Sakai Course Website: Please check this official website for any changes in the schedule or office hours. In case of emergency, or special circumstances, information will be posted. In the event that the campus is closed for any reason, course sessions will be held electronically.

**Dr. Jane Hunt - Jhunt2@luc.edu**
Campus Office: 1054 Lewis Towers, WTC
Campus Phone: (312) 915 - 6841
Office Hours: Before or After Class and also by appointment.

**SPECIAL CIRCUMSTANCES:** Students who have any special needs or who may require considerations or adaptations/modifications for any reason must contact the instructor personally during the first week of the term so that these issues may be addressed. Please see the statement listed below under **Accessibility, P. 2 of this syllabus.**

**COURSE DESCRIPTION:** This course is the culminating experience in the reading teacher endorsement program. During this experience, teacher candidates will pull together all prerequisite experiences in this program and draw from them in clinical work at their internship or student teaching school site. The role of literacy specialist within a school will be explored in regard to professional and practical considerations. In accordance with new ISBE Reading Teacher Endorsement guidelines, teacher candidates will work to provide a data based instructional experience for two or more students in two or more grades (from their teaching endorsement grade level span) over the course of the semester by assessing, diagnosing, teaching and reviewing reading performance and growth. They will learn research based techniques for working with students who may be hard to teach and hard to reach. The Response to Intervention Framework will emphasize data based decision making and problem solving within a systematic response.

This course fulfills the goals and requirements for the ISBE Reading Teacher Endorsement. Updated IRA (International Reading Association) Standards are identified on the course assessment.

**Required Texts:**

It is also highly recommended that all reading teacher candidates join IRC (Illinois Reading Council) as student members. This is valuable to include on your professional resumes.

**texts utilized from previous courses:**
1) Assessment resources used in CIEP 328:
(The sample case study report is included in this resource along with valuable instructional and diagnostic assessments.)

2) Materials Text:

In addition to this, there will be articles and resources posted on the Sakai course website.

Teacher Candidates will be required to utilize the Live Text Software for the completion of the Reading Teacher Practicum Portfolio.

LOYOLA UNIVERSITY CHICAGO OFFICIAL POLICIES:

Syllabus Addendum Link
www.luc.edu/education/syllabus-addendum/

This is a link to university policies and information that includes the following: Academic Honest, Accessibility, Conceptual Framework, EthicsLine Reporting Hotline, & Electronic Communication Policies and Guidelines.

Conceptual Framework
Teacher candidates in CIEP 3505 will be expected to demonstrate “professionalism in the service of social justice” in course and school based practicum experiences. This will be evidenced by developing and displaying a personal set of knowledge, skills, ethical behavior and contribution to service in class and particularly in assessment and interventions at the clinical school site. Knowledge of literacy concepts, curriculum, instructional strategies and practices based on best practices; development of instructional skills; honest, fair and respectful treatment of others; and commitment to serving others beyond what is required will be expected. The significance of providing access to literacy skills to all students and all populations will be emphasized. The following CF standards will be assessed in the CIEP 305 Core Assessment: Reading Teacher Practicum.

CF 2 Candidates demonstrate knowledge and skills in a variety of school and professional settings.

CF 6 Candidates demonstrate knowledge and skills in a variety of school and professional settings.

Candidates are expected to become familiar with and display professional behaviors that follow the guidelines of the International Reading Association's Code of Ethics in all reading practicum experiences. This code can be found in the ILA folder on Sakai.

Technology
Teacher candidates in CIEP 305 will be expected to demonstrate evidence of professional technology skills. This will be evidenced in effective use of Live Text software for the development of tutoring lessons along with official reflections and recommendations. Teacher candidates will also be expected to utilize a variety of websites including Sakai, ISBE and literacy related professional sites. It is expected that teacher candidates will recognize the importance of developing a strong and continually renewed set of technology skills and that they will promote access to these skills for all students with whom they teach.
Diversity
It is expected that teacher candidates in CIEP 305 will recognize, respect and address all varieties of diversity in their learning and teaching environments. This will be demonstrated in their coursework and relationships with classmates and instructors as well as in emerging professional relationships and knowledge of professional planning and instruction with the administration, faculty, students and families at their practicum experience school site.

Dispositions
Each course, sequence and module in the Teaching and Learning with Schools and Communities Program (TLSC) focuses on several professional dispositions. Candidates are offered opportunities to receive feedback on their dispositional growth. The specific disposition assessed in this course is listed below.

Dispositions Assessed in this Course

<table>
<thead>
<tr>
<th>Dispositions Rubric, Teaching and Learning</th>
<th>Acceptable (0 pt)</th>
<th>Unacceptable (0 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professionalism IL-LUC-DISP.1</strong></td>
<td>Demonstrates all behaviors at acceptable level and all of the following: Takes initiative. Serves as a model for peers. Actively problem solves. Is resilient.</td>
<td>Is prepared. Is responsible toward work. Is open-minded. Works well with others. Responds with appropriate language, affect, and actions. Makes appropriate changes in response to feedback.</td>
</tr>
<tr>
<td><strong>Fairness IL-LUC-DISP.2</strong></td>
<td>Demonstrates all behaviors at acceptable level and all of the following: Advocates/intercedes for others. Sees and accepts individual differences as strengths. Serves as a model for peers.</td>
<td>Respects students, families, communities, and peers. Creates an inclusive classroom environment. Is responsive to students/learners’ needs.</td>
</tr>
<tr>
<td><strong>All Students Can Learn IL-LUC-DISP.3</strong></td>
<td>Demonstrates all behaviors at acceptable level and all of the following: Advocates for students/learners. Serves as a model for peers. Is reflexive: aware of the foundation that guides their professional practices, and regularly examines the origins and influence these foundations have on student learning.</td>
<td>Has high expectations for all students/learners. Works with all students/learners. Is not easily discouraged by lack of student/learners progress. Resists making assumptions about students/learners, families, and communities based on stereotypes. Reflects on practices and</td>
</tr>
</tbody>
</table>
Dispositions Rubric, Teaching and Learning

<table>
<thead>
<tr>
<th>Target (0 pt)</th>
<th>Acceptable (0 pt)</th>
<th>Unacceptable (0 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>their impact on student/learners learning.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

D2: Engaging in advocacy efforts grounded in ethical convictions that promote social justice and affect policy design and implementation

<table>
<thead>
<tr>
<th>T</th>
<th>A</th>
<th>U</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidates lead an effort to develop and implement school-wide policies that promote social justice</td>
<td>Candidates act upon injustices observed in practices or school-wide policies by either questioning actions of others or taking action to deal with inequities</td>
<td>Candidates only address inequities within their classroom setting</td>
</tr>
</tbody>
</table>

D4: Demonstrating professionalism and reflective practice in collaborating with teachers, students, administrators, families, and communities to improve achievement for all students.

<table>
<thead>
<tr>
<th>T</th>
<th>A</th>
<th>U</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidates organize opportunities to engage in and lead collaborative efforts with a variety of stakeholders (i.e. students, teachers, administrators, family, community) to enhance learning and development of students</td>
<td>Candidates take on leadership role when working with peers or co-teachers while engaging in collaborative relationships beyond their immediate colleagues to promote student learning and development</td>
<td>Candidates passively participate in collaborative relationships with peers and co-teacher educators focused on enhancing student learning and development</td>
</tr>
</tbody>
</table>

IDEA Course Evaluation Objectives

Course evaluations for this course will be completed online beginning this semester. The goals of CIEP 305 are primarily to support candidates in:

3. Learning to apply course material (to improve thinking, problem solving, and decisions)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
9. Learning how to find and use resources for answering questions or solving problems

Course Outcomes

This Practicum is designed to develop and enhance reading teacher candidates’ competencies as ethical professionals in the following areas:

- Demonstrate knowledge of reading and writing and their foundations as complex, interactive, and constructive processes.
- Compare, contrast and analyze information and assessment results, including formal and informal tests and inventories, to place a student along a developmental continuum and to design instruction.
- Communicate assessment results to specific individuals such as students, parents, and other teachers through clear and concise reports.
• Work with colleagues to observe, evaluate, and provide feedback on each other’s practice.
• Use a variety of appropriate methods, materials, and research for literacy learning including technology to motivate students, meet their educational needs, and create lifelong learners.
• Create appropriate instruction considering differing cultural, linguistic, and special needs backgrounds of students and parents.
• Demonstrate professional and ethical behavior related to reading diagnosis/instruction.

In this Practicum, you will work to apply reading diagnosis and assessment techniques to problem solve students’ reading challenges. You will work with two or more students at two grade levels in order to fulfill ISBE reading teacher endorsement requirements. This will include the administration of an IRI for one student along with interest inventories and informal data collection for all students. You will design these tutoring sessions and work collaboratively with one of the students’ reading teachers.

The purpose of the practicum experience is to develop expertise in diagnosing, assessing and implementing strategic literacy instruction for struggling readers. Once assessments and data are analyzed, you are expected to develop a strategic instructional plan to support students’ specific literacy development and reading success.

Part of the course grade will involve your decision making in selecting appropriate formal and informal materials to provide evidence for your instructional plan. At the conclusion of the tutoring sessions, you will write a full case study report (as is demonstrated in the CIEP 328 course resources) and present this to the student’s teacher. You will also present your work to the rest of the practicum candidates in a visual media presentation on the on campus session. This presentation will include data that showcases student’s progress or lack of it.

During this course, test review activities will be included that help reading teacher candidates prepare for the ISBE #177 Reading Teacher Exam.

Note: All practicum sessions MUST be held outside of/in addition to regular classroom instruction. Candidates may not qualify for ISBE endorsement if they simply modify/differentiate student teaching lessons and use them to fulfill this requirement.

On Campus Schedule:

August 24th  Practicum Orientation

• Practicum Requirements and Rubric elements
• IRC Membership – student membership
• Article on PD in Sakai – for Reading Teacher Test (L’Allier and Elish-Piper, 2007)
• Assessment, Diagnosis, Planning, Instruction and Reporting for individual at-risk readers
• Resource Overview
• Beginning the Research Article Review
• Allington, chapters 1 & 2
• Discussion Topic: Allington chapters and resources on Sakai

August 31st  Gathering Diagnostic Assessment Information And Targeting Invention Instruction
edTPA academic language overview
• Gathering and utilizing data to determine instructional literacy needs
• Effective observation of students
• Current research/issues/applications in professional development for literacy
• Researching and evaluating professional literacy materials.
• Research Study Planning (teams)
• Allington, chapters 3 & 4

September 21st  Problem Solving and Data Based Decision Making
• Bring McKenna and Stahl Assessment text
• School based Response to Intervention delivery systems
• Comparison of special education and reading disabilities models of instruction – Analyzing IEPs for Reading
• Use of technology in assessment, diagnosis, and instruction for students with special learning needs
• Research Study Presentations
• Allington, chapter 5

October 26th  Presenting Data and Writing the Case Study Report
• Working effectively with parents, paraprofessionals, tutors, classroom teachers, and administrators.
• Co-teaching for literacy
• Discussion Topic: Linking Research to Practice
• Research Study Presentations
• Collecting and presenting data to demonstrate gains in reading
• Allington, chapter 6

November 16th  Case Study Reports/ Final Presentations
• Discussion of intervention and materials
• Writing a Case Study Report
• Discussion Topic: Assessment & High Stakes Testing for Struggling Readers
• Practicum Inquiry Presentations
• Allington, chapter 7

November 23rd  Case Study Reports/ Final Presentations
• Practicum Inquiry Presentations, cont.
• Allington, chapter 8
• Case Study Report Writing, cont.

Assignments:
Individual tutoring – eight hours of work directly with students

Case Study and Rubric:
For this case, you will individually teach small group and individual instruction with struggling readers to assess and coach these students during the eight required sessions. For some of the sessions, you will be collecting assessment data, coaching the students as they read or respond to texts in spoken or written formats, or doing both. After all the sessions are completed, you will compile your case study, prepare your case report, and present the case to the class at the end of the semester. The final technology presentation will include anonymous student artifacts that you have collected during the sessions, your interpretation of the data, and your description of the targeted instruction and results of student growth over the course of the tutoring.

**Final Presentation:** The reading teacher candidate will determine a question that they have tried to find answers to during the course of their work with a struggling reader(s) during the instructional session. This question will be the focus of the power point presentation and discussion. The PLC will engage in discussion about this question and student. The power point should be limited to 5 to 7 slides and the primary emphasis should be on discussion (23rd/April).

**Case Study Portfolio:** Work on this project will be submitted in a “portfolio” on Live Text. Although some elements will be required to be uploaded earlier, such as the lesson plan in the course Sakai dropbox, the final project will be due on Live Text no later than November 30th.

The following segments of the case study will be submitted on Live Text by the following dates. Extensions will only be provided if requested in advance and when circumstances merit them.

- Signed practicum letter and letter to students/families – Sept. 21
- Initial assessment data including background/research information– Sept. 21
- IRI Data/ Problem solving plan and schedule– Sept. 29
- First four lesson plans: October 26
- Final four lesson plans: November 9
- Case Presentation with informal data presentation: November 16
- Final Report: Due on Live Text by November 30th

**Weekly Online Postings:**
Articles related to Discussion Topics have been posted in the Resources Folder on Sakai. Candidates will be required to respond in 300 word comments in response to Discussion Topics and to respond to at least one other posting. These are due on the following dates:
- Sept. 15
- Sept. 22
- Sept. 29
- October 20
- Nov. 3

* Comments may be posted by the Tuesday following each online class session. They will not be accepted after this. Comments are assessed in the participation rubric and are considered to be class attendance.

**PLC Portfolio Progress Check in Dates:**
**September 21, October 12, October 26, November 9**
Candidates will be required to be up to date with all practicum intervention portfolio materials and responsibilities by official checks on these dates.
Research Article Presentation: Reading teacher candidates should use the LUC library search resources to locate a research article of their choosing from the last five years (2010 – 2015) that addresses a personally relevant topic related to reading or writing. This article should be read and analyzed according to the guidelines on the rubric. The presentations will be given in class sessions and will last no more than 15 minutes. Complete references to both the article and a follow up article should be included. This presentation should be posted in the forum on Sakai for other classmates to view. This may be completed as a team. Topic/article identification will be completed in class on August 31st.

Course Grading:
The grade for this course will be based on the elements below. Due dates for all phases of the practicum are listed. In order to receive full points for each section, work must be completed when due or alternative arrangements must be made with the professor in advance of the due date.

Individual elements of the course case study will be assessed on this rubric throughout the semester. This rubric will be available both on Sakai and on Live Text, where the assessment scoring will be published and available for individual candidates.

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation (in class)</td>
<td>10%</td>
</tr>
<tr>
<td>Participation (online)</td>
<td>10%</td>
</tr>
<tr>
<td>Practicum elements (Full portfolio)</td>
<td>70%</td>
</tr>
<tr>
<td>Research Article Presentation</td>
<td>10%</td>
</tr>
</tbody>
</table>

Participation:
Reading Teacher Candidates are expected to attend all on campus sessions and also post weekly responses online.

The following guidelines for participation will be considered in the final practicum grade.

Professional Attitude and Demeanor Part I
- 2- Always prompt and regularly attend sessions (all).
- 1- Rarely late and regularly attend sessions (No more than 1 absence).
- 0- Often late and/or poor attendance at sessions (More than 2 absences).

Professional Attitude and Demeanor Part II
- 2- Always prepared for sessions with assignments and required materials.
- 1- Rarely unprepared for sessions with assignments and required materials.
- 0- Often unprepared for sessions with assignments and required materials.

Weekly Online Postings
- 2 – Post comments each week with thoughtful and insightful responses by due date
- 1 – Post comments regularly by due dates
- 0 - Post only some comments by due dates (Missing two or more).

Level of Engagement in Class
- 2- Always a willing participant. Contributes by offering ideas and asking questions in sessions, small groups and the whole class.
- 1- Often a willing participant. Contributes by offering ideas and asking questions in sessions, small groups or the whole class.
- 0- Rarely a willing participant. Rarely contributes to sessions by offering ideas or asking questions.

Integration of Readings into Classroom Participation
- 2- Often cite from readings; use readings to support points.
☐ 1-Occasionally cite from readings; sometimes use readings to support points.
☐ 0-Rarely cite from readings; rarely use readings to support points.

Listening Skills
☐ 2-Listen when others talk, both in groups and in sessions. Incorporate or build off of the ideas of others.
☐ 1-Listen when others talk, both in groups and in sessions
☐ 0-Rarely listen when others talk, both in groups and in sessions.

Grading Scale for CIEP 359:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93 - 100</td>
</tr>
<tr>
<td>A-</td>
<td>90 - 92</td>
</tr>
<tr>
<td>B+</td>
<td>87 - 89</td>
</tr>
<tr>
<td>B</td>
<td>83 - 86</td>
</tr>
<tr>
<td>B-</td>
<td>80 - 82</td>
</tr>
<tr>
<td>C+</td>
<td>77 - 79</td>
</tr>
<tr>
<td>C</td>
<td>73 - 76</td>
</tr>
<tr>
<td>C-</td>
<td>70 - 72</td>
</tr>
<tr>
<td>D</td>
<td>61 - 69</td>
</tr>
<tr>
<td>F</td>
<td>60 - 0</td>
</tr>
</tbody>
</table>

Reading Teacher Practicum Portfolio Rubric

<table>
<thead>
<tr>
<th>Background Information</th>
<th>Target (0 pt)</th>
<th>Acceptable (0 pt)</th>
<th>Unacceptable (0 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>IRA-2010.1 IRA-2010.1.2.a IRA-2010.1.2.1.a</td>
<td>Detailed description of contexts &amp; focal student(s) connected to case analysis and research in literacy</td>
<td>Representative description of contexts &amp; student(s) connected to case analysis and research in literacy</td>
<td>Partial description of contexts and student(s) connected to case analysis and research in literacy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Conceptual Framework</th>
<th>Target (0 pt)</th>
<th>Acceptable (0 pt)</th>
<th>Unacceptable (0 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>IL-LUC-CF.2 IL-LUC-CF.6</td>
<td>Strategic connections to CF2 &amp; 6 demonstrating the use of key evidence-based decision making and instruction when working with all students</td>
<td>Adequate connections to CF2 &amp; 6 demonstrating the use of key evidence-based decision making and instruction when working with all students</td>
<td>Limited connections to CF2 &amp; 6 demonstrating the use of key evidence-based decision making and instruction when working with all students</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Letter to student/parents</th>
<th>Target (0 pt)</th>
<th>Acceptable (0 pt)</th>
<th>Unacceptable (0 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>IRA-2010.1.3.2.a IRA-2010.6.2.2.c</td>
<td>Professionally written and informative letter that introduces the tutor's qualifications and purpose for teaching these lessons. Official tutoring approval letter is signed and uploaded.</td>
<td>Professionally written letter that introduces the tutor's qualifications and purpose for teaching these sessions. Official tutoring approval letter is signed and uploaded.</td>
<td>Letter fails to appropriately introduce the tutor to the student, either professionally or with respect to appropriate content. Official tutoring approval letter is not signed and uploaded.</td>
</tr>
<tr>
<td>Component</td>
<td>Description</td>
<td>Evaluation</td>
<td></td>
</tr>
<tr>
<td>-----------</td>
<td>-------------</td>
<td>------------</td>
<td></td>
</tr>
<tr>
<td>Assessment Data IRA-2010.3.1.2.a, IRA-2010.3.1.2.b, IRA-2010.3.2.2.d, IRA-2010.3.4.2.a, IRA-2010.3.4.2.b</td>
<td>Key assessments selected and administered/scored accurately: IRI assessment data is provided along with interest inventory details.</td>
<td>Select assessments administered/scored accurately</td>
<td>Few assessments are administered/scored accurately</td>
</tr>
<tr>
<td>Student Artifacts and work products/lesson plans IRA-2010.1.3.2.b, IRA-2010.2.2.2.a, IRA-2010.5.2.2.a, IRA-2010.6.2.2.a</td>
<td>Rich selection of student artifacts and work samples and candidate's professional work products: Intervention lesson plans are supported by photos of work samples and instructional materials that showcase students thinking, learning and responses.</td>
<td>Adequate selection of student artifacts and work samples and candidate's professional work products</td>
<td>Partial selection of student artifacts and work samples and candidate's professional work products</td>
</tr>
<tr>
<td>Instructional Recommendations IRA-2010.3.4.2.a, IRA-2010.3.4.2.b</td>
<td>Precise analysis of student assessments showing accuracy in candidate's skills to target instruction: This is begun following the analysis of initial assessments. Then as the interventions continue, more is added to complete a full representation of students' strengths and needs.</td>
<td>Adequate analysis of student assessments showing candidate's developing skills to target instruction</td>
<td>Partial analysis of student assessments showing candidate's limited skills in targeting instruction</td>
</tr>
<tr>
<td>List of Professional Materials IRA-2010.2.3.2.a</td>
<td>Complete, comprehensive and creative list of materials used that have been effective with this student - presented in APA format.</td>
<td>Complete list of resources that have been used with the student throughout the tutoring sessions.</td>
<td>Incomplete list or list of materials not optimally appropriate for use with this student, with respect to age, interests, reading or developmental level.</td>
</tr>
<tr>
<td>Suggestions for Professional Development IRA-2010.6.1.1.a, IRA-2010.6.2.2.d, IRA-2010.6.2.2.e</td>
<td>Specific and insightful suggestions for professional development are presented that will be beneficial for future work as a reading professional based on this experience.</td>
<td>Appropriate suggestions for professional development are presented that will be beneficial for future teaching based on this experience.</td>
<td>Incomplete or inappropriate suggestions are provided that do not present a valuable or effective personal plan for continual growth as a reading professional are presented.</td>
</tr>
<tr>
<td>Written Report of Case Study</td>
<td>Report quality is professional and should be provided to teaching professionals at the school site. It</td>
<td>Report is of high professional quality and</td>
<td>Report would benefit from additional</td>
</tr>
</tbody>
</table>
includes specific details related to the assessment, literacy growth, instructional recommendations of all students.

includes full details related to the assessment, literacy growth and instructional recommendations for all students.

Professional Language

Professional specifics related to the students with whom the candidate has worked.

Research of best literacy practice (terms/research) grounds claims: This is demonstrated in both the written portfolio and the oral case study presentation.

Some research of best literacy practices grounds claims

Minimal research of best literacy practice grounds case

Format and Mechanics

Strategic structure and conventions evident: This is demonstrated in both the written portfolio and the oral case study presentation.

Adequate structure and conventions

Partial structure; minimal use of conventions evident

Nonprint media use

Use of appropriate multimedia formats to present case: One student's learning and progress is measured and presented in depth. An inquiry approach guides the presentation. Informal pre and post assessment data and work samples are highlighted to demonstrate the impact on student growth.

Use of technology to present case

No use of technology format to present case

Presentation Delivery

Strong articulation and clarity of information: Significant content and analysis is showcased that provides insights into the identified student's progress.

Adequate articulation and clarity of information

Developing presentation skills

Overall Quality of portfolio

Quality analysis and finds related; clear synthesis of ideas: All required materials are included and have been completed in appropriate detail.

Adequate analysis and findings related; clear synthesis of ideas

Developing analysis and findings related; synthesis unclear

Overall Quality all Elements

Target

Acceptable

Not Acceptable

Standards

IL-LUC-CF.2

Candidates demonstrate knowledge and skills in a variety of school and professional settings.

IL-LUC-CF.6

Candidates demonstrate professional decision-making skills and behaviors in advancing social justice and service.

IRA-2010.1

Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.

IRA-2010.1.1.2.a

Recognize major theories of reading and writing processes and development, including first and second literacy acquisition and the role of native language in learning to read and write in a second language.

IRA-2010.1.2.1.a
Identify major milestones in reading scholarship and interpret them in light of the current social context.

IRA-2010.1.3.2.a
Show fair-mindedness, empathy, and ethical behavior in literacy instruction and when working with other professionals.

IRA-2010.1.3.2.b
Use multiple sources of information to guide instructional planning to improve reading achievement of all students.

IRA-2010.2.2.2.a
Select and implement instructional approaches based on evidence-based rationale, student needs, and purposes for instruction.

IRA-2010.2.2.2.d
Incorporate traditional print, digital, and online resources as instructional tools to enhance student learning.

IRA-2010.2.3.2.a
Guided by evidence-based rationale, select and use quality traditional print, digital, and online resources.

IRA-2010.3.1.2.a
Describe strengths and limitations of a range of assessment tools and their appropriate uses.

IRA-2010.3.1.2.b
Recognize the basic technical adequacy of assessments (e.g., reliability, content, and construct validity).

IRA-2010.3.2.2.d
Collaborate with other teachers and with support personnel to discuss interpretation of assessment data and their uses in responding to student needs and strengths.

IRA-2010.3.4.2.a
Communicate assessment purposes and a summary of results to appropriate audiences (i.e., student, parents or guardians, colleagues, and administrators).

IRA-2010.3.4.2.b
Use assessment data and student work samples to discuss relevant implications and goals for reading and writing instruction.

IRA-2010.5.2.2.a
Demonstrate a respectful attitude toward all learners and understand the roles of choice, motivation, and scaffolded support in creating low-risk and positive social environments.

IRA-2010.6.1.1.a
Demonstrate an awareness of the factors that influence adult learning, organizational change, professional development, and school culture.

IRA-2010.6.2.2.a
Display positive reading and writing behaviors and serve as a model for students.

IRA-2010.6.2.2.c
Work collaboratively and respectfully with families, colleagues, and community members to support students’ reading and writing.

IRA-2010.6.2.2.d
Identify specific questions and goals about the teaching of reading and writing and plan specific strategies for finding answers to questions.

IRA-2010.6.2.2.e
Implement plans and use results for their own professional growth.

Practicum Checklist: NO late work will be accepted.

<table>
<thead>
<tr>
<th>Task</th>
<th>Details</th>
<th>Suggested Date Due</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make arrangements to complete practicum requirements with your school</td>
<td>Submit letter and have it signed.</td>
<td>Sept. 15</td>
<td></td>
</tr>
<tr>
<td>Identify two sets of students at two different grade levels. (Alt. one set of</td>
<td>Write or revise letter to students</td>
<td>October 2</td>
<td></td>
</tr>
<tr>
<td>Task Description</td>
<td>Description</td>
<td>Deadline</td>
<td></td>
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<td>---------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Schedule regular times to work with the students. Must be outside of regular class time.</td>
<td>Schedule times in advance.</td>
<td>Sept. 21</td>
<td></td>
</tr>
<tr>
<td>Administer a complete IRI to one student.</td>
<td>Complete the chart and upload into Live Text</td>
<td>Sept. 29</td>
<td></td>
</tr>
<tr>
<td>Administer an age appropriate interest inventory to all students</td>
<td></td>
<td>Sept. 21</td>
<td></td>
</tr>
<tr>
<td>Discuss needs of students with classroom teachers</td>
<td>Do this as soon as possible and when you select students for this experience, but include the information in the background information.</td>
<td>Sept. 15</td>
<td></td>
</tr>
<tr>
<td>Write up initial instructional recommendations for second set of students. Suggest evidence or research based practices that would help to address needs.</td>
<td>Two separate reports</td>
<td></td>
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<tr>
<td>Write up lesson plans using tutoring format.</td>
<td>Easiest to keep this as a running plan in one word document. Send in individual plans in Dropbox by the following dates:</td>
<td>Nov. 9</td>
<td></td>
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<tr>
<td></td>
<td>Submit a photo/work sample with each lesson plan.</td>
<td></td>
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<td></td>
<td>Full document of eight plans in Live Text by November 9th</td>
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<tr>
<td>Keep a work sample from each lesson – or take a photo of student working with manipulatives if appropriate.</td>
<td></td>
<td>Nov. 9</td>
<td></td>
</tr>
<tr>
<td>Utilize a variety of instructional strategies</td>
<td>These will be used in your presentation.</td>
<td>Nov. 16</td>
<td></td>
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<tr>
<td></td>
<td>If something works well, you may repeat it, but also add something new each session</td>
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<td></td>
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<tr>
<td>Keep a running list of texts and resources utilized. (Professional Materials)</td>
<td>Select age and interest appropriate texts.</td>
<td>Nov. 30</td>
<td></td>
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<tr>
<td>Write up case study for the two groups.</td>
<td>This will be provided to your teacher. It should be three to four pages in length and discuss progress and recommendations in depth.</td>
<td>Nov. 30</td>
<td></td>
</tr>
<tr>
<td>Develop Media Presentation for Inquiry Topic</td>
<td>Complete a power point presentation that asks a question related to an issue you faced with a student(s). Then use photos and work samples to showcase how this was targeted in lessons and addressed.</td>
<td>Nov. 16</td>
<td></td>
</tr>
<tr>
<td>Consider suggestions for Professional Development</td>
<td>This follows the format in the Impact Project. What specifically</td>
<td>Nov. 30</td>
<td></td>
</tr>
</tbody>
</table>
would be helpful to learn more about or how to do in order to meet the specific needs of the students with whom you worked in this practicum experience?

| Upload all materials into Live Text Portfolio | All elements have been completed and uploaded into Live Text | By Nov. 30th at midnight |

**International Reading Association Standards (2010) for this course:**

Explain the research and theory about effective learning environments that support individual motivation to read and write (e.g., choice, challenge, interests, and access to traditional print, digital, and online resources). (1.1)

Identify major milestones in reading scholarship and interpret them in light of the current social context. (1.2)

Show fair-mindedness, empathy, and ethical behavior in literacy instruction and when working with other professionals. (1.3)

Use multiple sources of information to guide instructional planning to improve reading achievement of all students. (1.3)

Plan with other teachers and support personnel in designing, adjusting, and modifying the curriculum to meet students’ needs in traditional print, digital, and online contexts. (2.1)

Select and implement instructional approaches based on evidence-based rationale, student needs, and purposes for instruction. (2.2)

Implement and evaluate instruction in each of the following areas: concepts of print, phonemic awareness, phonics, vocabulary, comprehension, fluency, critical thinking, motivation, and writing. (2.2)

Incorporate traditional print, digital, and online resources as instructional tools to enhance student learning. (2.2)

As needed, adapt instructional approaches and materials to meet the language-proficiency needs of English learners. (2.2)

Demonstrate knowledge about various materials and their uses. (2.3)

Guided by evidence-based rationale, select and use quality traditional print, digital, and online resources. (2.3)

Demonstrate an understanding of established purposes for assessing student performance, including tools for screening, diagnosis, progress monitoring, and measuring outcomes. (3.1)

Describe strengths and limitations of a range of assessment tools and their appropriate uses. (3.1)

Recognize the basic technical adequacy of assessments (e.g., reliability, content, and construct validity). (3.1)

Select or develop appropriate assessment tools to monitor student progress and to analyze instructional effectiveness. (3.2)
Administer classroom and school-based assessments using consistent, fair, and equitable assessment procedures. (3.2)

Interpret and use assessment data to analyze individual, group, and classroom performance and progress. (3.2)

Collaborate with other teachers and with support personnel to discuss interpretation of assessment data and their uses in responding to student needs and strengths. (3.2)

Analyze and use assessment data to plan and adjust instruction systematically and to select appropriate reading materials for use in the content areas. (3.3)

Analyze and use assessment data to evaluate students’ responses to instruction and to develop relevant next steps for teaching. (3.3)

Identify and interpret patterns in classroom and individuals’ student data. (3.3)

Collaborate with reading teachers to identify relevant reading and writing strategies and skills for use in the specific content areas or disciplines. (3.3)

Communicate assessment purposes and a summary of results to appropriate audiences (i.e., student, parents or guardians, colleagues, and administrators). (3.4)

Use assessment data and student work samples to discuss relevant implications and goals for reading and writing instruction. (3.4)

Display positive reading and writing behaviors and serve as a model for students. (6.2)

Promote student appreciation of the value of reading traditional print, digital, and online resources in and out of school. (6.2)

Work collaboratively and respectfully with families, colleagues, and community members to support students’ reading and writing. (6.2)

Identify specific questions and goals about the teaching of reading and writing and plan specific strategies for finding answers to questions. (6.2)

Implement plans and use results for their own professional growth. (6.2)

Demonstrate effective use of technology for improving student learning. (6.2)

Recognize the importance of professional development for improving reading and writing in schools. (6.3)

Apply learning from professional development to instructional practices. (6.3)