George Mason University
College of Education and Human Development
Literacy Program

EDRD 633.6L7 – Literacy Assessments and Interventions for Individuals (3 credits)
EDRD 637.6L6, 6L7, 6L8, 6L9 – Supervised Literacy Practicum (3 credits)
Summer 2017
EDRD 633 - Tuesday, Thursday, 5:00-9:00 pm, Woodburn Elementary School; Saturday, online
EDRD 637 – Thursdays, June 8, 15, & 22, 4:30-8:30; Wednesday, Thursday, Friday, June 28-July 7, 8:00-12:30, Woodburn Elementary School

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Prerequisites/Corequisites
EDRD 630, EDRD 631, and EDRD 632; admission to literacy emphasis; or permission of program coordinator; EDRD 633 is a corequisite for EDRD 637

University Catalog Course Description
EDRD 633 – Provides literacy assessments and interventions for individuals. Includes diagnosis and remediation for learners who find reading and writing difficult. Requires assigned practicum experience.

EDRD 637 – Supervised literacy practicum that requires students to conduct assessments of and provide instruction to struggling readers.

Course Overview
Not Applicable

Course Delivery Method
This course will be delivered using primarily a lecture and seminar format with occasional online activities.

Learner Outcomes or Objectives

EDRD 633 is designed to enable students to do the following:
1. Students will apply diagnostic principles, procedures, and techniques for assessing and evaluating the literacy needs of individual learners.
2. Students will communicate with professional colleagues and defend their instructional decisions orally and in writing based on their knowledge of both theory and exemplary practice.
3. Students will communicate and collaborate effectively with learners and families.
4. Students will communicate results of assessments to specific individuals (students, parents/family, and colleagues)

EDRD 637 is designed to enable students to do the following:
1. Students will participate in a supervised practicum experience which includes (a) working with an individual learner to assess the learner's literacy needs using at least three appropriate assessment tools, (b) summarizing and analyzing assessment results, (c) making recommendations for instruction and family support, (d) providing tutoring to the learner and (e) preparing a case study portfolio related to the practicum experience.
2. Students will select appropriate materials and implement a variety of assessment and intervention strategies based on an individual student's interests, strengths, and needs.

Professional Standards (International Literacy Association, 2010 Standards for Reading Professionals)
Upon completion of these courses, students will have met the following professional standards:
2.1   Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.
2.2   Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading-writing connections.
3.1   Understand types of assessments and their purposes, strengths, and limitations.
3.2   Select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes
3.3   Use assessment information to plan and evaluate instruction.
3.4   Communicate assessment results and implications to a variety of audiences.
4.2   Use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.
4.3   Develop and implement strategies to advocate for equity.
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.
5.3   Use routines to support reading and writing instruction.

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.

Virginia Standards for Reading Specialist Programs addressed in the course:
3c. Demonstrate expertise in strategies to increase vocabulary
3e. Demonstrate expertise in reading comprehension strategies, including a repertoire of questioning strategies, understanding the dimensions of word meanings, teaching predicting, summarizing, clarifying, and associating the unknown with that is known
3f. Demonstrate expertise to teach strategies in literal, interpretive, critical, and evaluative comprehension
4c. Demonstrate expertise to teach the writing process: plan draft, revise, edit, and share in the narrative, descriptive, and explanative modes
5.   Demonstrate expertise in their use of technology for both process and product as they work to guide students with reading, writing, and research
6a. Demonstrate an understanding of child psychology, including personality and learning behaviors

Required Texts
Leslie, L., & Caldwell, J. S. (2017). *Qualitative reading inventory – 6*. Boston, MA: Pearson.

Caldwell, J. S., & Leslie, L. (2013). *Intervention strategies to follow informal reading inventory assessment: So what do I do now?* (3rd ed.). Pearson: Boston, MA.

Seravallo, J. (2015). The Reading Strategies Book. Heinemann.

Recommended Resources

McKenna, M.C. & Doughtery Stahl, K.A. (2015). Assessment for Reading Instruction (3rd ed). Guilford Press, New York, NY.

Seravallo, J. (2017). The Writing Strategies Book. Heinemann.

Niedus, G., Sadder, M. (2009), *The Literacy Coach's Game Plan: Making Teacher Collaboration, Student Learning, and School Improvement a Reality.* International Reading Association

Course Performance Evaluation
Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Assignments and/or Examinations
Performance-Based Assessment Part I: Reading Diagnostic Report (EDRD 633)
You will conduct a comprehensive assessment of a learner's strengths and needs. You will then create a diagnostic report sharing background information, general observations, and results from the assessment you conducted. You will also provide an analysis of these data and identify goals for future instruction and other instructional implications. A detailed description of this assignment and its rubric are included elsewhere in the syllabus.

Performance-Based Assessment Part III: Planning & Instruction (EDRD 637)
After completing the diagnostic report, you will develop instructional plans to support the learner's literacy needs. You will develop and implement these instructional plans as well as ongoing assessment and intervention strategies under the direct supervision of the practicum supervisors and course instructor. A detailed description of this assignment and its rubric are included elsewhere in the syllabus.

Performance-Based Assessment Part II: Reading Summary Report (EDRD 633)
At the end of the practicum, you will write a brief report summarizing your assessment findings and your instructional plans. You will provide recommendations for the learner's teachers and parents. You will conduct a meeting with the parent/guardian and student to discuss progress made in the practicum and recommendations for continued literacy development in both home and school. A detailed description of this assignment and its rubric are included elsewhere in the syllabus.

Strategy Share: The purpose of this assignment is to give you the opportunity to share with your peers an effective strategy and provide support from the professional literature for the strategy. Everyone has success with particular strategies, which should be made available to others. In this way you become a resource to your peers. Furthermore, every effective strategy should be linked to the theoretical and research literature.

Assignments	Due Dates (see course schedule)	Points
EDRD 633		
Class Participation	*Ongoing*	10
Diagnostic Report	June 29th	30
Reading Instruction Summary Report	July 5th	25
Evidence-Based Strategy Share online		20
Journal/video reflection (3)		15
	Total	**100**
EDRD 637 (Pass/Fail)		
Class Participation – complete assigned readings and participate fully in all classes. (633/637)		
Instructional Plans (9 total) *Submit to Tk20* *(Tutoring for minimum 20 hours – instructional plans and reflection for each tutoring session)*	*Ongoing*	90
Reading Instruction Summary Report *(Submit to Tk20)*	*(submitted to both 633 and 637 instructors)*	
Diagnostic Report *(Submit to Tk20)*	*(submitted to both 633 and 637 instructors)*	
Case Study/Parent Conference/ Presentation		10
		100

Other Requirements
Class Attendance & Participation
Class attendance (face-to-face and online) is both important and required (see Academic Policy 1.6 in the GMU Catalog). If an emergency situation arises and you must miss

class, please contact me **PRIOR** to the class session via phone or email. Attendance will influence your grade as noted above and more than two absences may result in a dropped letter grade or loss of course credit. You are responsible for obtaining information given during class discussions despite attendance. It is also your responsibility to discuss the readings and class content with a classmate to ensure understanding.

Assignment Guidelines
All assignments should be turned in (via paper copy OR Blackboard as noted in the course schedule) by class time (or by the time noted in the schedule for asynchronous weeks) on the date noted in the course schedule. You are expected to submit assignments on time regardless of your class attendance on the day an assignment is due. Unless arrangements have been made beforehand with me, 10% of the total points will be deducted from the assignment for *each* day the assignment is late.

Assignments should follow APA (6th ed.) formatting (including 12-point Times New Roman font, double-spaced with one-inch margins). Writing quality (including mechanics, organization, and content) is figured into the overall score for each assignment, so proofread carefully and use formal, academic English writing format. Be sure to use APA format (6th ed.) when providing citations for relevant research. (See Blackboard for resources.) When submitting electronic files, please name the files using your last name and assignment titles (ex: SMITH_LessonPlan1.docx).

Communication
Email is my preferred form of communication, so please check your GMU email account frequently, as that will be the account I use to contact you. I am always available via email, but please allow 24 hours response time for replies during the week, and 48 hours during weekends and holidays.

If you would like to talk with me, I will be available 15 minutes before and after class, as well as during class breaks. I am also happy to meet with you at other times by appointment.

Please note, the course schedule may need to be modified during the semester. If this occurs, notice of such changes will be by announcement in class, by written or email notice, and/or by changes to this syllabus posted on Blackboard.

Advising
Advising information is located on Blackboard, including timeline, program of study tracking, course sequencing, RVE registration information, graduation information, and program updates. To access, (a) login to Blackboard, (b) click the *Organizations* tab in the top right corner, and (c) go to the Literacy Program Advising and Information Organization to find all documents. You are responsible for regularly checking the advising organization to maintain your program of study and desired program completion timeline.

Grading
Literacy students must re-take any course in which they receive a grade of C or lower in order to be eligible for licensure (please note that the grade of B- is not given). Incompletes must be cleared before moving to any course for which the course is a prerequisite.

A pass/fail grade is assigned to 637 and a letter grade to EDRD 633.

Grading Scale
A   = 94 – 100%
A-   = 90 – 93%
B+   = 87 – 89%
B   = 80 – 86%
C   = 75 – 79%
F   = below 75%

Professional Dispositions
Students are expected to exhibit professional behaviors and dispositions at all times.

Class Schedule
Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

EDRD 633 - Tuesday, Thursday, 5:00-9:00 pm, Woodburn Elementary School;

Saturday, online asynchronous (June 10, 17, 24)

EDRD 637 – Thursdays, June 8, 15, & 22, 4:30-8:30; Wednesday, Thursday, Friday, June 28-July 7, 8:00-12:30, Woodburn Elementary School

Date	Topics	Readings/Assignments Due
EDRD 633 **Class One** **May 18** Thursday 5:00 – 9:00	**Course Introduction and Requirements** • Syllabus discussion • Assignments **The QRI overview and word identification** **Defining terms**	*QRI – pgs 1-22*
EDRD 633 **Class Two** **May 23** Tuesday 5:00 – 9:00	**The QRI word identification continued** **QRI: Comprehension Assessment** Case Study: Administering and scoring the comprehension section of the QRI • Rationale • Sample inventories • Case Study	Caldwell and Leslie: Intervention Strategies - **chapter 1 and 2** Caldwell and Leslie: Intervention Strategies – **chapter 5** Word Identification
EDRD 633 **Class Three** **May 25** Thursday 5:00 – 9:00	**QRI Comprehension Case Study Continued**	Caldwell and Leslie: Intervention Strategies – **chapters 7** (Prior Knowledge and Concept Development); **chapter 11** (Comprehension Instruction Answering Questions)
EDRD 633	**Writing Assessment**	Graham and Harris (2016) *A path to better writing*

Class Four **May 30** Tuesday	• Writing assessment discussion • Creating narrative and expository writing prompts • Creating writing rubric	Romeo (2005) *Informal writing Assessment* Frey & Fisher (2013) *A formative assessment system for writing improvement* Schultz(2009) *Effective writing assessment and instruction for young ELL* Koster (2015) *optional*
Class Five **June 1** Thursday	**Fluency Assessment:** • Sample rubrics **Interest/Reading/Writing Inventories**	Caldwell and Leslie: Intervention Strategies – **chapter 6** (fluency) Marinak, Malloy, Gambrell, & Mazzoni (2015). Me and My Reading Profile
EDRD 633 **Class Six** **June 6**	**Preparing for Diagnosis: Planning 1st session** • Writing the Diagnostic Lesson Plan • Diagnostic Interview • Materials Logistics • Planning the getting to know you activity	Caldwell and Leslie: Intervention Strategies – **chapter 3**
EDRD 637 **Class Seven** **June 8** Thursday	**1st session – Assessment/Tutoring** **Analysis and debrief:** - Scoring and interpreting - Record on *data matrix* - *Next Steps*	Supervision groups
Saturday, June 10	**Asynchronous Online Discussion** -	• Journaling about experience so far, • Video reflections (coaching)
Class Eight **June 13** Tuesday	**Starting the Diagnostic Report** • Purpose • Components	*Coaching* *Work Session*
Class Nine **June 15** Thursday	**2nd session: Assessment/Tutoring** **Analysis and debrief:** - Scoring and interpreting - Record on *data matrix* - *Next Steps*	*Seravallo – introduction* *What is a strategy?*
Saturday, June 17	**Asynchronous Online Discussion**	• Journaling about experience so far • Video reflections (formative assessment)
Class Ten **June 20** Tuesday	**Planning 3rd Session** **Technology:** integrating technology into intervention session	*Seravallo – study guide* *Matching strategies to student* *Digital Discussions Using Web 2.0 Tools to Communicate, Collaborate, and Create by Kissel, Stover, Wood, & Heintschel.*
Class Eleven **June 22** Thursday	**3rd session: Assessment/Tutoring** **Analysis and debrief:** - Scoring and interpreting - Record on *data matrix* - *Next Steps*	Meet in supervision groups
Saturday, June 24	**Asynchronous Online Discussion**	• Journaling about experience so far • Strategy Shares in small groups • Video reflections (strategies)

Week of June 26th - tutoring on 3 days. June 28 – June 30 Week of July 3rd - tutoring on 3 days. July 5 – July 7		
Class Twelve June 27 EDRD 633 Tuesday 4:30- 9	**Planning Session 4** **Writing the Summary Report Including formative assessment in lesson plans**	Fisher & Frey (2009). Feed Up, back, and forward Meet in supervision groups
Class Thirteen June 28 EDRD 637	**4th session Tutoring Analysis and debrief:** *Next Steps*	Meet in supervision groups
Class Fourteen June 29 EDRD 637	**5th session Tutoring Analysis and debrief:** *Next Steps*	Meet in supervision groups **Diagnostic Report Due in Tk20**
Class Fifteen June 30 EDRD 637	**6th session Tutoring Analysis and debrief:** *Next Steps*	Meet in supervision groups
Class Sixteen July 5 EDRD 637	**7th session Tutoring Analysis and debrief:** *Next Steps*	Meet in supervision groups
Class Seventeen July 6 EDRD 637	**8th session Tutoring Analysis and debrief:** *Next Steps*	Meet in supervision groups
Class Eighteen July 7 EDRD 637	**9th session Meet with parents Wrap up:** *Share in supervision groups*	**Summary Report Due in Tk20 9 Lesson Plans due in Tk20**

Handouts on Blackboard:

- List of Assessments to administer
- Lesson Plan Template (Assessment)
- Lesson Plan Template (Instructional)
- Diagnostic Plan Template
- Instructional Summary Template
- Diagnostic Matrix
- Guide to Observing and Noting Behavior

Core Values Commitment
The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: http://cehd.gmu.edu/values/.

GMU Policies and Resources for Students
Policies
- Students must adhere to the guidelines of the Mason Honor Code (see http://oai.gmu.edu/the-mason-honor-code/).
- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ods.gmu.edu/).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources
- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.
- The Writing Center provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (see http://writingcenter.gmu.edu/).
- The Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (see http://caps.gmu.edu/).
- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see http://ssac.gmu.edu/). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to http://ssac.gmu.edu/make-a-referral/.

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/.

SUPERVISED PRACTICUM (EDRD 637)

Assignment
The purpose of the practicum experience is to practice working with individual students and to broaden understandings of students' literacy needs in K-12 classrooms. As a part of the practicum, instructional plans will be developed and ongoing assessment and intervention strategies will be implemented under the direct supervision of the course instructors. Documentation of work with the practicum student will be compiled into a case study portfolio which will be saved to a CD or flash drive.

Procedures
Each practicum session will be approximately 1.5 – 4 hours in length. The first three to four sessions will focus on becoming acquainted with the student and conducting preliminary assessments that will inform decisions made when developing instructional plans. The remaining instructional sessions will focus on providing literacy support for the practicum student based on the initial diagnosis and ongoing interactive assessment.

During the instructional sessions, literacy interactions with tutees must include the following four strands: (1) writing as meaningful communication; (2) skill development; (3) fluency building with self-selected readings; and (4) expository text strategies. Emphasis will be on providing a comprehensive literacy experience that further develops critical reading and writing skills by building on the student's strengths and addressing the student's needs as evidenced in initial and ongoing assessments.

Two lesson plans must incorporate technology. One may include a low-level technology program (e.g., overheads, Word product, online games, Kidspiration) and one should include a high-level technology program (e.g., Smartboard, MovieMaker, Photostory).

It is recommended that diagnostic sessions are audio taped. The diagnostic report, instructional plans, instructional summary report, as well as selected samples of student work, and reflections will be compiled in the case study portfolio (also on a CD or flash drive). The case study portfolio will be overviewed in a parent/student conference at the conclusion of the practicum period and presented to the class.

Performance Based Assessments & Rubrics

Overview

This performance-based assessment (PBA) is required during EDRD 633/637. These courses are integrated and candidates must take them concurrently as a practicum. The practicum consists of seminars in which candidates learn to administer and interpret assessments, followed by a schedule of 20 contact hours with an individual learner while supervised by a faculty member (the ratio of supervision is 5 to 8 candidates per supervisor). During and after the tutoring time period, seminars are also held in which candidates discuss intervention strategies, plan joint lessons (e.g., Readers' Theatre or photo journalism projects to connect school with the community) with other candidates and their tutees, discuss related research, and plan and execute parent/family communication. Time is also built in for numerous meetings between supervisors and individual candidates (both electronic and in person).

Please note that the numbers and letters in the rubrics relate to specific IRA standards, elements, and the recommended evidence.

Directions to Candidates

The overall purpose of the practicum is to provide a supervised clinical experience to broaden your understanding of students' literacy needs and ways to address those needs. As a part of the practicum, you will conduct a comprehensive assessment of the learners' strengths and needs **(Part I: Diagnostic Report).** Instructional plans will then be developed and ongoing assessment and intervention strategies will be implemented under the direct supervision of the course instructors **(Part II: Instructional Plans).** At the end of the tutoring experience you will create the **Summary Report (Part III).**

You are also required to contact a family member of the student being tutored before the practicum begins. This contact is recorded on the communication log and is discussed in your diagnostic report, as well. This contact will help ensure full participation of the tutored students and will also provide information from the family to assist you in getting to know the learner and understand his/her literacy strengths/needs. This contact will also serve to welcome the child and family to begin building a strong school/home connection. You will then write plans and conduct tutoring sessions. Additionally, at the end of the tutoring sessions you will write an Instructional Summary Report and discuss it with the student and parent/guardian in a conference.

Part I: Procedures for the Diagnostic Report

Prior to your work with the student, your seminar will meet for approximately 4 class sessions, during which you will study research related to assessment and learn to give the Informal Reading Inventory (IRI) specified in your syllabus, as well as other assessments.

Once the tutoring begins, during the first three to four sessions, you will focus on becoming acquainted with the student and conducting preliminary assessments that will inform decisions made when developing instructional plans. All diagnostic sessions will be audiotaped. In addition to the selected Informal Reading Inventory, you will also analyze (a) a writing sample (create your own rubric or use one prevalent in local schools, such as the 6 Trait Writing rubric, or the Virginia SOL writing analysis format); (b) a published Reading/Writing Attitude/Interest Inventory/Survey instrument that is appropriate to the age of your student; and (c) the student's response to 2 to 3 instructional strategies you use in the first tutoring sessions. Please note that in some cases,

alternate or additional assessments may be used, based on consultation with your instructor. For example, if you are working with a young reader, you may wish to use Marie Clay's *Concepts of Print Test* and/or a measure of phonological awareness.

Part II: Instructional Plans
To guide your work with a student and to keep the practicum supervisor informed of your activities and goals, you are required to write instructional plans for each instructional session with your practicum student. The initial basis for these plans will be the "recommendations" section that you wrote in your Diagnostic Report (see above). For your lessons (after the assessment phase), you will develop routines around the themes (listed below). The themes include both reading and writing. These routines must be clear in the lesson structure.

Use the following format for your plans:

Date:
Session (Session number):
Your Name:
Your Student's Name:

Reflections
Include 1-2 paragraphs summarizing your previous session with the student. Provide a statement of your judgment about the relative effectiveness of the strategies and activities you used. Do not simply restate everything you did in the previous session; instead, reflect on what occurred and state (a) what you are learning about your tutee and (b) how your instruction will be crafted and modified based on your tutee's needs. Use first person point of view. The Reflections section will be blank for the first Instructional Plan.

Example

> Overall, I thought our session went well. "Matt" showed more enthusiasm for the book about baseball, which is one of his favorite pastimes. He also remembered more details from the book than those we've used in the past. Matt is still reluctant to write, though our brainstorming sessions seem to be helping him. When I allowed Matt to draw pictures to accompany his writing, he seemed more motivated.
>
> Matt's decoding skills are excellent, but his word knowledge is limited. I tried using flashcards for new vocabulary, but he wasn't very interested. I went through our textbook and explored other resources for some fun vocabulary strategies that I'm going to use in today and in future sessions.

Instructional Strategies and Rationales
Describe in detail the specific instructional strategies you intend to use that session with your student. Include relevant books and materials needed for and to accompany the strategy. Number each strategy description. Instructional strategies may come from any research-based legitimate source, such as class suggestions, previous reading courses, ideas in the textbook, professional literature and your own teaching experience. Explore www.readwritethink.org for model lessons. **Do not use workbooks.**

Along with each strategy description include a brief rationale for the use of the reading or writing strategy as well as the specific materials or non-print resources you have selected. In other words, explain your reason(s) for using each strategy. Rationales are based on what you've learned about the student from previous diagnostic information and/or information you've acquired from your own interactions with the student, as well as research in literacy development. (See note on ELL's below). Your rationale should demonstrate an understanding of both cognitive and sociocultural influences on learning – for example, ways the strategy will enhance the student's metacognition or vocabulary development as well as ways the strategy would increase home/school connections, improve motivation, and build on knowledge students' bring through their diverse experiences. Make references to literacy foundational research that guides your literacy instruction.

Structure the plan around the following strands, as appropriate to the learner: (1) writing as meaningful communication; (2) concepts of print/phonemic awareness/phonics or word recognition, 3) vocabulary building; (3) fluency development and (4) comprehension instruction using expository or narrative text strategies.

Also note the following:
a) You will be assigned a partner in the course with whom you will collaborate in planning. Your partner will be working with a student who is different from yours in a variety of ways, e.g., grade level, ethnic/racial background, language background, SES, and/or gender. In all cases, at least one partner will be working with a student who is an English Language Learner (see below, also). With your partner you will discuss ways to make instruction more effective for the students with whom you work, ways to draw connections between home and school in your lessons, and ways to build on the specific interests as well as background knowledge of your students during the lessons. Through this collaboration, you will learn about diversity through planning for two students who have a variety of differences. You will also have an experience in coaching another teacher on planning.
b) You must insure that your lessons are motivating, for example, by providing choice, exploring the student's interests, using multiple literacies and authentic activities, and so forth.
c) If your student is an English learner, you must explain in your rationale why a strategy is effective for English learners (ELL), citing appropriate sources (in your class readings you will be provided suggestions). If your student is not an English learner, you will coach a partner whose child is an ELL (see a, above). You must use technology in at least 3 lessons, including teaching the student to use a new technology tool in a creative way (e.g., computer software, Smart Board, etc.).

Strands can be combined in effective ways, for example:
Story Impressions/Venn Diagram - I will prepare a list of words from the book The Magic Spring and present them to Matt. I will then read the story to Matt, and we will discuss the selected words as well as the meaning of the story as we move through the text. We will next read The Magic Spring together, trading off reading pages out loud. As we read I will work with Matt to fill in a previously made, blank Venn Diagram sheet. One circle of the diagram he will write pertinent details from his story, the other pertinent details from the actual book, and the overlapping area common details and ideas.

Rationale: Matt has been having difficulty staying focused while reading. This strategy should help him attend to story details because he will be interested in discovering how closely his story impression story matches the actual story.

NOTE: For the first three sessions or so your instructional plans will be based on the initial diagnosis you will be conducting with your practicum student. Therefore, these plans will be modified to accommodate this approach and the information being obtained. For example, the Reflections section will summarize diagnostic findings and any other insights into the student's literacy behavior. The next section will be concerned with Diagnostic Strategies and Rationales. Here report on the assessments you intend to use and why.

<u>**Evaluation**</u>
Each instructional plan will be read by your practicum supervisor before your lesson and comments will be provided (you may be asked to revise before teaching). Plans should be typed and comprised of no more than 3 single-spaced pages. **At the end of the course you will post all of your lessons to Tk20 (make into one document) as well as two samples of the student's work (before/after instruction).**

Part III: Summary Report
   At the end of the practicum, you will write a summary report (format below) and you will conduct a meeting with the parent/guardian and student to discuss progress made in the practicum and recommendations for continued literacy development in both home and school. Parents/guardians will be advised that they may share the report with the child's teacher, but this is their choice.

Please keep in mind that this format as given as a model; it is expected you will adapt and modify it to accurately reflect the tutoring experience.

Sample Summary Report (Used at end of Practicum)

Student:
Grade: 6
Location of Tutoring:
Dates of Tutoring:
Date of Report:
Practicum Tutor:

<u>**Rationale for Instructional Plan:**</u>
   _____is a pleasant and thoughtful ____ grade student at _____ School.   ____ works hard in school, but struggles in language arts activities. She receives services in a small, regular education reading group to teach her reading strategies and skills and address areas for improvement.
        I assessed _____ using the _____ Reading Inventory (IRI). The (IRI) is a reading inventory which contains reading selections that are classified as either narrative (tells a story) or expository (fact based, as found in textbooks). The testing procedure is as follows: answering concept questions that activate prior knowledge, making predictions based on the passage title, reading the passage orally, retelling the story, and answering comprehension questions that are both explicit (word-for-word from the text) and implicit (not directly answered in the text). Based on

testing results from the (IRI) and general observations I chose to focus upon sentence structure, vocabulary building, and comprehension for areas of improvement for _____. These areas are essential to becoming an independent reader and writer. Teaching her strategies to address these areas will increase her confidence and help create a lifelong interest in reading. _____ also showed strengths in certain areas.

   _____ writing skills show true intent to convey meaning. They are thought out and clearly stay on topic. Although _____ struggles with correct sentence structure and often runs sentences together, it is obvious that _____ is aware of conjunctions, punctuation, and parts of speech. She however appears unclear of when to use them in context. Teaching her how to use sentences to create various meanings will help improve general understanding of sentence creation and proper use of punctuation.

  Vocabulary building is an important part of reading and writing. _____ general vocabulary is fairly good, but needs to be expanded. Having a stronger vocabulary will improve comprehension and will assist _____ in writing more interesting sentences. It will also increase her overall knowledge base.

   _____works very hard to comprehend written text. She has a difficult time retelling and remembering important details. Learning skills in order to organize information and make it visual will increase her overall comprehension and summarizing abilities. Having a stronger vocabulary will also increase her comprehension.

  In general, increasing _____ basic skills in reading and writing will assist her in seeing the importance and becoming a reader for life. It will decrease her struggles and increase her confidence. My goal is to help _____ become a stronger student who takes chances with reading and writing.

Summary of Instructional Experiences:

Our instructional sessions were divided to include skill building in the areas of sentence structure, vocabulary building, fluency, and reading comprehension. The following highlights some of the instructional strategies I used with _____ in an effort to strengthen her overall reading comprehension.

   Fluency and sentence structure were paired together through the creation of _____ special project. We created a _____ The board game is centered on jokes. Joke telling is a great way to work on voice, fluency, reading with expression, and sentence structure. To start, _____ and I brainstormed jokes and how they are put together to make people laugh. After I modeled use of expression and voice, _____ and I practiced telling jokes. I also took this time to show the importance of punctuation. She practiced writing jokes and experimented with the proper use of punctuation to express meaning. _____ abilities to say and write the jokes with meaning, proper structure, and expression increased greatly.

   _____ and I worked on vocabulary building and comprehension through short text and word ladders. We used several strategies for vocabulary building including word ladders and highlighting difficult words. Word ladders are word study lessons that help kids boost reading, vocabulary, spelling and phonics skills. Each lesson starts at the bottom of the ladder with a word and definition. As you work up the ladder you are given definitions and clues of how to change the word below to fit the current definition. The top word relates back to the bottom word. When _____ adds and takes away letters to form a new word she is working on sound-symbol relationships. This will assist with decoding and spelling. With the definition portion of the lesson, _____ is extending her understanding of words and concepts. Each time we worked on a word ladder, _____ increased her abilities to complete without strong prompting. We are also reading a short story entitled "Orphan Train". I chose this particular story as it is history based with fantasy. The concepts seemed interesting to _____, and the vocabulary is grade level appropriate. As we read I ask _____ to highlight unknown words. When I see her highlight I provide a quick

explanation so that we do not lose the meaning of the text. When the text (never more than one page) is finished we go back and look for context clues within the surrounding text. In addition, we have been working with visualization strategies while reading. These strategies have increased her recall and comprehension level.

Recommendations for Teachers
The results of the (IRI) and informal observations indicate that _____ needs to strengthen vocabulary, comprehension, fluency, and sentence creation skills. I feel that she would benefit greatly from direct instruction of reading strategies. Reading aloud to _____ is important as she benefits from someone modeling fluent reading and her comprehension skills are higher. Books on tape coupled with the book in writing would also be beneficial and would increase comprehension and fluency. The use of graphic organizers will increase comprehension ability by creating a visual representation of story concepts. Visualization techniques are also important to assist in creating meaning, and have proven beneficial to _____.

_____ would benefit greatly from a literacy rich environment full of word walls, daily vocabulary building, and commonly found errors. She should be continually challenged to find context clues to make meaning and create new words. Writing assignments should be given with a purpose, such as daily reflection logs or reading logs. Organization of thoughts through graphic organizers is important for lengthier assignments. Continual reinforcement of sentence structure and punctuation is necessary to continue increasing strong sentences.

Recommendations for Parents
_____ is a willing reader who truly wants to excel in school. Providing opportunities to read is very important. Reading aloud to a younger brother or sister is a good strategy for _____ She will increase fluency, voice, and vocabulary. Books on tape are also great to use as the student listens and/or reads along. A family book club is a great way to work on reading comprehension and increase family time. It is important to let _____ have a choice in the books she is reading and listening to. Weekly family trips to the library will allow her access to many genres in print and on tape. It would benefit _____ to keep a comprehension log or reflection log as she reads. Working on writing and reading together will help your child.

EVIDENCE-BASED STRATEGY SHARE - ONLINE (EDRD 633)

Procedure

1. **Select a strategy** or activity you are using or plan to use in practicum with your student that you have found to be effective. It might be a strategy related to word attack, vocabulary, fluency, comprehension, or writing.
2. **Review the professional literature** for direct and/or related support for your strategy. Direct support refers to studies and expert opinion addressing the specific strategy you are sharing. Related support refers to studies and expert opinion that do not address the specific strategy but benefits of general approaches to developing literacy within which your strategy fits.

3. **Write a one-page description** of the strategy. This description should be a guide for someone else who wishes to use the strategy.   The description should include:
   - Description of the strategy.
   - Description of the context for the strategy: With whom would you use this strategy?
   - Brief theoretical and research rationale for the strategy.
   - Description of the effect the strategy could have on a student's reading ability. What evidence do you have to suggest a positive change could occur as a result of working with the strategy?
   - Discussion of future directions with the strategy: Will you continue to use it in the same manner it was presented? Could it be modified, if so how and why?

4. **Online**: The class will be divided into groups of 4 or 5 for your online sharing.
   - Post online a copy of the one-page description. In addition, submit a copy to your instructor.
   - Include a graphic organizer if appropriate.
   - Post (minimum of 2-3) a connection, comment or question regarding your colleagues strategies. How could you adapt the strategy to the student you have?

<u>Evaluation</u>

The assignment will be evaluated based on

(a) the appropriateness of the professional literature used to support the strategy,

(b) the clarity of writing in your rationale,

(c) correct APA citation and referencing format, and

(d) how clearly the strategy is described, exemplified, and linked to specific learning needs of students.

EVIDENCE-BASED STRATEGY SHARE RUBRIC

Evaluation

The assignment will be evaluated based on (a) the appropriateness of the professional literature used to support the strategy, (b) the clarity of writing in your rationale, (c) correct APA citation and referencing format, and (d) how clearly the strategy is described, exemplified, and linked to the needs evidenced by your tutee.

Appropriate professional literature supporting the strategy	/1
Clarity of writing in your rationale	/2
Correct APA citation and referencing format	/2
Content: How clearly the strategy is described, the possible effects and future directions explained.	/5
Total	/10

Rubric for Part I: Diagnostic Report (EDRD 633)

IRA Standard/ Element	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Below Expectations (1)
3.2a Administer and interpret appropriate assessments for students, especially those who struggle with reading and writing.	Provides exemplary evidence of administering and interpreting appropriate assessments to examine strengths and limitations of struggling readers and writers.	Provides satisfactory evidence of administering and interpreting appropriate assessments to examine strengths and limitations of struggling readers and writers.	Provides partial evidence of administering and interpreting appropriate assessments to examine strengths and limitations of struggling readers and writers.	Provides little or no evidence of administering and interpreting appropriate assessments to examine strengths and limitations of struggling readers and writers.
3.3a Use multiple data sources to analyze individual readers' performance and to plan instruction and intervention.	Provides exemplary evidence of using multiple data sources to analyze individual readers' performance and to plan instruction and intervention.	Provides satisfactory evidence of using multiple data sources to analyze individual readers' performance and to plan instruction and intervention.	Provides partial evidence of using multiple data sources to analyze individual readers' performance and to plan instruction and intervention.	Provides little or no evidence of using multiple data sources to analyze individual readers' performance and to plan instruction and intervention.

Rubric for Part II: Planning and Instruction (EDRD 637)

IRA Standard/ Element	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Below Expectations (1)
2.1a Demonstrate an understanding of the research and literature that undergirds the reading and writing curriculum instruction for all students.	Provides exemplary evidence of understanding the research and literature that undergirds the reading and writing curriculum instruction for all students.	Provides satisfactory evidence of understanding the research and literature that undergirds the reading and writing curriculum instruction for all students.	Provides partial evidence of understanding the research and literature that undergirds the reading and writing curriculum instruction for all students.	Provides little or no evidence of understanding the research and literature that undergirds the reading and writing curriculum instruction for all students.
2.1b Develop and implements the curriculum to meet the specific needs of students who struggle with reading.	Provides exemplary evidence of developing and implementing a curriculum to meet the specific needs of students who struggle with reading.	Provides satisfactory evidence of developing and implementing a curriculum to meet the specific needs of students who struggle with reading.	Provides partial evidence of developing and implementing a curriculum to meet the specific needs of students who struggle with reading.	Provides little or no evidence of developing and implementing a curriculum to meet the specific needs of students who struggle with reading.
2.2a Use instructional	Provides exemplary	Provides satisfactory	Provides partial evidence of using	Provides little or no evidence of

approaches supported by literature and research for the following areas: concepts of print, phonemic awareness, phonics, vocabulary, comprehension, fluency, critical thinking, motivation, and writing.	evidence of using 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.	evidence of using 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.	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.	using 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.
2.2b Provides appropriate in-depth instruction for all readers and writers, especially those who struggle with reading and writing.	Provides exemplary in-depth instruction for all readers and writers, especially those who struggle with reading and writing.	Provides satisfactory in-depth instruction for all readers and writers, especially those who struggle with reading and writing.	Provides partially in-depth instruction for all readers and writers, especially those who struggle with reading and writing.	Provides little or no in-depth instruction for all readers and writers, especially those who struggle with reading and writing.
2.2d 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.	Provides exemplary evidence of adapting instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle to learn to read and write.	Provides satisfactory evidence of adapting instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle to learn to read and write.	Provides partial evidence of adapting instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle to learn to read and write.	Provides little or no evidence of adapting instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle to learn to read and write.
4.2a Provide differentiated instruction and instructional materials, including traditional print, digital, and online resources, that capitalize on diversity.	Provides exemplary evidence of differentiating instruction and instructional materials, including traditional print, digital, and online resources, that capitalize on diversity.	Provides satisfactory evidence of differentiating instruction and instructional materials, including traditional print, digital, and online resources, that capitalize on diversity.	Provides partial evidence of differentiating instruction and instructional materials, including traditional print, digital, and online resources, that capitalize on diversity.	Provides little or no evidence of differentiating instruction and instructional materials, including traditional print, digital, and online resources, that capitalize on diversity.
4.2d Collaborate with others to build strong home-	Provides exemplary evidence of	Provides satisfactory evidence of	Provides partial evidence of collaborating with	Provides little or no evidence of collaborating with

to-school and school-to-home literacy connections.	collaborating with others to build strong home-to-school and school-to-home literacy connections.	collaborating with others to build strong home-to-school and school-to-home literacy connections.	others to build strong home-to-school and school-to-home literacy connections.	others to build strong home-to-school and school-to-home literacy connections.
5.2 Design a social environment that is low-risk, includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write.	Provides exemplary evidence of designing a social environment that is low-risk, includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write.	Provides satisfactory evidence of designing a social environment that is low-risk, includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write.	Provides partial evidence of designing a social environment that is low-risk, includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write.	Provides little or no evidence of designing a social environment that is low-risk, includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write.
5.3a Understand the role of routines in creating and maintaining positive learning environments for reading and writing instruction using traditional print, digital, and online resources.	Provides exemplary evidence of using routines in creating and maintaining positive learning environments for students who struggle with reading and writing instruction using traditional, print, digital and online resources.	Provides satisfactory evidence of using routines in creating and maintaining positive learning environments for students who struggle with reading and writing using traditional, print, digital and online resources.	Provides partial evidence of using routines in creating and maintaining positive learning environments for students who struggle with reading and writing using traditional, print, digital and online resources.	Provides little or no evidence of using routines in creating and maintaining positive learning environments for students who struggle with reading and writing using traditional, print, digital and online resources.
5.3b Create effective routines for all students, especially those who struggle with reading and writing.	Provides exemplary evidence of creating effective routines for all students, especially those who struggle with reading and writing.	Provides satisfactory evidence of creating effective routines for all students, especially those who struggle with reading and writing.	Provides partial evidence of creating effective routines for all students, especially those who struggle with reading and writing.	Provides little or no evidence of creating effective routines for all students, especially those who struggle with reading and writing.
6.2e Demonstrate effective use of technology for improving student learning.	Provides exemplary evidence of effective use of technology for improving student learning	Provides satisfactory evidence of effective use of technology for improving student learning.	Provides partial evidence of effective use of technology for improving student learning.	Provides little or no evidence of effective use of technology for improving student learning.

Rubric for Part III: Summary Report (EDRD 633)

IRA Standard/ Element	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Below Expectations (1)
3.1b Demonstrate an understanding of established purposes for assessing the performance of all readers, including tools for screening, diagnosis, progress monitoring, and measuring outcomes.	Provides exemplary evidence of understanding established purposes for assessing the performance of all readers, including tools for screening, diagnosis, progress monitoring, and measuring outcomes.	Provides satisfactory evidence of understanding established purposes for assessing the performance of all readers, including tools for screening, diagnosis, progress monitoring, and measuring outcomes.	Provides partial evidence of understanding established purposes for assessing the performance of all readers, including tools for screening, diagnosis, progress monitoring, and measuring outcomes.	Provides little or no evidence of understanding established purposes for assessing the performance of all readers, including tools for screening, diagnosis, progress monitoring, and measuring outcomes.
3.3b Analyze and use assessment data to examine the effectiveness of specific intervention practices and students' responses to instruction.	Provides exemplary evidence of analyzing and using assessment data to examine the effectiveness of specific intervention practices and students' responses to instruction.	Provides satisfactory evidence of analyzing and using assessment data to examine the effectiveness of specific intervention practices and students' responses to instruction.	Provides partial evidence of analyzing and using assessment data to examine the effectiveness of specific intervention practices and students' responses to instruction.	Provides little or no evidence of analyzing and using assessment data to examine the effectiveness of specific intervention practices and students' responses to instruction.
3.4a Analyze and report assessment results to a variety of appropriate audiences for relevant implications, instructional purposes, and accountability.	Provides exemplary evidence of analyzing and reporting assessment results to a variety of appropriate audiences for relevant implications, instructional purposes, and accountability.	Provides satisfactory evidence of analyzing and reporting assessment results to a variety of appropriate audiences for relevant implications, instructional purposes, and accountability.	Provides partial evidence of analyzing and reporting assessment results to a variety of appropriate audiences for relevant implications, instructional purposes, and accountability.	Provides little or no evidence of analyzing and reporting assessment results to a variety of appropriate audiences for relevant implications, instructional purposes, and accountability.
3.4b Demonstrate the ability to	Provides exemplary	Provides satisfactory	Provides partial evidence of the	Provides little or no evidence of the

communicate results of assessments to various audiences.	evidence the ability to communicate results of assessments to various audiences.	evidence of the ability to communicate results of assessments to various audiences.	ability to communicate results of assessments to various audiences.	ability to communicate results of assessments to various audiences.
4.3d 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.	Provides exemplary evidence of collaborating 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.	Provides satisfactory evidence of collaborating 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.	Provides partial evidence of collaborating 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.	Provides little or no evidence of collaborating 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.