

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

EDRD 645.001/002 – Supervised Literacy Practicum
3 credits, Summer 2024
Asynchronous, online

Faculty

Name: Stacy M. Tyler, PhD
Office Hours: By Appointment
Office Location: 1500 Thompson Hall, Fairfax Campus
Office Phone: 703-993-7611 (Office) or 785-717-5990 (Cell)
Email Address: styler4@gmu.edu

Prerequisites/Corequisites

EDRD 642 and EDRD 643 are required prerequisites. EDRD 644 is a required corequisite.

University Catalog Course Description

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

Course Overview

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

The first few sessions will focus on becoming acquainted with the student and conducting preliminary assessments that will inform decisions made when developing instructional plans. The remaining instructional sessions will focus on providing literacy support for the practicum student based on the initial diagnosis and ongoing interactive assessment. Emphasis will be on providing a comprehensive literacy experience that further develops critical reading and writing skills by building on the student's strengths and addressing the student's needs as evidenced in initial and ongoing assessments.

Course Delivery Method

This course will be delivered online (76% or more) using an asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on [Day and/or Time].

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

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see: https://help.blackboard.com/Learn/Student/Ultra/Getting_Started/Browser_Support
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player: <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week:
 - Because asynchronous courses do not have a “fixed” meeting day, our week will start on Monday and finish on Sunday.
- Log-in Frequency:

Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week.
- Participation:

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

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

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

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

Students may schedule a one-on-one meeting to discuss course requirements, content, or other course-related issues. Those unable to come to a Mason campus

can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

- Netiquette:

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

- Accommodations:

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

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

1. Analyze assessment information to plan and evaluate individualized instruction.
2. Select appropriate technology and material to implement intervention strategies.
3. Integrate culturally sustaining approaches to literacy instruction that acknowledge diversity in schools.
4. Communicate with professional colleagues and justify instructional decisions orally and in writing based on their knowledge of both theory and exemplary practice.

Professional Standards

Upon completion of this course, students will have addressed the following Standards for Reading/Literacy Specialist Candidates from the International Literacy Association's 2017 *Standards for the Preparation of Literacy Professionals*:

- 2.1 Candidates use foundational knowledge to design, select, critique, adapt, and evaluate evidence-based literacy curricula that meet the needs of all learners.
- 2.2 Candidates design, select, adapt, teach, and evaluate evidence-based instructional approaches, using both informational and narrative texts, to meet the literacy needs of whole class and groups of students in the academic disciplines and other subject areas, and when learning to read, write, listen, speak, view, or visually represent.
- 2.3 Candidates select, adapt, teach, and evaluate evidence-based, supplemental, and intervention approaches and programs; such instruction is explicit, intense, and provides adequate scaffolding to meet the literacy needs of individual and small groups of students, especially those who experience difficulty with reading and writing.
- 3.2 Candidates collaborate with colleagues to administer, interpret, and use data for decision making about student assessment, instruction, intervention, and evaluation for individual and groups of students.
- 5.1 Candidates, in consultation with families and colleagues, meet the developmental needs of all learners (e.g., English learners, those with difficulties learning to read, the gifted), taking into consideration physical, social, emotional, cultural, and intellectual factors.

- 5.2 Candidates collaborate with school personnel and provide opportunities for student choice and engagement with a variety of print and digital materials to engage and motivate all learners.
- 5.3 Candidates integrate digital technologies into their literacy instruction in appropriate, safe, and effective ways and assist colleagues in these efforts.
- 5.4 Candidates facilitate efforts to foster a positive climate that supports the physical and social literacy-rich learning environment, including knowledge of routines, grouping structures, and social interactions.

Virginia Standards for Reading Specialist Programs addressed in this course:

- 1a. Demonstrate expertise in the use of formal and informal screening, diagnostic, and progress monitoring assessment for language proficiency, concepts of print, phonemic awareness, letter recognition, decoding, fluency, vocabulary, reading levels, and comprehension.
- 1b. Demonstrate expertise in the ability to use diagnostic data to inform instruction for acceleration, intervention, remediation, and differentiation.
- 3a. Demonstrate expertise in explicit and systematic phonics instruction, including an understanding of sound and symbol relationships, syllables, phonemes, morphemes, decoding skills, word analysis, and word attack skills.
- 3f. Demonstrate expertise in the ability to teach strategies in literal, interpretive, critical, and evaluative comprehension.
- 5. Technology. The candidate shall demonstrate expertise in their use of technology for both process and product as they work to guide students with reading, writing, and research.
- 6j. Demonstrate effective communication skills in working with a variety of groups, including parents, teachers, administrators, community leaders.
- 6k. Demonstrate knowledge of current research and exemplary practices in English and reading.
- 6l. Demonstrate knowledge of current research and exemplary practices in English and reading.
- 6m. Understanding of and proficiency in pedagogy to incorporate writing as an instructional and assessment tool for candidates to generate, gather, plan, organize, and present ideas in writing to communicate for a variety of purposes.
- 6n. Complete a supervised practicum or field experience in the diagnosis and remediation of reading difficulties in a public or accredited nonpublic school.

Required Texts

Leslie, L., & Caldwell, J. S. (2021). *Qualitative reading inventory – 7*. Pearson. (Online e-text required.)

Wanzek, J., Al Otaiba, S., & McMaster, K. L. (2020). *Intensive reading interventions for the elementary grades*. The Guilford Press.

GoReact must be purchased and used in this course. Details will be provided in 644.

Additional readings will be made available on Blackboard and through GMU Library databases.

Course Performance Evaluation

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

- **Assignments and/or Examinations**

- 1. Course Engagement (20%)**

Being engaged in this course is essential to the teaching-learning process.

Engagement involves attendance, timeliness, and active participation. Attendance (face-to-face and online) is both important and required (see Academic Policy 1.6 in the GMU Catalog). It is expected that you fully engage in all course activities whether online or face-to-face. As required, you will also meet with your instructor to discuss your progress.

- 2. Performance-Based Assessment: Data-Based Instructional Planning (60%)**

After completing the Diagnostic Report for EDRD 644, you will develop data-based instructional plans to support the learner's literacy needs. You will develop and implement these instructional plans as well as ongoing assessment and intervention strategies under the direct supervision of the practicum supervisor.

All diagnostic and instructional sessions will be conducted in your own school or community. You will identify a student in your school (though not currently in your classroom) or community who experiences difficulty with reading and writing. Once that student has been approved by your course instructor for EDRD 644, you will work with the student face-to-face for a minimum of 20 hours. Each session should be recorded and uploaded to GoReact. Your course instructors will use these videos to provide feedback on your assessment and instruction. The first 3 to 5 hours of your work with your student will be completed as part of EDRD 644. The remainder of your hours will be completed as part of this course.

- 3. Instructional Reflections (20%)**

After teaching each instructional session, you will analyze the session and the data you collected during it in order to make adjustments for your future instructional plans. Brief, daily written reflections will be submitted with each session plan.

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

- 4. Summary Report (20)%**

At the end of the practicum, you will write a brief report summarizing your assessment findings and your instructional plans. You will provide recommendations for the learner's teachers and parents/guardians. You will conduct a meeting with the parent/guardian (if possible) and student to discuss progress made in the practicum and recommendations for continued literacy development both at home and school. A detailed description of this assignment and its rubric are included elsewhere in the syllabus and on Bb.

- **Other Requirements**

Assignment Guidelines

Assignments should follow current APA formatting. Writing quality (including mechanics, organization, and content) is figured into the overall score for each assignment, so proofread carefully and use formal, academic writing. Be sure to use APA format when providing citations for relevant research. (See Blackboard for resources.)

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

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

Advising

Advising information is located on Blackboard, including timeline, program of study tracking, course sequencing, licensure exam registration information, graduation information, and program updates. To access, (a) login to Blackboard, (b) click the Organizations option in the main menu, and (c) go to the Literacy Program Advising Organization to find all documents. You are responsible for regularly checking the advising organization to maintain your program of study and desired program completion timeline.

- **Grading**

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

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

Literacy students must re-take any licensure course in which they receive a grade of C or lower (or for EDRD 645, no credit). Incompletes must be cleared before moving to the next course in the instructional sequence.

Professional Dispositions

See <https://cehd.gmu.edu/students/policies-procedures/>

Class Schedule

Date	Task	Assignments Due
Welcome June 17-23	<ul style="list-style-type: none"> Course Overview Optional Zoom Meet and Greet (June 20, 10:30 am) 	Review Syllabus
Module 1 June 17-23 Planning for Intervention	<ul style="list-style-type: none"> Identify critical components of an intervention session. Determine appropriate interventions to address students' literacy needs. <p>Read:</p> <ul style="list-style-type: none"> Whittingham, C. E., Pilonieta, P., & Washburn, E. K. (2024). Selecting a literacy intervention and planning for implementation: A guide. <i>The Reading Teacher</i>. Advance online publication. https://doi.org/trtr.2323 Jones, J. S., Conradi, K., & Amendum, S. J. (2016). Matching interventions to reading needs: A case for differentiation. <i>The Reading Teacher</i>, 70(3), 307-316. doi:10.1002/trtr.1513 Aiken, H. H., Bratsch-Hines, M., Amendum, S., & Vernon-Feagans, L. (2021) Targeted Reading Instruction: Four guiding principles. <i>The Reading Teacher</i>, 74(5), 505-515. https://doi.org/10.1002/trtr.1975 Wanzek et al. (2020) - Chs. 2-7; for each chapter, read "What Does the Research Say...", "What are the Critical Elements...", and "How Do I Monitor Progress..." IES Practice Guide – Providing Reading Interventions for Students in Grades 4-9 https://ies.ed.gov/ncee/wwc/PracticeGuide/29 	
Module 2 June 24-30 Using Technology to Support Student Learning	<ul style="list-style-type: none"> To learn about the SAMR model for technology integration. To examine principles to guide instructional planning when using technology. To identify different ideas for using technology to support instruction. Baxa, J, & Christ, T. (2017). The DigiLit framework. <i>The Reading Teacher</i>, 71(6), 703-714. doi:10.1002/trtr.1660 	
Instructional Session & Seminar 1	<ul style="list-style-type: none"> Implement your instructional plan. Participate in seminar to debrief from your instruction. 	<ul style="list-style-type: none"> Reflection on Diagnostic Session 3

		<ul style="list-style-type: none"> • Instructional Lesson Plan 1
Instructional Session & Seminar 2	<ul style="list-style-type: none"> • Implement your instructional plan. • Participate in seminar to debrief from your instruction. 	<ul style="list-style-type: none"> • Reflection on Instructional Session 1 • Instructional Lesson Plan 2
Instructional Session & Seminar 3	<ul style="list-style-type: none"> • Implement your instructional plan. • Participate in seminar to debrief from your instruction. • Seminar 1-3 debriefs Monday, July 1, 10:30 am 	<ul style="list-style-type: none"> • Reflection on Instructional Session 2 • Instructional Lesson Plan 3
Instructional Session & Seminar 4	<ul style="list-style-type: none"> • Implement your instructional plan. • Participate in seminar to debrief from your instruction. 	<ul style="list-style-type: none"> • Reflection on Instructional Session 3 • Instructional Lesson Plan 4
Instructional Session & Seminar 5	<ul style="list-style-type: none"> • Implement your instructional plan. • Participate in seminar to debrief from your instruction. 	<ul style="list-style-type: none"> • Reflection on Instructional Session 4 • Instructional Lesson Plan 5
Instructional Session & Seminar 6	<ul style="list-style-type: none"> • Implement your instructional plan. • Participate in seminar to debrief from your instruction. • Seminar 4-6 debriefs Wednesday, July 15, 10:30 am 	<ul style="list-style-type: none"> • Reflection on Instructional Session 5 • Instructional Lesson Plan 6
Instructional Session & Seminar 7	<ul style="list-style-type: none"> • Implement your instructional plan. • Participate in seminar to debrief from your instruction. 	<ul style="list-style-type: none"> • Reflection on Instructional Session 6 • Instructional Lesson Plan 7
Instructional Session & Seminar 8	<ul style="list-style-type: none"> • Implement your instructional plan. • Participate in seminar to debrief from your instruction. 	<ul style="list-style-type: none"> • Reflection on Instructional Session 7 • Instructional Lesson Plan 8
Instructional Session & Seminar 9	<ul style="list-style-type: none"> • Implement your instructional plan. • Participate in seminar to debrief from your instruction. • Seminar 7 -9 Wednesday, July 31, 10:30 am 	<ul style="list-style-type: none"> • Reflection on Instructional Session 8 • Instructional Lesson Plan 9
Instructional Session & Seminar 10	<ul style="list-style-type: none"> • Implement your instructional plan. • Participate in seminar to debrief from your instruction. 	<ul style="list-style-type: none"> • Reflection on Instructional Session 9

		<ul style="list-style-type: none"> • Instructional Lesson Plan 10
Final Seminar	<ul style="list-style-type: none"> • Participate in seminar to debrief from your instruction and synthesize learning. • Final Seminar Debrief date TBD 	<ul style="list-style-type: none"> • Final Reflection (on Bb) • PBA: Data-Based Instructional Planning (in VIA/SLL)

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

Core Values Commitment

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

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to VIA should be directed to viahelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to Mason’s Title IX Coordinator per [University Policy 1202](#). If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as [Student Support and Advocacy Center](#) (SSAC) at 703-380-1434 or [Counseling and Psychological Services](#) (CAPS) at 703-993-2380. You may also seek assistance or support measures from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>.

Performance Based Assessment Overview

This performance-based assessment (PBA) is required during EDRD 644 – Literacy Assessment and Intervention and EDRD 645 – Supervised Literacy Practicum. These courses are integrated, and you must take them concurrently.

The practicum consists of at least 20 contact hours with an individual learner who finds reading and writing difficult. As required, you may also meet with your practicum instructor to discuss your teaching practice.

The overall purpose of the practicum is to provide a supervised clinical experience to broaden your understanding of students’ literacy needs and ways to address those needs. As a part of the practicum, you will conduct a comprehensive assessment of the learners’ strengths and needs and use that data to develop a diagnostic report (EDRD 644, PBA: Diagnostic Report). You will then develop instructional plans and implement ongoing assessment and intervention strategies under the direct supervision of the course instructors (EDRD 645, PBA: Data-Based Instructional Planning). At the end of your practicum experience you will create a summary of your instruction including an overview of your instructional goals and rationale for your tutoring sessions, the instruction you used to meet those goals, and the results of your instruction. You will also provide future instructional recommendations to support your student’s literacy development (EDRD 644, Summary Report). If possible, you will conduct a meeting (in person or virtually) with the parents/guardians and student to discuss progress made in the practicum and recommendations for continued literacy development in both home and school.

PBA: Data-Based Instructional Planning

To guide your work with a student and to keep the practicum supervisor informed of your activities and goals, you are required to write plans for each diagnostic and instructional session with your practicum student. The initial basis for these plans will be the findings from your Diagnostic Report. For your lessons (after the assessment phase), you will develop routines around the following strands (addressing both reading and writing), as appropriate to the learner: (1) writing as meaningful communication, (2) skill development (e.g., concepts of print/phonemic awareness/phonics, word recognition, vocabulary building), (3) fluency development, and (4) comprehension instruction using expository or narrative text strategies. These strands and your instructional routines must be clear in the lesson structure. See Bb for additional information about instructional plans. In at least 2 lessons, you must engage students with digital materials and integrate digital technologies in your instruction. Each instructional plan will be read by your practicum supervisor before your lesson and

comments will be provided (you may be asked to revise before teaching). Plans should be typed and comprised of no more than 3 single-spaced pages. At the end of the course, you will post all of your instructional plans to VIA/SLL as well as two samples of the student’s work that show his/her growth.

Rubric for Data-Based Instructional Planning

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

<p>5.4 Candidates facilitate efforts to foster a positive climate that supports the physical and social literacy-rich learning environment, including knowledge of routines, grouping structures, and social interactions.</p>	<p>Provides exemplary evidence of using routines and social interactions to foster a positive, literacy-rich learning environment for students who experience difficulty with reading and writing.</p>	<p>Provides satisfactory evidence of using routines and social interactions to foster a positive, literacy-rich learning environment for students who experience difficulty with reading and writing.</p>	<p>Provides partial evidence of using routines and social interactions to foster a positive, literacy-rich learning environment for students who experience difficulty with reading and writing.</p>	<p>Provides little or no evidence of using routines and social interactions to foster a positive, literacy-rich learning environment for students who experience difficulty with reading and writing.</p>
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