**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 2016
5:00 – 8:30  Monday and Wednesdays
Woodburn Elementary School
Falls Church, VA

**Dr. Thana Vance**
Email:  tvancero@gmu.edu
Hours:  by appointment

**Dr. Jennifer Hathaway**
Email: jhathaw2@gmu.edu
Hours: by appointment

**Marriam Ewaida**
Email: mewaida@masonlive.gmu.edu
Hours: by appointment

**Aixa Dengate**
Email: adengate@gmu.edu
Hours: by appointment

**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 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.

Seravallo, J. (2015). The Reading Strategies Book.  Heinemann.

**RECOMMENDED TEXT**

Niedus, G., Sadder, 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**

<u>EDRD 633</u>

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)*

<u>EDRD 637</u>

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) *Submit to Tk20* *(Tutoring for minimum 20 hours – instructional plans and reflection for each tutoring session)* | | 80 |
| Reading Instruction Summary Report  *(Submit to Tk20)* | *(submitted to both 633 and 637 instructors)* | |
| Diagnostic Report   *(Submit to Tk20)* | *(submitted to both 633 and 637 instructors)* | |
| 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 "Tk20." Satisfactory completion of every PBA as well as posting to Tk20 is required before moving to the next course. The Tk20 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 Tk20 will be assessed. ***No final grades for courses will be posted until ALL required PBAs are posted to Tk20.***

Every student registered for any Literacy course <u>with a required performance-based assessment</u> is required to submit this assessment, Diagnostic Report, Planning and Instruction, and Summary Report, to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

**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).

<u>**Criteria for Evaluation**</u>
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)*

**WORD STUDY:** *(Words Their Way or Word Journeys assessment of developmental level)*

**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 <u>final practicum session,</u>
- 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 <u>final class session</u>, make an oral presentation of your case study to your classmates (supervision groups).  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 (minimum of 2-3) 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 DICUSSION 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.

| | |
|---|---|
| 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 | /5 |
| 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. | /3 |
| PowerPoint slides, overheads, and/or handouts should accompany the article presentations and discussions. | /2 |
| Total | /10 |

**AGENDA**

| Date | Topics | Readings/Assignments Due |
|------|--------|--------------------------|
| Class One<br>May 16<br>Monday<br><br>5:00 – 8:30 | **Course Introduction and Requirements**<br>• Syllabus discussion<br>• Including technology<br><br>**Foundation Discussion**<br>• The Struggling Reader<br><br>**ARI :Vocabulary Assessment and Instruction**<br>• Introduction to the *Analytical Reading Inventory – ARI*<br>• ARI – *Case Study: Administering and scoring the vocabulary/word recognition list; what the results mean* | *ARI*<br>Section I *Overview*<br>Section III *ARI for Your Reference*<br><br>Explanation of SAMR technology integration model (why/how to include technology in your lesson plans) https://www.commonsensemedia.org/videos/introduction-to-the-samr-model<br><br>Allington – *What Really Matters for Struggling Readers*<br><br>Stahl - *Contemporary Classroom Vocabulary Assessment for Content Areas*<br><br>Sign up for **ADL** and **Jigsaw** articles |
| Class Two<br>May 18<br>Wednesday<br><br>5:00 – 8:30 | **ARI:   Comprehension Assessment**<br><br>Case Study: Administering and scoring the comprehension section of the ARI<br>• Rationale<br>• Sample inventories<br>• Case Study<br><br>**Interest Inventories**<br>**Comprehension Discussion**<br>**\*\* Student and Room Assignments** | Comprehension articles:<br><br>Keene and Zimmerman - *Years Later, Comprehension Strategies Still at Work*<br><br>Improving Comprehension  with Think Aloud Strategies by Wilhelm chapter 2 http://gec.kmu.edu.tw/~lc/ecorner/eBook/Improving%20Comprehension%20With%20Think-Aloud%20Strategies.pdf |
| Class Three<br>May 23<br><br>Monday<br><br>5:00 – 8:30 | **Writing Assessment**<br>• Writing assessment discussion<br>• Creating narrative and expository writing prompts<br>• Creating writing rubric<br><br>**Preparing for Diagnosis: Planning  1st session**<br>• Writing the Diagnostic Lesson Plan<br>• Diagnostic Interview<br>• Materials Logistics<br>• Getting to Know you activity | Slomp, D. (2015). Writing assessment in six lessons.<br><br>Schultz, M.M. (2009). *Effective writing assessment and instruction for English language learners.*<br><br>Brookhart, S. (2013). What are rubrics and why are they important? *How to Create and Use Rubrics.* http://www.ascd.org/publications/books/112001/chapters/What-Are-Rubrics-and-Why-Are-They-Important%C2%A2.aspx<br><br>Optional<br>Romeo**,** L. (2008*). Informal writing assessment linked to instruction*<br><br>Rubistar:  http://rubistar.4teachers.org/ |

| Class Four<br>May 25<br>Wednesday<br><br>4:30 – 6:00 Tutoring<br>6:00 – 8:30: Seminar | **1st Tutoring Session**<br>• Getting to Know You activity<br>• ARI Vocabulary list,<br>• 2 Writing Prompts (narrative and expository)<br><br>**Coaching:**<br>• Introduction to coaching with article and video discussion<br>• Looking at Data Coaching<br>• Coaching techniques<br><br>**Debrief first session – whole class then group**<br>• Data coaching with partner<br>• Start working on Data Matrix | Instructional/Diagnostic Lesson Plan 1<br><br>Coaching articles –<br>Knight - *What Good Coaches Do*<br><br>Watch **prior** to class and journal about what you noticed:<br>Coaching video – Literacy Coaching Series:Introduction<br>https://www.youtube.com/watch?v=ONqZ2 F7bFBw |
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| **Memorial Day (May 30)** | **NO CLASS** | **NO CLASS** |
| Class Five<br>June 1<br>Wednesday<br><br>4:30 – 6:00: Tutoring<br>6:00 -- 8:00: Seminar | **2nd  Tutoring Session (Diagnostic Lesson Plan)**<br>• Administering Comprehension sections<br>• Interest Inventories<br><br>**Fluency Assessment:**<br>• Discussion of article<br>• Sample rubrics including ARI sample<br><br>**Analysis:**<br>• Scoring and interpreting Comprehension section of ARI;<br>• Record on  *data matrix*<br>• Data Coaching about analysis | Instructional/Diagnostic Plan 2<br><br>*Fluency article: TBA*<br><br>Sample fluency rubric: F& P<br><br>Watch **prior** to class and journal about what you noticed:<br>Coaching video – What Does an Instructional Coach Do?<br>https://www.youtube.com/watch?v=-DIM2ypSIXI&list=PLD83D870BB9A83C6 3&index=5 |
| Class Six<br>June 6<br>Monday<br><br>5:00 – 8:30: Seminar | **Writing Instructional Plans**<br>(*how it is different from assessment lesson plan*)<br><br>**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)*<br><br>**Formative Assessment**: including formative assessment in the Instructional Plan | Formative Assessment –<br>Chappuis and Chappuis – *The Best Value in Formative Assessment*<br><br>Advancing Formative Assessment in Every Classroom – Chapter 1<br>http://www.ascd.org/publications/books/109 031/chapters/The-Lay-of-the-Land@-Essential-Elements-of-the-Formative-Assessment-Process.aspx<br><br>Sample Formative Assessments<br>http://www.levy.k12.fl.us/instruction/Instru ctional_Tools/60FormativeAssessment.pdf |
| Class Seven<br>June 8<br>Wednesday<br><br>4:30 – 6:00: Tutoring<br>6:00 -- 8:00: Seminar | **3rd Tutoring Session**<br>**(Diagnostic/Instructional Lesson Plan)**<br><br>**Coaching:**<br>• Data and Reflective Coaching with coaching partner(s) | Instructional Plan 3<br><br>Seravallo pages 1-19<br>Seravallo Study Guide: pgs 1-6 |

| | Individual and Group Conferencing | |
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| Class Eight<br>June 13<br>Monday<br>5:00 -- 8:30: Seminar | Writing the *Reading Diagnostic Report using Data Matrix*<br><br>**Technology Integration**<br>- Article Discussion<br>- Incorporating technology in your lessons; "high tech" vs "low tech"<br>- Time to experiment with programs on laptop | ADL<br><br>SAMR model for integrating technology<br>https://sites.google.com/a/msad60.org/technology-is-learning/samr-model<br><br>Jigsaw of technology articles – Articles TBA<br>Calvert (2015) – *Letting go of stand alone technology*<br>Shelby-Caffey (2014) - *Digital storytelling revisited* |
| Class Nine<br>June 15<br>Wednesday<br>4:30 – 6:00: Tutoring<br>6:00 -- 8:00: Seminar | **4ᵗʰ Tutoring Session (Instructional Lesson Plan)**<br><br>Strategy discussion<br>Individual and Group Conferencing | Seravallo Study Guide: pgs 7-15 |
| Class Ten<br>June 20<br>Monday<br>5:00 - 8:30: Seminar | Catch up on any readings<br>Strategy discussion | ADL<br>Seravallo Study Guide: pgs 16-28 |
| Class Eleven<br>June 22<br>Wednesday<br><br>4:30 – 6:00: Tutoring<br>6:00 -- 8:00: Seminar | **5ᵗʰ Tutoring Session (Instructional Lesson Plan)**<br><br>Individual and group conferencing<br>Work on lesson plans | Instructional Plan 5 |
| **Week of June 27nd  - tutoring on 3 days.**<br>**8:00 to 12:00 Tutoring**<br>**12:30 to 2:30 Class**<br>**June 28 – June 30** | | |
| Class Twelve<br>June 27<br><br>Online | **Asynchronous Online Discussion**<br>• Journaling about experience so far<br>• Strategy Shares in small groups | |
| Class Thirteen<br>June 28<br><br>8am – 12pm:Tutoring<br>12:15 – 2pm:Seminar | **6th Tutoring Session (Instructional Plan)**<br><br>Writing the Instructional Summary Report | Instructional Plan 6<br><br>ADL<br><br>Final Draft of Diagnostic Report |
| Class Fourteen<br>June 29<br><br>8am – 12pm:Tutoring<br>12:15 – 2pm:Seminar | **7th Tutoring Session (Instructional Plan)**<br><br>Individual Conferences<br>Preparing for Parent-Student Conference | Instructional Plan 7<br><br>ADL<br><br>Draft of Instructional Summary Report |
| Class Fifteen<br>June 30 | **8ᵗʰ Tutoring Session (Instructional Plan)**<br>Coaching with Partner<br>• Parent-Student Conference | Instructional Plan 8 |

| 8am – 12pm:Tutoring 12:15 – 2pm:Seminar | • End of Practicum Celebration <br> • Individual Consultation on Case Study Portfolios | Diagnostic Report and Instructional Summary Report for Parent <br> Sharing summaries of tutoring |
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| July 1 <br> 8am – 12pm: <br> Seminar | Case Study Portfolio Presentations | Complete Practicum Student's File <br><br> Case Study Portfolio Due <br> 1 pg. Portfolio Summary for class members and the professor/instructors |

**Handouts on Blackboard:**
- List of Assessments to administer
- 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