GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
GRADUATE SCHOOL OF EDUCATION
LITERACY PROGRAM

Courses
EDRD 633: Literacy Assessments and Interventions for Individuals (3 Credits)
5:00 - 8:15 pm; Tuesdays; May 19, 2015 - June 16, 2015
Triangle Elementary School, Prince William County

EDRD 637: Supervised Literacy Practicum (3 credits)
8:15 am – 2:45 pm; Every business day, June 22, 2015 – June 30, 2015
Kay Waller Barrett Elementary School, Stafford County

Instructors

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Course Description:

633 Literacy Assessments and Interventions for Individuals (3:3:0)
Prerequisites/Corequisites:
EDRD 630, 631, and 632; admission to literacy emphasis; or permission of program coordinator.

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

Expanded Course Description:
Not Applicable

637 Supervised Literacy Practicum (2-3:2-3:0)
Prerequisites/Corequisites:
EDRD 630, 631, 632; Corequisite: EDRD 633.

University Catalog Course Description:
Supervised literacy practicum that requires students to conduct assessments of and provide instruction to struggling readers.

Expanded Course Description:
Not Applicable

LEARNER OUTCOMES and PROFESSIONAL STANDARDS
EDRD 633
1. Students will apply diagnostic principles, procedures, and techniques for assessing and evaluating the literacy needs of individual learners.
    a. *Standards Addressed:* IRA 3.1 & 3.2
    b. *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.
    a. *Standards Addressed:* IRA 3.4
    b. *Performance-Based Assessment: Weekly Reflections and Case Study Presentation*

3. Students will communicate and collaborate effectively with learners and families.
    a. *Standards Addressed:* IRA 3.4
    b. *Performance-Based Assessment: Family Communication Log and Conference*

4. Students will communicate results of assessments to specific individuals (students, parents/family, and colleagues)
    a. Standards Addressed: IRA/NCATE 3.4
    b. 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.
    a. *Standards Addressed:* IRA 3.1, 3.2, 3.3, 3.4
    b. *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.
    a. *Standards Addressed:* IRA 3.3
    b. *Performance-Based Assessment: Instructional Plans, Instructional Summary Report*

Required Texts
Woods, M. L., & Moe, A. J. (2015). *Analytical reading inventory: Comprehensive standards-based assessment for all students, including gifted and remedial* (10th ed.). Boston, MA: Pearson.

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

Recommended Texts
Morris, D. (2014). *Diagnosis and correction of reading problems* (2nd ed.). New York, NY: Guilford.

McKenna, M. C., & Stahl, K. A. D. (2009). *Assessment for reading instruction* (2nd ed.). New York, NY: Guilford.

Nature 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.

GMU Policies and Resources for Students
- Students must adhere to the guidelines of the George Mason University Honor Code (see http://oai.gmu.edu/the-mason-honor-code/).
- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).
- Students are responsible for the content of university communications sent to their 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.
- 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/].
- 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 stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- 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/].

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

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

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

Assignments

Assignments	Due Dates (see agenda)	Points
EDRD 633		
Class Participation		20
Diagnostic Report		30
Reading Instruction Summary Report		30
Article Discussion Leadership		20
	Total	**100**
EDRD 637 (Pass/Fail)		
Class Participation – complete assigned readings and participate fully in all classes. (633/637)		
Instructional Plans (7 total) *(Tutoring for minimum 20 hours – instructional plans and reflection for each tutoring session)*		70
Reading Instruction Summary Report *(Submit to TaskStream)*	*(submitted to both 633 and 637 instructors)*	
Diagnostic Report *(Submit to TaskStream)*	*(submitted to both 633 and 637 instructors)*	
Case Study/Parent Conference/Presentation		30
		100

Grading Policy

A   95-100
A-   90-94
B+   85-89
B   80-84
C   70-79

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.

TASKSTREAM REQUIREMENTS

Every student registered for a course with a required performance-based assessment is required to submit this assessment 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.

NCATE/IRA Standards and Performance-Based Assessments (PBAs)
Throughout the literacy masters programs, students are required to satisfactorily complete one or more 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.*

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

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.

Assignment Descriptions

Supervised Practicum

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.

Procedures

Each practicum session will be approximately 3 hours in length.

Diagnostic Sessions: The first two to three sessions will focus on becoming acquainted with the student and conducting preliminary assessments that will inform decisions made when developing instructional plans.

Instructional Sessions: The remaining instructional sessions will focus on providing literacy support for the practicum student based on the initial diagnosis and ongoing interactive assessment. 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. During the instructional sessions, literacy interactions with tutees must include the following four strands:

    (1)   Writing as meaningful communication
    (2)   Phonemic awareness/phonics/vocabulary development
    (3)   Fluency building with self-selected readings
    (4)   Strategies for the comprehension of expository/narrative text

Technology: Two lesson plans must incorporate technology. Utilize the SAMR (Substitution, Augmentation, Modification, and Redefinition) model of digital literacy integration as a guide (SAMR will be discussed in class.)

It is recommended that diagnostic sessions are audiotaped. 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. The case study portfolio will be described in a parent/student conference at the conclusion of the practicum period and presented to the class.

Instructional Plans (EDRD 637)

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 formats (diagnosis and instruction) for your plans.

Diagnosis

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

Diagnostic Reflections: (This section will be blank for the first diagnostic plan)
- *Initial diagnostic findings*
- *Insights into the student's literacy behavior.*
- *Reflections and strategies recommended by your coaching partner*
- *Any parent communication*
- *Coaching notes and reflections*

Diagnostic Strategies and Rationales
During the initial diagnosis sessions, report here on the assessments you intend to use and why

(1) Writing as meaningful communication

(2) Concepts of print/phonemic awareness/phonics or word recognition, vocabulary building

(3) Fluency development

(4) Comprehension instruction using expository or narrative text strategies

Note: Plans should be typed and no longer than 3 single-spaced pages. At the end of the course, you will post all of your lessons to Taskstream (compile into one document) as well as two samples of the student's work (before/after instruction).

Instruction

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

Reflections
Provide 1-2 paragraphs summarizing your previous session with the student.
- *State your judgment about the relative effectiveness of the strategies and activities you used. Reflect on what occurred.*
- *Discuss what you are learning about your tutee, and how your instruction will be crafted and modified based on your tutee's needs.*
- *Include reflections and strategies recommended by your coaching partner*

Instructional Strategies and Rationales

(1) Writing as meaningful communication
   a. Strategy: *Detailed description*
   b. Rationale: *based on what you've learned about the student from previous diagnostic information as well as research in literacy development. Provide references to literacy foundational research that guides your literacy instruction*
   c. Materials: *Include relevant books and materials needed for the strategy*
   d. Formative assessment: *Explain the method you will use to determine if students understood what was taught*
(2) Concepts of print/phonemic awareness/phonics or word recognition, vocabulary building
   a. Strategy
   b. Rationale
   c. Materials
   d. Formative assessment
(3) Fluency development
   a. Strategy
   b. Rationale
   c. Materials
   d. Formative assessment
(4) Comprehension instruction using expository or narrative text strategies
   a. Strategy
   b. Rationale
   c. Materials
   d. Formative assessment

Criteria for Evaluation
Each diagnostic and 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 no longer than 3 single-spaced pages.

The Diagnostic Report (EDRD 633)

(In the final report PLEASE delete any lines with the *)

*** Follow this format strictly to write your report.**

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

<center>

GEORGE MASON UNIVERSITY – GRADUATE SCHOOL OF EDUCATION
READING DIAGNOSTIC REPORT

</center>

* Next, list the following information in this way:

STUDENT:
GRADE:
AGE:
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: *(Interest Inventories, diagnostic interviews, reading/writing surveys)*

* Use the following format to fill in this section:

  While talking with _____ many things were learned many things about *his/her* interests inside and outside of school. _____ said he/she enjoys _____.
_____ also stated that *he/she* likes_____.
  Concerning reading, _____ was how *he/she* views *him/herself* as a reader, and *he/she* stated _____.
His/her favorite books are_____.
When asked what *he/she* does when *he/she* comes to a word *he/she* doesn't know, *he /she* said_____.
_____ was also asked what *she/he* does when *he/she* can't remember what was just read, and *he/she* said *she/he*_____.
_____'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: *(ARI Word Recognition, Narrative and Expository Passages, Fluency)*

* Use the following format to fill in this section:

The *Analytical Reading Inventory* (*ARI*, Woods & Moe, 2015) was administered to assess Henry's reading ability. _____ was first given a practice test at the _____ level. The immediate concern was to put *him/her* at ease, as well as help him/her become familiar with the format of the test and what was expected of *him/her*.

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.

_____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, _____ made a total of _____oral reading miscues, of which _____were determined to be significant. Significant miscues are those that limit _____'s ability to comprehend what he reads. His significant miscues fell into the following pattern:

Omissions: _____
Insertions: _____
Substitutions: _____
(name others)

With each passage read orally, fluency was assessed using the _____ rubric. Overall, _____ received a score of _____. _____'s fluency strengths were in the specific areas of (rate, expression, phrasing, orchestration). Areas of need were determined to be (rate, expression, phrasing, orchestration). It was noted that _____'s fluency was _____.

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

_____'s retelling of the passages after reading them orally indicated (excellent, fairly good, adequate, limited) comprehension. *His/her* performance on the comprehension questions indicate that *he/she* 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/she* answered_____correctly. Out of a total of _____higher level questions, *he/she* answered_____correctly.

_____ also read_____expository passages to gauge his/her ability to handle textbook prose. *He/she* 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. In addition, _____ was asked to give a summary of the expository passages. *His/her* summary 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*, interactive assessment techniques were used to gather further information about _____'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. The _____ was used as the interactive assessment. The specific 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.) _____ 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:

RESULTS AND ANALYSIS OF WRITING TESTING: *(fiction and expository writing prompt with rubric)*

AREAS OF LITERACY THAT NEED FURTHER DEVELOPMENT

* Fill in this section with the following information:

Based on the initial assessment of _____reading ability and best practice in developing effective readers, an instructional plan was developed that will address the following areas:

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

The Reading Instruction Summary Report (EDRD 633)

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 include ideas you have for strategies and experiences teachers might provide the student to expand literacy.

RECOMMENTATIONS FOR PARENTS
This section should include 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 (EDRD 637)

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.

Procedure
1. Organize the practicum student's file so that it documents your work with the student. The components should include:
   a. Diagnostic Report
   b. Instructional Plans
   c. Instructional Summary Report
   d. Student Work
   e. One-Page Handout Summary

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

3. In the <u>final class session</u>, 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:
   a. Results of Diagnosis
   b. Instructional Approaches and Rationales
   c. Effectiveness of Strategies and Activities
   d. Recommendations for Furthering the Student's Literacy Growth
   e. 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 minutes.

Case Study Presentation Grading Sheet

Name _____

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 _____
  - Protocols included _____
- Instructional Plans _____
  - Plans include all components _____
- Instructional Summary Report _____

Oral Presentation:
- 10 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:

Article Discussion Leadership (ADL) (EDRD 633)

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 for which you will 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. Discussion leaders 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.

ARTICLE DICUSSION LEADERSHIP RUBRIC

<u>Evaluation</u>

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.

Read, analyze, and format the presentation around the following aspects of the article: (a) purpose, (b) main points, (c) type of research and methodology (if relevant), (d) conclusions, (e) implications for research and practice, and (f) personal responses and reactions	/10
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.	/6
PowerPoint slides, overheads, and/or handouts should accompany the article presentations and discussions.	/4
Total	/20

Agenda

Date	Topics	Readings/Assignments Due
Class One Tuesday, May 19 5:00 – 8:15	Course Introduction and Requirements The Struggling Reader What is an IRI? Assessment Checklist Introduction to *ARI* Case Study: Administering and scoring the vocabulary/word recognition list; what the results mean ARI Case Study: Administering and scoring the comprehension section of the ARI Sign up for **ADL**	*ARI* Sections I and IV *Caldwell and Leslie*, chs, 1 and 2
Class Two Tuesday, May 26 5:00 – 8:15	Assessment and Instruction: • Word Recognition • Phonological Awareness • Fluency	*Caldwell and Leslie*, chs 4, 5, and 6 Marcell – *Putting Fluency on a Fitness Plan*
Class Three Tuesday, June 2 5:00 – 8:15	Vocabulary and Comprehension Assessment and Instruction	*Caldwell & Leslie* • chs 7 and 8 (everyone) • chs 9, 10, 11, and 12 (jigsaw)
Class Four Tuesday, June 9 5:00 – 8:15	Coaching Video – Literacy Coaching Series: Intro https://www.youtube.com/watch?v=ONqZ2F7bFBw Coaching video – What Does an Instructional Coach Do? https://www.youtube.com/watch?v=-DIM2ypSIXI&list=PLD83D870BB9A83C63&index=5 Discussing articles Introduction to Data and Reflective Coaching Technology Integration • Article Discussion • Incorporating technology in your lessons; "high tech" vs "low tech" Time to experiment with programs on laptop	*Caldwell & Leslie*, chs, 3 and 13 Jigsaw articles **Coaching** • *IRA Reading Coaches* • Knight - *What Good Coaches Do* • Bearwald – *It's About the Questions* **Technology** • Larson – *Digital Readers* • Dalton & Grisham- *eVoc Strategies* • Thoermer & Williams – *Digital Texts and Fluency* • Zipke - *Building an e-Book Library*

Class Five Tuesday, June 16 5:00 – 8:15	**Writing Assessment** • Writing assessment discussion • Creating narrative and expository writing prompts • Creating writing rubric Rubistar: http://rubistar.4teachers.org/ **Interest Inventories** • Rationale • Sample inventories **Preparing for Diagnosis: Planning 1st session** • Getting to know you activity • Writing the Diagnostic Lesson Plan • Diagnostic Interview • Materials Logistics • Tutor and Tutorial Assignments • Room Assignment	Readings: • Romeo**,** 2008 • NCTE Writing Assessment Position Statement • Writing Assessment Review: • McKenna & Kear, 1990 • Kear et al., 2000
Class Six Monday, June 22 Tutoring 8:15 – 11:45 Seminar 11:45 – 2:45	**1st Tutoring Session** • Getting to Know You activity • ARI Vocabulary list • 2 Writing Prompts (narrative and expository) Debrief first session ADL (2)	Diagnostic Plan 1 ADL reading
Class Seven Tuesday, June 23 Tutoring 8:15 – 11:45 Seminar 11:45 – 2:45	**2nd Tutoring Session (Diagnosis Lesson Plan)** • Administering Comprehension sections • Interest Inventories Scoring and interpreting Comprehension section of ARI; Record on *data matrix* ADL **Writing Instructional Plans** (*how it is different from assessment lesson plan*) **Planning tutoring session**: *based on data gathered, what are your instructional next steps? (use your data matrix, Guide to Noting Behavior and notes from Coaching session)* **Formative Assessment**: including formative assessment in the Instructional Plan	Diagnostic plan 2 Readings • Chappuis & Chappuis, 2008 • Formative Assessment examples • ADL reading

Class Eight Wednesday, June 24 Tutoring 8:15 – 11:45 Seminar 11:45 – 2:45	3rd Tutoring Session ADL (2) Data and Reflective Coaching with coaching partner(s) Individual Conferences	Instructional Plan 1 ADL reading
Class Nine Thursday, June 25 Tutoring 8:15 – 11:45 Seminar 11:45 – 2:45	4th Tutoring Session ADL Writing the Instructional Summary Report	Instructional Plan 2 ADL reading
Class Ten Friday, June 26 Tutoring 8:15 – 11:45 Seminar 11:45 – 2:45	5th Tutoring Session ADL (2)	Instructional Plan 3 Diagnostic Report and Instructional Summary Report for Parent so far ADL reading
Class Eleven Monday, June 29 Tutoring 8:15 – 11:45 Seminar 11:45 – 2:45	6th Tutoring Session ADL (2) Preparing for Parent-Student Conference	Instructional Plan 4 ADL reading Final Draft of Diagnostic Report
Class Twelve Tuesday, June 30 Tutoring 8:15 – 11:45 Seminar 11:45 – 2:45	7th Tutoring Session Case Study Portfolio Presentations Parent-Student Conference End of Practicum Celebration	Instructional Plan 5 Complete Practicum Student's File Case Study Portfolio Due 1 pg. Portfolio Summary for class members and the professor/instructors