

**Community Literacy Club (CLC) Summer 2017 (1175)  
Florida International University**

Course Number, Title: RED 6546, Diagnosis of Reading Difficulties  
 Course Number, Title: RED 6515, Programs of Remediation in Reading

Department: Teaching and Learning, School of Education and Human Development  
 Website: <http://education.fiu.edu/> (Go to: Academic Programs)

Course Credit: 6 hours supervised, clinical practicum experience  
 (3 semester hours each course)

Professors	Office	Contact Information	Office Hours
Dr. Joyce Fine	ZEB 260A, SEHD Modesto Maidique Campus (MMC)	<a href="mailto:Joyce.Fine@fiu.edu">Joyce.Fine@fiu.edu</a> or <a href="mailto:finej@fiu.edu">finej@fiu.edu</a> (305)965-7942	After Class & by appointment
Dr. Helen Robbins	ZEB 257B, SEHD Modesto Maidique Campus (MMC)	<a href="mailto:helen.robbs1@fiu.edu">helen.robbs1@fiu.edu</a> (305)479-1421	After Class & by appointment

**Phone and E-mail Communication**  
 Since these courses are taught off campus, if you would like to speak on the phone with one of the professors, please provide your phone number in your e-mail. When you e-mail one, please copy the other to facilitate clear, consistent communication. The first professor you list on the "TO" line will respond to you. When one professor returns your e-mail, it will be copied to the other.

Community Literacy Club (CLC) Class Locations with Dates	
FIU@I-75, 1930 SW 145 <sup>th</sup> Street, Miramar, FL 33027	Room 335 – Wednesdays, May 10, 17, 24, and June 7 at I-75, 5:00 - 8:20 PM
	Class schedule at FIU I-75 5:00-6:15 Class 6:15-6:45 Dinner Break 6:45-8:20 Class
North Twin Lakes Elementary Community School, 625 W. 74 <sup>th</sup> Place, Hialeah, FL 33014	Wednesday, May 31 from 5:00 – 7:40 PM; then daily, June 12- June 27– 9:00 AM– 2:00 PM
	Class Schedule at NTLECS May 31 5:00 Orientation: FIU Tutors and Parents/Children 5:30 Parent Interviews 6:45 – 7:40 Class Class Schedule at NTLECS June 12-27 9:00-10:00 Class 10:00-12:00 Tutoring 12:00-12:30 Lunch 12:30- 2:00 Class

CLC's Partner School (MDCPS)	
Partner School (MDCPS)	North Twin Lakes Elementary Community

	<b>School</b>
<b>North Twin Lakes Address:</b>	<b>625 West 74<sup>th</sup> Place Hialeah, FL 33014</b>
<b>North Twin Lakes Phone:</b>	<b>(305) 822-0721</b>
<b>North Twin Lakes Fax:</b>	<b>(305) 558-1697</b>

**Focus of Courses:** Clinical Application of Reading Assessment and Instruction Practices  
**School of Education and Human Development:** Clinical Experience for Master’s of Science in Reading Education

**Prerequisites:** Admission to program, RED 6314 or the equivalent. Permission of the instructors.  
All grades earned in MS in Reading courses taken prior to RED 6546 and RED 6515 must be C or above, and there may be no incomplete (I) grades.

**Co-requisites:** RED 6546 and RED 6515

**Resources: Required Texts**

**RED 6546, Diagnosis of Reading Difficulties**

CORE. *Assessing Reading: Multiple measures from kindergarten through twelfth grade*, (2<sup>nd</sup> ed.).  
CORE Novato, CA: Arena Press. [This book is also used in RED 6805, Practicum in Reading.]

Johns, J. L. (2017). *Basic reading inventory: Pre-Primer through grade twelve & early literacy assessments*. Dubuque, IA: Kendall/Hunt. **[This book has a spiral-bound book which is sold with the main BRI book – If the books are not packaged together, make sure you buy both and that you get the CD that allows you to print materials. Must use retelling chart from 11<sup>th</sup> or later edition.]**

Rhodes, L. K. (Ed.). (1993). *Literacy assessment: A handbook of instruments*. Portsmouth, NH: Heinemann. **[This is available inexpensively online.]**

Reutzell, R. D., & Cooter, R. B. Jr. (2016). *Strategies for Reading Assessment and Instruction in an Era of Common Core Standards.: Helping Every Child Succeed*. Boston: Pearson. ISBN-13: 978-0-13-348881-4. [Used for both classes RED 6546 and RED 6515- students must be enrolled for both.]

**RED 6515, Programs of Remediation in Reading**

Bear, D. Rl, Invernizzi, M., Templeton, S., & Johnston, F. (2016). *Words their way* (6<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson Education, Inc.

Honig, B., Diamond, L., & Gutlohn, L. (2015). *Teaching reading sourcebook for kindergarten through eighth grade* (2<sup>nd</sup> ed. Updated). Novato, CA: Arena Press. **[This book is also used in RED 6805, Practicum in Reading.]**

Reutzell, R. D., & Cooter, R. B. Jr. (2016). *Strategies for Reading Assessment and Instruction in an*

*Era of Common Core Standards.: Helping Every Child Succeed.* Boston: Pearson. ISBN-13: 978-0-13-348881-4.(used for both classes RED 6546 and RED 6515- students must be enrolled for both)

Optional:

Antonacci, P. A., & O’Callaghan, C. M. (2012). *Promoting literacy development: 50 researched-based strategies for K-8 learners.* Los Angeles, CA: Sage Publishers.

**Evaluation and Grading Criteria**

*Evaluation*

[D = less than satisfactory] To earn a D, some of the critical requirements must be met, but some part of the assignment is not at the satisfactory level.

[C = satisfactory] To earn a grade of C, all requirements of assignment must be met and be at a satisfactory level.

[B = exceeds satisfactory] To earn a grade of B, all requirements of assignment must be met and must exceed the satisfactory level. This means that assignments are very well done, with evidence of student effort (thought and making connections).

[A = model quality] To earn a grade of A, all requirements of assignment must be met and the content and presentation of the assignments must reflect model quality. "Model quality" means that in addition to those attributes for an "exceeds satisfactory" assignment, the work reflects exceptional clarity and precision.

*Grading*

The points earned on an assignment will be divided by total points possible to determine a percent that reflects the final grade for the assignment. For the course grades, the total points earned will be divided by the total points possible to determine the final grade for each course. The percent breakdown is as follows:

A	94-100	B+	87-89	C	70-79	D	60-69	F	<60
A-	9-93	B	84-86						
		B-	80-83						

The grade of "IN" (incomplete) will be assigned in accordance with FIU policy. The grade of incomplete requires official documentation of an extenuating circumstance. At least 50% of the work must have been done with a grade of “C” or better.

In order to receive a grade of "DR" (Drop), a course must be dropped in accordance with the FIU calendar deadline for the given term. May 23 is the last day to drop for summer 2017. Last day to apply for graduation for summer 2017 is **May 27, 2017**. If you started the MS in Reading Ed program prior to being admitted, please see Dr. Fine. If you are not **ESOL endorsed**, you must take **TSL 5361C** prior to graduation.

Candidates must have passed modified **IPEGS** evaluation during the Community Literacy Club.

## **School's Conceptual Framework**

The School of Education and Human Development believes *that it is one in which candidates, faculty, and staff embrace the shared experiences of a diverse, international, and professional learning community.* (Vision Statement of the Conceptual Framework of the College of Education – Revised, 2007). The theme for the College of Education is: **facilitating personal, intellectual, and social renewal within diverse populations and environments** (Theme of the Conceptual Framework of the College of Education – Revised, 2007). Our charge is to prepare professionals who have the knowledge, abilities, and habits of mind to facilitate and enhance learning and development within diverse settings; promote and facilitate the discovery, development, documentation, assessment, and dissemination of knowledge related to teaching and learning; and, develop professional partnerships in the larger community (Mission Statement of the Conceptual Framework of the College of Education – Revised, 2007).

Three major outcomes become the lens through which each program organizes learning experiences and contributes to the vision and aim of the College. These outcomes include: a) Unit Content Outcome: Stewards of the Discipline (Knowledge); b) Unit Process Outcome: Reflective Inquirer (Skills); and c) Unit Dispositions Outcome: Mindful Educator (Dispositions). The desired performance learning outcomes are aligned with state and other professional standards.

The learning outcomes for all candidates in the COE unit (initial and advanced) are guided by content, process and dispositions outcomes. These outcomes may be considered as the road map for the unit to achieve its vision; they provide the conditions through which the unit strives to reach its ends. The learning outcomes, therefore, may be construed as the characteristics of the way of life the unit envisions for its graduates.

***The Content Outcome*** – the concepts, knowledge and understandings candidates must have in their respective field of study. This may be visualized metaphorically as stewards of the discipline in which candidates are expected to:

- Know their content and pedagogical content.
- Know how to use this knowledge to facilitate learning.
- Engage in cross-disciplinary activities to ensure breadth and depth of knowledge.
- Know how to experiment with pedagogical techniques through inquiry, critical analysis, synthesis of the subject, and the integration of technology.
- Know how to evaluate the results of their experimentation.

***The Process Outcome*** – the requisite generic skills needed to be able to apply the content and pedagogical content - - reflective inquirers. This means that candidates' professional development in the unit as reflective inquirers is shaped by their ability to:

- Reflect on practice and change approaches based on own insights.
- Reflect on practice with the goal of continuous improvement.
- Think critically about issues through a form of inquiry that investigates dilemmas and problems and seek resolutions that benefit all involved.
- Be sensitive to and understand individual and cultural differences among students.
- Collaborate with other professional educators, families, and communities.
- Foster learning environments that take into account technological resources.
- Use the richness of diverse communities and an understanding of the urban environment to enhance learning.
- Use knowledge to help learners foster global connections.

***The Dispositions Outcome*** – the dispositions, that is, Habits of Mind (intellectual, and social) that render professional actions and conduct more intelligent. These dispositions, i.e., habits of pedagogical

“mindfulness” and thoughtfulness (reflective capacity) create a form of interconnectedness by which the unit’s candidates have a disposition toward enhancing the growth of all learners through the application of their thinking to things already known (content, process skills) for the purpose of improving social conditions. This requires that teachers and other school personnel demonstrate commitments to patterns of intellectual activity that guide their cognitive and social behavior in educational settings with students, colleagues, families, and communities, thus enhancing their conduct in the world of practice – mindful educators.

These dispositions/habits of mind that make professional conduct more intelligent include candidates:

- Adopting a critical eye toward ideas and actions (Being Analytical).
- Withholding judgment until understanding is achieved by being thoughtful in his/her actions. (Managing Impulsivity).
- Working to see things through by employing systematic methods of analyzing problems (Persisting).
- Thinking about his/her own thinking (Reflective Thoughtfulness).
- Thinking and communicating with clarity and precision (Communicating Accurately).
- Showing curiosity and passion about learning through inquiry (Being Inquisitive).
- Showing a sense of being comfortable in situations where the outcomes are not immediately known by acting on the basis of his/her initiative and not from needing a script (Taking Responsible Risks).
- Recognizing the wholeness and distinctiveness of other people’s ways of experiencing and making meaning by being open-minded (Being Open-minded).
- Taking time to check over work because of his/her being more interested in excellent work than in expediency (Striving for Accuracy).
- Abstracting meaning from one experience and carrying it forward and applying it to a new situation by calling on his/her store of past knowledge as a source of data to solve new challenges (Applying Past Knowledge to New Situations).
- Showing sensitivity to the needs of others and to being a cooperative team member (Thinking Interdependently), and,
- Showing a sense of care for others and an interest in listening well to others (Empathic Understanding) (Costa & Kallick, 2004).

**Purpose of the Course**

The purpose of this set of courses is one in which candidates and faculty embrace the shared experiences of a diverse, international, and professional learning community in learning to diagnosis (RED 6546) reading difficulties and to intervene (RED 6515) with data-driven instruction.

Learning Objectives for these courses: Candidates will develop requisite knowledge, skills and dispositions to become proficient at assessing reading and other aspects of literacy for diverse learners. (RED 6546). Candidates will develop requisite knowledge, skills and dispositions to become proficient at intervening with appropriate instruction related to reading and other aspects of literacy for diverse learners. (RED 6515)

**Course Design and Standards**

**Objectives/ Standards Matrix: RED:6546 Diagnosis of Reading Difficulties**

Course Objective(s)	Candidates will develop requisite knowledge, skills and dispositions to become proficient at assessing reading and other aspects of literacy for diverse learners. Specific objectives are listed in each assignment.
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FEAPs Florida Educator Accomplished Practices	(a) 4.a . Analyzes and applies data from multiple assessments and measures to diagnose students’ learning needs, informs instruction based on those needs, and drives the learning process; a) 4.b . Designs and aligns formative and summative assessments that match learning objectives and lead to mastery; (a) 4.c Uses a variety of assessment tools to monitor student progress, achievement and learning gains; (a) 4.d Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge (a) 4.e . Shares the importance and outcomes of student assessment data with the student and the student’s parent/caregiver(s) (a) 4.f Applies technology to organize and integrate assessment information. (b)1.d. . Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement. (b) 2.a Apply the Code of Ethics and Principles of Professional Conduct to professional and personal situations. (b) 2. b Identify statutory grounds and procedures for disciplinary action, the penalties that can be imposed by the Educational Practices Commission against a certificate holder, and the appeals process available to the individual. (b) 2. c Apply knowledge of rights, legal responsibilities, and procedures for reporting incidences of abuse, neglect, or other signs of distress. (b) 2. e . Determine and apply the appropriate use and maintenance of students’ information and records.
PECs Professional Education Competencies	1.3 . Determine and apply learning experiences and activities that require students to demonstrate a variety of applicable skills and competencies 5.1 Determine relevant and measureable professional development goals to strengthen the effectiveness of instruction based on educator and students’ needs.
SACs Subject Area Competencies, Reading K-12, section 35	Sec. 35, Reading K-12, 3.2 Evaluate appropriate oral and written assessment instruments and practices using continuous text for monitoring individual student progress.
UCC Additional Elements of the Uniform Core Curriculum	F. (l) Write and speak in a logical and understandable style with appropriate grammar F. (i) Professional ethics
Reading Endorsement Competencies	

**Objectives/ Standards Matrix: RED 6515: Remediation of Reading Problems**

Course Objective(s)	Candidates will be able to align instruction with state-adapted standards at the appropriate level. Candidates will be able to sequence lessons and concepts coherently. Candidates will use formative assessments to monitor learning. Candidates will use diagnostic student data to plan lessons.
FEAPs Florida Educator Accomplished Practices	(a) 1.a . Aligns instruction with state-adopted standards at the appropriate level of rigor; (a) 1.b . Sequences lessons and concepts to ensure coherence and required prior knowledge; (a) 1.c Designs instruction for students to achieve mastery; (a) 1.d Selects appropriate formative assessments to monitor learning; (a) 1.e Uses diagnostic student data to plan lessons

	<p>(a) 1.f . Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies</p> <p>(a) 2.a Organizes, allocates, and manages the resources of time, space, and attention</p> <p>(a) 2.b Manages individual and class behaviors through a well-planned management system</p> <p>(a) 2. c Conveys high expectations to all students</p> <p>(a) 2.d Respects students’ cultural linguistic and family background</p> <p>(a) 2.e Models clear, acceptable oral and written communication skills</p> <p>(a) 2.f Maintains a climate of openness, inquiry, fairness and support</p> <p>(a) 2.g Integrates current information and communication technologies;</p> <p>(a) 2.h Adapts the learning environment to accommodate the differing needs and diversity of students; and</p> <p>(a) 2.i Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.</p> <p>(a) 3.a Deliver engaging and challenging lessons;</p> <p>(a) 3.b Deepen and enrich students’ understanding through content area literacy strategies, verbalization of thought, and application of the subject matter</p> <p>(a) 3.c Identify gaps in students’ subject matter knowledge;</p> <p>(a) 3.d Modify instruction to respond to preconceptions or misconceptions</p> <p>(a) 3.e Relate and integrate the subject matter with other disciplines and life experiences;</p> <p>(a) 3.f Employ higher-order questioning techniques;</p> <p>(a) 3.g Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;</p> <p>(a) 3.h Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;</p> <p>(a) 3.i Support, encourage, and provide immediate and specific feedback to students to promote student achievement</p> <p>(a) 3.j Support, encourage, and provide immediate and specific feedback to students to promote student achievement</p> <p>(b)1.c Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons.</p> <p>(b) 2.d . Identify and apply policies and procedures for the safe, appropriate, and ethical use of technologies.</p>
<p>PECs Professional Education Competencies</p>	<p>3.2 Apply appropriate instructional practices for developing content area literacy</p> <p>7.5 Analyze assessment issues as they affect ELLs and determine appropriate accommodations according to ELLs’ varying English proficiency levels and academic levels.</p>
<p>SACs Subject Area Competencies, Reading K-12 section 35</p>	<p>Sec. 35, Reading K-12, 2.3 Evaluate and select appropriate texts to reflect and support the backgrounds of diverse learners while matching text to student interest.</p> <p>Sec. 35, Reading K-12, 2.4 Determine criteria for evaluating and selecting both print and nonprint texts for instructional use.</p> <p>Sec. 35, Reading K-12, 2.5 Evaluate and select text at appropriate reading levels and text complexity for diverse learners.</p> <p>Sec. 35, Reading K-12, 3.3 Analyze and interpret data from multiple informal and formal reading and writing assessments to guide whole group instruction.</p> <p>Sec. 35, Reading K-12, 3.4 Analyze and interpret student data from multiple informal and formal reading and writing assessment to differentiate instruction and develop individual student goals for divers learners.</p> <p>Sec. 35, Reading K-12 4.3 Evaluate and select techniques for encouraging motivation and promoting positive attitudes of diverse learners towards academic and personal reading.</p>

	<p>Sec. 35, Reading K-12 4.4 Apply appropriate instructional methods to integrate technology, support student-centered learning, and establish an information-rich environment.</p> <p>Sec. 35, Reading K-12 5.3 Apply instructional methods for developing oral language, phonological awareness, concepts of print, alphabetic knowledge, and written language development.</p> <p>Sec. 35, Reading K-12 6.2 Apply instructional methods for developing phonemic awareness and phonics knowledge for diverse learners.</p> <p>Sec. 35, Reading K-12 6.4 Apply instructional methods for promoting the recognition of high frequency words, sight words, and idregularly spelled words for diverse learners.</p> <p>Sec. 35, Reading K-12- 7.3 Apply appropriate instructional methods for developing the use of independent word learning strategies for diverse learners.</p>
<p>UCC Additional Elements of the Uniform Core Curriculum</p>	<p>F. (b) Math computational skills acquisition and measures to improve P-12 computational performance</p> <p>F. (d) Reading, interpretation and use of data for student achievement</p>
<p>Reading Endorsement Competencies</p>	<p>4.1 Understand and apply knowledge of socio-cultural, socio-political and psychological variables to differentiate reading instruction for all students.</p> <p>4.2 Understand the stages of English language acquisition for English language learners and differentiate reading instruction for students at different levels of English language proficiency.</p> <p>4.3 Understand and apply current theories of second language acquisition to differentiate instruction for English language learners of diverse backgrounds and various levels of prior education</p> <p>4.4 Identify factors impeding student reading development in each of the reading components or the integration of these components.</p> <p>4.5 Recognize how characteristics of both language and cognitive development impact reading proficiency.</p> <p>4.6 Recognize the characteristics of proficient readers to more effectively differentiate instruction.</p> <p>4.7 Compare language, cognitive, and reading acquisition of different age groups (primary, intermediate, secondary levels) and abilities.</p> <p>4.8 Select and use developmentally appropriate materials that address sociocultural and linguistic differences.</p> <p>4.9 Plan for instruction that utilizes increasingly complex print and digital text, embeds assessment, includes scaffolding, and provides re-teaching when necessary for individuals and small groups.</p> <p>4.10 Differentiate reading instruction for English language learners with various levels of first language literacy.</p> <p>4.11 Scaffold instruction for students having difficulty in each of the components of reading.</p> <p>4.12 Implement a classroom level plan for monitoring student reading progress and differentiating instruction.</p> <p>4.13 Monitor student progress and use data to differentiate instruction for all students.</p> <p>4.15 Implement research-based instructional practices for developing students’ higher order thinking.</p> <p>4.16 Implement research-based instructional practices for developing students’ ability to read critically.</p> <p>4.17 Implement research-based instructional practices using writing to develop students’ comprehension of text.</p> <p>4.18 Implement appropriate and allowable instructional accommodations as specified in the Individual Education Plan or 504 Plan when differentiating instruction for students with disabilities.</p> <p>4.19 Modify assessment and instruction for students with significant cognitive disabilities while maintaining high expectations for achievement that reflect appropriate levels of</p>



**Learning Experiences**

Learning Experiences: RED 6546

	Learning Experience	Points	TaskSteam Artifact
1	Practice BRI and Protocol Report	/8	
2	Assessment Tool Kit	/4	
3	Literacy Assessment Journal	/12	*Summary Analysis and Reflection
4	Decision Chart	/8	*Decision Chart
5	Student-Parent-Teacher Conference with Recommendations	/4	*Plans and Recommendations
6	Protocols and Protocol Reports a) Family Information Form /8 b) BRI or Early Literacy Assessment /8 c) CORE Phonics Survey /8 d) Interest Inventory /8 e) Reading Interview (Burke) – Rhodes /8 – Or – Emergent Reader-Writer Interview (Rhodes) /8 f) Elementary Reading Attitude Survey (Rhodes) (Garfield) /8 g) Writing Sample and Spelling in Isolation (Words Their Way) /8		
7	Description and Analysis of Student’s CLC Literacy Development, including BRI or ELA Post Assessment	8	
		Total Points 100	

Learning Experiences: RED 6515

	Learning Experience	Points	TaskStream Artifact
1	Community Profile with Summary Analysis and Reflection Community Instructional Strategy, Whole Part Whole Instruction, focusing on Decodable Text and Fluency (WCPM)  Community Instructional Strategy, Differentiated Spelling  Community Instructional Strategy, Sheltered Vocabulary Instruction with an Information Book  Community Instructional Strategy, Sheltered Instruction with an Information Book with a Focus on Retelling	/8  /8  /8  /8	*Summary Analysis and Reflection
2	Framework for Assessment and Instruction Paper	20	*Framework Paper
3	Niche with Summary Analysis and Reflection	12	*Summary Analysis and Reflection
4	Student-Made and Teacher-Made Information Book with Summary Analysis and Reflection	8	*Summary Analysis and Reflection
5	Literacy Instruction Journal with Summary Analysis and Reflection	12	*Summary Analysis and Reflection
6	Case Study Presentation Plus Original Protocol Reports (w/ Protocol Sheets) and Corrected Protocol Reports	8	
		Total 100 Points	

\*Assignment Sheets and Rubrics (where applicable) will be provided.

**Other Assessments in Course**

In this integrated set of supervised-clinical practicum courses (RED 6546, Diagnosis, and RED 6515, Remediation) all assessments are completed through the tasks identified in the section above.

**TaskStream**

This course requires you to use Task Stream for uploading your critical assignments. Your Task Stream account will be used in many FIU College of Education courses. It also offers you storage space and web folio development for your professional use. Therefore, you must have a current TaskStream account.

The School of Education and Human Development's website at <http://education.fiu.edu/taskstream> provides detailed information and downloadable instructions about:

- How to purchase a new account
- How to enroll into the program/course
- How to upload your artifact
- How to document your field hours
- Frequently asked questions (FAQs – including, pricing, technical related issues, help information, etc.)
- COE provided training workshop schedule

Once you have a Task Stream account, you will need to self-enroll in an assessment program that houses this course. **Please sign up for an account in the first week of the class if you do not already have one. IPEGS evaluation will be on TASKSTREAM.**

**For help, go to:**

TaskStream.com (to purchase an account or for TaskStream technical support or to reset password or user name)

800-311-5656

[help@taskstream.com](mailto:help@taskstream.com)

(Monday – Friday, 8:00 am – 7:00 pm ET)

COE IT Department, ZEB 269

305-348-6305

[coesupport@fiu.edu](mailto:coesupport@fiu.edu)

COE Computer Lab, ZEB 165

305-348-6134

**University Requirements**

University Graduate School Statement on **Plagiarism**

*Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook.*

*Misconduct includes: Cheating – The unauthorized use of books, notes, aids, electronic sources; or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers or course materials, whether originally authorized or not. Plagiarism – The use and appropriation of another’s work without any indication of the source and the representation of such work as the student’s own. Any student who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, is responsible for plagiarism.*

**Do not share your work in any way, including electronically.**

Students with Disabilities

Students with disabilities who require course modifications should request accommodations from the Disability Resource Center (DRC). The contact information to register with DRC in the Graham Center, Room 190, is (305) 348-3532 (voice), (305) 348-3850 (fax), (800) 955- 8771 (TDD). The DRC will determine what accommodations will be provided. If a student requires course accommodations, s/he should alert the professors at the beginning of the course. Students with disabilities should be aware that course accommodations will not substantially alter or lower course requirements.

**Additional Readings in Courses**

RED 6546, Diagnosis, Other Resources

Fine, J. C. & Miller, L. D. (2009). "The Community literacy club: Engaging and having impact on communities of teacher and learners. In J.C. Richards and C. A. Lassonde ( Eds.) *Literacy tutoring that works* (p.196-206). Newark, DE: International Literacy Association.

Ruddell, R. B., & Unraw, N. J. (Eds.). (5" eds.).(2004). *Theoretical models and processes of reading*. Newark, DE: International Literacy Association.

RED 6515, Remediation, Other Resources

Johns, J. L. & Berglund, R. L. (2007). *Fluency: Strategies and assessments*. Delaware, NJ: International Literacy Association.

Sweet, A. P. & C. E. Snow. (2003). "Reading for comprehension." In A. P. Sweet & C. E. Snow (Eds.) *Rethinking reading comprehension* (pp. 1-II).

Opitz, M. F., (2000). *Rhymes & reasons: Literature and language play for phonological awareness*. Portsmouth, NH: Heinemann.

**Course Schedule, Topics, Readings**

See course calendar (separate document)

**Other Information** – Information in this section includes the following:

Community Literacy Club (CLC) Program Overview
Candidate's Community and Individual CLC Experiences
Student Responsibilities: Materials/Supplies; Responsibilities; Quality of Work; Attendance/Professionalism/Snack Sign-up

Community Literacy Club (CLC) Program Overview  
(See calendar for specific dates and times)

- a) Meet 3 Wednesday evenings at the FIU @I-75 for class instruction.
- b) Meet the 4<sup>th</sup> Wednesday evening at North Twin Lakes Elementary Community School to meet your student and to interview the parent(s).
- c) Meet daily, Monday, June 13 through Wednesday, June 29 at North Twin Lakes Elementary Community School for class instruction and tutoring.
- d) On Wednesday, June 29, candidates, students and parents will participate in Museum day and in a Student-led student, parent and teacher conference.
- e) On Wednesday, June 29, plan to stay at North Twin Lakes until 5:00 PM. After students and parents leave at noon, candidates will present their Community Profile Case Studies.
- f) See the calendar re: times for Literacy Assessment and Diagnostic teaching, as well as for times for Literacy Intervention and Mentoring Authors.
- g) Candidates should bring their lunch each day (refrigerator and microwave available in teacher workroom). Candidates will have approximately 20 to 30 minutes to eat lunch.

#### Candidate's Community and Individual CLC Experiences

- 1) You will be graded individually on your assignments; however for several of your assignments, especially those that deal with “differentiation of instruction,” you will be working with the other members of your community. For these community sessions, it is critically important that you bring the required material to each community session, that you arrive promptly, and that you stay with the community the entire time that has been allocated for your group efforts.
- 2) While Dr. Fine and Dr. Robbins will strive to place you with one other person of your choice in your community, the overall make up of members of the communities will be decided upon by Drs. Fine and Robbins based on a number of factors.
- 3) During your work with your community, you may not be working on other assignments. You may only be working on the community work.
- 4) In your community, identify a partner who will take your student if you must be absent from class.

#### Candidate Responsibilities

##### Materials / Equipment

##### Supplies

##### Required Supplies, RED 6546, Diagnosis

	Required Supplies	Purpose
1	Sturdy plastic file container with a handle	Assessment Tool Kit
2	File folders (Hanging files recommended)	Assessment Tool Kit
3	3-ring binder with page protectors for photocopies of student's word lists and passages	This binder is necessary for the protection of the Student BRI book. You should put each reader copy in a page protector.
4	3-ring binder – 1 inch thick – with labeled page dividers (or sturdy tabs) for each day.	Literacy Assessment and Diagnostic Teaching Journal
5.	Tape recording device/ or phone	Used to record the BRI or ELA assessment sessions

### Required Supplies, RED 6515, Remediation

	Required Supplies	Purpose
1	Science board	Literacy Niche backdrop – Students will take home Literacy Niche at end of CLC
2	Border, tape, glue, scissors, etc.	For decorating and managing niche board
3	File Folders - approximately 3 manila folders	1 for I-Can Chart; 2 for making Book Marks
4	3-ring binder – 1 inch – with labeled page dividers (or sturdy tabs) for each day.	Literacy Intervention and Mentoring Authors Journal
5	A variety of writing supplies- small white board with markers	For niche area
6	A variety of drawing supplies	For niche area
7	A variety of children’s literature books	For niche area
*	Combs for book binding will be provided	For student- and teacher-created books

### Responsibilities

1. Candidates will complete assignments and any assigned readings prior to coming to class on the day they are due. **Assignments, including protocol reports, must be turned in on time. If work is late, 10% of the grade for that assignment will be deducted. The professors will take into account documentable reasons for lateness.** Other than tasks specified by the professor, assignments are not to be completed during class time or tutoring sessions. Students will participate in whole class discussions, small-group discussions, and interactive lectures on the class topics.
2. Students will **bring all texts** to each class.
3. Students will have access to a computer with connections to the Internet. They will type work using a word processor and save work so as not to have to re-type or re-write assignments. Students will make sure they have a backup copy of any assignments that they hand in.
4. Students will download (or have access to them on their phone or have a hard copy) the Common Core State Standards Florida (<http://www.corestandards.org/ELA-Literacy>). Candidates may also download or have access to the current reading standards from the International Literacy Association at <http://www.reading.org>.

### Quality of Work

1. Assignments will reflect each candidate's own thought and effort. Plagiarism will result in an F grade for the course. The professor may take further action as described in the Academic Misconduct section of the current FIU Student Handbook. See <http://coeweb.fiu.edu/plagiarism/> for a tutorial that explains different forms of plagiarism. Collaboration in terms of discussing information related to the course is expected, however RED 6546 (Diagnosis) and RED 6515 (Remediation) have no collective group projects (i.e. one grade for the entire group). Each assignment should reflect each candidate's own thinking and voice. For example, recycling other candidates' work and/or borrowing wording from other candidates' assignments or from other sources constitutes plagiarism.
2. Each assignment will be ready to be turned in no later than the beginning of the class meeting at which it is due. In the event of an absence, the candidate must make arrangements to have the assignment delivered to class on time. In the CLC, candidates should not keep all protocol reports to turn in at once. Writing protocol reports is a learning process. Feedback and grades candidates receive on the first few protocol reports should inform them on how to improve subsequent protocol reports. If many

- protocol reports are handed in at once, without having had feedback on a few, the many will be graded and mistakes could adversely affect the grades earned.
3. All assignments that are uploaded to task stream must be at a Proficient or Mastery level. If an assignment is turned in and earns a letter grade below a Proficient, the grade will not be raised, but the task must be revised to a Proficient level. Either class will not receive a passing grade (C or above) if a TaskStream artifact for the respective class is below the Proficient level.
  4. In the case of the Framework paper, several actions may occur:
    - a. A poorly developed paper with little evidence of depth of knowledge indicates that the candidate does not have the requisite knowledge for the CLC experience and may not continue with the CLC at this time and must drop the classes and take the CLC next summer.
    - b. A paper that shows good but uneven depth of knowledge and receives a grade below a C (C-; D+, D) may be resubmitted once for review, but the highest possible grade this paper will earn is a C. The candidate may continue with the CLC experience.
    - c. If there is an indication that candidate has plagiarized all or part of the Framework paper, the candidate will receive an F in the RED 6546, Diagnosis, and must drop both courses (RED 6546 and RED 6515). Further, an Academic Misconduct report will be filed with the Provost's office. Following procedures in the FIU Student Handbook, you may elect to resolve the issue via an informal resolution or you may seek a formal resolution (a hearing).
    - d. Since the Framework paper is the TaskStream artifact, it must receive a grade of C or above. If the paper receives a grade of less than a C, it must be revised to a Proficient level. Further if a grade of C or above is earned, some revision may still be needed. This will be noted for the candidate, and the paper needs to be revised and resubmitted; however, the original grade for the paper will not be changed. If required changes to the paper are disregarded, the grade for the paper will revert to an F, and you will not be able to pass RED 6546. This would mean that both courses would need to be repeated next summer.
  5. All assignments should reflect professional quality:
    - a. ideas expressed clearly, with correct grammar and spelling
    - b. neat in appearance using black ink on white paper
    - c. no assignments turned in on double-sided typed pages or on dog-eared paper;  
no paper that has been printed on previously
  6. Notebooks containing assignments must be labeled with the assignment name and your name on the front cover and on the spine. Notebooks should be in good condition, reflecting professional standards.

#### Attendance/Professionalism/Snack Sign-up

1. Candidates will arrive on time and stay the entire class session unless prior arrangements have been made. Candidates are expected to abide by **the student code of conduct and policies** as published in the current *FIU Student Handbook*.
2. **Cellular phones should be turned off prior to class unless there is an emergency situation.** In this case, the candidate must let the professors know that an emergency call is expected, and the phone should be easily accessible so that it can be answered quickly. The candidate must take the call out of the classroom. Answering calls in class or text messaging in class (including during tutoring time) will result in the loss of 2 class participation points for both classes for each occurrence. If 10 class participation points are lost due to cell phone infractions, the highest possible grade a

- candidate will receive in both classes is a C.
3. Once the candidate has arrived and begins work with the candidate, the candidate is responsible for knowing where the student is at all times and making sure that, if for some reason the student is not with him or her, the student must be under the direct supervision of a designated, appropriate adult. At the end of each day's tutoring sessions, the candidate will release the student only to the parent or the individual designated by the parent to pick up the child.
  4. The candidate should begin work promptly with the student (to maximize tutoring time) and continue working with the student until a few minutes before the student must be at the designated pickup location.
  5. Candidates will attend ALL class meetings. Any absences must be cleared with the instructors prior to the class meeting missed. The candidates must have backup plans for the student, including a plan for his or her CLC partner to work with the student. After an absence, candidates are responsible for obtaining class notes, information, and/or instruction from classmates. Candidates may then request clarifications from the instructors.
  6. Because much of the learning in this course is built around interactive sessions with classmates, if a pattern is established of absences and/or lateness and/or leaving before class concludes, a candidate will lose up to 10 class participation points. If all class participation points are lost, the highest possible grade for each course will be a C.
  7. Because professional behavior is expected, for each incident of **unprofessional behavior** on the part of the candidate when interacting with peers, with the professors, or with any FIU or school-site personnel, there will be a deduction of up to 10 (ten) points from the final grade for each course. Such behavior could result in the candidate not being allowed to continue with the courses or the program. A deduction of class participation points will only be made after the candidate and professors meet to discuss the issue.
  8. Candidates must have their planning journals for each day completed prior to 9 am. Candidates may not be completing journals during instruction time. Likewise, candidates may not work on journals or assignments during the 12:20 to 2:00 class instruction block unless the professors have designated time for them to do so.
  9. Food and food sign-up for teachers: Once we are at North Twin Lakes, three (3) candidates per day will be responsible for bringing snacks for CLC members. Each candidate is responsible for his or her own beverages. Cleanup is everyone's responsibility. Those who brought food that day should make sure that all is clean before they leave.

#### Community Literacy Club Students: Selection and Attendance

- 1) Students are identified by the school. Students will typically be struggling readers from grades 2, 3 and 4, however, on occasion, we will have a student or two from other grade levels. Students may be receiving ESE or ESL services during the academic year, but if they are identified for the CLC it is with the understanding that they have the language development and abilities to benefit from literacy assessment and tutoring.
- 2) Parents have agreed to have their child/children participate in the CLC through signed permission forms. Parents understand that if their child/children participate, they must attend the CLC every day. While on occasion a child will become ill and must stay home, parents are not to make appointments (ex. Doctor) during CLC hours, nor are they to take their child on vacation during the CLC.
- 3) From past experiences, most children are very consistent in their attendance. The professors will work closely with the school to replace a child who does not attend regularly. The professors will then work with candidates on a case-by-case basis to adjust assessments and assignments so that the candidate is not penalized if a student is absent or must be replaced.



CLC Students: Safety Precautions and Other Procedures, including Confidentiality

- a) Students will be dropped off at the front of the school, by the office, each day. Candidates must each pick up his/her student there and walk him/her to their Community’s classroom.
- b) At the end of tutoring (12:00), candidates will place their student under the supervision of the graduate assistant or professor who will be by the front office. The candidate must remain with the student until the graduate assistant or professor is there to take responsibility for the student.
- c) At no time should a student be left unattended. If a student needs to leave the Community’s classroom, the candidate must indicate on a SIGNOUT Sheet by the door where the candidate and student are going (ex. Restroom). We must be able to locate students at all times – the school or the parent may need to locate the child (ex. Early release), and we must know where the child is.
- d) If the candidate needs to leave the classroom (ex. Restroom), place the student under the supervision of another candidate in the room.
- e) In each Community, candidates will have an identified partner who will substitute for him/her if absent. Candidates will have the telephone numbers for all other candidates in the Community, so arrangements may be confirmed if a candidate becomes ill and cannot attend the CLC that day. Students and candidates are expected to attend every day.
- f) **CONFIDENTIALITY** – no one should speak about a student anywhere other than in our main CLC classroom. Do not talk about your student in the hallways, restrooms, teacher workroom or off the North Twin Lakes premises (ex. neighboring fast food restaurants). The confidentiality of all information pertaining to the student and the student’s family is of the highest ethical importance.

Candidate-Parent Communication

- 1) If we have the names of the students from the school prior to the first night that we meet at North Twin Lakes, candidates should call the parent as soon as possible to (1) introduce him/herself and (2) remind the parent that s/he and the student should be at North Twin Lakes at 5:00 on Wednesday, June 6. They should be prepared to stay until approximately 7 pm. If the candidate is unable to reach the parent, s/he should e-mail Dr. Fine. She will check the phone number and give up-to-the-minute contact information.
- 2) It is suggested that candidates not give their home telephone numbers, personal e-mail or other personal information to the student or his/her family. Candidates may give their name and where they are currently teaching.
- 3) It is required that you keep a record of the student’s contact information (See below) in your notebook at all times. While you will be getting an initial phone number, during your parent interview, make it a point to get other contact information. If your student has a 2-parent family, seek to get contact information for both parents. You may ask who would be best to call first.

Student Contact Information	
Student’s Name	
Parent’s/Guardian’s Name	
Parent’s/Guardian’s Home Phone	
Parent’s/Guardian’s Cell Phone	
Parent’s/Guardian’s Work Phone	
Emergency Contact Person’s Name	
Emergency Contact Person’s Phone	

You should exchange this information with your partner so that s/he also has access to it.

- 4) Please let your parent know that time spent reading outside of school (tutoring time) is important and that you will be asking parents to help the student to keep track of time spent reading at home on a book mark that will be sent home each day. Each day, the student will bring the completed bookmark back to the CLC.
- 5) In general, students should not have food in tutoring – during the parent interview, be sure to find out if your student is allergic to any type of food or if s/he has any other dietary restrictions. If you find that your student gets very hungry during tutoring or is required to have food for a medical reason, you may ask him/her to bring a quick snack, but it should not be eaten in front of the other children.
- 6) A parent may want to know how his/her child is doing. Let the parent know that you will be having that discussion with him/her on the last day during the Student-Parent-Teacher conference. If the parent persists in wanting to know information, bring the parent to Dr. Fine or Dr. Robbins who will talk with the parent.

Assignments:

### Assignment 1. **Practice BRI and Protocol Report**

Course Objective(s)	Candidates will develop requisite knowledge, skills and dispositions to become proficient at intervening with appropriate instruction related to reading and other aspects of literacy for diverse learners.
FL Accomplished Practice(s) FEAPS	
PECs	
Reading Subject Area Competencies K-12 (SAC)	
Uniform Core Curriculum (UCC)	
Reading Endorsement Competencies (REC)	

### **Overview of Practice BRI Assignment**

You will be completing a Practice BRI with a struggling upper elementary student prior to working with your Community Literacy Club student.

### **Purpose**

- To refine your skills in administering and analyzing the oral and silent reading of a struggling upper elementary student using the Basic Reading Inventory
- To practice writing a protocol report for a struggling reader

### **Procedures**

1. Identify a struggling reader in the upper elementary grades. Be sure that the reader is one who is able to read at least at the **third grade level**. This means that the student is able to read at least 19 words on List A3183.
2. Request parental permission to assess the student. Provide the parent or guardian's name, phone number and signature on the parent consent sheet.
3. Establish rapport by asking the questions (hi line, feel fine, outline).

4. Assess the student, making sure to tape record the word lists, oral reading passages, and comprehension questions for both the oral and silent reading passages.
5. Transfer information to the Basic Reading Inventory Performance Booklet (p.164.) Add a column to the right of the box for Summary of Student Performance to enter the data from the silent reading passages.
6. Enter your decisions concerning the **overall** Independent, Instructional, and Frustration levels in the Estimate of Reading Levels box. Use these levels to decide which levels to use for the Qualitative Miscue Analysis and Summary of Comprehension Performance.
7. Analyze the miscues from the oral passages using the **Qualitative Summary of Miscues** analysis sheet, p. 413. Add two columns, one for the grade level and one for performance level (Independent, Instructional, and Frustrational). Analyze both the oral and silent reading passages using the **Summary of Student's Comprehension Performance** sheet. Add one column for the Reading Performance Level (Independent, Instructional, Frustrational).
8. Check that you did not include the data from the frustrational level.
9. Self-assess your Practice BRI using the checklist.
10. Bring the protocol sheets to the next class along with the checklist. These will be checked for completeness. During that class, you will be instructed in the writing of a protocol report for the BRI.
11. Bring the completed Practice BRI and protocol report to the following class meeting.
12. Use the feedback to complete the BRI assignment during the CLC.

**Turn in:**

1. A cover sheet and the BRI protocol sheets and checklist with your self-evaluation the second class meeting.
2. At the third class meeting, turn in your cover sheet, the protocol report, the protocol sheets and your checklist.

~~~~~  
Please sign and indicate if you give permission or do not give permission for your child to be assessed .

I \_\_\_\_\_ (parent or guardian's name), give /do not give permission for  
 \_\_\_\_\_ (candidate's name) to assess my child,  
 \_\_\_\_\_ (child's name).

YES \_\_\_ No\_\_\_

Date \_\_\_\_\_

BRI Checklist for Grading: Form A

| Word Lists                                                | Yes | Yes-Incomplete | Yes-Incorrect | No | NA |
|-----------------------------------------------------------|-----|----------------|---------------|----|----|
| Begins at AA (Pre-Primer)                                 |     |                |               |    |    |
| Appropriate marking                                       |     |                |               |    |    |
| Correct Number Counts/Totals                              |     |                |               |    |    |
| Scoring Guides Marked                                     |     |                |               |    |    |
| Indicate highest ind. level & where to begin passages     |     |                |               |    |    |
|                                                           |     |                |               |    |    |
| Passages                                                  | Yes | Yes-Incomplete | Yes-Incorrect | No | NA |
| Indicates Backgr. Knowl.                                  |     |                |               |    |    |
| Consistent Markings - Key opt                             |     |                |               |    |    |
| Miscue Tally & Totals                                     |     |                |               |    |    |
| Word Rec. Scoring Guide                                   |     |                |               |    |    |
| Oral Reading Rate – WCPM                                  |     |                |               |    |    |
|                                                           |     |                |               |    |    |
| Comprehension                                             | Yes | Yes-Incomplete | Yes-Incorrect | No | NA |
| Retelling Notes/Assessed Using 11 <sup>th</sup> ed. Chart |     |                |               |    |    |
| Questions Marked/Totals                                   |     |                |               |    |    |
| Comp. Scoring Guide Marked                                |     |                |               |    |    |
|                                                           |     |                |               |    |    |
| Performance Booklet                                       | Yes | Yes-Incomplete | Yes-Incorrect | No | NA |
| Student / examiner info                                   |     |                |               |    |    |
| Sum. Of Rdg. Perform. (*Decision Box)                     |     |                |               |    |    |
|                                                           |     |                |               |    |    |
| Sum. Of Comp. Performance                                 | Yes | Yes-Incomplete | Yes-Incorrect | No | NA |
| Analysis by type of question                              |     |                |               |    |    |
| Added column for rdg. Level through Inst. –Frustrational  |     |                |               |    |    |
| Analysis by level of comp.                                |     |                |               |    |    |
| Calculations/ ratios correct                              |     |                |               |    |    |
|                                                           |     |                |               |    |    |
| Qualitative Sum. of Miscues                               | Yes | Yes-Incomplete | Yes-Incorrect | No | NA |
| Col. added for grd. /rdg. Level                           |     |                |               |    |    |
| Miscue analysis & totals                                  |     |                |               |    |    |
| Predict./ correct. Strategies                             |     |                |               |    |    |
| Calculations, percent correct                             |     |                |               |    |    |

Form D – Silent Reading

| Passages                      | Yes | Yes Incomplete | Yes-Incorrect | No | NA |
|-------------------------------|-----|----------------|---------------|----|----|
| Begins at highest independent |     |                |               |    |    |
| Indicates Backgr. Knowledge   |     |                |               |    |    |
| Oral rereading response       |     |                |               |    |    |
|                               |     |                |               |    |    |
| Comprehension                 | Yes | Yes-Incomplete | Yes-Incorrect | No | NA |
| Retelling Notes/Assessed      |     |                |               |    |    |
| Questions Marked/Totals       |     |                |               |    |    |
| Scoring Guide Marked          |     |                |               |    |    |
|                               |     |                |               |    |    |
| Performance Booklet           | Yes | Yes-Incomplete | Yes-Incorrect | No | NA |
| Student / examiner info       |     |                |               |    |    |
| Sum. Of comprehension         |     |                |               |    |    |
| Estimate of reading level     |     |                |               |    |    |
|                               |     |                |               |    |    |
| Sum. Of Comp. Performance     | Yes | Yes-Incomplete | Yes-Incorrect | No | NA |

This information is summarized on the Summary of Comp. Performance on sheet used for Form A

**Assignment: Assessment Tool Kit (RED 6546) – 4 Points**

**Purpose:**

- To identify structures and procedures for monitoring student reading progress
- To aid in planning for assessment by becoming familiar with directions, thinking through which materials need to be ready, and
- To have ready a set of materials to use for assessment

**Description:** The Tool Kit is a file system that contains the assessment instruments (protocols) on which you will collect your student's responses plus a copy of the Decision Chart. Your files must be held in a sturdy container. Besides being sturdy, your container should be large enough to accommodate all of the files so that each is easily accessed.

**Procedures:**

1. Using the attached **Assessment Tool Kit – Table of Contents** as a guide, make copies of the required materials. You need two (2) copies of each except for what the students read (3-ring Binder, Word Lists and Passages) for the BRI and the directions for the Writing Sample.
2. Organize your copies in file folders. Each file folder must be clearly labeled and, where indicated, contain two (2) copies of each protocol or item.
3. The files must be organized in the order of the **Assessment Tool Kit – Table of Contents**.
4. The **Assessment Tool Kit – Table of Contents** must be the first item in your Assessment Tool Kit. Make sure to use the first column of the Table of Contents to check off the items as your own self-check.
5. The **Rubric: Assessment Tool Kit** must be the second item in your Assessment Tool Kit.

Name: \_\_\_\_\_

**Assessment Tool Kit – Table of Contents**

| <input checked="" type="checkbox"/> | File                                                                                                                                                                       | Resource                                                                            | Protocol Page #s                                                  |
|-------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------|
| 1                                   | Basic Reading Inventory (BRI)<br>Word Lists and Passages: Teacher Copy<br>Form A (Oral)                                                                                    | Johns( <b>Page numbers are for BRI 11<sup>th</sup> or 12<sup>th</sup> edition</b> ) | 152-180/149-184<br>(2 copies)                                     |
| 2                                   | Basic Reading Inventory (BRI)<br>Passages: Teacher Copy<br>Form D (Silent)                                                                                                 | Johns                                                                               | 248-269/257-286<br>(2 copies)                                     |
| 3                                   | Basic Reading Inventory Performance Booklet<br>Form A – Summary                                                                                                            | Johns                                                                               | 164/150<br>(2 copies)                                             |
| 4                                   | Student Word Lists and Passages in Page Protectors<br>in 3-ring Binder or Spiral BRI Book                                                                                  | Johns                                                                               | 3-ring Binder or<br>Spiral Bk (1 copy)                            |
| 5                                   | Qualitative Summary of Miscues                                                                                                                                             | Johns                                                                               | 413/409<br>(2 copies)                                             |
| 6                                   | Summary of Student’s Comprehension Performance<br>on the Basic Reading Inventory                                                                                           | Johns                                                                               | 414/410<br>(2 copies)                                             |
| 7                                   | Early Literacy Assessment (ELA)<br>Record Booklet: Teacher Copy                                                                                                            | Johns                                                                               | 375-392/361-377<br>(2 copies)                                     |
| 8                                   | ELA – <i>New Shoes</i> (You are using these pages to<br>make a book. You may use the spILAI book as a<br>source, but for student use, the spiral book may not be<br>used.) | Johns – Spiral-bound<br>Student Book                                                | p. 123 Cover, plus<br>next 10 pages –<br>bind on left (1<br>copy) |
| 9                                   | CORE Phonics Survey – Record Form                                                                                                                                          | CORE                                                                                | p. 44-52<br>(2 copies)                                            |
| 10                                  | Reading Interview                                                                                                                                                          | Rhodes                                                                              | p. 7-8<br>(2 copies)                                              |
| 11                                  | Emergent Reader and Writer Interview                                                                                                                                       | Rhodes                                                                              | p. 111-112<br>(2 copies)                                          |
| 12                                  | Elementary Reading Attitude Survey                                                                                                                                         | Rhodes                                                                              | p. 23-28<br>(2 copies)                                            |
| 13                                  | Primary Spelling Inventory (PSI)                                                                                                                                           | WTWay (6 <sup>th</sup> ed.)                                                         | p. 319-320<br>(2 copies)                                          |
| 14                                  | Elementary Spelling Inventory (ESI)                                                                                                                                        | WTWay (6 <sup>th</sup> ed.)                                                         | p. 323-324<br>(2 copies)                                          |
| 15                                  | Writing Sample Directions                                                                                                                                                  | Handout                                                                             | Handout<br>(1 copy)                                               |
| 16                                  | Inventory of Experiences and protocol report format                                                                                                                        | Handout on<br>Blackboard                                                            | Handout<br>(2 copies)                                             |
| 17                                  | Family Information Form                                                                                                                                                    | Handout                                                                             | Handout<br>(2 copies)                                             |
| 18                                  | Decision Chart                                                                                                                                                             | In Syllabus                                                                         | Handout<br>(2 copies)                                             |

Name: \_\_\_\_\_

Rubric: Assessment Tool Kit (4 points)

| Candidate Learning: Knowledge & Skills                                                                  | Candidate Learning: Dispositions                                                                                                   | Mastery                                                                                                                                                                                                                    | Proficient                                                                                                                                                                                                              | Limited                                                                                             |
|---------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| Candidate demonstrates the ability to assemble a well-rounded battery of literacy assessment materials. | <i>Works to see things through by employing systematic methods of analyzing problems (Persisting).</i>                             | All required assessment materials are included. The correct number of copies is consistently accurate.                                                                                                                     | All required assessment materials are included. Generally, the correct number of copies is included in each file.                                                                                                       | Assessment materials are missing and/or inaccurate. The required number of copies is often missing. |
|                                                                                                         |                                                                                                                                    | 4 3.8 3.6                                                                                                                                                                                                                  | 3.4 3.2 3 2.8                                                                                                                                                                                                           | 2.6 2 1 0                                                                                           |
| Candidate demonstrates the ability to organize assessment materials effectively.                        | <i>Take time to check over work because of being more interested in excellent work than in expediency (Striving for Accuracy).</i> | All organization requirements have been met:<br>__sturdy container<br>__Table of Contents first item<br>__Rubric second item<br>__File folders Labeled<br>Appearance shows consistent evidence of purposeful organization. | All organization requirements have been met:<br>__sturdy container<br>__Table of Contents first item<br>__Rubric second item<br>__File folders Labeled<br>Appearance shows general evidence of purposeful organization. | Organization requirements missing or not met. Appearance shows lack of purposeful organization.     |
|                                                                                                         |                                                                                                                                    | 4 3.8 3.6                                                                                                                                                                                                                  | 3.4 3.2 3 2.8                                                                                                                                                                                                           | 2.6 2 1 0                                                                                           |
| _____ points divided by 2 = _____/4                                                                     |                                                                                                                                    |                                                                                                                                                                                                                            |                                                                                                                                                                                                                         |                                                                                                     |

Assignment: Literacy Assessment Journal with Summary Analysis and Reflection Paper (Critical Task) (12 points)

Course RED 6546 Diagnosis of Reading Difficulties

Explanation of Artifact: Candidates plan for assessment and diagnostic teaching experiences in a Literacy Assessment Journal (LAJ) that includes plans, time frames, and reflections. They subsequently write a Summary Analysis and Reflection paper in response to prompts that allow them to demonstrate specific, relevant knowledge and skills related to literacy assessment. The Summary Analysis and Reflection (LAJ) paper is uploaded to TaskStream.

|                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-----------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Course Objective(s)                                       | <ol style="list-style-type: none"> <li>1. Recognize signs of student’s difficulty with reading performance</li> <li>2. Design and align formative and summative assessments that match learning objectives and lead to mastery.</li> <li>3. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge.</li> <li>4. Apply the Code of Ethics and Principles of Professional Conduct to professional and personal situations.</li> <li>5. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students’ needs.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| FEAPs<br>Florida Educator<br>Accomplished Practices       | <ol style="list-style-type: none"> <li>1. FEAP (a) 4.b – Designs and aligns formative and summative assessments that match learning objectives and lead to mastery.</li> <li>2. FEAP (a) 4.c Uses a variety of assessment tools to monitor student progress, achievement and learning gains.</li> <li>3. FEAP (a) 4.d – Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge.</li> <li>4. FEAP (b) 1.a – Designs purposeful professional goals to strengthen the effectiveness of instruction based on students’ needs.</li> <li>5. FEAP (b) 2.a – Apply the Code of Ethics and Principles of Professional Conduct to professional and personal situations.</li> <li>6. FEAP (b) 2.b – Identify statutory grounds and procedures for disciplinary action, the penalties that can be imposed by the Educational Practices Commission against a certificate holder, and the appeals process available to the individual</li> <li>7. FEAP (b) 2.c – Apply knowledge of rights, legal responsibilities, and procedures for reporting incidences of abuse, neglect, or other signs of distress.</li> <li>8. FEAP (b) 2.e – Determine and apply the appropriate use and maintenance of students’ information and records.</li> </ol> |
| PECs<br>Professional Education<br>Competencies            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| SACs<br>Subject Area<br>Competencies, Reading,<br>Sec. 35 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| UCC<br>Other Uniform Core<br>Curriculum                   | <ol style="list-style-type: none"> <li>1. UCC F.1—Recognize signs of student’s difficulty with the reading and computational performance</li> <li>2. UCC F.i-Professional Ethics</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| REC<br>Reading Endorsement<br>Competencies                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |



Procedures:

Part 1: Professional Ethics

1. Print a copy of the Code of Ethics and Principles of Professional Conduct (FLDOE) from the following website: <http://www.fl DOE.org/edstandards/pdfs/ethics.pdf> - Hole punch the document and include it as the first item in your Literacy Assessment Journal.
  - a. Read the Code of Ethics and Principles of Professional Conduct
  - b. Identify two principles of the code of conduct that you believe specifically apply to your work in the Community Literacy Club. (FEAP (b) 2.a – PEC)
  - c. In a one-page, single-spaced document write out (copy) one of the principles you selected and briefly explain how the principle applies to your work in the CLC. Follow this same procedure with a second principal/explanation. This document should be placed directly behind the copy of the Code of Ethics and Principles in the front of your Literacy Assessment journal.
  - d. To understand the MDCPS Standards of Ethical Conduct and the MDCPS Code of Ethics, go to <http://www.neola.com/miamidade-fl/> -- Select the 3000 policy option. Scroll to policy 3210, Standards for Ethical Conduct, and 3210.1, Code of Ethics. Read each document. Then, print each document and place it in the front of your Literacy Assessment Journal directly behind the document you wrote for “c.” directly above.
2. To understand MDCPS policies and procedures related to statutory grounds and procedures for disciplinary action, the penalties that can be imposed by the Educational Practices Commission against a certificate holder, and the appeals process available to the individual, go to the following website: <http://www.neola.com/miamidade-fl/> -- Select the 3000 policy option. Scroll to the following policies and open them: 3140, Suspension or Dismissal of Instructional Staff; 3140.1, Disciplinary Suspension Without Pay (FEAP (b) 2.b – PEC). Print each document and place in the front of your Literacy Assessment Journal directly behind “d.” directly above.-
3. To understand MDCPS policies and procedures related to child abuse, neglect and other signs of distress, go to the following website: <http://www.neola.com/miamidade-fl/> -- Select the 8000 policy option. Scroll to policy 8462, Student Neglect and Abuse. Read the document. Then, print the document and include it in the front part of your Literacy Assessment Journal directly behind the policy in #2 directly above. (FEAP (b) 2.c – PEC)

| Order of Professional Ethics Documents (Front of Literacy Assessment Journal) |                                                                          |
|-------------------------------------------------------------------------------|--------------------------------------------------------------------------|
| 1.                                                                            | Code of Ethics and Principles of Professional Conduct (FLDOE)            |
| 2.                                                                            | One-page document relating two principles to candidate’s work in the CLC |
| 3.                                                                            | 3210, Standards for Ethical Conduct (MDCPS)                              |
| 4.                                                                            | 3210.1, Code of Ethics (MDCPS)                                           |
| 5.                                                                            | 3140, Suspension or Dismissal of Instructional Staff (MDCPS)             |
| 6.                                                                            | 3140.1, Disciplinary Suspension Without Pay (MDCPS)                      |
| 7.                                                                            | 8462, Student Neglect and Abuse (MDCPS)                                  |

Note: For the CLC, you will be copying specific policies and procedures from MDCPS that are related to Florida State Statute. In the future, if you work in or become employed in a different school district, you should make yourself aware of that district’s wording for its policies and procedures.

Part 2: CLC Assessments and Diagnostic Teaching

1. Your first week in the CLC focuses on literacy assessment and diagnostic teaching. For literacy assessment, you have a minimum of 7 assessments to administer:
  - a. Family Information Form

- b. Inventory of Experience (Interest)
- c. BRI or ELA
- d. Reading Interview (Burke) or the Emergent Reader-Writer Interview (Rhodes)
- e. Writing Sample with Spelling in Context and Spelling in Isolation
- f. Elementary Reading Attitude Survey (Garfield)
- g. CORE Phonics

The following table provides the order of assessments and when the protocol reports, with their protocol sheets, are to be submitted (It is understood that student attendance may require an adjustment in this schedule for individual candidates.):

| June 13                                                                                                                                                                 | June 14                                                                                                                                                       | June 15                                                                                                                               | June 16                                                                                                                                                         | June 17                                                                                                                            |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| Monday                                                                                                                                                                  | Tuesday                                                                                                                                                       | Wednesday                                                                                                                             | Thursday                                                                                                                                                        | Friday                                                                                                                             |
| Administer                                                                                                                                                              | Administer                                                                                                                                                    | Administer                                                                                                                            | Administer                                                                                                                                                      |                                                                                                                                    |
| <u>Interest Inventory</u><br>BRI (or ELA)                                                                                                                               | BRI (or ELA)<br><br><u>Reading Interview</u><br>(Burke) or<br><u>Emergent Reader-Writer Interview</u><br><br>Spelling in Isolation ( <i>Words Their Way</i> ) | <u>Writing Sample with Spelling in Context</u><br><br><u>Elementary Reading Attitude Survey</u> (Garfield)<br><br><u>CORE Phonics</u> | Mentoring Authors Collage                                                                                                                                       |                                                                                                                                    |
| Diagnostic Teaching                                                                                                                                                     | Diagnostic Teaching                                                                                                                                           | Diagnostic Teaching                                                                                                                   | Diagnostic Teaching                                                                                                                                             | Diagnostic Teaching                                                                                                                |
| Submit                                                                                                                                                                  | Submit                                                                                                                                                        | Submit                                                                                                                                | Submit                                                                                                                                                          | Submit                                                                                                                             |
| *You must have Time Frame and planning pages in Lit. Assessment Journal each day – available in Niche area for professors to check on clipboard. Do not come unprepared | <u>Interest Inventory</u><br><br><u>*Family Information Form</u>                                                                                              | BRI (or ELA)<br><br><u>Reading Interview</u> (Burke) or <u>Emergent Reader-Writer Interview</u> (Rhodes)                              | <u>Writing Sample with Spelling in Context and Spelling in Isolation</u><br><br><u>Elementary Reading Attitude Survey</u> (Garfield)<br><br><u>CORE Phonics</u> | Decision Chart<br><br>*You will turn in your completed Lit. Assessment Journal with your Summary Analysis and Reflection on Monday |

\*The Family Information Form is administered on the night you meet your student and his/her parent(s).

2. Through diagnostic teaching, you have the opportunity to learn more about the literacy needs of your student, to verify or further explore some of your findings from assessments and to observe how your student approaches learning experiences. Your diagnostic teaching experiences should be used strategically for these purposes. For **each** diagnostic teaching experience, you must provide the following information:

- a. Planning
  - 1. Name of Experience
  - 2. Description of Experience
  - 3. Explain how the experience relates to the Framework for Instruction, including what you

hope to discover

b. Reflection

1. What did you discover and/or confirm about your student’s specific strengths (as exposed through this experience) and areas for growth (as exposed through this experience).
2. What do you still wonder about your student’s strengths and areas for growth as a result of his/her interaction with the diagnostic teaching experience?

3. Time Frame: For the first week (5 days) of the CLC, you will be completing daily Literacy Assessment Time Frame sheets (see blank template attached). The time frame for assessment and diagnostic teaching extends from 10:00 am to 12:00 noon. On the time frame sheet, you are planning for how you will use your time with your student. Requirements for the time frame sheet are as follows:

- h. The planning portion of the time frame sheet must be typed.
- i. The planning portion of the time frame sheet must be completed prior to coming to class each day.
- j. In the planning portion of the time frame sheet write only the name of the assessment instrument or the name of the diagnostic teaching experience next to the time you plan to start the task.
- k. The notes portion of the time frame sheet may be hand written (this section optional).

4. Each day of your Literacy Assessment Journal should be separated by a divider or a sturdy, permanent divider flag (do not use soft, flimsy Post-its). The order of the pages for each day should be as follows:

- a. Time Frame Sheet
- b. A different planning sheet for each Diagnostic Teaching Experience (Start each experience on a new sheet – see 2. a., above, for what to include on the planning sheet)
- c. After each Diagnostic Teaching Planning sheet, insert your Reflection (see 2. b., above, for what to include in your reflection for each experience) directly behind the experience about which you are reflecting. These reflections are to be typed before the next day.

So, if on a given day you planned 2 Diagnostic Teaching Experiences in addition to your required assessments, your set of pages for that day, once you complete your reflections, would be:

- i. Time Frame sheet
  - ii. 1<sup>st</sup> Diagnostic Teaching Experience Planning
  - iii. 1<sup>st</sup> Diagnostic Teaching Experience Reflection
  - iv. 2<sup>nd</sup> Diagnostic Teaching Experience Planning
  - v. 2<sup>nd</sup> Diagnostic Teaching Reflection
- (... and so on)

5. Summary Analysis and Reflection (LAJ) Paper: After you have completed your 5 days (5 sets) of Literacy Assessment Journal pages, you must develop a Summary Analysis and Reflection (LAJ) paper in which you address the following key ideas:

|    |                                                                                                                                                                                                                                               |          |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
|    | My initials indicate that I have read and understand the policies and procedures in the Code of Ethics and Principles of Professional Conduct (FLDOE) and in the identified documents from the MDCPS district related to professional ethics. | Initials |
| *  | I adhere to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida and fulfill the expected obligation to students, the public, and the education profession.                                   |          |
| 1. | Code of Ethics and Principles of Professional Conduct (FLDOE)                                                                                                                                                                                 |          |
| 2. | One-page document relating two principles to candidate’s work in the CLC                                                                                                                                                                      |          |
| 3. | 3210, Standards for Ethical Conduct (MDCPS)                                                                                                                                                                                                   |          |
| 4. | 3210.1, Code of Ethics (MDCPS)                                                                                                                                                                                                                |          |
| 5. | 3140, Suspension or Dismissal of Instructional Staff (MDCPS)                                                                                                                                                                                  |          |
| 6. | 3140.1, Disciplinary Suspension Without Pay (MDCPS)                                                                                                                                                                                           |          |
| 7. | 8462, Student Neglect and Abuse (MDCPS)                                                                                                                                                                                                       |          |

(Insert this table at the beginning of your Summary Analysis Paper and type your initials in the appropriate column when you have read and understood the policies and procedures.)

- a. Think about the variety of purposes of the set of assessments you delivered in the CLC. Describe a minimum of two ways that the design of this set of seven literacy assessments will lead to students mastery of literacy abilities. [FEAP (a) 4.b]
- b. Think about the array of assessment instruments you delivered. Describe a minimum of two ways (or roles) this set of assessments would have in helping you to monitor student progress, achievement and/or learning gains in the area of literacy. [FEAP (a) 4.c]
- c. Think about the specific needs of your student. Describe a minimum of two modifications you made when delivering the assessments and a minimum of two modifications that you made related to the testing conditions to accommodate the learning styles and varying levels of knowledge of your student. [FEAP (a) 4.d]
- d. Think about your professional growth in conducting, scoring and analyzing literacy assessments. Describe a minimum of two areas that are the most challenging to you related to literacy assessment. Then, identify and describe a minimum of two professional goals you will set for yourself as a result of this assessment experience. The goals should be aimed at strengthening the effectiveness of instruction based on your ability to identify student needs. [FEAP (b) 1.a]
- e. Think about what you learned related to the importance of confidentiality related to assessing your student in the CLC and about your management of the assessment instruments and protocols (containing student data). Describe a minimum of two processes you used in the CLC to determine and apply the appropriate use and maintenance of students' information and records.[FEAP (b) 2.e - PEC]

Literacy Assessment Journal: Time Frame Sheet

| Monday<br>June 13 |                                                                       | Tuesday<br>June 14 |  | Wednesday<br>June 15 |  | Thursday<br>June 16 |  | Friday<br>June 17 |  |  |  |  |  |
|-------------------|-----------------------------------------------------------------------|--------------------|--|----------------------|--|---------------------|--|-------------------|--|--|--|--|--|
|                   |                                                                       |                    |  |                      |  |                     |  |                   |  |  |  |  |  |
| Time              | Name of Assessment or Diagnostic Teaching Experience                  |                    |  |                      |  | Notes (Optional)    |  |                   |  |  |  |  |  |
| 10:00             |                                                                       |                    |  |                      |  |                     |  |                   |  |  |  |  |  |
| 10:05             |                                                                       |                    |  |                      |  |                     |  |                   |  |  |  |  |  |
| 10:10             |                                                                       |                    |  |                      |  |                     |  |                   |  |  |  |  |  |
| 10:15             |                                                                       |                    |  |                      |  |                     |  |                   |  |  |  |  |  |
| 10:20             |                                                                       |                    |  |                      |  |                     |  |                   |  |  |  |  |  |
| 10:25             |                                                                       |                    |  |                      |  |                     |  |                   |  |  |  |  |  |
| 10:30             |                                                                       |                    |  |                      |  |                     |  |                   |  |  |  |  |  |
| 10:35             |                                                                       |                    |  |                      |  |                     |  |                   |  |  |  |  |  |
| 10:40             |                                                                       |                    |  |                      |  |                     |  |                   |  |  |  |  |  |
| 10:45             |                                                                       |                    |  |                      |  |                     |  |                   |  |  |  |  |  |
| 10:50             |                                                                       |                    |  |                      |  |                     |  |                   |  |  |  |  |  |
| 10:55             |                                                                       |                    |  |                      |  |                     |  |                   |  |  |  |  |  |
| 11:00             |                                                                       |                    |  |                      |  |                     |  |                   |  |  |  |  |  |
| 11:05             |                                                                       |                    |  |                      |  |                     |  |                   |  |  |  |  |  |
| 11:10             |                                                                       |                    |  |                      |  |                     |  |                   |  |  |  |  |  |
| 11:15             |                                                                       |                    |  |                      |  |                     |  |                   |  |  |  |  |  |
| 11:20             |                                                                       |                    |  |                      |  |                     |  |                   |  |  |  |  |  |
| 11:25             |                                                                       |                    |  |                      |  |                     |  |                   |  |  |  |  |  |
| 11:30             |                                                                       |                    |  |                      |  |                     |  |                   |  |  |  |  |  |
| 11:35             |                                                                       |                    |  |                      |  |                     |  |                   |  |  |  |  |  |
| 11:40             |                                                                       |                    |  |                      |  |                     |  |                   |  |  |  |  |  |
| 11:45             |                                                                       |                    |  |                      |  |                     |  |                   |  |  |  |  |  |
| 11:50             |                                                                       |                    |  |                      |  |                     |  |                   |  |  |  |  |  |
| 11:55             | Conclude Assess./Diag. Tching. Session – Walk student to pick-up area |                    |  |                      |  |                     |  |                   |  |  |  |  |  |
| 12:00             |                                                                       |                    |  |                      |  |                     |  |                   |  |  |  |  |  |
|                   |                                                                       |                    |  |                      |  |                     |  |                   |  |  |  |  |  |

Diagnostic Teaching Experience (1 Planning Sheet for each Experience)

1. Name of Experience:

2. Description of Experience:

3. Answer the following:

a. How does this experience relate to the Framework for Instruction and Assessment (Sensational 6 or P-S/C-E-P-L)? Select only one or maybe two ways the experience relates (Do not try to relate to all aspects of the Framework)?

b. What do you hope to discover about your student through the use of this experience?



**CLC 2017-- RED 6546 -- Diagnosis of Reading Difficulties**  
**Rubric for Assessment Journal: Summary Analysis and Reflection Paper (12 points)**

| Candidate Learning: Knowledge & Skills                                                                                                                                                                                                                          | Candidate Learning: Dispositions                                                                                     | Mastery                                                                                                                                                                                                                                                                  | Proficient                                              | Limited                                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|--------------------------------------------|
| Candidate adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida and fulfills the expected obligations to students, the public, and the education profession.<br><b>FEAP (b)2</b>                      |                                                                                                                      | Candidate adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida and fulfills the expected obligations to students, the public, and the education profession.                                                   |                                                         | Initials missing.                          |
| Candidate is prepared to apply the Code of Ethics and Principles of Professional Conduct of the Education to professional and personal situations.<br><b>FEAP (b)2.a</b>                                                                                        | <i>Showing sensitivity to the needs of others and to being a cooperative team member (Thinking Interdependently)</i> | Candidate adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida and fulfills the expected obligations to students, the public, and the education profession.                                                   |                                                         | Initials missing.                          |
|                                                                                                                                                                                                                                                                 |                                                                                                                      | 1                                                                                                                                                                                                                                                                        |                                                         | 0                                          |
| Candidate identifies statutory grounds and procedures for disciplinary action, the penalties that can be imposed by the Education Practices Commission against a certificate holder, and the appeals process available to the individual.<br><b>FEAP (b)2.b</b> | <i>Showing sensitivity to the needs of others and to being a cooperative team member (Thinking Interdependently)</i> | Initials indicate candidate has read and understood statutory grounds and procedures for disciplinary action, the penalties that can be imposed by the Education Practices Commission against a certificate holder, and the appeals process available to the individual. |                                                         | Initials missing.                          |
|                                                                                                                                                                                                                                                                 |                                                                                                                      | 1                                                                                                                                                                                                                                                                        |                                                         | 0                                          |
| Candidate is prepared to apply knowledge of rights, legal responsibilities, and procedures for reporting incidences of abuse, neglect, or other signs of distress.<br><b>FEAP (b) 2.c</b>                                                                       | <i>Showing sensitivity to the needs of others and to being a cooperative team member (Thinking Interdependently)</i> | Initials indicate that candidate has read and understood and is prepared to apply knowledge of rights, legal responsibilities, and procedures for reporting incidences of abuse, neglect, or other signs of distress.                                                    |                                                         | Initials missing.                          |
|                                                                                                                                                                                                                                                                 |                                                                                                                      | 1                                                                                                                                                                                                                                                                        |                                                         | 0                                          |
| Candidate demonstrates the ability to plan for                                                                                                                                                                                                                  | <i>Showing sensitivity to the needs of others and to being a</i>                                                     | Consistently well-developed plans for diagnostic teaching.                                                                                                                                                                                                               | Generally well-developed plans for diagnostic teaching. | Plans for diagnostic teaching are missing, |



|                                                                                                                                                                                                    |                                                                             |                                                                                                                                                                                           |                                                                                                                                                                           |                                                                                                 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| conducting assessments and for engaging students in a variety of quality diagnostic teaching experiences.                                                                                          | <i>cooperative team member (Thinking Interdependently)</i>                  | Diagnostic teaching experiences reflect a variety of aspects of literacy. Time frame sheets show strategic use of time to maximize opportunities for assessments and diagnostic teaching. | Diagnostic teaching experiences reflect a several aspects of literacy. Time frame sheets show provide appropriate use of time to for assessments and diagnostic teaching. | incomplete, and/or simplistic. Time frames are missing, incomplete.                             |
|                                                                                                                                                                                                    |                                                                             | 4 3.8 3.6                                                                                                                                                                                 | 3.4 3.2 3 2.8                                                                                                                                                             | 2.6 2 1 0                                                                                       |
| Candidate demonstrates the ability to discover student literacy needs through diagnostic teaching (reflections).                                                                                   | <i>Adopting a critical eye toward ideas and actions (Being Analytical).</i> | Reflections consistently show candidate's ability to identify important literacy needs and/or to make connections across other diagnostic teaching experiences and/or assessments.        | Candidate identifies some literacy needs and/or makes some connectins across diagnostic teaching experiences and/or assessments.                                          | Identification of literacy needs and/or connections are missing, incomplete, and/or simplistic. |
|                                                                                                                                                                                                    |                                                                             | 4 3.8 3.6                                                                                                                                                                                 | 3.4 3.2 3 2.8                                                                                                                                                             | 2.6 2 1 0                                                                                       |
| Candidate is prepared to design and align formative and summative assessments that match learning objectives and lead to mastery.<br><b>FEAP (a) 4.b</b><br>[Summary and Reflection - Question a.] | <i>Adopting a critical eye toward ideas and actions (Being Analytical).</i> | Consistently thorough and accurate description of two ways the design of the set of seven literacy assessments will lead to students mastery of literacy abilities.                       | Accurate description of two ways the design of the set of seven literacy assessments will lead to students mastery of literacy abilities.                                 | Candidate gives a description missing, incomplete, and/or simplistic.                           |
|                                                                                                                                                                                                    |                                                                             | 4 3.8 3.6                                                                                                                                                                                 | 3.4 3.2 3 2.8                                                                                                                                                             | 2.6 2 1 0                                                                                       |

| Candidate Learning: Knowledge & Skills                                                                                                                       | Candidate Learning: Dispositions                                            | Mastery                                                                                                                                                                                                              | Proficient                                                                                                                                                                                            | Limited                                             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|
| Candidate is prepared to use a variety of assessment tools to monitor student progress, achievement and learning gains.<br><b>FEAP (a) 4.c</b><br>[SAR-Q b.] | <i>Adopting a critical eye toward ideas and actions (Being Analytical).</i> | Consistently thorough and accurate description of two ways (or roles) the set of assessments would have in helping to monitor student progress, achievement and/or learning gains in the area of literacy.           | Accurate description of two ways (or roles) the set of assessments would have in helping to monitor student progress, achievement and/or learning gains in the area of literacy.                      | Description missing, incomplete, and/or simplistic. |
|                                                                                                                                                              |                                                                             | 4 3.8 3.6                                                                                                                                                                                                            | 3.4 3.2 3 2.8                                                                                                                                                                                         | 2.6 2 1 0                                           |
| Candidate modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge.<br><b>FEAP (a) 4.d</b><br>[SAR-Q c.]   | <i>Adopting a critical eye toward ideas and actions (Being Analytical).</i> | Consistently thorough and accurate description of two modifications made when delivering the assessments and a minimum of two modifications that made related to the testing condidtions to accommodate the learning | Accurate description of two modifications made when delivering the assessments and a minimum of two modifications that made related to the testing condidtions to accommodate the learning styles and | Description missing, incomplete, and/or simplistic. |

|                                                                                                                                                                |                                                                                                                      |                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                      |                                                                                                                                                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                |                                                                                                                      | styles and varying levels of knowledge of your student.                                                                                                                                                                                                                                  | varying levels of knowledge of your student.                                                                                                                                                                                         |                                                                                                                                                    |
|                                                                                                                                                                |                                                                                                                      | 4 3.8 3.6                                                                                                                                                                                                                                                                                | 3.4 3.2 3 2.8                                                                                                                                                                                                                        | 2.6 2 1 0                                                                                                                                          |
| Candidate designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs.<br><b>FEAP (b) 1.a</b><br>[SAR-Q d.]  | <i>Thinking about his/her own thinking (Reflective Thoughtfulness).</i>                                              | Consistently thorough and accurate description of two challenging areas related to literacy assessment. Consistently thorough and accurate description of two professional goals that should strengthen the effectiveness of instruction based on the ability to identify student needs. | Accurate description of two challenging areas related to literacy assessment. Accurate description of two professional goals that should strengthen the effectiveness of instruction based on the ability to identify student needs. | Description of challenges missing, incomplete, and/or simplistic.<br><br>Description of professional goals missing, incomplete, and/or simplistic. |
|                                                                                                                                                                |                                                                                                                      | 4 3.8 3.6                                                                                                                                                                                                                                                                                | 3.4 3.2 3 2.8                                                                                                                                                                                                                        | 2.6 2 1 0                                                                                                                                          |
| Candidate determines and applies the appropriate use and maintenance of students' information and records.<br><b>FEAP (b) 2.e</b><br>[SAR-Q e.]                | <i>Showing sensitivity to the needs of others and to being a cooperative team member (Thinking Interdependently)</i> | Consistently thorough and accurate description of two processes candidate used in the CLC to determine and apply the appropriate use and maintenance of student information and records.                                                                                                 | Accurate description of two processes candidate used in the CLC to determine and apply the appropriate use and maintenance of student information and records.                                                                       | Description missing, incomplete, and/or simplistic.                                                                                                |
|                                                                                                                                                                |                                                                                                                      | 4 3.8 3.6                                                                                                                                                                                                                                                                                | 3.4 3.2 3 2.8                                                                                                                                                                                                                        | 2.6 2 1 0                                                                                                                                          |
| Candidate demonstrates grasp of the importance of technical writing to facilitate reader's understanding and accessibility to information in protocol reports. | <i>Thinking and communicating with clarity and precision (Communicating Accurately).</i>                             | Consistently maintains the required format for the Summary Analysis and Reflection paper; style and use of conventions enhance readability.                                                                                                                                              | Generally maintains the required format for the Summary Analysis and Reflection paper; style and use of conventions support readability.                                                                                             | Format of the Summary Analysis and Reflection paper is inconsistent; Style and/or use of conventions detract from readability.                     |
|                                                                                                                                                                |                                                                                                                      | 1 .94 .90                                                                                                                                                                                                                                                                                | .85 .80 .75 .70                                                                                                                                                                                                                      | .65 .55 0                                                                                                                                          |
| _____ Points divided by 8 = _____ multiplied by 3 = _____ /12                                                                                                  |                                                                                                                      |                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                      |                                                                                                                                                    |

\_\_\_\_\_ Ok to Upload

\_\_\_\_\_ Revise and Upload

\_\_\_\_\_ Revise and Resubmit

Assignment: **Decision Chart** (Critical Task) (8 points)  
 Course: RED 6546 Diagnosis of Reading Difficulties

Explanation of Artifact: Candidates evaluate and select appropriate oral and written assessment instruments and practices using continuous text for monitoring individual student progress. They record findings from assessment instruments on the Decision Chart table, using technology to organize data. After analyzing data from all assessments, candidates identify which student needs will be targeted during literacy intervention sessions and which will be targeted during Mentoring Authors sessions. Candidates identify specific processes and strategies to address these data-driven student needs. This assignment is critical for completing the Community Profile assignment in RED 6515.

|                                                                     |                                                                                                                                                                                                                                                                                                                                                         |
|---------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Course Objective(s)                                                 | <ol style="list-style-type: none"> <li>1. Analyze data and apply data from multiple assessments and measures to diagnose student's learning needs, inform instruction and drive instruction</li> <li>2. Apply technology to organize and integrate assessment data</li> </ol>                                                                           |
| FEAPs<br>Florida Educator<br>Accomplished<br>Practices              | <ol style="list-style-type: none"> <li>9. FEAP (a) 4.a -- Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process.</li> <li>10. FEAP (a) 4.f -- Applies technology to organize and integrate assessment information</li> </ol> |
| PECs<br>Professional<br>Education<br>Competencies                   |                                                                                                                                                                                                                                                                                                                                                         |
| SACs<br>Subject Area<br>Competencies,<br>Reading, Sec. 35           | Sec. 35, Reading K-12, 3.2 Evaluate appropriate oral and written assessment instruments and practices using continuous text for monitoring individual student progress.                                                                                                                                                                                 |
| UCC<br>Other Uniform Core<br>Curriculum                             |                                                                                                                                                                                                                                                                                                                                                         |
| REC<br>Reading<br>Endorsement<br>Competencies                       |                                                                                                                                                                                                                                                                                                                                                         |
| ILA Standards<br>International<br>Literacy Association<br>Standards |                                                                                                                                                                                                                                                                                                                                                         |

Procedures

1. Assessments and Diagnostic Teaching Experiences
  - a. Assessments: evaluate and select appropriate oral and written assessment instruments and practices using continuous text for monitoring individual student progress. After you have completed each assessment, scored and analyzed the results, and written the protocol report, write the specific, identified student needs in the appropriate column on the Decision Chart (see Decision Chart).
  - b. Diagnostic Teaching: After you have completed planning and engaging your student in each diagnostic teaching experience, write the specific, identified student needs in the appropriate column on the Decision Chart (see Decision Chart).
2. When learning needs from all assessments and diagnostic teaching experiences have been recorded, analyze the needs to determine which will be targeted in literacy intervention sessions and which will be targeted in Mentoring Authors sessions. You will not be able to address all of the student’s needs during the literacy intervention and Mentoring Authors sessions of the CLC. Select those that are most important and addressable given the CLC sessions available.
3. Identify specific processes, strategies and/or activities you will use with your student to address the needs you identified as being addressable in the remaining CLC sessions.
4. After you have completed your Decision Chart, develop a paper (1 page single spaced maximum, 1 inch margins on all four sides, 11 or 12 point font) in which you summarize your rationale for:
  - a. Your choice of learning needs, given your student’s abilities and the number of sessions remaining for instruction in the CLC.
  - b. Your choice of interventions (processes, strategies or tasks) and Mentoring Authors experiences, including your awareness of any accommodations that may need to be made as your student interacts with the interventions or Mentoring Authors experiences.

**Habits of Mind- Managing Impulsivity – Withholding judgment until understanding is achieved by being thoughtful in your actions.  
 Persisting – working to see things through by employing systematic methods of analyzing problems.**

**Community Literacy Club  
 Decision Chart 2017**

Examiner’s Name \_\_\_\_\_ Student’s Name \_\_\_\_\_

From Family Information Form:

|                                                  |  |
|--------------------------------------------------|--|
| Languages Spoken in the Home                     |  |
| Primary Language Spoken in the Home with Student |  |
| Family’s Cultural Background                     |  |
| Student’s Conditions Needing Accommodations      |  |

From Assessments and Diagnostic Teaching

|                                                                                                                                                                                                                                                                                                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| All candidates will complete the following assessments and diagnostic teaching with their student; however, for the emergent reader, the Early Literacy Assessment (ELA) will be used instead of the BRI and the <u>Emergent Reader-Writer Interview</u> will be used instead of the <u>Reading Interview</u> . |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| <b>Sources</b>                                                                       | <b>What was indicated as a need(s) (key findings)?</b> | <b>Which needs will I target during Literacy Intervention?</b> | <b>Which resources, processes, strategies or activities will support those needs I will target? (Literacy Intervention)</b> | <b>Which needs will I target during Mentoring Authors?</b> | <b>Which resources, processes, strategies, or activities will support those needs I will target? (Mentoring Authors)</b> |
|--------------------------------------------------------------------------------------|--------------------------------------------------------|----------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| BRI – Oral Reading Levels: Independent, Instructional, Frustration                   |                                                        |                                                                |                                                                                                                             |                                                            |                                                                                                                          |
| BRI – Silent Reading Levels: Independent, Instructional, Frustration                 |                                                        |                                                                |                                                                                                                             |                                                            |                                                                                                                          |
| BRI – Observation of Reading Behavior<br>p. 36-37 Johns                              |                                                        |                                                                |                                                                                                                             |                                                            |                                                                                                                          |
| BRI – Comprehension (Summary of Student's Comprehension Performance)<br>p. 414 Johns |                                                        |                                                                |                                                                                                                             |                                                            |                                                                                                                          |
| BRI – Sight word recognition<br>p. 166-167 Johns                                     |                                                        |                                                                |                                                                                                                             |                                                            |                                                                                                                          |
| BRI – Decoding (Qualitative Summary of Miscues)<br>p. 413 Johns                      |                                                        |                                                                |                                                                                                                             |                                                            |                                                                                                                          |

|                                                                                                |  |  |  |  |  |
|------------------------------------------------------------------------------------------------|--|--|--|--|--|
| BRI –<br>Comprehension<br>Monitoring<br>(Qualitative<br>Summary of<br>Miscues)<br>p. 413 Johns |  |  |  |  |  |
| BRI – Fluency<br>p. 42 Johns                                                                   |  |  |  |  |  |
| BRI – Retelling<br>P. 397 Johns                                                                |  |  |  |  |  |
| <u>CORE Phonics<br/>Survey</u><br>p. 41-58 CORE                                                |  |  |  |  |  |
| <u>Interest<br/>Inventory</u>                                                                  |  |  |  |  |  |
| Reading<br>Interview –<br>Perception of<br>reading<br>p. 6-8 Rhodes                            |  |  |  |  |  |
| Reading<br>Interview –<br>Awareness of<br>reading strategies<br>p. 6-8 Rhodes                  |  |  |  |  |  |
| Reading<br>Interview –<br>Perception of self<br>as a reader<br>p. 6-8 Rhodes                   |  |  |  |  |  |
| <u>Elementary<br/>Reading Attitude<br/>Survey (Garfield)</u><br>p. 21-38 Rhodes                |  |  |  |  |  |

|                                                                                                      |  |  |  |  |  |
|------------------------------------------------------------------------------------------------------|--|--|--|--|--|
| Writing Sample<br>–<br>6 Traits                                                                      |  |  |  |  |  |
| Spelling Level –<br>spelling in<br>context –<br>Qualitative<br>Spelling<br>Checklist<br>p. 312 WTWay |  |  |  |  |  |
| Spelling Level –<br>spelling in<br>isolation –<br>Appropriate<br>Inventory<br>p. 313-321 WTW         |  |  |  |  |  |
| Diagnostic<br>Teaching<br>Task:                                                                      |  |  |  |  |  |
| Diagnostic<br>Teaching<br>Task:                                                                      |  |  |  |  |  |
| Diagnostic<br>Teaching<br>Task:                                                                      |  |  |  |  |  |
| Diagnostic<br>Teaching<br>Task:                                                                      |  |  |  |  |  |
| Diagnostic<br>Teaching<br>Task:                                                                      |  |  |  |  |  |
| Diagnostic<br>Teaching<br>Task:                                                                      |  |  |  |  |  |
| Diagnostic<br>Teaching                                                                               |  |  |  |  |  |

|                      |  |  |  |  |  |
|----------------------|--|--|--|--|--|
| Task:                |  |  |  |  |  |
| Teacher Observations |  |  |  |  |  |
|                      |  |  |  |  |  |
|                      |  |  |  |  |  |
|                      |  |  |  |  |  |

Emergent Reader Assessments

| If you determine that your child is an emergent reader, you will administer the <u>Emergent Reader-Writer Interview</u> , p. 110-112 in Rhodes, instead of the <u>Reading Interview</u> , p. 6-8 Rhodes. And, you will administer the <u>Early Literacy Assessment (ELA)</u> , p. 364-374 in Johns, instead of the BRI. |                                                 |                            |                                                                                                                      |                                                     |                                                                                                                   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|----------------------------|----------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| Sources                                                                                                                                                                                                                                                                                                                 | What was indicated as a need(s) (key findings)? | Which needs will I target? | Which resources, processes, strategies or activities will support those needs I will target? (Literacy Intervention) | Which needs will I target during Mentoring Authors? | Which resources, processes, strategies, or activities will support those needs I will target? (Mentoring Authors) |
| <u>Emergent Reader-Writer Interview</u><br>p. 110-112<br>Rhodes                                                                                                                                                                                                                                                         |                                                 |                            |                                                                                                                      |                                                     |                                                                                                                   |
| Alphabet Knowledge<br>p. 365 Johns – ELA                                                                                                                                                                                                                                                                                |                                                 |                            |                                                                                                                      |                                                     |                                                                                                                   |
| Writing<br>p. 366 Johns - ELA                                                                                                                                                                                                                                                                                           |                                                 |                            |                                                                                                                      |                                                     |                                                                                                                   |
| Literacy Knowledge<br>p. 367 Johns - ELA                                                                                                                                                                                                                                                                                |                                                 |                            |                                                                                                                      |                                                     |                                                                                                                   |
| Wordless Picture Reading                                                                                                                                                                                                                                                                                                |                                                 |                            |                                                                                                                      |                                                     |                                                                                                                   |



|                                                           |  |  |  |  |  |
|-----------------------------------------------------------|--|--|--|--|--|
| p. 368 Johns -<br>ELA                                     |  |  |  |  |  |
| Caption Reading<br>p. 369 Johns -<br>ELA                  |  |  |  |  |  |
| Auditory<br>Discrimination<br>p. 370 Johns –<br>ELA       |  |  |  |  |  |
| Phoneme<br>Awareness<br>Spelling<br>p. 371 Johns -<br>ELS |  |  |  |  |  |
| Phoneme<br>Segmentation<br>p. 372 Johns -<br>ELA          |  |  |  |  |  |
| Basic Word<br>Knowledge<br>p. 373 Johns -<br>ELA          |  |  |  |  |  |
| Pre-Primer<br>Passage<br>p. 374 Johns –<br>ELA            |  |  |  |  |  |
|                                                           |  |  |  |  |  |

**CLC 2017 RED 6546 – Rubric for Decision Chart (8 points)**

| Candidate Learning: Knowledge & Skills                                                                                                                                                                                                                                 | Candidate Learning: Dispositions                                                                                                   | Mastery                                                                                                                                                                                                                                         | Proficient                                                                                                                                                                                                                     | Limited                                                                                                                                                                          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Candidate evaluates and selects appropriate oral and written assessment instruments and practices using continuous text for notitoring individual student progress.                                                                                                    |                                                                                                                                    | Candidate accurately evaluates and selects appropriate oral and written assessment instruments and practices using continuous text for notitoring individual student progress.                                                                  | Candidate evaluates and selects appropriate oral and written assessment instruments and practices using continuous text for notitoring individual student progress.                                                            | Candidate fails to evaluate and select appropriate oral and written assessment instruments and practices using continuous text for notitoring individual student progress.       |
|                                                                                                                                                                                                                                                                        |                                                                                                                                    | 4 3.8 3.6                                                                                                                                                                                                                                       | 3.4 3.2 3 2.8                                                                                                                                                                                                                  | 2.6 2 1 0                                                                                                                                                                        |
| Candidate demonstrates the ability to apply technology to organize and integrate assessment information to be used to plan data-driven instruction<br>FEAP (a) 4.f<br>(Column 2, Decision Chart-DC)                                                                    | <i>Take time to check over work because of being more interested in excellent work than in expediency (Striving for Accuracy).</i> | Data related to student learning needs are complete, specific and organized in a manner that facilitates a review of data across assessments and tasks. Strong evidence of the use of technology to organize and enhance the review of data.    | Data related to student learning needs are organized using technology and are generally complete and organized in a manner that facilitates a review of data across assessments and tasks                                      | Data lack organization and/or specificity or are simplistic, erroneous or missing. Little or missing evidence of use of technology to organize data.                             |
|                                                                                                                                                                                                                                                                        |                                                                                                                                    | 4 3.8 3.6                                                                                                                                                                                                                                       | 3.4 3.2 3 2.8                                                                                                                                                                                                                  | 2.6 2 1 0                                                                                                                                                                        |
| Candidate demonstrates the ability to analyze and apply data from multiple assessments and measures to identify (diagnose) students' learning needs, inform instruction based on those needs, and drive the learning process.<br>FEAP (a) 4.a<br>(Columns 3 and 5, DC) | <i>Adopt a critical eye toward ideas and actions (Being Analytical).</i>                                                           | Selected learning needs (areas for growth) are important for literacy development and reflect 4 to 5 of the Sensational 6 areas and/or the Thinking Framework. Learning needs consistently derived from assessments and/or diagnostic teaching. | Selected learning needs (areas for growth) support literacy development and reflect 2 to 3 of the Sensational 6 and/or the Thinking Framework. Areas for growth generally derived from assessments and/or diagnostic teaching. | Selected learning needs (Areas for growth) are missing, insignificant, or minimalistic. Learning needs are not accurately derived from assessment(s) and or diagnostic teaching. |
|                                                                                                                                                                                                                                                                        |                                                                                                                                    | 4 3.8 3.6                                                                                                                                                                                                                                       | 3.4 3.2 3 2.8                                                                                                                                                                                                                  | 2.6 2 1 0                                                                                                                                                                        |
| Candidate demonstrates the ability to identify significant interventions to address student's identified learning needs. Interventions identified reflect candidate's knowledge of literacy + student's needs in zone of proximal development                          | <i>Works to see things through by employing systematic methods of analyzing problems (Persisting).</i>                             | Interventions powerfully and accurately support development in the identified learning needs (areas for growth). Identification of interventions are consistently identified by name, with complete and accurate source information.            | Interventions accurately support development in the identified areas for growth. Identification of interventions are consistently identified by name and generally cited with a complete and accurate source.                  | Interventions missing, trivial or erroneous. Identification of sources missing, minimal, inconsistent and/or erroneous.                                                          |

|                                                                                                                                                                                                                                |                                                                                                                                                                       |                                                                                                                                                                                |                                                                                                                                                            |                                                                                                                                                                                                            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| + time available for intervention (Columns 4 and 6 DC)                                                                                                                                                                         |                                                                                                                                                                       |                                                                                                                                                                                |                                                                                                                                                            |                                                                                                                                                                                                            |
|                                                                                                                                                                                                                                |                                                                                                                                                                       | 4 3.8 3.6                                                                                                                                                                      | 3.4 3.2 3 2.8                                                                                                                                              | 2.6 2 1 0                                                                                                                                                                                                  |
| Candidate demonstrates the ability to clearly and meaningfully explain rationale for selection of areas for growth and respective interventions, including any accommodations that may be needed based on student's abilities. | <i>Adopt a critical eye toward ideas and actions (Being Analytical).</i><br><br><i>Thinks and communicates with clarity and precision (Communicating Accurately).</i> | Rationale statement shows strong, accurate evidence of knowledge of literacy, knowledge of specific needs of his/her student and consideration of time frame for intervention. | Rationale statement shows accurate knowledge of literacy, knowledge of specific needs of his/her student and consideration of time frame for intervention. | Rationale statement is missing or is minimal and/or erroneous. Missing or little evidence of literacy, knowledge of specific needs of his/her student and/or consideration of time frame for intervention. |
|                                                                                                                                                                                                                                |                                                                                                                                                                       | 4 3.8 3.6                                                                                                                                                                      | 3.4 3.2 3 2.8                                                                                                                                              | 2.6 2 1 0                                                                                                                                                                                                  |
| Candidate Learning: Knowledge & Skills                                                                                                                                                                                         | Candidate Learning: Dispositions                                                                                                                                      | Mastery                                                                                                                                                                        | Proficient                                                                                                                                                 | Limited                                                                                                                                                                                                    |
|                                                                                                                                                                                                                                |                                                                                                                                                                       |                                                                                                                                                                                |                                                                                                                                                            |                                                                                                                                                                                                            |
|                                                                                                                                                                                                                                |                                                                                                                                                                       |                                                                                                                                                                                |                                                                                                                                                            |                                                                                                                                                                                                            |
| $\frac{\text{Total Points}}{\text{Points}} \text{ divided by } 5 = \text{Points} \times 2 = \text{Final Pts } \frac{\quad}{8}$                                                                                                 |                                                                                                                                                                       |                                                                                                                                                                                |                                                                                                                                                            |                                                                                                                                                                                                            |
| <input type="checkbox"/> OK to Upload <input type="checkbox"/> Revise and Upload <input type="checkbox"/> Revise and Resubmit                                                                                                  |                                                                                                                                                                       |                                                                                                                                                                                |                                                                                                                                                            |                                                                                                                                                                                                            |

Assignment: Student-Parent-Teacher Conference with Recommendations  
 Course: RED 6546 Diagnosis of Reading Problems (Critical Task) (5 pts.)  
 Explanation of artifact: The candidate will convey the importance and outcomes of student assessment data with the student, the parent/caregiver(s) and to the school on ways to continue supporting the student's literacy development.

|                                                     |                                                                                                                                                                                                                                                                                                                                             |
|-----------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Course Objective(s)                                 | 1. Candidate will share the importance and outcomes of student assessment data with the student and with the student's parent/caregiver(s)<br>2. Candidate will share appropriate recommendations to support continuous improvement of the student's literacy development based on the student's performance during tutoring and mentoring. |
| FL Educators Accomplished Practices (FEAPs)         | (a)4.e Shares the importance and outcomes of student assessment data with the student's parent/caregiver(s)<br>(b)1.d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement.                                                                        |
| Professional Education Competencies (Same as FEAPS) |                                                                                                                                                                                                                                                                                                                                             |
| Reading Subject Area Competencies K-12 (SACs)       |                                                                                                                                                                                                                                                                                                                                             |
| Other Uniform Core Curriculum (UCC)                 |                                                                                                                                                                                                                                                                                                                                             |
| Reading Endorsement Competencies (REC)              |                                                                                                                                                                                                                                                                                                                                             |

Procedures:

1. Candidates review the assessments and data for their student.
2. They write a bulleted list of 4-5 significant recommendations each for the student, the parent/caregiver(s), and the school.
3. The format of the recommendations will be bulleted lists under three headings: Recommendations for Student, Recommendations for Parent/Caregiver(s) and Recommendation the School. The lists must be typed, spelled correctly and with proper punctuation. The recommendations will consist of complete sentences, double-spaced in Times New Roman, 12 point font on three separate sheets of paper. On one paper, write the student's list so you can give it to the student. On the second paper, list both the parent/caregiver(s)' list of 4-5 recommendations and the student's recommendations so that the parent has a list of the recommendations given to the student, as well as, their own list. On a third paper, list all three sets of recommendations to the student, the parent/caregiver(s), and the school. (We do not give the recommendations to the school because they are based on your novice expertise as literacy clinicians.)
4. Write to communicate appropriately. You will need to 1) convey the importance and outcomes of student assessment and 2) give recommendations for continuous support of the student's literacy development. Because these recommendations are for publication, you must check spelling, grammar and

punctuation to be sure they are correct and of the highest professional quality.

a. for the student- The candidate will write using “kid language” that is easily understood by the student. The recommendations will start with a stem connecting an experience in the Community Literacy Club intervention or Mentoring Authors activity. For instance, the recommendation might be as follows: Remember when we were trying to find the meanings of words and you followed the steps in your Study Buddy. If you need to find the meanings of words, use the steps in your Study Buddy.

b. for parent/caregiver(s) – The candidate will write using everyday language, with no education jargon (words such as phonemic awareness, vowels). The parent/caregiver must be able to follow through without actually teaching literacy skills. There should not be any suggestion that requires the parent/caregiver to spend money as this might not be an option. For example, you might write the following: If possible, take your child to the library on a regular basis. You will be able to get a library card at no expense that allows him (or her) to take books home for a month at no charge. Help him (or her) to find books of interest that (he or she) can read by himself (or herself) or that you can read to or with your child. Another suggestion might be: Reading in your native language is also important to develop your child’s reading. Another recommendation might be to find someone who can supervise home learning in English. This might be an older sister or brother or a neighbor.

c. for the school- The candidate will write using professional level language with specifics for the school including multiple areas for growth.

5. Prepare the recommendations to turn in on Monday so that they may be checked and returned when approved by the professors on Tuesday. Corrections will be made in time for Wednesday.

6. On Wednesday, we will have **Museum Day**. On that day, parents will be invited to come to the classroom for a community celebration of the work accomplished. All parents and guests will sit in a circle so that each child may have the “spotlight” to share his or her book. The student may decide to just show the book and tell the title and what it is about, or he or she may decide to read a page or two from the book with the support of the candidate at his or her side.

7. Following the community sharing of the books, each candidate and student will go to their niche and participate in a student-lead conference. The student-led conference lasts for a total of 15 minutes.

a. The student will explain what he or she learned during the Community Literacy Club for 5 minutes. He or she may tell about the objects on the niche as these artifacts will serve as visual reminders of activities that were done.

b. Next, the parent can ask questions to the student or the candidate for 5 minutes.

c. Lastly, the candidate has 5 minutes to communicate recommendations to the student and to the parent. These recommendations serve as the TaskStream artifact.

d. In some instances, the child’s parent/caregiver(s) does not come to Museum Day. In that case, candidates in the Community will substitute for parents/caregiver(s) and listen to the student without a guest.

e. When the conference is completed, the candidate walks the student with his parent/caregiver(s) to the front. The students will take their niche home. Candidates may give the student a small gift of a literacy item such as a book or pencils, or a notepad of paper.

**CLC 2012 – RED 6515 – Programs of Remediation in Reading: Rubric for Student-Parent-Teacher  
Conference with Recommendations**

| Candidate Learning: Knowledge & Skills                                                                                                                                                                                                                                                          | Candidate Learning: Dispositions                                                                       | Mastery<br>3                                                                                                                                                                                                                                            | Proficient<br>2                                                                                                                                                                                                                            | Limited<br>1                                                                                                                                                                                                |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Recommendations</b>                                                                                                                                                                                                                                                                          |                                                                                                        |                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                            |                                                                                                                                                                                                             |
| Candidate shares the importance and outcomes of student assessment data with the student's parent/caregiver(s) <b>FEAP (a)4. e</b>                                                                                                                                                              | <i>Works to see things through by employing systematic methods of analyzing problems (Persisting).</i> | Candidate successfully shares the importance and outcomes of student assessment data with the student's, parent/caregiver(s)                                                                                                                            | Candidate shares the importance and outcomes of student assessment data with the student's, parent/caregiver(s)                                                                                                                            | Candidate fails to share the importance and outcomes of student assessment data with the student's, parent/caregiver(s)                                                                                     |
|                                                                                                                                                                                                                                                                                                 |                                                                                                        | 3    2.8                                                                                                                                                                                                                                                | 2.6    2.3                                                                                                                                                                                                                                 | 2    1    0                                                                                                                                                                                                 |
| Candidate shares appropriate recommendations to collaborate with the home, school and larger community to foster communication and to support continuous improvement of the student's literacy development based on the student's performance during tutoring and mentoring. <b>FEAP (b)1.d</b> |                                                                                                        | Candidate shares appropriate, significant recommendations to support continuous improvement of the student's literacy development based on the student's performance during tutoring and mentoring for the student, parent/ caregivers, and the school. | Candidate shares appropriate recommendations to support continuous improvement of the student's literacy development based on the student's performance during tutoring and mentoring for the student, parent/ caregivers, and the school. | Candidate shares inappropriate or minimally important recommendations to support continuous improvement of the student's literacy development for the for the student, parent/ caregivers, and the school.. |
|                                                                                                                                                                                                                                                                                                 |                                                                                                        | 3    2.8                                                                                                                                                                                                                                                | 2.6    2.3                                                                                                                                                                                                                                 | 2    1    0                                                                                                                                                                                                 |
| Candidate writes recommendations with appropriate levels of language, spelling, grammar, and punctuation.                                                                                                                                                                                       |                                                                                                        | Candidate writes recommendations with appropriate levels of language, spelling, grammar, and punctuation at the highest level of professional quality, appropriate                                                                                      | Candidate writes recommendations with appropriate levels of language, spelling, grammar, and punctuation of professional quality.                                                                                                          | Candidate fails to write recommendations with appropriate levels of language, or spelling, or grammar, and punctuation.                                                                                     |
|                                                                                                                                                                                                                                                                                                 |                                                                                                        | 3    2.8                                                                                                                                                                                                                                                | 2.6    2.3                                                                                                                                                                                                                                 | 2    1    0                                                                                                                                                                                                 |
| Candidate conducts student-parent-teacher conference                                                                                                                                                                                                                                            |                                                                                                        | Candidate conducts student-parent-teacher conference effectively.                                                                                                                                                                                       | Candidate conducts student-parent-teacher conference                                                                                                                                                                                       | Candidate conducts student-parent-teacher conference in a minimally effective way.                                                                                                                          |
|                                                                                                                                                                                                                                                                                                 |                                                                                                        | 3    2.8                                                                                                                                                                                                                                                | 2.6    2.3                                                                                                                                                                                                                                 | 2    1    0                                                                                                                                                                                                 |
| Total = ____ divided by 4 = ____/4                                                                                                                                                                                                                                                              |                                                                                                        |                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                            |                                                                                                                                                                                                             |

**CLC 2015 -- RED 6546 -- Diagnosis of Reading Difficulties: Rubrics for Protocols and Protocol Reports**

| Candidate Learning: Knowledge & Skills                                                                                                                                                 | Candidate Learning: Dispositions                                                                                   | Mastery                                                                                                                                                                                                                                                            | Proficient                                                                                                                                                                                                                                             | Limited                                                                                                                                                                                                                         |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Candidate demonstrates the ability to accurately score and analyze assessment instruments/tasks.                                                                                       | <i>Works to see things through by employing systematic methods of analyzing problems (Persisting).</i>             | Consistently complete collection of data on protocols; Protocols consistently scored/analyzed completely and accurately.                                                                                                                                           | Generally complete collection of data on protocols; Protocols generally scored/analyzed completely and accurately.                                                                                                                                     | Protocols missing data and/or data minimal; Protocols lack scoring/analysis or scoring/analysis is incorrect.                                                                                                                   |
|                                                                                                                                                                                        |                                                                                                                    | 4 3.8 3.6                                                                                                                                                                                                                                                          | 3.4 3.2 3 2.8                                                                                                                                                                                                                                          | 2.6 2 1 0                                                                                                                                                                                                                       |
| Candidate demonstrates the ability to develop well-written purpose and description sections of protocol reports.                                                                       | <i>Thinks and communicates with clarity and precision (Communicating Accurately).</i>                              | Purpose and description sections are consistently precise, complete and accurate, with strong evidence of depth of knowledge of the assessment.                                                                                                                    | Purpose and description sections are generally complete and accurate, with evidence of adequate depth of knowledge of the assessment.                                                                                                                  | Purpose and/or description are missing or incorrect, incomplete, and/or simplistic; knowledge of assessment incorrect or lacking.                                                                                               |
|                                                                                                                                                                                        |                                                                                                                    | 1 .94 .90                                                                                                                                                                                                                                                          | .85 .80 .75 .70                                                                                                                                                                                                                                        | .65 .55 0                                                                                                                                                                                                                       |
| Candidate demonstrates the ability to identify full findings (from the analysis of assessments) and to present these finding clearly and accurately in narrative and/or table formats. | <i>Adopt a critical eye toward ideas and actions (Being Analytical).</i><br><br><i>(Communicating Accurately).</i> | Consistently, findings are accurate and drawn from scoring/analysis of protocol; Presentation of findings section is consistently precise, complete and accurate, with strong evidence of depth of knowledge of the assessment.                                    | Generally findings are accurate and drawn from scoring/analysis of protocol; Preseentation of findings section is generally complete and accurate, with evidence of adequate depth of knowledge of the assessment.                                     | Findings lack adequate connection to data on protocol; Findings are missing or incorrect, incomplete, and/or simplistic; Presentation of findings missing, or incorrect, incomplete, and/or simplistic.                         |
|                                                                                                                                                                                        |                                                                                                                    | 4 3.8 3.6                                                                                                                                                                                                                                                          | 3.4 3.2 3 2.8                                                                                                                                                                                                                                          | 2.6 2 1 0                                                                                                                                                                                                                       |
| Candidate demonstrates the ability to extract meaningful interpretations from findings and to communicate these interpretations clearly.                                               | <i>Adopt a critical eye toward ideas and actions (Being Analytical).</i><br><br><i>(Communicating Accurately).</i> | Interpretation sections are consistently precise, complete and accurate and directly link to findings; Consistently meaningful interpretations provide evidence of candidate's sound understanding of the assessment's evaluation of child's literacy development. | Interpretation sections are generally precise, complete and accurate and link to findings; Generally meaningful interpretations provide evidence of candidate's adequate understanding of the assessment's evaluation of child's literacy development. | Interpretations lack adequate connection to findings; Interp. missing or incorrect, incomplete, and/or simplistic; Interpretations provide no or little evidence of candidate's understanding of the assessment's evaluation of |

|                                                                                                                                                                |                                                                                                                                    |                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                |                                                                                                                                    |                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                    | child's literacy development.                                                                                                                                                                                            |
|                                                                                                                                                                |                                                                                                                                    | 4 3.8 3.6                                                                                                                                                                                                                            | 3.4 3.2 3 2.8                                                                                                                                                                                                                                      | 2.6 2 1 0                                                                                                                                                                                                                |
| Candidate demonstrates grasp of the importance of technical writing to facilitate reader's understanding and accessibility to information in protocol reports. | <i>Take time to check over work because of being more interested in excellent work than in expediency (Striving for Accuracy).</i> | Consistently maintains the required format for the protocol reports; Word selection is formal and consistent within and across reports; reports are clearly written, accurate, and style and use of conventions enhance readability. | Generally maintains the required format for the protocol reports; Word selection is generally formal and consistent within and/or across reports; reports communicate information accurately and style and use of conventions support readability. | Format of reports is inconsistent; Word selection within and/or across reports contains informal language and/or is inconsistent within and/or across reports; Style and/or use of conventions detract from readability. |
|                                                                                                                                                                |                                                                                                                                    | 1 .94 .90                                                                                                                                                                                                                            | .85 .80 .75 .70                                                                                                                                                                                                                                    | .65 .55 0                                                                                                                                                                                                                |
| Per individual protocol/protocol report – Total Points = _____ divided by 5 multiplied by 2.86 = Final Pts _____/8                                             |                                                                                                                                    |                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                          |



Assignment: Description and Analysis of Student’s CLC Literacy Development, including BRI or ELA Post Assessment (8 points)

Course: RED 6546 Diagnosis of Reading Difficulties

Explanation of Artifact: Candidates will post test students and describe and analyze progress made as a result of their data-driven instruction.

|                                                     |                                                                                                                                                                                                                      |
|-----------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Course Objective(s)                                 | <ol style="list-style-type: none"> <li>1. Is able to monitor student’s progress in reading after assessment and intervention.</li> <li>2. Is able to describe and analyze changes in reading performance.</li> </ol> |
| FL Accomplished Practices FEAPs                     |                                                                                                                                                                                                                      |
| Professional Education Competencies (same as FEAPS) |                                                                                                                                                                                                                      |
| Reading Subject Area Competencies K-12 (SAC)        |                                                                                                                                                                                                                      |
| Other Uniform Core Curriculum (UCC)                 |                                                                                                                                                                                                                      |
| Reading Endorsement Competencies (REC)              |                                                                                                                                                                                                                      |
| ILA Standards                                       |                                                                                                                                                                                                                      |

Procedures:

BRI:

1. Post-test your student using form B of the Basic Reading Inventory (BRI).
2. From the pretest identify your student’s overall instructional level. Then, select this level from Form B (passages) to begin your post-test. If your student reads at the instructional level on Form B for this passage, have your student read the next passage in Form B and continue until the student reaches his (her) frustrational level. You do not need to find the student’s independent level. It is likely that your student will be at the same instructional level on the pretest and post-test; however, you may see that the student has improved.
3. Use the BRI scoring sheets to summarize and analyze your data:
  - a. Performance Booklet, Form B
  - b. Summary of Miscues, page 413
  - c. Summary of Comprehension Performance (Questions), page 414.
4. Develop a modified protocol report that presents your post-test Purpose and Description (same as for the pretest protocol report). For your Findings, develop a table that presents your pre and post data for the following:

|                     | Pretest: Form A | Post-test: Form B |
|---------------------|-----------------|-------------------|
| Instructional Level |                 |                   |
| Frustrational Level |                 |                   |
| Fluency             |                 |                   |

Under this table, provide a summary stating whether or not your student improved in his(her) instructional level and fluency.

There is no “Interpretation” section on this post-assessment report.

## ELA

1. If you administered the ELA as your pretest, you have several options for your post-test.
  - a. Post-test your student on the areas from the ELA in which you provided instruction during the CLC. Develop a modified protocol report with a pre-post table in which you display pre-post findings.
  - b. If your student was not able to read the passage at the end of the ELA, have him (her) read this as a post-test. Then continue with passages until your student reaches his (her) frustrational level. You will be moving your child into Form A.
  - c. If your student was able to read the passage at the end of the ELA, continue with Form A passages until your child reaches frustration.
  - d. If you specifically worked with your student based on a section of the CORE Phonics Survey, then conduct a post-test using this section (or the appropriate part of the section).

For the post, modified ELA protocol report, there is not a way to provide all of the options for different kinds of pre-post tables. You need to think through your data and think through how best to present it in a comprehensible pre-post manner.

### ELA Post Protocol Report

Purpose: (You do not include this part.)

Description: The following pre-post assessments were administered:

Findings: (present your pre-post data in tables that make your information comprehensible.

Under the table(s) you create to present your pre-post data, provide a summary stating whether or not your student improved in his(her) literacy abilities in the areas you targeted.

There is no “Interpretation” section on this post-assessment report.

Rubric

**CLC 2012 – RED 6546– Programs of Remediation in Reading: Description and Analysis of Student’s CLC Literacy Development**

| Candidate Learning: Knowledge & Skills                                                                                                                                                                         | Candidate Learning: Dispositions                                                                       | Mastery<br>3                                                                                                                                                                                                                | Proficient<br>2                                                                                                                                                                                                | Limited<br>1                                                                                                                                                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Candidate assesses the student on the correct form(s), finding the instructional, and frustrational reading level or the candidate has use the ELA parts and has been able to determine levels of performance. | <i>Works to see things through by employing systematic methods of analyzing problems (Persisting).</i> | Candidate successfully assesses the student on the correct form(s), finding the instructional, and frustrational reading level or the candidate has use the ELA parts and has been able to determine levels of performance. | Candidate assesses the student on the correct form(s), finding the instructional, and frustrational reading level or the candidate has use the ELA parts and has been able to determine levels of performance. | Candidate fails to assess the student on the correct form(s), finding the instructional, and frustrational reading level or the candidate has use the ELA parts and has been able to determine levels of performance. |
|                                                                                                                                                                                                                |                                                                                                        | 3    2.8                                                                                                                                                                                                                    | 2.6    2.3                                                                                                                                                                                                     | 2    1    0                                                                                                                                                                                                           |
| Candidate summarizes and analyzes the data on the Prerformance Booklet, Summary of Miscues, and Comprehension Performance on the BRI or has used the ELA to correctly analyze the data.                        |                                                                                                        | Candidate correctly summarizes and analyzes the data on the Prerformance Booklet, summary of Miscues, and Comprehension Performance on the BRI or has used the ELA to correctly analyze the data.                           | Candidate summarizes and analyzes the data on the Prerformance Booklet, summary of Miscues, and Comprehension Performance on the BRI or has used the ELA to analyze the data.                                  | Has fails to correctly summarize and analyze the data on the Performance Booklet, summary of Miscues, and Comprehension Performance on the BRI or has failed to use the ELA to correctly analyze the data.            |
|                                                                                                                                                                                                                |                                                                                                        | 3    2.8                                                                                                                                                                                                                    | 2.6    2.3                                                                                                                                                                                                     | 2    1    0                                                                                                                                                                                                           |
| Candidate has created an appropriate, modified protocol report for either the BRI or the ELA, including a comparison of pre-post data..                                                                        |                                                                                                        | Candidate has effectively created an appropriate, modified protocol report for either the BRI or the ELA, including a detailed comparison of pre and post data.                                                             | Candidate has created an appropriate, modified protocol report for either the BRI or the ELA including a comparison of pre-post data..                                                                         | Candidate has failed to create an appropriate, modified protocol report for either the BRI or the ELA or has an incorrect or simplistic comparison.                                                                   |
|                                                                                                                                                                                                                |                                                                                                        | 3    2.8                                                                                                                                                                                                                    | 2.6    2.3                                                                                                                                                                                                     | 2    1    0                                                                                                                                                                                                           |
| Candidate writes demonstrating Professional Quality                                                                                                                                                            |                                                                                                        | Candidate effectively writes demonstrating Professional Quality                                                                                                                                                             | Candidate writes demonstrating Professional Quality                                                                                                                                                            | Candidate fails to demonstrate Professional Quality in his or her writing                                                                                                                                             |
|                                                                                                                                                                                                                |                                                                                                        | 3    2.8                                                                                                                                                                                                                    | 2.6    2.3                                                                                                                                                                                                     | 2    1    0                                                                                                                                                                                                           |
| Total = ____ multiply by 2 _____ divided by 3= ____/8                                                                                                                                                          |                                                                                                        |                                                                                                                                                                                                                             |                                                                                                                                                                                                                |                                                                                                                                                                                                                       |

Assignments for RED 6515 Programs of Remediation in Reading

Assignment: **Community Profile Summary Analysis and Reflection (CP) paper**

Course RED 6515 Remediation (Critical Task) (40 Pts.)

Summative Assessment at Competency Level

Explanation of artifact: Candidates plan with their community by creating a profile of students. Then they individually create lessons based on the profile demonstrating that they are able to differentiate lessons.

|                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-----------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Course Objective(s)                                       | <ol style="list-style-type: none"> <li>3. Understands and applies knowledge for socio-cultural, socio-political and psychological variables to differentiate reading instruction.</li> <li>4. Understand the stages of English language acquisition for English language learners and differentiate reading instruction for students at different levels of English language proficiency.</li> <li>5. Understand the variables impeding student reading development.</li> <li>6. Differentiate reading instruction</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| FL Accomplished Practices<br>FEAPs                        | <p>(a)1.a Aligns instruction with state-adopted standards at the appropriate level of rigor.</p> <p>(a) 1.b Sequences lessons and concepts to ensure coherence and required prior knowledge.</p> <p>(a) 1.c Designs instruction for students to achieve mastery.</p> <p>(a) 1.d Selects appropriate formative assessments to monitor learning.</p> <p>(a) 1.e Uses diagnostic student data to plan lessons.</p> <p>(a) 1.f Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.</p> <p>(a) 2. d Respects students’ cultural linguistic and family background.</p> <p>(a) 3. h . Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students.</p> <p>(b) 1.c Use a variety of data, independently and in collaboration with colleagues to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of lessons.</p> |
| Professional Education<br>Competencies (same as<br>FEAPS) | <ol style="list-style-type: none"> <li>1. (PEC 1) Knowledge of instructional design and planning</li> <li>2. (PEC2) Knowledge of appropriate student-centered learning environments</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

|                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                     | <p>3. (PEC7) Knowledge of research-based practices appropriate for teaching English Language Learners (ELL)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p>Reading Subject Area Competencies K-12 (SAC)</p> | <p><b>3. Knowledge of reading assessment and evaluation</b><br/> Sec. 35, Reading K-12, 3.2 Evaluate appropriate oral and written assessment instruments and practices using continuous text for monitoring individual student progress.<br/> Sec. 35, Reading K-12, 3.3 Analyze and interpret data from multiple informal and formal reading and writing assessments to guide whole group instruction.<br/> Sec. 35, Reading K-12, 3.4 Analyze and interpret student data from multiple informal and formal reading and writing assessment to differentiate instruction and develop individual student goals for diverse learners.</p> <p><b>5 Knowledge of oral and written language acquisition and beginning Reading</b><br/> Sec. 35 Reading K-12 5.3 Apply instructional methods for developing oral language, phonological awareness, concepts of print, alphabet knowledge and written language development.</p> <p><b>6 Knowledge of phonics and word recognition</b><br/> Sec. 35 Reading K-12 6.2 Apply instructional methods for developing phonemic awareness and phonics knowledge for diverse learners<br/> Sec. 35 Reading K-12 6.4 Apply instructional methods for promoting the recognition of high frequency words, sight words, and irregularly spelled words for diverse learners.</p> <p><b>7 Knowledge of vocabulary acquisition and use</b><br/> Sec. 35 Reading K-12 7.3 Apply appropriate instructional methods for developing the use of independent word learning strategies for diverse learners.</p> |
| <p>Other Uniform Core Curriculum (UCC)</p>          | <p>F. b Math computational skills acquisition and measures to improve P-12 computational performance.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <p>Reading Endorsement Competencies (REC)</p>       | <p>4.1 Understand and apply knowledge of socio-cultural, socio-political and psychological variables to differentiate reading instruction for all students.<br/> 4.2 Understand the stages of English language acquisition for English language learners and differentiate reading instruction for students at different levels of English language proficiency.<br/> 4.3 Understand and apply current theories of second language acquisition to differentiate instruction for English language learners of diverse backgrounds and various levels of prior education.<br/> 4.7 Compare language, cognitive, and reading acquisition of different age groups (primary, intermediate, secondary levels) and abilities.<br/> 4.10 Differentiate reading instruction for English language learners with various levels of first language literacy.<br/> 4.12 Implement a classroom level plan for monitoring student reading progress and differentiating instruction.<br/> 4.13 Monitor student progress and use data to differentiate instruction for all students.<br/> 4.18 Implement appropriate and allowable instructional accommodations as specified in the Individual Education Plan</p>                                                                                                                                                                                                                                                                                                                                   |

|  |                                                                              |
|--|------------------------------------------------------------------------------|
|  | or 504 Plan when differentiating instruction for students with disabilities. |
|--|------------------------------------------------------------------------------|

Procedures:

1. Creation of Community Profile

- A. Candidates in communities will create a Community Profile for their students. Each candidate will place the required information on the Community Profile Chart (See chart in Appendix) so that all candidates will have data from all (4-5) students. It will enable candidates to differentiate instruction for their student and to discuss ways to differentiate instruction for the other students in the community. See list of ways to differentiate instruction below. Hand in both charts for each lesson plan.
- B. The data for the Community Profile Chart (See chart in Appendix) will consist of information from the Decision Chart. The different data will include the student's first language, if the student is an English Language Learner, at what level of proficiency is (ESOL level) the student, reading levels (independent, instructional, and frustrational), sight word recognition ability from the BRI, decoding summary of miscues, fluency, retelling ability, phonics areas for growth, the spelling stage, areas for writing growth from the 6 Traits, or the appropriate Early Literacy Assessment information.

2. Creation of Differentiation Plan

- A. Each community will collaboratively create 4 Differentiation Plans in which they rank the students from high to low based on the area of the lesson's focus (comprehension, retelling, vocabulary or spelling).
- B. Then, the candidates will individually make decisions about the types of differentiation and the specific ways to differentiate for each of the students on each of the 4 lessons. See Table for Differentiation Plan.

3. Candidates will design four Community Instructional Strategy lessons to achieve mastery following the Curriculum Study Assignment on the Reading Endorsement competency #4 chart (in Appendix). See Reading Competency #4 Chart in Appendix for book and page identification of supportive instructions. Sequence lessons and concepts to ensure coherence and develop prior knowledge as needed. Candidate should respect students' cultural, linguistic and family background to demonstrate sensitivity and to make decisions about selection of materials and topics that are relevant to the student's culture, linguistic and family background.

Lessons must be planned on the CLC lesson plan format in Appendix. Each lesson plan and reflection will be turned in for a grade (8 pts. Each)

- A. Community Instructional Strategy, **Whole-Part-Whole** Instruction focusing on Decodable Text and Fluency (8pts. See REC 4.1, 4.12). Participate in systematic problem solving to select decodable text for all students. Create a Whole-Part-Whole lesson. Align the lesson plan to appropriate state Common Core State Standards or Sunshine State Standards. [FEAP (a) 1.a.] Select passage for repeated practice for building fluency. With your student, calculate the Words Correct Per Minute (WCPM). Teach the student how to determine WCPM, as developmentally appropriate, and teach student how to chart their fluency.

Develop the lesson plan format using the CLC lesson plan format.

After you have taught the lesson answer the following 3 questions completely, showing your depth of knowledge on these topics:

- 1. Describe how an educator would implement a community plan (classroom level) for monitoring student reading progress and differentiating instruction. (REC 4.12)
- 2. Write a description of ways to differentiate reading instruction for each of

the community students on the Differentiation Plan. (REC 4.1)

3. Explain how you evaluated and interpreted multiple informal and formal reading and writing assessments to guide whole-group instruction. (SAC 3.3)

Turn in the lesson plan, fluency chart and calculations, the response to the questions, and the Differentiation Plan and rubric for a grade.

- B. Community Instructional Strategy focusing on an information text to create sheltered instruction to build on academic language skills, (8 pts. See REC 4.2, 4.3). Candidates will introduce an information book and teach ELL students at different levels of proficiency and with diverse background and various levels of prior education how **to retell using visuals**.

Develop the lesson plan using the CLC lesson plan format. Create the Differentiation Plan. After you have taught the lesson answer the following 2 questions completely, showing your depth of knowledge on these topics:

1. How did you differentiate instruction considering stages of English Language acquisition when creating sheltered instruction to build academic language. REC 4.2

2. How did you apply theories of second language acquisition for learners of diverse background and various levels of prior education in creating a lesson to retell using visuals. REC 4.3

3. How did you apply instructional methods for developing oral language, phonological awareness, concepts of print, alphabet knowledge and written language development. SAC 5.3

The lesson plan, Differentiation Plan, response to the questions, and rubric will be turned in for a grade.

- C. Building on the retelling lesson, create the Community Instruction Strategy focusing on teaching **vocabulary** to ELL students with an emphasis on Tier II words (8pts. See REC 4.7, 4.10 ). Create the Differentiation Plan.

1. Describe how you would focus on comparing language, cognitive and reading acquisition of different age groups (primary, intermediate, secondary levels and abilities).

2. How would you differentiate lessons for English Language learners with different levels of first language literacy?

3. How did you apply appropriate instructional methods for developing use of independent word learning strategies for diverse learners? SAC 7.3

The lesson plan, Differentiation Plan and responses to the questions and rubric will be turned in for a grade.

- D. Community Instructional Strategy will focus on instructional strategies to monitor student progress in reading and spelling and to differentiate instruction for all students. (8pts.) (See REC 4.13, 4.18.). The lesson plan and reflection will focus on reading and **spelling instruction** based upon data from appropriate spelling inventories. Create the

Differentiation Plan. You should incorporate writing for authentic purposes.

1. Using the Community Profile, how would you use data to differentiate spelling instruction for all the members of the community? REC 4.13
2. Describe authentic learning experiences you developed that require students to demonstrate proficiency in reading and spelling including a students who may have a 504 Plan or an Individual Exceptional Plan REC 4.18?
3. Explain how you applied instructional methods for developing phonemic awareness and phonics knowledge for diverse learners. SAC 6.2
4. Explain how you applied instructional methods for promoting the recognition of high frequency words, sight words, and irregularly spelled words for diverse learners. SAC 6.4

The lesson plan, response to the questions and rubric will be turned in for a grade.

2. Candidates subsequently write a **Summary Analysis and Reflection (CP) paper** in response to prompts that allow them to demonstrate specific, relevant knowledge and skills related to literacy teaching and learning.  
In this paper, address the following items showing your depth of knowledge:
  1. Summary analysis – Briefly describe the focus of your 4 lessons, A-D above. Analyze their effectiveness. Under each lesson’s analysis, copy and paste the Differentiation Plan, questions and responses to 2 questions from each section, A-D, above.
  2. Reflection – What did you learned about your student ? How have the lessons/ experiences you developed been able to move the student forward in his or her literacy development? What evidence do you have to support your analysis? What instruction is needed next?
  3. Reflection -- What did you learn about yourself as a literacy clinician? (Consider your ability to create lessons that are targeted to the needs of the student based on data. What do you want to develop more? How would you continue that professional development? What are your future goals?)
  4. Which 3 SOE dispositions do you feel you have accomplished? How have you changed as a result of this experience?
  5. How will you be able to apply these dispositions as a steward of the discipline and a reflective practitioner/ educator?
3. The **Community Profile Summary Analysis and Reflection (CP) paper** (8 pts.) is uploaded to TaskStream as you complete the course. There are 40 points.



**CLC 2017– RED 6515 – Programs of Remediation in Reading: Rubrics for Community Profile- Reflection on 4 lessons (A. Whole-Part- Whole & Fluency, B. Retelling, C. Vocabulary and D. Spelling) and a Summary Analysis and Reflection**

| <b>A. Whole- Part-Whole Lesson 8 points</b>                                                                                                                                                       |                                                                                                        |                                                                                                                                                                                |                                                                                                                                                                             |                                                                                                                                                                                                              |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Candidate Learning: Knowledge & Skills                                                                                                                                                            | Candidate Learning: Dispositions                                                                       | Mastery<br>3                                                                                                                                                                   | Proficient<br>2                                                                                                                                                             | Limited<br>1                                                                                                                                                                                                 |
| Candidate understands and applies knowledge of socio-cultural, socio-political and psychological variables to differentiate reading instruction for all students.<br><b>Question 2</b><br>REC 4.1 | <i>Works to see things through by employing systematic methods of analyzing problems (Persisting).</i> | Candidate understands and consistently applies knowledge of socio-cultural, socio-political and psychological variables to differentiate reading instruction for all students. | Candidate generally understands and applies knowledge of socio-cultural, socio-political and psychological variables to differentiate reading instruction for all students. | Understanding and /or application of knowledge of socio-cultural, socio-political and psychological variables to differentiate reading instruction for all students is missing or erroneous and/ or minimal. |
|                                                                                                                                                                                                   |                                                                                                        | 3 2.8                                                                                                                                                                          | 2.6 2.3                                                                                                                                                                     | 2 1 0                                                                                                                                                                                                        |
| Candidate implements a classroom level plan for monitoring student reading progress and differentiating instruction.<br><b>Question 1</b><br>REC 4.12                                             |                                                                                                        | Candidate successfully implements a classroom level plan for monitoring student reading progress and differentiating instruction.                                              | Candidate implements a classroom level plan for monitoring student reading progress and differentiating instruction.                                                        | Candidate fails to implement a classroom level plan for monitoring student reading progress and differentiating instruction.                                                                                 |
|                                                                                                                                                                                                   |                                                                                                        | 3 2.8                                                                                                                                                                          | 2.6 2.3                                                                                                                                                                     | 2 1 0                                                                                                                                                                                                        |
| Candidate aligns instruction with state-adopted standards at the appropriate level of rigor.<br>FEAP (a)1.a                                                                                       |                                                                                                        | Candidate effectively aligns instruction with state-adopted standards at the appropriate level of rigor.                                                                       | Candidate aligns instruction with state-adopted standards at the appropriate level of rigor.                                                                                | Candidate fails to align instruction with state-adopted standards at the appropriate level of rigor.                                                                                                         |
|                                                                                                                                                                                                   |                                                                                                        | 3 2.8                                                                                                                                                                          | 2.6 2.3                                                                                                                                                                     | 2 1 0                                                                                                                                                                                                        |
| Candidate demonstrates math computational skills acquisition and measures to improve P-12 computational performance.<br>UCC F.b                                                                   |                                                                                                        | Candidate successfully demonstrates math computational skills acquisition and measures to improve P-12 computational performance.                                              | Candidate demonstrates math computational skills acquisition and measures to improve P-12 computational performance.                                                        | Candidate fails to demonstrate math computational skills acquisition and measures to improve P-12 computational performance.                                                                                 |
|                                                                                                                                                                                                   |                                                                                                        | 3 2.8                                                                                                                                                                          | 2.6 2.3                                                                                                                                                                     | 2 1 0                                                                                                                                                                                                        |

|                                                                                                                                                                                                                                                                    |  |                                                                                                                                                                                 |                                                                                                                                            |                                                                                                                                                                                     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Candidate analyzes and interprets data from multiple informal and formal reading and writing assessments to guide whole-group instruction.<br>Question 3 SAC 3.3                                                                                                   |  | Candidate effectively and accurately analyzes and interprets data from multiple informal and formal reading and writing assessments to guide whole-group instruction.           | Candidate analyzes and interprets data from multiple informal and formal reading and writing assessments to guide whole-group instruction. | Candidate fails to analyze and interpret data from multiple informal and formal reading and writing assessments to guide whole-group instruction.                                   |
|                                                                                                                                                                                                                                                                    |  | 3 2.8                                                                                                                                                                           | 2.6 2.3                                                                                                                                    | 2 1 0                                                                                                                                                                               |
| Candidate creates a fluency chart with student sharing calculations with student                                                                                                                                                                                   |  | Candidate successfully creates a fluency chart with student sharing calculations with student                                                                                   | Candidate creates a fluency chart with student sharing calculations with student                                                           | Candidate fails to create a fluency chart with student sharing calculations with student                                                                                            |
|                                                                                                                                                                                                                                                                    |  | 3 2.8                                                                                                                                                                           | 2.6 2.3                                                                                                                                    | 2 1 0                                                                                                                                                                               |
| Candidate creates charts for the overall plan to differentiate instruction based on assessment of student learning needs and recognition of individual differences in students. The chart includes plans for differentiating for aspects of fluency<br>FEAP (a)3.h |  | Candidate creates charts with much detail for 1) the overall plans for differentiation and 2) a chart with much detail for the plans for differentiating for aspects of fluency | Candidate creates charts for the overall plans for differentiation and a chart for the plans for differentiating for aspects of fluency    | Candidate creates charts with minimal detail for the overall plans for differentiation and/or a chart with minimal details for the plans for differentiating for aspects of fluency |
|                                                                                                                                                                                                                                                                    |  | 3 2.8                                                                                                                                                                           | 2.6 2.3                                                                                                                                    | 2 1 0                                                                                                                                                                               |
| Candidate writes demonstrating Professional Quality                                                                                                                                                                                                                |  | Candidate effectively writes demonstrating Professional Quality                                                                                                                 | Candidate writes demonstrating Professional Quality                                                                                        | Candidate fails to write demonstrating Professional Quality                                                                                                                         |
|                                                                                                                                                                                                                                                                    |  | 3 2.8                                                                                                                                                                           | 2.6 2.3                                                                                                                                    | 2 1 0                                                                                                                                                                               |
| Total = ____ divided by 3 = ____/8                                                                                                                                                                                                                                 |  |                                                                                                                                                                                 |                                                                                                                                            |                                                                                                                                                                                     |

**CLC 2017 – RED 6515 – Programs of Remediation in Reading: Rubrics for Community Profile- Reflection on 4 lessons (A. Whole-Part- Whole & Fluency, B. Retelling, C. Vocabulary and D. Spelling) and a Summary Analysis and Reflection**

| <b>B. Retelling with Visuals Lesson (8 points)</b>                                                                                                                                                                                         |                                                                                                                    |                                                                                                                                                                                                                                   |                                                                                                                                                                                                            |                                                                                                                                                                                                                             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Candidate Learning: Knowledge & Skills                                                                                                                                                                                                     | Candidate Learning: Dispositions                                                                                   | Mastery<br>3                                                                                                                                                                                                                      | Proficient<br>2                                                                                                                                                                                            | Limited<br>1                                                                                                                                                                                                                |
| Candidate understands the stages of English language acquisition for English language learners and differentiates reading instruction for students at different levels of English language proficiency.<br><b>Question 1</b><br>REC 4.2    | <i>Thinks and communicates with clarity and precision (Communicating Accurately).</i>                              | Candidate completely understands the stages of English language acquisition for English language learners and differentiates reading instruction for students at different levels of English language proficiency.                | Candidate understands the stages of English language acquisition for English language learners and differentiates reading instruction for students at different levels of English language proficiency.    | Candidate fails to understand the stages of English language acquisition for English language learners and differentiates reading instruction for students at different levels of English language proficiency.             |
|                                                                                                                                                                                                                                            |                                                                                                                    | 3      2.8                                                                                                                                                                                                                        | 2.6      2.3                                                                                                                                                                                               | 2      1      0                                                                                                                                                                                                             |
| Candidate understands and applies current theories of second language acquisition to differentiate instruction for English language learners of diverse backgrounds and various levels of prior education.<br><b>Question 2</b><br>REC 4.3 | <i>Adopt a critical eye toward ideas and actions (Being Analytical).</i><br><br><i>(Communicating Accurately).</i> | Candidate understands and applies current theories of second language acquisition in an exemplary manner to differentiate instruction for English language learners of diverse backgrounds and various levels of prior education. | Candidate understands and applies current theories of second language acquisition to differentiate instruction for English language learners of diverse backgrounds and various levels of prior education. | Candidate fails to adequately understand and apply current theories of second language acquisition to differentiate instruction for English language learners of diverse backgrounds and various levels of prior education. |
|                                                                                                                                                                                                                                            |                                                                                                                    | 3      2.8                                                                                                                                                                                                                        | 2.6      2.3                                                                                                                                                                                               | 2      1      0                                                                                                                                                                                                             |
| Candidate designs instruction for students to achieve mastery.<br>FEAP (a) 1.c                                                                                                                                                             |                                                                                                                    | Candidate demonstrates excellence in designing instruction for students to achieve mastery.                                                                                                                                       | Candidate designs instruction for students to achieve mastery.                                                                                                                                             | Candidate unsuccessfully designs instruction for students to achieve mastery.                                                                                                                                               |
|                                                                                                                                                                                                                                            |                                                                                                                    | 3      2.8                                                                                                                                                                                                                        | 2.6      2.3                                                                                                                                                                                               | 2      1      0                                                                                                                                                                                                             |
| Candidate creates a lesson plan using information text                                                                                                                                                                                     |                                                                                                                    | Candidate successfully creates a lesson plan using information text                                                                                                                                                               | Candidate creates a lesson plan using information text                                                                                                                                                     | Candidate fails to create a lesson plan using information text                                                                                                                                                              |
|                                                                                                                                                                                                                                            |                                                                                                                    | 3      2.8                                                                                                                                                                                                                        | 2.6      2.3                                                                                                                                                                                               | 2      1      0                                                                                                                                                                                                             |
| Candidate applies instructional methods for developing oral                                                                                                                                                                                |                                                                                                                    | Candidate creates an exemplary lesson and applies instructional methods                                                                                                                                                           | Candidate creates a lesson and applies instructional methods for                                                                                                                                           | Candidate fails to create a lesson that applies instructional                                                                                                                                                               |

|                                                                                                                   |  |                                                                                                                                |                                                                                                                           |                                                                                                                                                       |
|-------------------------------------------------------------------------------------------------------------------|--|--------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| language, phonological awareness, concepts of print, alphabet knowledge and written language development. SAC 5.3 |  | for developing oral language, phonological awareness, concepts of print, alphabet knowledge and written language development.  | developing oral language, phonological awareness, concepts of print, alphabet knowledge and written language development. | methods for developing oral language, phonological awareness, concepts of print, alphabet knowledge and written language development.                 |
|                                                                                                                   |  | 3 2.8                                                                                                                          | 2.6 2.3                                                                                                                   | 2 1 0                                                                                                                                                 |
| Candidate creates a lesson focused on academic language skills using sheltered instruction. (REC                  |  | Candidate successfully creates a lesson focused on academic language skills                                                    | Candidate creates a lesson focused on academic language skills                                                            | Candidate creates a lesson focused on academic language skills which is minimal in quality                                                            |
|                                                                                                                   |  | 3 2.8                                                                                                                          | 2.6 2.3                                                                                                                   | 2 1 0                                                                                                                                                 |
| Candidate creates a lesson focused on retelling with visuals                                                      |  | Candidate creates a model lesson focused on retelling with visuals                                                             | Candidate creates a lesson focused on retelling with visuals                                                              | Candidate fails to create a lesson focused on retelling with visuals or minimally creates one                                                         |
|                                                                                                                   |  | 3 2.8                                                                                                                          | 2.6 2.3                                                                                                                   | 2 1 0                                                                                                                                                 |
| Candidate demonstrates professional quality and includes a chart for planning for differentiation                 |  | Candidate effectively writes demonstrating professional quality and includes a detailed chart for planning for differentiation | Candidate writes demonstrating professional quality                                                                       | Candidate writes demonstrating poor or limited professional quality and/or and includes a chart with minimal details for planning for differentiation |
|                                                                                                                   |  | 3 2.8                                                                                                                          | 2.6 2.3                                                                                                                   | 2 1 0                                                                                                                                                 |
|                                                                                                                   |  |                                                                                                                                |                                                                                                                           | Total ___ divided by 3 = ___/8                                                                                                                        |

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| <b>C. Vocabulary Lesson 8 points</b>                                                                                                                                                                                    |                                                                                                                                    |                                                                                                                                                                                                               |                                                                                                                                                                                         |                                                                                                                                                                                                                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Candidate Learning: Knowledge & Skills                                                                                                                                                                                  | Candidate Learning: Dispositions                                                                                                   | Mastery<br>3                                                                                                                                                                                                  | Proficient<br>2                                                                                                                                                                         | Limited<br>1                                                                                                                                                                                                         |
| Candidate compares language, cognitive, and reading acquisition of different age groups (primary, intermediate, secondary levels) and abilities.<br><b>Question 1</b><br>REC 4.7                                        | <i>Adopt a critical eye toward ideas and actions (Being Analytical).</i><br><br><i>(Communicating Accurately).</i>                 | . Candidate demonstrates excellence in comparing language, cognitive, and reading acquisition of different age groups (primary, intermediate, secondary levels) and abilities.                                | Candidate compares language, cognitive, and reading acquisition of different age groups (primary, intermediate, secondary levels) and abilities.                                        | Candidate demonstrates limited knowledge in comparing language, cognitive, and reading acquisition of different age groups (primary, intermediate, secondary levels) and abilities.                                  |
|                                                                                                                                                                                                                         |                                                                                                                                    | 3      2.8                                                                                                                                                                                                    | 2.6      2.3                                                                                                                                                                            | 2      1      0                                                                                                                                                                                                      |
| Candidate can differentiate reading instruction for English language learners with various levels of first language literacy and has included a chart for planning for differentiation<br><b>Question 2</b><br>REC 4.10 | <i>Take time to check over work because of being more interested in excellent work than in expediency (Striving for Accuracy).</i> | Candidate can successfully differentiate reading instruction for English language learners with various levels of first language literacy and has included a detailed chart for planning for differentiation. | Candidate can differentiate reading instruction for English language learners with various levels of first language literacy and has included a chart for planning for differentiation. | Candidate fails to differentiate reading instruction for English language learners with various levels of first language literacy and/ or has included a chart with minimal detail for planning for differentiation. |
|                                                                                                                                                                                                                         |                                                                                                                                    | 3      2.8                                                                                                                                                                                                    | 2.6      2.3                                                                                                                                                                            | 2      1      0                                                                                                                                                                                                      |
| Candidate applies appropriate instructional methods for developing the use of independent word learning strategies for diverse learners.<br><b>Question 3 SAC</b><br>7.3                                                |                                                                                                                                    | Candidate accurately applies appropriate instructional methods for developing the use of independent word learning strategies for diverse learners.                                                           | Candidate applies appropriate instructional methods for developing the use of independent word learning strategies for diverse learners.                                                | Candidate fails to apply appropriate instructional methods for developing the use of independent word learning strategies for diverse learners.                                                                      |
|                                                                                                                                                                                                                         |                                                                                                                                    | 2      1.8                                                                                                                                                                                                    | 1.6      1.3                                                                                                                                                                            | 1      0                                                                                                                                                                                                             |
| Candidate sequences lessons and concepts to ensure coherence and required prior knowledge.                                                                                                                              |                                                                                                                                    | Candidate successfully sequences lessons and concepts to ensure coherence and required prior knowledge.                                                                                                       | Candidate sequences lessons and concepts to ensure coherence and required prior knowledge.                                                                                              | Candidate fails to sequence lessons and concepts to ensure coherence and required prior knowledge.                                                                                                                   |

|                                                                                      |  |                                                                                                                                                                                                                                                                                   |                                                                          |                                                                                                                   |
|--------------------------------------------------------------------------------------|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| FEAP (a) 1.b                                                                         |  |                                                                                                                                                                                                                                                                                   |                                                                          |                                                                                                                   |
|                                                                                      |  | 2      1.8                                                                                                                                                                                                                                                                        | 1.6      1.3                                                             | 1      0                                                                                                          |
| Candidate respects students' cultural, linguistic and family background. FEAP (a)2.d |  | Candidate respects students' cultural, linguistic and family background to demonstrate sensitivity and to make decisions about selection of materials and topics that are relevant to the student's culture, linguistic and family background to create a supportive environment. | Candidate respects students' cultural, linguistic and family background. | Candidate does not demonstrate or shows limited respect for students' cultural, linguistic and family background. |
|                                                                                      |  | 2      1.8                                                                                                                                                                                                                                                                        | 1.6      1.3                                                             | 1      0                                                                                                          |
| Total ____ x 2, divided by 3 = ____ /8                                               |  |                                                                                                                                                                                                                                                                                   |                                                                          |                                                                                                                   |

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| <b>D. Spelling 8 points</b>                                                                                                                                                                                                             |                                                                                                                    |                                                                                                                                                                                                                     |                                                                                                                                                                                                        |                                                                                                                                                                                                                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Candidate Learning: Knowledge & Skills                                                                                                                                                                                                  | Candidate Learning: Dispositions                                                                                   | Mastery<br>3                                                                                                                                                                                                        | Proficient<br>2                                                                                                                                                                                        | Limited<br>1                                                                                                                                                                                                   |
| Candidate monitors student progress and uses data to differentiate instruction for all students.<br><b>Question 1</b><br>REC 4.13                                                                                                       | <i>Adopt a critical eye toward ideas and actions (Being Analytical).</i><br><br><i>(Communicating Accurately).</i> | Candidate effectively monitors student progress and uses data to differentiate instruction for all students.                                                                                                        | Candidate monitors student progress and uses data to differentiate instruction for all students.                                                                                                       | Candidate fails to monitor student progress and use data to differentiate instruction for all students.                                                                                                        |
|                                                                                                                                                                                                                                         |                                                                                                                    | 3      2.8                                                                                                                                                                                                          | 2.6      2.3                                                                                                                                                                                           | 2      1      0                                                                                                                                                                                                |
| Candidate implements appropriate and allowable instructional accommodations as specified in the Individual Education Plan or 504 Plan when differentiating instruction for students with disabilities.<br><b>Question 2</b><br>REC 4.18 |                                                                                                                    | Candidate successfully implements appropriate and allowable instructional accommodations as specified in the Individual Education Plan or 504 Plan when differentiating instruction for students with disabilities. | Candidate implements appropriate and allowable instructional accommodations as specified in the Individual Education Plan or 504 Plan when differentiating instruction for students with disabilities. | Candidate fails to implement appropriate and allowable instructional accommodations as specified in the Individual Education Plan or 504 Plan when differentiating instruction for students with disabilities. |
|                                                                                                                                                                                                                                         |                                                                                                                    | 3      2.8                                                                                                                                                                                                          | 2.6      2.3                                                                                                                                                                                           | 2      1      0                                                                                                                                                                                                |
| Candidate uses diagnostic student data to plan lessons.<br>FEAP (a) 1.e                                                                                                                                                                 |                                                                                                                    | Candidate uses diagnostic student data to effectively plan 4 lessons for their student and for the other students in the group.                                                                                     | Candidate uses diagnostic student data to plan lessons.                                                                                                                                                | Candidate fails to use diagnostic student data to plan lessons.                                                                                                                                                |
|                                                                                                                                                                                                                                         |                                                                                                                    | 3      2.8                                                                                                                                                                                                          | 2.6      2.3                                                                                                                                                                                           | 2      1      0                                                                                                                                                                                                |
| Candidate develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.<br>Question 2<br>FEAP (a) 1.f                                                                             |                                                                                                                    | Candidate develops learning experiences in an exemplary manner that require students to demonstrate a variety of applicable skills and competencies.                                                                | Candidate develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.                                                                          | Candidate develops limited learning experiences that require students to demonstrate few skills and competencies.                                                                                              |
|                                                                                                                                                                                                                                         |                                                                                                                    | 3      2.8                                                                                                                                                                                                          | 2.6      2.3                                                                                                                                                                                           | 2      1      0                                                                                                                                                                                                |
| Candidate selects                                                                                                                                                                                                                       |                                                                                                                    | Candidate selects                                                                                                                                                                                                   | Candidate selects                                                                                                                                                                                      | Candidate fails to                                                                                                                                                                                             |

|                                                                                                                                                                                                                                           |  |                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                            |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| appropriate formative assessments to monitor learning and creates a lesson plan focused on an area of growth in reading for the student<br>FEAP (a) 1.d                                                                                   |  | appropriate formative assessments to monitor learning and creates an exemplary lesson plan focused on an area of growth in reading for the student                                                                                              | mostly appropriate formative assessments to monitor learning and creates a lesson plan focused on an area of growth in reading for the student                                                                                     | select appropriate formative assessments to monitor learning or does not create a lesson plan focused on an area identified as an area of growth in reading for the student                                                                |
|                                                                                                                                                                                                                                           |  | 3 2.8                                                                                                                                                                                                                                           | 2.6 2.3                                                                                                                                                                                                                            | 2 1 0                                                                                                                                                                                                                                      |
| Candidate builds a lesson plan focusing on an aspect of spelling that has been identified as an area of growth for the student including methods for developing phonemic awareness and phonics knowledge for diverse learners.<br>SAC 6.2 |  | Candidate successfully builds a lesson plan focusing on an aspect of spelling that has been identified as an area of growth for the student that includes methods for developing phonemic awareness and phonics knowledge for diverse learners. | Candidate builds a lesson plan focusing on an aspect of spelling that has been identified as an area of growth for the student that includes methods for developing phonemic awareness and phonics knowledge for diverse learners. | Candidate fails to build a lesson plan focusing on an aspect of spelling that has been identified as an area of growth for the student that includes methods for developing phonemic awareness and phonics knowledge for diverse learners. |
|                                                                                                                                                                                                                                           |  | 3 2.8                                                                                                                                                                                                                                           | 2.6 2.3                                                                                                                                                                                                                            | 2 1 0                                                                                                                                                                                                                                      |
| Candidate creates a lesson plan incorporating writing for an authentic purpose                                                                                                                                                            |  | Candidate effectively creates a lesson plan incorporating writing for an authentic purpose                                                                                                                                                      | Candidate creates a lesson plan incorporating writing for an authentic purpose                                                                                                                                                     | Candidate fails to create a lesson plan incorporating writing for an authentic purpose                                                                                                                                                     |
|                                                                                                                                                                                                                                           |  | 3 2.8                                                                                                                                                                                                                                           | 2.6 2.3                                                                                                                                                                                                                            | 2 1 0                                                                                                                                                                                                                                      |
| Candidate includes a plan for differentiating instruction including methods for promoting the recognition of high frequency words, sight words, and irregularly spelled words for diverse learners.                                       |  | Candidate includes a detailed plan for differentiating instruction including methods for promoting the recognition of high frequency words, sight words, and irregularly spelled words for diverse learners.                                    | Candidate includes a plan for differentiating instruction including methods for promoting the recognition of high frequency words, sight words, and irregularly spelled words for diverse learners.                                | Candidate includes a minimal plan for differentiating instruction including methods for promoting the recognition of high frequency words, sight words, and irregularly spelled words for diverse learners.                                |
|                                                                                                                                                                                                                                           |  | 3 2.8                                                                                                                                                                                                                                           | 2.6 2.3                                                                                                                                                                                                                            | 2 1 0                                                                                                                                                                                                                                      |
| Total __, divided by 3 = __/8                                                                                                                                                                                                             |  |                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                            |



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| <b>Summary Analysis and Reflection 8 points</b>                                                                                                                              |                                                                                       |                                                                                                                                                                                 |                                                                                                                                                         |                                                                                                                                                         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| Candidate Learning: Knowledge & Skills                                                                                                                                       | Candidate Learning: Dispositions                                                      | Mastery<br>3                                                                                                                                                                    | Proficient<br>2                                                                                                                                         | Limited<br>1                                                                                                                                            |
| Candidate has briefly described lessons A-D and evaluated effectiveness for student learning and has included responses to above questions from lessons<br><b>Question 1</b> | <i>Thinks and communicates with clarity and precision (Communicating Accurately).</i> | Candidate has briefly described lessons A-D and evaluated effectiveness for student learning and has included responses to above questions from lessons                         | Candidate has briefly described lessons A-D and evaluated effectiveness for student learning and has included responses to above questions from lessons | Candidate has briefly described lessons A-D and evaluated effectiveness for student learning and has included responses to above questions from lessons |
|                                                                                                                                                                              |                                                                                       | 3      2.8                                                                                                                                                                      | 2.6      2.3                                                                                                                                            | 2      1      0                                                                                                                                         |
| Candidate is able to write a reflection on what was learned about student<br><b>Question 2</b>                                                                               |                                                                                       | Candidate is able to write a reflection on what was learned about student using evidence to demonstrate points and to demonstrate depth of understanding about student learning | Candidate is able to write a reflection on what was learned about student showing some understanding about student learning                             | Candidate is unable to write a reflection on what was learned about student that shows depth of understanding about student learning                    |
|                                                                                                                                                                              |                                                                                       | 3      2.8                                                                                                                                                                      | 2.6      2.3                                                                                                                                            | 2      1      0                                                                                                                                         |
| Candidate writes a self-reflection about what was learned about him or herself as a literacy clinician<br><b>Question 3 a</b>                                                |                                                                                       | Candidate writes a self-reflection about what was learned about him or herself as a literacy clinician demonstrating much thought about their growth                            | Candidate writes a self-reflection about what was learned about him or herself as a literacy clinician                                                  | Candidate writes a self-reflection demonstrating little thought about what was learned about him or herself as a literacy clinician                     |
|                                                                                                                                                                              |                                                                                       | 3      2.8                                                                                                                                                                      | 2.6      2.3                                                                                                                                            | 2      1      0                                                                                                                                         |
| Candidate has evaluated self in terms of future professional development/ goals<br><b>Question 3 b</b>                                                                       |                                                                                       | Candidate has thoughtfully evaluated self in terms of future professional development/ goals                                                                                    | Candidate has evaluated self in terms of future professional development/ goals                                                                         | Candidate shows little thought in evaluating self in terms of future professional development/ goals                                                    |
|                                                                                                                                                                              |                                                                                       | 3      2.8                                                                                                                                                                      | 2.6      2.3                                                                                                                                            | 2      1      0                                                                                                                                         |
| Candidate identifies and describes COE dispositions that he or she has developed.<br><b>Question 4</b>                                                                       |                                                                                       | Candidate identifies and describes COE dispositions that he or she has developed with exemplary clarity.                                                                        | Candidate identifies and describes COE dispositions that he or she has developed.                                                                       | Candidate fails to identify and describe COE dispositions that he or she has developed.                                                                 |
|                                                                                                                                                                              |                                                                                       | 3      2.8                                                                                                                                                                      | 2.6      2.3                                                                                                                                            | 2      1      0                                                                                                                                         |
| Candidate writes                                                                                                                                                             |                                                                                       | Candidate writes how he                                                                                                                                                         | Candidate writes how                                                                                                                                    | Candidate fails to                                                                                                                                      |

|                                                                                                                                                                                                                                                         |  |                                                                                                                                                                               |                                                                                                                                                   |                                                                                                                                                                                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| how he or she will be able to apply these dispositions as a steward of the discipline and as a reflective practitioner/ educator.<br><b>Question 5</b>                                                                                                  |  | or she will be able to apply these dispositions as a steward of the discipline and as a reflective practitioner/ educator in an exemplary manner.                             | he or she will be able to apply these dispositions as a steward of the discipline and as a reflective practitioner/ educator.                     | write how he or she will be able to apply these dispositions as a steward of the discipline and as a reflective practitioner/ educator or demonstrates little understanding of the disposition. |
|                                                                                                                                                                                                                                                         |  | 3 2.8                                                                                                                                                                         | 2.6 2.3                                                                                                                                           | 2 1 0                                                                                                                                                                                           |
| Professional quality of writing in summary analysis and reflection                                                                                                                                                                                      |  | Candidate demonstrates effective professional quality of writing in summary analysis and reflection                                                                           | Professional quality of writing in summary analysis and reflection                                                                                | Professional quality of writing in summary analysis and reflection is limited or lacking                                                                                                        |
|                                                                                                                                                                                                                                                         |  | 3 2.8                                                                                                                                                                         | 2.6 2.3                                                                                                                                           | 2 1 0                                                                                                                                                                                           |
| Candidate has participated and contributed to community discussions to create profile and has included overall community profile                                                                                                                        |  | Candidate has fully participated and contributed to community discussions to create profile and has included an accurate community profile planning sheet for differentiation | Candidate has participated and contributed to community discussions to create profile and included the profile planning sheet for differentiation | Candidate has minimally participated and/ or contributed to community discussions to create profile and has included a minimally completed profile planning sheet for differentiation           |
|                                                                                                                                                                                                                                                         |  | 3 2.8                                                                                                                                                                         | 2.6 2.3                                                                                                                                           | 2 1 0                                                                                                                                                                                           |
| Total __, divided by 3 = __/8                                                                                                                                                                                                                           |  |                                                                                                                                                                               |                                                                                                                                                   |                                                                                                                                                                                                 |
|                                                                                                                                                                                                                                                         |  |                                                                                                                                                                               |                                                                                                                                                   |                                                                                                                                                                                                 |
| Total Points = __ / 8 for the Summary Analysis and Reflection<br>__/8(A. Whole-Part-Whole lesson)<br>__/8 (B. Retelling lesson )<br>__/8 (C. Vocabulary lesson)<br>__/8 (D Spelling lesson)<br><div style="text-align: right;">Total Pts _____/40</div> |  |                                                                                                                                                                               |                                                                                                                                                   |                                                                                                                                                                                                 |

### Suggested Ways to Differentiate Instruction

Differentiated instruction “means ‘shaking up’ what goes on in the classroom so that students have multiple options for taking in information, making sense of ideas, and expressing what they learn” (Carol Ann Tomlinson, 2001, p.1). You can vary the **content, process, and product** for students.

Choices- books to read, topics to study, projects they create

Materials – higher or lower levels of text complexity, writing instruments, paper

Adjustment in language of instruction- use of cognates,

Time to develop vocabulary- tier 2 or academic language that goes across disciplines

Types and number of examples- multiple examples may be needed, non-examples (what something is not clarify concepts

Grouping- flexible, small group

Centers- gives students opportunities to use instructional materials, or to practice with manipulatives

Oral and visual projects- gives students the opportunity to demonstrate learning when language is a problem

Mini lessons- teach, re-teach concepts

Student talk- students need opportunities to say words related to content in sentences

Respectful tasks- tasks that respect the socio-cultural background of the students

### Community Discussions- Behaviors that Sustain Conversations

Community members look at the person when they are talking.

Group members address each other by name.

Group members take turns making comments.

Group members stay on topic.

They expand on what others have said, not just adding random thoughts. This is called uptake. It involves being responsive to each other's ideas.

Assignment: Literacy Framework Paper for Assessment and Intervention  
 Course: RED 6515, Remediation of Reading Difficulties  
 Explanation: Candidates define, explain, and identify ways to assess components of the reading process. They describe ways to instruct students in each area.

|                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Course Objective(s)                                       | 1. Candidates will demonstrate knowledge of key literacy concepts related to the reading process.<br>2. They will identify factors impeding student reading development in each of the reading components or the integration of these components<br>3. They will identify ways to instruct in each of the areas.                                                                                                                                                                                                                                                                      |
| FL Accomplished Practices<br>FEAPs                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Professional Education<br>Competencies (same as<br>FEAPS) |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Reading Subject Area<br>Competencies K-12 (SAC)           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Other Uniform Core Curriculum (UCC)                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Reading Endorsement Competencies<br>(REC)                 | 4.4 Identify factors impeding student reading development in each of the reading components or the integration of these components<br>4.5 Recognize how characteristics of both language and cognitive development impact reading proficiency<br>4.6 Recognize the characteristics of proficient readers to more effectively differentiate instruction<br>4.19 Modify assessment and instruction for students with significant cognitive disabilities while maintaining high expectations for achievement that reflect appropriate levels of access to general education instruction. |
|                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

Purposes:

- To demonstrate understanding of key components and concepts related to the assessment and instruction of reading
- To demonstrate ability to communicate clearly and effectively with allied professionals about important literacy concepts

Readings that support this assignment:

Bear, D. Rl, Invernizzi, M., Templeton, S., & Johnston, F. (2012). *Words their way* (5<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson Education, Inc.

CORE. *Assessing Reading: Multiple measures from kindergarten through twelfth grade*, (2<sup>nd</sup> ed.). CORE Novato, CA: Arena Press.

Honig, B., Diamond, L., & Gutlohn, L. (2015). *Teaching reading sourcebook for kindergarten through eighth grade*(2<sup>nd</sup> ed. Updated). Novato, CA: Arena Press.

Johns, J. L. (2012). *Basic reading inventory: Pre-Primer through grade twelve & early literacy assessments* (10<sup>th</sup> ed. OR 11<sup>th</sup> ed.). Dubuque, IA: Kendall/Hunt.

Johns, J. L. (2012). *Basic Reading inventory: Student word lists, passages, and early literacy assessments* (10<sup>th</sup> ed.). Dubuque, IA: Kendall/Hunt. [**This spiral-bound book is sold with the main BRI book – If the books are not packaged together, make sure you buy both and that you get the CD that allows you to print materials.**]

**Reutzel, R. D., & Cooter, R. B. Jr. (2016). *Strategies for Reading Assessment and Instruction in an Era of Common Core Standards.: Helping Every Child Succeed.* Boston: Pearson. ISBN-13: 978-0-13-348881-4.(used for both classes RED 6546 and RED 6515- students must be enrolled for both)**

Rhodes, L. K. (Ed.). (1993). *Literacy assessment: A handbook of instruments.* Portsmouth, NH: Heinemann.

\*Plus books and readings from other MS in Reading courses you have had to date

### Overview of Framework Paper Assignment

You will be developing a cohesive, insightful paper in which you demonstrate a depth of knowledge related to key literacy concepts. These concepts have been identified as key for framing a perspective on literacy assessment and intervention. Each section of your paper must demonstrate your understanding with support from professional literature.

### Format of Framework Paper

Use the following to format your paper:

- 1) You must use the section numbering and headings provided in this assignment's directions.
- 2) Each major section of the paper must begin on a new page.
- 3) For each section, you may write a maximum of 2 pages
- 4) You should double-space the text, using a 12 point font and a 1 inch margin on all sides.
- 5) You should not use quotes in this paper. However, when you paraphrase ideas from one of your sources, you must credit the source as follows: (Author's last name, year)
- 6) You must use APA to format reference list at the end of your paper. Only references in your paper should be in the reference list.
- 7) Your paper should begin with a cover page and conclude with reference list.

### Ethical Conduct

This is an individual assignment. It must reflect only your work. Do not share your work electronically or in any other format. Plagiarism is a form of academic misconduct and will be dealt with in accordance with FIU policies. In the most strict sense (and with very few exceptions), if you type 5 words in a row from a source, you must cite that source. As an example, one exception to this strict rule would be a set phrase, such as "top of the Empire State Building." This phrase is 6 words and typically would not have to be cited. To be safe, when in doubt, create a citation.

### Rubric

Use the rubric as follows:

- a) Evaluate your paper using the rubric for the assignment as a self-check to make sure you have included all parts. Circle the score you believed you earned for each row based on the criteria included for Mastery, Proficient, and Limited.
- b) Attach the rubric to your completed Framework Paper when you turn in the assignment.

### Writing Register

You should write your paper in a tone and style appropriate for other literacy professionals. You may assume that your audience has some knowledge of literacy assessment and instruction, as well as teaching and learning; however, ***you need to explain your ideas so that your audience is able to develop an understanding of your thinking***. This should be scientific, professional writing. “I’s” are not appropriate in this paper.

### Framework Paper Sections

1. Characteristics of Proficient Readers
  - a. Describe characteristics of proficient readers.
  - b. Describe how these characteristics may be used to more effectively differentiate instruction for proficient readers.
2. Oral Language and Cognitive Development
  - a. Explain how both language and cognitive development impact reading proficiency.
  - b. Explain types of accommodations that may need to be made for assessment and instruction based on language and cognitive development.
3. Phonological Awareness and Phonemic Awareness
  - a. Define or explain the components of phonological awareness and phonemic awareness, including key aspects of each.
  - b. Describe how phonological awareness and phonemic awareness may be assessed.
  - c. Describe a minimum of two specific ways (strategies, approaches, etc.) that may be used to facilitate a student’s literacy development in this area.
4. Phonics
  - a. Define or explain the component of phonics, including key aspects.
  - b. Describe how phonics may be assessed.
  - c. Describe a minimum of two specific ways (strategies, approaches, etc.) that may be used to facilitate a student’s literacy development in this area.
5. Comprehension
  - a. Define or explain the component of comprehension, including key aspects.
  - b. Describe how comprehension may be assessed.
  - c. Describe a minimum of two specific ways (strategies, approaches, etc.) that may be used to facilitate a student’s literacy development in this area.
6. Vocabulary
  - a. Define or explain the component of vocabulary, including key aspects.
  - b. Describe how vocabulary may be assessed.
  - c. Describe a minimum of two specific ways (strategies, approaches, etc.) that may be used to facilitate a student’s literacy development in this area.
7. Fluency
  - a. Define or explain the component of fluency, including key aspects.
  - b. Describe how fluency may be assessed.
  - c. Describe a minimum of two specific ways (strategies, approaches, etc.) that may be used to

facilitate a student’s literacy development in this area.

8. Physio\*
  - a. Define or explain the concept of physio, including key aspects.
  - b. Explain how physio aspects of the reader impact assessment and instruction.
9. Socio-cultural\*
  - a. Define or explain the concept of socio-cultural, including key aspects.
  - b. Explain how socio-cultural aspects of the reader impact assessment and instruction.
10. Emocio\*
  - a. Define or explain the concept of emocio, including key aspects.
  - b. Explain how emotio aspects of the reader impact assessment and instruction.
11. Psycho\*
  - a. Define or explain the concept of psycho, including key aspects.
  - b. Explain how psycho aspects of the reader impact assessment and instruction.
12. Linguistic\*
  - a. Define or explain the concept of linguistic, including key aspects
  - b. Explain how linguistic aspects of the reader impact assessment and instruction.

\*These terms hold specific meaning to a definition of reading that states “Reading is a physio, socio-cultural, emocio, psycho, linguistic process. In addressing each term you must show your understanding based on information presented in class.

13. Factors that Impede Reading Development

- a. In reference to the components in numbers 2 through 7 above, identify factors that impede reading development
- b. Explain 2 specific ways you would modify reading assessment for students with significant cognitive disabilities.
- c. Explain 2 specific ways you would modify reading instruction for students with significant cognitive disabilities while maintaining high expectations for achievement that reflects appropriate levels of access to general education instruction.

You will turn in

1. A type written paper – approximately 26 pages in length (See Format of Framework Paper , above)
2. A copy of the rubric on which you have self-evaluated your work

RED 6515 – Framework for Assessment Paper: Rubric (20 points)

| Candidate Learning: Knowledge & Skills                                                                                    | Candidate Learning: Dispositions                                                      | Mastery                                                                                                                                  | Proficient                                                                                                              | Limited                                                                                              |
|---------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|
| Demonstrates knowledge by communicating clearly and effectively (in writing) about important literacy concepts*;          | <i>Thinks and communicates with clarity and precision (Communicating Accurately).</i> | Descriptions of important literacy concepts are consistently precise, complete and accurate, with strong evidence of depth of knowledge. | Descriptions of important literacy concepts are generally complete and accurate, with good evidence of basic knowledge. | Descriptions of important literacy concepts are missing or incorrect, incomplete, and/or simplistic. |
|                                                                                                                           |                                                                                       | 4 3.8 3.6                                                                                                                                | 3.4 3.2 3 2.8                                                                                                           | 2.6 2 1 0                                                                                            |
| Understands relationships among important literacy concepts and how these concepts contribute to literacy efficacy and/or | <i>(Communicating Accurately).</i>                                                    | Explanations of how important literacy concepts contribute to literacy development are consistently                                      | Explanations of how important literacy concepts contribute to literacy development are generally complete and           | Explanations of how important literacy concepts contribute to literacy development are               |

|                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                          |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| function as children develop their literacy abilities.                                                                                                                                                                                                                      |                                                                                                                                                                                                                                 | precise, complete and accurate, with strong evidence of depth of knowledge.                                                                                                                                                                                                            | accurate, with good evidence of basic knowledge.                                                                                                                                                                                                                                           | missing or incorrect, incomplete, and/or simplistic.                                                                                                                                                                                     |
|                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                 | 4 3.8 3.6                                                                                                                                                                                                                                                                              | 3.4 3.2 3 2.8                                                                                                                                                                                                                                                                              | 2.6 2 1 0                                                                                                                                                                                                                                |
| Demonstrates the ability to identify explicit, systematic instructional plans and experiences for scaffolding the development of important literacy concepts.                                                                                                               | <i>Abstract meaning from one experience and carry it forward and apply it to a new situation by calling on store of past knowledge as a source of data to solve new challenges (Applying Past Knowledge to New Situations).</i> | Identifies a variety of consistently well-chosen instructional experiences for each of the important literacy concepts. Explanations provide strong evidence of depth of knowledge about how to support learners' development of respective concepts.                                  | Identifies a one (or more) instructional experiences for each of the important literacy concepts that specifically relates to the respective concepts. Explanations provide generally clear, accurate evidence about how experiences support learners' development of respective concepts. | Instructional experiences are missing or incorrect, incomplete, and/or simplistic.                                                                                                                                                       |
|                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                 | 4 3.8 3.6                                                                                                                                                                                                                                                                              | 3.4 3.2 3 2.8                                                                                                                                                                                                                                                                              | 2.6 2 1 0                                                                                                                                                                                                                                |
| Demonstrates knowledge of the roles of oral language and cognitive development, including related necessary accommodations that may be needed for literacy assessment and instruction REC 4.5                                                                               | <i>Adopting a critical eye toward ideas and actions (Being Analytical).</i>                                                                                                                                                     | Identifies a variety of important roles, accurately and specifically, of oral language and cognitive development as they relate to literacy assessment and instruction                                                                                                                 | Identifies a several of roles of oral language and cognitive development as they relate to literacy assessment and instruction. Explanations are clear and accurate.                                                                                                                       | Explanations of roles of oral language and/or cognitive development and/or how these related to literacy development are missing or incorrect, incomplete, and/or simplistic.                                                            |
|                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                 | 4 3.8 3.6                                                                                                                                                                                                                                                                              | 3.4 3.2 3 2.8                                                                                                                                                                                                                                                                              | 2.6 2 1 0                                                                                                                                                                                                                                |
| Demonstrates knowledge of characteristics of proficient readers, including how this knowledge may be used to differentiate their instruction. REC 4.6                                                                                                                       | <i>Adopting a critical eye toward ideas and actions (Being Analytical).</i>                                                                                                                                                     | Explanations of characteristics of proficient readers are consistently precise, complete and accurate. Ideas to differentiate literacy instruction show strong evidence of depth of knowledge.                                                                                         | Explanations of characteristics of proficient readers show general, accurate understanding. Ideas to differentiate instruction for these readers show accurate understandings of differentiating instruction.                                                                              | Explanations of characteristics of proficient readers and/or ways to differentiate their instruction are missing or incorrect, incomplete, and/or simplistic.                                                                            |
|                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                 | 4 3.8 3.6                                                                                                                                                                                                                                                                              | 3.4 3.2 3 2.8                                                                                                                                                                                                                                                                              | 2.6 2 1 0                                                                                                                                                                                                                                |
| Demonstrates understanding of factors that impede reading development, including an understanding of ways to modify assessment and instruction for students with significant cognitive disabilities, while maintaining high expectations, for achievement REC 4.4; REC 4.19 | <i>Recognizing the wholeness and distinctiveness of other people's ways of experiencing and making meaning by being open-minded (Being Open-minded).</i>                                                                        | Accurately and precisely identifies a variety of important factors that impede reading development. Meaningful ways to modify assessment and instruction for students with significant cognitive disabilities, while maintaining high expectations, are identified and well explained. | Accurately identifies several factors that impede reading development. Several ways to modify assessment and instruction for students with significant cognitive disabilities, while maintaining high expectations, are identified and explained.                                          | Identification and explanation of factors that impede reading development and/or ways to modify assessment and instruction for students with significant cognitive disabilities are missing or incorrect, incomplete, and/or simplistic. |
|                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                 | 4 3.8 3.6                                                                                                                                                                                                                                                                              | 3.4 3.2 3 2.8                                                                                                                                                                                                                                                                              | 2.6 2 1 0                                                                                                                                                                                                                                |
| Demonstrates the ability to identify and describe appropriate types of assessments related to                                                                                                                                                                               | <i>(Applying Past Knowledge to New Situations).</i>                                                                                                                                                                             | Consistently identifies and accurately explains a variety of assessment instruments and/or                                                                                                                                                                                             | Identifies and explains with general accuracy a minimum of one assessment instrument                                                                                                                                                                                                       | Assessments are missing or incorrect, incomplete, and/or simplistic.                                                                                                                                                                     |



|                                                                                                                                                                                                                            |                                                                                                                                     |                                                                                                                                                                                                                           |                                                                                                                                                                                                              |                                                                                                                                                                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| important literacy concepts.                                                                                                                                                                                               |                                                                                                                                     | tasks and/or methods that provide quality data (numerical and/or descriptive) for the important literacy concepts                                                                                                         | and/or task and/or method that provides quality data (numerical and/or descriptive) for each of the important literacy concepts                                                                              |                                                                                                                                                                  |
|                                                                                                                                                                                                                            |                                                                                                                                     | 4 3.8 3.6                                                                                                                                                                                                                 | 3.4 3.2 3 2.8                                                                                                                                                                                                | 2.6 2 1 0                                                                                                                                                        |
| Supports knowledge with current relevant linkages to professional literature, including research-based and best practice sources, and demonstrates knowledge of writing conventions that encourage readers' comprehension. | <i>Takes time to check over work because of being more interested in excellent work than in expediency (Striving for Accuracy).</i> | Candidate supports ideas in Framework paper with a variety of quality references, cited accurately in APA style; Framework paper is clearly written in required format – style and use of conventions enhance readability | Candidate supports ideas in Framework paper with several references of quality, cited accurately in APA style; Framework paper is formatted satisfactorily; style and use of conventions support readability | Candidate's use of references is missing or minimal; APA style is missing or inaccurate; Format errors; style and/or use of conventions detract from readability |
|                                                                                                                                                                                                                            |                                                                                                                                     | 4 3.8 3.6                                                                                                                                                                                                                 | 3.4 3.2 3 2.8                                                                                                                                                                                                | 2.6 2 1 0                                                                                                                                                        |
|                                                                                                                                                                                                                            | Overall Performance                                                                                                                 | Mastery                                                                                                                                                                                                                   | Proficient                                                                                                                                                                                                   | Limited                                                                                                                                                          |
| _____ Points divided by 8 multiplied by 5 = _____/20<br>Total Points<br><br>_____ Grade                                                                                                                                    |                                                                                                                                     | _____ OK to Upload    _____ Revise then Upload    _____ Revise then Resubmit                                                                                                                                              |                                                                                                                                                                                                              |                                                                                                                                                                  |

Assignment:

Literacy Niche (Critical Task) (12 points)

Course

RED 6515 Programs of Remediation in Reading

Explanation of Artifact:

Candidates create a print-rich study area for and with their students to accommodate the differing needs and diversity of students. A science board is developed into a mini “classroom wall” and is used to post student work and various types of text, including a fluency chart, an “I can” chart, book marks. In addition to the niche board, other materials are included in the niche area (ex. a variety of books, writing materials, manipulatives, i-Pad). Candidates evaluate and reflect about the experience of creating and using the niche to support literacy development. After the tutoring, the candidates give the niche board to the students so that it serves as a study center to support student learning and continuous improvement.

|                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Course Objective(s)       | <ol style="list-style-type: none"> <li>1. Create an academically supportive literacy environment for your student that establishes ownership for his/her literacy development.</li> <li>2. Select and use developmentally appropriate materials that address sociocultural and linguistic differences</li> <li>3. Support your student in locating and using a variety of print and nonprint materials, including use of technology resources</li> <li>4. Organize, allocate, and manage resources</li> <li>5. Convey high expectations to all students</li> <li>6. Support student's perception of self as a capable reader and writer – a capable member of the literacy community</li> </ol> |
| FEAPs<br>Florida Educator | FEAP (a) 2.a Organizes, allocates, and manages the resources of time, space, and attention.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

|                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Accomplished Practices                                           | FEAP (a) 2.b Manages individual and class behaviors through a well-planned management system.<br>FEAP (a) 2.c Conveys high expectations to all students.<br>FEAP (a) 2.e Models clear, acceptable oral and written communication skills.<br>FEAP (a) 2.h Adapts the learning environment to accommodate the differing needs and diversity of students.<br>FEAP (b) 2 d . Identify and apply policies and procedures for the safe, appropriate, and ethical use of technologies.                                                                                                                                           |
| PECs<br>Professional Education<br>Competencies                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| SACs<br>Subject Area<br>Competencies, Reading,<br>Sec. 35        | Sec. 35, Reading K-12, 2.3 Evaluate and select appropriate texts to reflect and support the backgrounds of diverse learners while matching text to student interest.<br>Sec. 35, Reading K-12, 2.4 Determine criteria for evaluating and selecting both print and nonprint texts for instructional use.<br>Sec. 35, Reading K-12, 2.5 Evaluate and select text at appropriate reading levels and text complexity for diverse learners.<br>Sec. 35, Reading K-12 4.3 Evaluate and select techniques for encouraging motivation and promoting positive attitudes of diverse learners towards academic and personal reading. |
| UCC<br>Other Uniform Core<br>Curriculum                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| REC<br>Reading Endorsement<br>Competencies                       | 4.8 Select and use developmentally appropriate materials that address sociocultural and linguistic differences.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| ILA Standards<br>International Literacy<br>Association Standards |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

Description:

By the end of the Community Literacy Club experience, the Literacy Niche you construct with your students will consist of

1. A purposefully organized, attractive, useful collection of text and non-text materials displayed on a science board (herein referred to a niche board) or within the niche area
2. A collection of bookmarks, which bridges the CLC experience and at home reading
3. An I CAN chart, which provides a running list of your student's developing literacy abilities in the areas of comprehension, vocabulary, fluency and word identification
4. Optional: A set (2) of Study Buddy Folders (2 minimum), which provide your student with specific information and/or strategies tailored to his/her personal, developmental learning needs

Procedures:

1. You may begin developing your Literacy Niche for instruction on **June 13<sup>th</sup>**, providing you have finished all of your assessments. Your niche must show development across the days in the CLC. In other words, if your niche shows development day-by-day and well-developed over the entire CLC time. This is because the niche is to be developed and used to support the literacy development of your student.
2. As you begin and continue with the Literacy Development sessions (Literacy Intervention and Mentoring Authors), your Literacy Niche should become a rich source of information and motivation for your student. The niche should support, stimulate and reflect your student's active engagement with literacy learning. Your student will be taking the niche board home to use as a study area at the conclusion of the CLC.

**NOTE: See the following pages for specific directions regarding elements of the Literacy Niche.**

3. Near the end of the CLC, you will write a Summary Analysis and Reflection Paper (LN) in which you reflect about the development and use of the niche with your student. You need to address the following items in your paper:
  - a. Provide an example of how you organized, allocated and managed the resources of time, space and attention in your niche area to support the literacy development of your student. [FEAP (a) 2.a] In addressing this item, provide the context for your example: What were you doing, what did you do/say, how did your student respond?
  - b. Provide an example of how you managed your student's behavior through a well-planned, well-thought-through management system. In addressing this item, provide the context for your example: What were you doing, what did you do/say, how did your student respond? What would you apply from this experience to managing a classroom? [FEAP (a) 2. B]
  - c. Provide an example of how you conveyed high expectations for learning and/or literacy development to your student. [FEAP (a) 2.c] In addressing this item, provide the context for your example: What were you doing, what did you do/say, how did your student respond?
  - d. Provide an example of how you were able to model clear, acceptable oral and written communication skills [FEAP (a) 2.e]. In addressing this item, provide the context for your example: What were you doing, what did you do/say, how did your student respond?
  - e. Provide an example of how you adapted the learning environment to accommodate the differing needs and diversity of you student (as compared to the needs of others in your community). [FEAP (b) 2.h] In addressing this item, provide the context for your example: What were you doing, what did you do/say, how did your student respond?
  - f. Provide an example of how you selected and used developmentally appropriate materials that addressed sociocultural and linguistic differences of your student [REC 4.8]. In addressing this item, provide the context for your example: What were you doing, what did you do/say, how did your student respond?
  - g. Explain how you evaluated and selected appropriate text to reflect and support the background of diverse learners while matching texts to student's interest. SAC 2.3
  - h. What was the criteria you used to evaluate and select both print and nonprint text for instructional use. SAC 2.4
  - i. Explain how you evaluated and selected text at appropriate reading levels and text complexity for diverse learners. SAC 2.5
  - j. Explain how you evaluated and selected techniques for encouraging motivation and promoting positive attitudes of diverse learners towards academic and personal reading. SAC 4.3

**Directions for elements of the Literacy Niche:**

1. A purposefully organized, attractive, useful collection of text and non-text materials displayed on a niche board or within the niche area. Use of i-Pads after a discussion to identify and apply policies and procedures for the safe, appropriate, and ethical use of technologies.

The niche board should display a variety of types of text. The following text categories were pulled from the **Text Inventory, Text Interview and Texts In-Use Observation System** (TEX-IN2 the classroom) While your Literacy Niche may not contain text from 16 categories, you should constantly be monitoring your niche for categories of text that could support your student. Further, as the CLC days pass, your Literacy Niche may evolve to reflect the developing needs and progress of your student.

Text Categories:

|     | Category and Explanation                                                                                                                                                                              | For example, . . .                                                                                                                 |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| 1.  | Extended Text Process Charts – These are multi-sentence, connected texts that are procedural and guide students toward the use of a particular process or strategy.                                   | KWL Charts, Language Charts, Inquiry Charts, Writing Process Charts, Math Strategies or Algorithms, Rubrics                        |
| 2.  | Games/Puzzles/Manipulatives: These are instructional materials designed for student used (often as independent or small group work, may include technology).                                          | Bingo, <i>Clue</i> , Word Sorts, Magnetic Poetry, i-Pad apps,                                                                      |
| 3.  | Instructional Aid Charts: These public texts are used to support instruction. They may be commercial charts or developed by the teacher.                                                              | Poems for reading together, Morning Message, Labels, Vocabulary Lists, Daily Oral Language (DOL) Charts                            |
| 4.  | Journals: Local texts created by the student based primarily on their work and writing.                                                                                                               | Personal Journals, Literature Response Logs, Content Inquiry Logs (math, science, social studies, etc), Draft Writing              |
| 5.  | Leveled Books: These texts are often found in “book format,” but they different from tradebooks because they are created explicitly for instruction and are leveled for difficulty and accessibility. | Basal Anthologies, Basal Readers, “Little Books”, Decodable Books                                                                  |
| 6.  | Limited Text Process Charts: These include letter/word level texts that are procedural and guide the student in the use of a particular strategy or set of strategies.                                | Word Walls, Alphabet Charts, Spelling “Demon” Charts.                                                                              |
| 7.  | Organizational/Management Charts: These displays are used to manage or organize the social, academic, or curricular work within the instructional setting.                                            | Student-Helper Chart, Workboards, Class Rules, and Local or State Curricular Objectives, Skill Mastery Chart, Record of Books Read |
| 8.  | Portfolios: Here these are identified by a location and an organizer for the work completed by the student                                                                                            | Student work organized in a Notebook, File Folder, Container, etc                                                                  |
| 9.  | Reference Materials: These are materials that are used as resources for finding information (e.g. word spellings; locations; how to do something)                                                     | Atlas, Dictionary, Encyclopedia, English Grammar Handbook, Thesaurus, Globe                                                        |
| 10. | Serials (Magazines/Journals/Newspapers/Newsletters): These texts tend to be “serial” in nature. They may be commercially or locally made.                                                             | Ranger Rick, Highlights, Scholastic Newspapers, Classroom Newspapers, School and Community Newsletters                             |
| 11. | Social/Personal/InspILAtional Text Displays: These might come from                                                                                                                                    | “Star of the Week” Posters, “Read, Read, Read” Posters, InspILAtional Message                                                      |

|                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                               |                                                                                                                                       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                                                                                 | commercial sources, local sources or some combination of the two.                                                                                                                                                                                                                                                             | Posters                                                                                                                               |
| 12.                                                                                                                                                                                                                                                                                                                             | Student/Teacher Published Work: This category consists of locally authored (by student, teacher, or combination) of books or publications.                                                                                                                                                                                    | Text Innovations with Big Books; Individual Student Authored Books, Reports/Inquiry Projects                                          |
| 13.                                                                                                                                                                                                                                                                                                                             | Textbooks: These are student texts that are typically identified with a subject/content area.                                                                                                                                                                                                                                 | Science Text, Mathematics Text, English Text, Social Studies Text                                                                     |
| 14.                                                                                                                                                                                                                                                                                                                             | Tradebooks: These texts are typically found in “book format” and do not have any obvious instructional design features.                                                                                                                                                                                                       | Picture Books (narrative, expository, Procedural) and Chapter Books (same)                                                            |
| 15.                                                                                                                                                                                                                                                                                                                             | Work Product Displays: These are displays of teacher or student work that is being “celebrated” and set forward for others to read and enjoy.                                                                                                                                                                                 | Model Writing Samples                                                                                                                 |
| 16.                                                                                                                                                                                                                                                                                                                             | Writing on Paper: Students are often asked to work independently or in small groups on assignments that require responses on paper. These vary from tightly constrained text response formats (e.g. check marks, fill in the blank, multiple choice) to entirely open-ended response formats (e.g. blank paper, lined-paper). | Reading, Math, Phonics, and Spelling Workbooks/Worksheets, Blank Paper with Assigned Topics to Write From, Paper for Creative Writing |
| Note that the TEX-IN3 inventory has 17 categories. The 17 <sup>th</sup> category involves Computers/Electronic Texts. Since you may not have a computer in your niche, this category may not be evident in your immediate niche area. This category also overlaps with Games/ Puzzles/ Manipulatives where i-Pads are included. |                                                                                                                                                                                                                                                                                                                               |                                                                                                                                       |

2. A set of bookmarks, which bridges the CLC experience and at home reading

**Your student should be encouraged to read or be read to each night during the CLC experience. To motivate and celebrate this reading, have your student take a bookmark home each night. Minimally, the child should write the name of the book and the pages or minutes read. Depending on your child’s reading and writing abilities, you might have him/her also write the name of the author, a brief response, etc. What ever you have the child write, however, it should not be a chore for the student – the purpose of this activity is to stimulate interest in reading, help the child and parent to establish/continue at-home reading, and help child develop ownership for his/her independent reading.**

You need to provide bookmarks for your child. They should be attractive and have room for your student to write the required information. You can make the bookmarks or team up with others to make the bookmarks.

Each day when the child returns to the CLC, collect his/her bookmark and post it on the niche board.

If the child has forgotten the bookmark, ask what the child read and write and post a bookmark right then. If you find that the child is not reading at home at all, try to build a 3 to 5 minute SSR time into your Literacy Intervention session, and celebrate the student’s reading with a posted bookmark.

- An I CAN chart, which provides a running list of your students developing literacy abilities in the areas of comprehension, vocabulary, fluency and word identification

Develop an I CAN chart for your niche. Be sure to add to the I Can chart from the following areas: Word Identification (phonemic awareness; phonics), Vocabulary, Fluency and Comprehension. You can also add abilities related to writing.

The chart could look something like:

|                                    |  |
|------------------------------------|--|
| (Name of Student)                  |  |
| When reading or writing, I can ... |  |
| 1.                                 |  |
| 2.                                 |  |
| 3.                                 |  |
| 4.                                 |  |
| 5.                                 |  |
| 6.                                 |  |
| 7.                                 |  |
| 8.                                 |  |
| 9.                                 |  |
| • • •                              |  |

Each day add to the chart. Your aim is to help the child realize the **many, many, many** reading and writing abilities s/he has and to support his/her perception as a capable reader/writer.

Consult with your student as to whether to post the I CAN chart of the niche board or to keep in like a journal in folder. Be sensitive to your student’s feelings about the display of what s/he is able to do.

- Optional:** A set (2) of Study Buddy Folders, which provide your student with specific information and/or strategies tailored to his/her personal, developmental learning needs

Study Buddy folders for the student to use as reference regarding key strategies or sets of information. They are to be constructed to closely meet the needs of your student. Each folder should contain one specific strategy (or set of information) that is written at a level and in a format that the student can easily understand. The quantity and content of the Study Buddy folders will depend on your student, however, you will likely not be developing more than 4 or 5.

On the front cover of the file folder write a specific question that is meaningful to the student (the following is just an example)

:

Front of file folder

How can I choose a comfortable book for me?

On the inside of the file folder write the steps on one side and an explanation of why this is important on the other side.

Inside of file folder

|        |             |
|--------|-------------|
| Steps: | Importance: |
|        |             |

On the back of the file folder write where this strategy (or information) can be used (focus on transfer)

Back of file folder

|       |
|-------|
| Uses: |
|       |

You will know that you constructed a useful Study Buddy when your student seeks to use it during the CLC experience. The Study Buddy scaffolds your learner into using reference material and in using multiple texts.

**Niche Notes – to help with Summary Analysis and Reflection Paper (LN)**

|   | Describe how you ...                                                     | Identify a (1) clear example for each –<br>What were you doing, what did you do/say, how did your student respond? |
|---|--------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|
| a | Organized, allocated, and managed resources of time, space and attention |                                                                                                                    |
| b | Managed student behavior – through management system                     |                                                                                                                    |
| c | Conveyed high expectations to your student (re: learning;                |                                                                                                                    |

|   |                                                                                                                                 |  |
|---|---------------------------------------------------------------------------------------------------------------------------------|--|
|   | literacy development                                                                                                            |  |
| d | Models clear, acceptable oral and written communication skills                                                                  |  |
| e | Adapted learning environment to accommodate the differing needs and diversity of your student                                   |  |
| f | Selected and used developmentally appropriate materials that addressed sociocultural and linguistic differences of your student |  |
|   |                                                                                                                                 |  |



Rubric for Literacy Niche (12 points)

| Candidate Learning: Knowledge & Skills                                                                                                                                                        | Candidate Learning: Dispositions                                            | Mastery                                                                                                                                          | Proficient                                                                                                                                                       | Limited                                                                                                                                                                                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Candidate demonstrates the ability to organize, allocate and manage the resources of time, space and attention.<br>FEAP (a) 2.a<br><u>*Summary Analysis and Reflection Question (SARQ) a.</u> | <i>Adopting a critical eye toward ideas and actions (Being Analytical).</i> | Example provides rich context and details candidate's ability to organize, allocate and manage the resources of time, space and attention.       | Example provides some context and some details related to candidate's ability to organize, allocate and manage the resources of time, space and attention.       | Example and/or explanation is missing or lacks sufficient context and/or details to sufficiently show candidate's ability to organize, allocate and manage the resources of time, space and attention.       |
|                                                                                                                                                                                               |                                                                             | 4 3.8 3.6                                                                                                                                        | 3.4 3.2 3 2.8                                                                                                                                                    | 2.6 2 1 0                                                                                                                                                                                                    |
| Candidate demonstrates the ability to manage individual and class behaviors through a well-planned management system.<br>FEAP (a) 2.b<br><u>*SARQ b.</u>                                      | <i>Adopting a critical eye toward ideas and actions (Being Analytical).</i> | Example provides rich context and details candidate's ability to manage individual and class behaviors through a well-planned management system. | Example provides some context and some details related to candidate's ability to manage individual and class behaviors through a well-planned management system. | Example and/or explanation is missing or lacks sufficient context and/or details to sufficiently show candidate's ability to manage individual and class behaviors through a well-planned management system. |
|                                                                                                                                                                                               |                                                                             | 4 3.8 3.6                                                                                                                                        | 3.4 3.2 3 2.8                                                                                                                                                    | 2.6 2 1 0                                                                                                                                                                                                    |
| Candidate demonstrates the ability to convey high expectations to all students.<br>FEAP (a) 2.c<br><u>*SARQ c.</u>                                                                            | <i>Adopting a critical eye toward ideas and actions (Being Analytical).</i> | Example provides rich context and details candidate's ability to convey high expectations to all students.                                       | Example provides some context and some details related to candidate's ability to convey high expectations to all students.                                       | Example and/or explanation is missing or lacks sufficient context and/or details to sufficiently show candidate's ability to convey high expectations to all students.                                       |
|                                                                                                                                                                                               |                                                                             | 4 3.8 3.6                                                                                                                                        | 3.4 3.2 3 2.8                                                                                                                                                    | 2.6 2 1 0                                                                                                                                                                                                    |
| Candidate demonstrates the ability to model clear, acceptable oral and written communication skills.<br>FEAP (a) 2.e<br><u>*SARQ d.</u>                                                       | <i>Adopting a critical eye toward ideas and actions (Being Analytical).</i> | Example provides rich context and details candidate's ability to model clear, acceptable oral and written communication skills.                  | Example provides some context and some details related to candidate's ability to model clear, acceptable oral and written communication skills.                  | Example and/or explanation is missing or lacks sufficient context and/or details to sufficiently show candidate's ability to model clear, acceptable oral and written communication                          |

|                                                                                                                                                                                |                                                                                                                    | 4 3.8 3.6                                                                                                                                                                    | 3.4 3.2 3 2.8                                                                                                                                                                                | skills.<br>2.6 2 1 0                                                                                                                                                                                                                     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Candidate demonstrates the ability to adapt the learning environment to accommodate the differing needs and diversity of students.<br>FEAP (a) 2.h<br><u>*SARQ e</u>           | <i>Adopting a critical eye toward ideas and actions (Being Analytical).</i>                                        | Example provides rich context and details candidate's ability to adapt the learning environment to accommodate the differing needs and diversity of students.                | Example provides some context and some details related to candidate's ability to adapt the learning environment to accommodate the differing needs and diversity of students.                | Example and/or explanation is missing or lacks sufficient context and/or details to sufficiently show candidate's ability to adapt the learning environment to accommodate the differing needs and diversity of students.                |
| Candidate demonstrates the ability to select and use developmentally appropriate materials that address sociocultural and linguistic differences.<br>REC 4.8<br><u>*SARQ f</u> | <i>Show sensitivity to the needs of others and to being a cooperative team member (Thinking Interdependently),</i> | Example provides rich context and details candidate's ability to select and use developmentally appropriate materials that address sociocultural and linguistic differences. | Example provides some context and some details related to candidate's ability to select and use developmentally appropriate materials that address sociocultural and linguistic differences. | Example and/or explanation is missing or lacks sufficient context and/or details to sufficiently show candidate's ability to select and use developmentally appropriate materials that address sociocultural and linguistic differences. |
| Candidate has identified and applied policies and procedures for the safe, appropriate, and ethical use of technologies.<br>FEAP (b) 2.d                                       |                                                                                                                    | Candidate has thoroughly identified and applied policies and procedures for the safe, appropriate, and ethical use of technologies.                                          | Candidate has identified and applied policies and procedures for the safe, appropriate, and ethical use of technologies.                                                                     | Candidate has not identified and applied policies and procedures for the safe, appropriate, and ethical use of technologies.                                                                                                             |
| Candidate evaluated and selected appropriate text to reflect and support the background of diverse learners while matching texts to student's interest.<br>SAC 2.3<br>SARQ k   |                                                                                                                    | Candidate accurately evaluated and selected appropriate text to reflect and support the background of diverse learners while matching texts to student's                     | Candidate evaluated and selected appropriate text to reflect and support the background of diverse learners while matching texts to student's interest.                                      | Candidate fails to evaluate and select appropriate text to reflect and support the background of diverse learners while matching texts to student's interest.                                                                            |

|                                                                                                                                                                                                          |  |                                                                                                                                                                                                      |                                                                                                                                                                                           |                                                                                                                                                                                                              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                          |  | interest.                                                                                                                                                                                            |                                                                                                                                                                                           |                                                                                                                                                                                                              |
| Candidate was able to explain the criteria used to evaluate and select both print and nonprint text for instructional use. SAC 2.4 SARQ L                                                                |  | Candidate was able to thoroughly explain the criteria used to evaluate and select both print and nonprint text for instructional use.                                                                | Candidate was able to explain the criteria used to evaluate and select both print and nonprint text for instructional use.                                                                | Candidate failed to explain adequately the criteria used to evaluate and select both print and nonprint text for instructional use.                                                                          |
| Candidate explains how he or she evaluated and selected text at appropriate reading levels and text complexity for diverse learners. SAC 2.5 SARQ m                                                      |  | Candidate thoroughly explains how he or she evaluated and selected text at appropriate reading levels and text complexity for diverse learners.                                                      | Candidate generally explains how he or she evaluated and selected text at appropriate reading levels and text complexity for diverse learners.                                            | Candidate fails to adequately explain how he or she evaluated and selected text at appropriate reading levels and text complexity for diverse learners.                                                      |
| Candidate explains how he or she evaluated and selected techniques for encouraging motivation and promoting positive attitudes of diverse learners towards academic and personal reading. SAC 4.3 SARQ n |  | Candidate thoroughly explains how he or she evaluated and selected techniques for encouraging motivation and promoting positive attitudes of diverse learners towards academic and personal reading. | Candidate explains how he or she evaluated and selected techniques for encouraging motivation and promoting positive attitudes of diverse learners towards academic and personal reading. | Candidate fails to adequately explain how he or she evaluated and selected techniques for encouraging motivation and promoting positive attitudes of diverse learners towards academic and personal reading. |
|                                                                                                                                                                                                          |  | 4 3.8 3.6                                                                                                                                                                                            | 3.4 3.2 3 2.8                                                                                                                                                                             | 2.6 2 1 0                                                                                                                                                                                                    |
| _____ Total Pts divided by 8 = _____ multiplied by 3 = Final Pts _____/12                                                                                                                                |  |                                                                                                                                                                                                      |                                                                                                                                                                                           |                                                                                                                                                                                                              |

Assignment: Student-Made and Teacher-Made Information Books with Summary Analysis and Reflection (8pts.)

Course: RED 6515 Programs of Remediation in Reading

Explanation of Artifact: Candidate and student each creates an information book on a topic that has been identified as a shared passion. They integrate current information and communication technologies.

|                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Course Objective(s)                             | <ol style="list-style-type: none"> <li>1. Integrates current information and communication technologies</li> <li>2. Uses current and emerging assistive technologies that allow students to participate in high-quality communication interactions and achieve their educational goals</li> <li>3. Deepen and enrich student’s content area literacy strategies, verbalization of thought and application of the subject matter</li> </ol>                                                                                                                                                                                                                                                                                                                                   |
| FL Accomplished Practices<br>FEAPs              | <p>(a)2. f Maintains a climate of openness, inquiry, fairness and support.</p> <p>(a) 2. g Integrates current information and communication technologies.</p> <p>(a) 2.i Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.</p> <p>(a) 3.b. Deepen and enrich students’ understanding through content area literacy strategies, verbalization of thought, and application of the subject matter.</p> <p>(a) 3. f Employ higher-order questioning techniques.</p> <p>(a) 3. g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction and to teach for student understanding.</p> |
| PECs                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Reading Subject Area<br>Competencies K-12 (SAC) | <p><b>4 Knowledge of learning environments and procedures that support learning</b></p> <p>Sec. 35 Reading K-12 4.4 Apply appropriate instructional methods to integrate technology, support student-centered learning, and establish an information-rich environment.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Other Uniform Core Curriculum<br>(UCC)          | F. (l) Recognize signs of student’s difficulty with the reading and computational performance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Reading Endorsement<br>Competencies (REC)       | 4.9 Plan for instruction that utilizes increasingly complex print and digital text, embeds assessment, includes scaffolding, and provides re-teaching when necessary for individuals and small groups.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

Procedure:

1. Candidates will identify a shared passion with their student. Each will be identifying things they like or things they are interested in as they cut pictures from magazines that represent these ideas visually. As they share their interests they will identify a hands-on project they wish to create. This process results in a collage and ideas that will lead to a student-made information book and a teacher-made information book, both of which are related to their shared passion.

The underlying purpose of the mentoring project and the creation of the book is to help students learn that literacy is integral to all we do, even in hobbies or favorite past-times.

2. What is an information book? Sometimes people interchange the terms non-fiction text and informational text. Non-fiction text includes anything that is factual. Information books are a type of non-fiction text. An information book differs from other non-fiction books in three ways: purpose, features, and format.

a. **purpose**--The primary purpose of an information book is to tell information about the natural or social world. A biography is non-fiction, but not an information book because it tells about a person's life. A procedural or "how-to" book is also non-fiction, but not an information book. A nonfiction narrative is a true story and is non-fiction, but not an information book.

b. **features**-- An information book focuses on a whole class of things in a timeless way. It might focus on butterflies. It might tell the attributes and characteristic events in the life cycle of butterflies. It might have technical terms about butterflies. It might have diagrams, photos or realistic illustrations of butterflies. It could have an index, page numbers, tables or charts.

c. **format**—The format of information texts can vary. There are reference books, "all about books" that tell information about a species, or a process information book that tells how an animal develops (Duke & Bennett-Armistead, 2003).

3. What is required in this assignment? Each candidate will create an information book and will mentor his or her student to create his or her own information book. A plan should be made with the student for the book and where the candidate and student will find information. The information books must include the following parts:

- a. on the cover- the name of the book and the author
- b. a title page giving the name of the book, the author, the publication date and that it was made as part of the Community Literacy Club from Florida International University
- c. a dedication page
- d. table of contents
- e. page numbering- observe to be sure student can correctly number pages
- f. student's writing about the topic after reading information
- g. a diagram or picture- observe student to be sure a 1" margin is left for binding
- h. a glossary
- i. a reference list that provides evidence of using print and digital (Internet) text to find information
- j. bound with spiral combs (assembled with the student)
- k. a page for responses by readers

4. A summary analysis and reflection about the information book experience will be uploaded to TaskStream. This will include a detailed response to the following:

How did you plan to use and integrate increasingly complex print and digital technology, content area literacy strategies, computational skills for numbering pages and measuring margins, and higher-order questioning to develop the student’s ability to read critically?

Reference

Duke, N. K. & Bennett-Armistead, V. S. (2003). Reading and Writing Informational Text in the Primary Grades: Research-Based Practices. New York: Scholastic Teaching Resources.

Rubric for Student-Made and Teacher-Made Information Books with Summary Analysis and Reflection (4 points)..

| Candidate Learning: Knowledge and Skills                                                                                                                                                           | Candidate Learning: Dispositions                                                                                  | Mastery<br>3                                                                                                                                                                                                   | Proficient<br>2                                                                                                                                                                    | Limited<br>1                                                                                                                                                                                                           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Candidate integrates current information and communication technologies.<br>FEAP (a)2. g                                                                                                           |                                                                                                                   | Candidate describes how he or she integrates current information and communication technologies in an exemplary manner.                                                                                        | Candidate describes how he or she integrates current information and communication technologies.                                                                                   | Candidate describes how he or she integrates current information and communication technologies in a limited or minimal manner.                                                                                        |
|                                                                                                                                                                                                    |                                                                                                                   | 3            2.8                                                                                                                                                                                               | 2.6        2.3                                                                                                                                                                     | 2            1        0                                                                                                                                                                                                |
| Candidate utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.<br>FEAP (a)2. i | <i>Showing a sense of care for others and an interest in listening well to others ( Empathetic Understanding)</i> | Candidate successfully utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.                | Candidate utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals. | Candidate fails to utilize current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.                             |
|                                                                                                                                                                                                    |                                                                                                                   | 3            2.8                                                                                                                                                                                               | 2.6        2.3                                                                                                                                                                     | 2            1        0                                                                                                                                                                                                |
| Candidate deepens and enriches students’ understanding through content area literacy strategies, verbalization of thought, and application of the subject matter.<br>FEAP (a) 3. b                 |                                                                                                                   | Candidate demonstrates excellence in utilizing current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals. | Candidate utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals. | Candidate fails to utilize current and emerging assistive technologies or does so in a limited way that enable students to participate in high-quality communication interactions and achieve their educational goals. |
|                                                                                                                                                                                                    |                                                                                                                   | 3            2.8                                                                                                                                                                                               | 2.6        2.3                                                                                                                                                                     | 2            1        0                                                                                                                                                                                                |
| Candidate uses a higher-order                                                                                                                                                                      |                                                                                                                   | Candidate uses a higher-order questioning techniques                                                                                                                                                           | Candidate uses a higher-order                                                                                                                                                      | Candidate fails to use a higher-order                                                                                                                                                                                  |

|                                                                                                                                                                                                                                                                 |                                                                                                       |                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| questioning techniques.<br>FEAP (a) 3. f                                                                                                                                                                                                                        |                                                                                                       | in an engaging and challenging way.                                                                                                                                                                                                                                                  | questioning techniques.                                                                                                                                                                                                                                 | questioning techniques.                                                                                                                                                                                                                                            |
|                                                                                                                                                                                                                                                                 |                                                                                                       | 3 2.8                                                                                                                                                                                                                                                                                | 2.6 2.3                                                                                                                                                                                                                                                 | 2 1 0                                                                                                                                                                                                                                                              |
| Candidates apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction and to teach for student understanding.<br>FEAP (a) 3.g                                                                 |                                                                                                       | Candidate successfully applies varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction and to teach for student understanding.                                                                                        | Candidate applies varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction and to teach for student understanding.                                                                        | Candidate applies limited varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction and to teach for student understanding.                                                                           |
|                                                                                                                                                                                                                                                                 |                                                                                                       | 3 2.8                                                                                                                                                                                                                                                                                | 2.6 2.3                                                                                                                                                                                                                                                 | 2 1 0                                                                                                                                                                                                                                                              |
| Candidate plans for instruction that utilizes increasingly complex print and digital text, embeds assessment, includes scaffolding, and provides re-teaching when necessary for individuals and small groups.<br>REC 4.9                                        |                                                                                                       | Candidate successfully plans for instruction that utilizes increasingly complex print and digital text, embeds assessment, includes scaffolding, and provides re-teaching when necessary for individuals and small groups.                                                           | Candidate plans for instruction that utilizes increasingly complex print and digital text, embeds assessment, includes scaffolding, and provides re-teaching when necessary for individuals and small groups.                                           | Candidate fails to plan for instruction that utilizes increasingly complex print and digital text, embeds assessment, includes scaffolding, and provides re-teaching when necessary for individuals and small groups.                                              |
|                                                                                                                                                                                                                                                                 |                                                                                                       | 3 2.8                                                                                                                                                                                                                                                                                | 2.6 2.3                                                                                                                                                                                                                                                 | 2 1 0                                                                                                                                                                                                                                                              |
| Candidate has include all parts of the information book (a-j) exhibiting professional quality while maintaining a climate of openness, inquiry, fairness, and support.<br>FEAP (a) 2 f                                                                          | <i>Works to see things through by employing systematic methods of analyzing problems (Persisting)</i> | Candidate has successfully included all parts of the information book (a-j) exhibiting professional quality while maintaining a climate of openness, inquiry, fairness, and support.                                                                                                 | Candidate has included all parts of the information book (a-j) exhibiting professional quality while mostly maintaining a climate of openness, inquiry, fairness, and support.                                                                          | Candidate fails to include all parts of the information book (a-j) exhibiting professional quality or has not maintained a climate of openness, inquiry, fairness, and support.                                                                                    |
|                                                                                                                                                                                                                                                                 |                                                                                                       | 3 2.8                                                                                                                                                                                                                                                                                | 2.6 2.3                                                                                                                                                                                                                                                 | 2 1 0                                                                                                                                                                                                                                                              |
| Candidate reflects on the Mentoring Authors experience with book making and explains how he or she applied appropriate instructional methods to integrate technology, support student-centered learning, and establish an information-rich environment. SAC 4.4 |                                                                                                       | Candidate demonstrates excellence in reflecting on the Mentoring Authors experience with book making and explains how he or she applied appropriate instructional methods to integrate technology, support student-centered learning, and establish an information-rich environment. | Candidate reflects on the Mentoring Authors experience with book making and explains how he or she applied appropriate instructional methods to integrate technology, support student-centered learning, and establish an information-rich environment. | Candidate fails to reflect on the Mentoring Authors experience with book making and/ or explain how he or she applied appropriate instructional methods to integrate technology, support student-centered learning, and establish an information-rich environment. |
|                                                                                                                                                                                                                                                                 |                                                                                                       | 3 2.8                                                                                                                                                                                                                                                                                | 2.6 2.3                                                                                                                                                                                                                                                 | 2 1 0                                                                                                                                                                                                                                                              |
| Total = __ , divide by 3 = ____/8                                                                                                                                                                                                                               |                                                                                                       |                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                    |

Assignment: Literacy Intervention Journal with Summary Analysis and Reflection (Critical Task) (12 points)

Course RED 6515 Programs of Remediation in Reading

Explanation of Artifact: Candidates plan literacy intervention and Mentoring Authors experiences, independently and in collaboration using a variety of data, in a Literacy Intervention Journal (LIJ) that includes plans, time frames, and reflections. They subsequently write a Summary Analysis and Reflection paper in response to prompts that allow them to demonstrate specific, relevant knowledge and skills related to literacy teaching and learning. The Summary Analysis and Reflection (LIJ) paper is uploaded to TaskStream.

|                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-----------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Course Objective(s)                                       | <ol style="list-style-type: none"> <li>1. Deliver engaging and challenging lessons.</li> <li>2. Modify instruction to respond to preconceptions and misconceptions.</li> <li>3. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students.</li> <li>4. Choose appropriate methods for diverse learners.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| FEAPs<br>Florida Educator<br>Accomplished<br>Practices    | <ol style="list-style-type: none"> <li>11. FEAP (a) 2.f – Maintains a climate of openness, inquiry, fairness and support</li> <li>12. FEAP (a) 3.a – Deliver engaging and challenging lessons</li> <li>13. FEAP (a) 3.c – Identify gaps in students’ subject matter knowledge</li> <li>14. FEAP (a) 3.d – Modify instruction to respond to preconceptions or misconceptions</li> <li>15. FEAP (a) 3.e – Relate and integrate the subject matter with other disciplines and life experiences</li> <li>16. FEAP (a) 3.f – Employ higher-order questioning techniques</li> <li>17. FEAP (a) 3.h – Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students</li> <li>18. FEAP (a) 3.i – Support, encourage, and provide immediate and specific feedback to students to promote student achievement</li> <li>19. FEAP (a) 3.j – Utilize student feedback to monitor instructional needs and to adjust instruction</li> <li>20. FEAP (b) 1.a – Designs purposeful professional goals to strengthen the effectiveness of instruction based on students’ needs</li> <li>21. FEAP (b) 1.c – Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons</li> </ol> |
| PECs<br>Professional<br>Education<br>Competencies         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| SACs<br>Subject Area<br>Competencies,<br>Reading, Sec. 35 | <ol style="list-style-type: none"> <li>1. SAC 8.1 – Choose appropriate methods, including differentiating instruction, modifications, and accommodations, for meeting reading needs of diverse learners.</li> <li>2. SAC 8.2 – Chose appropriate methods, including differentiating instruction and linguistic accommodations for meeting reading needs of English Language Learners (ELLs).</li> <li>3. SAC 8.3 – Select appropriate resources to reflect and address students’ cultural and linguistic diversity.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| UCC<br>Other Uniform Core<br>Curriculum                   | <ol style="list-style-type: none"> <li>1. UCC F. d -- Reading, interpretation and use of data for student achievement</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| REC<br>Reading Endorsement<br>Competencies                | <ol style="list-style-type: none"> <li>1. REC 4.11 -- (5.3) Scaffold instruction for students having difficulty in each of the components of reading.</li> <li>2. RED 4.14 – (5.4, 5.5, 5.6, 5.7, 5.9) Implement research-based practices in comprehension, oral language, phonological awareness, phonics, fluency and vocabulary to differentiate instruction for all students.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |



|                                                                  |                                                                                                                                                                                                                                                              |
|------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                  | <p>3. REC 4.15 – (5.8) Implement research-based instructional practices for developing students’ higher order thinking.</p> <p>4. REC 4.16 – (5.8) Implement research-based instructional practices for developing students’ ability to read critically.</p> |
| ILA Standards<br>International Literacy<br>Association Standards |                                                                                                                                                                                                                                                              |

## Procedures

### Part 1 – Literacy Intervention, 10-11:00 AM

The Literacy Intervention Session must be closely linked to your student’s needs as identified through your formal assessment and diagnostic teaching sessions (see your Decision Chart). **Identify gaps in students’ subject matter knowledge. You must identify which of these needs will be the focus of your work with your child. The goal is to support, encourage, and provide immediate and specific feedback to students to promote student achievement. Use student feedback to monitor instructional needs and to adjust instruction.** Your literacy intervention sessions should be well grounded in the Sensational 6 areas of reading (phonemic awareness, phonics, fluency, vocabulary, comprehension, oral language) plus writing and spelling, with special emphasis on the areas of focus that you have identified on your Decision Chart.

During the Literacy Intervention Session, you will be involving your student in the four lessons that evolve from you Community Profile assignment. Each of these lessons should take a maximum of approximately 20 to 30 minutes. Any one of these lessons should not take up the entire Literacy Intervention Session. Besides teaching a CP lesson, on that day, you will use the remainder of the time engaging your student in other Literacy Intervention experiences.

Your journal for Literacy Intervention (Literacy Intervention and Mentoring Authors together) should be arranged by day with sturdy tabs or page dividers separating the planning/reflection sheets for each day, Monday, June 15 through Monday, June 22. Each day, you will have the following Planning sheets:

#### Literacy Intervention:

- A. Time Frame Sheet (with the name of activities written once, adjacent to the time you will start the experience)
- B. Planning Grid (see Planning Grid for details) – Note: for on-going activities, such as the book-marks, you only need to explain the activity and the link to student’s needs once. On subsequent days, just write “On-going” in the second column of the Grid.
- C. Community Profile (CP) Lesson Plans: You will have one copy of your CP lesson plan in your Literacy Intervention Journal on the day you will teach it. (Note that you will turn in a **different** copy **with the reflection questions** answered the day **after** you teach the lesson)
- D. Mentoring Literacy Time Frame Sheet (hand-written with your student)
- E. Mentoring Authors Planning (hand-written with your student)
- F. Mentoring Authors Reflection (hand-written with your student)
- G. Reflection: Note that each day **your overall reflection of that day’s sessions (Literacy Intervention and Mentoring Authors should give you ideas about what you want to do with your child on the next day.**

Remember: You will have A through G behind each day’s tab (or page divider) for each day from Monday, June 15, through Monday, June 22.

Literacy Intervention Journal: Time Frame Sheet

| Monday<br>June 15 | Tuesday<br>June 16 | Wednesday<br>June 17 | Thursday<br>June 18 | Friday<br>June 19 | Monday<br>June 22 |
|-------------------|--------------------|----------------------|---------------------|-------------------|-------------------|
|                   |                    |                      |                     |                   |                   |

(Place an X indicating the day.)

| Time  | Name of Assessment or Diagnostic Teaching Experience | Notes (Optional) |
|-------|------------------------------------------------------|------------------|
| 10:00 |                                                      |                  |
| 10:05 |                                                      |                  |
| 10:10 |                                                      |                  |
| 10:15 |                                                      |                  |
| 10:20 |                                                      |                  |
| 10:25 |                                                      |                  |
| 10:30 |                                                      |                  |
| 10:35 |                                                      |                  |
| 10:40 |                                                      |                  |
| 10:45 |                                                      |                  |
| 10:50 |                                                      |                  |
| 10:55 |                                                      |                  |

Literacy Intervention Journal: Planning Grid for Daily Planning

(Remember that you will be filling in cells in the second column for those experiences that you will do with your student that day. On any given day, you will not have all of the cells in the second column filled in.)

| Activity Name & Page Number         | Name Task and Describe Task (three or four sentences in your own words) | Specific link to student's needs |
|-------------------------------------|-------------------------------------------------------------------------|----------------------------------|
| Comprehension                       |                                                                         |                                  |
| Vocabulary                          |                                                                         |                                  |
| Fluency                             |                                                                         |                                  |
| Phonics (Decoding)                  |                                                                         |                                  |
| Phonemic Aware.                     |                                                                         |                                  |
| Oral Lang. Dev.                     |                                                                         |                                  |
| I-pad Literacy Play (Reinforcement) |                                                                         |                                  |
| Daily Agenda                        |                                                                         |                                  |
| I Can Chart                         |                                                                         |                                  |
| Book Mark                           |                                                                         |                                  |
| Writing                             |                                                                         |                                  |
| Other                               |                                                                         |                                  |

## Part 2 – Mentoring Authors, 11-12:00 Noon

For your Mentoring Authors experience, negotiate a mutual area of interest in which both you and your child want to develop expertise. Strive to develop interactions that include the natural use of reading and writing. Don't limit your thinking to using only books and pencil and paper tasks. Think of incorporating a content area across your sessions. Remember that your time together should be enjoyable for both of you as you both develop new levels of expertise. The books you read, the activities you do together, and your time writing should be mutually satisfying. Be sure to involve the child in the planning of how you will spend your time.

Your hands-on project should result in a bound information book (a student book; a teacher book) that reflects your agreed upon area of interest. As a teacher, you should be able to identify aspects of the book that reflect your student's work within his/her zone of proximal development. Your student should also be able to identify specific learning.

### Mentoring Authors Planning

Write the response to the following question the first day of planning (Friday, **June 12**) only. After that, use only the Time Mentoring Literacy Frame Sheet and the Mentoring Authors Planning Sheet.

[First Planning Day Only]: What do we already know about \_\_\_\_\_ (our approved shared passion topic)? [hand-written with student]

Mentoring Authors Daily Planning

M T W T F (Circle one) – Date \_\_\_\_\_

Activity Name & Page Number Name Task and Describe Task (three or four sentences in your own words) Specific link to student's needs

Comprehension

Mentoring Authors Planning: [Hand-written with student]

| Monday<br>June 15 | Tuesday<br>June 16 | Wednesday<br>June 17 | Thursday<br>June 18 | Friday<br>June 19 | Monday<br>June 22 | Tuesday<br>June 23 |
|-------------------|--------------------|----------------------|---------------------|-------------------|-------------------|--------------------|
|                   |                    |                      |                     |                   |                   |                    |

| What do we want to learn about our topic next? | How are we going to learn this? or What are we going to use to learn this? |
|------------------------------------------------|----------------------------------------------------------------------------|
|                                                |                                                                            |

|  |  |
|--|--|
|  |  |
|--|--|

Mentoring Authors Time Frame for Student and Teacher Planning: [Hand-written with student]

| Time  | How we will use our time together today:           | Notes (Optional) |
|-------|----------------------------------------------------|------------------|
| 11:00 |                                                    |                  |
| 11:05 |                                                    |                  |
| 11:10 |                                                    |                  |
| 11:15 |                                                    |                  |
| 11:20 |                                                    |                  |
| 11:25 |                                                    |                  |
| 11:30 |                                                    |                  |
| 11:35 |                                                    |                  |
| 11:40 |                                                    |                  |
| 11:45 |                                                    |                  |
| 11:50 | Reflect with student and plan for the next session |                  |
| 11:55 | (11:59 – take student to drop-off area)            |                  |
| 12:00 |                                                    |                  |
|       |                                                    |                  |

Student and Teacher Reflection: [Hand-written with student]

1. What did we learn about our topic?
  
  
  
  
  
  
  
  
  
  
2. What did we learn about our study process, including what we planned to do and how our time-planning worked out?

Candidate's Daily Overall Reflection ( Literacy Intervention and Mentoring Authors):

Literacy Intervention: You only need one overall reflection per day in which you discuss student's responses to all of your interventions. (You do not need one set of reflection questions (1. and 2.) for each intervention)

1. What developments (success responses to interventions) are you seeing in your student's literacy abilities? To what do you attribute these developments?
2. What did you learn about your student today or observe that needs instructional follow-up (based on responses to interventions)?

Mentoring Authors Teacher-Only Reflection

1. What specific literacy skills were you targeting today, and how did you foster these skills within the Mentoring Authors Session. These skills should relate to the Decision Chart, however you may identify and discuss other "teachable moments" you had with your student.
2. What new insights are you gaining about your student's ability to plan for the next day and to evaluate the plans and the use of time?
3. List the literacy skills you want to work into the Mentoring Authors Session tomorrow?



Literacy Intervention Journal (Literacy Intervention and Mentoring Authors:  
Summary Analysis and Reflection (LIJ) Paper

Your Literacy Intervention Journal will be turned in on Tuesday, June 23. You must turn in this Summary Analysis and Reflection (LIJ) with your journal. Address each of the items below. The items have been grouped under Literacy Intervention, Community Profile Lessons, and Mentoring Authors.

For each example you must include the context: What were you doing? What did you do/say? What was your student's response?

Literacy Intervention

1. Provide an example in which you implement research-based practices in comprehension, oral language, phonological awareness, phonics, fluency and vocabulary to differentiate instruction for all students. [REC 4.14]
2. Provide an example in which you scaffolded instruction for students having difficulty in each of the components of reading. [REC 4.1]
3. Provide an example in which you supported, encouraged, and provide immediate and specific feedback to students to promote student achievement. [FEAP (a) 3.i]
4. Provide an example in which you selected appropriate resources to reflect and address students' cultural and linguistic diversity. [SAC 8.3]

Community Profile Lessons

- A. Provide an example in which you used a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons [FEAP (b) 1.c] [UCC F. d: Reading, interpretation and use of data for student achievement]
- B. Provide an example in which you delivered an engaging and challenging lesson [FEAP (a) 3.a]
- C. Provide an example in which you differentiated instruction based on an assessment of student learning needs and recognition of individual differences in students [FEAP (a) 3.h]
- D. Provide an example in which you chose appropriate methods, including differentiating instruction, modifications, and accommodations, for meeting reading needs of diverse learners. [SAC 8.1]
- E. Provide an example in which you chose appropriate methods, including differentiating instruction and linguistic accommodations for meeting reading needs of English Language Learners (ELLs). [SAC 8.2]

Mentoring Authors

1. Provide an example in which you related and integrated the subject matter with other disciplines and life experiences. [FEAP (a) 3.e]
2. Provide an example in which you utilized student feedback to monitor instructional needs and to adjust instruction. [FEAP (a) 3.j]
3. Provide an example in which you modified instruction to respond to preconceptions or misconceptions. [FEAP (a) 3.d]
4. Provide an example of a leading activity in which you implemented research-based instructional practices for developing students' ability to read critically. [REC 4.16]
5. Provide an example of a leading activity in which you implemented research-based instructional practices for developing students' higher order thinking. [REC 4.15]
6. Provide an example in which you employed higher-order questioning techniques with your student. [FEAP (a) 3.f]

7. Provide an example in which you maintained a climate of openness, inquiry, fairness and support.  
[FEAP (a) 2.f]

**CLC 2017 -- RED 6515 -- Remediation of Reading Difficulties**  
**Rubrics for Literacy Intervention Journal: Summary Analysis and Reflection Paper (12 points)**

| Candidate Learning: Knowledge & Skills                                                                                                                                                                                                     | Candidate Learning: Dispositions                                            | Mastery                                                                                                                                                                                                                                     | Proficient                                                                                                                                                                                                                                                  | Limited                                                                                                                                                                                                                                                                                                 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Literacy Intervention</b>                                                                                                                                                                                                               |                                                                             |                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                         |
| Candidate demonstrates the ability to implement research-based practices in comprehension, oral language, phonological awareness, phonics, fluency and vocabulary to differentiate instruction for all students.<br>REC 4.14<br>[SAR-Q 1]* | <i>Adopting a critical eye toward ideas and actions (Being Analytical).</i> | Example provides rich context and details candidate's ability to implement research-based practices in comprehension, oral language, phonological awareness, phonics, fluency and vocabulary to differentiate instruction for all students. | Example provides some context and some details related to candidate's ability to implement research-based practices in comprehension, oral language, phonological awareness, phonics, fluency and vocabulary to differentiate instruction for all students. | Example and/or explanation is missing or lacks sufficient context and/or details to sufficiently show candidate's ability to implement research-based practices in comprehension, oral language, phonological awareness, phonics, fluency and vocabulary to differentiate instruction for all students. |
|                                                                                                                                                                                                                                            |                                                                             | 4   3.8   3.6                                                                                                                                                                                                                               | 3.4   3.2   3   2.8                                                                                                                                                                                                                                         | 2.6   2   1   0                                                                                                                                                                                                                                                                                         |
| Candidate demonstrates the ability to scaffold instruction for students having difficulty in each of the components of reading.<br>REC 4.11<br>[SAR-Q 2]*                                                                                  | <i>Adopting a critical eye toward ideas and actions (Being Analytical).</i> | Example provides rich context and details candidate's ability to scaffold instruction for students having difficulty in each of the components of reading.                                                                                  | Example provides some context and some details related to candidate's ability to scaffold instruction for students having difficulty in each of the components of reading.                                                                                  | Example and/or explanation is missing or lacks sufficient context and/or details to sufficiently show candidate's ability to scaffold instruction for students having difficulty in each of the components of reading.                                                                                  |
|                                                                                                                                                                                                                                            |                                                                             | 4   3.8   3.6                                                                                                                                                                                                                               | 3.4   3.2   3   2.8                                                                                                                                                                                                                                         | 2.6   2   1   0                                                                                                                                                                                                                                                                                         |
| Candidate demonstrates the ability to support, encourage, and provide immediate and specific feedback to students to promote student achievement.<br>FEAP (a) 3.i                                                                          | <i>Adopting a critical eye toward ideas and actions (Being Analytical).</i> | Example provides rich context and details candidate's ability to support, encourage, and provide immediate and specific feedback to students to promote student achievement.                                                                | Example provides some context and some details related to candidate's ability to support, encourage, and provide immediate and specific feedback to students to promote student achievement.                                                                | Example and/or explanation is missing or lacks sufficient context and/or details to sufficiently show candidate's ability to support, encourage, and provide immediate and specific                                                                                                                     |

|                                                                                                                                                                                                                                                                                                                                         |                                                                             |                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                    |                                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|
| [SAR-Q 3]*                                                                                                                                                                                                                                                                                                                              |                                                                             |                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                    | feedback to students to promote student achievement. |
|                                                                                                                                                                                                                                                                                                                                         |                                                                             | 4 3.8 3.6                                                                                                                                                                                                                                                 | 3.4 3.2 3 2.8                                                                                                                                                                                                                                                          | 2.6 2 1 0                                                                                                                                                                                                                                                                                                          |                                                      |
| Candidate demonstrates the ability to select appropriate resources to reflect and address students' cultural and linguistic diversity.<br>SAC 8.3<br>[SAR-Q 4]*                                                                                                                                                                         | <i>Adopting a critical eye toward ideas and actions (Being Analytical).</i> | Example provides rich context and details candidate's ability to select appropriate resources to reflect and address students' cultural and linguistic diversity.                                                                                         | Example provides some context and some details related to candidate's ability to select appropriate resources to reflect and address students' cultural and linguistic diversity.                                                                                      | Example and/or explanation is missing or lacks sufficient context and/or details to sufficiently show candidate's ability to select appropriate resources to reflect and address students' cultural and linguistic diversity.                                                                                      |                                                      |
|                                                                                                                                                                                                                                                                                                                                         |                                                                             | 4 3.8 3.6                                                                                                                                                                                                                                                 | 3.4 3.2 3 2.8                                                                                                                                                                                                                                                          | 2.6 2 1 0                                                                                                                                                                                                                                                                                                          |                                                      |
| <b>Community Profile Lessons</b>                                                                                                                                                                                                                                                                                                        |                                                                             |                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                    |                                                      |
| Candidate demonstrates the ability to use a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons.<br>FEAP (b) 1.c<br>UCC F.d -- Reading, interpretation and use of data for student achievement<br>[SAR-Q A.] | <i>Adopting a critical eye toward ideas and actions (Being Analytical).</i> | Example provides rich context and details of candidate's ability to use a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons. | Example provides some context and some details related to candidate's ability to use a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons. | Example and/or explanation is missing or lacks sufficient context and/or details to sufficiently show candidate's ability to use a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons. |                                                      |
|                                                                                                                                                                                                                                                                                                                                         |                                                                             | 4 3.8 3.6                                                                                                                                                                                                                                                 | 3.4 3.2 3 2.8                                                                                                                                                                                                                                                          | 2.6 2 1 0                                                                                                                                                                                                                                                                                                          |                                                      |
| Candidate demonstrates the ability to deliver engaging and challenging lessons.<br>FEAP (a) 3.a<br>[SAR-Q B.]                                                                                                                                                                                                                           | <i>Adopting a critical eye toward ideas and actions (Being Analytical).</i> | Example provides rich context and details candidate's ability to deliver engaging and challenging lessons.                                                                                                                                                | Example provides some context and some details related to candidate's ability to deliver engaging and challenging lessons.                                                                                                                                             | Example and/or explanation is missing or lacks sufficient context and/or details to sufficiently show candidate's ability to deliver engaging and challenging lessons.                                                                                                                                             |                                                      |
|                                                                                                                                                                                                                                                                                                                                         |                                                                             | 4 3.8 3.6                                                                                                                                                                                                                                                 | 3.4 3.2 3 2.8                                                                                                                                                                                                                                                          | 2.6 2 1 0                                                                                                                                                                                                                                                                                                          |                                                      |

| Candidate Learning: Knowledge & Skills                                                                                                                                                                                               | Candidate Learning: Dispositions                                                                                      | Mastery                                                                                                                                                                                                                                | Proficient                                                                                                                                                                                                                                             | Limited                                                                                                                                                                                                                                                                                            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Candidate demonstrates the ability to differentiate instruction based on an assessment of student.<br>FEAP (a) 3.h<br>[SAR-Q C.]                                                                                                     | <i>Showing sensitivity to the needs of others and to being a cooperative team member (Thinking Interdependently).</i> | Example provides rich context and details candidate's ability to differentiate instruction based on an assessment of student.                                                                                                          | Example provides some context and some details related to candidate's ability to differentiate instruction based on an assessment of student.                                                                                                          | Example and/or explanation is missing or lacks sufficient context and/or details to sufficiently show candidate's ability to differentiate instruction based on an assessment of student.                                                                                                          |
|                                                                                                                                                                                                                                      |                                                                                                                       | 4 3.8 3.6                                                                                                                                                                                                                              | 3.4 3.2 3 2.8                                                                                                                                                                                                                                          | 2.6 2 1 0                                                                                                                                                                                                                                                                                          |
| Candidate demonstrates the ability to choose appropriate methods, including differentiating instruction, modifications, and accommodations, <u>for meeting reading needs of diverse learners.</u><br>SAC 8.1<br>[SAR-Q D.]           | <i>Adopting a critical eye toward ideas and actions (Being Analytical).</i>                                           | Example provides rich context and details candidate's ability to choose appropriate methods, including differentiating instruction, modifications, and accommodations, <u>for meeting reading needs of diverse learners.</u>           | Example provides some context and some details related to candidate's ability to choose appropriate methods, including differentiating instruction, modifications, and accommodations, <u>for meeting reading needs of diverse learners.</u>           | Example and/or explanation is missing or lacks sufficient context and/or details to sufficiently show candidate's ability to choose appropriate methods, including differentiating instruction, modifications, and accommodations, <u>for meeting reading needs of diverse learners.</u>           |
|                                                                                                                                                                                                                                      |                                                                                                                       | 4 3.8 3.6                                                                                                                                                                                                                              | 3.4 3.2 3 2.8                                                                                                                                                                                                                                          | 2.6 2 1 0                                                                                                                                                                                                                                                                                          |
| Candidate demonstrates the ability to choose appropriate methods, including differentiating instruction and linguistic accommodations <u>for meeting reading needs of English Language Learners (ELLs).</u><br>SAC 8.2<br>[SAR-Q E.] | <i>Adopting a critical eye toward ideas and actions (Being Analytical).</i>                                           | Example provides rich context and details candidate's ability to choose appropriate methods, including differentiating instruction and linguistic accommodations <u>for meeting reading needs of English Language Learners (ELLs).</u> | Example provides some context and some details related to candidate's ability to choose appropriate methods, including differentiating instruction and linguistic accommodations <u>for meeting reading needs of English Language Learners (ELLs).</u> | Example and/or explanation is missing or lacks sufficient context and/or details to sufficiently show candidate's ability to choose appropriate methods, including differentiating instruction and linguistic accommodations <u>for meeting reading needs of English Language Learners (ELLs).</u> |
|                                                                                                                                                                                                                                      |                                                                                                                       | 4 3.8 3.6                                                                                                                                                                                                                              | 3.4 3.2 3 2.8                                                                                                                                                                                                                                          | 2.6 2 1 0                                                                                                                                                                                                                                                                                          |

**Mentoring Authors**

|                                                                                                                                                                                 |                                                                                    |                                                                                                                                                                                      |                                                                                                                                                                                                      |                                                                                                                                                                                                                                                  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Candidate demonstrates the ability to relate and integrate the subject matter with other disciplines and life experiences. FEAP (a) 3.e [SAR-MLQ 1.]</p>                     | <p><i>Adopting a critical eye toward ideas and actions (Being Analytical).</i></p> | <p>Example provides rich context and details candidate's ability to relate and integrate the subject matter with other disciplines and life experiences.</p>                         | <p>Example provides some context and some details related to candidate's ability to relate and integrate the subject matter with other disciplines and life experiences.</p>                         | <p>Example and/or explanation is missing or lacks sufficient context and/or details to sufficiently show candidate's ability to relate and integrate the subject matter with other disciplines and life experiences.</p>                         |
|                                                                                                                                                                                 |                                                                                    | 4 3.8 3.6                                                                                                                                                                            | 3.4 3.2 3 2.8                                                                                                                                                                                        | 2.6 2 1 0                                                                                                                                                                                                                                        |
| <p>Candidate demonstrates the ability to utilize student feedback to monitor instructional needs and to adjust instruction. FEAP (a) 3.j [SAR-MLQ 2.]</p>                       | <p><i>Adopting a critical eye toward ideas and actions (Being Analytical).</i></p> | <p>Example provides rich context and details candidate's ability to utilize student feedback to monitor instructional needs and to adjust instruction.</p>                           | <p>Example provides some context and some details related to candidate's ability to utilize student feedback to monitor instructional needs and to adjust instruction.</p>                           | <p>Example and/or explanation is missing or lacks sufficient context and/or details to sufficiently show candidate's ability to utilize student feedback to monitor instructional needs and to adjust instruction.</p>                           |
|                                                                                                                                                                                 |                                                                                    | 4 3.8 3.6                                                                                                                                                                            | 3.4 3.2 3 2.8                                                                                                                                                                                        | 2.6 2 1 0                                                                                                                                                                                                                                        |
| <p>Candidate demonstrates the ability to modify instruction to respond to preconceptions or misconceptions. FEAP (a) 3.d [SAR-MLQ 3.]</p>                                       | <p><i>Adopting a critical eye toward ideas and actions (Being Analytical).</i></p> | <p>Example provides rich context and details candidate's ability to modify instruction to respond to learners' preconceptions or misconceptions.</p>                                 | <p>Example provides some context and some details related to candidate's ability to modify instruction to respond to learners' preconceptions or misconceptions. <u>learners.</u></p>                | <p>Example and/or explanation is missing or lacks sufficient context and/or details to sufficiently show candidate's ability to modify instruction to respond to learners' preconceptions or misconceptions.</p>                                 |
|                                                                                                                                                                                 |                                                                                    | 4 3.8 3.6                                                                                                                                                                            | 3.4 3.2 3 2.8                                                                                                                                                                                        | 2.6 2 1 0                                                                                                                                                                                                                                        |
| <p>Candidate demonstrates the ability to implement research-based instructional practices for developing <u>students' ability to read critically.</u> REC 4.16 [SAR-MLQ 4.]</p> | <p><i>Adopting a critical eye toward ideas and actions (Being Analytical).</i></p> | <p>Example provides rich context and details candidate's ability to implement research-based instructional practices for developing <u>students' ability to read critically.</u></p> | <p>Example provides some context and some details related to candidate's ability to implement research-based instructional practices for developing <u>students' ability to read critically.</u></p> | <p>Example and/or explanation is missing or lacks sufficient context and/or details to sufficiently show candidate's ability to implement research-based instructional practices for developing <u>students' ability to read critically.</u></p> |
|                                                                                                                                                                                 |                                                                                    | 4 3.8 3.6                                                                                                                                                                            | 3.4 3.2 3 2.8                                                                                                                                                                                        | 2.6 2 1 0                                                                                                                                                                                                                                        |

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|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Candidate demonstrates the ability to implement research-based instructional practices for developing students' higher order thinking. REC 4.15 [SAR-MLQ 5.]              | <i>Adopting a critical eye toward ideas and actions (Being Analytical).</i>                                                | Example provides rich context and details candidate's ability to implement research-based instructional practices for developing students' higher order thinking.                                                   | Example provides some context and some details related to candidate's ability to implement research-based instructional practices for developing students' higher order thinking.                                                                                                                                                        | Example and/or explanation is missing or lacks sufficient context and/or details to sufficiently show candidate's ability to implement research-based instructional practices for developing students' higher order thinking. |
|                                                                                                                                                                           |                                                                                                                            | 4 3.8 3.6                                                                                                                                                                                                           | 3.4 3.2 3 2.8                                                                                                                                                                                                                                                                                                                            | 2.6 2 1 0                                                                                                                                                                                                                     |
| Candidate demonstrates the ability to employ higher-order questioning techniques. FEAP (a) 3.f [SAR-MLQ 6.]                                                               | <i>Adopting a critical eye toward ideas and actions (Being Analytical).</i>                                                | Example provides rich context and details of candidate's ability to employ higher-order questioning techniques.                                                                                                     | Example provides some context and some details related to candidate's ability to employ higher-order questioning techniques.                                                                                                                                                                                                             | Example and/or explanation is missing or lacks sufficient context and/or details to sufficiently show candidate's ability to employ higher-order questioning techniques.                                                      |
|                                                                                                                                                                           |                                                                                                                            | 4 3.8 3.6                                                                                                                                                                                                           | 3.4 3.2 3 2.8                                                                                                                                                                                                                                                                                                                            | 2.6 2 1 0                                                                                                                                                                                                                     |
| Candidate demonstrates the ability to maintain a climate of openness, inquiry, fairness and support. FEAP (a) 2.f [SAR-MLQ 7.]                                            | <i>Withholding judgment until understanding is achieved by being thoughtful in his/her actions.(Managing Impulsivity).</i> | Example provides rich context and details candidate's ability to maintain a climate of openness, inquiry, fairness and support.                                                                                     | Example provides some context and some details related to candidate's ability to maintain a climate of openness, inquiry, fairness and support.                                                                                                                                                                                          | Example and/or explanation is missing or lacks sufficient context and/or details to sufficiently show candidate's ability to maintain a climate of openness, inquiry, fairness and support.                                   |
|                                                                                                                                                                           |                                                                                                                            | 4 3.8 3.6                                                                                                                                                                                                           | 3.4 3.2 3 2.8                                                                                                                                                                                                                                                                                                                            | 2.6 2 1 0                                                                                                                                                                                                                     |
| <b>Daily Literacy Intervention and Mentoring Authors Planning and Reflections</b>                                                                                         |                                                                                                                            |                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                               |
| Candidate demonstrates the ability to plan for a variety of literacy intervention and Mentoring Authors experiences. [Time Frames; Planning Grids; Planning with Student] | <i>Adopting a critical eye toward ideas and actions (Being Analytical).</i>                                                | Consistently well-developed plans for literacy intervention and Mentoring Authors. Consistently planned a variety of activities. (Grid). Time frame sheets show strategic use of time to maximize opportunities for | Generally well-developed plans for literacy intervention and Mentoring Authors. Several activities for literacy intervention and Mentoring Authors are planned Diagnostic teaching experiences reflect a several aspects of literacy. Time frame sheets show provide appropriate use of time to for assessments and diagnostic teaching. | Plans for diagnostic teaching are missing, incomplete, and/or simplistic. Time frames are missing, incomplete, lack evidence of appropriate use of time.                                                                      |

|                                                                                                                                                                                                                                                                                                |                                                                                                                                                            |                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                         |                                                                                                                                                                                                                                    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                                                |                                                                                                                                                            | intervention and Mentoring Authors opportunities.                                                                                                                                                                                                                                 |                                                                                                                                                                                                                         |                                                                                                                                                                                                                                    |
|                                                                                                                                                                                                                                                                                                |                                                                                                                                                            | 4 3.8 3.6                                                                                                                                                                                                                                                                         | 3.4 3.2 3 2.8                                                                                                                                                                                                           | 2.6 2 1 0                                                                                                                                                                                                                          |
| Candidate demonstrates the ability to reflect about literacy intervention and Mentoring Authors experiences in order to improve the quality of literacy instruction and to identify gaps in students' subject area knowledge. [Reflections with Student and Teacher Reflections] FEAP (a) 3. c | <i>Thinking about his/her own thinking (Reflective Thoughtfulness).</i><br><br><i>Adopting a critical eye toward ideas and actions (Being Analytical).</i> | Candidate is able to accurately identify gaps in students' subject area knowledge and address the gaps with appropriate instruction. He or she develops student-teacher and teacher reflections well. Reflections provide strong evidence of continuity of teaching and learning. | Candidate is able to identify gaps in students' subject area knowledge. He or she develops student-teacher and teacher reflections generally. Reflections provide some evidence of continuity of teaching and learning. | Candidate is unable to identify gaps in students' subject area knowledge. Student-teacher and/or teacher reflections are missing or are simplistic. Reflections show little or no evidence of continuity of teaching and learning. |
|                                                                                                                                                                                                                                                                                                |                                                                                                                                                            | 4 3.8 3.6                                                                                                                                                                                                                                                                         | 3.4 3.2 3 2.8                                                                                                                                                                                                           | 2.6 2 1 0                                                                                                                                                                                                                          |
| <b>Professional Language and Presentation</b>                                                                                                                                                                                                                                                  |                                                                                                                                                            |                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                         |                                                                                                                                                                                                                                    |
| Candidate demonstrates the ability to communicate ideas clearly and accurately, using format, style and conventions to enhance readability. (Communication)                                                                                                                                    | <i>Take time to check over work because of being more interested in excellent work than in expediency (Striving for Accuracy).</i>                         | Consistently maintains the required format for each part of the assignment. For each part, the word choice, style and use of conventions enhance readability.                                                                                                                     | Generally maintains the required format for each part of the assignment. For each part, the word choice, style and use of conventions generally enhance readability.                                                    | Format of all or part of the assignment and/or lacks depth. The word choice and/or style and/or use of conventions detract from readability.                                                                                       |
|                                                                                                                                                                                                                                                                                                |                                                                                                                                                            | 4 3.8 3.6                                                                                                                                                                                                                                                                         | 3.4 3.2 3 2.8                                                                                                                                                                                                           | 2.6 2 1 0                                                                                                                                                                                                                          |
| _____ Points divided by 19 = _____ multiplied by 3 = _____/12                                                                                                                                                                                                                                  |                                                                                                                                                            |                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                         |                                                                                                                                                                                                                                    |

\_\_\_\_\_ Ok to Upload                      \_\_\_\_\_ Revise and Upload                      \_\_\_\_\_ Revise and Resubmit

Assignment: Case Study Presentation Plus Corrected Protocol Reports (followed by Original Protocol Reports and related Protocol Report Sheets) (8 points)  
Course: RED 6515 Programs of Remediation in Reading

Explanation of Assignment: Candidates will each develop a case study presentation about their respective students. Candidates will deliver this presentation to colleagues, simulating the presentation style and content that would be appropriate in professional contexts.

The presentation will be developed using PowerPoint. (Note that this assignment will not be uploaded to TaskStream).

Procedures:

1. Develop a case study presentation using PowerPoint that contains the following information:
  - a. Description of Student
  - b. Description of Assessment Context
  - c. List of Assessments
  - d. Pre-post information related to the BRI or ELA (or other early literacy) assessments
  - e. Focus of Literacy Intervention (literacy skills)
  - f. Focus of Mentoring Authors (project, book and literacy skills)
  
2. PowerPoint requirements:
  - a. Any one slide should not have so much information that it is difficult to read from across a room, with minimum of 18 point font.
  - b. Use of text animations should not slow the presentation, but rather enhance it. You do not have to use text animations at all.
  - c. Photos may be used.
  - d. Use of tables should enhance the comprehensibility of data for pre-post assessments.
  - e. The text should be written professionally with no spelling or grammatical errors.
  
3. Case Study Presentation:
  - a. Each candidate must bring his/her presentation on a flash drive on Wednesday, June 24<sup>th</sup>.
  - b. Each candidate must provide the professor with a PowerPoint handout (2 slides per page) prior to the start of his or her presentation.
  - c. Each candidate will have a maximum of 5 minutes to deliver the presentation. Presentations will be timed, so it is wise to practice what will be shared so that the time limit of 5 minutes is observed.
  - d. All candidates must stay to be the audience for the presentations of others. Candidates may not leave the CLC until all in their assigned room have presented.

To be turned in:

1. Copy of PowerPoint handout (for professor), with two slides per page, in binder.
2. Revised protocol reports. Each revised protocol report should be followed by the original protocol report and the protocol sheets. The revised protocol reports with the originals should be placed in a binder that comfortably accommodates the thickness of the set of protocols (no big, oversized binders, please).

NOTE: Some candidates will be turning in their binder on June 24<sup>th</sup>; however, others will be turning in the binder on or before **July 22, 2012**. In this case, the candidate will only turn in the handout for the PowerPoint on the day of the case study presentations.

**RED 6515 Rubric for Case Presentation (8 Pts)**

| Candidate Learning: Knowledge & Skills                                                                     | Candidate Learning: Dispositions                                                      | Mastery                                                                                                                                   | Proficient                                                                                                                                 | Limited                                                                                                             |
|------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| Candidate demonstrates the ability to professionally describe the case student and the assessment context. | <i>Thinks and communicates with clarity and precision (Communicating Accurately).</i> | Description of case student and assessment context are stated using targeted, relevant information using accurate, professional language. | Description of case student and assessment context are stated using generally relevant information, using accurate, professional language. | One or both descriptions are missing. Information is minimal, irrelevant, and/or stated in terms or style in a non- |



|                                                                                                                      |                                                                                                                                                                |                                                                                                                                                                                                                |                                                                                                                                                                                                  |                                                                                                                                                                                                                              |                                                                                |
|----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
|                                                                                                                      |                                                                                                                                                                |                                                                                                                                                                                                                |                                                                                                                                                                                                  |                                                                                                                                                                                                                              | professional register. Important relevant information is missing or incorrect. |
|                                                                                                                      |                                                                                                                                                                | 4 3.8 3.6                                                                                                                                                                                                      | 3.4 3.2 3 2.8                                                                                                                                                                                    | 2.6 2 1 0                                                                                                                                                                                                                    |                                                                                |
| Candidate demonstrates the ability to present and explain clearly pre-post data on selected assessments.             | <i>Thinks and communicates with clarity and precision (Communicating Accurately).</i>                                                                          | Presentation tables, graphs, and/or text are consistently well-developed and clearly present data. Explanations are clear and precise.                                                                         | Presentation tables, graphs, and/or text are generally well-developed and clearly present data. Explanations are clear and precise.                                                              | Presentation tables, graphs, and/or text are missing or incomplete or incorrect. Explanations are incomplete or incorrect.                                                                                                   |                                                                                |
|                                                                                                                      |                                                                                                                                                                | 4 3.8 3.6                                                                                                                                                                                                      | 3.4 3.2 3 2.8                                                                                                                                                                                    | 2.6 2 1 0                                                                                                                                                                                                                    |                                                                                |
| Candidate demonstrates the ability to present the focus of literacy intervention experiences.                        | <i>Adopt a critical eye toward ideas and actions (Being Analytical). (Communicating Accurately).</i>                                                           | Literacy intervention activities are consistently important to literacy development and clearly written.                                                                                                       | Literacy intervention activities are generally important to literacy development and generally clearly written.                                                                                  | Literacy intervention activities are missing or incorrect and/or incomplete and/or are vague.                                                                                                                                |                                                                                |
|                                                                                                                      |                                                                                                                                                                | 4 3.8 3.6                                                                                                                                                                                                      | 3.4 3.2 3 2.8                                                                                                                                                                                    | 2.6 2 1 0                                                                                                                                                                                                                    |                                                                                |
| Candidate demonstrates the ability to present the focus of Mentoring Authors experiences.                            | <i>Adopt a critical eye toward ideas and actions (Being Analytical). (Communicating Accurately).</i>                                                           | Mentoring Authors activities are consistently important to literacy development and clearly written.                                                                                                           | Mentoring Authors activities are generally important to literacy development and clearly written.                                                                                                | Mentoring Authors experiences are missing or simplistic and/or incorrect.                                                                                                                                                    |                                                                                |
|                                                                                                                      |                                                                                                                                                                | 4 3.8 3.6                                                                                                                                                                                                      | 3.4 3.2 3 2.8                                                                                                                                                                                    | 2.6 2 1 0                                                                                                                                                                                                                    |                                                                                |
| Candidate demonstrates the ability to develop (using PowerPoint) and deliver a professional case to other educators. | <i>Take time to check over work because of being more interested in excellent work than in expediency (Striving for Accuracy). (Communicating Accurately).</i> | PP slides consistently designed (content, size, design) to facilitate understanding.<br><br>Candidate consistently maintains a professional stance in clearly communicating information within the time limit. | PP slides generally designed (content, size, design) to facilitate understanding.<br><br>Candidate generally maintains a professional stance in communicating information within the time limit. | PP slides design (content, size, design) detracts from understanding -- ex. Incorrect, misleading,, unreadable. Candidate' communication stance detracts from professional presentation of case content. Exceeds time limit. |                                                                                |
|                                                                                                                      |                                                                                                                                                                | 4 3.8 3.6                                                                                                                                                                                                      | 4 3.2 3 2.8                                                                                                                                                                                      | 2.6 2 1 0                                                                                                                                                                                                                    |                                                                                |
| _____ Total Pts divided by 5 X 2 = Final Pts _____/8                                                                 |                                                                                                                                                                |                                                                                                                                                                                                                |                                                                                                                                                                                                  |                                                                                                                                                                                                                              |                                                                                |

#### Revised Protocol Reports:

In a binder, turn in complete sets of each of the 7 revised protocol reports. (Complete set = revised protocol report, followed by its original protocol report and protocol sheets). Separate the sets with tabs or dividers.

1. If sets of protocol reports are consistently complete and revisions (based on feedback) are consistently well done, 5 pts (9%) will be added to RED 6546.
2. If sets of protocol reports are generally complete and revisions are generally well done, 3 pts (6%) will be added to RED 6546.
3. If sets of protocol reports lack completeness and or feedback has not been addressed, 0 to 1.5 pts (0% to 3%) will be added to RED 6546.

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# Appendix

## Florida Reading Endorsement Alignment Matrix

### Competency#4

#### Competency 4: Foundations of Differentiation

Teachers will have a broad knowledge of students from differing profiles in order to understand and apply research-based instructional practices by differentiating process, product, and context. Teachers will engage in the systematic problem solving process.

| Course Number | Name of Course | Indicator Code | Specific Indicator                                                                                                                                                                            | Curriculum Study Assignment/ Format/ Assessment at Indicator Level                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Summative Assessment at Competency Level                                                                                                                                                                                              |
|---------------|----------------|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|               |                | 4.1            | <b>Performance Indicators</b><br>*2.3.d. Understand and apply knowledge of socio-cultural, socio-political and psychological variables to differentiate reading instruction for all students. | Read Ch. 2 of <i>Assessing and Correcting Reading and Writing Difficulties</i> by T. Gunning, Social and Cultural Factors, Family Factors, and Economic Factors, pp. 55-56. Also read Ch. 8, Teaching Phonics, High Frequency Words, and Fluency, p. 248- 254, Whole -Part-Whole Approaches, The Role of Dialect in Teaching phonics, and Application through Reading. Candidates will evaluate the factors that affect his or her student and share with their community. They will engage in systematic problem solving to identify decodable texts (see Fig. 8.9) for the focus of a whole-part- whole lesson to determine appropriate ways to differentiate reading instruction for all students in their community. Assessment: Community Instructional strategy, Whole-Part-Whole Strategy | Candidates will engage in a systematic problem solving process to develop a Community Profile of their student in order to understand and apply research-based instructional practices differentiating process, product, and context. |
|               |                | 4.2            | Understand the stages of English language acquisition for English language learners and differentiate reading instruction for students at different levels of English language proficiency.   | Read Ch. 12 of <i>Assessing and Correcting Reading and Writing Difficulties</i> by T. Gunning, Reading to Learn and Remember in the Content Areas, p. 442-443, Sheltered English and Ch. 10, p. 346-347, Teaching Vocabulary to English                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                       |

|  |  |     |                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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|  |  |     |                                                                                                                                                                                                     | Language Learners. Candidates in Communities will select an information text and create sheltered instruction to build academic language skills (“bricks and mortar”) for students at different level of proficiency. Assessment: Community Instructional Strategy, Sheltered Information Book Content Instruction.                                                                                                                                                                                                                                                                                 |
|  |  | 4.3 | 2.2.a Understand and apply current theories of second language acquisition to differentiate instruction for English language learners of diverse backgrounds and various levels of prior education. | Read Ch. 12 of <i>Assessing and Correcting Reading and Writing Difficulties</i> by T. Gunning, Reading to Learn and Remember in the Content Areas, p. 442-443, Sheltered English. Candidates in communities will select an information text and create sheltered instruction to build language skills for students with different levels of background knowledge and various levels of prior education by applying appropriate, differentiated ways to demonstrate understanding. Assessment: Community Instructional Strategy, Sheltered Instruction with an information book focused on retelling |
|  |  | 4.4 | (4.5) Identify factors impeding student reading development in each of the reading components or the integration of these components.                                                               | Read Ch. 2 of <i>Assessing and Correcting Reading and Writing Difficulties</i> by T. Gunning, Factors involved in Reading And Writing Difficulties. Candidates will participate in an in-class discussion about the factors that impede student reading development in each of the reading components. Assessment: Framework for Assessment and Instruction paper, section on factors impeding student reading development.                                                                                                                                                                         |
|  |  | 4.5 | (4.1, 4.3) Recognize how characteristics of both language and cognitive development impact reading proficiency.                                                                                     | Read Ch. 2 of <i>Assessing and Correcting Reading and Writing Difficulties</i> by T. Gunning, Factors involved in Reading And Writing Difficulties, pp.27; 36-37. Candidates will participate in an in-class                                                                                                                                                                                                                                                                                                                                                                                        |

|                      |                       |                       |                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                 |
|----------------------|-----------------------|-----------------------|---------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|
|                      |                       |                       |                                                                                                                                             | discussion about how characteristics of both language and cognitive development impact reading proficiency. Assessment: Framework for Assessment and Instruction paper, section on how characteristics of both language and cognitive development impact reading proficiency.                                                                                                                                                                                                                                     |                                                 |
|                      |                       | 4.6                   | (4.8) Recognize the characteristics of proficient readers to more effectively differentiate instruction.                                    | Read Ch. 1 of <i>Assessing and Correcting Reading and Writing Difficulties</i> by T. Gunning, Introduction to Literacy Difficulties, pp. 10-11. Students will view Powerpoint of the characteristics of proficient readers to more effectively differentiate instruction. Assessment: Candidates will relate the characteristics of proficient readers in the Framework of Assessment and Instruction Paper to recognize the characteristics of proficient readers to more effectively differentiate instruction. |                                                 |
| <b>Course Number</b> | <b>Name of Course</b> | <b>Indicator Code</b> | <b>Specific Indicator</b>                                                                                                                   | <b>Curriculum Study Assignment/ Format/ Assessment at Indicator Level</b>                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Summative Assessment at Competency Level</b> |
|                      |                       | 4.7                   | (4.2) Compare language, cognitive, and reading acquisition of different age groups (primary, intermediate, secondary levels) and abilities. | Read Ch. 2 of <i>Assessing and Correcting Reading and Writing Difficulties</i> by T. Gunning, Ch. 14, Tier II and Tier III Programs for Students of All Ages, Working with Older Problem Readers, pp.516-518, Assessment: Community Profile with comparison of students' language, cognitive, background or prior knowledge                                                                                                                                                                                       |                                                 |
|                      |                       | 4.8                   | (4.9) Select and use developmentally appropriate materials that address sociocultural and linguistic differences.                           | Read Ch. 8 in <i>Assessing and Correcting Reading and Writing Difficulties</i> by T. Gunning, p. 259-261 Word Walls through Technology. Candidates will develop a set of appropriate materials in a niche environment that address sociocultural and linguistic differences . Assessment:                                                                                                                                                                                                                         |                                                 |

|  |  |      |                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|--|--|------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  |  |      |                                                                                                                                                                                                    | Niche with Summary Analysis and reflection.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|  |  | 4.9  | Plan for instruction that utilizes increasingly complex print and digital text, embeds assessment, includes scaffolding, and provides re-teaching when necessary for individuals and small groups. | Read Ch. 12 of <i>Assessing and Correcting Reading and Writing Difficulties</i> by T. Gunning, Reading to Learn and Remember in the Content Areas, p. 442-443, Sheltered English. Candidates in communities will select an information text and create sheltered instruction to build language skills for students with different levels of background knowledge and various levels of prior education by utilizing increasingly complex print and digital text, embedding assessment and including scaffolding and providing re-teaching when necessary.<br>Assessment: Student-made and Teacher-made informational book with summary analysis and reflection. |
|  |  | 4.10 | (5.10) Differentiate reading instruction for English language learners with various levels of first language literacy.                                                                             | Read Ch. 12 of <i>Assessing and Correcting Reading and Writing Difficulties</i> by T. Gunning, Reading to Learn and Remember in the Content Areas, p. 442-443, Sheltered English and Ch. 10, p. 346-347, Teaching Vocabulary to English Language Learners. Candidates in Communities will create a Community Profile of students in their community at different levels of proficiency.<br>Assessment: Community Profile with Summary analysis and reflection.                                                                                                                                                                                                  |
|  |  | 4.11 | (5.3) Scaffold instruction for students having difficulty in each of the components of reading.                                                                                                    | Read sections 2, 3, 4, 5, 6, in of <i>Assessing and Correcting Reading and Writing Difficulties</i> by T. Gunning, Candidates will develop scaffolding instructional experiences in each of the components of reading. Assessment: Planning/ instruction/reflection cycle in candidates                                                                                                                                                                                                                                                                                                                                                                         |

|  |  |      |                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |
|--|--|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  |  |      |                                                                                                                                                                                                      | Literacy Intervention Journal.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |
|  |  | 4.12 | (4.10) Implement a classroom level plan for monitoring student reading progress and differentiating instruction.                                                                                     | Read Ch. in 9 of <i>Teaching Reading Sourcebook</i> , by Honig, B, Diamond, L. & Gutlohn, L. Candidates will monitor students' reading fluency looking at WCPM on passages differentiated by students' appropriate levels. They will use this data as a basis for implementing instruction focused on prosody (see pp. 355-358 and p. 787 for Summary Form). Assessment: A Community Profile will have a written discussion of how data was used for monitoring student reading progress and differentiating instruction. |  |
|  |  | 4.13 | (4.10) Monitor student progress and use data to differentiate instruction for all students.                                                                                                          | Read Ch. 2 in <i>Words Their Way</i> by Bear, Invernizzi, Templeton, and Johnston, <i>Getting Started: The Assessment of Orthographic Development</i> . Candidates will differentiate instruction in spelling based upon data from appropriate spelling inventories which they have administered and scored. Assessment: Community Profile will have an explanation of how data were used to differentiate instruction.                                                                                                   |  |
|  |  | 4.14 | (5.4, 5.5, 5.6, 5.7, 5.9) Implement research-based practices in comprehension, oral language, phonological awareness, phonics, fluency and vocabulary to differentiate instruction for all students. | Read sections 2, 3, 4, 5, 6, in <i>Teaching Reading Sourcebook</i> , by Honig, B, Diamond, L. & Gutlohn, L. Candidates will implement research-based practices in each of the components of reading. Assessment: Planning/instruction/reflection cycle in candidates' Literacy Intervention Journals.                                                                                                                                                                                                                     |  |
|  |  | 4.15 | (5.8) Implement research-based instructional practices for developing students' higher order thinking.                                                                                               | Read sections 2, 3, 4, 5, 6, in <i>Teaching Reading Sourcebook</i> , by Honig, B, Diamond, L. & Gutlohn, L. Candidates will implement instructional practices for developing students' higher order thinking                                                                                                                                                                                                                                                                                                              |  |



|                      |                       |                       |                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                 |
|----------------------|-----------------------|-----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|
|                      |                       |                       |                                                                                                                                                                                                   | Assessment: Planning/instruction/ reflection cycle in candidates Literacy Intervention Journals.                                                                                                                                                                                                                                                                                                                                                               |                                                 |
|                      |                       | 4.16                  | (5.8) Implement research-based instructional practices for developing students' ability to read critically.                                                                                       | Read section 6, in Teaching Reading Sourcebook, by Honig, B, Diamond, L. & Gutlohn, L. Candidates will implement instructional practices for developing students' ability to read critically. Assessment: Planning/instruction/ reflection cycle in candidates Literacy Intervention Journals.                                                                                                                                                                 |                                                 |
| <b>Course Number</b> | <b>Name of Course</b> | <b>Indicator Code</b> | <b>Specific Indicator</b>                                                                                                                                                                         | <b>Curriculum Study Assignment/ Format/ Assessment at Indicator Level</b>                                                                                                                                                                                                                                                                                                                                                                                      | <b>Summative Assessment at Competency Level</b> |
|                      |                       | 4.17                  | Implement research-based instructional practices using writing to develop students' comprehension of text.                                                                                        | Read Ch. 12 of <i>Assessing and Correcting Reading and Writing Difficulties</i> by T. Gunning, p. 405-415, Text Structure. Candidates implement practices using writing to develop student's comprehension of narrative text by having students map structure of a narrative and then create a written retelling. Assessment: Candidates will analyze and reflect upon the student's narrative map and written retelling in the Literacy Intervention Journal. |                                                 |
|                      |                       | 4.18                  | (4.6) Implement appropriate and allowable instructional accommodations as specified in the Individual Education Plan or 504 Plan when differentiating instruction for students with disabilities. | Read Ch. 2 of <i>Assessing and Correcting Reading and Writing Difficulties</i> by T. Gunning, Factors Involved in Reading and Writing Difficulties p. 46-53, Physical Causes. Candidates will discuss the differences between the IEP and the 504 Plan and decide if any of the children in their community require any accommodations. Assessment: Candidates will report appropriate instructional accommodations made in the Community Profile              |                                                 |
|                      |                       | 4.19                  | Modify assessment and instruction for                                                                                                                                                             | Read part three in Basic Reading                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                 |

|  |  |  |                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |
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|  |  |  | <p>students with significant cognitive disabilities while maintaining high expectations for achievement that reflect appropriate levels of access to general education instruction.</p> | <p>Inventory by Johns, J., Ch. 1 in Assessing and Correcting Reading Difficulties by Gunning, T. G., and Section 2-6 in the Teaching Reading Sourcebook by Honig, et al. Candidates will identify specific modifications for the assessment and instruction of a third grade reader with significant cognitive disabilities while maintaining high expectations for achievement that reflect appropriate levels of access to general education instruction.</p> <p>Assessment: Framework Paper, comparison of assessment and instruction for developmental student vs. a student with significant cognitive disabilities.</p> |  |
|--|--|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|



Differentiation Plan: \_\_\_\_\_

(Name of one of 4 Lessons)

Attach one of these sheets to each of your four lessons. Include your student's name on the sheet. Provide the information related to differentiation for each student.

| Names of Students in Community (High to Low) | Given the lesson, on what data or information are you basing the differentiation? | What type of differentiation are you making? (Name type) | What are the details of the differentiation? (in complete sentences) |
|----------------------------------------------|-----------------------------------------------------------------------------------|----------------------------------------------------------|----------------------------------------------------------------------|
|                                              |                                                                                   |                                                          |                                                                      |
|                                              |                                                                                   |                                                          |                                                                      |
|                                              |                                                                                   |                                                          |                                                                      |
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|                                              |                                                                                   |                                                          |                                                                      |

LESSON PLAN FORMAT Indicator \_\_\_\_\_ Strategy \_\_\_\_\_ Name \_\_\_\_\_ P.Id. \_\_\_\_\_

I. SUBJECT \_\_\_\_\_ /TOPIC \_\_\_\_\_ /Student's first name, last initial \_\_\_\_\_ / Student's Grade Level \_\_\_\_\_  
 Student's Reading Instructional Level \_\_\_\_\_

II. CONTENT OUTLINES Tell the title, author and summary of text

1)Content Obj. (Content is about the concepts of the subject.)

2) Literacy Obj. (Define the literacy strategy/process).

| Lesson Part                                                                       | <b>Objectives/Learning Outcomes</b> (Cognitive Objective and Literacy Objective and Affective Objective) | Florida's Standards in Language Arts (LAFS) | <b>Lesson Steps/Procedures (Use the concept development steps: Explain, Demonstrate, Guided Practice, Apply, Reflect)</b> | <b>Materials</b> | <b>Assessment (What student learning will be assessed; and How will student learning be assessed?)</b> |
|-----------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|---------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|------------------|--------------------------------------------------------------------------------------------------------|
| Anticipatory Set (creative, engaging, interesting, fun)<br><br>Focusing Statement |                                                                                                          |                                             |                                                                                                                           |                  |                                                                                                        |
|                                                                                   |                                                                                                          |                                             |                                                                                                                           |                  |                                                                                                        |

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|                            |  |  |  |  |  |
| Closure<br>and<br>Transfer |  |  |  |  |  |

|                                                                                                                                                                                            |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <p><b>Modification for ESE/ESL</b> -- Identify the reason for the modification. Then explain the mod. Be sure to explicitly link the reason and the modification.</p>                      |  |
| <p><b>Differentiation-</b> Identify how you would differentiate this lesson for the other 3-4 students in your community.</p>                                                              |  |
| <p>Self-Concept -- one student: Capable or Valued or Needed &amp; Necessary -- Identify which, and provide a statement you anticipate addressing to one student.</p>                       |  |
| <p>Habits of Mind – HoM (identify one HoM that you will be verbally reinforcing in this lesson, and provide an example of a HoM reinforcement statement you might say to a student(s).</p> |  |

**Direct Instruction -- Steps**

1. Explain
2. Model/Demonstrate
3. Guided Practice
- \*\*\*
4. Independent Practice (May not be appropriate for introductory lessons)
5. Application (May not be appropriate for introductory lessons)

6. Reflection (May be part of Closure/Transfer)