

**George Mason University
College of Education and Human Development
Graduate School of Education
Literacy Program**

EDRD 633 Literacy Assessments and Interventions for Individuals (3 Credits)

EDRD 637 Supervised Literacy Practicum (3 credits)

Summer 2015

5:00 – 8:30 Monday, Wednesdays 6:30-8:30 (633)

Wednesdays 4:30-6:30 (637)

Woodburn Elementary School

Falls Church, VA

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COURSE DESCRIPTIONS

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

Provides literacy assessments and interventions for individuals. Includes diagnosis and

Nuland, Nutt, Ewaida, Mascarenhas 633/637

remediation for learners who find reading and writing difficult. Requires assigned practicum experience.

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

REQUIRED TEXTS

Woods, M. & Moe, A.J. (2015). *Analytical Reading Inventory with Readers Passages (10th edition)*. Prentice Hall.

RECOMMENDED TEXT

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

COURSE OUTCOMES AND RELATED STANDARDS

EDRD 633

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

Standards Addressed: IRA 3.1 & 3.2

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

2. Students will communicate with professional colleagues and defend their instructional decisions orally and in writing based on their knowledge of both theory and exemplary practice.

Standards Addressed: IRA 3.4

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

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

Standards Addressed: IRA 3.4

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

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

Standards Addressed: IRA/NCATE 3.4

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

EDRD 637

1. Students will participate in a supervised practicum experience which includes (a) working with an individual learner to assess the learner's literacy needs using at least three appropriate assessment tools, (b) summarizing and analyzing assessment results, (c) making

recommendations for instruction and family support, (d) providing tutoring to the learner and (e) preparing a case study portfolio related to the practicum experience.

Standards Addressed: IRA 3.1, 3.2, 3.3, 3.4

Performance-Based Assessment: *Case Study Portfolio*

2. Students will select appropriate materials and implement a variety of assessment and intervention strategies based on an individual student’s interests, strengths, and needs.

Standards Addressed: IRA 3.3

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

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.

COURSE REQUIREMENTS

Assignments	Due Dates (see agenda)	Points
EDRD 637 (Pass/Fail)		
Class Participation – complete assigned readings and participate fully in all classes. (633/637)		
Instructional Plans (8 total) <i>(Tutoring for minimum 20 hours – instructional plans and reflection for each tutoring session)</i>		80
Reading Instruction Summary Report <i>(Submit to TaskStream)</i>	<i>(submitted to both 633 and 637 instructors)</i>	
Diagnostic Report <i>(Submit to TaskStream)</i>	<i>(submitted to both 633 and 637 instructors)</i>	
Case Study/Parent Conference/ Presentation		20
		100
EDRD 633		
Class Participation		10
Diagnostic Report		25
Reading Instruction Summary Report		25
Evidence-Based Strategy Share		20
Article Discussion Leadership		20
	Total	100

GRADING SCALE – PERCENTAGE OF TOTAL POSSIBLE POINTS		
A	95 – 100	(200 – 190PTS)

A-	90 – 94	(189 – 180PTS)
B+	86 – 89	(179 – 172PTS)
B	80 – 85	(171 – 160PTS)
C	70 – 79	(159 – 140PTS)

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.

NCATE/IRA STANDARDS AND PERFORMANCE-BASED ASSESSMENTS

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

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

GENERAL INFORMATION

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 [See <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
Students are expected to exhibit professional behaviors and dispositions at all times.
 3. 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/>
 4. For GSE Syllabi:
For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>] For RHT Syllabi:
For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://rht.gmu.edu/>]

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.

SUPERVISED PRACTICUM (EDRD 637)

Assignment

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

Procedures

Each practicum session will be approximately 1½ – 4 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; and
- (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.) Include at least one activity to enhance learning (substitution and augmentation), and one activity to transform learning (modification and redefinition)

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

DIAGNOSTIC PLANS (EDRD 633/637)

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 format for your plans.

Date:

Session #:

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 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).

Criteria for Evaluation

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

INSTRUCTIONAL PLANS (EDRD 637)

Date:

Session #:

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;

- *Strategy: Detailed description*
- *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*
- *Materials: Include relevant books and materials needed for the strategy*
- *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;

- *Strategy: Detailed description*
- *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*
- *Materials: Include relevant books and materials needed for the strategy*
- *Formative assessment: Explain the method you will use to determine if students understood what was taught*

(3) fluency development

- *Strategy: Detailed description*
- *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*
- *Materials: Include relevant books and materials needed for the strategy*
- *Formative assessment: Explain the method you will use to determine if students understood what was taught*

(4) comprehension instruction using expository or narrative text strategies.

- *Strategy: Detailed description*
- *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*
- *Materials: Include relevant books and materials needed for the strategy*
- *Formative assessment: Explain the method you will use to determine if students understood what was taught*

THE DIAGNOSTIC REPORT (EDRD 633/637)

Directions:

1. Follow this format strictly to write your report.
2. Include the designated headings and subheadings.
3. Place the subheading against the left margin.
4. Replace *him/her* and *he/she* with the proper pronoun.
5. Refrain from using subjective adjectives.

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

STUDENT:

GRADE:

AGE:

LOCATION OF TESTING:

DATES OF TESTING:

DATE OF REPORT:

PRACTICUM TUTOR:

BACKGROUND INFORMATION: (*Interest Inventories, diagnostic interviews, reading and writing surveys*)

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 _____.

RESULTS AND ANALYSIS OF READING TESTING: (*ARI Word Recognition, Narrative and Expository Passages, Fluency*)

The *Analytical Reading Inventory-3 (ARI, Woods & Moe, 2011)* was administered to 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.

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

AREAS OF LITERACY THAT NEED FURTHER DEVELOPMENT

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 633/637)

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

GEORGE MASON UNIVERSITY GRADUATE SCHOOL OF EDUCATION READING INSTRUCTION SUMMARY REPORT

Student:

Grade:

Age:

Location of Tutoring

Dates of Tutoring:

Date of Report:

Practicum Tutor:

RATIONALE FOR INSTRUCTIONAL PLAN

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

SUMMARY OF INSTRUCTIONAL EXPERIENCES

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

RECOMMENDATIONS FOR TEACHERS

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

RECOMMENDATIONS FOR PARENTS

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

OTHER CONSIDERATIONS

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

CASE STUDY AND PRESENTATION

Assignment

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

Procedure

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

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

2. At the final practicum session,

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

3. In the final class session, make an oral presentation of your case study to your classmates.

Provide a one-page handout to accompany the presentation that uses the following headings and summarizes:

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

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

CASE STUDY AND PRESENTATION CHECKLIST

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 :

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

Comments:

EVIDENCE-BASED STRATEGY SHARE - ONLINE (EDRD 633)

Assignment

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

Procedure

1. **Select a strategy** or activity you are using or plan to use in practicum with your student that you have found to be effective. It might be a strategy related to word attack, vocabulary, fluency, comprehension, or writing.
2. **Review the professional literature** for direct and/or related support for your strategy. Direct support refers to studies and expert opinion addressing the specific strategy you are sharing. Related support refers to studies and expert opinion that do not address the specific strategy but benefits of general approaches to developing literacy within which your strategy fits.
3. **Write a one-page description** of the strategy. This description should be a guide for someone else who wishes to use the strategy. The description should include:
 - Description of the strategy.
 - Description of the context for the strategy: With whom would you use this strategy?
 - Brief theoretical and research rationale for the strategy.
 - Description of the effect the strategy could have on a student's reading ability. What evidence do you have to suggest a positive change could occur as a result of working with the strategy?
 - Discussion of future directions with the strategy: Will you continue to use it in the same manner it was presented? Could it be modified, if so how and why?
4. **Online:** The class will be divided into groups of 4 or 5 for your online sharing.
 - Post online a copy of the one-page description. In addition, submit a copy to your instructor.
 - Include a graphic organizer if appropriate.
 - Post a connection, comment or question regarding your colleagues strategies. How could you adapt the strategy to the student you have?

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 specific learning needs of students.

EVIDENCE-BASED STRATEGY SHARE RUBRIC

Evaluation

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

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

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

Evaluation

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

ARTICLE DISCUSSION LEADERSHIP RUBRIC

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.

<p>Read, analyze, and format the 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</p>	<p>/5</p>
<p>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.</p>	<p>/3</p>
<p>PowerPoint slides, overheads, and/or handouts should accompany the article presentations and discussions.</p>	<p>/2</p>
<p>Total</p>	<p>/10</p>

AGENDA

Date	Topics	Readings/Assignments Due
<p>Class One May 11 Monday</p> <p>5:00 – 8:30</p>	<p>Course Introduction and Requirements</p> <ul style="list-style-type: none"> • Syllabus discussion • Including technology <p>Foundation Discussion</p> <ul style="list-style-type: none"> • The Struggling Reader <p>ARI :Vocabulary Assessment and Instruction</p> <ul style="list-style-type: none"> • Introduction to the <i>Analytical Reading Inventory – ARI</i> • <i>ARI – Case Study: Administering and scoring the vocabulary/word recognition list; what the results mean</i> 	<p><i>ARI</i> Section I <i>Overview</i> Section III <i>ARI for Your Reference</i></p> <p>Explanation of SAMR technology integration model (why/how to include technology in your lesson plans) https://www.commonsemmedia.org/videos/introduction-to-the-samr-model</p> <p>Allington – <i>What Really Matters for Struggling Readers</i></p> <p>Stahl - <i>Contemporary Classroom Vocabulary Assessment for Content Areas</i></p> <p>Sign up for ADL and Jigsaw articles</p>
<p>Class Two May 13 Wednesday</p> <p>5:00 – 8:30</p>	<p>ARI: Comprehension Assessment</p> <p>Case Study: Administering and scoring the comprehension section of the ARI</p> <ul style="list-style-type: none"> • Rationale • Sample inventories • Case Study <p>Interest Inventories</p> <p>Comprehension Discussion</p>	<p>Comprehension articles: Keene and Zimmerman - <i>Years Later, Comprehension Strategies Still at Work</i></p> <p>Migyanka, Policastro & Lui – <i>Using a Think Aloud with Diverse Students</i></p> <p>Sample Inventories to Use: *McKenna & Kear – <i>Measuring Attitude Toward Reading</i> *McKenna & Kear – <i>Measuring Attitude Toward Writing</i></p>
<p>Class Three May 18 Monday</p> <p>5:00 – 8:30</p>	<p>Writing Assessment</p> <ul style="list-style-type: none"> • Writing assessment discussion • Creating narrative and expository writing prompts • Creating writing rubric <p>Preparing for Diagnosis: Planning 1st session</p> <ul style="list-style-type: none"> • Writing the Diagnostic Lesson Plan • Diagnostic Interview • Materials Logistics • Tutor and Tutorial Assignments • Room Assignment 	<p>Romeo, L. (2008). <i>Informal writing assessment linked to instruction</i></p> <p>Schultz, M.M. (2009). <i>Effective writing assessment and instruction for English language learners.</i></p> <p>Brookhart, S. (2013). What are rubrics and why are they important? <i>How to Create and Use Rubrics.</i> http://www.ascd.org/publications/books/112001/chapters/What-Are-Rubrics-and-Why-Are-They-Important%20A2.aspx</p> <p>NCTE Writing Assessment Position Statement http://www.ncte.org/cccc/resources/position/writingassessment</p>

<p>Class Four May 20 Wednesday</p> <p>4:30 – 6:00 Tutoring 6:00 – 8:30: Seminar</p>	<p>1st Tutoring Session</p> <ul style="list-style-type: none"> • Getting to Know You activity • ARI Vocabulary list, • 2 Writing Prompts (narrative and expository) <p>Coaching:</p> <ul style="list-style-type: none"> • Introduction to coaching with article discussion and video • Looking at Data Coaching • Coaching techniques <p>Debrief first session</p> <ul style="list-style-type: none"> • Data coaching with partner • Start working on Data Matrix 	<p>Rubistar: http://rubistar.4teachers.org/</p> <p>Instructional/Diagnostic Lesson Plan 1</p> <p>Coaching video – Literacy Coaching Series:Introduction https://www.youtube.com/watch?v=ONqZ2F7bFBw</p> <p>Coaching articles – Knight - <i>What Good Coaches Do</i></p> <p>Bearwald – <i>It’s About the Questions</i></p> <p>Excerpt from Sadler & Niedus, <i>The Literacy Coach’s Game Plan: Making Teacher Collaboration, Student Learning, and School Improvement a Reality</i> pgs 46-92 (<i>data coaching</i>)</p>
<p>Memorial Day</p>	<p>NO CLASS</p>	<p>NO CLASS</p>
<p>Class Five May 27 Wednesday</p> <p>4:30 – 6:00: Tutoring 6:00 -- 8:00: Seminar</p>	<p>2nd Tutoring Session (Diagnostic Lesson Plan)</p> <ul style="list-style-type: none"> • Administering Comprehension sections • Interest Inventories <p>Fluency Assessment:</p> <ul style="list-style-type: none"> • Discussion of articles • Sample rubrics including ARI sample <p>Analysis:</p> <ul style="list-style-type: none"> • Scoring and interpreting Comprehension section of ARI; • Record on <i>data matrix</i> • Data Coaching about analysis 	<p>Instructional/Diagnostic Plan 2</p> <p>Marcell – <i>Putting Fluency on a Fitness Plan</i></p> <p>Sample fluency rubric: F& P</p> <p>Coaching video – What Does an Instructional Coach Do? https://www.youtube.com/watch?v=-DIM2ypSIXI&list=PLD83D870BB9A83C63&index=5</p>
<p>Class Six June 1 Monday</p> <p>5:00 – 8:30: Seminar</p>	<p>Writing Instructional Plans (<i>how it is different from assessment lesson plan</i>)</p> <p>Planning tutoring session: <i>based on data gathered, what are your instructional next steps? (use your data matrix, Guide to Noting Behavior and notes from Coaching session)</i></p> <p>Formative Assessment: including formative assessment in the Instructional Plan</p>	<p>Formative Assessment – Chappuis and Chappuis – <i>The Best Value in Formative Assessment</i></p> <p>Advancing Formative Assessment in Every Classroom – Chapter 1 http://www.ascd.org/publications/books/109031/chapters/The-Lay-of-the-Land@-Essential-Elements-of-the-Formative-Assessment-Process.aspx</p> <p>Sample Formative Assessments http://www.levy.k12.fl.us/instruction/Instructional_Tools/60FormativeAssessment.pdf</p>
<p>Class Seven June 3 Wednesday</p>	<p>3rd Tutoring Session (Diagnostic/Instructional Lesson Plan)</p>	<p>Instructional Plan 3</p> <p>Resources</p>

4:30 – 6:00: Tutoring 6:00 -- 8:00: Seminar	Coaching: <ul style="list-style-type: none"> Data and Reflective Coaching with coaching partner(s) Individual and Group Conferencing	
Class Eight June 8 Monday 5:00 -- 8:30: Seminar	Writing the <i>Reading Diagnostic Report using Data Matrix</i>	ADL
Class Nine June 10 Wednesday	Online Discussion	Online Discussion <ul style="list-style-type: none"> Journaling about experience so far Strategy Shares in small groups
Class Ten June 15 Monday 5:00 - 8:30: Seminar	Individual and Group Conferences	ADL
Class Eleven June 17 Wednesday 4:30 – 6:00: Tutoring 6:00 -- 8:00: Seminar	4th Tutoring Session (Diagnostic Lesson Plan) Technology Integration <ul style="list-style-type: none"> Article Discussion Incorporating technology in your lessons; “high tech” vs “low tech” Time to experiment with programs on laptop 	Instructional Plan 4 Technology Article Jigsaw Everyone reads: Kissel, Stover, Wood and Heintschel – <i>Digital Discussions, Using Web 2.0 to Communicate, Collaborate and Create</i> Jigsaw: Shelby-Caffey, Ubeda & Jenkins - <i>Digital Storytelling Revisited</i> Larson – <i>Digital Readers</i> Dalton & Grisham- <i>eVoc Strategies</i> Thoerner & Williams – <i>Digital Texts and Fluency</i> Zipke - <i>Building an e-Book Library</i>
Week of June 22nd - tutoring on 4 days. 8:00 to 12:00 Tutoring 12:30 to 2:30 Class June 23-26		
Class Twelve June 23 8am – 12pm: Tutoring 12:15 – 2pm: Seminar	5th Tutoring Session (Instructional Plan) Writing the Instructional Summary Report	Instructional Plan 5 ADL Final Draft of Diagnostic Report
June 24 8am – 12pm: Tutoring 12:15 – 2pm: Seminar	6th Tutoring Session (Instructional Plan) Individual Conferences	Instructional Plan 6 ADL Draft of Instructional Summary Report
June 25 8am – 12pm: Tutoring	7th Tutoring Session (Instructional Plan) Coaching with Partner	Instructional Plan 7 Diagnostic Report and Instructional

12:15 – 2pm:Seminar	Preparing for Parent-Student Conference	Summary Report for Parent
June 26 8am – 12pm:Tutoring 12:15 – 2pm:Seminar	8th Tutoring Session (Instructional Plan) <ul style="list-style-type: none"> • Parent-Student Conference • End of Practicum Celebration • Individual Consultation on Case Study Portfolios Coaching with Partner	Sharing summaries of tutoring
June 29 Monday	Case Study Portfolio Presentations	Complete Practicum Student’s File Case Study Portfolio Due 1 pg. Portfolio Summary for class members and the professor/instructors

Handouts or eformat found on Blackboard:

- List of Assessments to administer
- Evidence Share Summary Template
- Lesson Plan Template (Assessment)
- Lesson Plan Template (Instructional)
- Diagnostic Plan Template
- Instructional Summary Template
- Diagnostic Matrix
- Guide to Observing and Noting Behavior
- Coaching Questions
- ARI Condensed Instructions Table
- ARI Case Study Materials
- ADL article list