

George Mason University
College of Education and Human Development
Literacy Program

EDRD 633.6L7 – Literacy Assessments and Interventions for Individuals
3 credits, Summer 2018

May 21-June 29 – Monday & Wednesday, 5:00-9:00, Gatehouse Administration Center, Room 5050;
Fridays, online

EDRD 637.6L7, 6L8, 6L9 – Supervised Literacy Practicum (3 credits)
June 6, 11, & 13, 4:30-6:00, Graham Road Elementary School
June 20-29, 8:00-1:00, Graham Road Community Building

Faculty

EDRD 633.6L7/637.6L9

Name: Jennifer I. Hathaway, Ph.D.

Office Hours: by appointment

Office Location: 1604 Thompson Hall, Fairfax Campus

Office Phone: 703-993-5789

Email Address: jhathaw2@gmu.edu

EDRD 637.6L7

Name: Amy Hutchison, Ph.D.

Office Hours: By Appointment

Office Location: 1506 Thompson Hall, Fairfax campus

Office Phone: 703-993-2166

Email Address: ahutchi9@gmu.edu

EDRD 637.6L8

Name: Marriam Ewaida, Ph.D.

Office Hours: By Appointment

Office Location: Literacy Program, 1500 Thompson Hall, Fairfax campus

Office Phone: Literacy Program Office 703-993-7611

Email Address: mewaida@gmu.edu

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

This course will be delivered using a hybrid (2-75%) format, including face-to-face and online class meetings.

Face to Face meetings: Mondays/Wednesdays, 5:00-9:00 pm, Gatehouse Administration Center, Room 5050
In-person attendance is required on May 21, 23, & 30; June 4, 6, 11, 13, & 18.

Synchronous meetings: Mondays/Wednesdays, 5:00-7:30 pm

Synchronous online attendance is required on June 20 & 25. You are expected to log into Blackboard Collaborate Ultra and be prepared to begin class at 5:00. Please test your computer equipment in advance in order to participate using Blackboard Collaborate Ultra.

Asynchronous online classes do not meet at a scheduled time. These sessions are individualized so that each student can work at a convenient time. Please note that each online session is planned to take approximately 2-3 hours over the assigned window (in addition to regularly assigned reading). Please schedule your time accordingly. Asynchronous participation will be required on May 25; June 1, 8, 15, 22, & 29.

Practicum meetings: All practicum sessions are face-to-face and will be held at either Graham Road Elementary School (2831 Graham Road, Falls Church, VA 22042) or Graham Road Community Building (3036 Graham Road, Falls Church, VA 22042). Practicum sessions will meet: Monday/Wednesday, June 6, 11, & 13 from 4:30 to 6:00pm and Monday-Friday, June 20-29, from 8:00 to 1:00pm.

Technical Requirements

- High-speed Internet access with a standard up-to-date browser. Chrome is the recommended browser for Blackboard Collaborate Ultra. Opera and Safari are not compatible.
- 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 the course requirements.

Expectations

- Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance if they are struggling with technical components of the course.
- Technical Issues: Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

Learner Outcomes or Objectives

EDRD 633 is designed to enable students to do the following:

1. Students will apply diagnostic principles, procedures, and techniques for assessing and evaluating the literacy needs of individual learners.
2. Students will communicate with professional colleagues and defend their instructional decisions orally and in writing based on their knowledge of both theory and exemplary practice.
3. Students will communicate and collaborate effectively with learners and families.
4. Students will communicate results of assessments to specific individuals (students, parents/family, and colleagues)

EDRD 637 is designed to enable students to do the following:

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

Professional Standards (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

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

McKenna, M. C., & Stahl, K. A. D. (2015). *Assessment for reading instruction* (3rd ed.). New York, NY: Guilford Press.

Recommended Texts

Caldwell, J. S., & Leslie, L. (2013). *Intervention strategies to follow informal reading inventory assessment: So what do I do now?* (3rd ed.). Boston, MA: Pearson.

Johns, J. L., & Lenski, S. D. (2014). *Improving reading: Strategies, resources, and Common Core connections* (6th ed.). Dubuque, IA: Kendall Hunt Publishing.

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 and/or Examinations

1. Participation (EDRD 633 & 637)

In-person and online participation is required. This includes individual, small group, and class discussions, online meetings, online module assignments, and other assignments as deemed necessary during class.

Our course Blackboard site (<https://mymasonportal.gmu.edu>) will include information and resources important to your successful completion of the course. You should access Blackboard prior to every class session and/or module to download readings and other pertinent course documents. We may also hold discussions via Blackboard.

The completion of all readings assigned for the course is assumed. Because the class will be structured around discussion and small group activities in person and online, *it is critical for you to complete all readings prior to the class for which they are assigned and to fully participate in class.* It is your responsibility to come to class with insights, questions, comments, and concerns from the readings. Failure to do so may result in a lower participation grade.

Participation for EDRD 633 will be evaluated using the rubric that follows:

Criteria for Evaluation	Exceeds Expectations	Meets Expectations	Approaching Expectations	Below Expectations
Class Attendance	Missed no face-to-face or synchronous class sessions. AND Arrived late or left class early no more than 2 times. 10 points	Missed 1 face-to-face or synchronous class session. OR Arrived late or left class early 3-4 times. 9 points	Missed 2 face-to-face or synchronous class sessions. OR Arrived late or left class early 5-6 times. 7 points	Missed more than 2 face-to-face or synchronous class sessions. OR Arrived late or left class early more than 6 times. 0 points
Face-to-Face/Synchronous Class Participation	Regularly asked questions or made observations that indicated reflections and analysis appropriate to the topic. AND Actively participated in <i>all</i> small group activities and class discussions. 5 points	Occasionally asked questions or made observations that indicated reflections and analysis appropriate to the topic. OR Actively participated in <i>most</i> small group activities and class discussions. 4 points	Rarely asked questions or made observations that indicated familiarity with the topic. OR Rarely actively participated in small group activities and class discussions. 3 points	Never asked questions or made observations that indicated familiarity with the topic. OR Never actively participated in small group activities and class discussions. 0 points
Asynchronous Class Participation	Submitted all activities within asynchronous course modules, with no late submissions. AND Most submissions were thoughtfully completed and demonstrated an in-depth understanding of course content. 10 points	Submitted all activities within asynchronous course modules, with no more than 2 late submissions. OR Some submissions were thoughtfully completed and demonstrated an in-depth understanding of course content. 9 points	Submitted all activities within asynchronous course modules, with 3 or more late submissions. OR Few submissions were thoughtfully completed and demonstrated an in-depth understanding of course content. 7 points	Failed to submit all activities within asynchronous course modules. OR No submissions were thoughtfully completed and demonstrated an in-depth understanding of course content. 0 points

3. Performance-Based Assessment Part I: Reading Diagnostic Report (EDRD 633)

You will conduct a comprehensive assessment of a learner's strengths and needs. You will then create a diagnostic report sharing background information, general observations, and results from the assessment you conducted. You will also provide an analysis of these data and identify goals for future instruction and other instructional implications. You will gather feedback on a draft of this assignment from your

practicum supervisor before submitting it for grading. A detailed description of this assignment and its rubric are included elsewhere in the syllabus and on Bb.

4. Performance-Based Assessment Part II: Planning & Instruction (EDRD 637)

After completing the diagnostic report, you will develop instructional plans to support the learner’s literacy needs. You will develop and implement these instructional plans as well as ongoing assessment and intervention strategies under the direct supervision of the practicum supervisors and course instructor. A detailed description of this assignment and its rubric are included elsewhere in the syllabus and on Bb.

5. Performance-Based Assessment Part III: Reading Summary Report (EDRD 633)

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 gather feedback on a draft of this report from your practicum supervisor before submitting it for grading. 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 in both home and school. A detailed description of this assignment and its rubric are included elsewhere in the syllabus and on Bb.

Assignments – EDRD 633	Points	Due Date
Participation	25	ongoing
PBA Part 1 – Diagnostic Report (Submit to Tk20)	50	Wednesday, June 20
PBA Part 3 – Summary Report (Submit to Tk20)	25	Friday, June 29

Total 100

Assignments – EDRD 637	Due Date
Participation (must complete a minimum of 20 hours with student)	ongoing
PBA Part 1 – Diagnostic Report Draft (for feedback)	as scheduled with your practicum supervisor
PBA Part 2 – Diagnostic/Instructional Plan Drafts (11 total)	prior to each practicum session (as scheduled with your practicum supervisor)
PBA Part 3 – Summary Report Draft (for feedback)	as scheduled with your practicum supervisor
PBA Part 2 – Final Instructional Plans/Work Samples (Submit to Tk20)	Friday, June 29

Other Requirements

Class Attendance & Participation

Class attendance (face-to-face and online) is both important and required (see Academic Policy 1.6 in the GMU Catalog). If an emergency situation arises and you must miss class, please contact me **PRIOR** to the class session via phone or email. Attendance will influence your grade as noted above and more than two absences may result in a dropped letter grade or loss of course credit. You are responsible for obtaining information given during class discussions despite attendance. It is also your responsibility to discuss the readings and class content with a classmate to ensure understanding.

Assignment Guidelines

All assignments should be turned in (via paper copy OR Blackboard as noted in the course schedule) by class time (or by the time noted in the schedule) on the date noted in the course schedule. You are

expected to submit assignments on time regardless of your class attendance on the day an assignment is due. Unless arrangements have been made beforehand with your instructor, 10% of the total points will be deducted from the assignment for *each* day the assignment is late.

Assignments should follow APA (6th ed.) formatting (including 12-point Times New Roman font, double-spaced with one-inch margins). Writing quality (including mechanics, organization, and content) is figured into the overall score for each assignment, so proofread carefully and use formal, academic English writing format. Be sure to use APA format (6th ed.) when providing citations for relevant research. (See Blackboard for resources.) When submitting electronic files, please name the files using your first name, last name, and assignment title (ex: Jane Doe_LessonPlan1.docx).

Communication

Email is my preferred form of communication, so please check your GMU email account frequently, as that will be the account I use to contact you. I am always available via email, but please allow 24 hours response time for replies during the week, and 48 hours during weekends and holidays.

If you would like to talk with me, I will be available 15 minutes before and after class, as well as during class breaks. I am also happy to meet with you at other times by appointment.

Please note, the course schedule may need to be modified during the semester. If this occurs, notice of such changes will be by announcement in class, by written or email notice, and/or by changes to this syllabus posted on Blackboard.

Advising

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

Grading

Literacy students must re-take any course in which they receive a grade of C or lower in order to be eligible for licensure (please note that the grade of B- is not given). Incompletes must be cleared before moving to any course for which the course is a prerequisite.

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

Grading Scale

A	= 94 – 100%
A-	= 90 – 93%
B+	= 87 – 89%
B	= 80 – 86%
C	= 75 – 79%
F	= below 75%

Professional Dispositions

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

Class Schedule

(F2F = meet face-to-face; SYNC = meet synchronously; ASYNC = activities completed asynchronously)

McKenna & Stahl = *Assessment for Reading Instruction*; QRI-6 = *Qualitative Reading Inventory-6*

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

Date	Topics	Readings & Assignments Due
Class 1: Monday, May 21 F2F	<ul style="list-style-type: none"> - Course Overview - Assessment Overview - Characteristics of Struggling Readers & Writers - Assessing Affective Factors 	<ul style="list-style-type: none"> - McKenna & Stahl – Chapters 1, 2 (optional), & 10
Class 2: Wednesday, May 23 F2F	<ul style="list-style-type: none"> - Informal Reading Inventories - Assessing Oral Reading Fluency 	<ul style="list-style-type: none"> - McKenna & Stahl – Chapters 3 & 6 - QRI-6 – Sections 1, 2, & 11
Class 3: Friday, May 25 ASYNC	<ul style="list-style-type: none"> - Administering & Scoring the QRI 	<ul style="list-style-type: none"> - QRI-6 – Sections 3-9 - DUE: Complete Online Activities on Bb by 11:59 pm, Tuesday, May 29
Monday, May 28	Memorial Day – No Class	
Class 4: Wednesday, May 30 F2F	<ul style="list-style-type: none"> - Analyzing & Reporting Diagnostic Data 	<ul style="list-style-type: none"> - McKenna & Stahl – Chapter 11 (bring your book with you to class) - QRI-6 – Section 10 (bring your book with you to class) - “Patterns of Reading Difficulty” (Caldwell & Leslie, 2013)
Class 5: Friday, June 1 ASYNC	<ul style="list-style-type: none"> - Assessing Emergent Literacy, Word Recognition, & Spelling 	<ul style="list-style-type: none"> - McKenna & Stahl – Chapters 4 & 5 - DUE: Complete Online Activities on Bb by 11:59 pm, Sunday, June 3
Class 6: Monday, June 4 F2F	<ul style="list-style-type: none"> - Assessing Writing - Preparing for Diagnostic Session 1 	<ul style="list-style-type: none"> - “Informal Writing Assessment Linked to Instruction: A Continuous Process for Teachers, Students, and Parents” (Romeo, 2008) - “What Makes Writing Good? An Essential Question for Teachers” (Nauman et al., 2011) - one additional article assigned in class (TBD)
Wednesday, June 6 PRACTICUM	Practicum Session 1 – Diagnostic Meet at Graham Road Elementary School from 4:30 to 6:00 pm Meet at Gatehouse Administration Center from 6:30 to 9:00 pm	
Class 7: Wednesday, June 6 F2F	<ul style="list-style-type: none"> - Making Sense of the Diagnostic Data - Preparing for Diagnostic Session 2 	<ul style="list-style-type: none"> - DUE: Diagnostic Lesson Plan 1 <i>(as scheduled with your practicum supervisor)</i>

Date	Topics	Readings & Assignments Due
<p>Class 8: Friday, June 8 ASYNC</p>	<ul style="list-style-type: none"> - Designing Interventions & Data-Based Instructional Plans 	<ul style="list-style-type: none"> - “The Structure of Intervention Sessions” (Caldwell & Leslie, 2013) - “Matching Interventions to Reading Needs: A Case for Differentiation” (Jones et al., 2016) - DUE: Complete Online Activities on Bb by 11:59 pm, Sunday, June 10
<p>Monday, June 11 PRACTICUM</p> <p>Practicum Session 2 – Diagnostic Meet at Graham Road Elementary School from 4:30 to 6:30 pm Meet at Gatehouse Administration Center from 6:30 to 9:00 pm</p>		
<p>Class 9: Monday, June 11 F2F</p>	<ul style="list-style-type: none"> - Making Sense of the Diagnostic Data - Preparing for Diagnostic Session 3 	<ul style="list-style-type: none"> - DUE: Diagnostic Lesson Plan 2 <i>(as scheduled with your practicum supervisor)</i>
<p>Wednesday, June 13 PRACTICUM</p> <p>Practicum Session 3 – Diagnostic Meet at Graham Road Elementary School from 4:30 to 6:30 pm Meet at Gatehouse Administration Center from 6:30 to 9:00 pm</p>		
<p>Class 10: Wednesday, June 13 F2F</p>	<ul style="list-style-type: none"> - Making Sense of the Diagnostic Data - Preparing the Diagnostic Report 	<ul style="list-style-type: none"> - DUE: Diagnostic Lesson Plan 3 <i>(as scheduled with your practicum supervisor)</i>
<p>Class 11: Friday, June 15 ASYNC</p>	<ul style="list-style-type: none"> - Using Technology to Support Student Learning 	<ul style="list-style-type: none"> - “A Planning Cycle for Integrating Digital Technology Into Literacy Instruction” (Hutchison & Woodward, 2014) - “The DigiLit Framework” (Baxa & Christ, 2017) - Choose 2 articles from the folder on Bb. - DUE: Complete Online Activities on Bb by 11:59 pm, Sunday, June 17
<p>Class 12: Monday, June 18 F2F</p>	<ul style="list-style-type: none"> - Assessing Comprehension & Strategic Knowledge 	<ul style="list-style-type: none"> - McKenna & Stahl – Chapters 8 & 9 - “Comprehension Instruction: Answer Questions” (Caldwell & Leslie, 2013)
<p>Wednesday, June 20 PRACTICUM</p> <p>Practicum Session 4 – Instructional Meet at Graham Road Community Center from 8:00 to 1:00pm</p>		
<p>Class 13: Wednesday, June 20 SYNC</p>	<ul style="list-style-type: none"> - Assessing Prior Knowledge & Vocabulary 	<ul style="list-style-type: none"> - McKenna & Stahl – Chapter 7 - DUE: PBA Part 1 – Diagnostic Report <i>(to Tk20 in 633 by 11:59 pm)</i>
<p>Thursday, June 21 PRACTICUM</p> <p>Practicum Session 5 – Instructional Meet at Graham Road Community Center from 8:00 to 1:00pm</p>		

Date	Topics	Readings & Assignments Due
Friday, June 22 PRACTICUM	Practicum Session 6 – Instructional Meet at Graham Road Community Center from 8:00 to 1:00pm	
Class 14: Friday, June 22 ASYNC	– Running Records	– DUE: Complete Online Activities on Bb by 11:59 pm, Sunday, June 24
Monday, June 25 PRACTICUM	Practicum Session 7 – Instructional Meet at Graham Road Community Center from 8:00 to 1:00pm	
Class 15: Monday June 25 SYNC	– Engaging Students & Families in Assessment – Preparing the Summary Report	– Harvard Family Research Project. (2013). “Tips for Administrators, Teachers, and Families: How to Share Data Effectively” (Harvard Family Research Project, 2013)
Tuesday, June 26 PRACTICUM	Practicum Session 8 – Instructional Meet at Graham Road Community Center from 8:00 to 1:00pm	
Wednesday, June 27 PRACTICUM	Practicum Session 9 – Instructional Meet at Graham Road Community Center from 8:00 to 1:00pm	
Thursday, June 28 PRACTICUM	Practicum Session 10 – Instructional Meet at Graham Road Community Center from 8:00 to 1:00pm	
Friday, June 29 PRACTICUM	Practicum Session 11 – Instructional Meet at Graham Road Community Center from 8:00 to 1:00pm	
Class 16: Friday, June 29 ASYNC	– Putting It All Together	– DUE: PBA Part 2 – Final Instructional Plans & Samples of Student Work (to Tk20 in 637 by 11:59 pm) – DUE: PBA Part 3 – Summary Report (to Tk20 in 633 by 11:59 p.m.)

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/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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

EDRD 637 – Supervised Practicum Overview

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

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.

Performance Based Assessments & Rubrics - Overview

This performance-based assessment (PBA) is required during EDRD 633/637. 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 at least 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).

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, class sessions will address research related to assessment and prepare you 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. **You will submit this diagnostic report to your practicum supervisor for feedback and then to Tk20 (in EDRD 633) for grading.**

Rubric for Part I: Diagnostic Report (EDRD 633)

IRA Standard/ Element	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Below Expectations (1)
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 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. You also must use technology in at least 2 lessons, including teaching the student to use a new technology tool in a creative way (e.g., computer software, Smart Board, etc.). One lesson may include a low-level technology program (e.g., overheads, Word product, online games, Kidspiration) while one should include a high-level technology program (e.g., Smartboard, MovieMaker, Photostory). 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 Tk20 (in EDRD 637) (make into one document) as well as two samples of the student’s work that show his/her growth.

Rubric for Part II: Planning and Instruction (EDRD 637)

IRA Standard/ Element	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Below Expectations (1)
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 for all readers and writers, especially those who struggle with reading and writing.	Provides exemplary in-depth instruction for all readers and writers, especially those who struggle with reading and writing.	Provides satisfactory in-depth instruction for all readers and writers, especially those who struggle with reading and writing.	Provides partially in-depth instruction for all readers and writers, especially those who struggle with reading and writing.	Provides little or no in-depth instruction for all readers and writers, especially those who struggle with reading and writing.

IRA Standard/ Element	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Below Expectations (1)
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, motivation, and scaffolded support to optimize students’ opportunities for learning to read and write.	Provides exemplary evidence of designing a social environment that is low-risk, includes choice, motivation, and scaffolded support to optimize students’ opportunities for learning to read and write.	Provides satisfactory evidence of designing a social environment that is low-risk, includes choice, motivation, and scaffolded support to optimize students’ opportunities for learning to read and write.	Provides partial evidence of designing a social environment that is low-risk, includes choice, motivation, and scaffolded support to optimize students’ opportunities for learning to read and write.	Provides little or no evidence of designing a social environment that 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 (see examples on Bb) and 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 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. You will submit this summary report to your practicum supervisor for feedback and then to Tk20 (in EDRD 633) for grading.

Rubric for Part III: Summary Report (EDRD 633)

IRA Standard/ Element	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Below Expectations (1)
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.