George Mason University
College of Education and Human Development
Literacy Program
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EDRD 633-6L1 (3 credits)
Literacy Assessments and Interventions for Individuals
Summer 2018
Arlington Campus
Founders Hall 307

637-6L1 (3 credits)
Supervised Literacy Practicum
Summer 2018
Mary Ellen Henderson Middle School
7130 Leesburg Pike
Falls Church, VA

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Hours: by appointment

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

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

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

Course Overview
Not Applicable

Course Delivery Method

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.

Learner Outcomes or Objectives
This course is designed to enable students to do the following:

EDRD 633

1. Students will apply diagnostic principles, procedures, and techniques for assessing and evaluating the literacy needs of individual learners.
Standards Addressed: IRA 3.1 & 3.2
Performance-Based Assessment: Diagnostic Report (must be posted to Tk20)

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.
Standards Addressed: IRA 3.4; Virginia State Standards 6a
Performance-Based Assessment: Weekly Reflections and Case Study Presentation

3. Students will communicate and collaborate effectively with learners and families.
Standards Addressed: IRA 3.4
Performance-Based Assessment: Family Communication Log and Conference

4. Students will communicate results of assessments to specific individuals (students, parents/family, and colleagues)
Standards Addressed: IRA/NCATE 3.4
Performance-Based Assessments: *Final Summary Report (must be posted to Tk20)*

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.
Standards Addressed: IRA 3.1, 3.2, 3.3, 3.4; Virginia State Standards 5
Performance-Based Assessment: Case Study Portfolio

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.
Standards Addressed: IRA 3.3; Virginia State Standards 3c, 3e, 3f, 4c,
Performance-Based Assessment: Instructional Plans, Instructional Summary Report (must be posted to Tk20)

Professional Standards (International Literacy Association, 2010 Standards for Reading Professionals)
Upon completion of these courses, students will have met the following professional standards:
2.1   Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.
2.2   Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading-writing connections.
3.1   Understand types of assessments and their purposes, strengths, and limitations.
3.2   Select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes
3.3   Use assessment information to plan and evaluate instruction.
3.4   Communicate assessment results and implications to a variety of audiences.
4.2   Use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.
4.3   Develop and implement strategies to advocate for equity.
5.2   Design a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write.
5.3   Use routines to support reading and writing instruction.
6.2   Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors.

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

REQUIRED TEXTS

Brozo, W.G., & Afflerbach, P.P. (2011). *Adolescent literacy inventory: Grades 6-12*. Boston: Pearson.

Leslie, L., & Caldwell, J.S. (2017). *Qualitative reading inventory-6*. Boston: Pearson.

Course Readings (You will receive a list of these readings and will be required to download them from GMU Library databases.)

RECOMMENDED TEXT

Fisher, D., Brozo, W.G., Frey, N., & Ivey, G. (2014). *50 instructional routines to develop content literacy* (3rd ed). Boston: Pearson.

*Note: The textbook from EDRD 631 will also be a very useful resource for this course.

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

Assignments	Due Dates (see agenda)	Points
Reading Diagnostic Report		35
Instructional Plans (7 total)		70
Reading Instruction Summary Report		35
Parent Conference and Case Study Presentation		25
Class Participation		15
Article Discussion Leadership		20
	Total	**200**

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.

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

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

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

Date	Topics	Readings/Assignments Due
May 21 - Monday Arlington Campus 5:00 – 9:00	-Course Introduction and Requirements -Preparing for Diagnosis -"My Bag" -Diagnostic Interview -Materials and Logistics for Diagnosis -Assessing Reading Interest & Motivation -Introduction to the *Qualitative Reading Inventory (QRI)* -Writing Instructional Plans	*QRI* Sections 1, 3, 4, 5
May 23 – Wednesday MEH 4:30 – 6:30 – Tutoring 6:30 – 8:30 - Seminar	-1st Tutoring Session -Administering, scoring, and interpreting results of the *QRI* -Making sense of Diagnostic Data -Writing Instructional Plans -Group Reflection -Individual Consultation	Instructional Plan 1 *QRI* Sections 6, 7, 8 *QRI* Forms and Passages
May 30 - Wednesday MEH 4:30 – 6:30 – Tutoring 6:30 – 8:30 - Seminar	-2nd Tutoring Session -Administering, scoring, and interpreting results of the *QRI* -Administering, scoring, and interpreting the *ALI* -Making sense of Diagnostic Data	Instructional Plan 2 *QRI* Forms and Passages *ALI* Section 7

	-Assessing Writing -Group Reflection -Individual Consultation	
June 2 – Saturday MEH 9:00a – 2:00p – Tutoring 2:00 – 4:00 – Seminar	-3rd Tutoring Session -Administering, scoring, and interpreting results of the *QRI* -Administering, scoring, and interpreting the *ALI* -Making sense of Diagnostic Data -Interactive Assessment -Four Strands of Instruction -Group Reflection -Individual Consultation	Instructional Plan 3 *QRI* Forms and Passages *ALI* Forms and Passages
June 4 - Monday MEH 4:30 – 6:30 – Tutoring 6:30 – 8:30 - Seminar	-4th Tutoring Session -Administering, scoring, and interpreting results of the *QRI* -Administering, scoring, and interpreting the *ALI* -Making sense of Diagnostic Data -Four Strands of Instruction -Group Reflection -Individual Consultation	Instructional Plan 4 *QRI* Forms and Passages *ALI* Forms and Passages
June 6 - Wednesday MEH	-5th Tutoring Session	Instructional Plan 5

4:30 – 8:30 - Tutoring 6:30 – 8:30 - Seminar	-Administering, scoring, and interpreting results of the *QRI* -Administering, scoring, and interpreting the *ALI* -Preparing for Parent-Student Conference -Four Strands of Instruction -Individual Consultation	
June 9 – Saturday MEH 9:00a – 2:00p – Tutoring 2:00 – 4:00 – Seminar	-6th Tutoring Session -Four Strands of Instruction -Parent-Student Conference - Tutoring Celebration -Group Reflection -Individual Consultation	Instructional Plan 6 Summary of Diagnosis and Instruction for Parent Conference
June 11 - Monday MEH 4:30 – 8:30 - Tutoring 6:30 – 8:30 - Seminar	-7th Tutoring Session -Group Reflection -Individual Consultation	Instructional Plan 7 ADL
June 13 – Wednesday Arlington Campus 5:00 – 9:00	-History of Remedial Reading -Issues & Concepts in Reading Assessment -Writing the Reading Diagnostic Report	- Afflerbach - *Chapter 1: Important Issues and Concepts in Reading Assessment* - Brozo (2009/2010) ADL
June 18 - Monday Arlington Campus 5:00 – 9:00	-Correlates to Reading Achievement	-Moeller et al. (2007) -Goldstand, Koslowe, & Parush (2005) -Naglieri (2001)

	-Writing the Reading Diagnostic Report	ADL
June 20 - Wednesday Arlington Campus 5:00 - 9:00	-Individual Consultation on Reading Diagnostic Report	ADL Draft of Diagnostic Report
June 25 – Monday Arlington Campus 5:00 – 9:00	-A Primer on Dyslexia -Fluency & Vocabulary Assessments -Writing the Instructional Summary Report -Case Study Presentations	-Vellutino et al. (2004) -Pearson, Hiebert, & Kamil (2007) - Paige, Rasinski, & Magpuri-Lavell (2012) ADL Final Draft of Diagnostic Report
June 27 - Wednesday Arlington Campus 5:00 – 9:00	-Writing the Instructional Summary Report -Individual Consultation on Instructional Summary Reports & Case Study Presentations	ADL Draft of Instructional Summary Report
July 2 – Monday Arlington Campus 5:00 – 9:00	-Course Evaluation	ADL Case Study Presentations 1 pg. Case Study Summary for class members and the professor/instructors
July 9 - Monday Arlington Campus 5:00 – 9:00	-TBA	Final Draft of Instructional Summary Report
July 11 - Wednesday	-Final Session	

Arlington Campus 5:00 – 9:00	-TBA	

Core Values Commitment

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

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/).

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

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

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ods.gmu.edu/).

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

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.

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, instructional plans will be developed and ongoing assessment and intervention strategies will be implemented under the direct supervision of the course instructors. Documentation of work with the practicum student will be compiled into a case study portfolio which will be saved to a CD or flash drive.

Procedures
Each practicum session will be approximately 2.0 – 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.

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 text strategies. 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.

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 (also 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.

ARTICLE DISCUSSION LEADERSHIP

Assignment
The purpose of this assignment is to provide you the opportunity to read, analyze, and interpret research articles and readings for your peers.

Completion Procedures

1. Find a classmate to work as a team on the ADL assignment.

2. Identify an article over which to lead discussion. The article should be taken from the list of additional course readings.

3. Make the article available to the class at least one week in advance of your scheduled ADL (digital link, pdf file, scanned copy, or hard copy)

4. Read, analyze, and format the presentation around the following aspects of the Article (***This portion of the ADL should comprise about 10 minutes.***):

- 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 (***This portion of the ADL should comprise about 20 minutes.***).

6. PowerPoint slides, overheads, and/or handouts should accompany the article presentation and discussion.

7. Article discussion leader should plan 30 minutes for the article discussion.

Evaluation

Each article discussant will be given a grade based on (a) effective planning and coordinating of 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 discussant used engaging techniques for bringing all students into critical conversation about the article.

ARTICLE DISCUSSION LEADERSHIP EVALUATION FORM

NAME:_____

1. Did the discussants provide a summary of the article addressing its key aspects?

To a great extent……………………………………………………..To a limited extent

2. Did the majority of the ADL include the opportunity for engaged class discussion over the article?

To a great extent…………………………………………………….To a limited extent

3. Did the discussants use appropriate support material for the article summary and discussion such as handouts, overheads, and PowerPoint slides?

To a great extent………………………………………………….To a limited extent

4. Was there an appropriate balance between summarizing the article and discussing it as a class?

To a great extent………………………………………………….To a limited extent

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
Virginia State Standards Addressed: 3c, 3e, 3f, 4c, 5, 6a
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.

<div align="center">**Format for Diagnostic Report**</div>

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

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	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Below Expectations (1)	Score
3.2a Administer and interpret appropriate assessments for students, especially those who struggle with reading and writing.	Provides exemplary evidence of administering and interpreting appropriate assessments to examine strengths and limitations of struggling readers and writers.	Provides satisfactory evidence of administering and interpreting appropriate assessments to examine strengths and limitations of struggling readers and writers.	Provides partial evidence of administering and interpreting appropriate assessments to examine strengths and limitations of struggling readers and writers.	Provides little or no evidence of administering and interpreting appropriate assessments to examine strengths and limitations of struggling readers and writers.	
3.3a Use multiple data sources to analyze individual readers' performance and to plan instruction and intervention.	Provides exemplary evidence of using multiple data sources to analyze individual readers' performance and to plan instruction and intervention.	Provides satisfactory evidence of using multiple data sources to analyze individual readers' performance and to plan instruction and intervention.	Provides partial evidence of using multiple data sources to analyze individual readers' performance and to plan instruction and intervention.	Provides little or no evidence of using multiple data sources to analyze individual readers' performance and to plan instruction and intervention.	

Part II: Instructional Plans

To guide your work with a student and to keep the practicum supervisor informed of your activities and goals, you are required to write instructional plans for each instructional session with your practicum student. The initial basis for these plans will be the "recommendations" section that you wrote in your Diagnostic Report (see above). For your lessons (after the assessment phase), you will develop routines around the themes (listed below). The themes include both reading and writing. These routines must be clear in the lesson structure.

Use the following format for your plans.
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. Use first person point of view. The Reflections section will 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 flashcards for new vocabulary, but he wasn't very interested. I went through our textbook and explored other resources for some fun vocabulary strategies that I'm going to use in today and in future sessions.

Instructional Strategies and Rationales
Describe in detail 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 research-based legitimate source, such as class suggestions, previous reading courses, ideas in the textbook, professional literature and your own teaching experience. Explore www.readwritethink.org for model lessons. **Do not use workbooks.**

Along with each strategy description include a brief rationale for the use of the reading or writing strategy as well as the specific materials or non-print resources you have selected. 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, as well as research in literacy development. (See note on ELL's below). 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 as well as ways the strategy would increase home/school connections, improve motivation, and build on knowledge students' bring through their diverse experiences. Make references to literacy foundational research that guides your literacy instruction.

Structure the plan around the following strands, as appropriate to the learner: (1) writing as meaningful communication; (2) concepts of print/phonemic awareness/phonics or word recognition, 3) vocabulary building; (3) fluency development and (4) comprehension instruction using expository or narrative text strategies.

Also note the following:

a) You will be assigned a partner in the course with whom you will collaborate in planning. Your partner will be working with a student who is different from yours in a variety of ways, e.g., grade level, ethnic/racial background, language background, SES, and/or gender. In all cases, at least one partner will be working with a student who is an English Language Learner (see below, also). With your partner you will discuss ways to make instruction more effective for the students with whom you work, ways to draw connections between home and school in your lessons, and ways to build on the specific interests as well as background knowledge of your students during the lessons. Through this collaboration, you will learn about diversity through planning for two students who have a variety of differences. You will also have an experience in coaching another teacher on planning.

b) You must insure that your lessons are motivating, for example, by providing choice, exploring the student's interests, using multiple literacies and authentic activities, and so forth.

c) If your student is an English learner, you must explain in your rationale why a strategy is effective for English learners (ELL), citing appropriate sources (in your class readings you will be provided suggestions). If your student is not an English learner, you will coach a partner whose child is an ELL (see a, above). You must use technology in at least 3 lessons, including teaching the student to use a new technology tool in a creative way (e.g., computer software, Smart Board, etc.).

Strands can be combined in effective ways, for example:
Story Impressions/Venn Diagram - I will prepare a list of words from the book The Magic Spring and present them to Matt. I will then read the story to Matt, and we will discuss the selected words as well as the meaning of the story as we move through the text. We will next 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.

<u>Evaluation</u>
Each instructional plan will be read by your supervisor before your lesson and comments will be provided (you may be asked to revise before teaching). Plans should be typed and comprised of no more than 3 single-spaced pages. **At the end of the course you will post all of your lessons**

to TK20 on Blackboard (make into one document) as well as two samples of the student's work (before/after instruction).

Rubric for Part II: Planning and Instruction

IRA Standard/ Element	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Below Expectations (1)	Score
2.1a Demonstrate an understanding of the research and literature that undergirds the reading and writing curriculum instruction for all students.	Provides exemplary evidence of understanding the research and literature that undergirds the reading and writing curriculum instruction for all students.	Provides satisfactory evidence of understanding the research and literature that undergirds the reading and writing curriculum instruction for all students.	Provides partial evidence of understanding the research and literature that undergirds the reading and writing curriculum instruction for all students.	Provides little or no evidence of understanding the research and literature that undergirds the reading and writing curriculum instruction for all students.	
2.1b Develop and implements the curriculum to meet the specific needs of students who struggle with reading.	Provides exemplary evidence of developing and implementing a curriculum to meet the specific needs of students who struggle with reading.	Provides satisfactory evidence of developing and implementing a curriculum to meet the specific needs of students who struggle with reading.	Provides partial evidence of developing and implementing a curriculum to meet the specific needs of students who struggle with reading.	Provides little or no evidence of developing and implementing a curriculum to meet the specific needs of students who struggle with reading.	
2.2a Use instructional approaches supported by literature and research for the following areas: concepts of print, phonemic awareness, phonics, vocabulary, comprehension, fluency, critical thinking, motivation, and writing.	Provides exemplary evidence of using instructional approaches supported by literature and research for the following areas: concepts of print, phonemic awareness, phonics, vocabulary, comprehension, fluency, critical thinking, motivation, and writing.	Provides satisfactory evidence of using instructional approaches supported by literature and research for the following areas: concepts of print, phonemic awareness, phonics, vocabulary, comprehension, fluency, critical thinking, motivation, and writing.	Provides partial evidence of using instructional approaches supported by literature and research for the following areas: concepts of print, phonemic awareness, phonics, vocabulary, comprehension, fluency, critical thinking, motivation, and writing.	Provides little or no evidence of using instructional approaches supported by literature and research for the following areas: concepts of print, phonemic awareness, phonics, vocabulary, comprehension, fluency, critical thinking, motivation, and writing.	
2.2b Provides appropriate in-depth instruction	Provides exemplary in-depth instruction	Provides satisfactory in-depth instruction	Provides partially in-depth instruction	Provides little or no in-depth instruction for	

for all readers and writers, especially those who struggle with reading and writing.	for all readers and writers, especially those who struggle with reading and writing.	for all readers and writers, especially those who struggle with reading and writing.	for all readers and writers, especially those who struggle with reading and writing.	all readers and writers, especially those who struggle with reading and writing.	
2.2d As needed, adapt instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle to learn to read and write.	Provides exemplary evidence of adapting instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle to learn to read and write.	Provides satisfactory evidence of adapting instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle to learn to read and write.	Provides partial evidence of adapting instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle to learn to read and write.	Provides little or no evidence of adapting instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle to learn to read and write.	
4.2a Provide differentiated instruction and instructional materials, including traditional print, digital, and online resources, that capitalize on diversity.	Provides exemplary evidence of differentiating instruction and instructional materials, including traditional print, digital, and online resources, that capitalize on diversity.	Provides satisfactory evidence of differentiating instruction and instructional materials, including traditional print, digital, and online resources, that capitalize on diversity.	Provides partial evidence of differentiating instruction and instructional materials, including traditional print, digital, and online resources, that capitalize on diversity.	Provides little or no evidence of differentiating instruction and instructional materials, including traditional print, digital, and online resources, that capitalize on diversity.	
4.2d Collaborate with others to build strong home-to-school and school-to-home literacy connections.	Provides exemplary evidence of collaborating with others to build strong home-to-school and school-to-home literacy connections.	Provides satisfactory evidence of collaborating with others to build strong home-to-school and school-to-home literacy connections.	Provides partial evidence of collaborating with others to build strong home-to-school and school-to-home literacy connections.	Provides little or no evidence of collaborating with others to build strong home-to-school and school-to-home literacy connections.	
5.2 Design a social environment that is low-risk, includes choice,	Provides exemplary evidence of designing a social	Provides satisfactory evidence of designing a social	Provides partial evidence of designing a social environment that	Provides little or no evidence of designing a social environment that	

motivation, and scaffolded support to optimize students' opportunities for learning to read and write.	environment that is low-risk, includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write.	environment that is low-risk, includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write.	is low-risk, includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write.	is low-risk, includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write.	
5.3a Understand the role of routines in creating and maintaining positive learning environments for reading and writing instruction using traditional print, digital, and online resources.	Provides exemplary evidence of using routines in creating and maintaining positive learning environments for students who struggle with reading and writing instruction using traditional, print, digital and online resources.	Provides satisfactory evidence of using routines in creating and maintaining positive learning environments for students who struggle with reading and writing using traditional, print, digital and online resources.	Provides partial evidence of using routines in creating and maintaining positive learning environments for students who struggle with reading and writing using traditional, print, digital and online resources.	Provides little or no evidence of using routines in creating and maintaining positive learning environments for students who struggle with reading and writing using traditional, print, digital and online resources.	
5.3b Create effective routines for all students, especially those who struggle with reading and writing.	Provides exemplary evidence of creating effective routines for all students, especially those who struggle with reading and writing.	Provides satisfactory evidence of creating effective routines for all students, especially those who struggle with reading and writing.	Provides partial evidence of creating effective routines for all students, especially those who struggle with reading and writing.	Provides little or no evidence of creating effective routines for all students, especially those who struggle with reading and writing.	
6.2e Demonstrate effective use of technology for improving student learning.	Provides exemplary evidence of effective use of technology for improving student learning	Provides satisfactory evidence of effective use of technology for improving student learning.	Provides partial evidence of effective use of technology for improving student learning.	Provides little or no evidence of effective use of technology for improving student learning.	

Part III: Summary Report

At the end of the practicum, you will write a summary report (format below) and you will conduct a meeting with the parent/guardian and student to discuss progress made in the practicum and recommendations for continued literacy development in both home and school. Parents/guardians will be advised that they may share the report with the child's teacher, but this is their choice.

Please keep in mind that this format as given as a model; it is expected you will adapt and modify it to accurately reflect the tutoring experience.

<div align="center">

Sample Summary Report (Used at end of Practicum)

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Student:
Grade: 6
Location of Tutoring:
Dates of Tutoring:
Date of Report:
Practicum Tutor:

<u>**Rationale for Instructional Plan:**</u>

_____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* (*IRI*). The (*IRI*) 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 (*IRI*) 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 lifelong 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 (IRI) 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.

Rubric for Part III: Summary Report

IRA Standard/ Element	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Below Expectations (1)	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.	Provides exemplary evidence of understanding established purposes for assessing the performance of all readers, including tools for screening, diagnosis, progress monitoring, and measuring outcomes.	Provides satisfactory evidence of understanding established purposes for assessing the performance of all readers, including tools for screening, diagnosis, progress monitoring, and measuring outcomes.	Provides partial evidence of understanding established purposes for assessing the performance of all readers, including tools for screening, diagnosis, progress monitoring, and measuring outcomes.	Provides little or no evidence of understanding established purposes for assessing the performance of all readers, including tools for screening, diagnosis, progress monitoring, and measuring outcomes.	
3.3b Analyze and use assessment data to examine the effectiveness of specific intervention practices and students' responses to instruction.	Provides exemplary evidence of analyzing and using assessment data to examine the effectiveness of specific intervention practices and students' responses to instruction.	Provides satisfactory evidence of analyzing and using assessment data to examine the effectiveness of specific intervention practices and students' responses to instruction.	Provides partial evidence of analyzing and using assessment data to examine the effectiveness of specific intervention practices and students' responses to instruction.	Provides little or no evidence of analyzing and using assessment data to examine the effectiveness of specific intervention practices and students' responses to instruction.	
3.4a Analyze and report assessment results to a variety of appropriate audiences for relevant implications, instructional purposes, and accountability.	Provides exemplary evidence of analyzing and reporting assessment results to a variety of appropriate audiences for relevant implications, instructional purposes, and accountability.	Provides satisfactory evidence of analyzing and reporting assessment results to a variety of appropriate audiences for relevant implications, instructional purposes, and accountability.	Provides partial evidence of analyzing and reporting assessment results to a variety of appropriate audiences for relevant implications, instructional purposes, and accountability.	Provides little or no evidence of analyzing and reporting assessment results to a variety of appropriate audiences for relevant implications, instructional purposes, and accountability.	

3.4b Demonstrate the ability to communicate results of assessments to various audiences.	Provides exemplary evidence the ability to communicate results of assessments to various audiences.	Provides satisfactory evidence of the ability to communicate results of assessments to various audiences.	Provides partial evidence of the ability to communicate results of assessments to various audiences.	Provides little or no evidence of the ability to communicate results of assessments to various audiences.	
4.3d Collaborate with teachers, parents and guardians, and administrators to implement policies and instructional practices that promote equity and draw connections between home and community literacy and school literacy.	Provides exemplary evidence of collaborating with teachers, parents and guardians, and administrators to implement policies and instructional practices that promote equity and draw connections between home and community literacy and school literacy.	Provides satisfactory evidence of collaborating with teachers, parents and guardians, and administrators to implement policies and instructional practices that promote equity and draw connections between home and community literacy and school literacy.	Provides partial evidence of collaborating with teachers, parents and guardians, and administrators to implement policies and instructional practices that promote equity and draw connections between home and community literacy and school literacy.	Provides little or no evidence of collaborating with teachers, parents and guardians, and administrators to implement policies and instructional practices that promote equity and draw connections between home and community literacy and school literacy.	