



**Master of Education in Curriculum  
and Instruction: Reading  
Practicum Manual**

# Master of Education in Curriculum and Instruction: Reading RDG-581/RDG-586 Practicum Manual

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## **Introduction**

During the practicum, introspection, personal change, professional growth, and self-assessment will empower the student's sense of development as a professional. The opportunity to work as an independent practitioner within the student's field, coupled with supportive guidance from the university instructor and a peer mentor will provide a strong sense of professional self-growth.

Please read this manual carefully as it is a practical guide to experiencing and enjoying a successful practicum. Practicum hours: 90.

### **The Student as a Representative of GCU**

Students have the responsibility of representing Grand Canyon University professionally to the population being served. Our goal is for the student to be an exemplary professional model for Grand Canyon University; therefore, while completing the practicum, students must be mindful of the student role as a representative of the university. For more information concerning conduct and university expectations, please refer to the Grand Canyon University Graduate Student Handbook.

## **Practicum Outcomes**

At the end of the practicum, students will have demonstrated or accomplished application of the following skills and/or professional products:

- Experienced and demonstrated proficiency in reflective practices/habits developed through journaling, recordkeeping, and maintaining a professional activities log
- Demonstrated significant professional growth in knowledge and skill application
- Demonstrated comprehension of and the ability to successfully apply professional and ethical standards governing their profession

## **Selecting a Peer Mentor**

Each student will identify a colleague who will serve as a peer mentor. The peer mentor may be the reading specialist at their school, the school administrator, or a fellow teacher who is more experienced than the student in certain areas, thus the peer mentor will serve as a coach for the professional development of the student. This peer mentor will meet intermittently with the student throughout the practicum and will use the Peer Mentor Observation Reflection Form to document one observation of the student while he or she works with selected requirements for the practicum.

## Practicum

The practicum will be divided into four distinct components that will take the student through a series of specific steps designed to provide organizational structure as well as prepare for the next phase in the practicum. There are specific due dates and timelines associated with each component that must be successfully completed before proceeding to the next step in the practicum process. It is important to adhere to these guidelines to ensure a successful practicum experience.

The components of the practicum for students are:

<b>Week</b>	<b>Assignment Summary (Refer to Syllabus for Further Details)</b>	<b>Practicum Phases</b>	<b>Peer Mentor/Actions</b>
1	Identify a peer mentor  Select case subject(s) and write student profile  Literature review	Needs assessment	Review and accept peer mentor role
2	Administer pre-test needs assessment		
3	Create a Practicum Action Plan  Submit for approval	Practicum Action Plan	Review, discuss, and approve the Practicum Action Plan
4-7	Plan implementation  Record hours on the Practicum Activity Log  Reflect on progress  Make weekly revisions based on results	Implementation of Practicum Action Plan	Observe one lesson during the implementation of the Practicum Action Plan    Evaluate the lesson using the Peer Mentor Observation Reflection Form
8	Administer post-test assessment  Case study research report	Summative evaluation activities	

## ***Needs Assessment***

- Identify a colleague who agrees to serve as the peer mentor.
- Select a student(s) to be the case study subject(s).
- Administer the Pre-test Needs Assessment
  - Spelling inventory (refer to the syllabus)
  - Word recognition (refer to the syllabus)
  - Comprehension (refer to the syllabus)
  - Reading level (refer to the syllabus)
  - Listening capacity assessment (refer to the syllabus)

## ***Practicum Action Plan***

- Select learning activities based on the student pre-test needs assessment.
- Complete a consensus meeting with the peer mentor regarding selected learning activities, project, and/or service delivery functions.
- Record hours using the Practicum Activity Log.
- Submit the Practicum Action Plan to the peer mentor and university instructor.

## ***Implementation of the Practicum Action Plan***

- Actively implement the action plan activities according to the schedule approved by the university instructor.
- Practice professional and ethical standards.
- Record hours using the Practicum Activity Log.
- Meet with the peer mentor to debrief how the Practicum Action Plan is progressing.
- Submit weekly reflections to the course instructor and revise the Practicum Action Plan as needed.

## ***Summative Evaluation Activities***

- Administer Post-test Assessment
  - Spelling inventory (refer to the syllabus)
  - Word recognition (refer to the syllabus)
  - Comprehension (refer to the syllabus)
  - Reading level (refer to the syllabus)
  - Listening capacity assessment (refer to the syllabus)
- Complete the Practicum Activity Log, documenting the activities performed, the associated time spent across each activity, and the reflections from each session.
- Complete the summative evaluation with the peer mentor.
- Submit the completed Case Study Research Report and corresponding documents to the university Instructor.

## ***Documentation***

It is paramount that students keep timely, accurate documentation of all activities using the following forms and documents:

- Post-literacy assessments results
- Case Study Research Report
  - Introduction
  - Literature review
  - Methodology
  - Results
  - Discussion of results and future recommendations
  - Reference page
  - Practicum Activity Forms, Pre- and Post-literacy assessment results
- Peer Mentor Observation Reflection Form

## **Grading**

In order to earn a final grade for the practicum, students must make sure that all projects, forms, evaluations, and documents needed to fulfill course requirements have been accurately and professionally completed and returned in a timely manner. The university instructor will submit a course grade using the grading scale, assignment percentage plan, and project or learning activity rubrics identified in the syllabus to determine the student's final grade.

# Appendix

## ***Practicum Forms***

The following forms are to be used to complete a series of learning activities or to document activities during the practicum. Students will use these forms as a method of documenting their practicum as well as reflecting on personal growth as a professional and practitioner. The forms are listed below:

- Practicum Activity Log
- Peer Mentor Observation Reflection Form



# RDG-581/RDG-586 Practicum Activity Log

Student Name: \_\_\_\_\_

Log Dates: From \_\_\_\_\_ to \_\_\_\_\_

Peer Mentor Name: \_\_\_\_\_

GCU Instructor Name: \_\_\_\_\_

<b>Activity Category:</b> Summarize activities completed. (Examples include research, pre- and post-assessments, reading inventories, preparation of materials, presentation of information, etc.). Include one row for each type of activity you conducted each week.	<b>Number of Contacts:</b> How many other professionals or students were involved in the activity? (0 is an acceptable answer; for example, if you were doing Internet research, you may not have contacted anyone.)	<b>Number of Hours:</b> (Hours spent on the activity.)	<b>Professional Standards Satisfied:</b>

Total Practicum Hours Served: \_\_\_\_\_

Direct Contact Hours Served: \_\_\_\_\_

Peer Mentor Signature: \_\_\_\_\_

Date \_\_\_\_\_

*The data entered on the Peer Mentor Observation Reflection Form and the Practicum Activity Log may be audited for accuracy by a College of Education representative. Falsifying information is a form of academic dishonesty and is a violation of GCU's Code of Conduct policy.*

# RDG-581/RDG-586 Peer Mentor Observation Reflection Form

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**Peer Mentor Name:** \_\_\_\_\_

**Student Name:** \_\_\_\_\_

**Activity Observed:** \_\_\_\_\_

**Length of Observation:** \_\_\_\_\_ **Applicable Professional Standard(s):** \_\_\_\_\_

**Directions:** Observe the student and complete the following:

Describe the setting observed:

Identify the participants:

Purpose of the activity(s) observed:

Describe the reading intervention activity:

Describe the problem solving/critical thinking activities used.

Describe the intervention techniques used you would recommend the student continue to use in the future.

Describe the techniques or strategies you observed you would recommend the student continue to use in the future.

What was the sequence of events/activities observed or decisions made?

Peer Mentor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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