

*George Mason University
College of Education and Human Development (CEHD)
Literacy Program Area*

*EDRD 633 / 637 (Courses are integrated and must be taken concurrently.)
Assessment/Intervention for Individuals and Supervised Practicum Fall 2013*

Instructors' Information:

Jennifer Magaha O'Looney, Ph.D.
703-303-0371 (cell)
jmagaha@gmu.edu
Office Hours: By Appointment

Barbara Rohr, M.A., NBCT
703-598-4736 (cell)
rohrbj@pwcs.edu
Office Hours: By Appointment

Course Location: West Gate Elementary, Manassas, VA
Tuesdays, 4:30-8:30 P.M.

Nature of Course Delivery: Face to face

EDRD 633 - Literacy Assessments and Interventions for Individuals

Credits: 3 Provides literacy assessments and interventions for individuals. Includes diagnosis and remediation for learners who find reading and writing difficult. Requires assigned practicum experience.

Prerequisite(s): EDRD 630, 631, and 632; admission to literacy emphasis; or permission of program coordinator.

EDRD 637 - Supervised Literacy Practicum

Credits: 3 Supervised literacy practicum that requires students to conduct assessments of and provide instruction to struggling readers.

Prerequisite(s): EDRD 630, 631, 632

Corequisite(s): EDRD 633

OVERVIEW:

Two performance-based assessments (PBA's) are required during EDRD 633/637 (Course Titles: Assessment/Intervention for Individuals and Supervised Practicum). 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 child 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).

We have included templates for the plans and reports. We adopted these templates to guide candidates in focusing on essential information, providing a clear explanation for families after the assessment and tutoring, and to assist candidates in adding clarity to their reports.

The university has established several school sites for the practicum in collaboration with local school divisions. All sites are schools with a highly diverse populations; children who are struggling readers are selected by the school faculty to participate free of charge, outside of regular school hours. At each site, more than 50% of participants are English Language Learners (in some cases, much higher percentages).

This document will give instructions for the candidates for each of the two PBA's, formats including specific directions for their reports, and rubrics. Please note that the numbers and letters in the rubrics relate to specific standards, elements, and the recommended evidence.

Additional Information:

In these linked courses, 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.

OUTCOMES AND RELATED STANDARDS:

NCATE Assessment #4 Practicum

IRA Standards Addressed: 2 (Curriculum and Instruction), 3 (Assessment and Evaluation), 4 (Diversity), 5 (Literate Environment) and 6 (Professional Learning and Leadership)

IRA Elements for Reading Specialists/Literacy Coaches: 2.1, 2.2, 3.1, 3.2, 3.3, 3.4, 4.2, 4.3, 5.2, 5.3, 6.2
Please note that in rubrics, numbers and letters (e.g. 2.1a) indicate alignment with the specific evidence suggested in the IRA Standards Chart for Reading Specialists/Literacy Coaches

REQUIRED BOOKS

Leslie, L., & Caldwell, J. S. (2011). *Qualitative reading inventory (5th Edition)*. Boston, MA: Pearson Education.

Fisher, D., & Frey, N. (2007). *Checking for understanding: Formative assessment techniques for your classroom*. Alexandria, VA: ASCD.

Recommended Books

Richardson, J. (2009). *The Next Step in Guided Reading*. NY: Scholastic, Inc.

Opitz, M. F., & Raskinski, T. (1998). *Good-bye Round Robin: Twenty-five effective oral reading strategies*. Portsmouth, NH: Heinemann.

Also refer to texts used in previous courses for strategies relevant to your tutoring.

REQUIRED ARTICLES:

Crosson, A. & Lesaux, N. (2009). Revisiting assumptions about the relationship of fluent reading to comprehension: Spanish-speakers' text-reading fluency in English. *Reading and Writing*, 23, 475-494.

Daniels, D. (2011). Supporting early school success. *Educational Leadership*, 68, 18-22.

Goodwin, B. (2011). Don't wait until 4th grade to address the slump. *Educational Leadership*, 68, 88-89.

Hadaway, N. (2009). A narrow bridge to academic reading. *Educational Leadership*, 66, 38-41.

Hock, M., Brasseur, I. Deshler, D., Catts, H., Marquis, J., Mark, C., & Stribling, J. (2009). What is the reading component skill profile of adolescent struggling readers in urban schools. *Learning Disability Quarterly*, 32, 21-38.

Spear-Swerling, L., & Cheesman, E. (2011). Teacher's knowledge base for implementing response-to-intervention models in reading. *Reading and Writing*, 25, 1691-1723.

Wanzek, J., Wexler, J., & Vaughn, S. (2010). Reading interventions for struggling readers in the upper elementary grades: A synthesis of 20 years of research. *Reading and Writing*, 23, 889-912.

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

Student Expectations

1. GMU Policies and Resources for students

- a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].
- b. Students must follow the university policy for Responsible Use of Computing <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>
- c. 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.
- d. 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/>].
- e. 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/>].
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. 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/>].

2. Professional Dispositions all times.

Students are exp

3. Core Values Commitment collaboration, ethical leadership, innovation, research-based practice, and social justice.

The College of Educati

Students are expected to adhere to these principles. <http://cehd.gmu.edu/values/>

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

Campus Resources

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

The College of Education & Human Development is committed to the following five values: collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. <http://cehd.gmu.edu/values/>

PBA ASSIGNMENTS:

NCATE Assessment #4 Practicum Diagnostic and Summary Reports

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 how to address those needs. As a part of the practicum, you will conduct a comprehensive assessment. Instructional plans will then be developed and ongoing assessment and intervention strategies will be implemented under the direct supervision of the course instructors or assistant. The foci of this assessment are your Diagnostic and Summary Reports.

Procedures

This PBA includes your **Diagnostic and Summary Reports only**. Specifically, during the first three to four sessions, you will focus on becoming acquainted with the student and conducting preliminary assessments (listed below) 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. All diagnostic sessions may be audiotaped.

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 (these will be submitted under Assessment #3). 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.

In your seminar you will learn to give the **Qualitative Reading Inventory-5 (Leslie & Caldwell, 2011)**. You will also analyze a writing sample using an instrument that is used in your district (you will have choices – for **example 6 Trait Writing, or the Virginia SOL writing analysis format have been used**) and you will administer a **published Reading/Writing Attitude/Interest Inventory/Survey instrument** that is appropriate to the age of your student.

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.

Format for **Diagnostic Report**

George Mason University
Literacy Program Area
Diagnostic Report: EDRD 633/EDRD 637 Practicum
Reading/Writing Attitude/Interest Inventory/Survey

Student: _____ School: _____

Date of Birth: _____ Age: _____ Grade: _____ Gender: _____

Language(s) Spoken in the Home _____

Examiner: _____ Date(s) of assessment: _____

Please note: Because the diagnostic report is a practice experience, you will not be sharing the report with family members or the school. Instead, you will be writing a letter or be providing a copy of the summary report to the family at the end of the experience that will include essential information from the preliminary assessments as well as from your ongoing diagnostic teaching. However, you should write the report as if it would be shared with the family and/or the school. Use the outline below as a guide as you insert your own text.

Background Information

Include brief information gathered from parent/guardian, student, and any school records to which you may have access. If known, also note if student is receiving services such as ESOL, special education, etc.

General Observations

Write a paragraph or two of pertinent information relating to the assessment situation and learner at time(s) of the assessment [i.e., context of assessment (where, when), emotional status of learner during assessment, other factors possibly influencing the assessment]. Also include information on the child’s literacy and school progress gained from the parent/guardian, and teacher (if available).

Results

Reading Assessment

Use the Qualitative Reading Inventory-5. (Give a brief description of this instrument – see the manual for this). Please note the scoring guidelines.

Word Lists: Tell which level word lists were given, how many answers were correct on each word list, and any other observations (briefly, including particular difficulties or strengths noted – a full analysis of miscues is not necessary for the word lists). Also explain which level word list was frustration level for the student and how you used this information to determine where to begin the narrative reading passages.

Passages: Narrative/Expository reading – As you complete the assessment, you should fill out the Student Profile Sheet. This will be turned in as an appendix for this report (but is not normally given to parents or teachers). Using your profile as a reference, write an overview that includes the following: (1) comprehension and word recognition during oral reading and (2) comprehension during silent reading. *Note specifically the independent, instructional, and frustration levels. Expository is optional, time permitting. Do silent only at instructional level.*

Analysis: In general, always start out the analysis in a positive manner. Note the learner’s strengths first. Keep in mind that the analysis is your opportunity to indicate what you think might be happening with the student before, during, and after reading a passage and during the writing process. It allows you to state the conclusions you drew from a close examination of the information across all of the assessments.

As you write your analysis, look for **patterns** and make your best guesses based on the data. Use specific examples from the assessments to support any conclusions you draw or any hypotheses you make. Use words like “appears,” “seems,” and “is evident” to indicate that your statements are not facts, but are conclusions based on the data you collected. When possible, use data from more than one assessment to draw and support your conclusions.

Prior Knowledge/Prediction: Discuss what you noticed about the student’s prior knowledge and ability to make predictions. In your analysis, indicate what impact the prior knowledge or apparent lack of prior knowledge had on the results of the reading passages.

Oral Reading Miscues Analysis: Discuss the types of miscues (substitutions, omissions, etc.) noted. Analyze how the cueing systems were used or not used when miscues were made. Again, look for patterns.

Comprehension: Use data collected from the retellings and the comprehension questions to elaborate on the student’s comprehension of text. Also note differences with and without look-backs and on explicit and implied questions (these are noted in your manual next to the questions that go with the reading selections). Include, if possible, any observations made about reading on other assessments or during informal observations.

Fluency: Make statements about the student’s fluency across the different passages. Include any observations made about fluency on other assessments or during informal observations. In your analysis, considerations include accuracy, rate, prosody, and attendance to text features such as punctuation.

Writing Assessment

Provide a brief description of the assessment. Indicate how it was scored. Use data collected to draw conclusions about the student’s use of the writing process and the written product, including audience awareness, ideas and development, organization, voice and tone, word choice, sentence fluency, grammar, mechanics (capitalization, punctuation, and spelling), and presentation.

Reading/Writing Attitude/Interest Inventory/Survey

Provide the name of assessment and write a brief description. If you developed your own assessment, indicate that it was an informal assessment and provide a brief description of the assessment. Discuss the student’s interests and attitudes that were apparent in the data collected during the assessments administered and through informal observations and discussions.

Recommendations

Write two to three paragraphs that share your initial thoughts about instructional implications based on the results and analysis of these assessments. This might include level and types of materials to use, thoughts about when students might need more or less teacher support and scaffolding, areas of strength upon which instruction can be built, areas that need more careful attention and instruction, and types of strategies that might be effective. **Be sure to include information on ways to build motivation, increase home/school connections, incorporate the background knowledge and interests of the student into the instruction, and increase the student’s understanding of diversity.** Include recommendations for the practicum teaching sessions. You may use bullets to list your recommendations.

References

Use APA format to give the full reference for the QRI and any other published materials you have referenced in the report. Please note that while you should use APA for the citations in the text as well as the reference list, you should not follow APA for the entire report. Instead, format it the way this example is formatted. No cover sheet is necessary. Please be sure to number your pages.

Rubric for Part I: Diagnostic Report

IRA Standard/Element	Exemplary (3)	Proficient (2)	Developing (1)	Not Met (0)	Score
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	Demonstrates an excellent understanding of established purposes for assessing the performance of all readers including tools for screening, diagnosis, progress monitoring, and measuring outcomes	Demonstrates a very good understanding of established purposes for assessing the performance of all readers including tools for screening, diagnosis, progress monitoring, and measuring outcomes	Demonstrates some understanding of established purposes for assessing the performance of all readers including tools for screening, diagnosis, progress monitoring, and measuring outcomes	Does not demonstrate an understanding of established purposes for assessing the performance of all readers including tools for screening, diagnosis, progress monitoring, and measuring outcomes	
3.2a Administer and interpret appropriate assessments for students, especially those who struggle with reading and writing.	Very effectively selects, administers, and interprets assessments to examine strengths and limitations of struggling readers and writers. Systematically uses assessments to design and	Effectively administers and interprets assessments to examine strengths and limitations of struggling readers and writers. Uses assessments to design instruction and to monitor student progress.	Determines some strengths and limitations of struggling readers and writers. Some use of assessments to design instruction and monitor student progress.	Proficiencies and limitations of struggling readers and writers are not identified or used to monitor progress.	

	modify instruction and monitor student progress.				
3.3a Use multiple data sources to analyze individual readers' performance and to plan instruction and intervention	Very effectively uses multiple data sources to analyze individual readers' performance and to plan instruction and intervention	Effectively uses multiple data sources to analyze individual readers' performance and to plan instruction and intervention	Somewhat effectively uses multiple data sources to analyze individual readers' performance and to plan instruction and intervention	Does not effectively use multiple data sources to analyze individual readers' performance and to plan instruction and intervention	
3.3b Analyze and use assessment data to examine the effectiveness of specific intervention practices and students' responses to instruction.	Very effectively analyzes and uses assessment data to examine the effectiveness of specific intervention practices and students' responses to instruction.	Effectively Analyzes and uses assessment data to examine the effectiveness of specific intervention practices and students' responses to instruction.	Somewhat effectively analyzes and uses assessment data to examine the effectiveness of specific intervention practices and students' responses to instruction.	Does not effectively analyze and use 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.	Very effectively analyzes and reports assessment results to a variety of appropriate audiences for relevant implications, instructional purposes, and accountability.	Effectively analyzes and reports assessment results to a variety of appropriate audiences for relevant implications, instructional purposes, and accountability.	Somewhat effectively analyzes and reports assessment results to a variety of appropriate audiences for relevant implications, instructional purposes, and accountability.	Does not effectively analyze and report assessment results to a variety of appropriate audiences for relevant implications, instructional purposes, and accountability.	
3.4b Demonstrate the ability to communicate results of assessments to various audiences.	Demonstrates the ability to very effectively communicate results of assessments to various audiences.	Demonstrates the ability to effectively communicate results of assessments to various audiences.	Demonstrate the ability to communicate results of assessments to various audiences somewhat effectively.	Does not effectively demonstrate the ability to communicate results of assessments to various audiences.	

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 strands (listed below). The strands include both reading and writing. These routines must be clear in the lesson structure.

Format for Instructional 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 way that creatively shows a synthesis of learning (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.

Evaluation

Each instructional plan will be read by your 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 Taskstream (make into one document) as well as two samples of the student's work (before/after instruction).**

NOTE: Lesson plans are to be sent electronically to your practicum supervisor no later than 6:00 P.M. on Sundays.

Rubric for Part II: Planning and Instruction

IRA Standard/ Elements	Exemplary (3)	Proficient (2)	Developing (1)	Not Met (0)	Score
2.1a Demonstrates an understanding of the research and literature that undergirds the reading and writing curriculum for all students	Demonstrates a very strong understanding of the research and literature that undergirds the reading and writing curriculum for all students	Demonstrates an good understanding of the research and literature that undergirds the reading and writing curriculum for all students	Demonstrates a moderate understanding of the research and literature that undergirds the reading and writing curriculum for all students	Demonstrates a weak understanding of the research and literature that undergirds the reading and writing curriculum for all students	
2.1b Develops and implements a curriculum to meet the specific needs of students who struggle with reading.	Very effectively develops and implements a curriculum to meet the specific needs of students who struggle with reading.	Develops and implements a curriculum to meet the specific needs of students who struggle with reading.	Develops and implements some aspects of a curriculum to meet some of the specific needs of students who struggle with reading.	A curriculum to meet the specific needs of students who struggle with reading is not developed and implemented.	
2.2a Use instructional approaches supported by literature and research for the following areas: concepts of print, phonemic awareness, phonics, vocabulary, comprehension, fluency, critical thinking, motivation, and	Very effectively uses instructional approaches supported by literature and research for the following areas: concepts of print, phonemic awareness, phonics, vocabulary, comprehension, fluency, critical thinking,	Effectively uses instructional approaches supported by literature and research for the following areas: concepts of print, phonemic awareness, phonics, vocabulary, comprehension, fluency, critical thinking, motivation, and	Sometimes uses instructional approaches supported by literature and research for the following areas: concepts of print, phonemic awareness, phonics, vocabulary, comprehension, fluency, critical thinking, motivation, and	Ineffectively or never uses instructional approaches supported by literature and research for the following areas: concepts of print, phonemic awareness, phonics, vocabulary, comprehension, fluency, critical thinking,	

writing.	motivation, and writing.	writing.	writing.	motivation, and writing.	
2.2b Provides appropriate in-depth instruction readers and writers who struggle with reading and writing.	Always provides very appropriate in-depth instruction readers and writers who struggle with reading and writing.	Usually provides appropriate in-depth instruction readers and writers who struggle with reading and writing.	Sometimes provides appropriate in-depth instruction readers and writers who struggle with reading and writing.	Provides inappropriate instruction readers and writers who struggle with reading and writing.	
2.2d As needed, adapts instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle to learn to read and write.	Very effectively adapts instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle to learn to read and write	Effectively adapts instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle to learn to read and write	Sometimes adapts instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle to learn to read and write	Ineffectively adapts or does not adapt 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.	Very effectively provides differentiated instruction and instructional materials, including traditional print, digital, and online resources that capitalize on diversity.	Effectively provides differentiated instruction and instructional materials, including traditional print, digital, and online resources that capitalize on diversity.	Provides some differentiated instruction and instructional materials that attempt to address aspects of diversity.	Differentiated instruction to address aspects of diversity is not provided.	
4.2d Collaborate with others to build strong home-to-school and school-to-home literacy connections.	Collaborate extremely well with others to build strong home-to-school and school-to-home literacy connections.	Collaborates well with others to build strong home-to-school and school-to-home literacy connections.	Collaborates to a limited degree with others to build strong home-to-school and school-to-home literacy connections.	Does not collaborate with others to build strong home-to-school and school-to-home literacy connections.	
4.3 Collaborates with teachers, parents and	Effectively collaborates with teachers,	Collaborates well with teachers, parents	Makes some attempt to collaborate with	Collaboration with teachers and parents is	

guardians to implement instructional practices that promote equity and draw connections between home and school literacy	parents and guardians to implement instructional practices that promote equity and draw connections between home and school literacy.	and guardians to implement instructional practices that promote equity and draw connections between home and school literacy.	teachers, parents and guardians to implement instructional practices that promote equity and draw connections between home and school literacy.	not made.	
5.2a, b, c Designs a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write	Very effectively creates supportive social environments for students who struggle with reading and writing and where English learners are encouraged and given many opportunities to use English. In the practicum experience models for and supports other educators in doing the same.	Effectively creates supportive social environments for students who struggle with reading and writing and where English learners are encouraged and given many opportunities to use English. In the practicum experience models for and supports other educators in doing the same.	In a limited way, creates supportive social environments for students who struggle with reading and writing and where English learners are encouraged and given many opportunities to use English. In the practicum experience models for and supports other educators in doing the same.	Does not create supportive social environments for students who struggle with reading and writing and where English learners are encouraged and given many opportunities to use English. In the practicum experience models for and supports other educators in doing the same.	
5.3 a, b Understands the role of routines in creating and maintaining positive learning environments for reading and writing instruction using traditional print, digital, and online resources. Creates effective routines for all students, especially those who struggle with reading and writing.	Understands and very effectively uses routines in creating and maintaining positive learning environments for students who struggle with reading and writing. Uses traditional, print, digital and online resources as part of these routines.	Understands and effectively uses routines in creating and maintaining positive learning environments for students who struggle with reading and writing. Often uses traditional, print, digital and online resources as part of these routines.	In a limited way, demonstrates understanding of and effective use of routines in creating and maintaining positive learning environments for students who struggle with reading and writing. Sometimes uses traditional, print, digital and online resources as part of these routines.	Does not show understanding of and use of routines in creating and maintaining positive learning environments for students who struggle with reading and writing.	

6.2e Demonstrates effective use of technology for improving student learning.	Demonstrates highly effective use of technology for improving student learning	Demonstrates effective use of technology for improving student learning.	Demonstrates some use of technology for improving student learning.	Use of technology for improving student learning is not demonstrated.	
---	--	--	---	---	--

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:

Location of Tutoring:

Dates of Tutoring:

Date of Report:

Practicum Tutor:

Rationale for Instructional Plan

_____ 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 Qualitative Reading Inventory (QRI). The QRI 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 QRI 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. Her strengths include...

_____ 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 of becoming a reader and writer 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 QRI 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.

Rubric for Part III: Summary Report

IRA Standard/ Elements	Exemplary (3)	Proficient (2)	Developing (1)	Not Met (0)	Score
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	Demonstrates an excellent understanding of established purposes for assessing the performance of all readers including tools for screening, diagnosis, progress monitoring, and measuring outcomes	Demonstrates a very good understanding of established purposes for assessing the performance of all readers including tools for screening, diagnosis, progress monitoring, and measuring outcomes	Demonstrates some understanding of established purposes for assessing the performance of all readers including tools for screening, diagnosis, progress monitoring, and measuring outcomes	Does not demonstrate an understanding of 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.	Very effectively analyzes and uses assessment data to examine the effectiveness of specific intervention practices and students' responses to	Effectively Analyzes and uses assessment data to examine the effectiveness of specific intervention practices and students' responses to instruction.	Somewhat effectively analyzes and uses assessment data to examine the effectiveness of specific intervention practices and students' responses to	Does not effectively analyze and use assessment data to examine the effectiveness of specific intervention practices and students' responses to instruction.	

	instruction.		instruction.		
3.4a Analyze and report assessment results to a variety of appropriate audiences for relevant implications, instructional purposes, and accountability.	Very effectively analyzes and reports assessment results to a variety of appropriate audiences for relevant implications, instructional purposes, and accountability.	Effectively analyzes and reports assessment results to a variety of appropriate audiences for relevant implications, instructional purposes, and accountability.	Somewhat effectively analyzes and reports assessment results to a variety of appropriate audiences for relevant implications, instructional purposes, and accountability.	Does not effectively analyze and report assessment results to a variety of appropriate audiences for relevant implications, instructional purposes, and accountability.	
3.4b Demonstrate the ability to communicate results of assessments to various audiences.	Demonstrates the ability to very effectively communicate results of assessments to various audiences.	Demonstrates the ability to effectively communicate results of assessments to various audiences.	Demonstrate the ability to communicate results of assessments to various audiences somewhat effectively.	Does not effectively demonstrate the ability to communicate results of assessments to various audiences.	
4.3 Collaborates with teachers, parents and guardians to implement instructional practices that promote equity and draw connections between home and school literacy	Effectively collaborates with teachers, parents and guardians to implement instructional practices that promote equity and draw connections between home and school literacy.	Collaborates well with teachers, parents and guardians to implement instructional practices that promote equity and draw connections between home and school literacy.	Makes some attempt to collaborate with teachers, parents and guardians to implement instructional practices that promote equity and draw connections between home and school literacy.	Collaboration with teachers and parents is not made.	

ADDITIONAL ASSIGNMENTS FOR EDRD 633:

1. ARTICLE DISCUSSION LEADERSHIP (ADL)

The purpose of this assignment is to provide you the opportunity to read, analyze, and interpret the required journal articles with your peers.

Procedure

1. Read articles for discussion.
2. Analyze the article. Post online reflections by Friday at midnight.

Reflections should be about a paragraph long and may include the following:

- main points
- type of research and methodology, if relevant
- conclusions
- implications for research and practice
- personal responses and reactions (pertaining to your tutee and/or a student in your class)

3. By Sunday evening, post a thoughtful response to at least one of your classmate's comments.

Evaluation

Article discussants will be given a grade based on (a) how succinctly and understandably key information from the article was presented; (b) how well discussants critically responded to at least one point in the article; and (c) the extent to which the discussants responded to a classmate's posting.

2. EVIDENCE-BASED STRATEGY SHARE

The purpose of this assignment is to give you the opportunity to share with your peers an effective strategy from your practicum work 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 recognition, vocabulary, fluency, comprehension, writing, or content area 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. For example, you may have success with a strategy that helps teach reading to follow directions. The approach may not have a specific name so may not be identified by name in the professional literature. However, because the approach is motivational, student-centered, and generative, professional literature related to these constructs can be used in support of the strategy.

3. Write a two page, double-spaced evidence-based rationale for the strategy using appropriate APA citation and referencing format. Include at least 5 references from journals and books with copyrights no earlier than 2007. 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. What was evidenced through assessment and regular work with the tutee that led to the use of the strategy?
- Provide a brief theoretical and research rationale for the strategy.
- Describe and demonstrate the strategy. Use handouts and examples to explain

how you conducted the strategy. Share actual student work. You may also provide your classmates a very brief mini-lesson in using the strategy.

- Describe the effect the strategy is having on the student's reading ability. What evidence do you have to suggest a positive change is occurring as a result of work with the strategy?
- Discuss future directions with the strategy. Will you continue to use it in the same manner? Will 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.

3. CASE STUDY PORTFOLIO 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.

Procedure

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

- Diagnostic Report
- Instructional Plans
- Instructional Summary Report
- Student Work Samples
- 1-2 page critical reflection on the practicum experience (How did the practicum contribute to your professional growth and learning?)

2. At the final session of the practicum period, meet with your practicum student and his/her parent 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 one of the final class sessions, make an oral presentation of your case study portfolio to your classmates. Exemplify instructional approaches with selected student work samples. Limit your presentation to no more than 10-12 minutes.

COURSE REQUIREMENTS, ASSIGNMENTS, AND EVALUATION CRITERIA

EDRD 633

Assignments	Due Dates	% of Grade
Complete assigned readings and participate fully in all classes	On going	10
Strategy Share	October	5
On-Line Discussion of Articles	November	5
Diagnostic Report * Copy to EDRD 637 Instructor also	Due: October 29 Upload to Taskstream	50
Summary Report* (will be submitted both to EDRD 637 and ERD 633 instructors).	Final Due: December 3 Upload to Taskstream	20
Portfolio Review	December 3	10
	TOTAL	100

GRADING SCALE – PERCENTAGE OF TOTAL POSSIBLE POINTS	
A	94-100
A-	90-93
B+	87-89
B	80-86
C	70-79

EDRD 637

Assignments	Explanation
Instructional Plans for each tutoring session based on initial and on-going assessment including reflections (Due electronically to instructor by specified time and day of week.) *At the end of the course you will post all of your lessons to Taskstream (make into one document) as well as two samples of the student's work (before/after instruction).	Turn in and revise as necessary according to schedule developed by supervisor. Written work should be indicative of graduate level writing.
Tutoring for 20 hours demonstrating knowledge of child or adolescent development, appropriate strategies, and effective motivational practices	Be present for all sessions. In case of child absences, arrange make-up as necessary with parents/family. NOTE: Make-up tutoring will take place in a public area such as a school or library.
Evidence of parent/family communication (Weekly contacts documented and placed in portfolio.)	Keep a log of hours pertaining to family communication. Attend meetings with parents/family arranged by the project.
Final reflection and portfolio presentation to peers	Prepare final reflection, handout, and portfolio to share with peers.

Grading Policy EDRD 637: Pass/Fail

LATE ASSIGNMENT POLICY:

All assignments are to be completed and delivered on their due dates. Any late assignments will have points automatically deducted. This policy will be rigorously applied to Instructional Plans.

***TaskStream Requirements**

Every student registered for any Literacy course with a required performance-based assessment is required to submit these assessments to TaskStream (regardless of whether a course is an elective, a onetime course, or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

CLASS PARTICIPATION:

Class participation is essential since critical information on literacy testing and teaching is provided in support of the 10 supervised tutorial sessions. Therefore, each absence from a non-tutorial session, 5 points will be deducted from the total possible participation points. For each absence from a tutorial session and absence from portfolio presentations, credit will be deducted. Any absence from a tutorial session also means no credit can be earned for that session’s instructional plan. You will not be held responsible if your tutee is absent. (If an emergency arises, contact the instructor via phone or email. Each situation will be assessed individually.)

Students must make-up missed tutorial sessions by making arrangements with the parents, student, and possibly course instructor.

ADDITIONAL RESOURCES

1. Recommended Journals

- a. *The Reading Teacher*
- b. *Language Arts*
- c. *Journal of Adolescent and Adult Literacy*
- d. *Journal of Literacy Research*
- e. *Reading Research and Instruction*
- f. *Reading Research Quarterly*
- g. *Reading and Writing Quarterly*

- 2. **Organizations:** It is highly recommended that students join the International Reading Association at www.reading.org.

CLASS SCHEDULE

DATE	FOCUS OF PRACTICUM AND SEMINAR	READINGS/ ASSIGNMENTS DUE
CLASS #1 August 27 <u>EDRD 633:</u> 4:30 -8:30	Course introduction and requirements	None

<p>CLASS #2</p> <p>Sept. 3</p> <p><u>EDRD 633:</u> 4:30 – 8:30</p>	<p>Introduction to the QRI</p> <p>Establishing Rapport/Interview</p>	<p>Leslie & Caldwell Ch. 1, 2, 3</p> <p>Ch. 4 pp.29, 33-36</p>
<p>CLASS #3</p> <p>Sept. 10</p> <p><u>EDRD 633:</u> 4:30 -8:30</p>	<p>QRI:</p> <p>Prior Knowledge and Prediction</p> <p>Word Lists</p>	<p>Leslie & Caldwell Ch. 5, 6, 7</p>
<p>CLASS #4</p> <p>Sept. 17</p> <p><u>EDRD 633:</u> 4:30 -8:30</p>	<p>QRI:</p> <p>Administering Passages</p> <p>Finding Instructional Levels</p> <p>Determining Reading Level/Comprehension</p>	<p>Leslie & Caldwell Ch. 8 & 10</p>
<p>CLASS #5</p> <p>Sept. 24</p> <p><u>EDRD 633:</u> 4:30 -7:00</p> <p><u>EDRD 637:</u> 7:00-8:00</p>	<p>QRI:</p> <p>Miscue Analysis</p> <p>Assessing Strategic Reading</p> <p>7PM Families meet tutors</p> <p>Tutors administer interest inventory</p>	<p>Leslie & Caldwell Ch. 9 & 11</p>
<p>CLASS #6</p> <p>Oct. 1</p> <p><u>EDRD 637:</u> tutoring 5:00-7:00</p> <p><u>EDRD 633:</u> 7:00-8:30</p>	<p>Practicum Begins #1</p> <p>Summarizing the Results of the QRI</p>	<p>Instructional Plan 1: (Plans are always due by Sundays, 6:00 P.M.)</p> <p>Leslie & Caldwell Ch. 12 & 13</p>
<p>CLASS #7</p> <p>Oct. 8</p> <p><u>EDRD 637:</u> tutoring 5:00-7:00</p>	<p>Practicum #2</p> <p>Critical Coaching</p> <p>Interpretation and Questions about QRI</p>	<p>Instructional Plan 2:</p> <p>Strategy Share 1 & 2</p>

<u>EDRD 633:</u> 7:00-8:30		
CLASS #8 Oct. 15 <u>EDRD 637:</u> tutoring 5:00-7:00 <u>EDRD 633:</u> 7:00-8:30	Practicum #3 Critical Coaching Writing the Diagnostic Report	Instructional Plan 3 Strategy Share 3 & 4
CLASS #9 Oct. 22 <u>EDRD 637:</u> tutoring 5:00-7:00 <u>EDRD 633:</u> 7:00-8:30	Practicum #4 Critical Coaching Strategies/Linking Assessment to Practice	Instructional Plan 4 Strategy Share 5 & 6 Fisher & Frey Ch. 1-2
CLASS #10 Oct. 29 <u>EDRD 637:</u> tutoring 5:00-7:00 <u>EDRD 633:</u> 7:00-8:30	Practicum #5 Critical Coaching Strategies/Linking Assessment to Practice	Instructional Plan 5 Diagnostic Report Due Strategy Share 7 & 8 Fisher & Frey 3-4
On-Line Class Nov. 5 NO TUTORING		Read Articles: Spear-Swerling & Cheeseman, Hock et. al Post by Friday Nov. 8, Reply to Classmate by Sun. Nov. 10
CLASS #11 Nov. 12 <u>EDRD 637:</u> tutoring 5:00-7:00 <u>EDRD 633:</u> 7:00-8:30	Practicum #6 Critical Coaching Struggling Readers	Instructional Plan 6 Fisher & Frey 5-6 Read Article: Wanzek, Wexler, & Vaughn Post by Friday Nov. 15, Reply to classmate by Sun. Nov. 17
CLASS #12	Practicum #7	Instructional Plan 7

<p>Nov. 19</p> <p><u>EDRD 637:</u> tutoring 5:00-7:00</p> <p><u>EDRD 633:</u> 4:30 -8:30</p>	<p>Critical Coaching Writing the Instructional Summary Report</p>	<p>Fisher & Frey Ch. 7</p> <p>Read articles: Daniels / Goodwin Post by Friday Nov. 22, Reply to classmate by Sun. Nov. 24</p>
<p>CLASS #13</p> <p>Nov. 26</p> <p><u>EDRD 637:</u> tutoring 5:00-7:00</p> <p><u>EDRD 633:</u> 7:00-8:30</p>	<p>Practicum #8</p> <p>Critical Coaching Questions on ISR ESL discussion</p>	<p>Instructional Plan 8</p> <p>Read articles: Crosson & Lesaux and Hadaway (Bring to class)</p>
<p>CLASS # 14</p> <p>Dec. 3</p> <p><u>EDRD 637:</u> tutoring 5:00-7:00</p> <p><u>EDRD 633:</u> 7:00-8:30</p>	<p>Practicum #9</p> <p>Last night of EDRD633: Portfolio Share</p>	<p>Instructional Plan 9 and 10</p> <p>Instructional Summary Report Due</p> <p>Portfolio w/ reflection Due</p>
<p>CLASS #15</p> <p>Dec. 10</p> <p>EDRD 637: tutoring 5:00-7:00</p> <p>FAMILY NIGHT 7:00-8:00</p>	<p>Practicum #10</p> <p>Family Night</p>	<p>Must have both PBAs, lesson plans, and a pre-and post- student work sample posted to Taskstream.</p>

LOG OF CONTACT HOURS WITH FAMILY

DATE	NOTES

