George Mason University
College of Education and Human Development
Literacy Program

EDRD 637.6L5 (44435)– Supervised Literacy Practicum
3 Credits, Summer 2021
T W R F/12:45 am-4:00 pm, Online via Zoom

Faculty
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Prerequisites/Corequisites: EDRD 630 and EDRD 631; EDRD 633 is a corequisite

University Catalog Course Description: Provides supervised experiences assessing students identified as needing additional support in literacy, followed by designing and implementing appropriate data-based instruction.
Note: This course requires students to conduct related practice in their own schools or specified field settings.

Course Overview: Not Applicable

Course Delivery Method: This course will be delivered using an internship format in a virtual setting.

Under no circumstances may candidates/students participate in online class sessions while operating motor vehicles. Further, as expected in a face-to-face class meeting, online synchronous participation requires undivided attention and active engagement in course activities.

Technical Requirements
To participate in this course, students will need to satisfy the following technical requirements:
- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

  To get a list of supported operation systems on different devices see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a microphone and video camera for use with the Zoom web conferencing tool.
- 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 course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: https://get.adobe.com/reader/
  - Windows Media Player:
    https://support.microsoft.com/en-us/help/14209/get-windows-media-player
  - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

Course Week: Online synchronous meetings will take place as indicated in the class schedule.

Log-in Frequency: Students must check the course Blackboard site and their GMU email for communications from the instructor daily during the internship. In addition, students must log-in for all scheduled online synchronous meetings.

Participation: Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.

Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.

Technical Issues: Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

Workload: Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities, and assignments due.

Instructor Support: Students may schedule a one-on-one meeting to discuss course requirements, content, or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

Netiquette: The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words*. Remember that you are not competing with classmates but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

Accommodations: Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes or Objectives

This course is designed to enable students to do the following while receiving direct supervision:

1. Assess an individual learner's literacy needs using appropriate assessment tools.
2. Analyze assessment data and design individualized instruction for the learner.
3. Select appropriate materials and implement a variety of intervention strategies based on an individual learner's interests, strengths, and needs.
4. Communicate with professional colleagues and defend their instructional decisions orally and in writing based on their knowledge of both theory and exemplary practice.

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:

1b.   Demonstrate expertise in the ability to use diagnostic data to inform instruction for acceleration, intervention, remediation, and differentiation.

3a.   Demonstrate expertise in explicit and systematic phonics instruction, including an understanding of sound and symbol relationships, syllables, phonemes, morphemes, decoding skills, word analysis, and word attack skills.

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, inferencing, summarizing, clarifying, evaluating, and making connections.

3f.   Demonstrate expertise in the ability to teach strategies in literal, interpretive, critical, and evaluative comprehension.

4a.   Demonstrate expertise in the knowledge, skills, and processes necessary for teaching writing, including the domains of composing and written expression and usage and mechanics and the writing process of planning, drafting, revising, editing, and sharing.

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 developmental psychology, including personality and learning behaviors.

6j.   Demonstrate effective communication skills in working with a variety of groups, including parents, teachers, administrators, community leaders.

6k.   Demonstrate knowledge of current research and exemplary practices in English and reading.

6l.   Understanding of and proficiency in grammar, usage, and mechanics and their integration in writing.

6n.   Complete a supervised practicum or field experience in the diagnosis and remediation of reading difficulties in a public or accredited nonpublic school.

Required Texts

Leslie, L., & Caldwell, J. S. (2020). *Qualitative reading inventory – 7*. Pearson.

Stahl, K. A. D., Flanigan, K., & McKenna, M. C. (2020). *Assessment for reading instruction* (4th ed.). 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 (20%)

Being engaged in this course is essential to the teaching-learning process. Engagement involves attendance, timeliness, and active participation. Class attendance is both important and required (see Academic Policy 1.6

in the GMU Catalog). It is expected that you fully engage in all course activities and that you are fully prepared for each class. All work should be completed in a timely manner. See course schedule (pp. 6-8) for submission requirements and due dates.

Course participation will be evaluated using the following rubric:

Criteria for Evaluation	Exceeds Expectations	Meets Expectations	Approaching Expectations	Below Expectations
Attendance & Professional Behavior	Completes a minimum of 20 contact hours with learner. **AND** Logs in on time and prepared for all sessions with learner.	Completes a minimum of 20 contact hours with learner. **AND** Logs in late for 1 session with learner but is prepared for instruction.	Completes a minimum of 20 contact hours with learner. **AND** Logs in late for more than 2 sessions with learner but is prepared for instruction.	Completes less than 20 contact hours with learner. **OR** Logs in late for 3 or more sessions with learner and/or is unprepared for instruction.
Seminar Participation	Regularly participates in instructor-led seminars or individual meetings. **AND** Routinely asks questions or makes observations that indicate reflections and analysis appropriate to the topic.	Occasionally participates in instructor-led seminars or individual meetings. **OR** Sometimes asks questions or makes observations that indicate reflections and analysis appropriate to the topic.	Rarely participates in instructor-led seminars or individual meetings. **OR** Rarely asks questions or makes observations that indicate reflections and analysis appropriate to the topic.	Never participates in instructor-led seminars or individual meetings. **OR** Never asks questions or makes observations that indicate reflections and analysis appropriate to the topic.

2. Performance-Based Assessment Part II: Data-Based Instructional Planning (70%)

You will develop diagnostic plans to assess a K-12 learner's literacy strengths and needs. Then, using the data gathered, 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 supervisor. All plans must be submitted to your practicum supervisor via Blackboard by 8:00 pm on the evening prior to each diagnostic or instructional session. You will receive feedback no later than 10:00 pm on your plans, and you may be asked to revise your plan before implementing it, in which case you should plan to meet with your supervisor prior to meeting with your student to go over revisions. You may *not* engage with your learner unless your supervisor has approved your plan.

All diagnostic and instructional sessions will be conducted via Zoom. You must record each session. As you work virtually with your learner, you will be observed by your practicum supervisor and at times, classmates. Seminars will take place virtually via Zoom at the end of tutoring each day.

All final diagnostic and instructional plans along with 2 samples of student work must be submitted to Tk20 to fulfill the requirements of the PBA.

3. Instructional Reflections (10%)

After leading each diagnostic or instructional session, you will analyze the session and the data you collected during it in order to make adjustments for your future instructional plans. Brief, daily written reflections will be submitted with each session plan. Reflections must be of high quality and show growth over time.

Other Requirements

Assignment Guidelines

Assignments should follow current APA formatting. Proofread carefully and use formal, academic writing. Be sure to use APA format when providing citations for relevant research. (See Blackboard for resources.)

Graduate level writing is expected for all assignments in this course. If you find that you need support, the University Writing Center (https://writingcenter.gmu.edu/) is available to you. They offer one-to-one consultations at any stage of the writing process. You can schedule in-person or video appointments with writing tutors on Mason's Fairfax and Arlington campuses. You can also use their Online Writing Lab (OWL) to receive written feedback on drafts of your writing if you aren't able to meet during the Center's hours of operation.

The performance-based assessment (PBA) is designed to provide evidence that program candidates meet required program completion standards. Students may have one opportunity to revise PBA assignments in order to demonstrate proficiency with each of the associated standards. Successful completion of the performance-based assessment is required to move to the next course in your degree program. If you are concerned that you may be having difficulty meeting these requirements, please speak to your course instructor and your advisor.

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 option in the main menu, 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

Satisfactory: Candidates successfully meets all internship requirements. Candidates complete a minimum of 20 contact hours with a learner who experiences difficulties with reading and writing. Candidates' course participation meets/exceeds expectations and their diagnostic and instructional plans demonstrate their overall proficiency with the professional standards.

No Credit: Candidates fail to successfully meet all internship requirements. Candidates complete less than 20 contact hours with a learner who experiences difficulties with reading and writing. Candidates' course participation is below expectations and their diagnostic and instructional plans fail to demonstrate their overall proficiency with the professional standards.

Literacy students must re-take any course in which they receive a grade of C or lower (or for EDRD 637, no credit), in order to be eligible for licensure (note that the grade of B- is not given). Incompletes must be cleared before moving to the next course in the instructional sequence.

Professional Dispositions: See https://cehd.gmu.edu/students/polices-procedures/

Class Schedule

Date	Session Type/Task(s)	Assignments Due
Monday, June 28		– Session 1 Diagnostic Plan* due on Bb by 8:00 pm (see task notes under Tuesday, June 29) *Use provided template – Review feedback and make revisions as needed.
Tuesday, June 29	Session 1: Diagnostic – **Conduct a "Get to Know You" activity with your student and work to build rapport.** – **Administer at least 1 affective assessment measure.** – **Administer the *QRI-7* word lists.** – As time allows, administer optional assessments appropriate for your student (e.g. writing sample, spelling inventory/assessment, listening comprehension, metacognition/strategic reading measure, vocabulary measure, more detailed oral reading fluency measure, decoding/phonics measure, or the *QRI-7* Inference Diagnostic passages). – Participate in seminar to debrief from your assessment.	– Reflection on Session 1 & Session 2 Diagnostic Plan due on Bb by 8:00 pm – Review feedback and make revisions as needed.
Wednesday, June 30	Session 2: Diagnostic – **Administer the *QRI-7* Level-Diagnostic Narrative Passages.** – As time allows, administer optional assessments appropriate for your student (see list above). – Participate in seminar to debrief from your assessment.	– Reflection on Session 2 & Session 3 Diagnostic Plan due on Bb by 8:00 pm – Review feedback and make revisions as needed.
Thursday, July 1	Session 3: Diagnostic – **Administer the *QRI-7* Level Diagnostic Expository Passages.** – As time allows, administer optional assessments appropriate for your student (see list above). – Participate in seminar to debrief from your assessment.	– Reflection on Session 3 & Session 4 Diagnostic and/or Instructional Plan* due on Bb by 8:00 pm – Work on drafts of Diagnostic Report*; submit to Bb for feedback by 11:59 pm on July 1. *Use provided template from EDRD 633 Review feedback and make revisions as needed.
Friday, July 2	Session 4: Diagnostic and/or Instructional – As needed, complete any remaining assessment tasks. – Implement your instructional plan. – Participate in seminar to debrief from your instruction: Feedback on Diagnostic Reports.	– Work on your Diagnostic Reports for EDRD 633

Date	Session Type/Task(s)	Assignments Due
Monday, July 5		– Reflection on Session 4 & Session 5 Instructional Plan due on Bb by 8:00 pm – Review feedback and make revisions as needed.
Tuesday, July 6	Session 5: Instructional – Implement your instructional plan. – Scheduled individual observations. – Participate in seminar to debrief from your instruction.	– Reflection on Session 5 & Session 6 Instructional Plan due on Bb by 8:00 pm – Review feedback and make revisions as needed.
Wednesday, July 7	Session 6: Instructional – Implement your instructional plan. – Scheduled individual observations. – Participate in seminar to debrief from your instruction.	– Reflection on Session 6 & Session Plan 7 due on Bb by 8:00 pm – Review feedback and make revisions as needed.
Thursday, July 8	Session 7: Instructional – Implement your instructional plan. – Scheduled individual observations. – Participate in seminar to debrief from your instruction.	– Reflection on Session 7 & Session Plan 8 due on Bb by 8:00 pm – Review feedback and make revisions as needed.
Friday, July 9	Session 8: Instructional – Implement your instructional plan. – Scheduled individual observations. – Participate in seminar to debrief from your instruction.	
Monday, July 12		– Reflection on Session 8 & Session Plan 9 due on Bb by 8:00 pm – Review feedback and make revisions as needed.
Tuesday, July 13	Session 9: Instructional – Implement your instructional plan. – Scheduled individual observations. – Participate in seminar to debrief from your instruction.	– Reflection on Session 9 & Session Plan 10 due on Bb by 8:00 pm – Review feedback and make revisions as needed.
Wednesday, July 14	Session 10: Instructional – Implement your instructional plan. – Scheduled individual observations. – Participate in seminar to debrief from your instruction.	– Reflection on Session 10 & Session Plan 11 due on Bb by 8:00 pm – Review feedback and make revisions as needed.
Thursday, July 15	Session 11: Instructional – Implement your instructional plan. – Participate in seminar to debrief from your instruction.	– Reflection on Session 11 & Session Plan 12 due on Bb by 8:00 pm – Review feedback and make revisions as needed.

Date	Session Type/Task(s)	Assignments Due
Friday, July 16	Session 12: Instructional and Conference – Implement your instructional plan. – If possible, lead a 20-minute conference with your learner and guardian to share what you learned from the assessment, progress on the goals you set for tutoring, and suggestions for ways to continue literacy development over the summer. – Participate in seminar to debrief from your instruction.	– Make any needed revisions to your diagnostic and instructional plans. Upload all plans, materials, and at least 2 samples of student work to Tk20 no later than 11:50 PM on Tuesday, July 20, 2021. Upload needs to be one PDF file. – Manage final EDRD 633 final assignments for Tk20 submission.
Tuesday, July 20		– PBA Part II: Data-Based Instructional Planning due in Tk20 by 11:59 pm

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

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 https://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 https://ds.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 https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/.
- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:
As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services

(CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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 at least 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 (if possible).

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) at least 1 other assessment of your choice appropriate for your student. 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 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.
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 diagnostic or 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) word work or 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) as well as 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.
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.