GEORGE MASON UNIVERSITY
COLLECT OF EDUCATION AND HUMAN DEVELOPMENT
GRADUATE SCHOOL OF EDUCATION
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EDRD 633-6L7 (3 credits)
EDRD 637-6L7 & 6L8 (3 credits)
Literacy Assessments and Interventions for Individuals
Supervised Literacy Practicum
Fairfax 2013 Cohort, Summer 2014
Woodburn Elementary School
Falls Church, VA

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Hours: by appointment   Hours: by appointment

COURSE DESCRIPTIONS

A. **PREREQUISITE(S):** EDRD 630, 631, and 632; admission to literacy emphasis; or permission of program coordinator. Corequisite for 637: EDRD 633

B. **UNIVERSITY CATALOG OF COURSE DESCRIPTION:**
    633 Literacy Assessments and Interventions for Individuals Provides literacy assessments and interventions for individuals. Includes diagnosis and remediation for learners who find reading and writing difficult. Requires assigned practicum experience

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

C. **EXPANDED COURSE DESCRIPTION: N/A**

LEARNER OUTCOMES

EDRD 633

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

2. Students will communicate with professional colleagues and defend their instructional decisions orally and in writing based on their knowledge of both theory and exemplary practice.

3. Students will communicate and collaborate effectively with learners and families.

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

EDRD 637

1. Students will participate in a supervised practicum experience which includes (a) working with an individual learner to assess the learner's literacy needs using at least three appropriate assessment tools, (b) summarizing and analyzing assessment results, (c) making recommendations for instruction and family support, (d) providing tutoring to the learner and (e) preparing a case study portfolio related to the practicum experience.

2. Students will select appropriate materials and implement a variety of assessment and intervention strategies based on an individual student's interests, strengths, and needs.

PROFESSIONAL STANDARDS

EDRD 633
Standards Addressed: IRA 3.1 & 3.2
Performance-Based Assessment: Diagnostic Report (must be posted to TaskStream)

Standards Addressed: IRA 3.4
Performance-Based Assessment: Weekly Reflections and Case Study Presentation

Standards Addressed: IRA 3.4
Performance-Based Assessment: Family Communication Log and Conference

Standards Addressed: IRA/NCATE 3.4
Performance-Based Assessments: *Final Summary Report (must be posted to TaskStream)*

EDRD 637
Standards Addressed: IRA 3.1, 3.2, 3.3, 3.4
Performance-Based Assessment: Case Study Portfolio

Standards Addressed: IRA 3.3
Performance-Based Assessment: Instructional Plans, Instructional Summary Report

REQUIRED TEXTS

Woods, M. & Moe, A.J. (2011). *Analytical Reading Inventory with Readers Passages (9th edition).* Prentice Hall.

NATURE OF COURSE DELIVERY

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

COURSE ASSIGNMENTS

Assignments	Due Dates (see agenda)	Points
EDRD 637 (Pass/Fail)		
Class Participation – complete assigned readings and participate fully in all classes. (633/637)		
Instructional Plans (8 total) *(Tutoring for minimum 20 hours – instructional plans and reflection for each tutoring session)*		80
Reading Instruction Summary Report *(Submit to TaskStream)*	*(submitted to both 633 and 637 instructors)*	
Diagnostic Report *(Submit to TaskStream)*	*(submitted to both 633 and 637 instructors)*	
Case Study/Parent Conference/ Presentation		20
		100
EDRD 633		
Class Participation		10
Diagnostic Report		25
Reading Instruction Summary Report		25
Evidence-Based Strategy Share		20
Article Discussion Leadership		20
	Total	**100**

GRADING SCALE – PERCENTAGE OF TOTAL POSSIBLE POINTS
A   95 – 100   (200 – 190PTS)
A-   90 – 94   (189 – 180PTS)
B+   86 – 89   (179 – 172PTS)
B   80 – 85   (171 – 160PTS)
C   70 – 79   (159 – 140PTS)

LATE ASSIGNMENT POLICY
All assignments are to be completed and delivered on their due dates. Any late assignment will have points automatically deducted (10% for each day late). This policy will be rigorously applied to Instructional Plans.

CLASS PARTICIPATION
Class participation is critical since most of the class sessions will include tutorial practicum experiences as well as critical information on literacy testing and teaching. If you know in advance that you will be absent for any tutorial sessions, you must withdraw from the course. For each absence from a non-tutorial session, 5 points will be deducted from the total possible participation points. If there is an unexpected absence from a tutorial session, you will be expected to make arrangements with your tutee's parent/guardian to make-up the practicum time missed and produce acceptable verification. If missed practicum time is not made up by the conclusion of the course, you will not receive a passing grade for the course. If your tutee is absent, the practicum time does not need to be made up, nor will this negatively affect your grade.

NCATE/IRA STANDARTS AND PERFORMANCE – BASED ASSESSMENTS

TaskStream Requirement

Every student registered for any Literacy Program course with a required performance-based assessment is required to submit this assessment, to Taskstream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

FINAL NOTE: A pass/fail grade is assigned to 637 and a letter grade to EDRD 633.

GMU POLICIES AND RESOURCES FOR STUDENTS
      a. Students must adhere to the guidelines of the George Mason University

      b. Students must follow the university policy for Responsible Use of Computing
        [See http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/)

      c. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

      d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu/).

      e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester

[See http://ods.gmu.edu/)/

    f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

    g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].

PROFESSIONAL DISPOSITIONS:
Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT:
The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. http://cehd.gmu.edu/values/

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/]

SUPERVISED PRACTICUM

Assignment
The purpose of the practicum experience is to practice working with individual students and to broaden understandings of students' literacy needs in K-12 classrooms. As a part of the practicum, the following will be developed and implemented under the direct supervision of the course instructors.
- instructional plans,
- ongoing assessment, and
- intervention strategies.

Procedures
Each practicum session will be approximately 2 – 4 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. Emphasis will be on providing a comprehensive literacy experience that further develops critical reading and writing skills by building on the student's strengths and addressing the student's needs as evidenced in initial and ongoing assessments.

  During the instructional sessions, literacy interactions with tutees must include the following four strands:
  (1) writing as meaningful communication;
  (2) skill development;
  (3) fluency building with self-selected readings; and
  (4) expository/narrative text strategies.

Two lesson plans must incorporate technology. One may include a low-level technology program (e.g., overheads, Word product, online games, Kidspiration) and one should include a high-level technology program (e.g., Smartboard, MovieMaker, Photostory).

It is recommended that diagnostic sessions are audio taped. The diagnostic report, instructional plans, instructional summary report, as well as selected samples of student work, and reflections will be compiled in the case study portfolio on a CD or flash drive. The case study portfolio will be overviewed in a parent/student conference at the conclusion of the practicum period and presented to the class.

EVIDENCE-BASED STRATEGY SHARE

Assignment
The purpose of this assignment is to give you the opportunity to share with your peers an effective strategy and provide support from the professional literature (theoretical and research) 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.

Procedure
1. Select a strategy or activity you may use in the practicum with your student from the list provided. It might be a strategy related to word attack, vocabulary, fluency, comprehension, technology or writing.
2. Review the professional literature for direct and/or related support for your strategy. Direct support refers to studies and expert opinion addressing the specific strategy you are sharing. Related support refers to studies and expert opinion that do not address the specific strategy but benefits of general approaches to developing literacy within which your strategy fits.
3. Write a one-page description of the strategy. This description should be a guide for someone else who wishes to use the strategy. The description should include:
   - Description of the strategy.
   - Description of the context for the strategy: With whom would you use this strategy?
   - Brief theoretical and research rationale for the strategy.
   - Description of the effect the strategy could have on a student's reading ability. What evidence do you have to suggest a positive change could occur as a result of working with the strategy?
   - Discussion of future directions with the strategy: Will you continue to use it in the same manner it was presented? Could it be modified, if so how and why?

4. Prepare talking points to use in a Kagan structure activity to share your strategy.
5. Provide your Kagan group a copy of the one-page description (approximately 6 copies)

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

EVIDENCE-BASED STRATEGY SHARE RUBRIC

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

Appropriate professional literature supporting the strategy	/1
Clarity of writing in your rationale	/2
Correct APA citation and referencing format	/2
Content: How clearly the strategy is described, the possible effects and future directions explained.	/5
Total	/10

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. With another student in class, identify one article over which to lead discussion. The article should be taken from the course readings. There will be no overlap.
2. Read, analyze, and format its presentation around the following aspects of the article:
    - purpose
    - main points
    - type of research and methodology, if relevant
    - conclusions
    - implications for research and practice
    - personal responses and reactions

3. Discussants should also devise ways of engaging the class in critical conversation and reflection on the article. Demonstrations, simulations, role-plays, and debates are recommended.
4. PowerPoint slides, overheads, and/or handouts should accompany the article presentations and discussions.
5. Article discussion leaders should plan 30 minutes for their article discussions.

Evaluation

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

ARTICLE DICUSSION LEADERSHIP RUBRIC

Evaluation

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

Read, analyze, and format the presentation around the following aspects of the article: purpose, main points, type of research and methodology, if relevant conclusions implications for research and practice personal responses and reactions	/5
Discussants should also devise ways of engaging the class in critical conversation and reflection on the article. Demonstrations, simulations, role-plays, and debates are recommended.	/3
PowerPoint slides, overheads, and/or handouts should accompany the article presentations and discussions.	/2
Total	/10

EDRD 633/637 (courses are integrated and must be taken concurrently)
Assessment/Intervention for Individuals and Supervised Practicum

NCATE Assessment #4 Practicum

IRA Standards Addressed: 2 (Curriculum and Instruction), 3 (Assessment and Evaluation), 4 (Diversity), 5 (Literate Environment) and 6 (Professional Learning and Leadership)
IRA Elements for Reading Specialists/Literacy Coaches: 2.1, 2.2, 3.1, 3.2, 3.3, 3.4, 4.2, 4.3, 5.2, 5.3, 6.2
Please note that in rubrics, numbers and letters (e.g. 2.1a) indicate alignment with the specific evidence suggested in the IRA Standards Chart for Reading Specialists/Literacy Coaches

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

The university has established several school sites for the practicum in collaboration with local school divisions. All sites are schools with a highly diverse populations; children who are struggling readers are selected by the school faculty to participate free of charge, outside of regular school hours. At each site, more than 50% of participants are English Language Learners (in some cases, much higher percentages).

We have included templates for the Diagnostic and Summary Reports as well as the Lesson Plans. We adopted these templates to guide candidates in focusing on essential information, providing a clear explanation for families after the assessment and tutoring, and to assist candidates in adding clarity to their reports.

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

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

instructors (Part II). At the end of the tutoring experience you will create the Summary Report (Part III).

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

Part I: Procedures for the Diagnostic Report
Prior to your work with the student, your seminar will meet for approximately 4 class sessions, during which you will study research related to assessment and learn to give the Informal Reading Inventory (IRI) specified in your syllabus, as well as other assessments.
Once the tutoring begins, during the first three to four sessions, you will focus on becoming acquainted with the student and conducting preliminary assessments that will inform decisions made when developing instructional plans. All diagnostic sessions will be audiotaped. In addition to the selected Informal Reading Inventory, you will also analyze (a) a writing sample (create your own rubric or use one prevalent in local schools, such as the 6 Trait Writing rubric, or the Virginia SOL writing analysis format); (b) a published Reading/Writing Attitude/Interest Inventory/Survey instrument that is appropriate to the age of your student; and (c) the student's response to 2 to 3 instructional strategies you use in the first tutoring sessions. Please note that in some cases, alternate or additional assessments may be used, based on consultation with your instructor. For example, if you are working with a young reader, you may wish to use Marie Clay's *Concepts of Print Test* and/or a measure of phonological awareness.

Format for Diagnostic Report

George Mason University
Literacy Program Area
Diagnostic Report: EDRD 633/EDRD 637 Practicum
Reading/Writing Attitude/Interest Inventory/Survey

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]. Also include information on the child's literacy and school progress gained from the parent/guardian, and teacher (if available).

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

> **Reading Assessment**
> Use the Informal Reading Inventory. (First give a brief description of this instrument – see the accompanying manual for this).
>
> - **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 in the text or given to you by your instructor. 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 students' 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.

Initial Instruction.
Name and give a brief description of 2-3 instructional strategies you used with the student during the assessment time period.

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/Predictions
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.

Response to initial instruction.
Describe two to three instructional strategies you used with the student and his or her response.

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. **Be sure to include information on ways to build motivation, increase home/school connections, incorporate the background knowledge and interests of the student into the instruction, and increase the student's understanding of diversity.** 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 IRI 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.

Rubric for Part I: Diagnostic Report

IRA Standard/Element	Exemplary (3)	Proficient (2)	Developing (2)	Not Met (0)	Score
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	Demonstrates an excellent understanding of established purposes for assessing the performance of all readers including tools for screening, diagnosis, progress monitoring, and measuring outcomes	Demonstrates a very good understanding of established purposes for assessing the performance of all readers including tools for screening, diagnosis, progress monitoring, and measuring outcomes	Demonstrates some understanding of established purposes for assessing the performance of all readers including tools for screening, diagnosis, progress monitoring, and measuring outcomes	Does not demonstrate an understanding of established purposes for assessing the performance of all readers including tools for screening, diagnosis, progress monitoring, and measuring outcomes	
3.2a Administer and interpret appropriate assessments for students, especially those who struggle with reading and writing.	Very effectively selects, administers, and interprets assessments to examine strengths and limitations of struggling readers and writers. Systematically uses assessments to design and modify instruction and monitor student progress.	Effectively administers, and interprets assessments to examine strengths and limitations of struggling readers and writers. Uses assessments to design instruction and monitor student progress.	Determines some strengths and limitations of struggling readers and writers. Some use of assessments to design instruction and monitor student progress.	Proficiencies and limitations of struggling readers and writers are not identified or used to monitor progress.	
3.3a Use multiple data sources to analyze individual readers' performance and to plan instruction and intervention.	Very effectively uses multiple data sources to analyze individual readers' performance and to plan instruction and intervention.	Effectively uses multiple data sources to analyze individual readers' performance and to plan instruction and intervention.	Somewhat effectively uses multiple data sources to analyze individual readers' performance and to plan instruction and intervention	Does not effectively use multiple data sources to analyze individual readers' performance and to plan instruction and intervention	
3.3b Analyze and use assessment data to examine the effectiveness of	Very effectively analyzes and uses assessment data to examine the	Effectively Analyzes and uses assessment data to examine	Somewhat effectively analyzes and uses assessment data	Does not effectively analyze and use assessment data	

specific intervention practices and students' responses to instruction.	effectiveness of specific intervention practices and students' responses to instruction.	the effectiveness of specific intervention practices and students' responses to instruction.	to examine the effectiveness of specific intervention practices and students' responses to instruction.	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.	Very effectively analyzes and reports assessment results to a variety of appropriate audiences for relevant implications, instructional purposes, and accountability.	Effectively analyzes and reports assessment results to a variety of appropriate audiences for relevant implications, instructional purposes, and accountability.	Somewhat effectively analyzes and reports assessment results to a variety of appropriate audiences for relevant implications, instructional purposes, and accountability.	Does not effectively analyze and report 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.	Demonstrates the ability to very effectively communicate results of assessments to various audiences.	Demonstrates the ability to effectively communicate results of assessments to various audiences.	Demonstrate the ability to communicate results of assessments to various audiences somewhat effectively.	Does not effectively demonstrate the ability to communicate results of assessments to various audiences	

DIAGNOSTIC PLANS (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. Use the following format for your plans.

Date:
Session: (session number)
Your Name:
Your Student's Name:

Diagnostic Reflections:
- *Initial diagnostic findings*
- *Insights into the student's literacy behavior.*
- *Reflections and strategies recommended by your coaching partner*
- *Any parent communication*

Diagnostic Strategies and Rationales
During the initial diagnosis sessions, report here on the assessments you intend to use and why

(1) writing as meaningful communication;

(2) concepts of print/phonemic awareness/phonics or word recognition, vocabulary building;

(3) fluency development

(4) comprehension instruction using expository or narrative text strategies.

Coaching Notes: *(Include after plan #1)*

Criteria for Evaluation
Each instructional plan is worth 10 points. Points will be awarded based on how clearly and succinctly you describe your past and ongoing work with the student. Plans should be typed and comprised of no more than 3 single-spaced pages.

Note: At the end of the course you will post all of your lessons to Taskstream (make into one document) as well as two samples of the student's work (before/after instruction).

INSTRUCTIONAL PLANS   (EDRD 637)

Date:
Session (Session number):
Your Name:
Your Student's Name:

Reflections
Include
- *1-2 paragraphs summarizing your previous session 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 are learning about your tutee and
  (b) how your instruction will be crafted and modified based on your tutee's needs.
- *Discuss reflections and strategies recommended by your coaching partner.*

Instructional Strategies and Rationales
Describe
- *the specific **instructional strategies** you intend to use that session with your student.*
- *a brief **rationale** for the use of each strategy. Explain your reason(s) for using each strategy. Your rationale should demonstrate an understanding of both cognitive and sociocultural influences on learning – for example, ways the strategy will enhance the student's metacognition or vocabulary development Make references to literacy foundational research that guides your literacy instruction*
- *relevant **books and materials** needed for and to accompany the strategy.*
- *number each strategy description.*

Instructional strategies may come from any research-based legitimate source, such as class suggestions, previous reading courses, ideas in the textbook, professional literature and your own teaching experience.

Include the following categories:

(1) writing as meaningful communication;
(2) concepts of print/phonemic awareness/phonics or word recognition, vocabulary building;
(3) fluency development
(4) comprehension instruction using expository or narrative text strategies.
(5) technology (may be embedded in numbers 1-4)
(6) formative assessment

Coaching Notes: *(add from debriefing session)*

IRA standard/Elements	Exemplary(3)	Proficient (2)	Developing (1)	Not Met (0)	Score
2.1a Demonstrates an understanding of the research and literature that undergirds the reading and writing curriculum for all students	Demonstrates a very strong understanding of the research and literature that undergirds the reading and writing curriculum for all students	Demonstrates an good understanding of the research and literature that undergirds the reading and writing curriculum for all students	Demonstrates a moderate understanding of the research and literature that undergirds the reading and writing curriculum for all students	Demonstrates a weak understanding of the research and literature that undergirds the reading and writing curriculum for all students	
2.1b Develops and implements a curriculum to meet the specific needs of students who struggle with reading.	Very effectively develops and implements a curriculum to meet the specific needs of students who struggle with reading.	Develops and implements a curriculum to meet the specific needs of students who struggle with reading.	Develops and implements some aspects of a curriculum to meet some of the specific needs of students who struggle with reading.	A curriculum to meet the specific needs of students who struggle with reading is not developed and implemented.	
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.	Very effectively uses 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.	Effectively uses 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.	Sometimes uses 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.	Ineffectively or never uses 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 readers and writers who struggle with reading and writing.	Always provides very appropriate in-depth instruction readers and writers who struggle with reading and writing.	Usually provides appropriate in-depth instruction readers and writers who struggle with reading and writing.	Sometimes provides appropriate in-depth instruction readers and writers who struggle with reading and writing.	Provides inappropriate instruction readers and writers who struggle with reading and writing.	
2.2d As needed, adapts instructional materials and	Very effectively adapts instructional	Effectively adapts instructional	Sometimes adapts instructional	Ineffectively adapts or does not adapt	

approaches to meet the language-proficiency needs of English learners and students who struggle to learn to read and write.	materials and approaches to meet the language-proficiency needs of English learners and students who struggle to learn to read and write	materials and approaches to meet the language-proficiency needs of English learners and students who struggle to learn to read and write	materials and approaches to meet the language-proficiency needs of English learners and students who struggle to learn to read and write	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.	Very effectively provides differentiated instruction and instructional materials, including traditional print, digital, and online resources that capitalize on diversity.	Effectively provides differentiated instruction and instructional materials, including traditional print, digital, and online resources that capitalize on diversity.	Provides some differentiated instruction and instructional materials that attempt to address aspects of diversity.	Differentiated instruction to address aspects of diversity is not provided.	
4.2d Collaborate with others to build strong home-to-school and school-to-home literacy connections.	Collaborate extremely well with others to build strong home to school and school-to-home literacy connections	Collaborates well with others to build strong home-to school and school-to-home literacy connections	Collaborates to a limited degree with others to build strong home-to school and school-to-home literacy connections	Does not collaborate with others to build home-to school and school-to-home literacy connections	
4.3 Collaborates with teachers, parents and guardians to implement instructional practices that promote equity and draw connections between home and school literacy	Effectively collaborates with teachers, parents and guardians to implement instructional practices that promote equity and draw connections between home and school literacy.	Collaborates well with teachers, parents and guardians to implement instructional practices that promote equity and draw connections between home and school literacy.	Makes some attempt to collaborate with teachers, parents and guardians to implement instructional practices that promote equity and draw connections between home and school literacy.	Collaboration with teachers and parents is not made.	
5.2a, b, c Designs a social environment that is low risk and	Very effectively creates supportive	Effectively creates supportive	In a limited way, creates supportive	Does not create supportive social	

includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write	social environments for students who struggle with reading and writing and where English learners are encouraged and given many opportunities to use English. In the practicum experience models for and supports other educators in doing the same.	social environments for students who struggle with reading and writing and where English learners are encouraged and given many opportunities to use English. In the practicum experience models for and supports other educators in doing the same.	social environments for students who struggle with reading and writing and where English learners are encouraged and given many opportunities to use English. In the practicum experience models for and supports other educators in doing the same.	environments for students who struggle with reading and writing and where English learners are encouraged and given many opportunities to use English. In the practicum experience models for and supports other educators in doing the same.	
5.3 a, b Understands the role of routines in creating and Maintaining positive learning environments for reading and writing instruction using traditional print, digital and online resources. Creates effective routines for all students, especially those who struggle with reading and writing.	Understands and very effectively uses routines in creating and maintaining positive learning environments for students who struggle with reading and writing. Uses traditional, print, digital and online resources as part of these routines.	Understands and effectively uses routines in creating and maintaining positive learning environments for students who struggle with reading and writing. Often uses traditional, print, digital and online resources as part of these routines.	In a limited way, demonstrates understanding of and effective use of routines in creating and maintaining positive learning environments for students who struggle with reading and writing. Sometimes uses traditional, print, digital and online resources as part of these routines.	Does not show understanding of and use of routines in creating and maintaining positive learning environments for students who struggle with reading and writing. Uses traditional, print, digital and online resources as part of these routines.	
6.2e Demonstrates effective use of technology for improving student learning.	Demonstrates highly effective use of technology for improving student learning	Demonstrates effective use of technology for improving student learning.	Demonstrates some use of technology for improving student learning.	Use of technology for improving student learning is not demonstrated.	

THE READING INSTRUCTION SUMMARY REPORT

Use the following format to write your report, placing the following heading at the top center of your report:

GEORGE MASON UNIVERSITY GRADUATE SCHOOL OF EDUCATION
READING INSTRUCTION SUMMARY REPORT

Student:
Grade:
Age:
Location of Tutoring
Dates of Tutoring:
Date of Report:
Practicum Tutor:

RATIONALE FOR INSTRUCTIONAL PLAN
This section should summarize the overall reasons for focusing on certain aspects of literacy in your instructional plans. Base this on the rationales from your weekly plans.

SUMMARY OF INSTRUCTIONAL EXPERIENCES
This section should include a description of the reading and writing strategies and methods you employed. You should also include the outcomes of this instruction based on your judgments of the student's performance.

RECOMMENDATIONS FOR TEACHERS
This section should be comprised of ideas you have for strategies and experiences teachers might provide the student to expand literacy.

RECOMMENTATIONS FOR PARENTS
This section should be comprised of ideas you have for strategies and experiences parents might provide the student to expand literacy

OTHER CONSIDERATIONS
* Report should be no longer than two single spaced pages
* Write in third person
* Spelling and structure need to be as near perfect as possible

Rubric for Part III: Summary Report

IRA Standard/Elements	Exemplary 3)	Proficient (2)	Developing(1)	Not Met (0)	Score
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	Demonstrates an excellent understanding of established purposes for assessing the performance of all readers including tools for screening, diagnosis, progress monitoring, and measuring outcomes	Demonstrates a very good understanding of established purposes for assessing the performance of all readers including tools for screening, diagnosis, progress monitoring, and measuring outcomes	Demonstrates some understanding of established purposes for assessing the performance of all readers including tools for screening, diagnosis, progress monitoring, and measuring outcomes	Does not demonstrate an understanding of 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.	Very effectively analyzes and uses assessment data to examine the effectiveness of specific intervention practices and students' responses to instruction.	Effectively Analyzes and uses assessment data to examine the effectiveness of specific intervention practices and students' responses to instruction.	Somewhat effectively analyzes and uses assessment data to examine the effectiveness of specific intervention practices and students' responses to instruction.	Does not effectively analyze and use 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.	Very effectively analyzes and reports assessment results to a variety of appropriate audiences for relevant implications, instructional purposes, and accountability.	Effectively analyzes and reports assessment results to a variety of appropriate audiences for relevant implications, instructional purposes, and accountability.	Somewhat effectively analyzes and reports assessment results to a variety of appropriate audiences for relevant implications, instructional purposes, and accountability.	Does not effectively analyze and report 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.	Demonstrates the ability to very effectively communicate results of assessments to	Demonstrates the ability to effectively communicate results of assessments to	Demonstrate the ability to communicate results of assessments to various	Does not effectively demonstrate the ability to communicate results of	

	various audiences.	various audiences.	audiences somewhat effectively.	assessments to various audiences.	
4.3 Collaborates with teachers, parents and guardians to implement instructional practices that promote equity and draw connections between home and school literacy	Effectively collaborates with teachers, parents and guardians to implement instructional practices that promote equity and draw connections between home and school literacy.	Collaborates well with teachers, parents and guardians to implement instructional practices that promote equity and draw connections between home and school literacy.	Makes some attempt to collaborate with teachers, parents and guardians to implement instructional practices that promote equity and draw connections between home and school literacy.	Collaboration with teachers and parents is not made.	

AGENDA

Date	Topics	Readings/Assignments Due
Class One May 19 Monday 4:30 – 8:30	- Course Introduction and Requirements - The Struggling Reader - What is an IRI? - Assessment Checklist - ARI • Introduction to the *Analytical Reading Inventory – ARI* • ARI – *Case Study: Administering and scoring the vocabulary/word recognition list; what the results mean* -Preparing for Diagnosis: Planning 1st session • Writing the Diagnostic Lesson Plan • Diagnostic Interview • Materials • Logistics Tutor and Tutorial Room Assignment	*ARI* Section I *Introduction* Section IV *ARI Basics* Allington – *What Really Matters for Struggling Readers* Sign up for **ADL** and **Jigsaw** articles
Class Two May 21 Wednesday 4:30 – 6:30: Tutoring 6:30 – 8:30: Seminar	**Tutoring Session** (Diagnostic Lesson Plan) • Getting to Know You activity • ARI Vocabulary list, • 2 Writing Prompts (narrative and expository) **Class** • Administering, scoring, and interpreting results of the *ARI; Case Study cont.* - Debriefing - Organizing data on matrix - Next steps • Writing assessment discussion	Instructional/Diagnostic Plan 1 Article: Romeo, L. (2008*). Informal writing Assessment Linked to Instruction* References: Kid Friendly Rubrics and Checklists http://allwritewithme.com/for-teachers/kid-friendly-writing-rubrics-checklists/ Writing Assessment – http://www.ttms.org/PDFs/09%20Writing%20Assessment%20v001%20(Full).pdf Rubistar: http://rubistar.4teachers.org/
MAY 26	**MEMORIAL DAY**	**NO CLASS**
Class Three May 28 Wednesday 4:30 – 6:30: Tutoring 6:30 - 8:30: Seminar	2nd Tutoring Session (Diagnostic Lesson Plan) • Administering Comprehension sections • Interest Inventories **Class** • Scoring and interpreting Comprehension section of ARI • Record on *data matrix* • Comprehension discussion	Instructional/Diagnostic Plan 2 Comprehension articles: Keene and Zimmerman - *Years Later, Comprehension Strategies Still at Work* Migyanka, Policastro & Lui – *Using a Think Aloud with Diverse Students* Sample Inventories to Use: *McKenna & Kear – *Measuring Attitude Toward Reading* *McKenna & Kear – *Measuring Attitude*

		Toward Writing Sample Comprehension Retell Rubrics http://readingandwritingproject.com/public/themes/rwproject/resources/assessments/reading/leveled_assessment_support_materials/a-k_retell_rubric.pdf
Class Four June 2 Monday 4:30 – 8:30: Seminar	- Planning for Session 3 Evidence Based Strategy Share using • Kagan Structure "Inside Outside Circle"; Use *Evidence Share Summary Template*; bring 6 copies of summary • Jigsaw evidence based sample articles	ADL Evidence-based Strategy Share paper See Template for evidence based strategy articles to be used in Jigsaw.
Class Five June 4 Wednesday 4:30 -- 8:30: Tutoring 6:30 -- 8:00: Seminar	3rd Tutoring Session (Diagnostic Plan) • *Finish Assessments,* • *Interactive Assessment* • *Interest Inventories* Introduction to Data and Reflective Coaching • *coaching techniques;* • *adding to your data matrix;* • *complete Guide for Noting Behavior*	Instructional/Diagnostic Plan 3 Coaching articles – *IRA Role and Qualifications of the Reading Coach Position Statement* Knight - *What Good Coaches Do* Bearwald – *It's About the Questions*
Class Six June 9 Monday 4:30 – 8:30: Seminar	-Writing Instructional Plans (*how it is different from assessment lesson plan*) - Planning 4th tutoring session: *based on data gathered, what are your instructional next steps? (use your data matrix, Guide to Noting Behavior and notes from Coaching session)* - Including formative assessment in the Instructional Plan	ADL Formative Assessment and Feedback for Learning Formative Assessment – Chappuis and Chappuis – *The Best Value in Formative Assessment* Review Website - *Formative Assessments* at Stem Resources website http://www.stemresources.com/index.php?option=com_content&view=article&id=52&Itemid=70
Class Seven June 11 Wednesday 4:30 – 6:30: Tutoring 6:30 -- 8:00: Seminar	4th Tutoring Session (Instructional Plan) - Fluency - Data and Reflective Coaching with coaching partner(s)	Instructional Plan 4 Marcell – *Putting Fluency on a Fitness Plan* Sample fluency rubric:
Class Eight June 16 Monday 6:30 -- 8:30: Seminar	-Writing the *Reading Diagnostic Report* Vocabulary Assessment and Instruction	ADL's Stahl - *Contemporary Classroom Vocabulary Assessment for Content Areas*
Class Nine June 18 Wednesday	5th Tutoring Session (Instructional Plan) Individual Conferences	Instructional Plan 5

4:30 – 6:30: Tutoring 6:30 -- 8:00: Seminar		
Class Ten June 23 Monday 4:30 – 8:30: Seminar	**Class:** Technology Integration - Article Discussion - Incorporating technology in your lessons; "high tech" vs "low tech" - Time to experiment with programs on laptop (Photostory, Pixie, Kidspiration etc.)	ADL's **Technology Article Jigsaw** (See Technology Jigsaw Articles page)
Class Eleven June 25 Wednesday 4:30 – 8:00: Seminar	Writing the Instructional Summary Report	ADL's Final Draft of Diagnostic Report
June 26 Thursday 8am – 12pm:Tutoring 12:15 – 2pm:Seminar	6th Tutoring Session (Instructional Plan) Coaching with Partner	Instructional Plan 6 ADL Draft of Instructional Summary Report
June 27 Friday 8am – 12pm:Tutoring 12:15 – 2pm:Seminar	7th Tutoring Session (Instructional Plan) -Preparing for Parent-Student Conference -Individual Consultation on Case Study Portfolios - Coaching with Partner	Instructional Plan 7 Diagnostic Report and Instructional Summary Report for Parent
June 30th Monday 8am – 12pm:Tutoring 12:15 – 2pm:Seminar	8th Tutoring Session (Instructional Plan) -Case Study Portfolio Presentations -Parent-Student Conference -End of Practicum Celebration	Instructional Plan 8 Complete Practicum Student's File Case Study Portfolio Due 1 pg. Portfolio Summary for class members and the professor/instructors