

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

EDRD 637 DL1 – Supervised Literacy Practicum  
3 Credits, Fall 2022  
Online, Asynchronous

**Faculty**

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Instructor temporarily resides in Stuttgart, Germany (+6 hours from EST: 8:30 am EST = 2:30 pm Germany)

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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. It will be completed online (76% or more) using an asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on Monday, August 22, 2022.

At Mason, one credit hour represents one hour in the classroom and a minimum of two hours of out-of-class work per week throughout a 15-week semester (see Academic Policy 2.3 in the University Catalog). Thus, this 3-credit course requires a minimum of 3 hours of classroom instruction (or the equivalent work for asynchronous learning activities) and 6 hours of out-of-class work each week. Please schedule your time accordingly.

**Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.**

*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](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](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 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/](http://www.apple.com/quicktime/download/)

### *Expectations*

- Course Week:  
Because asynchronous courses do not have a “fixed” meeting day, our week will start on Mondays and finish on Sundays.
- Log-in Frequency:  
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 2-3 times per week. 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** (aligned with standards from the International Literacy Association) Upon completion of this course, students will have met the following Standards for Reading/Literacy Specialist Candidates from the International Literacy Association's 2017 *Standards for the Preparation of Literacy Professionals*:

- 2.1 Candidates use foundational knowledge to design, select, critique, adapt, and evaluate evidence-based literacy curriculum that meet the needs of all learners.
- 2.3 Candidates select, adapt, teach, and evaluate evidence-based, supplemental, and intervention approaches and programs; such instruction is explicit, intense, and provides adequate scaffolding to meet the literacy needs of individual and small groups of students, especially those who experience difficulty with reading and writing.
- 5.2 Candidates collaborate with school personnel and provide opportunities for student choice and engagement with a variety of print and digital materials to engage and motivate all learners.
- 5.3 Candidates integrate digital technologies into their literacy instruction in appropriate, safe, and effective ways and assist colleagues in these efforts.
- 5.4 Candidates facilitate efforts to foster a positive climate that supports the physical and social literacy-rich learning environment, including knowledge of routines, grouping structures, and social interactions.

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. (2021). *Qualitative reading inventory – 7*. Boston, MA: Pearson.

*NOTE: Please purchase the e-text version as you will be required to watch online videos which are only accessible with the e-text.*

McAndrews, S. L. (2020). *Literacy assessment and metacognitive strategies: A resource to inform instruction, PreK-12*. The Guilford Press. (readings assigned in EDRD 633)

GoReact must be purchased and used in this course. Details will be provided.

**Course Performance Evaluation**

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

**Assignments and/or Examinations**

**1. Course Engagement (15%)**

Being engaged in this course is essential to the teaching-learning process. Engagement involves attendance, timeliness, and active participation. Class attendance (asynchronous/ online) 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 online. It is critical to keep up with the readings, course presentations, and activities. It is expected that you are fully prepared for each class, complete work in a timely manner, offer critical insights to discussions, ask in- depth, thoughtful questions, and provide thoughtful, responsive feedback to your peers.

Course engagement will be evaluated using the rubric that follows:

Criteria for Evaluation	Exceeds Expectations	Meets Expectations	Approaching Expectations	Below Expectations
<b>Attendance &amp; Professional Behavior</b>	Completes a minimum of 20 contact hours with learner. <b>AND</b> Submits all instructional videos and materials to	Completes a minimum of 20 contact hours with learner. <b>AND</b> Submits all instructional videos and materials to	Completes a minimum of 20 contact hours with learner. <b>AND</b> Submits all instructional videos and materials to GoReact, but the	Completes less than 20 contact hours with learner. <b>OR</b> Fails to submit all instructional videos and materials to GoReact.

	act in a timely manner.	React with some minor delays.	delayed nature of their submission interferes with course demands.	
<b>Online Participation</b>	Participates in online module(s) <b>AND</b> Routinely asks questions or makes observations that indicate reflections and analysis appropriate to the topic.	Participates in online module(s) <b>OR</b> Sometimes asks questions or makes observations that indicate reflections and analysis appropriate to the topic.	Rarely participates in online module(s) <b>OR</b> Rarely asks questions or makes observations that indicate reflections and analysis appropriate to the topic.	Never participates in online module(s) or individual meetings. <b>OR</b> Never asks questions or makes observations that indicate reflections and analysis appropriate to the topic.

## 2. Performance-Based Assessment: Data-Based Instructional Planning (65%)

After completing the Diagnostic Report for EDRD 633, 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 diagnostic and instructional sessions will be conducted in your own school or another community setting. You will identify a K-12 student who has a demonstrated instructional need in literacy to work with for the practicum. **This child cannot be related to you or a student you are currently teaching. Ideally, it also is not a student you have taught in the past.** Once the student has been approved by your EDRD 633 course instructor and EDRD 637 practicum supervisor, you should obtain written permission from the child’s parent/guardian to participate in the tutoring. Set a schedule for your tutoring activities.

The tutoring sessions can be held in a location you and the child’s parent agree upon such as your classroom, a local library, etc. You should plan to work with the student face-to-face for 1 hour and 15 minutes, two times each week (or a total of 2.5 hours over two sessions each week). You will video record each session and upload that video GoReact. Your practicum supervisor will use these videos to provide feedback on your instruction.

## 3. Instructional Reflections (20%)

After teaching 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.

After completing all required instruction, you will reflect on what you learned as a result of the experience. In no more than 3 double-spaced pages, you should specifically address what you have learned about data-based, individualized instruction. You will also consider how this experience might inform your future work as a reading specialist.

### Other Requirements

#### Assignment Guidelines

All assignments and online tasks are due by 11:59 p.m. on the date listed in the class schedule. 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 current APA formatting. Writing quality (including mechanics, organization, and content) is figured into the overall score for each assignment, so 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 engagement meets/exceeds expectations and their 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 engagement is below expectations and their 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	Topics and Tasks	Readings & Assignments
Week 1 AUG 22	Use time to complete EDRD 633 Tasks	Begin thinking about student for tutoring
Week 2 AUG 29	Use time to complete EDRD 633 Tasks	N/A
Week 3 SEPT 5	Use time to complete EDRD 633 Tasks	Identify student for tutoring (DUE in EDRD 637)
Week 4 SEPT 12	Data-Based Instructional Planning Lesson Plan Template Instructional Routines	Read: Fisher & Frey’s Gradual Release of Responsibility Instructional Model (2013) Read: Making Instructional Decisions Based on Data (Mohktari et al., 2007) Read: Linking Reading Assessment to Instruction (Truckenmiller et al., 2020) Complete Online Module Activities
Week 5 SEPT 19	Using Technology to Support Learning	Read: The DigiLit Framework Complete Online Module Activities Signed Parent Permission Letter Schedule Optional Conference with Supervisor
Week 6 SEPT 26	<p><b>Diagnostic Session 1</b> Conduct a “Get to Know You” activity with your student. Administer at least 1 affective assessment measure. Administer the <i>QRI-7</i> 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 <i>QRI-7</i> Inference Diagnostic passages).</p> <p><b>Diagnostic Session 2</b> Administer the <i>QRI-7</i> Level- Diagnostic Narrative Passages. As time allows, administer optional assessments appropriate for your student.</p>	Diagnostic Lesson Plan 1 Reflection on Diagnostic Session 1 Diagnostic Lesson Plan 2

<p>Week 7 OCT 3</p>	<p><b>Diagnostic Session 3</b> – Administer the QRI-7 Level Diagnostic Expository Passages. – As time allows, administer optional assessments appropriate for your student.</p> <p><b>Diagnostic Session 4</b> – Administer optional assessments appropriate for your student.</p>	<ul style="list-style-type: none"> <li>- Reflection on Diagnostic Session 2</li> <li>– Diagnostic Lesson Plan 3</li> <li>– Reflection on Diagnostic Session 3</li> <li>– Diagnostic Lesson Plan 4</li> <li>– Optional Conference with Supervisor (Schedule of times will be provided)</li> </ul>
<p>Week 8 OCT 11</p>	<p>Instructional Sessions 1 &amp; 2</p>	<p>Reflection on Diagnostic Session 4 Instructional Lesson Plan 1 Reflection on Instructional Session 1 Instructional Lesson Plan 2</p>
<p>Week 9 OCT 17</p>	<p>Instructional Sessions 3 &amp; 4</p>	<p>Reflection on Instructional Session 2 Instructional Lesson Plan 3 Reflection on Instructional Session 3 Instructional Lesson Plan 4</p>
<p>Week 10 OCT 24</p>	<p>Instructional Sessions 5 &amp; 6</p>	<p>Reflection on Instructional Session 4 Instructional Lesson Plan 5 Reflection on Instructional Session 5 Instructional Lesson Plan 6</p>
<p>Week 11 OCT 31</p>	<p>Instructional Sessions 7 &amp; 8</p>	<p>Reflection on Instructional Session 6 Instructional Lesson Plan 7 Reflection on Instructional Session 7 Instructional Lesson Plan 8</p>
<p>Week 12 NOV 7</p>	<p>Instructional Sessions 9 &amp; 10</p>	<p>Reflection on Instructional Session 8 Instructional Lesson Plan 9 Reflection on Instructional Session 9 Instructional Lesson Plan 10</p>
<p>Week 13 NOV 14</p>	<p>Instructional Sessions 11 &amp; 12</p>	<p>Reflection on Instructional Session 10 Instructional Lesson Plan 11 Reflection on Instructional Session 11 Instructional Lesson Plan 12</p>
<p>Week 14 NOV 21</p>	<p>Instructional Sessions 13 &amp; 14 Seek feedback on Summary Report If possible, lead a conference with your learner and their parent/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.</p>	<p>Reflection on Instructional Session 12 Instructional Lesson Plan 13 Reflection on Instructional Session 13 Instructional Lesson Plan 14 Optional Conference with Supervisor</p>
<p>NOV 23-25</p>	<p>Thanksgiving Holiday</p>	

Date	Topics and Tasks	Readings & Assignments
Week 15 NOV 28	Synthesize Learning Make any needed revisions to your diagnostic and instructional plans. Upload all plans, materials, and at least 2 samples of student work.	Final Reflection <b>due 12/4</b> (on Bb) PBA: Data-Based Instructional Planning <b>due 12/4</b> (on VIA in Bb)
Week 16 DEC 5 (EXAMS)		DUE: Summary Report NLT DEC 8 Reading Days (DEC 5-6) Exams (DEC 7-13)

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 VIA should be directed to [viahelp@gmu.edu](mailto:viahelp@gmu.edu) or <https://cehd.gmu.edu/aero/assessments>. 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, sexual harassment, interpersonal violence, and stalking:** As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, 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 or support measures from Mason’s Title IX Coordinator by calling 703-993-8730 or emailing [titleix@gmu.edu](mailto: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.

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.

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## **Performance Based Assessment Overview**

You are required to complete performance-based assessments (PBAs) during EDRD 633/637. These courses are integrated, and you must take them concurrently. The practicum consists of at least 20 contact hours with an individual learner who finds reading and writing difficult.

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 and use that data to develop a diagnostic report (EDRD 633, PBA: Diagnostic Report). You will then develop instructional plans and implement ongoing assessment and intervention strategies under the direct supervision of the course instructors (EDRD 637, PBA: Data-Based Instructional Planning). At the end of your practicum experience you will create a summary of your instruction including an overview of your instructional goals and rationale for your tutoring sessions, the instruction you used to meet those goals, and the results of your instruction. You will also provide future instructional recommendations to support your student's reading development (EDRD 633, Summary Report). If possible, you will conduct a meeting (in person or virtually) with the parents/guardians and student to discuss progress made in the practicum and recommendations for continued literacy development in both home and school.

## **PBA: Data-Based Instructional Planning**

To guide your work with a student and to keep the practicum supervisor informed of your activities and goals, you are required to write plans for each diagnostic and instructional session with your practicum student. The initial basis for these plans will be the findings from your Diagnostic Report. 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. In at least 2 lessons, you must engage students with digital materials and integrate digital technologies in your instruction. 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 VIA as well as two samples of the student's work that show his/her growth.

## Rubric for Data-Based Instructional Planning

LA Standard/ Component	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Below Expectations (1)
<b>2.1</b> Candidates use foundational knowledge to design, select, critique, adapt, and evaluate evidence-based literacy curriculum that meet the needs of all learners.	Provides exemplary evidence of designing and/or adapting evidence- based literacy curriculum to meet the specific needs of students who experience difficulty with reading and writing.	Provides satisfactory evidence of designing and/or adapting evidence- based literacy curriculum to meet the specific needs of students who experience difficulty with reading and writing.	Provides partial evidence of designing and/or adapting evidence- based literacy curriculum to meet the specific needs of students who experience difficulty with reading and writing.	Provides little or no evidence of designing and/or adapting evidence- based literacy curriculum to meet the specific needs of students who experience difficulty with reading and writing.
<b>2.3</b> Candidates select, adapt, teach, and evaluate evidence-based, supplemental, and intervention approaches and programs; such instruction is explicit, intense, and provides adequate scaffolding to meet the literacy needs of individual and small groups of students, especially those who experience difficulty with reading and writing.	Provides exemplary evidence of providing evidence- based explicit, intense, and scaffolded instruction for phonological awareness, phonics, vocabulary, comprehension, fluency, and/or writing for individual students who experience difficulty with reading 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.
<b>5.2</b> Candidates collaborate with school personnel and provide opportunities for student choice and engagement with a variety of print and digital materials to engage and motivate all learners.	Provides exemplary evidence of collaborating with school personnel and providing opportunities for student choice and engagement with a variety of print and digital materials.	Provides satisfactory evidence of collaborating with school personnel and providing opportunities for student choice and engagement with a variety of print and digital materials.	Provides partial evidence of collaborating with school personnel and providing opportunities for student choice and engagement with a variety of print and digital materials.	Provides little or no evidence of collaborating with school personnel and providing opportunities for student choice and engagement with a variety of print and digital materials.
<b>5.3</b> Candidates integrate digital technologies into their literacy instruction in appropriate, safe, and effective ways and assist colleagues in these efforts.	Provides exemplary evidence of integrating digital technologies into their literacy instruction in appropriate, safe, and effective ways.	Provides satisfactory evidence of integrating digital technologies into their literacy instruction in appropriate, safe, and effective ways.	Provides partial evidence of integrating digital technologies into their literacy instruction in appropriate, safe, and effective ways.	Provides little or no evidence of integrating digital technologies into their literacy instruction in appropriate, safe, and effective ways.

<b>LA Standard/ Component</b>	<b>Exceeds Expectations (4)</b>	<b>Meets Expectations (3)</b>	<b>Approaching Expectations (2)</b>	<b>Below Expectations (1)</b>
<p><b>5.4</b> Candidates facilitate efforts to foster a positive climate that supports the physical and social literacy-rich learning environment, including knowledge of routines, grouping structures, and social interactions.</p>	<p>Provides exemplary evidence of using routines and social interactions to foster a positive, literacy- rich learning environment for students who experience difficulty with reading and writing.</p>	<p>Provides satisfactory evidence of using routines and social interactions to foster a positive, literacy- rich learning environment for students who experience difficulty with reading and writing.</p>	<p>Provides partial evidence of using routines and social interactions to foster a positive, literacy- rich learning environment for students who experience difficulty with reading and writing.</p>	<p>Provides little or no evidence of using routines and social interactions to foster a positive, literacy- rich learning environment for students who experience difficulty with reading and writing.</p>