

George Mason University
College of Education and Human Development
Literacy Program

EDRD 633.6L4—Literacy Assessments and Interventions for Individuals
3 Credits, Summer 2018

May 22-June 30: Tuesday/Thursday (F2F)/5:00-9:00 PM and Saturday/Online (ASYNCR)
GMU Science & Technology Center, Bull Run Hall 249

EDRD 637.6L6—Supervised Literacy Practicum
3 Credits, Summer 2018

June 5, 7, 12/4:30-6:00 PM and 20-29/8:00-1:00 PM
Mayfield Intermediate School, Manassas

Faculty

EDRD 633 & EDRD 637.6L6

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EDRD 637.6L4

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EDRD 637.6L5

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Prerequisites/Corequisites

EDRD 630, EDRD 631, and EDRD 632; admission to literacy emphasis; or permission of program coordinator; EDRD 633 is a corequisite for EDRD 637

University Catalog Course Description

EDRD 633 – Provides literacy assessments and interventions for individuals. Includes diagnosis and remediation for learners who find reading and writing difficult. Requires assigned practicum experience.

EDRD 637 – Supervised literacy practicum that requires students to conduct assessments of and provide instruction to struggling readers.

Course Overview

Not Applicable

Course Delivery Method

This course will be delivered using a hybrid (2-75%) format, including face-to-face and online class meetings.

Face to Face meetings: Tuesdays & Thursdays, 5:00-9:00 PM, GMU Science and Technology Center, 10900 University Blvd., Manassas, VA 20110 (Bull Run Hall 249). In-person attendance is required on May 22, 24, 29 7 31; June 5, 7, 12, 14, 19 & 21.

Asynchronous online classes do not meet at a scheduled time. These sessions are individualized so that each student can work at a convenient time. Please note that each online session is planned to take approximately 2 hours over the assigned window (in addition to regularly assigned reading). Please schedule your time accordingly. Asynchronous individual and small group meeting times and/or discussion online will be required on the following dates: May 26; June 2, 9, 16, 23 & 30.

Practicum meetings: All practicum sessions are face-to-face and will be held at Mayfield Intermediate School, 9400 Mayfield Court, Manassas, VA 20110. Practicum sessions will meet: Tuesday, June 5, Thursday, June 7, & Wednesday, June 12 from 4:30-6:00 PM; then daily from June 20-29 from 8:00-1:00 PM.

Technical Requirements

- High-speed Internet access with a standard up-to-date browser. Chrome is the recommended browser for Blackboard Collaborate Ultra. Opera and Safari are not compatible.
- Consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of the course requirements.

Expectations

- **Technical Competence:** Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance if they are struggling with technical components of the course.
- **Technical Issues:** Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

Learner Outcomes or Objectives

EDRD 633 is designed to enable students to do the following:

1. Students will apply diagnostic principles, procedures, and techniques for assessing and evaluating the literacy needs of individual learners.
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.
3. Students will communicate and collaborate effectively with learners and families.

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

EDRD 637 is designed to enable students to do the following:

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.
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.

Professional Standards (International Literacy Association, 2010 Standards for Reading Professionals)

Upon completion of these courses, students will have met the following professional standards:

- 2.1 Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.
- 2.2 Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading-writing connections.
- 3.1 Understand types of assessments and their purposes, strengths, and limitations.
- 3.2 Select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes
- 3.3 Use assessment information to plan and evaluate instruction.
- 3.4 Communicate assessment results and implications to a variety of audiences.
- 4.2 Use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.
- 4.3 Develop and implement strategies to advocate for equity.
- 5.2 Design a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write.
- 5.3 Use routines to support reading and writing instruction.
- 6.2 Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors.

Virginia Standards for Reading Specialist Programs addressed in the course:

- 3c. Demonstrate expertise in strategies to increase vocabulary
- 3e. Demonstrate expertise in reading comprehension strategies, including a repertoire of questioning strategies, understanding the dimensions of word meanings, teaching predicting, summarizing, clarifying, and associating the unknown with that is known
- 3f. Demonstrate expertise to teach strategies in literal, interpretive, critical, and evaluative comprehension
- 4c. Demonstrate expertise to teach the writing process: plan draft, revise, edit, and share in the narrative, descriptive, and explanative modes
5. Demonstrate expertise in their use of technology for both process and product as they work to guide students with reading, writing, and research
- 6a. Demonstrate an understanding of child psychology, including personality and learning behaviors

Required Texts

1. Leslie, L., & Caldwell, J. S. (2017). *Qualitative reading inventory – 6*. Boston, MA: Pearson.
2. McKenna, M. C., & Stahl, K. A. D. (2015). *Assessment for reading instruction* (3rd ed.). New York, NY: Guilford Press.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Assignments and/or Examinations

- 1. Participation (EDRD 633 & 637):** In-person and online participation is required. This includes individual, small group, and class discussions, online meetings, online module assignments, and other assignments as deemed necessary during class.
- 2. Weekly Reflective Journal:** Students will keep a journal for each week of class (5 entries total) which they will submit on Saturdays to EDRD 633 blackboard site. For each journal, students will find and read a relevant research article on each of the following topics: (1) affective assessment, (2) word knowledge/vocabulary, (3) fluency, (4) comprehension, (5) and writing/spelling. In your journal, provide a brief summary of the technique, theory, or instructional approach your article addresses. Then explain: Who would benefit most from the idea? How you could/would use this strategy in your practice? Why is the idea in the article important for working with struggling readers/writers? If you can provide a real-world example from your sessions with your tutee, please do!
- 3. Strategy Share:** In pairs, students will present an instructional strategy to the class on one of the topics listed below. The class will act as students while the teachers go through the lesson. Then the class will offer feedback about the strategy. Presenters should define their audience (who would benefit from this kind of instruction?), use authentic materials, and be prepared to explain and justify their strategy choice to the class. Topic selections will be made ahead of time and students will meet with the instructor prior to presenting their strategy.
 - a. Emergent Literacy (May 29th)
 - b. Word Recognition (May 29th)
 - c. Fluency (May 31st)
 - d. Vocabulary (May 31st)
 - e. Comprehension (June 5th)

Our course Blackboard site (<https://mymasonportal.gmu.edu>) will include information and resources important to your successful completion of the course. You should access Blackboard prior to every class session to download readings and other pertinent course documents.

The completion of all readings assigned for the course is assumed. Because the class will be structured around discussion and small group activities in person and online, *it is critical for you to complete all readings prior to the class for which they are assigned and to fully participate in class*. It is your responsibility to come to class with insights, questions, comments, and concerns from the readings. Failure to do so may result in a lower participation grade.

Participation for EDRD 633 will be evaluated using the rubric below:

Criteria for Evaluation	Excellent	Satisfactory	Minimal	Unacceptable
Class Attendance	Missed no face-to-face synchronous class sessions. AND Arrived late or left class early no more than 2 times.	Missed 1 face-to-face or synchronous class session. OR Arrived late or left class early 3-4 times.	Missed 2 face-to-face or synchronous class sessions. OR Arrived late or left class early 5-6 times.	Missed more than 2 face-to-face or synchronous class sessions. OR Arrived late or left class early more than 6 times.
Face-to-Face/ Synchronous Class Participation	Regularly asked questions or made observations that indicated reflections and analysis appropriate to the topic. AND Actively participated in <i>all</i> small group activities and class discussions.	Occasionally asked questions or made observations that indicated reflections and analysis appropriate to the topic. OR Actively participated in <i>most</i> small group activities and class discussions.	Rarely asked questions or made observations that indicated familiarity with the topic. OR Rarely actively participated in small group activities and class discussions.	Never asked questions or made observations that indicated familiarity with the topic. OR Never actively participated in small group activities and class discussions.
Asynchronous Class Participation	Submitted all activities within asynchronous course modules, with no more than 1 late submission. AND All submissions were thoughtfully completed and demonstrated an in-depth understanding of course content.	Submitted all activities within asynchronous course modules, with no more than 2 late submissions. OR Most submissions were thoughtfully completed and demonstrated an in-depth understanding of course content.	Submitted all activities within asynchronous course modules, with 3 or more late submissions. OR Some submissions were thoughtfully completed and demonstrated an in-depth understanding of course content.	Failed to submit all activities within asynchronous course modules. OR Few submissions were thoughtfully completed and demonstrated an in-depth understanding of course content.

- 4. Performance-Based Assessment Part I: Reading Diagnostic Report (EDRD 633):** You will conduct a comprehensive assessment of a learner’s strengths and needs. You will then create a diagnostic report sharing background information, general observations, and results from the assessment you conducted. You will also provide an analysis of these data and identify goals for future instruction and other instructional implications. A detailed description of this assignment and its rubric are included elsewhere in the syllabus and on Bb.
- 5. Performance-Based Assessment Part II: Planning & Instruction (EDRD 637):** After completing the diagnostic report, you will develop instructional plans to support the learner’s literacy needs. You will develop and implement these instructional plans as well as ongoing assessment and intervention strategies under the direct supervision of the practicum supervisors and course instructor. A detailed description of this assignment and its rubric are included elsewhere in the syllabus and on Bb.
- 6. Performance-Based Assessment Part III: Reading Summary Report (EDRD 633):** At the end of the practicum, you will write a brief report summarizing your assessment findings and your instructional plans. You will provide recommendations for the learner’s teachers and parents. You will conduct a meeting with the parent/guardian (if possible) and student to discuss progress made in the practicum and recommendations for continued literacy development in both home and school. A detailed description of this assignment and its rubric are included elsewhere in the syllabus and on Bb.

Assignments – EDRD 633	Points	Due Date
Participation	10	Ongoing
Strategy Share	10	Ongoing—see schedule for dates
Weekly Reflective Journal (5 entries, 2 pts each)	10	Ongoing—see schedule for dates
Final Diagnostic Report (Submit to Tk20)	50	Sunday, June 24 by 11:59 PM
Final Summary Report (Submit to Tk20)	20	Sunday, July 1 by 11:59 PM

Total 100

Assignments – EDRD 637	Due Date
Participation (must complete a minimum of 20 hours with student)	ongoing
Instructional Plans Drafts (11 total)	prior to each practicum session, per arrangement with practicum supervisor
Diagnostic Report Draft (for feedback)	Saturday, June 16 by 11:59 PM
Summary Report Draft (for feedback)	Thursday, June 28 by 8:00 PM
Final Instructional Plans/Work Samples (Submit to Tk20)	Saturday, June 30 by 11:59 PM

Other Requirements

Class Attendance & Participation

Class attendance (face-to-face and online) is both important and required (see Academic Policy 1.6 in the GMU Catalog). If an emergency situation arises and you must miss class, please contact me **PRIOR** to the class session via phone or email. Attendance will influence your grade as noted above and more than two absences may result in a dropped letter grade or loss of course credit. You are responsible for obtaining information given during class discussions despite attendance. It is also your responsibility to discuss the readings and class content with a classmate to ensure understanding.

Assignment Submission Guidelines

All assignments should be turned in (via paper copy OR Blackboard as noted in the course schedule) by class time (or by the time noted in the schedule for asynchronous weeks) on the date noted in the course schedule. You are expected to submit assignments on time regardless of your class attendance on the day an assignment is due. Unless arrangements have been made beforehand with your instructor, *10% of the total points will be deducted* from the assignment for *each* day the assignment is late.

Assignments should follow APA (6th ed.) formatting (including 12-point Times New Roman font, double-spaced with one-inch margins). Writing quality (including mechanics, organization, and content) is figured into the overall score for each assignment, so proofread carefully and use formal, academic English writing format. Be sure to use APA format (6th ed.) when providing citations for relevant research. (See Blackboard for resources.) When submitting electronic files, please name the files using your first name, last name, and assignment title (ex: Jane Doe_LessonPlan1.docx).

Communication

Email is my preferred form of communication, so please check your GMU email account frequently, as that will be the account I use to contact you. Please allow 24 hours response time for replies during the week, and 48 hours during weekends and holidays.

Advising

Advising information is located on Blackboard, including timeline, program of study tracking, course sequencing, RVE registration information, graduation information, and program updates. To access, (a) login to Blackboard, (b) click the *Organizations* tab in the top right corner, and (c) go to the Literacy Program Advising and Information Organization to find all documents. You are responsible for regularly checking the advising organization to maintain your program of study and desired program completion timeline.

Grading

Literacy students must re-take any course in which they receive a grade of C or lower in order to be eligible for licensure (please note that the grade of B- is not given). Incompletes must be cleared before moving to any course for which the course is a prerequisite.

EDRD 633 will be assigned a letter grade according to the chart below.

A: 94-100%	B: 80-86.9%
A-: 90-93.9%	C: 75-79.9%
B+: 87-89.9%	F: below 75%

A pass/fail grade is assigned to EDRD 637. Students must submit all assigned work and complete 20 hours with practicum student. Assignments will be designated as exceeding, meeting, or not meeting expectations.

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/polices-procedures/>

Class Schedule

Note: The course schedule may need to be modified during the semester. If this occurs, notice of such changes will be by announcement in class, by written or email notice, and/or by changes to this syllabus posted on Blackboard.

Key

F2F = meet in GMU Science and Tech

ASYNC = asynchronously on Blackboard

PRACT = meet at Mayfield Intermediate School

QRI = *Qualitative Reading Inventory—6*

McKenna & Stahl = *Assessment for Reading Instruction*

Caldwell & Leslie = *Intervention Strategies to Follow Informal Reading Inventory Assessment* (optional)

NOTE: Readings are due before class on the date listed. Assignments are due by the time specified on the due date.

Date	Topics	Readings & Assignments Due
Class 1: Tuesday, May 22 F2F	<ul style="list-style-type: none"> - Course Overview - Assessment Overview - Characteristics of Struggling Readers & Writers - Assessing Interest & Motivation - Strategy Share Sign-Ups 	<ul style="list-style-type: none"> - McKenna & Stahl – Chapters 1, 2 & 10
Class 2: Thursday, May 24 F2F	<ul style="list-style-type: none"> - Informal Reading Inventories - QRI-6 - Running Records 	<ul style="list-style-type: none"> - McKenna & Stahl – Chapter 3 - QRI – sections 1, 2 & 11
Class 3: Saturday, May 26 ASYNC	<ul style="list-style-type: none"> - Administering & Scoring the QRI - Follow directions for Class 3 in Blackboard 	<ul style="list-style-type: none"> - QRI – Sections 3-10 - DUE to EDRD 633 Blackboard on Saturday, May 26 by 11:59 PM: Journal #1—Affective Factors
Class 4: Tuesday, May 29 F2F	<ul style="list-style-type: none"> - Assessing & Planning Responsive Instruction for Emergent Literacy, Word Recognition and Spelling - Strategy Share 	<ul style="list-style-type: none"> - McKenna & Stahl – Chapters 4 & 5

Date	Topics	Readings & Assignments Due
Class 5: Thursday, May 31 F2F	<ul style="list-style-type: none"> - Assessing & Planning Responsive Instruction for Fluency and Vocabulary - Strategy Share 	<ul style="list-style-type: none"> - McKenna & Stahl – Chapter 6 & 7
Class 6: Saturday, June 2 ASYNC	<ul style="list-style-type: none"> - Preparing for the Diagnostic Sessions - Follow instructions for Class 6 in Blackboard 	<ul style="list-style-type: none"> - DUE to EDRD 633 Blackboard on Saturday, June 2 by 11:59 PM: Journal #2—Word Recognition/Vocabulary - Due to EDRD 637 Blackboard on Monday, June 4 by 7:00 PM— Diagnostic Lesson Plans (see template and sample in Blackboard)
PRACT Tuesday, June 5	<p>Practicum Session 1 – Meet at Mayfield Intermediate School 4:30-6:00 PM</p>	<ul style="list-style-type: none"> - Due to EDRD 637 Blackboard on Wednesday, June 6 by 7:00 PM— Diagnostic Lesson Plans (see template and sample in Blackboard)
Class 7: Tuesday, June 5 F2F	<ul style="list-style-type: none"> - Assessing & Planning Responsive Instruction for Prior Knowledge, Strategic Knowledge, and Comprehension - Strategy Share 	<ul style="list-style-type: none"> - McKenna & Stahl – Chapters 8 & 9
PRACT Thursday, June 7	<p>Practicum Session 2 – Meet at Mayfield Intermediate School 4:30-6:00 PM</p>	<ul style="list-style-type: none"> - Due to EDRD 637 Blackboard on Monday, June 11 by 7:00 PM— Diagnostic Lesson Plans (see template and sample in Blackboard)
Class 8: Thursday, June 7 F2F	<ul style="list-style-type: none"> - Assessing Writing - Using Technology to Support Student Learning 	
Class 9: Saturday, June 9 ASYNC	<ul style="list-style-type: none"> - Making Sense of the Diagnostic Data - Follow instructions for Class 9 in Blackboard 	<ul style="list-style-type: none"> - DUE to EDRD 633 Blackboard on Saturday, June 9 by 11:59 PM: Journal #3 – Fluency
PRACT Tuesday June 12	<p>Practicum Session 3 – Meet at Mayfield Intermediate School 4:30-6:00 PM</p>	
Class 10: Tuesday, June 12 F2F	Working Session: Analyzing & Reporting Diagnostic Data	<ul style="list-style-type: none"> - Work on Diagnostic Report draft
Class 11: Thursday, June 14 F2F	Working Session: Preparing the Diagnostic Report	<ul style="list-style-type: none"> - McKenna & Stahl – Chapter 11

Date	Topics	Readings & Assignments Due
<p>Class 12: Saturday, June 16 ASYNC</p>	<ul style="list-style-type: none"> - Develop Instructional Plans 	<ul style="list-style-type: none"> - Due to EDRD 637 Blackboard on Saturday, June 16 by 7:00 PM— Diagnostic Report Draft (see template and sample in Blackboard) - DUE to EDRD 633 Blackboard on Saturday, June 16 by 11:59 PM: Journal #4—Comprehension - Due to EDRD 637 Blackboard on Monday, June 18 by 7:00 PM— Instructional Lesson Plans (see template and sample in Blackboard)
<p>Class 13: Tuesday, June 19 F2F</p>	<ul style="list-style-type: none"> - Feedback on Diagnostic Report draft and instructional lesson plans 	
<p>PRACT Wednesday, June 20</p>	<p>Practicum Session 4 – Meet at Mayfield Intermediate School 8:00-1:00 PM</p>	<ul style="list-style-type: none"> - Due to EDRD 637 Blackboard on Wednesday, June 20 by 7:00 PM— Instructional Lesson Plans (see template and sample in Blackboard)
<p>PRACT Thursday, June 21</p>	<p>Practicum Session 5 – Meet at Mayfield Intermediate School 8:00-1:00 PM</p>	<ul style="list-style-type: none"> - Due to EDRD 637 Blackboard on Thursday, June 21 by 7:00 PM— Instructional Lesson Plans (see template and sample in Blackboard)
<p>Class 14: Thursday, June 21 F2F</p>	<p>Working Session: Designing Instructional Lesson Plans</p>	
<p>PRACT Friday, June 22</p>	<p>Practicum Session 6 – Meet at Mayfield Intermediate School 8:00-1:00 PM</p>	<ul style="list-style-type: none"> - Due to EDRD 637 Blackboard on Sunday, June 24 by 7:00 PM— Instructional Lesson Plans (see template and sample in Blackboard)
<p>Class 15: Saturday, June 23 ASYNC</p>	<ul style="list-style-type: none"> - Develop Instructional Plans - Work on Final Diagnostic Report 	<ul style="list-style-type: none"> - DUE to EDRD 633 Blackboard on Saturday, June 23 by 11:59 PM: Journal #5: Writing/Spelling - DUE EDRD 633: Final Diagnostic Report —Submit to Tk20 on Sunday, June 24, 2018 by 11:59 PM
<p>PRACT Monday, June 25</p>	<p>Practicum Session 7 – Meet at Mayfield Intermediate School 8:00-1:00 PM</p>	<ul style="list-style-type: none"> - Due to EDRD 637 Blackboard on Monday, June 25 by 7:00 PM— Instructional Lesson Plans (see template and sample in Blackboard)
<p>PRACT Tuesday June 26</p>	<p>Practicum Session 8 – Meet at Mayfield Intermediate School 8:00-1:00 PM</p>	<ul style="list-style-type: none"> - Due to EDRD 637 Blackboard on Tuesday, June 26 by 7:00 PM— Instructional Lesson Plans (see template and sample in Blackboard)

Date	Topics	Readings & Assignments Due
PRACT Wednesday June 27	Practicum Session 9 – Meet at Mayfield Intermediate School 8:00-1:00 PM	– Due to EDRD 637 Blackboard on Wednesday, June 27 by 7:00 PM— Instructional Lesson Plans (see template and sample in Blackboard)
PRACT Thursday June 28	Practicum Session 10 – Meet at Mayfield Intermediate School 8:00-1:00 PM	– Due to EDRD 637 Blackboard on Thursday, June 28 by 7:00 PM— Instructional Lesson Plans (see template and sample in Blackboard) – Due to EDRD 637 Blackboard on Thursday, June 28 by 7:00 PM— Summary Report Draft (see template and sample in Blackboard)
PRACT Friday, June 29	Practicum Session 11 – Meet at Mayfield Intermediate School 8:00-1:00 PM Parent Meeting: Be prepared to share a copy of your Summary Report.	
Class 16: Saturday, June 30 ASYNC	DUE EDRD 637: Final Instructional Plans & Samples of Student Work— Submit to Tk20 on Saturday, June 30, 2018 DUE EDRD 633: Final Summary Report— Submit to Tk20 in 633 on Sunday, July 1, 2018 by 11:59 PM	

Core Values Commitment

The College of Education and 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/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- 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 Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the

time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).

- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/> .

EDRD 637 – Supervised Practicum Overview

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.

The first few sessions will focus on becoming acquainted with the student and conducting preliminary assessments that will inform decisions made when developing instructional plans. The remaining instructional sessions will focus on providing literacy support for the practicum student based on the initial diagnosis and ongoing interactive assessment. 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.

Performance Based Assessments & Rubrics – Overview

This performance-based assessment (PBA) is required during EDRD 633/637. These courses are integrated and candidates must take them concurrently as a practicum. The practicum consists of seminars in which candidates learn to administer and interpret assessments, followed by a schedule of 20 contact hours with an individual learner while supervised by a faculty member (the ratio of supervision is 5 to 8 candidates per supervisor). During and after the tutoring time period, seminars are also held in which candidates discuss intervention strategies, plan joint lessons (e.g., Readers' Theatre or photo journalism projects to connect school with the community) with other candidates and their tutees, discuss related research, and plan and execute parent/family communication. Time is also built in for numerous meetings between supervisors and individual candidates (both electronic and in person).

Please note that the numbers and letters in the rubrics relate to specific IRA standards, elements, and the recommended evidence.

Directions to Candidates

The overall purpose of the practicum is to provide a supervised clinical experience to broaden your understanding of students' literacy needs and ways to address those needs. As a part of the practicum, you will conduct a comprehensive assessment of the learners' strengths and needs (Part I: Diagnostic Report). Instructional plans will then be developed and ongoing assessment and intervention strategies will be implemented under the direct supervision of the course instructors (Part II). At the end of the tutoring experience you will create the Summary Report (Part III).

You are also required to contact a family member of the student being tutored before the practicum begins. This contact is recorded on the communication log and is discussed in your diagnostic report, as well. This contact will help ensure full participation of the tutored students and will also provide information from the family to assist you in getting to know the learner and understand his/her literacy strengths/needs. This contact will also serve to welcome the child and family to begin building a strong school/home connection. You will then write plans and conduct tutoring sessions. Additionally, at the end of the tutoring sessions you will write an Instructional Summary Report and discuss it with the student and parent/guardian in a conference.

Part I: Procedures for the Diagnostic Report: Prior to your work with the student, class sessions will address research related to assessment and prepare you to give the Informal Reading Inventory (IRI) specified in your syllabus, as well as other assessments.

Once the tutoring begins, during the first three to four sessions, you will focus on becoming acquainted with the student and conducting preliminary assessments that will inform decisions made when developing instructional plans. All diagnostic sessions will be audiotaped. In addition to the selected Informal Reading Inventory, you will also analyze (a) a writing sample (create your own rubric or use one prevalent in local schools, such as the 6 Trait Writing rubric, or the Virginia SOL writing analysis format); (b) a published Reading/Writing Attitude/Interest Inventory/Survey instrument that is appropriate to the age of your student; and (c) the student's response to 2 to 3 instructional strategies you use in the first tutoring sessions. Please note that in some cases, alternate or additional assessments may be used, based on consultation with your instructor. For example, if you are working with a young reader, you may wish to use Marie Clay's *Concepts of Print Test* and/or a measure of phonological awareness. **You will submit this diagnostic report to your practicum supervisor for feedback and then to Tk20 (in EDRD 633) for grading.**

Rubric for Part I: Diagnostic Report (EDRD 633)

IRA Standard/ Element	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Below Expectations (1)
3.2a Administer and interpret appropriate assessments for students, especially those who struggle with reading and writing.	Provides exemplary evidence of administering and interpreting appropriate assessments to examine strengths and limitations of struggling readers and writers.	Provides satisfactory evidence of administering and interpreting appropriate assessments to examine strengths and limitations of struggling readers and writers.	Provides partial evidence of administering and interpreting appropriate assessments to examine strengths and limitations of struggling readers and writers.	Provides little or no evidence of administering and interpreting appropriate assessments to examine strengths and limitations of struggling readers and writers.

IRA Standard/ Element	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Below Expectations (1)
3.3a Use multiple data sources to analyze individual readers' performance and to plan instruction and intervention.	Provides exemplary evidence of using multiple data sources to analyze individual readers' performance and to plan instruction and intervention.	Provides satisfactory evidence of using multiple data sources to analyze individual readers' performance and to plan instruction and intervention.	Provides partial evidence of using multiple data sources to analyze individual readers' performance and to plan instruction and intervention.	Provides little or no evidence of using multiple data sources to analyze individual readers' performance and to plan instruction and intervention.

Part II: Instructional Plans: To guide your work with a student and to keep the practicum supervisor informed of your activities and goals, you are required to write instructional plans for each instructional session with your practicum student. The initial basis for these plans will be the “recommendations” section that you wrote in your Diagnostic Report (see above). For your lessons (after the assessment phase), you will develop routines around the following strands (addressing both reading and writing), as appropriate to the learner: (1) writing as meaningful communication, (2) skill development (e.g., concepts of print/phonemic awareness/phonics, word recognition, vocabulary building), (3) fluency development, and (4) comprehension instruction using expository or narrative text strategies. These strands and your instructional routines must be clear in the lesson structure. See Bb for additional information about instructional plans.

You also must use technology in at least 2 lessons, including teaching the student to use a new technology tool in a creative way (e.g., computer software, Smart Board, etc.). One lesson may include a low-level technology program (e.g., overheads, Word product, online games, Kidspiration) while one should include a high-level technology program (e.g., Smartboard, MovieMaker, Photostory). Each instructional plan will be read by your practicum supervisor before your lesson and comments will be provided (you may be asked to revise before teaching).

Plans should be typed and comprised of no more than 3 single-spaced pages. At the end of the course you will post all of your instructional plans to Tk20 (in EDRD 637) (compile into one document), along with two samples of the student’s work that show his/her growth.

Rubric for Part II: Planning and Instruction (EDRD 637)

IRA Standard/ Element	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Below Expectations (1)
2.1a Demonstrate an understanding of the research and literature that undergirds the reading and writing curriculum instruction for all students.	Provides exemplary evidence of understanding the research and literature that undergirds the reading and writing curriculum instruction for all students.	Provides satisfactory evidence of understanding the research and literature that undergirds the reading and writing curriculum instruction for all students.	Provides partial evidence of understanding the research and literature that undergirds the reading and writing curriculum instruction for all students.	Provides little or no evidence of understanding the research and literature that undergirds the reading and writing curriculum instruction for all students.

IRA Standard/ Element	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Below Expectations (1)
2.1b Develop and implements the curriculum to meet the specific needs of students who struggle with reading.	Provides exemplary evidence of developing and implementing a curriculum to meet the specific needs of students who struggle with reading.	Provides satisfactory evidence of developing and implementing a curriculum to meet the specific needs of students who struggle with reading.	Provides partial evidence of developing and implementing a curriculum to meet the specific needs of students who struggle with reading.	Provides little or no evidence of developing and implementing a curriculum to meet the specific needs of students who struggle with reading.
2.2a Use instructional approaches supported by literature and research for the following areas: concepts of print, phonemic awareness, phonics, vocabulary, comprehension, fluency, critical thinking, motivation, and writing.	Provides exemplary evidence of using instructional approaches supported by literature and research for the following areas: concepts of print, phonemic awareness, phonics, vocabulary, comprehension, fluency, critical thinking, motivation, and writing.	Provides satisfactory evidence of using instructional approaches supported by literature and research for the following areas: concepts of print, phonemic awareness, phonics, vocabulary, comprehension, fluency, critical thinking, motivation, and writing.	Provides partial evidence of using instructional approaches supported by literature and research for the following areas: concepts of print, phonemic awareness, phonics, vocabulary, comprehension, fluency, critical thinking, motivation, and writing.	Provides little or no evidence of using instructional approaches supported by literature and research for the following areas: concepts of print, phonemic awareness, phonics, vocabulary, comprehension, fluency, critical thinking, motivation, and writing.
2.2b Provides appropriate in-depth instruction for all readers and writers, especially those who struggle with reading and writing.	Provides exemplary in-depth instruction for all readers and writers, especially those who struggle with reading and writing.	Provides satisfactory in-depth instruction for all readers and writers, especially those who struggle with reading and writing.	Provides partially in-depth instruction for all readers and writers, especially those who struggle with reading and writing.	Provides little or no in-depth instruction for all readers and writers, especially those who struggle with reading and writing.
2.2d As needed, adapt instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle to learn to read and write.	Provides exemplary evidence of adapting instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle to learn to read and write.	Provides satisfactory evidence of adapting instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle to learn to read and write.	Provides partial evidence of adapting instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle to learn to read and write.	Provides little or no evidence of adapting instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle to learn to read and write.
4.2a Provide differentiated instruction and instructional materials, including traditional print, digital, and online resources, that capitalize on diversity.	Provides exemplary evidence of differentiating instruction and instructional materials, including traditional print, digital, and online resources, that capitalize on diversity.	Provides satisfactory evidence of differentiating instruction and instructional materials, including traditional print, digital, and online resources, that capitalize on diversity.	Provides partial evidence of differentiating instruction and instructional materials, including traditional print, digital, and online resources, that capitalize on diversity.	Provides little or no evidence of differentiating instruction and instructional materials, including traditional print, digital, and online resources, that capitalize on diversity.

IRA Standard/ Element	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Below Expectations (1)
4.2d Collaborate with others to build strong home-to-school and school-to-home literacy connections.	Provides exemplary evidence of collaborating with others to build strong home-to-school and school-to-home literacy connections.	Provides satisfactory evidence of collaborating with others to build strong home-to-school and school-to-home literacy connections.	Provides partial evidence of collaborating with others to build strong home-to-school and school-to-home literacy connections.	Provides little or no evidence of collaborating with others to build strong home-to-school and school-to-home literacy connections.
5.2 Design a social environment that is low-risk, includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write.	Provides exemplary evidence of designing a social environment that is low-risk, includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write.	Provides satisfactory evidence of designing a social environment that is low-risk, includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write.	Provides partial evidence of designing a social environment that is low-risk, includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write.	Provides little or no evidence of designing a social environment that is low-risk, includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write.
5.3a Understand the role of routines in creating and maintaining positive learning environments for reading and writing instruction using traditional print, digital, and online resources.	Provides exemplary evidence of using routines in creating and maintaining positive learning environments for students who struggle with reading and writing instruction using traditional, print, digital and online resources.	Provides satisfactory evidence of using routines in creating and maintaining positive learning environments for students who struggle with reading and writing using traditional, print, digital and online resources.	Provides partial evidence of using routines in creating and maintaining positive learning environments for students who struggle with reading and writing using traditional, print, digital and online resources.	Provides little or no evidence of using routines in creating and maintaining positive learning environments for students who struggle with reading and writing using traditional, print, digital and online resources.
5.3b Create effective routines for all students, especially those who struggle with reading and writing.	Provides exemplary evidence of creating effective routines for all students, especially those who struggle with reading and writing.	Provides satisfactory evidence of creating effective routines for all students, especially those who struggle with reading and writing.	Provides partial evidence of creating effective routines for all students, especially those who struggle with reading and writing.	Provides little or no evidence of creating effective routines for all students, especially those who struggle with reading and writing.
6.2e Demonstrate effective use of technology for improving student learning.	Provides exemplary evidence of effective use of technology for improving student learning.	Provides satisfactory evidence of effective use of technology for improving student learning.	Provides partial evidence of effective use of technology for improving student learning.	Provides little or no evidence of effective use of technology for improving student learning.

Part III: Summary Report: At the end of the practicum, you will write a summary report (see examples on Bb) and you will conduct a meeting with the parent/guardian (if possible) and student to discuss progress made in the practicum and recommendations for continued literacy development in both home and school. Parents/guardians will be advised that they may share the report with the child's teacher, but this is their choice. You will submit this summary report to your practicum supervisor for feedback and then to Tk20 (in EDRD 633) for grading.

Rubric for Part III: Summary Report (EDRD 633)

IRA Standard/ Element	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Below Expectations (1)
3.1b Demonstrate an understanding of established purposes for assessing the performance of all readers, including tools for screening, diagnosis, progress monitoring, and measuring outcomes.	Provides exemplary evidence of understanding established purposes for assessing the performance of all readers, including tools for screening, diagnosis, progress monitoring, and measuring outcomes.	Provides satisfactory evidence of understanding established purposes for assessing the performance of all readers, including tools for screening, diagnosis, progress monitoring, and measuring outcomes.	Provides partial evidence of understanding established purposes for assessing the performance of all readers, including tools for screening, diagnosis, progress monitoring, and measuring outcomes.	Provides little or no evidence of understanding established purposes for assessing the performance of all readers, including tools for screening, diagnosis, progress monitoring, and measuring outcomes.
3.3b Analyze and use assessment data to examine the effectiveness of specific intervention practices and students' responses to instruction.	Provides exemplary evidence of analyzing and using assessment data to examine the effectiveness of specific intervention practices and students' responses to instruction.	Provides satisfactory evidence of analyzing and using assessment data to examine the effectiveness of specific intervention practices and students' responses to instruction.	Provides partial evidence of analyzing and using assessment data to examine the effectiveness of specific intervention practices and students' responses to instruction.	Provides little or no evidence of analyzing and using assessment data to examine the effectiveness of specific intervention practices and students' responses to instruction.
3.4a Analyze and report assessment results to a variety of appropriate audiences for relevant implications, instructional purposes, and accountability.	Provides exemplary evidence of analyzing and reporting assessment results to a variety of appropriate audiences for relevant implications, instructional purposes, and accountability.	Provides satisfactory evidence of analyzing and reporting assessment results to a variety of appropriate audiences for relevant implications, instructional purposes, and accountability.	Provides partial evidence of analyzing and reporting assessment results to a variety of appropriate audiences for relevant implications, instructional purposes, and accountability.	Provides little or no evidence of analyzing and reporting assessment results to a variety of appropriate audiences for relevant implications, instructional purposes, and accountability.
3.4b Demonstrate the ability to communicate results of assessments to various audiences.	Provides exemplary evidence the ability to communicate results of assessments to various audiences.	Provides satisfactory evidence of the ability to communicate results of assessments to various audiences.	Provides partial evidence of the ability to communicate results of assessments to various audiences.	Provides little or no evidence of the ability to communicate results of assessments to various audiences.
4.3d Collaborate with teachers, parents and guardians, and administrators to implement policies and instructional practices that promote equity and draw connections between home and community literacy and school literacy.	Provides exemplary evidence of collaborating with teachers, parents and guardians, and administrators to implement policies and instructional practices that promote equity and draw connections between home and community literacy and school literacy.	Provides satisfactory evidence of collaborating with teachers, parents and guardians, and administrators to implement policies and instructional practices that promote equity and draw connections between home and community literacy and school literacy.	Provides partial evidence of collaborating with teachers, parents and guardians, and administrators to implement policies and instructional practices that promote equity and draw connections between home and community literacy and school literacy.	Provides little or no evidence of collaborating with teachers, parents and guardians, and administrators to implement policies and instructional practices that promote equity and draw connections between home and community literacy and school literacy.