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| **Field Experience Summary: READING SPECIALIST (K-12) Endorsement** |
| * List all field experiences on this Field Experience Summary (FES) that you completed in your endorsement area through practicums and internship. Refer to the Field Experience Rubric below to review target goals for placement expectations.
* You may also list experiences related to service in actual schools (i.e., after-school tutoring programs, substitute teaching, etc.) on this FES.
* You may use your resume and portfolio to highlight all of your other experience with children (i.e., teaching Sunday school, summer camps, preschool/daycare, etc.), but those experiences should not be included on this FES.
 |
| **Candidate’s Name::**  | **LU ID: L**  |
| **LU Email:**  |
|  | **Hours***Indirect vs. Direct* | **Placement Description***Provide a brief description for each category related to the placement.* |
| **Course***Indicate N/A if not course-based experience* | **Date(s)** | **Indirect** *Observe* | **Direct** *Non-reading* | **Direct**Reading | **School Name/Location**Ex:Linkhorne Elementary School (Lynchburg, VA) | **Age/Grade/****Subject Area** | **Christian, Private, or Public School Education Setting** | **Cultural Diversity**(ethnicity, race, SES, gender, language, urban, rural, etc.) | **Reading Program(s)** | **Exceptionalities**(ID, ED, gifted, etc.) | **Collaboration**(colleagues, specialists, families, community resources, etc.) |
|  |  |  |  |  |  |  |  |  |  |  |  |
| **Internship Semester** [EDRS 699] |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| **TOTAL HOURS** |  |  |  | *Minimum 200 cumulative hours required for* ***reading–related activities in K-12 classrooms*** |
| **Professional Organization Memberships** |
| **Name of Organization**See [recommended organizations](https://www.liberty.edu/education/professional-organizations/) | **Initial Membership** | **Renewal Date** |
| **Month** | **Year** | **Month** | **Year** |
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**Field Experience Summary: READING SPECIALIST (K-12)**

Use this Field Experience Rubric as a guide in seeking diverse field experiences throughout your program. Your University Supervisor will use this rubric to evaluate your FES during your student teaching semester. Membership and participation in professional organization(s) is also expected. Current membership (valid through the end of the internship semester) is required in an organization for your endorsement area (e.g., ILA, state and local organizations, etc.)

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| **Candidate:**  | **LU ID: L** |
| **Setting** | **2 = Target****Full credit** | **1 = Acceptable****Partial Credit** | **0 = Developing****No credit** | **Rating** |
| **Christian School** | **One or more** field experiences in a Christian school setting (must be an in-person visit). | **One** field experience in a Christian school setting (may be virtual if an in-person visit is not available.) | **No** field experience in Christian school setting. |  |
| **Public School** | **Two or more** field experiences in public school setting. | **One** field experience in public school setting. | **No** field experience in public school setting. |  |
| **Cultural diversity**(ethnicity, SES, gender, language, urban, rural, etc.) | Field experiences with K-12 students who represent **more than two** different aspects of cultural diversity (ethnicity, race, SES, gender, language, urban, rural). | Field experiences with K-12 students who represent a minimum of **two** different aspects of cultural diversity (ethnicity, race, SES, gender, language, urban, rural). | Field experiences with K-12 students who represent a **fewer than two** different aspects of cultural diversity (ethnicity, race, SES, gender, language, urban, rural). |  |
| **Reading programs** (resource room, clinic, Reading Recovery, Reading First, other) | Field experiences with K-12 students in **more than two** different reading programs (resource room, clinic, Reading Recovery, Reading First, other). | Field experiences with K-12 students in **two** different reading programs (resource room, clinic, Reading Recovery, Reading First, other). | Field experiences with K-12 students in **fewer than two** different reading programs (resource room, clinic, Reading Recovery, Reading First, other). |  |
| **Exceptionalities:** (learning disability, autism, emotional disturbance, intellectual disability, other health impairment, developmental delay, multiple disabilities, traumatic brain injury, etc.) | Field experiences with K-12 students who represent **more than two** different categories of exceptionality (ID, ED, LD, gifted, other). | Field experiences with K-12 students who represent **two** different categories of exceptionality (ID, ED, LD, gifted, other). | Field experiences with K-12 students who represent **fewer than two** different categories of exceptionality (ID, ED, LD, gifted, other). |  |
| **Collaboration** (colleagues/specialist, families, community resources) | Field experiences include collaboration with **more than three** of the following: (colleagues/specialists, families, community resources). | Field experiences include collaboration with all **three** of the following: colleagues/specialists, families, community resources). | Field experiences include collaboration with **fewer than three** of the following: colleagues/specialists, families, community resources. |  |
| **Grades PreK-6** | **Two or more** field experiences in grades preK-6. | Minimum of **one** field experience in grades preK-6. | **NO** field experiences in grades preK-6. |  |
| **Grades 6-12** | **Two or more** field experiences ingrades 7-12 setting. | Minimum of **one** field experience ingrades 7-12 setting. | **NO** field experiences in grades 7-12setting. |  |
| **Professional Organizations** | Membership and **active** participation in **more than one** organization for reading specialists. | **One year** of membership in **one**organization for reading specialists. | **NO** membership in an organization for reading specialists. |  |