

**George Mason University  
Graduate School of Education**

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**EDRD 633 6T1 (3 credits)  
EDRD 637 (Supervised practicum – 3 credits)  
*Literacy Assessments and Interventions for Individuals*  
*Supervised Literacy Practicum*  
Fairfax 2010 Cohort, Summer 2011  
Woodburn Elementary School  
Falls Church, VA**

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**CATALOG DESCRIPTIONS**

**633 Literacy Assessments and Interventions for Individuals (3:3:0)** *Prerequisites: EDRD 630, 631, and 632; admission to literacy emphasis; or permission of program coordinator.* Provides literacy assessments and interventions for individuals. Includes diagnosis and remediation for learners who find reading and writing difficult. Requires assigned practicum experience.

**637 Supervised Literacy Practicum (2–3:2–3:0)** *Prerequisites: EDRD 630, 631, 632; Corequisite: EDRD 633.* Supervised literacy practicum that requires students to conduct assessments of and provide instruction to struggling readers.

**COURSE DESCRIPTION**

These courses are a required portion of the literacy specialization in the Advanced Studies in Teaching and Learning (ASTL) program. Additionally, these courses address required Virginia Department of Education (VDOE) and International Reading Association (IRA) competencies for K-12 Reading Specialists. The courses provide an advanced, research-based study of literacy for experienced teachers seeking master's degrees.

## REQUIRED TEXTS

Woods, M. & Moe, A.J. (2011). *Analytical Reading Inventory with Readers Passages (9<sup>th</sup> edition)*. Prentice Hall.

Israel, S. (2007). *Using metacognitive assessments to create individualized reading instruction*. International Reading Association.

## MODE OF COURSE DELIVERY

EDRD 633/637 will be taught in an integrated format. Students are expected to plan and conduct diagnostic and tutorial lessons for an individual student under the direct supervision of the 637 instructors. Students are also expected to complete all class readings prior to each session in order to engage in active dialogue and sharing of ideas. Activities will include lecture, strategy demonstrations, assessment and teaching practice experiences and analysis, small group discussions and presentations, whole class sharing, critical reflection, and individual technical assistance.

## RATIONALE

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

## OUTCOMES AND RELATED STANDARDS

### EDRD 633

1. Students will apply diagnostic principles, procedures, and techniques for assessing and evaluating the literacy needs of individual learners.

**Standards Addressed:** IRA 3.1 & 3.2

**Performance-Based Assessment:** *Diagnostic Report (must be posted to TaskStream)*

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.

**Standards Addressed:** IRA 3.4

**Performance-Based Assessment:** *Weekly Reflections and Case Study Presentation*

3. Students will communicate and collaborate effectively with learners and families.

**Standards Addressed:** IRA 3.4

**Performance-Based Assessment:** *Family Communication Log and Conference*

4. Students will communicate results of assessments to specific individuals (students, parents/family, and colleagues)

**Standards Addressed:** IRA/NCATE 3.4

**Performance-Based Assessments:** *Final Summary Report (must be posted to TaskStream)*

### EDRD 637

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.

**Standards Addressed:** IRA 3.1, 3.2, 3.3, 3.4

**Performance-Based Assessment:** *Case Study Portfolio*

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.

**Standards Addressed:** IRA 3.3

**Performance-Based Assessment:** *Instructional Plans, Instructional Summary Report*

EDRD 633 and EDRD 637 embody the five Core Values of the College of Education and Human Development:

- Collaboration
- Ethical Leadership
- Innovation
- Research-based Practices
- Social Justice

### **HONOR CODE**

To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of George Mason University and with the desire for greater academic and personal achievement, we, the members of George Mason University, have set forth the following code of honor. Any individual who is caught in the act of cheating, attempting to cheat, plagiarizing, or stealing will be brought forth before a council of their peers. In the event that the individual is found guilty, he or she will be punished accordingly. For further information, please refer to the University Catalog or Website at [www.gmu.edu](http://www.gmu.edu). Code in the University catalog can be found online at <http://www.gmu.edu/facstaff/handbook/aD.html>.

### **GEORGE MASON UNIVERSITY POLICY ON DISABILITIES**

This syllabus is subject to change based on the needs of the class. The Americans with Disabilities Act (ADA) prohibits discrimination against individuals with disabilities in the series, programs, or activities of all State and local Governments. Under ADA a disability is defined as a physical or mental impairment that substantially limits a major life activity such as learning, working, walking, speaking, hearing, breathing, and/or taking care of oneself. If a student has a disability and needs course adaptations or accommodations because of that disability, it must be established with the faculty, in writing, at the beginning of the semester so arrangements can be

made. Please call the Disability Resource Center for required documentation (703-993-2474). The Disability Resource Center website is at: [www.gmu.edu/student/drc/](http://www.gmu.edu/student/drc/).

## **GENERAL INFORMATION**

### **Email Access**

Students must have access to email and the Internet, either at home, work, or on the GMU campus. GMU provides students with free email accounts that must be accessed for information sent from the university or the Graduate School of Education. Go to <http://mason.gmu.edu/> for information on accessing email.

## **COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT**

### *Student Expectations*

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University 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 must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

### *Campus Resources*

- The George Mason University 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 George Mason University Writing Center staff 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/>].

- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

### LATE ASSIGNMENT POLICY

All assignments are to be completed and delivered on their due dates. Any late assignment will have points automatically deducted (10% for each day late). This policy will be rigorously applied to Instructional Plans.

### CLASS PARTICIPATION

Class participation is critical since most of the class sessions will include tutorial practicum experiences as well as critical information on literacy testing and teaching. If you know in advance that you will be absent for any tutorial sessions, you must withdraw from the course. For each absence from a non-tutorial session, 5 points will be deducted from the total possible participation points. If there is an unexpected absence from a tutorial session, you will be expected to make arrangements with your tutee’s parent/guardian to make-up the practicum time missed and produce acceptable verification. If missed practicum time is not made up by the conclusion of the course, you will not receive a passing grade for the course. If your tutee is absent, the practicum time does not need to be made up, nor will this negatively affect your grade.

### COURSE REQUIREMENTS

Assignments	Due Dates (see agenda)	Points
Diagnostic Report (PBA)		25
Instructional Plans (8 total)		80
Reading Instruction Summary Report (PBA)		25
Case Study Portfolio Parent Conference and Presentation		20
Class Participation		10
Evidence-Based Strategy Share		20
Article Discussion Leadership		20
	<b>Total</b>	<b>200</b>

#### **GRADING SCALE – PERCENTAGE OF TOTAL POSSIBLE POINTS**

A	95 – 100 (200 – 190PTS)
A-	90 – 94 (189 – 180PTS)
B+	86 – 89 (179 – 172PTS)

B	80 – 85	(171 – 160PTS)
C	70 – 79	(159 – 140PTS)

**NCATE/IRA STANDARDS AND PERFORMANCE-BASED ASSESSMENTS**

Throughout the literacy masters programs, students are required to satisfactorily complete one or more performance-based assessments (PBAs) in each course and are required to submit these to an electronic system entitled “TaskStream.” Satisfactory completion of every PBA as well as posting to TaskStream is required before moving to the next course. The TaskStream assessment system can be found at <https://www.taskstream.com/pub/>. Students are REQUIRED to submit the designated PBA to each course instructor so that the assignment can be evaluated when the assignment is due. Only assignments/PBAs posted to TaskStream will be assessed. ***No final grades for courses will be posted until ALL required PBAs are posted to TaskStream.***

**FINAL NOTE:** A pass/fail grade is assigned to 637 and a letter grade to EDRD 633.

## **SUPERVISED PRACTICUM**

### **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.

## THE DIAGNOSTIC REPORT

*Follow this format strictly to write your report.*

\* Place the following heading at the top center of your report:

### GEORGE MASON UNIVERSITY GRADUATE SCHOOL OF EDUCATION READING DIAGNOSTIC REPORT

\* Next, list the following information in this way:

**STUDENT:** HENRY JOHNSON  
**GRADE:** FOURTH  
**AGE:** 10  
**LOCATION OF TESTING:**  
**DATES OF TESTING:**  
**DATE OF REPORT:**  
**PRACTICUM TUTOR:**

\* Place the following subheading against the left margin in the following manner:

#### **BACKGROUND INFORMATION**

\* Use the following format to fill in this section:

While talking with Henry I learned many things about his interests inside and outside of school. Henry said he enjoys \_\_\_\_\_.  
He also informed me that he likes \_\_\_\_\_.  
Concerning reading, I asked Henry how he views himself as a reader, and he told me \_\_\_\_\_.  
His favorite books are \_\_\_\_\_.  
When I asked him what he does when he comes to a word he doesn't know, he said \_\_\_\_\_.  
I also asked him what he does when he can't remember what he has just read, and he told me he \_\_\_\_\_.  
Henry's behavior and attitude throughout the assessment was \_\_\_\_\_.

\* Place the following subheading against the left margin in the following manner:

#### **RESULTS AND ANALYSIS OF READING TESTING**

\* Use the following format to fill in this section:

I administered the *Analytical Reading Inventory-3 (ARI, Woods & Moe, 2011)* to assess Henry's reading ability. I began by giving Henry a practice test at the \_\_\_\_\_ level. My

immediate concern was to put him at ease, as well as help him become familiar with the format of the test and what was expected of him.

The *ARI* is an informal reading inventory categorized by grade levels, pre-primer through grade nine. Each grade level 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: decoding words from words lists to determine a starting point for passage reading; making predictions based on the passage title and the first two sentences, reading the passage orally, retelling the story, and answering different types of comprehension questions that assess factual recall and higher level thinking.

Henry’s performance on the narrative passages of the *ARI* was as follows:

Highest Independent level on the Word Lists: \_\_\_\_\_.

Passage levels achieved are indicated below:

	Independent	Instructional	Frustration
Word Recognition			
Comprehension			

Overall, Henry made a total of \_\_\_\_\_ oral reading miscues, of which \_\_\_\_\_ were determined to be significant. Significant miscues are those that limit Henry’s ability to comprehend what he reads. His significant miscues fell into the following pattern:

Omissions: \_\_\_\_\_

Insertions: \_\_\_\_\_

Substitutions: \_\_\_\_\_

(name others)

On the whole, Henry’s predictions before reading were generally (accurate, inaccurate, lacking detail).

Henry’s retelling of the passages after reading them orally indicated (excellent, fairly good, adequate, limited) comprehension. His performance on the comprehension questions indicate that he was (equally capable with both factual and higher level questions; better able to answer the factual questions; better able to answer the higher level questions). Out of a total of \_\_\_\_\_ factual questions, he answered \_\_\_\_\_ correctly. Out of a total of \_\_\_\_\_ higher level questions, he answered \_\_\_\_\_ correctly.

I also had Henry read \_\_\_\_\_ expository passages to gauge his ability to handle textbook prose. He was permitted to look back at the text for answers to the comprehension questions and demonstrated (a great deal of skill, a moderate degree of skill, a limited degree of skill) in skimming and scanning for relevant information. I also had Henry write summaries over the

expository passages. His summaries indicated (a great deal of, an adequate degree of, a limited degree of) skill in condensing the ideas and information to a single coherent paragraph.

After conducting a formal administration of the *ARI*, I used interactive assessment techniques with the *ARI* to gather further information about Henry's needs and abilities as a reader. Interactive assessment is a process of teaching reading strategies to a child and determining how well the child learns to use the strategies while working together with a story or other text. Henry and I used \_\_\_\_\_ for our interactive assessment. Our interactions included (KWL charts, Venn diagrams, predictions, etc.) before reading; during reading we (traded off reading paragraphs aloud, asked and answered each other's questions, summarized pages of the story, etc.); after reading we (finished a KWL chart, filled in the remainder of a Venn diagram, created a comic strip, etc.) Henry demonstrated (a great deal of, a moderate degree of, a limited level of) enthusiasm for these strategies. The strategies also seemed to (greatly improve, moderately improve) his comprehension of the story.

\* Place the following subheading against the left margin in the following manner:

**AREAS OF LITERACY THAT NEED FURTHER DEVELOPMENT**

\* Fill in this section with the following information:

Based on my initial assessment of Henry's reading ability and best practice in developing effective readers, I will design an instructional plan that will address the following areas:

\* ( list strands and areas of concern based on assessment results)

## 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. 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're 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's and future sessions.*

### ***Instructional Strategies and Rationales***

Describe briefly 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 legitimate source, such as class suggestions, previous reading courses, ideas in the textbook, and your own teaching experience. ***Do not use workbooks.***

Along with each strategy description include a brief rationale for the use of the strategy, explanation of the activity, the ongoing assessment and an opportunity for the student to be metacognitive. 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.

Structure the plan around the four strands: (1) writing as meaningful communication; (2) skill development; (3) fluency building with self-selected readings; and (4) expository text strategies.

Example of the skill development strand is below:

**2. Skill Development** - Story Impressions/Venn Diagram - I will prepare a list of words from the book *The Magic Spring* and present them to Matt. I will ask Matt to write a short story using the words from the list. We will then 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.

**Criteria for Evaluation**

Each instructional plan is worth 10 points. Points will be awarded based on how clearly and succinctly you describe your past and ongoing work with the student. Plans should be typed and comprised of no more than 3 single-spaced pages.

## **THE READING INSTRUCTION SUMMARY REPORT**

Use the following format to write your report, placing the following heading at the top center of your report:

### **GEORGE MASON UNIVERSITY GRADUATE SCHOOL OF EDUCATION READING INSTRUCTION SUMMARY REPORT**

**Student:**

**Grade:**

**Age:**

**Location of Tutoring**

**Dates of Tutoring:**

**Date of Report:**

**Practicum Tutor:**

#### **RATIONALE FOR INSTRUCTIONAL PLAN**

This section should summarize the overall reasons for focusing on certain aspects of literacy in your instructional plans. Base this on the rationales from your weekly plans.

#### **SUMMARY OF INSTRUCTIONAL EXPERIENCES**

This section should include a description of the reading and writing strategies and methods you employed. You should also include the outcomes of this instruction based on your judgments of the student's performance.

#### **RECOMMENDATIONS FOR TEACHERS**

This section should be comprised of ideas you have for strategies and experiences teachers might provide the student to expand literacy.

#### **RECOMMENDATIONS FOR PARENTS**

This section should be comprised of ideas you have for strategies and experiences parents might provide the student to expand literacy

#### **OTHER CONSIDERATIONS**

- \* Report should be no longer than two single spaced pages
- \* Write in third person
- \* Spelling and structure need to be as near perfect as possible

## CASE STUDY AND PRESENTATION

### Assignment

The purpose of the case study is to document, evaluate, and reflect upon the assessment and intervention process that took place throughout the practicum period and to share the findings of the case study in a parent/student conference as well as to colleagues. **All work should be saved to a CD or flash drive.**

### Procedure

1. Organize the practicum student's file so that it documents your work with the student. The components should include:

- Diagnostic Report
- Instructional Plans
- Instructional Summary Report
- Student Work
- One Page Handout Summary

2. At the final session of the practicum period, meet with your practicum student and his/her caregiver for a conference. Summarize the diagnostic and instructional work you did, highlighting your presentation with sample student work. Also, allow the student to showcase a particular accomplishment (e.g., fluent oral reading of a passage, an authored and illustrated book, etc.). Share ideas that can be employed at home for furthering the student's literacy progress. Provide the student's caregiver with a copy of the Instructional Summary Report.

3. In the final class session, make an oral presentation of your case study to your classmates. Provide a one-page handout to accompany the presentation that uses the following headings and summarizes:

- Results of Diagnosis
- Instructional Approaches and Rationales
- Effectiveness of Strategies and Activities
- Recommendations for Furthering the Student's Literacy Growth
- Critical Reflections on the Practicum Experience (How did the practicum contribute to your professional growth and learning?)

Exemplify instructional approaches with selected student work samples. Limit your presentation to no more than 10-12 minutes.

Name \_\_\_\_\_

## CASE STUDY AND PRESENTATION

The purpose of the case study portfolio is to document, evaluate, and reflect upon the assessment and intervention process that took place throughout the practicum period and to share the findings of the case study in a parent/student conference as well as to colleagues.

### Documents

- Final Diagnostic Report \_\_\_\_\_
  - APA style \_\_\_\_
  - Protocols included \_\_\_\_
- Instructional Plans \_\_\_\_\_
  - Plans include all components \_\_\_\_\_
- Instructional Summary Report \_\_\_\_\_
  - APA style \_\_\_\_
  - All categories included \_\_\_\_

### Oral Presentation :

- 10-12 minute presentation \_\_\_\_\_
- One Page Handout Summary \_\_\_\_\_
  - Results of Diagnosis \_\_\_\_
  - Instructional Approaches and Rationales \_\_\_\_
  - Effectiveness of Strategies and Activities \_\_\_\_
  - Recommendations for Furthering the Student's Literacy Growth \_\_\_\_
  - Critical Reflections on the Practicum Experience (How did the practicum contribute to your professional growth and learning?) \_\_\_\_
  - Exemplify instructional approaches with selected student work samples.  
\_\_\_\_\_

### Comments:

Strategy Presentation \_\_\_\_\_

Article Presentation \_\_\_\_\_

## **EVIDENCE-BASED STRATEGY SHARE**

### **Assignment**

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.

### **Procedure**

1. Select a strategy or activity you are using in practicum with your student that you have found to be effective. It might be a strategy related to word attack, vocabulary, fluency, comprehension, writing, or study reading.

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 two page, double-spaced evidence-based rationale for the strategy using appropriate APA citation and referencing format. Include at least 3 references from journals and books with copyrights no earlier than 2000. Put references on a separate page.

4. Prepare a 15-minute presentation of the strategy for your classmates according to the following format.

- Describe the context for the strategy: With whom would you use this strategy?
- Provide a brief theoretical and research rationale for the strategy.
- Describe and demonstrate the strategy. Use handouts and examples. Provide your classmates a very brief mini-lesson in using the strategy.
- Describe 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?
- Discuss 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?
- Provide your classmates a one-page description of the strategy. This description should be a guide for someone else who wishes to use the strategy.

### **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.

## **ARTICLE DISCUSSION LEADERSHIP (ADL)**

### **Assignment**

The purpose of this assignment is to provide you the opportunity to read, analyze, and interpret the required journal articles for your peers. This is a paired activity.

### **Completion Procedures**

1. With another student in class, identify one article over which to lead discussion. The article should be taken from the course readings. There will be no overlap.
2. Read, analyze, and format its presentation around the following aspects of the article:
  - purpose
  - main points
  - type of research and methodology, if relevant
  - conclusions
  - implications for research and practice
  - personal responses and reactions
3. Discussants should also devise ways of engaging the class in critical conversation and reflection on the article. Demonstrations, simulations, role-plays, and debates are recommended.
4. PowerPoint slides, overheads, and/or handouts should accompany the article presentations and discussions.
5. Article discussion leaders should plan 30 minutes for their article discussions.

### **Evaluation**

Article discussants will be given a grade based on (a) how well they planned and coordinated the presentation and discussion of the article; (b) how succinctly and understandably key information from the article was presented; and (c) the extent to which the discussants used engaging techniques for bringing all students into critical conversation about the article.

**AGENDA**

<b>Date</b>	<b>Topics</b>	<b>Readings/Assignments Due</b>
May 5 – 633/637 Thursday  4:30 – 8:30	-Course Introduction and Requirements -Review of Reading Process -Struggling Readers -Introduction to the <i>Analytical Reading Inventory - ARI</i>	<i>ARI</i> Sections I & II
May 12 – 633/637 Thursday  4:30 – 8:30	-Administering, scoring, and interpreting results of the <i>ARI</i>	<i>ARI</i> Section IV
May 19 – 633/637 Thursday  4:30 – 8:30	-Interactive Assessment - <i>ARI</i> practice -Individual Consultation on <i>ARI</i>	<i>ARI</i> Forms and Passages
May 25 – 633/637 Wednesday  4:30 – 8:30	-Preparing for Diagnosis -“My Bag” -Diagnostic Interview -Materials and Logistics for Diagnosis  -Writing Instructional Plans  -Tour of facility -Tutorial Room Assignment  -Individual Consultation	Instructional Plan 2  ADLs
June 1 – 637 Wednesday  4:30 – 6:00 - Tutoring 6:10 -- 8:30 – Seminar	1 <sup>st</sup> Session with Tutees  Literacy Strategies  Individual Consultation on Instructional Plans	Instructional Plan 1

<p>June 6 – 633/637 Monday</p> <p>4:30 – 8:30</p>	<p>Writing the Reading Diagnostic Report</p> <p>-Individual Consultation</p>	<p>ADL</p> <p>Evidence-Based Strategy Share</p>
<p>June 8 – 633/637 Wednesday</p> <p>4:30 – 6:00 - Tutoring</p> <p>6:10 -- 8:30 - Seminar</p>	<p>2<sup>nd</sup> Session with Tutees</p> <p>-Four Strands of Instruction</p> <p>-Group Reflection</p> <p>-Individual Consultation on Reading Diagnostic Report</p>	<p>Instructional Plan 2</p> <p>ADL</p> <p>Evidence-Based Strategy Share</p>
<p>June 15– 633/637 Wednesday</p> <p>4:30 – 6:00 - Tutoring</p> <p>6:10 -- 8:30 - Seminar</p>	<p>3<sup>rd</sup> Session with Tutees</p> <p>-Four Strands of Instruction</p> <p>-Group Reflection</p> <p>-Individual Consultation on Reading Diagnostic Report</p>	<p>Instructional Plan 3</p> <p>ADLs</p> <p>Evidence-Based Strategy Shares</p>

<p>June 27– 633/637 Monday</p> <p>8am – 12pm – Tutoring</p> <p>12:10 – 2pm - Seminar</p>	<p>4<sup>th</sup> Session with Tutees</p> <p>-Class Lecture</p> <p>-Group Reflection</p> <p>-Individual Consultation</p>	<p>Instructional Plan 4</p> <p>Draft of Diagnostic Report</p> <p>ADLs</p> <p>Evidence-Based Strategy Shares</p>
<p>June 28 – 633/637 Tuesday</p> <p>8am – 12pm - Tutoring</p> <p>12:10 – 2pm - Seminar</p>	<p>5<sup>th</sup> Session with Tutees</p> <p>Writing the Instructional Summary Report</p> <p>-Class Lecture</p> <p>-Group Reflection</p>	<p>Instructional Plan 5</p> <p>ADLs</p> <p>Evidence-Based Strategy Shares</p>

	-Individual Consultation	
June 29 – 633/637 Wednesday  8am – 12pm - Tutoring 12:10 – 2pm - Seminar	6 <sup>th</sup> Session with Tutees  Writing the Instructional Summary Report  -Class Lecture -Group Reflection -Individual Consultation	Instructional Plan 6  Final Draft of Diagnostic Report  ADLs  Evidence-Based Strategy Shares
June 30 – 633/637 Thursday  8am – 12pm - Tutoring 12:10 – 2pm - Seminar	7 <sup>th</sup> Session with Tutees  Individual Consultation on Instructional Summary Reports  Preparing for Parent- Student Conference	Instructional Plan 7  Draft of Instructional Summary Report  ADLs  Evidence-Based Strategy Shares
July 1 – 633/637 Friday  8am – 12pm - Tutoring 12:10 – 2pm - Seminar	8 <sup>th</sup> Session with Tutees  Parent-Student Conference  End of Practicum Celebration  Individual Consultation on Case Study Portfolios	Instructional Plan 8  Instructional Summary Report  Copy of Diagnostic Report and Instructional Summary Report for Parent  Complete Practicum Student's File  ADLs  Evidence-Based Strategy Shares
July 6 Wednesday  8am – 2pm	Case Study Portfolio Presentations	Case Study Portfolio Due  1 pg. Portfolio Summary for class members and the professor/instructors