EDRD 637 SUPERVISED LITERACY PRACTICUM II

Advanced Studies in Teaching & Learning—Master of Education Program
Summer 2006, Arlington Cohort

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Office Hours: by appointment, either at class site or on campus

REQUIRED TEXTS FROM 633

DESCRIPTION
This course is a supervised literacy practicum that requires students to engage in 45 practicum hours and 15 seminar hours. The practicum is taken concurrently with EDRD 633.

RATIONALE
As a required portion of the literacy specialization in the Advanced Studies in Teaching and Learning (ASTL) program, this course addresses required Virginia Department of Education (VDOE) and International Reading Association (IRA) competencies for K-12 Reading Specialists. This course also provides an advanced, research-based study of literacy for teachers seeking master's degrees.

NATURE OF COURSE DELIVERY
This course is a supervised practicum in literacy that requires students to engage in 45 practicum hours and 15 seminar hours. The two-credit practicum is integrated with EDRD 633 and requires students to work with a 1st- to 12th-grade student for at least 20 contact hours to apply assessments and interventions appropriate for individuals who struggle with reading. The other practicum hours will include gathering background information, preparing lessons, and communicating with families and school personnel. Seminars will include both small-group meetings and individual conversations with the practicum supervisor. During small-group seminars, students will engage in active dialogue and sharing of ideas related to their practicum experiences. Individual dialogues with practicum supervisors will include self-assessment of and reflection on diagnostic teaching sessions.

GSE SYLLABUS STATEMENTS OF EXPECTATIONS
The Graduate School of Education (GSE) expects that all students abide by the following:

Students are expected to exhibit professional behavior and dispositions. See www.gse.gmu.edu for a listing of these dispositions.
Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See http://mail.gmu.edu and click on Responsible Use of Computing at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

Note: To determine whether the campus is closed due to inclement weather, call 703-993-1000 or go to www.gmu.edu.

INTERNATIONAL READING ASSOCIATION (IRA) STANDARDS

1. Candidates have knowledge of the foundations of reading and writing processes and instruction.

2. Candidates have knowledge of a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.

3. Candidates use a variety of assessment tools and practices to plan effective instruction.

4. Candidates integrate knowledge and dispositions of instructional practices, curricular materials, assessment, and evaluation to create a literate environment that fosters both reading and writing.

5. Candidates view professional development as a career-long effort and responsibility.

IRA STANDARDS, OUTCOMES, AND PERFORMANCE-BASED ASSESSMENTS FOR EDRD 637

1. **Standard Addressed:** IRA 1.5
   Students display dispositions related to reading and the teaching of reading.
   **Outcome:** c) Ensure the success of each student in reading and writing.
   **Performance-Based Assessment:** Diagnostic Teaching Videotape

2. **Standard Addressed:** IRA 3.3
   Students use assessment information to plan, evaluate, and revise effective instruction that meets the needs of all students, including those at different developmental stages and those from different cultural and linguistic backgrounds.
   **Outcome:** c) Students use in-depth assessment to plan individual instruction for struggling readers.
   **Performance-Based Assessment:** Diagnostic Teaching Plans

3. **Standard Addressed:** IRA 5.2
   Students work with colleagues to observe, evaluate, and provide feedback on their own and each others’ practice.
   **Outcomes:** a) Students actively engage in collaboration and dialogue with other teachers and reading specialists to obtain recommendations and advice on teaching practices and ideas. 
   b) Students positively and constructively provide an evaluation of their own or others’ teaching practices.
   **Performance-Based Assessments:** Seminar Discussions

GENERAL REQUIREMENTS

1. Seminar attendance is important. If, due to an emergency, you will not be in seminar, call the instructor and leave a message.

2. The university requires that all pagers and cell phones be turned off before seminars begin.
3. It is expected that assignments will be turned in on time. However, it is recognized that graduate students occasionally have serious problems that prevent work completion. If such a dilemma arises, please speak to the instructor in a timely fashion.

GUIDELINES FOR WRITTEN ASSIGNMENTS
All written assignments prepared outside of class will be evaluated for content and presentation as graduate-level writing. The American Psychological Association, Fifth Edition (APA) style will be followed for all written work. All written work unless otherwise noted must be completed on a word processor and should be proofread carefully. (Use spell check!) If you are not confident of your own ability to catch errors, have another person proofread your work. When in doubt, check the APA manual. Portions of the APA manual appear at the Style Manuals link on the GMU library web guide at: http://library.gmu.edu/resources/edu/.

Expectations
1. Present ideas in a clear, concise, and organized manner. (Avoid wordiness and redundancy.)
2. Develop points coherently, definitively, and thoroughly.
3. Refer to appropriate authorities, studies, and examples to document where appropriate. (Avoid meaningless generalizations, unwarranted assumptions, and unsupported opinions.)
4. Maintain confidentiality when referring to school or student names by using pseudonyms.
5. Use correct capitalization, punctuation, spelling, and grammar.
6. Proofread carefully.

TECHNOLOGY-BASED TOOLS AND RESOURCES
1. All students must activate their GMU e-mail account at http://mail.gmu.edu.
2. To access university records, students can go to http://webgmu.gmu.edu. They should visit the site periodically to review and ensure accuracy of contact information, student status, and course activity. This is also the source for grades when posted.
3. For additional technology resource information and assistance, students can go to http://itusupport.gmu.edu/forms.asp.
4. Blackboard is an online resource that the literacy cohorts use throughout the literacy program. To access Blackboard-GSE students should go to http://blackboard.gmu.edu.

ASSIGNMENTS

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<td>Final Teaching Videotape</td>
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<td>Seminar Discussions</td>
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SUPERVISED PRACTICUM

The purpose of the EDRD 637 practicum experience (concurrent with EDRD 633) is to practice working with individual students and to broaden understandings of students’ literacy needs in K-12 classrooms.

Throughout the course of the semester, students will be involved in a 45-hour, supervised practicum that includes a minimum of 20 contact hours with a student who according to parents and/or school personnel is having some level of difficulty in reading. As a part of the practicum, diagnostic teaching plans will be developed and ongoing assessment and intervention strategies will be implemented under the supervision of a practicum supervisor. Documentation of work with the student will be compiled in the case study portfolio and will include written documentation as well as videotapes of selected sessions.

Each diagnostic teaching session will be approximately 45-60 minutes in length, but may vary depending upon the needs and attention span of the practicum student. The initial sessions will focus on becoming acquainted with the student and conducting preliminary assessments that will inform decisions made when developing diagnostic teaching plans. The majority of the sessions will focus on diagnostic teaching, which emphasizes ongoing assessment and interventions designed to support the student’s literacy development.

During the diagnostic teaching sessions, time will be allotted for (a) familiar text time, (b) continuous diagnostic assessment, (c) guided contextual reading, (d) strategy and skill instruction that supports and develops the student’s reading and writing, and (e) providing a springboard for at-home reading and writing. Emphasis will be on providing a comprehensive literacy experience that builds on the student’s strengths and addresses the student’s needs in fluency, word identification, vocabulary and concept development, and comprehension. The writing process and writing strategies will be incorporated through the development of a written product.

Because this is a supervised practicum, students will maintain ongoing contact with the practicum supervisor. This will include participation in seminar discussions relating to the practicum experience as well as email, telephone, and in-person dialogues with the supervisor. In addition, diagnostic teaching plans will be emailed weekly to the supervisor. During the course of the practicum, one videotape observation of a diagnostic teaching session that is approximately 45-60 minutes in length will be conducted by the supervisor for feedback and discussion that is formative in nature. Near the conclusion of the practicum, a videotape of a later diagnostic teaching session will be submitted to the supervisor. This videotape will be approximately 45-60 minutes in length and will show evidence of meeting IRA competencies.

All lessons should be videotaped and/or audiotaped. The tutoring log, diagnostic teaching plans, selected samples of student work, and selected videotaped and/or audiotaped sessions will be compiled in the case study portfolio.
PERFORMANCE-BASED ASSESSMENTS IN EDRD 637

The following performance-based assessments are designed to provide evidence that program candidates meet the following IRA standards: 1.5, 3.3, and 5.2. Successful completion of these performance-based assessments and a grade of B or better are required to continue in the literacy program.

Diagnostic Teaching Plans and Log Ongoing
Document the tutoring sessions by maintaining a log that records the date, time, and length of each session.

Use the diagnostic teaching plan format to document planning for and work with your practicum student. Before each session, complete the first page of the plan, which includes plans for (a) familiar text time, (b) continuous diagnostic assessment, (c) guided contextual reading, (d) strategy and skill instruction that supports and develops the student’s reading and writing, and (e) providing a springboard for at-home reading and writing.

After the lesson, complete the HT chart and the mini-reflections. Completed plans should reflect your use of in-depth assessment to plan appropriate and effective individual instruction for a struggling reader. Email plans to your practicum supervisor after the lesson has been taught and reflections have been noted.

Subsequent plans should show evidence that students have responded to and incorporated the supervisor’s feedback and suggestions.

All plans should be typed and saved as Word documents.

The following IRA standard will be evaluated through this performance-based assessment:
3.3 Students use assessment information to plan, evaluate, and revise effective instruction that meets the needs of all students, including those at different developmental stages and those from different cultural and linguistic backgrounds.

Candidates will
3.3c use in-depth assessment information to plan individual instruction for struggling readers. They collaborate with other education professionals to implement appropriate reading instruction for individual students.

Seminar Discussions Ongoing
Discuss in seminar group meetings your practicum experiences. Share samples of your work with your student, including assessment results, student work samples, and videotaped clips of your sessions. Engage in collaboration and dialogue with others to obtain recommendations and advice on teaching practices and ideas. Positively and constructively provide evaluations of your own work as well as the teaching practices of others in the group.

The following IRA standard will be evaluated through this performance-based assessment:
5.2 Work with colleagues to observe, evaluate, and provide feedback on each others’ practice.

Candidates will
5.2a actively engage in collaboration and dialogue with other teachers and reading specialists to obtain recommendations and advice on teaching practices and ideas.
5.2b positively and constructively provide an evaluation of their own or others’ teaching practices.
Diagnostic Teaching Videotape

Videotape a diagnostic teaching session that is approximately 45-60 minutes in length. After reviewing the tape, hold a conference with your practicum supervisor that focuses on your self-assessment of and reflections on the lesson. After the supervisor views the tape, conduct a post-observation conference.

The videotape should include the diagnostic teaching lesson segments on your planning: (a) familiar text time, (b) continuous diagnostic assessment, (c) guided contextual reading, (d) strategy and skill instruction that supports and develops the student’s reading and writing, and (e) a springboard for at-home reading and writing. It should include evidence that you are aware of your student’s interests and reading levels and that you use this information to select appropriate texts.

After reviewing the tape, email a self-assessment to your practicum supervisor that focuses on your evaluation of and reflections on the lesson. In the self-assessment, explain how you use the diagnostic teaching lesson to link assessment results with appropriate and effective instruction. Explain how you selected texts based upon your student’s interests and reading levels. After your supervisor views the videotape, you will participate in a post-observation conference with your supervisor.

The practicum supervisor will respond to both initial and final diagnostic teaching videotapes using the criteria listed on the following page for the final diagnostic teaching videotape. However, the comments and rubric ratings based on the initial videotape will be formative in nature and offer the student information to help him/her revise the diagnostic teaching lessons to better align with the criteria used to assess the final videotape. The assessment of the final videotape will be considered the performance-based assessment.

The following IRA standards will be evaluated through this performance-based assessment:

1.5 Students display dispositions related to reading and the teaching of reading.
Candidates will

1.5c Ensure the success of each student in reading and writing.
Criteria for Final Diagnostic Teaching Videotape
IRA Standard 1.5: Display dispositions related to reading and the teaching of reading.
c) Ensure the success of each student in reading and writing.
## ASSIGNMENTS

**EDRD 632**

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<td>Overview of Course&lt;br&gt;Examining Different Individual Assessments</td>
<td>Syllabi for 633 and 637</td>
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<td><strong>637 Practicum</strong>&lt;br&gt;Seminar: Overview of Practicum</td>
<td>Handbook for Practicum</td>
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<td>February 2</td>
<td>Assessing Interests and Prior Expectations&lt;br&gt;Administering an Informal Reading Inventory</td>
<td>ARI Materials – Examiners Handbook and Reader’s Passage</td>
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<td>February 9</td>
<td>Factors Influencing Reading Development&lt;br&gt;Gathering Background Information</td>
<td>Woods and Moe pp 2-13, 35 &amp; 82-90&lt;br&gt;Student Description and rationale</td>
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<td><strong>637 Practicum</strong>&lt;br&gt;Seminar: Administering DRA/Running Records</td>
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<td>February 16</td>
<td>Reporting and Interpreting the Results of an Informal Reading Inventory</td>
<td>Woods &amp; Moe: practice, pp. 14-53&lt;br&gt;Walker: Chapters 1 &amp; 2&lt;br&gt;Student Background Information</td>
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<td>February 23</td>
<td>Writing a Diagnostic Report</td>
<td>Walker: Chapters 3 &amp; 4</td>
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<td><strong>637 Practicum</strong>&lt;br&gt;Seminar: Lesson Plans and Reflections</td>
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<td>March 2</td>
<td>Diagnostic Teaching&lt;br&gt;Guided Reading</td>
<td>Walker: Chapters 5 &amp; 6</td>
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<td>March 9</td>
<td>Selecting Materials and Techniques</td>
<td>Walker: Chapters 9 &amp; 10</td>
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<td>March 16</td>
<td><strong>GMU Spring Break</strong></td>
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<td>March 23</td>
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<td>First Draft of Diagnostic Report Due</td>
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<td><strong>637 Practicum</strong>&lt;br&gt;Seminar: Revising the Diagnostic Report</td>
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<td>March 30</td>
<td>Ongoing Assessment and Instruction I</td>
<td>Walker: Chapter 7&lt;br&gt;Part Two – The Instructional Technique&lt;br&gt;Initial Videotape Due</td>
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<td>Ongoing Assessment and Instruction II</td>
<td>Article TBA&lt;br&gt;Diagnostic Report Due</td>
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<td>April 13</td>
<td><strong>Public School Spring Break</strong></td>
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<td>April 28</td>
<td>Family Communication&lt;br&gt;Writing the Parent/Guardian Letter</td>
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<td>May 11</td>
<td>Case Study Presentations</td>
<td>Family Communication Log &amp; Letter</td>
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<td>Case Study Portfolio &amp; Presentation</td>
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