

*George Mason University
College of Education and Human Development (CEHD)
Literacy Program Area, Fall 2010*

***EDRD 633: LITERACY ASSESSMENTS AND INTERVENTIONS FOR INDIVIDUALS
EDRD 637: SUPERVISED LITERACY PRACTICUM***

Instructors' Information:

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Course Location: Mayfield Intermediate School, Signal Hill Rd., Manassas VA (Manassas City Public Schools).

I. COURSE DESCRIPTIONS:

EDRD 633 - Literacy Assessments and Interventions for Individuals

Credits: 3

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

Prerequisites

EDRD 630, 631, and 632; admission to literacy emphasis; or permission of program coordinator.

EDRD 637 - Supervised Literacy Practicum

Credits: 2-3

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

Prerequisites

EDRD 630, 631, 632

Corequisite

EDRD 633.

These courses are a required portion of the literacy specialization in the Advanced Studies in Teaching and Learning (ASTL) program. Additionally, these courses address required Virginia Department of Education (VDOE) and International Reading Association (IRA) competencies for K-12 Reading Specialists. The courses provide an advanced, research-based study of literacy for experienced teachers seeking master's degrees.

Additional Information:

In these linked courses, 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.

*** Please wear your county/city ID badge when entering the building for class.**

II. OUTCOMES AND RELATED STANDARDS

OUTCOMES AND RELATED STANDARDS

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

Standards Addressed: NCATE/IRA 3.1 & 3.2

Performance-Based Assessment: Case Study Portfolio (Diagnostic Report)

Planning, use of materials, and instruction: Students will select appropriate materials and implement a variety of assessment and intervention strategies based on an individual student's interests, strengths, and needs. Based on the needs of their students, tutors will create a balanced literacy program including increasing vocabulary, developing comprehension strategies, and focusing on the writing process.

Standards Addressed:

- NCATE/ IRA 3.3 & 4.4
 - Virginia State Standards
 - 3c. Demonstrate expertise in strategies to increase vocabulary;
 - 3f. Demonstrate expertise in the ability to teach strategies in literal, interpretive, critical, and evaluative comprehension.
 - 4 c Demonstrate expertise to teach the writing process: plan draft, revise, edit, and share in the narrative, descriptive, and explanative modes
 - 2A. Demonstrate expertise in the knowledge, skills, and processes necessary for teaching oral language (including speaking and listening).
 - Performance-Based Assessment: Case Study Portfolio (Instructional Plans, Instructional Summary Report)
2. **Language differences/delays and communication with professional colleagues:** Students will communicate with professional colleagues regarding the needs of the child with whom they are working and defend their instructional decisions orally and in writing based on their knowledge of both theory and exemplary practice.

Standards Addressed:

- NCATE/IRA 3.4 & 5.2
 - Virginia Dept of Education Standard: 2 d. Demonstrate an understanding of the unique needs of students with language differences and delays
 - Performance-Based Assessment: Case Study Portfolio (Weekly Reflections and Case Study Presentation)
3. Students will communicate and collaborate effectively with learners and families.

Standards Addressed:

- NCATE/ IRA 3.4
- Virginia Dept of Education Standard: 6 a. Demonstrate an understanding of child psychology, including personality and learning behaviors;
- Performance-Based Assessment: Case Study Portfolio (Family Communication Log and Conference).

The performance-based assessments (PBA) for EDRD 633 and EDRD 637 MUST be uploaded and submitted to Taskstream for evaluation when the assignment is due (PBA 633– Diagnostic Report and Instructional Summary; PBA 637 – two instructional plans). ONLY PBAs posted to Taskstream will be graded. This means NO final grades will be posted until all materials are on Taskstream.

Performance-based assessments for EDRD 637 include lesson plans/weekly reflection. Items to be posted to TaskStream are as follows: (a) Two complete lesson plans/reflections that illustrate attention to the above standards.

EDRD 633 and EDRD 637 embody the five Core Values of the College of Education and Human Development:

- Collaboration
- Ethical Leadership
- Innovation
- Research-based Practices
- Social Justice

III. REQUIRED BOOKS

1. Israel, S. E. (2007). *Using metacognitive assessments to create individualized reading instruction*. International Reading Association.
2. Woods, M. L., & Moe, A. J. (2007). *Analytical Reading Inventory: Comprehensive standards-based assessment for all students, including gifted and remedial (8th Edition)*. Upper Saddle River, NJ: Pearson/Merrill Prentice Hall.

Recommended Books

Opitz, M. F., & Raskinski, T. (1998). *Good-bye round robin: Twenty-five effective oral reading strategies*. Portsmouth, NH: Heinemann.

Also refer to texts used in previous courses for strategies relevant to your tutoring.

IV. ADDITIONAL RESOURCES

1. Recommended Journals

- a. *The Reading Teacher*
- b. *Language Arts*
- c. *Journal of Adolescent and Adult Literacy*
- d. *Journal of Literacy Research*
- e. *Reading Research and Instruction*
- f. *Reading Research Quarterly*
- g. *Reading and Writing Quarterly*

2. **Organizations:** It is highly recommended that students join the International Reading Association at www.reading.org.

3. Articles on Blackboard (Used for discussion leadership activity and class discussion)

- a. Baker, L. (2003). The role of parents in motivating struggling readers. *Reading & Writing Quarterly*, 19, 87-106.
- b. Balajthy, E. (2007). Technology and current reading/literacy assessment strategies. *The Reading Teacher*, 61(3), 240-247.
- c. Denton, C.A., Vaughn, S., Fletcher, J.M. (2001). Bringing research-based practice to scale. *Learning Disabilities Research & Practice*, 15, 74-94.
- d. Dreher, M.J. (2003). Motivating struggling readers by tapping the potential of information books. *Reading & Writing Quarterly*, 19, 25-38.
- e. Duffy, A.M. (2001). Balance, literacy acceleration, and responsive teaching in a summer school literacy program for elementary school struggling readers. *Reading Research and Instruction*, 40, 67-100.
- f. Furr, D. (2003). Struggling readers get hooked on writing. *The Reading Teacher*, 56, 518-539.
- g. Ganske, K., Monroe, J.K., Strickland, D.S. (2003). Questions teachers ask about struggling readers and writers. *The Reading Teacher*, 57, 118-128.
- h. Guthrie, J.T., & Davis, M.H. (2003). Motivating struggling readers in middle school through an engagement model of classroom practice. *Reading & Writing Quarterly*, 19, 59-85.
- i. Irvin, J. (2001). Assisting struggling readers in building vocabulary and background knowledge. *Voices from the Middle*, 84, 37-43.
- j. Ivey, G. (1999). Reflections on teaching struggling middle school readers. *Journal of Adolescent And Adult Literacy*, 42, 372-381.
- k. Mallette M., Readence, J., McKinney, M., & Smith, M. (2000). A critical analysis of two preservice teachers' knowledge of struggling readers: Raced, classed and gendered? *Reading Research and Instruction*, 39, 222-234.
- l. McCabe, P.P., & Margolis, H. (2001). Enhancing the self-efficacy of struggling readers. *Clearing House*, 75, 45-50.

- m. Pikulski, J. J., & Chard, D. J. (2005). Fluency: Bridge between decoding and reading comprehension. *The Reading Teacher*, 58, 510-519.
- n. Miller, S.D. (2003). Partners-in-reading: Using classroom assistants to provide tutorial assistance to struggling first-grade readers. *Journal Of Education For Students Placed At Risk*, 8, 333-349.
- o. Primeaux, J. (2000). Shifting perspectives on struggling readers. *Language Arts*, 77, 537-542.

V: MODE OF COURSE DELIVERY

EDRD 633/637 will be taught in an integrated format. Students must register for both classes. Students are expected to plan and conduct weekly diagnostic and tutorial lessons for an individual student under the direct supervision of the 637 instructor. Students are also expected to complete all class readings prior to each session in order to engage in active dialogue and sharing of ideas. Activities will include lecture, strategy demonstrations, assessments and teaching practice experiences and analysis, report writing, small group discussions and presentations, whole class sharing, critical reflection, and individual technical assistance.

VI: GSE SYLLABUS STATEMENTS OF EXPECTATIONS

The Graduate School of Education (GSE) expects that all students will exhibit professional behavior and dispositions.

VII: HONOR CODE

As stated on the GMU web site: “Please familiarize yourself with the Honor System and Code, as stated in the George Mason University Catalog. When you are given an assignment as an individual, the work must be your own. Some of your work may be collaborative; source material for group projects and work of individual group members must be carefully documented for individual contributions.” Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See <http://www.gmu.edu/facstaff/policy/newpolicy/1301gen.html>.

VIII: STUDENTS WITH SPECIAL NEEDS

Students who require any special accommodations or those with disabilities that may affect their ability to participate fully in the course are encouraged to work with the instructor to ensure their successful participation. Students with disabilities who seek accommodations in a course must be registered with the MGU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

IX: COURSE REQUIREMENTS, ASSIGNMENTS, AND EVALUATION CRITERIA

EDRD 633

Assignments	Due Dates (see agenda)	% of Grade
Complete assigned readings and participate fully in all classes. Discuss assigned article in class; develop questions for discussion. Strategy Share	On going	15
Conduct and score practice assessments in case examples (given in class)		5
Diagnostic Report * Copy to EDRD 637 Instructor also	Variable – after 3 weeks of tutoring Tentative Date: October 20 Upload to Taskstream	50
Summary Report* (will be submitted both to EDRD 637 and ERD 633 instructors).	Draft two weeks before final parent/family meeting Draft Due: December 1 Final Due: December 8 Upload to Taskstream	20
Portfolio Review*(will be presented in class)	Due: December 8	10
December 15: diagnostic report, instructional summary, 2 lesson plans (From portfolio) upload to Taskstream	TOTAL	100

GRADING SCALE – PERCENTAGE OF TOTAL POSSIBLE POINTS	
A	94-100
A-	90-93
B+	87-89
B	80-86
C	70-79

EDRD 637 (supervisor will provide more details)

Assignments	Explanation
Instructional Plans for each tutoring session based on initial and on-going assessment including reflections (Due electronically to instructor by specified time and day of week.)	Turn in and revise as necessary according to schedule developed by supervisor. Written work should be indicative of graduate level writing.
Tutoring for 20 hours demonstrating knowledge of child or adolescent development,	Be present for all sessions. In case of child absences, arrange make-up as necessary with

appropriate strategies, and effective motivational practices	parents/family. NOTE: Make-up tutoring will take place in a public area such as a school or library.
Evidence of parent/family communication (Weekly contacts documented and placed in portfolio.)	Keep a log of hours pertaining to family communication. Attend meetings with parents/family arranged by the project.
Final reflection and portfolio presentation to peers	Prepare final reflection, handout, and portfolio to share with peers.

Grading Policy EDRD 633: Pass/Fail

LATE ASSIGNMENT POLICY:

All assignments are to be completed and delivered on their due dates. Any late assignments will have points automatically deducted. This policy will be rigorously applied to Instructional Plans.

CLASS PARTICIPATION:

Class participation is essential since critical information on literacy testing and teaching is provided in support of the 11 supervised tutorial sessions. Therefore, each absence from a non-tutorial session, 5 points will be deducted from the total possible participation points. For each absence from a tutorial session and absence from portfolio presentations, credit will be deducted. Any absence from a tutorial session also means no credit can be earned for that session’s instructional plan. You will not be held responsible if your tutee is absent. (If an emergency arises, contact the instructor via phone or email. Each situation will be assessed individually.)

EDRD 637: SUPERVISED PRACTICUM

Assignment

The purpose of the practicum is to provide a supervised clinical experience to broaden understanding of students’ literacy needs and how to address those needs. As a part of the practicum, students will conduct a comprehensive assessment. Instructional plans will be developed and ongoing assessment and intervention strategies will be implemented under the direct supervision of the course instructors or assistant. Documentation of work with the practicum student will be compiled in a case study portfolio.

Procedures

Each practicum session will be approximately 1.5 hours in length. The first three to four 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. There will be a total of 11 practicum sessions.

During the instructional sessions, literacy interactions with tutees must include the following four strands: **(1) writing as meaningful communication; (2) word recognition and vocabulary development; (3) fluency and oral language development; and (4) comprehension/expository text strategies (purposeful reading)**. 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.

Tutors and tutees will work together to create a special project of interest that will be shared on family night. This will be discussed further in class.

All diagnostic sessions will be audiotaped. The **diagnostic report, instructional plans, instructional summary report**, as well as selected samples of student work, and reflections will be compiled in the case study portfolio. The case study portfolio will be presented to the class in subsequent sessions.

As part of the practicum experience, practicum students will also be required to contact a family member of the students being tutored the evening before the practicum session. This contact is recorded on the **communication log**. This will help ensure full participation of the tutored students. Additionally, the **instructional summary report** will be overviewed in a parent/student conference at the conclusion of the practicum period.

FORMAT FOR INSTRUCTIONAL PLANS FOR EDRD 637

To guide your work with a student and to keep the practicum supervisor informed of your activities and goals, you are required to write instructional plans for each instructional session with your practicum student. **Each lesson plan must include research-based instruction in comprehension, vocabulary development, and writing. Over the course of the term, lesson plans should include appropriate strategies for comprehending that may include literal, interpretive, critical, and evaluative comprehension as well as writing in the narrative, descriptive, and explanative modes.** The following format is required.

Date

Session (Session number)

Your Name

Your Student's Name

Reflections

Include a 1 - 2 paragraph reflective summary of your previous week's work with the student. Provide a statement of your judgment about the relative effectiveness of the strategies and activities you used. Do not simply restate everything you did in the previous session; instead, reflect on what occurred and state (a) what you're learning about your tutee and (b) how

your instruction will be crafted and modified based on your tutee's needs. Use first person point of view. The reflections section may be blank for the first instructional plan.

Example:

Overall, I thought our session went well. "Matt" showed more enthusiasm for the book about baseball, which is one of his favorite pastimes. He also remembered more details from the book than those we've used in the past. Matt is still reluctant to write, though our brainstorming sessions seem to be helping him. When I allowed Matt to draw pictures to accompany his writing, he seemed more motivated.

Matt's decoding skills are excellent, but his word knowledge is limited. I tried using quadrant cards for new vocabulary, but he wasn't very interested. I went through our textbook and explored other resources for some fun vocabulary strategies such as a word splash that I'm going to use in today's and future sessions.

Instructional Strategies and Rationales

Describe briefly the specific instructional strategies you intend to use that session with your student. Include relevant books and materials needed for and to accompany the strategy. Number each strategy description. Instructional strategies may come from any legitimate source, such as class suggestions, previous reading courses, ideas in the textbook, and your own teaching experience. *Do not use workbooks.*

Along with each strategy description, include a brief rationale for the use of the strategy. In other words, explain your reason(s) for using each strategy. Rationales are based on what you've learned about the student from previous diagnostic information and/or information you've acquired from your own interactions with the student.

Example:

1. Story Impressions/Venn Diagram (comprehension strategy) - I will prepare a list of words from the book *The Magic Spring* and present them to Matt. I will ask Matt to write a short story using the words from the list. We will then read the *Magic Spring* together, trading off reading pages out loud. As we read I will work with Matt to fill in a previously made, blank Venn Diagram sheet. One circle of the diagram he will write pertinent details from his story, the other pertinent details from the actual book, and the overlapping area common details and ideas.

Rationale: Matt has been having difficulty staying focused while reading. This strategy should help him attend to story details because he will be interested in discovering how closely his story impression story matches the actual story.

NOTE: For the first three sessions or so your instructional plans will be based on the initial diagnosis you will be conducting with your practicum student. Therefore, these plans will be modified to accommodate this approach and the information being obtained. For example, the *Reflections* section will summarize diagnostic findings and any other insights into the student's literacy behavior. The next section will be concerned with *Diagnostic Strategies and Rationales*. Here report on the assessments you intend to use and why.

Criteria for Evaluation

Credit will be awarded based on how clearly and succinctly you describe your past and ongoing work with the student. Plans should be typed and comprised of no more than 2 single-spaced pages.

EDRD 633: LITERACY ASSESSMENTS AND INTERVENTIONS FOR INDIVIDUALS

Assignments:

Assignment #1 Diagnostic Report: The purpose of the literacy assessments and interventions for individuals is for students to assess and diagnose an individual child. Students will develop a diagnostic report and then create interventions based on the diagnosis to assist the child. A format for the report is detailed below.

**George Mason University
Literacy Program Area
Diagnostic Report: EDRD 633/EDRD 637 Practicum
Spring 2010**

Student: _____ School: _____

Date of Birth: _____ Age: _____ Grade: _____ Gender: _____

Language(s) Spoken in the Home _____

Examiner: _____ Date(s) of assessment: _____

Please note: Because the diagnostic report is a practice experience, you will not be sharing the report with family members or the school. Instead, you will be writing a letter or be providing a copy of the summary report to the family at the end of the experience that will include essential information from the preliminary assessments as well as from your ongoing diagnostic teaching. However, you should

write the report as if it would be shared with the family and/or the school. Use the outline below but erase the text underneath the headings and insert your own text.

Background Information

Brief information gathered from parent/guardian, student, and any school records to which you may have access. If known, also note if student is receiving services such as ESOL, special education, etc.

General Observations

Write a paragraph or two of pertinent information relating to the assessment situation and learner at time(s) of the assessment [i.e., context of assessment (where, when), emotional status of learner during assessment, other factors possibly influencing the assessment].

Results (include factual information here – your analysis is later).

Reading Assessment

Use the Analytic Reading Inventory. (Give a brief description of this instrument – see the manual for this). Please note the scoring guidelines.

- **For the Word Lists:** Tell which level word lists were given, how many answers were correct on each word list, and any other observations (briefly, including particular difficulties or strengths noted – a full analysis of miscues is not necessary for the word lists). Also explain which level word list was frustration level for the student and how you used this information to determine where to begin the narrative reading passages.
- **For the Passages:**
 - a. Narrative reading – As you complete the assessment, you should fill out the “worksheet.” This will be turned in as an appendix for this report (but is not normally given to parents or teachers). Using your worksheet as a reference, write an overview that includes the following: (1) comprehension and word recognition during oral reading, (2) comprehension during silent reading, and (3) comprehension during listening. **Note specifically the independent, instructional, and frustration level for oral reading, silent reading, and listening.**
 - b. Expository reading. Again using your worksheet, tell the student’s instructional level. Also explain what type of text you used for this assessment. **For expository comprehension, you should administer at the instructional level (as found in narrative passages – if they do not agree, you may need to give an additional expository to find the instructional level).**

Writing Assessment

Provide a brief description of the assessment. Indicate how it was scored. You will provide your analysis later in the diagnostic report.

Reading/Writing Attitude/Interest Inventory/Survey

Provide the name of assessment and write a brief description. If you developed your own assessment, indicate that it was an informal assessment and provide a brief description of the assessment. You will provide your analysis later in the report.

Analysis

Always start out the analysis in a positive manner. Note the learner's strengths first. Keep in mind that the analysis is your opportunity to indicate what you think might be happening with the student before, during, and after reading a passage and during the writing process. It allows you to state the conclusions you drew from a close examination of the information across all of the assessments.

*As you write your analysis, look for **patterns** and make your best guesses based on the data. Use specific examples from the assessments to support any conclusions you draw or any hypotheses you make. Use words like "appears," "seems," and "is evident" to indicate that your statements are not facts, but are conclusions based on the data you collected. When possible, use data from more than one assessment to draw and support your conclusions.*

Prior Knowledge/Prediction

Discuss what you noticed about the student's prior knowledge and ability to make predictions. Indicate what impact the prior knowledge or apparent lack of prior knowledge had on the results of the reading passages.

Word Recognition

Discuss the types of miscues (substitutions, omissions, etc.) noted. Analyze how the cueing systems were used or not used when miscues were made. Again, look for patterns.

Fluency

Make statements about the student's fluency across the different passages. Include any observations made about fluency on other assessments or during informal observations.

Comprehension

Use data collected from the retellings and the comprehension questions to elaborate on the student's comprehension of text. Also note differences with and without lookbacks, and on explicit and implied questions (these are noted in your manual next to the questions that go with the reading selections). Compare comprehension on the narrative passages with the expository passages. Also discuss listening in relation to reading (was it higher or not? What does this mean?) Include, if possible, any observations made about reading on other assessments or during informal observations.

Writing

Use data collected to draw conclusions about the student's use of the writing process and the written product, including audience awareness, ideas and development, organization, voice and tone, word choice, sentence fluency, grammar, mechanics (capitalization, punctuation, and spelling), and presentation.

Reading/Writing Attitude Survey and/or Interest Inventory

Discuss the student's interests and attitudes that were apparent in the data collected during the assessments administered and through informal observations and discussions.

Recommendations

Write two to three paragraphs that share your initial thoughts about instructional implications based on the results and analysis of this assessment. This might include level and types of materials to use, thoughts about when students might need more or less teacher support and scaffolding, areas of strength upon which instruction can be built, areas that need more careful attention and instruction, and types of strategies that might be effective. Include recommendations for the practicum teaching sessions. You may use bullets to list your recommendations.

References

Use APA format to give the full reference for the ARI and any other published materials you have referenced in the report. Please note that while you should use APA for the citations in the text as well as the reference list, you should not follow APA for the entire report. Instead, format it the way this example is formatted. No cover sheet is necessary. Please be sure to number your pages.

Diagnostic Report Rubric

Criteria	Accomplished	Competent	Evolving
Word List Section (5 points)	The diagnostic report thoroughly discusses results from the word list administration. Included are explanation of a) word lists given, b) level reached on word lists, and c) decision on which passage to start for narrative reading. 5 points	The diagnostic report includes 2 out of the 3 of the required elements to be included in the word list section. 3 points	The diagnostic report includes only 1 required element to be included in the word list section. 1 point
Passage Section (15 points)	The diagnostic report provides an overview of the results from administering the passages to student. Included are a) comprehension and word recognition for each passage, b) comprehension during silent reading, and c) comprehension during listening. Expository reading passage is also included for student's instructional level. Levels of each passage are provided. Appendix I and II are included with the report. 15 points	The diagnostic report provides an overview of the results from administering the passages to the student. Four of the six required elements are included in the report OR all elements are included but Appendices are not included. 10 points	The diagnostic report provides less than four of the six required elements to be included in the report AND no appendices are included. 5 points
Analysis Section (15 points)	The diagnostic report thoroughly discusses results from administered ARI and includes a) student's strengths, student's areas of need, and student's literacy development. Also included are overviews of b) student's interests, c) student's prior knowledge/prediction ability, f) student's comprehension, and g) student's writing. 15 points	The diagnostic report provides cursory discussion of results from ARI. Five of the seven required elements are included in the report analysis section. 10 points	The diagnostic report provides minimal discussion of results from ARI. Less than five of the required elements are included in the report analysis section. 5 points
Recommendations (10 points)	The diagnostic report includes recommendation for the student, addressing both students' needs and areas of strength. Specific recommendations are noted. 10 points	The diagnostic report includes recommendations only for student's areas of needs OR few specific recommendations are noted. 5 points	No recommendations are included in the diagnostic report. 0 points
Overall Writing (5 points)	Grammatically and stylistically well written with few errors or error patterns. 5 points	Grammatically and stylistically well written but contains some errors or error patterns. 3 points	Contains many grammatical errors or error patterns. 1 point

Assignment #2 EDRD 633: Instructional Summary Report

Students will develop an instructional summary report including the following elements:

Student:

Grade: 6

Location of Tutoring:

Dates of Tutoring: February 10-May 12

Date of Report: April 28, 2009

Practicum Tutor:

Rationale for Instructional Plan:

_____ is a pleasant and thoughtful ____ grade student at _____ school. _____ works hard in school, but struggles in language arts activities. She receives services in a small, regular education reading group to teach her reading strategies and skills and address areas for improvement.

I assessed _____ using the _____ Reading Inventory (ARI). The ARI is a reading inventory which contains reading selections that are classified as either narrative (tells a story) or expository (fact based, as found in textbooks). The testing procedure is as follows: answering concept questions that activate prior knowledge, making predictions based on the passage title, reading the passage orally, retelling the story, and answering comprehension questions that are both explicit (word-for-word from the text) and implicit (not directly answered in the text). Based on testing results from the ARI and general observations I chose to focus upon sentence structure, vocabulary building, and comprehension for areas of improvement for _____. These areas are essential to becoming an independent reader and writer. Teaching her strategies to address these areas will increase her confidence and help create a life long interest in reading. _____ also showed strengths in certain areas.

_____ writing skills show true intent to convey meaning. They are thought out and clearly stay on topic. Although _____ struggles with correct sentence structure and often runs sentences together, it is obvious that _____ is aware of conjunctions, punctuation, and parts of speech. She however appears unclear of when to use them in context. Teaching her how to use sentences to create various meanings will help improve general understanding of sentence creation and proper use of punctuation.

Vocabulary building is an important part of reading and writing. _____ general vocabulary is fairly good, but needs to be expanded. Having a stronger vocabulary will improve comprehension and will assist _____ in writing more interesting sentences. It will also increase her overall knowledge base.

_____ works very hard to comprehend written text. She has a difficult time retelling and remembering important details. Learning skills in order to organize information and make it visual will increase her overall comprehension and summarizing abilities. Having a stronger vocabulary will also increase her comprehension.

In general, increasing _____ basic skills in reading and writing will assist her in seeing the importance and becoming a reader for life. It will decrease her struggles and increase her confidence. My goal is to help _____ become a stronger student who takes chances with reading and writing.

Summary of Instructional Experiences:

Our instructional sessions were divided to include skill building in the areas of sentence structure, vocabulary building, fluency, and reading comprehension. The following highlights some of the instructional strategies I used with _____ in an effort to strengthen her overall reading comprehension.

Fluency and sentence structure were paired together through the creation of _____ special project. We created a _____. The board game is centered on jokes. Joke telling is a great way to work on voice, fluency, reading with expression, and sentence structure. To start, _____ and I brainstormed jokes and how they are put together to make people laugh. After I modeled use of expression and voice, _____ and I practiced telling jokes. I also took this time to show the importance of punctuation. She practiced writing jokes and experimented with the proper use of punctuation to express meaning. _____ abilities to say and write the jokes with meaning, proper structure, and expression increased greatly.

_____ and I worked on vocabulary building and comprehension through short text and word ladders. We used several strategies for vocabulary building including word ladders and highlighting difficult words. Word ladders are word study lessons that help kids boost reading, vocabulary, spelling and phonics skills. Each lesson starts at the bottom of the ladder with a word and definition. As you work up the ladder you are given definitions and clues of how to change the word below to fit the current definition. The top word relates back to the bottom word. When _____ adds and takes away letters to form a new word she is working on sound-symbol relationships. This will assist with decoding and spelling. With the definition portion of the lesson, _____ is extending her understanding of words and concepts. Each time we worked on a word ladder, _____ increased her abilities to complete without strong prompting. We are also reading a short story entitled "Orphan Train". I chose this particular story as it is history based with fantasy. The concepts seemed interesting to _____, and the vocabulary is grade level appropriate. As we read I ask _____ to highlight unknown words. When I see her highlight I provide a quick explanation so that we do not lose the meaning of the text. When the text (never more than one page) is finished we go back and look for context clues within the surrounding text. In addition, we have been working with visualization strategies while reading. These strategies have increased her recall and comprehension level.

Recommendations for Teachers

The results of the ARI and informal observations indicate that _____ needs to strengthen vocabulary, comprehension, fluency, and sentence creation skills. I feel that she would benefit greatly from direct instruction of reading strategies. Reading aloud to _____ is important as she benefits from someone modeling fluent reading and her comprehension skills are higher. Books on tape coupled with the book in writing would also be beneficial and would increase comprehension and fluency. The use of graphic organizers will increase comprehension ability by creating a visual representation of story concepts. Visualization techniques are also important to assist in creating meaning, and have proven beneficial to _____.

_____ would benefit greatly from a literacy rich environment full of word walls, daily vocabulary building, and commonly found errors. She should be continually challenged to find context clues to make meaning and create new words. Writing assignments should be given with a purpose, such as daily reflection logs or reading logs. Organization of thoughts through graphic organizers is important for lengthier assignments. Continual reinforcement of sentence structure and punctuation is necessary to continue increasing strong sentences.

Recommendations for Parents

_____ is a willing reader who truly wants to excel in school. Providing opportunities to read is very important. Reading aloud to a younger brother or sister is a good strategy for _____. She will increase fluency, voice, and vocabulary. Books on tape are also great to use as the student listens and/or reads along. A family book club is a great way to work on reading comprehension and increase family time. It is important to let _____ have a choice in the books she is reading and listening to. Weekly family trips to the library will allow her access to many genres in print and on tape. It would benefit _____ to keep a comprehension log or reflection log as she reads. Working on writing and reading together will help your child.

ASSIGNMENT #3 FOR EDRD 633: EVIDENCE-BASED STRATEGY SHARE

Assignment

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

Procedure

1. Select a strategy or activity you are using in practicum with your student that you have found to be effective. It might be a strategy related to word recognition, vocabulary, fluency, comprehension, writing, study reading, or some other aspect of your practicum work.

2. Review the professional literature for direct and/or related support for your strategy. Direct support refers to studies and expert opinion addressing the specific strategy you are sharing. Related support refers to studies and expert opinion that do not address the specific strategy but benefits of general approaches to developing literacy within which your strategy fits. For example, you may have success with a strategy that helps teach reading to follow directions. The approach may not have a specific name so may not be identified by name in the professional literature. However, because the approach is motivational, student-centered, and generative, professional literature related to these constructs can be used in support of the strategy.

3. Write a two page, double-spaced evidence-based rationale for the strategy using appropriate APA citation and referencing format. Include at least 5 references from journals and books with copyrights no later than 2000. Put references on a separate page.

4. Prepare a 15 minute presentation of the strategy for your classmates according to the following format.

- Describe the context for the strategy. What was evidenced through assessment and regular work with the tutee that led to the use of the strategy?
- Provide a brief theoretical and research rationale for the strategy.

- Describe and demonstrate the strategy. Use handouts and examples to explain how you conducted the strategy. Share actual student work. You may also provide your classmates a very brief mini-lesson in using the strategy.
- Describe the effect the strategy is having on the student's reading ability. What evidence do you have to suggest a positive change is occurring as a result of work with the strategy?
- Discuss future directions with the strategy. Will you continue to use it in the same manner? Will it be modified, if so how and why?
- Provide your classmates a one page description of the strategy. This description should be a guide for someone else who wishes to use the strategy.

Evaluation

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

ASSIGNMENT #4 FOR EDRD 633: ARTICLE DISCUSSION LEADERSHIP (ADL)

Assignment

The purpose of this assignment is to provide you the opportunity to read, analyze, and interpret the required journal articles for your peers. This is a paired activity.

Completion Procedures

1. Identify one article over which to lead discussion. The article should be taken from the course readings. There will be no overlap.
2. Read and analyze the article. Create a presentation including the following aspects of the article:
 - purpose
 - main points
 - type of research and methodology, if relevant
 - conclusions
 - implications for research and practice
 - personal responses and reactions
3. Discussants should also devise ways of engaging the class in critical conversation and reflection on the article. Demonstrations, simulations, role-plays, and debates are recommended.

4. PowerPoint slides, overheads, and/or handouts should accompany the article presentations and discussions.
6. Article discussion leaders should plan 30 - 45 minutes for their article discussions.

Evaluation

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

ASSIGNMENT #5 FOR EDRD 633: CASE STUDY PORTFOLIO AND PRESENTATION

Assignment

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

Procedure

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

- Diagnostic Report
- Instructional Plans
- Instructional Summary Report (parent letter if submitted on family night to parent)
- Student Work
- One Page Handout Summary

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

3. In the final class session, make an oral presentation of your case study portfolio to your classmates. Provide a one-page handout to accompany the presentation that uses the following headings and summarizes:

- Results of Diagnosis
- Instructional Approaches and Rationales
- Effectiveness of Strategies and Activities
- Recommendations for Furthering the Student's Literacy Growth

- Critical Reflections on the Practicum Experience (How did the practicum contribute to your professional growth and learning?)

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

CLASS SCHEDULE

DATE	FOCUS OF PRACTICUM AND SEMINAR	READINGS/ ASSIGNMENTS DUE
CLASS #1 SEPT. 8 <u>EDRD 633:</u> 4:30 -8:30	Topics: <ul style="list-style-type: none"> • Course Introduction and Requirements –discuss all assignments • Introduction to individualized reading assessment ARI 	Woods & Moe (Review Section I, II, and III-will be done in class)
CLASS #2 SEPT. 15 <u>EDRD 633:</u> 4:30 – 8:30	Topics: <ul style="list-style-type: none"> • Intro to Metacognitive Assessment • Administering the <i>ARI</i>-Fluency/Oral Language Miscue Analysis 	Israel- Intro, Chapter 1 Woods & Moe (Section III, IV) <i>Opitz & Rasinski (all)* optional</i> Journal entry: Describe at least two oral language activities you can include in your tutoring.
CLASS #3 SEPT. 22 <u>EDRD 633:</u> 4:30 – 7:00 <u>EDRD 637:</u> 7:00 – 8:30 (FAMILIES)	Topics: <ul style="list-style-type: none"> • Metacognitive Assessment • Administering the <i>ARI</i> 7:00PM Families Meet Tutors Practicum Intro (Family Introductions) Interest Inventory with students	Israel- Chapter 2 Woods & Moe (Section IV) Family Night Tutors meet with students and administer interest inventory
CLASS #4 SEPT. 29 <u>EDRD 637:</u> TUTORING: 3:15 – 4:40 DEBRIEF: 4:45 -5:30 <u>EDRD 633:</u> 5:30 – 8:00	Practicum Begins (#1) Topics: <ul style="list-style-type: none"> • Metacognitive Assessments • Interpreting the Results of the ARI • Review of Writing and vocabulary strategies 	Instructional Plan 1 Israel-Chapter 3 Woods & Moe (Section V, VII) Furr 2003 (Writing Process) Irvin 2001 (Vocabulary)

<p>CLASS #5 OCT. 6</p> <p><u>EDRD 637:</u> TUTORING 3:15 – 4:40</p> <p>DEBRIEF: 4:45-5:30</p> <p><u>EDRD 633:</u> 5:30 – 8:00</p>	<p>Practicum (#2) Organizing Practicum Sessions around Literacy Strands</p> <p>Topics:</p> <ul style="list-style-type: none"> • Metacognitive Assessment • Interpreting Results of <i>ARI</i> • Writing a Diagnostic Report 	<p>Instructional Plan 2</p> <p>Israel- Chapter 4,5 Woods & Moe (Section VII)</p>
<p>CLASS #6 OCT. 13</p> <p><u>EDRD 637:</u> TUTORING 3:15 – 4:40</p> <p>DEBRIEF: 4:45-5:30</p> <p><u>EDRD 633:</u> 5:30 – 8:00</p>	<p>Practicum (#3) Begin Literacy Strands Group Reflection</p> <p>Topics:</p> <ul style="list-style-type: none"> • Interpreting Results of <i>ARI</i> • Writing a Diagnostic Report • Learning Disabilities/Differences in Language Development. 	<p>Instructional plan 3</p> <p>WOODS & MOE (SECTION VII)</p> <p>Denton, Vaughn,& Fletcher, (2001). Primeaux, J. (2000).</p> <p>Journal entry: The authors discuss issues related to students with language differences and delays. Does this information relate to the child you are tutoring? Why or why not?</p>
<p>CLASS #7 OCT. 20</p> <p><u>EDRD 637:</u> TUTORING 3:15 – 4:40</p> <p>DEBRIEF 4:45-5:30</p> <p><u>EDRD 633:</u></p>	<p>Practicum (#4) Group Reflection Individual Consultation</p> <p>Topics:</p> <ul style="list-style-type: none"> • Questions on Interpretation and Report Writing • Fluency and Self-Monitoring 	<p>Instructional Plan 4</p> <p>Draft of Diagnostic Report</p> <p>ADL: _____</p> <p>Strategy Share: _____</p>

5:30 – 8:00		
<p>CLASS #8</p> <p>OCT. 27</p> <p><u>EDRD 637:</u> TUTORING 3:15 – 4:40</p> <p>DEBRIEF 4:45-5:30</p> <p><u>EDRD 633:</u> 5:30 – 8:00</p>	<p>Practicum (#5) Group Reflection Individual Consultation</p> <p>Topics:</p> <ul style="list-style-type: none"> • Fluency and Self-Monitoring 	<p>Instructional Plan 5</p> <p>Final draft of Diagnostic Report</p> <p>ADL: _____</p> <p>Strategy Share:_____</p>
<p>CLASS #9</p> <p>Nov. 3</p> <p><u>EDRD 637:</u> TUTORING: 3:15 – 4:40</p> <p>DEBRIEF: 4:45 – 5:30</p> <p><u>EDRD 633:</u> 5:30 – 8:00</p>	<p>Practicum (#6) Group Reflection Individual Consultation</p> <p>TOPICS:</p> <ul style="list-style-type: none"> • STRUGGLING READERS 	<p>Instructional Plan 6</p> <p>ADL: _____</p> <p>Strategy Share: _____</p>
<p>CLASS #10</p> <p>Nov. 10</p> <p><u>EDRD 637:</u> TUTORING 3:15 – 4:40</p> <p>DEBRIEF 4:45-5:30</p> <p><u>EDRD 633:</u> 5:30 – 8:00</p>	<p>Practicum (#7) Group Reflection</p> <ul style="list-style-type: none"> • Writing the Instructional Summary Report • Technology 	<p>Instructional Plan 7</p> <p>ADL: _____</p> <p>Strategy Share:_____</p>
<p>CLASS #11</p> <p>NOV. 17</p> <p><u>EDRD 637:</u> TUTORING</p>	<p>Practicum (#8) Group Reflection Individual Consultation on Instructional Summary Reports</p> <p>Topics:</p>	<p>Instructional Plan 8</p> <p>Draft of Instructional Summary Report</p>

<p>3:15 – 4:40</p> <p>DEBRIEF: 4:45-5:30</p> <p><u>EDRD 633:</u> 5:30 – 8:00</p>	<ul style="list-style-type: none"> • PARENTS AND FAMILIES • COLLABORATION 	<p>ADL: _____</p> <p>Strategy Share: _____</p>
<p>CLASS #12</p> <p>DEC. 1</p> <p><u>EDRD 637:</u> TUTORING 3:15 – 4:40</p> <p>DEBRIEF 4:45-5:30</p> <p><u>EDRD 633:</u> 5:30 – 8:00</p>	<p>Practicum (#9) Plan for Family Night</p> <p>Topics:</p> <ul style="list-style-type: none"> • Questions on Portfolio Presentations • English Language Learners 	<p>Instructional Plan 9</p> <p>Instructional Summary Report Due to Both Instructors</p> <p>Strategy Share: _____</p> <p>Articles TBD/in-class activity</p>
<p>CLASS #13</p> <p>DEC. 8</p> <p><u>EDRD 637:</u> 3:15 – 4:40</p> <p>DEBRIEF 4:45-5:30</p> <p><u>EDRD 633:</u> 5:30 – 7:50</p>	<p>Practicum (#10)</p> <p>Portfolio Presentations Last Class of EDRD 633</p>	<p>Instructional Plan 10</p> <p>Report for Family</p> <p>Portfolio Due</p>
<p>CLASS #14</p> <p>DEC.15</p> <p><u>EDRD 637:</u> 3:15 – 4:40</p> <p>FAMILIES: 6:00PM</p>	<p>Practicum (#11)</p> <p>FAMILY NIGHT</p>	<p>Instructional Plan 11</p> <p>FAMILY NIGHT</p>

KEEP LOG OF CONTACT HOURS WITH FAMILY:

DATE	Notations
Sept. 22 nd	Parent Night: