations.		
Demonstrate an understanding of the literature and research related to assessments and their uses and misuses.		
Demonstrate an understanding of established purposes for assessing the performance of all readers, including tools for screening, diagnosis, progress monitoring, and measuring outcomes.		
Recognize the basic technical adequacy of assessments (e.g., reliability, content, and construct validity).		
Explain district and state assessment frameworks, proficiency standards, and student benchmarks.		
3.2: Select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes. [Reading specialists may have responsibilities for teaching students who struggle with learning to read and must also be able to support teachers in their efforts to provide effective instruction for all students.]		
Administer and interpret appropriate assessments for students, especially those who struggle with reading and writing.		
Collaborate with and provide support to all teachers in the analysis of data, using the assessment results of all students.		
Lead school wide or larger scale analyses to select assessment tools that provide a systemic framework for assessing the reading, writing, and language growth of all students..		
3.3: Use assessment information to plan and evaluate instruction.		
Use multiple data sources to analyze individual readers' performance and to plan instruction and intervention.		
Analyze and use assessment data to examine the effectiveness of specific intervention practices and students'		

responses to instruction.		
Lead teachers in analyzing and using classroom, individual, grade-level, or schoolwide assessment data to make instructional decisions.		
Plan and evaluate professional development initiatives using assessment data.		
3.4: Communicate assessment results and implications to a variety of audiences.		
Analyze and report assessment results to a variety of appropriate audiences for relevant implications, instructional purposes, and accountability.		
Demonstrate the ability to communicate results of assessments to various audiences.		
Overall Rating for Standard C		
Standard D: *Diversity*		
4.1: Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write. [Reading specialists may have responsibilities for teaching students who struggle with learning to read and must also be able to support teachers in their efforts to provide effective instruction for all students.]		
Demonstrate an understanding of the ways in which diversity influences the reading and writing development of students, especially those who struggle with reading and writing.		
Assist teachers in developing reading and writing instruction that is responsive to diversity.		
Assist teachers in understanding the relationship between first- and second-language acquisition and literacy development.		
Engage the school community in conversations about research on diversity and how diversity impacts reading and writing development.		
4.2: Use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.		
Provide differentiated instruction and instructional materials, including traditional print, digital, and online resources that capitalize on diversity.		
Support classroom teachers in providing differentiated instruction and developing students as agents of their own literacy learning.		
Support and lead other educators to recognize their own cultures in order to teach in ways that are responsive to students' diverse backgrounds.		
Collaborate with others to build strong home-to-school and school-to-home literacy connections.		
Provide support and leadership to educators, parents and guardians, students, and other members of the school community in valuing the contributions of diverse people and traditions to literacy learning.		
4.3: Develop and implement strategies to advocate for equity.		
Provide students with linguistic, academic, and cultural experiences that link their communities with the school.		
Advocate for change in societal practices and institutional structures that are inherently biased or prejudiced against certain groups.		
Demonstrate how issues of inequity and opportunities for social justice activism and resiliency can be incorporated into the literacy curriculum.		
Collaborate with teachers, parents and guardians, and administrators to implement policies and instructional practices that promote equity and draw connections between home and community literacy and school literacy.		
Overall Rating for Standard D		
Standard E: *Literate Environment*		
5.1: Design the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction.		
Arrange instructional areas to provide easy access to books and other instructional materials for a variety of individual, small group, and whole-class activities and support teachers in doing the same.		
Modify the arrangements to accommodate students' changing needs.		
5.2: Design a social environment that is low risk and includes choice, motivation, and		

scaffolded support to optimize students' opportunities for learning to read and write. [Reading specialists may have responsibilities for teaching students who struggle with learning to read and must also be able to support teachers in their efforts to provide effective instruction for all students.]		
Create supportive social environments for all students, especially those who struggle with reading and writing.		
Model for and support teachers and other professionals in doing the same for all students.		
Create supportive environments where English learners are encouraged and given many opportunities to use English.		
5.3: Use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another; discussions, and peer feedback).		
Understand the role of routines in creating and maintaining positive learning environments for reading and writing instruction using traditional print, digital, and online resources.		
Create effective routines for all students, especially those who struggle with reading and writing.		
Support teachers in doing the same for all readers.		
5.4: Use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction.		
Use evidence-based grouping practices to meet the needs of all students, especially those who struggle with reading and writing.		
Support teachers in doing the same for all students.		
Overall Rating for Standard E		
Standard F: *Professional Learning and Leadership*		
6.1: Demonstrate foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture.		
Use literature and research findings about adult learning, organizational change, professional development, and school culture in working with teachers and other professionals.		
Use knowledge of students and teachers to build effective professional development programs.		
Use the research base to assist in building an effective, school wide professional development program.		
6.2: Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors. [This element deals with positive attitudes not only with colleagues but also with community members, parents and guardians, and so forth.]		
Articulate the research base related to the connections among teacher dispositions, student learning, and the involvement of parents, guardians, and the community.		
Promote the value of reading and writing in and out of school by modeling a positive attitude toward reading and writing with students, colleagues, administrators, and parents and guardians.		
Join and participate in professional literacy organizations, symposia, conferences, and workshops.		
Demonstrate effective interpersonal, communication, and leadership skills.		
Demonstrate effective use of technology for improving student learning.		
6.3: Participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs.		
Collaborate in planning, leading, and evaluating professional development activities for individuals and groups of teachers. Activities may include working individually with teachers (e.g., modeling, co-planning, co-teaching, and observing) or with groups (e.g., teacher workshops, group meetings, and online learning).		
Demonstrate the ability to hold effective conversations (e.g., for planning and reflective problem solving) with individuals and groups of teachers, work collaboratively with teachers and administrators, and facilitate group		

meetings.		
Support teachers in their efforts to use technology in literacy assessment and instruction.		
6.4: Understand and influence local, state, or national policy decisions.		
Demonstrate an understanding of local, state, and national policies that affect reading and writing instruction.		
Write or assist in writing proposals that enable schools to obtain additional funding to support literacy efforts.		
Promote effective communication and collaboration among stakeholders, including parents and guardians, teachers, administrators, policymakers, and community members.		
Advocate with various groups (e.g., administrators, school boards, and local, state, and federal policymaking bodies) for needed organizational and instructional changes to promote effective literacy instruction.		
Overall Rating for Standard F:		

Comments:

_____

_____

_____

_____

_____

Mid Point Date: _____ Initials: Program Supervisor: _____Candidate: _____ Supervising Practitioner: _____

Final Date: _____ Initials: Program Supervisor: _____Candidate: _____ Supervising Practitioner: _____

White – Educator Licensure Office   Yellow – Program Supervisor   Pink – Teacher Candidate

FITCHBURG STATE UNIVERSITY

Reading Specialist
Assessment Observation Report: Addendum

All candidates are assessed during the practicum on the implementation of a formal assessment of a student. The university supervisor evaluates candidates. Students are to provide to the university supervisor a rationale for the assessment that he or she has selected, including a description of the assessment, information about why that is an appropriate selection for that student, and why that is a reliable and valid assessment.

Rating Scale: **3** = Comprehensively meets standard   **2** = Acceptably meets standard   **1** = Does Not Meet standard

NAME _____DATE_____

	3	2	1
IRA Standard 1: Foundational Knowledge			
1.3 • Understand the role of professional judgment and practical knowledge for improving all students' reading development and achievement.			
IRA Standard 3: Assessment and Evaluation			
3.1 ▪ Understand types of assessments and their purposes, strengths, and limitations.			
• Demonstrate an understanding of established purposes for assessing the performance of all readers, including tools for screening, diagnosis, progress monitoring, and measuring outcomes.			
• Recognize the basic technical adequacy of assessments (e.g., reliability, content, and construct validity).			
3.2 ▪ Administer and interpret appropriate assessments for students, especially those who struggle with reading and writing			

Comments:

_____   _____
(Observer's Signature)   **(Teacher Candidate's Signature)**

White = *Educator Licensure Office*; Yellow =*Supervising Practitioner*, Pink =*Student*

FITCHBURG STATE UNIVERSITY

Reading Specialist
Observation for Staff Development Report: Addendum

All candidates are assessed during the practicum on implementation of a staff development and/or professional development using this form. The on-site supervisor and the university supervisor evaluate candidates.

Rating Scale: **3** = Comprehensively meets standard   **2** = Acceptably meets standard   **1** = Does Not Meet standard

NAME _____ DATE_____

IRA Standard 2: Curriculum and Instruction	3	2	1
2.1			
▪ Support teachers and other personnel in the design, implementation, and evaluation of the reading and writing curriculum for all students. This may be through a single element of the curriculum, or the curriculum as a whole.			
▪ Work with teachers and other personnel in developing an entire literacy curriculum or a single element of the curriculum that has vertical and horizontal alignment across pre-K–12.			
2.2			
▪ Supports teachers and other personnel in the use of instructional approaches supported by literature and research for the following areas: concepts of print, phonemic awareness, phonics, vocabulary, comprehension, fluency, critical thinking, motivation, and writing.			
▪ Models approaches that are researched based and effective in these areas.			
▪ Provide a model of appropriate in-depth instruction for all readers and writers, especially those who struggle with reading and writing, in the area selected for professional development.			
▪ Provides a model of ways to adapt instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle to learn to read and write			
4.2			
▪ Refers to a literacy curriculum or instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity			
IRA Standard 5: Create a Literate Environment			
5.1			
▪ Addresses ways to design the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction.			
▪ Shares with classroom teachers ideas to promote reading and writing in the classroom environment such as displaying student writing, maintaining journals, encouraging responses and read alouds, creating space for small group work, learning centers and different types of reading materials.			
5.4			
▪ Provides a model of instructional planning and program design that will intrinsically and extrinsically motivate students.			
▪ Use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction.			
IRA Standard 6: Professional Learning and Leadership			
6.1			
▪ Demonstrate foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture.			
6.2			
▪ Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors.			
6.3			
▪ Facilitate, lead, and evaluate effective and differentiated professional development programs.			
6.4			
▪ Address local, state, or national policy.			

_____   _____
(Teacher Candidate's Signature)   **(Observer Signature)**

White = *Educator Licensure Office*;   Yellow =*Supervising Practitioner*;   Pink =*Student*

EDUCATION UNIT

FITCHBURG STATE UNIVERSITY

READING SPECIALIST

This report is completed separately by both the supervising practitioner and teacher candidate and serves as a discussion focus for the mid-point 3-way with the University Supervisor. The final column is completed by the Supervising Practitioner and by the Teacher Candidate for the final 3-way conference at the end of the station.

Candidate: _____ I.D. # (required): @ _____

Person Completing Form: _____ Supervising Practitioner:_____

School/District: _____ Date:_____

Major/License Sought: _____ Level: _____ ❏ Undergraduate ❏ Graduate

Rating Scale: 3—Comprehensively Meets the Standard   N/O—Not Observed (Midterm Only)
2—Acceptably Meets the Standard
1—Does Not Meet the Standard

These ratings do not convert directly to the Fitchburg State University grading scale.

Subject Matter Knowledge Requirements for Teachers (7.06):	Circle Appropriate Rating	
	Midterm	Final
The candidate uses lesson plans referring specifically to the Massachusetts English Language Arts standards and evidence-based practices arising from Reading First references on "scientifically- based" research.	1 2 3 n/o	1 2 3
The candidate demonstrates advanced knowledge of the five dimensions of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension.	1 2 3 n/o	1 2 3
The candidate demonstrates knowledge of a variety of intensive interventions when working with struggling readers.	1 2 3 n/o	1 2 3
The approaches used by the candidate during observations are appropriate given the needs of the students.	1 2 3 n/o	1 2 3
The candidate uses an intervention specific to the needs of English language learners when addressing these students.	1 2 3 n/o	1 2 3
The candidate uses an intervention specific to students identified as in need of special education.	1 2 3 n/o	1 2 3
The candidate has selected reading instructional materials that are the most appropriate ones for students with specific reading instructional needs (e.g. decoding multi-syllabic words, summarizing informational text).	1 2 3 n/o	1 2 3
The candidate has selected and implemented appropriate technology-based practices to teach specific skills during intensive interventions.	1 2 3 n/o	1 2 3
The candidate demonstrates explicit, direct instructional approaches as well as literature-embedded approaches to skills instruction.	1 2 3 n/o	1 2 3
The candidate works on specific reading skills needed by students independently as well as through an integrated approach.	1 2 3 n/o	1 2 3
The candidate links reading assessment data to appropriate curriculum materials and instruction for particular learners.	1 2 3 n/o	1 2 3
There is evidence that the candidate can administer a wide range of assessments and use the data to make sound instructional decisions.	1 2 3 n/o	1 2 3
Overall Rating	1 2 3	1 2 3

Mid Point Date: _____ Initials: University Supervisor: _____ Candidate: _____ Supervising Practitioner:

Final Date: _____ Initials: University Supervisor: _____ Candidate: _____ Supervising Practitioner: _____

White—Educator Licensure Office   *Yellow—University Supervisor*   *Pink—Student*

FITCHBURG STATE UNIVERSITY

The Practicum Experience

The practicum experience requires the reading specialist candidate to assume the role of the reading specialist. This requires candidates to have no other responsibilities during the practicum. To provide candidates the opportunity to complete the practicum, Fitchburg State University, in collaboration with Leominster Public Schools, runs a summer reading clinic in which Reading Specialist candidates have the opportunity to practice the roles and responsibilities of a reading specialist. If the candidate is not currently in the role of a Reading Specialist or is unable to take on full responsibly as a Reading Specialist (see below), the candidate should design a plan of study that culminates with the practicum experience in the summer.

Fall and spring practicum will be considered (but are not encouraged) on an individual basis. In order to complete the practicum in fall or spring semester, candidates will need to step out of their role in the school and assume the role of the reading specialist. A letter from an administrator supporting the release from classroom responsibities will be required. In order to complete the practicum in fall or spring semester, candidates will need approval from the chair of the Reading Specialist program.

GRADUATE APPLICATION INSTRUCTIONS
FOR INITIAL READING SPECIALIST LICENSES

www.fitchburgstate.edu/edunit > PRACTICUM/LICENSURE > Licensure Instructions

Congratulations on completing your licensure program! Fitchburg State University is pleased to support your application process. We will compile all information and submit it directly to the Massachusetts Department of Elementary & Secondary Education to ensure that all documents are correct and complete, thereby expediting your licensure process. ***Do not submit materials directly to the Massachusetts Department of Elementary & Secondary Education.***

Carefully follow the directions below to ensure that your licensure application will be processed as soon as possible. Missing documents may significantly delay your license.

Use a computer connected to a printer as you will need a printed page documenting completion of your 1) Teacher Candidate Exit Survey and 2) MA DESE application for licensure.

1. Complete **the Teacher Candidate Exit Survey-Initial,** found at **www.fitchburgstate.edu/edunit** under **PRACTICUM/LICENSURE > Exit Surveys.** When finished, click **DONE**. A "thank you" page will display. PRINT THIS PAGE and submit with your licensure packet. Failure to include a copy of this page will delay processing of your application for licensure.
    a. **Apply for Licensure through the MA DESE.** Go to www.mass.gov/ese/licensure

    b. Click on the right side of the page.
    c. Proceed with your MA DESE Application for Reading Specialist Initial Licensure. Apply for the SEI endorsement, if appropriate.
    d. Once you have submitted and paid for your license, exit your ELAR account, re-enter and click on *Check License Status and History***.** Print the page entitled **INQUIRY ACTIVITY SUMMARY** and include with your licensure materials**.**
2. **Request an official transcript**. Transcripts can be ordered on-line with costs payable with a credit card at **www.fitchburgstate.edu/registrar** *PLEASE FOLLOW THESE INSTRUCTIONS carefully***;**
    *   On the page where you SELECT A RECIPIENT, check **College or University**.
    *   For DELIVERY OPTIONS, select **MAIL**; ATTENTION **Licensure Office** *(not to your home)*
    *   In the box for SPECIAL INSTRUCTIONS, enter **Do not send until after endorsement is posted.** (The Registrar will hold your transcript, releasing it upon request of the Licensure Office.)
    *   PROCESSING OPTION: **After degree is awarded** (even if your program of study does not require completion of a degree! This will ensure that your order is not canceled)
    *   Be sure to send the consent form back to the Clearinghouse. Transcripts will not be released until the consent form has been received by the Clearinghouse.
3. **Letter of Verification** from school district of teaching at least one year under your initial teaching license.

FITCHBURG STATE UNIVERSITY

GRADUATE APPLICATION INSTRUCTIONS FOR INITIAL READING SPECIALIST LICENSE

CONTENTS OF A COMPLETE APPLICATION FOR LICENSURE PACKET- *submit original documents*:

1. **Teacher Candidate Exit Survey-Initial** receipt (thank-you page) which is found on-line at: **www.fitchburgstate.edu/edunit** > **PRACTICUM/LICENSURE** > Exit Surveys (*receipt appears upon submission of your survey*).
2. Copy of **Inquiry-Activity Summary Page** from ELAR, Department of Elementary and Secondary Education   **www.mass.gov/ese/licensure**
3. Transcript order number from order confirmation as per the specific above instructions for delivery. www.fitchburgstate.edu/registrar
4. **Candidate Assessment of Performance for Reading Specialist**
5. **Practicum Evaluation/Internship Report Form for Reading Specialist**
6. **Documentation of Practicum Hours**
7. **Candidate Dispositions Assessments from both Practicum Supervisors**
8. **Lesson Plan Rubrics** (2 from Supervising Practitioner, 2 from University Supervisor)
9. **Observation Reports** (2 from Supervising Practitioner, 2 from Program Supervisor)
10. **Observation Report for Staff Development** (1 each from Supervising Practitioner and Program Supervisor)
11. **Observation Report for Assessment** (1 from Program Supervisor)
12. **License Specific Evaluation Questions Rubric** (completed by supervisors)
13. **Letter of Verification** of teaching one year under your initial teaching license.

NAME CHANGE DOCUMENTATION

If you already hold a license and have had a name change since your prior license was awarded, please submit documentation of the name change (e.g. copy of marriage license or current driver's license). This form can be found at the state website at **http://www.doe.mass.edu/**

Submit the above Application for Licensure materials to:
Ann M. Hogan, M.Ed., Director of Licensure
FITCHBURG STATE UNIVERSITY
160 Pearl Street
Fitchburg, MA 01420