

EDUC 7312
Practicum in Reading
Fall, 2015

Dr. Gina L. Stocks
Office A118
(830) 279-3031
gstocks@sulross.edu

Office Hours:

Monday and Wednesday 8:00-12:00

Thursday 8:00-9:30 & 10:45-12:00

Afternoon and Friday hours available by appointment

Students are encouraged to scheduled appointment times if the posted office hours do not meet specific needs.

Course Description

This course is intended to provide a culminating experience for Reading Specialist candidates. It consists of a 160-hour, 15-week internship experience. All of the reading standards and competencies will be demonstrated by the Reading Specialist candidates through their work through case study design and analysis of the data collected during the case studies.

Texas Reading Specialist Standards and Competencies can be found at [www. tea.state.tx.us](http://www.tea.state.tx.us)

Prerequisites: 18 hours of graduate reading courses or be in the last semester of the reading program; consent of advisor.

Course Format

This course will be arranged with individual students. Much of the correspondence throughout this course will be communicated via email or Blackboard. Online learning is a very different kind of experience from the traditional face-to-face course. Although online courses are convenient, you will shoulder a greater responsibility for your own learning than you might in a face-to-face course. There will be scheduled meetings throughout the course to determine and/or clarify progress and expectations.

The following are critical to your success in the reading practicum:

- ❖ Your personal responsibility for working on your own and exerting the personal discipline necessary to complete the assignments on time is critical to your success. Read, study, and follow the syllabus carefully.
- ❖ Your commitment to a consistent and continual effort is also important. Work daily. Don't wait until the last minute to rush through assignments. Schedule time for assessing, reflecting, planning, working with your student, and preparing written assignments. **Log on to Blackboard at least once a week to check for messages, announcements, or other developments.**
- ❖ It is expected that you will devote, on average, eleven hours per week to your course work. Some weeks will require more time, some a bit less. If you don't have that kind of time right now, drop the course and take it later. Because this project involves several other individuals with varying schedules, some flexibility in assignment due dates is allowed; however, strive to adhere to the time line you create and the due dates found in the Course Calendar – Assignment Schedule. In

order to complete this project within the timeframe of one semester, effective organization and attention to detail is imperative.

- ❖ Your determination to maintain an exploratory spirit and a sense of adventure is also significant in this study. When dealing with technology and people, expect the unexpected. Hope for the best from your primary technology source, but have a back-up plan just in case. Hope for an informed professor and cooperative parents, principals, and case study students, but resolve to exercise patience in the event that all of these factors do not fall into place.

Course Objectives

During this course the Reading Specialist candidates will conduct a practicum which includes:

- collecting diagnostic data from two struggling readers by administering a traditional informal reading inventory to each student
- analyzing the results of the informal reading inventory of each student and determining the strengths and weaknesses in their reading abilities
- selecting one of the two students for a case study and applying skills learned in all previous reading and related courses to plan an intervention for correcting or strengthening the case study student's reading ability
- documenting/logging 135 preparation hours prior/during/after the intervention
- conducting a 10-week, 25-hour, intervention in which a plan designed for the case study student is carried out; documenting/logging 25 one-on-one hours with the student
- analyzing the results of the intervention by comparing pre- and post-intervention data
- drawing conclusions regarding the effectiveness of the intervention
- making recommendations for the on-going reading development of the student
- reflecting on the intervention project and making recommendation for improving its effectiveness
- creating a professional portfolio in which to collect all data related to the project

Program Learning Outcomes

- The student will convey knowledge of theoretical foundation of reading.
- The student will identify interrelated components of reading that occur throughout the development of the learner.
- The student will use appropriate literacy assessments to address the individual needs of the learner.

Textbooks

Students are encouraged to use the textbooks and materials from all previous reading courses as references when analyzing data and planning lessons for the case study student. These courses include ED 5308, ED 6311, ED 6313, ED 6314, and ED 6317.

Required textbook:

Roe, B. D., & Burns, P. C. (2011). *Informal reading inventory preprimer to twelfth grade* (8th ed.). United States: Wadsworth Cengage Learning.

Required Coursework:

Preparation Software for Educator Certification. Reading Specialist 151. Locate at certifyteacher.com
Student must submit completion certificate for approval to take the Reading Specialist certification exam.

Recommended textbooks:

Gillet, J. W., Temple, C., & Crawford, A. (2008). *Understanding reading problems assessment and instruction* (8th ed.). New York: Pearson Allyn and Bacon.

(This text provides information for administering an Informal Reading Inventory, is written in a concise manner, and contains the results of much of the recent reading research.)

Lindfors, J. W. (2008). *Children's language connecting reading, writing, and talk*. New York: Teachers College Press.

(This is an inspiring fast read that blends theory with practice and offers insight for teachers working with students in one-on-one settings.)

Tovani, Cris. (2000). *I read it, but I don't get it Comprehension strategies for adolescent readers*. Portland, ME: Stenhouse Publishers.

(*I read it, but I don't get it Comprehension strategies for adolescent readers* is a fast read that takes you into a classroom of struggling readers and allows you to witness their successful application of several reading comprehension strategies.)

Course Requirement and Procedures

The practicum is a professional collaboration between the Reading Specialist Candidate and the instructor/supervisor. With supervision from the instructor, the Reading Specialist Candidate:

- makes copies of the practicum preparation log and begins documenting time-on-task (see Practicum Preparation Log at end of syllabus)
- makes copies of the intervention log for documenting the 25-hour one-on-one intervention (see Intervention Log at the end of syllabus)
- acquires textbooks and does background reading/reviewing
- acquires and organizes a practicum portfolio which will be submitted for review upon course completion
- acquires a notebook for field notes
- secures the necessary permissions and selects two students in need of reading remediation; one from grades 2-5; one from grades 6-12
- collects pre-intervention reading data from the students by administering IRI's and making either digital or tape recordings of the oral portions of the IRI's
- analyzes the pre-intervention reading data, interprets the findings, writes diagnostic reports for both students
- sends reports of pre-intervention IRI to parents of both students
- selects one of the students for an in-depth intervention
- secures the necessary permissions for conducting an in-depth intervention
- makes plans for correcting or improving the student's existing reading difficulties
- conducts a 10-week, 25-hour, one-on-one intervention program with the student
- collects post-intervention data by administering an IRI and making digital recording of the oral portions of the IRI
- analyzes the post-intervention reading data, compares the post-intervention data with the pre-intervention data; writes a diagnostic report
- throughout the practicum, submits assignments to the instructor and collects and organizes in the practicum portfolio all data pertaining to the project
- submits the digital recordings of pre- and post-intervention oral portions of the IRI to the instructor

- submits photos of the practicum portfolio to the instructor
- sends a report of the intervention to the parents

Information collected for this project is to remain confidential. In all documentation, refer to the case study subjects by first name only. Remove identifying information from all data related to the student.

The Reading Specialist candidate will contact the instructor via email as soon as he/she registers for the course. The candidate and instructor will schedule a face-to-face or phone conference. During the conference the candidate will discuss with the instructor the syllabus and the course expectations.

All intervention plans and procedures will be submitted to the instructor/supervisor for review prior to carrying them out with the student.

Throughout the course, the Reading Specialist candidate will communicate with the instructor via email, Blackboard, face-to-face meetings, and/or phone as the case study is conducted. The course syllabus, announcements, and other documents will be available on Blackboard.

Before Beginning the Intervention

Each of the components listed below is described in detail later in the syllabus. These “before, during, and after” lists are meant to give you an overview and help you organize the project. For your convenience, sample forms and letters are included at the end of this syllabus and can be edited to fit your situation.

1. Informal Reading Inventory (read/review Roe & Burns, pp. 1-46; mastering the information on these pages is key to the success of the practicum experience; study these pages until you are confident you understand the information; review/familiarize yourself with the Placement Word Lists and Forms A -D of the Graded Passages; learn the procedures for administering the Placement Word Lists and the Graded Passages; prepare to use the Worksheets; prepare to use the Summary Analysis forms; do not hesitate to contact your instructor with your questions)
2. IRI Assessment Kit (prepare kit for administering the assessments)
3. Students for Pre-intervention IRI (select two possible candidates for the intervention, Student “A” and Student “B”)
4. Practicum Portfolio (organize for collecting all data related to the practicum; see Practicum Portfolio – Check List for section labels)
5. Field Notes (acquire notebook)
6. Request Letter #1 and Permission Form #1 (letters for parents and principals explain the project; signed permission forms are collected from parents and principals of both students; see Sample Request Letter #1 and Sample Permission #1; signed Permission #1 forms are scanned and submitted to Blackboard)
7. Pre-intervention IRI (administer the IRI to each of the two students; digitally or tape record the

Placement Word Lists and oral Graded Passages, Form A, of the IRI for each student; use separate recordings for each student; label the recordings; use Form B for the silent Graded Passages; collect existing reading assessment data for each student)

8. Student "A" Pre-intervention Diagnostic Report (analyze the IRI by using the Summary For Quantitative Analysis, the Summary of Qualitative Analysis, Worksheets for Word Recognition Miscue Tally Chart and the Worksheet for Qualitative Analysis of Uncorrected Miscues in Context (forms in Burns & Roe Teacher Booklets); summarize the results on the Pre-intervention Diagnostic Report form and submit the form to Blackboard (Sample Pre-intervention Diagnostic Report form at end of syllabus)
9. Student "B" Pre-intervention Diagnostic Report (analyze the IRI by using the Summary For Quantitative Analysis, the Summary of Qualitative Analysis, Worksheets for Word Recognition Miscue Tally Chart and the Worksheet for Qualitative Analysis of Uncorrected Miscues in Context (forms in Burns & Roe Teacher Booklets); summarize the results on the Pre-intervention Diagnostic Report and submit the form to Blackboard (Sample Pre-intervention Diagnostic Report form at of syllabus)
10. Select one of the students for the case study (the 25-hour formal intervention)
11. Pre-intervention IRI Results (send to parents of Student Not Selected for the intervention; see Sample Letter for the Student Not Selected – Pre-intervention IRI Results)
12. Request Letter #2 and Permission Form #2 (letter for parents and principal explains the intervention: permission forms are collected from parents and principal; attach the Pre-intervention IRI Results for the Student Selected to the parents' request letter; see Sample Request Letter #2, Sample Permission #2, and Sample Letter for the Student Selected – Pre-intervention IRI Results; signed Permission #2 form are scanned and submitted to Blackboard)
13. Additional Pre-intervention Background Information (collect from case study student)
14. Time Line (submit to instructor)
15. Lesson Plan #1 (submit to instructor for approval)
16. Practicum Preparation Log (record date/time spent preparing for and organizing the intervention; make additional copies of the form)
17. Intervention Log (make copies to record date/time spent one-on-one with student)

Check Point

At this time you should have prepared your:

- Informal Reading Inventory Assessment Kit

At this time you should have in your portfolio:

- copy of the Request Letter #1 for parents of Student "A"

- copy of the Request Letter #1 for parents of Student "B"
- copy of the Request Letter #1 for principal of Student "A"
- copy of the Request Letter #1 for principal of Student "B"
- copy of the signed Permission Form #1 from parents of Student "A"
- copy of the signed Permission Form #1 from parents of Student "B"
- copy of the signed Permission Form #1 from principal of Student "A"
- copy of the signed Permission Form #1 from principal of Student "B"
- copy of the Request Letter #2 for parents of the Student Selected
- copy of the Request Letter #2 for principal of the Student Selected
- copy of the signed Permission Form #2 from parents of the Student Selected *
- copy of the signed Permission Form #2 from principal of the Student Selected *
- copy of the Letter for the Student Selected – Pre-intervention IRI Results
- copy of the Letter for the Student Not Selected – Pre-intervention IRI Results for parents of student not selected
- copy of the Letter for the Student Not Selected – Pre-intervention IRI Results for principal of the student not selected
- copy of the Time Line
- completed Practicum Preparation Log to date; copies of additional Practicum Preparation forms
- blank copies of Intervention Log
- copy of the Pre-intervention Worksheets, Summary Analysis, and Pre-intervention Diagnostic Report (see Sample Pre-intervention Diagnostic Report form at end of this syllabus) for Student "A"
- copy of the Pre-intervention Worksheets, Summary Analysis, and Diagnostic Pre-intervention Report (see Sample Pre-intervention Diagnostic Report form at end of this syllabus) Student "B"
- recordings of the Placement Word Lists and the oral portions of the Graded Passages of the IRI (Form A) for Student "A"
- recordings of the Placement Word Lists and the oral portions of the Graded Passages of the IRI (Form A) for Student "B"
- copy of the Pre-intervention Diagnostic Report for Student "A"
- copy of the Pre-intervention Diagnostic Report for Student "B"
- additional Pre-intervention Information for the Student Selected (Literacy History, etc.)
- copy of Lesson Plan #1
- all written work the Student Selected has done to date

At this time you should have in your field notes:

- record of procedures to date
- your reflections to date

During The Intervention

1. Lesson Plan #1 (submit to instructor for approval before using with your student)
2. Lesson Plan #2 (submit to instructor for approval before using with your student)
3. Progress Report #1 to Parents (submit draft to instructor for approval before sending copies to parents; see Sample Progress Report #1)

4. Lesson Plan #3 (submit to instructor for approval before using with your student)
5. Lesson Plan #4 (submit to instructor for approval before using with your student)
6. Field Notes (procedures/reflections to date)
7. Practicum Preparation Log (date/time spent preparing/organizing)
8. Intervention Log (date/time spent with student)

Check Point

At this time you should have added to your portfolio:

- copy of Lesson Plan #2
- copy of Lesson Plan #3
- copy of Lesson Plan #4
- copy of Progress Report #1
- copy of Intervention Log (date/time spent one-on-one with student)
- copy of Practicum Preparation Log (date/time spent preparing/organizing)
- all additional written work your student has done to date

At this time you should have in your field notes:

- record of procedures to date
- reflections to date

After the Intervention

1. Post-intervention Data Collection (collect IRI data from student; record the Word Placement Lists and the oral Graded Passages, Form C; use Form D for the silent Graded Passages)
2. Post-intervention Diagnostic Report (analyze the Summary For Quantitative Analysis, the Summary of Qualitative Analysis, Worksheets for Word Recognition Miscue Tally Chart and the Worksheet for Qualitative Analysis of Uncorrected Miscues in Context (forms in Burns & Roe); use the Post-intervention Diagnostic Report (Sample Post-intervention Diagnostic Report form) to summarize the results)
3. Progress Report #2 to Parents and Principal (submit draft for approval before sending copies to parents and principal; see Sample Progress Report #2)
4. Post-practicum Reflections (submit your written thoughts, musings, ideas, suggestions; use assessment data, student work, field notes, etc., for prompts; see Sample Post-practicum Reflections)

5. Recordings (submit the pre- and post-intervention recordings of the oral portions of the IRI)

Check Point

At this time you should have added to your portfolio

- post-intervention IRI
- recording of the Placement Word Lists and the oral Graded Passages of the post-intervention IRI (Form C)
- Post-intervention Diagnostic Report
- copy of Progress Report #2
- Post-practicum Reflections
- copy of the Preparation Log
- all additional work your student has done to date

Students for Pre-intervention IRI -- Selection Guidelines

Use these guidelines for selecting a subject for your case study:

- Select one student grade 2 – 5 who is one or more grade levels behind expectations in reading development (use existing standardized test scores and teacher recommendations as indicators of reading level)
- Select one student grade 6 – 12 who is one or more grade levels behind expectation in reading development (use existing standardized test scores and teacher recommendations as indicators of reading level)
- Select “mainstream” students. As you gain experience and expertise you will become prepared to assist students from more diverse backgrounds. However, for this practicum do not select special needs students, students who are in special education programs, or students who are English Language Learners (ELLs).
- After administering the pre-intervention IRIs, you will select one of these two students as your case study student with whom you will conduct the 25-hour intervention

IRI Assessment Kit – Preparing the Kit

Prepare your assessment kit by copying from Roe & Burns the following pages:

- Placement Word List: Student Word List 1
- Placement Word List: Teacher Word List 1
- Placement Word List: Student Word List 2
- Placement Word List: Teacher Word List 2
- Graded Passages: Student Booklet Form A
- Graded Passages: Teacher Booklet Form A
- Graded Passages: Student Booklet Form B
- Graded Passages: Teacher Booklet Form B
- Graded Passages: Student Booklet Form C
- Graded Passages: Teacher Booklet Form C
- Graded Passages: Student Booklet Form D
- Graded Passages: Teacher Booklet Form D

Form A of the Graded Passages will be used for the pre-intervention oral reading assessment. Form B of the Graded Passages will be used for the pre-intervention silent reading assessments. Form C of the Graded Passages will be used for the post-intervention oral reading assessments. Form D of the Graded Passages will be used for the post-intervention silent reading assessments. Copies of the pre- and post-intervention Summary of Quantitative Analysis and Summary of Qualitative Analysis forms, and the Worksheet for Word Recognition Miscue Tally Chart forms are to be included in the Portfolio. For your convenience in administering the IRI, organize these assessment materials in a 3-ring binder, an expandable file, or a plastic tote box. Consider using plastic document covers for the Placement Word Lists and the Graded Passages.

Collecting information about your student's rate of reading and reading behavior yields helpful information. Include rate of reading information on the Summary of Quantitative Analysis and reading behavior information on the Summary of Qualitative Analysis.

Recordings of Oral Reading

You will record the pre- and post-intervention oral portions of the IRI. You may do this digitally or on tape. You will use the recordings to help you in marking the miscues after the students have completed their testing and been dismissed. Replaying the recordings when doing the analysis of errors will increase the accuracy of documentation and interpretation.

In addition to using the recordings to help you in marking the miscues, you will compare the pre-intervention recordings with the post-intervention recordings to help you find evidence of any changes that have occurred in the oral reading of your case study student during the intervention.

At the end of the study, you will submit copies of the recordings to the instructor. Digital recording can be submitted electronically; tape recording can be submitted at the Uvalde site (Office A118) or via USPS. (Dr. Gina Stocks, SRSU, Dept of Education, 2623 Garner Field Road, Uvalde, TX 78801).

Place copies of the recordings in your portfolio.

If you need help submitting digital recordings electronically, please contact OIT staff at any of the three sites.

Recordings Due Week 14 – December 9

(See Course Calendar – Assignment Schedule)

Request Letters & Permission Forms

1. Request Letters #1 with Permission Forms #1

- For each of your two students, obtain written permission from their parents and the principals of the schools for collecting pre-intervention assessment data. This will include collecting existing reading data from their cumulative folders (if allowed) and administering an IRI to each student. The Request Letter introduces you, explains the purpose of the project, gives details of what the project will entail, and asks permission to administer an IRI to the students. It is to be sent to the students' parents and to the school principal where the students attend school. The Permission Forms must be signed by the parents and the principals and returned to you before you begin the project. (See Sample Request Letter #1 and Sample Permission #1.)

Place a copy of the Request Letters #1 and the Permission Forms #1 in your Portfolio

before beginning the pre-intervention data collection.
Scan and submit copies of the signed Permission Forms #1 to
Blackboard/Assignments/Permissions
(see designations below).

A-Par (the signed Parent Permission Form #1 for "Student A") Due Week 1 September 4

B-Par (the signed Parent Permission Form #1 for "Student B") Due Week 1 September 4

A-Prin (the signed Principal Permission Form #1 for "Student A") Due Week 1 September 4

B-Prin (the signed Principal Permission Form #1 for "Student B") Due Week 1 September 4
(See Course Calendar – Assignment Schedule)

2. Request Letter #2 with Permission Form #2

- After you have completed the pre-intervention IRIs and written the pre-intervention diagnostic reports, obtain written permission from the parents and the principal to conduct the 25-hour intervention with the student you have chosen for your case study. (See Sample Request Letter #2 and Sample Permission #2.)

Place a copy of the Request Letter #2 with Permission Forms #2 in your Portfolio before beginning the intervention.

Scan and submit a copy of the signed Permission Forms #2 to
Blackboard/Assignments/Permissions (see designations below).

CS-Par (Case Study signed Parent Permission Form #2) Due Week 2 September 11

CS-Prin(Case Study signed Principal Permission Form #2) Due Week 2 September 11
(See Course Calendar – Assignment Schedule)

Pre-intervention Data Collection

For each of your two students:

1. Collect existing reading test data from the Cumulative Folder

- If you are given permission to use pre-existing reading score information from the students' cumulative folders, include these scores as part of your data. Include the names of the tests administered to the students and the dates on which they were given. Record these scores on the Pre-intervention Diagnostic Report. (See Sample Pre-intervention Diagnostic Report form.)

2. Administer the Roe & Burns Informal Reading Inventory to the student.

- The Placement Word Lists are used to locate the starting point for administering the Graded Passages. Begin with the Pre-primer Placement Word Lists making digital or tape recordings as

the student reads the lists. Begin at this lowest level to build confidence and give the student a measure of success. Establish the Placement Word List independent, instructional, and frustration level. (The student should not be made aware of the grade levels of either the Placement Words or the Graded Passages.)

- Continuing recording the oral portions of the Graded Reading Passages. Begin administering the Graded Reading Passages at the level where the student made the last 100% on the Placement Word Lists. Using the Graded Reading Passages, administer both an oral reading assessment (use Form A) and a silent reading assessment (use Form B). The reading passages can be used to establish a reading rate as well as for establishing reading levels. If the level at which you begin is too advanced for your student, attempt to establish an independent reading level by dropping down two levels. If necessary, continue to drop until an independent reading level can be established. Establish the independent, instructional, and frustration levels for both the oral and the silent assessments.
- To establish a listening comprehension level, see Roe & Burns, p. 20, "Listening Comprehension." The purpose for determining a listening comprehension level is to verify whether or not a discrepancy exists between the level at which the student can read and comprehend and the level at which the student can listen and comprehend. If a discrepancy exists, the student is assumed to have the potential for improving to the listening comprehension level once the reasons for the reading problems are corrected.
- Establish the Rate of Reading using the guidelines in Roe & Burns and include the Rate of Reading on the Summary Analysis form.

Pre-intervention Diagnostic Reports

- Analyze pre-intervention IRI for Student "A" by completing the Worksheets, the Summary Analysis forms (Burns & Roe); use the Pre-intervention Diagnostic Report form (syllabus) to summarize the results.
- Analyze pre-intervention IRI for Student "B" by completing the Worksheets, the Summary Analysis forms (Burns & Roe); use the Pre-intervention Diagnostic Report form (syllabus) to summarize the results.
- The Pre-intervention Diagnostic Report will include the following:
 - ✓ Previous educational history (Include such information as number of schools attended, when reading difficulties were first noted, what remedial help has been given, comments from current or former teachers, and comments from parents.)
 - ✓ Health record (Include information on general health and any specialized exams such as vision or hearing. Include dates of exams if available.)
 - ✓ General observations (Describe such things as the test setting, number and length of sittings, and the student's attitude and behavior.)
 - ✓ Summary (Briefly describe the student's main strengths and weaknesses as revealed by the IRI.)
 - ✓ Recommendations (Discuss the one or two specific areas in which instruction is most needed and in which you would concentrate your efforts and those of your student;

explain why you believe focusing in these areas would be of greatest benefit to the student.)

Place the Worksheets, the Summary Analysis forms, and copies of the Pre-intervention Diagnostic Reports in your portfolio.

Submit copy of the Pre-intervention Diagnostic Report for Student A to Blackboard/Assignments/PreA

Submit copy of the Pre-intervention Diagnostic Report for Student B to Blackboard/Assignments/PreB

PreA Due Week 2 September 11

PreB Due Week 2 September 11

(See Course Calendar – Assignment Schedule)

Case Study Student for Formal Intervention

Select one of the two students for the formal intervention. Choose a student who is willing and whose parents are willing to commit to a total of 25+ hours of time after school, before school, during school, or on weekends for this project.

The student whom you have chosen for the 25-hour intervention will be known as your case study student. You will have discussed the intervention stage of the practicum with the parents and the principal and obtained their verbal permission to continue your work with this student prior to beginning the intervention. Now get their written permissions.

Send Request Letter #2 with Permission Form #2 and the Results of the Pre-intervention IRI to the parents. Send Request Letter #2 with Permission Form #2 to the principal. (See: 1) Sample Request Letters #2 for the Student Selected, 2) Sample Letter for the Student Selected – Results of the Pre-intervention Assessment, and 3) Sample Permission #2.)

Place the Request Letters #2 with Permission Forms #2 in your Portfolio before beginning the intervention.

Scan and submit signed copies of Permission Forms # 2 to Blackboard/Assignments/CS-Par; and, Blackboard/Assignments/CS-Prin

CS-Par (Case Study signed Parent Permission Form #2) Due Week 2 September 11

CS-Prin (Case Study signed Principal Permission Form #2) Due Week 2 September 11
(See Course Calendar – Assignment Schedule)

Additional Pre-intervention Information for Case Study Subject

After you have chosen the case study student and gotten permission to begin the intervention, collect the following additional information:

1. Student Biographical Information
2. Student Literacy History

3. Student Attitude/Interest Inventory

Create or adapt from your textbooks or other sources, forms for the Biographical Information, Literacy History, and the Attitude/Interest Inventory. (See Sample Literacy History form and edit it to meet your needs.)

Using your student's Pre-intervention Diagnostic Report plus the additional pre-intervention information you have gathered, begin preparing for the 25-hour intervention period. You have located one or two of the weakest areas on which to focus your intervention. Create a plan for correcting or improving these weaknesses. Also include in your plan strategies which will reinforce your student's areas of strength.

Be fully aware that the student you will be working with may have had months or years of negative experiences associated with reading. Your most important role is to make this intervention a positive, productive experience for your student as well as for yourself. Abundant research supports the idea that the teacher is the decisive element in any learning situation. Your personal approach creates the climate. Your attitude establishes the mood. You have the power to make the intervention sessions miserable or enjoyable. Plan your lessons with this in mind.

During your first meeting with your case study student, discuss his/her reading strengths and the areas that need attention. Attempt to elicit help from him/her in establishing one or two goals for the intervention. The more you can get your student to "invest" and take ownership of this project, the greater his/her success will be. As the intervention proceeds, plan times for you and your student to reflect on the goals you have set. The two of you may wish to establish new goals as the intervention proceeds.

In planning your activities, variety, variety, variety should be your main concern. Boredom and dread are fatal to student progress. Keep your sessions lively, plan several different activities for each session, and end each session on a positive note. This is your opportunity to affect this student in a positive and profound way. Indeed, this is your chance to change a life.

Report to the Parents of the Student Not Selected

Send a thank you letter to the parents of the student you assessed, but will not continue working with. It should include a brief report of your findings and some suggestions for helping develop their child's reading. (See Sample Letter for the Student Not Selected – Results of Informal Reading Inventory.)

Place a copy of this letter in your Portfolio. Submit a copy to Blackboard/Assignments/S-Not

S-Not Due Week 3 September 18

(See Course Calendar – Assignment Schedule)

Time Line for Case Study

You are to spend no fewer than 25 hours of one-on-one intervention with your student. Twenty-five hours is a huge commitment. In order to fulfill the commitment, you will need to create a schedule that will work for you and for your student. Do not include Weeks 1- 3 on your time line.(During Weeks 1-3 you will be collecting permissions, conducting the pre-intervention IRI's, and writing the Pre-intervention Diagnostic Reports.) Do not include Weeks 14 – 16 on your time line. (During Weeks 14-16 you will be conducting the post-intervention IRI, writing the post-intervention diagnostic report, and completing your portfolio.) On your

time line include only Weeks 4-13. It is during these weeks that you will engage in 25 hours of intervention activities with your student.

The university semester is 16 weeks, plus two days, long. Get organized early. By the end of Week 3, permissions should be signed, pre-existing information collected, pre-intervention IRI's conducted; pre-intervention diagnostic reports reviewed by your instructor, and plans for your first 8 hours of interventions completed and reviewed by your instructor. (Eight hours is an approximate time. The time needed for your first lesson plan will depend on how you have set up your time line.)

Weeks 4-13 is the period in which you will work with your student in 25 hours of one-on-one intervention. This will require careful planning. Think of different options. Do the math and include it on your Time Line. Include the dates on your Time Line. For example:

$$\begin{array}{r} 40 \text{ minutes a day} \times 4 \text{ days a week} \times 9 \text{ weeks} = 24 \text{ hours (Sept. 14 – Nov. 12)} \\ 30 \text{ minutes a day} \times 2 \text{ days a week} \times 1 \text{ week} = + 1 \text{ hour (Nov. 16 – Nov. 18)} \\ \hline \text{TOTAL} \quad 25 \text{ hours} \end{array}$$

Another example:

$$\begin{array}{r} 45 \text{ minutes a day} \times 4 \text{ days a week} \times 1 \text{ week} = 3.0 \text{ hours (Feb. 7 – Feb. 11)} \\ 30 \text{ minutes a day} \times 5 \text{ days a week} \times 9 \text{ weeks} = + 22.5 \text{ hours (Feb 14 – Apr. 15)} \\ \hline \text{TOTAL} \quad 25.5 \text{ hours} \end{array}$$

Work out your entire schedule before you begin the study and give copies of your schedule to the student's parents, to the principal, and to the instructor. If necessary, you may make adjustments as the study proceeds.

During Weeks 14 -15 you will administer the post-intervention IRI, submit the post-intervention diagnostic report, submit Progress Report #2, and submit your reflections.

Place a copy of your Time Line in your portfolio.

Submit a copy of your Time Line to Blackboard/ Assignments/Time.

Time Line Due Week 3 September 18
(See Course Calendar – Assignment Schedule)

Logs

You are to maintain two separate logs during the practicum. One is for the 135-hour Practicum Preparation, and the other is for the 25-hour one-on-one Intervention.

Use the Practicum Preparation Log to record the dates and times spent preparing before, during, and after the project. On this log record everything you do for the practicum except for the time you are actually conducting the one-on-one intervention with your case study student. Update this log each time you do anything that helps prepare the practicum project. (See the Intervention Log form at the end of this syllabus and make additional copies before you begin working with your student.)

Use the Intervention Log to record the dates and times you actually spend conducting the intervention with your case study student. Update it each time you work with your student. (See the Intervention Log form at the end of this syllabus and make additional copies before you begin working with your student.)

Place a copy of your Intervention Log in your portfolio.

Scan and submit a copy of your Intervention Log to Blackboard/Assignments/I-Log

I-Log Due Week 13 December 4

(See Course Calendar – Assignment Schedule)

Place a copy of your Practicum Preparation Log in your portfolio.

Scan and submit a copy of your Practicum Preparation Log to Blackboard/Assignments/PP-Log

PP-Log Due Week 14 December 9

(See Course Calendar – Assignment Schedule)

Practicum Portfolio

It is vital that you keep the data collected for this project organized. Use a 2½ or 3-inch three-ring binder or an accordion file to serve as your practicum portfolio. Include in the portfolio all the original documents that support your work. (Keep copies of all the original documents separately.) Documentation of every aspect of your case study is vital and demonstrates your professionalism. Organize your portfolio following the sequence in Practicum Portfolio – Checklist. Use folders to indicate each section (i.e., Pre-intervention Data; Lesson Plans; Post-intervention Diagnostic Report, etc.).

By the end of the semester, you will have submitted to Blackboard copies of most of the data you have collected in your portfolio. The data you have not submitted (the complete Field Notes and the student's written work) are important and should be helpful in writing your Post-intervention Diagnostic Report.

You will be required to submit the recordings at the end of the semester, either electronically or by mail. You will also be required to submit the physical portfolio.

Field Notes

As soon as you have met with your instructor and discussed the practicum process, begin making field notes. This is simply a private, informal journal in which you will reflect on how things are going as you proceed through the study. You might use a spiral notebook or a folder with brads and notebook paper in which to jot your notes.

Date every entry. Tell what's working, what's not working, how the student is reacting, surprises that happen along the way, ideas for changing your approach, things the student says or does, frustrations, insights, disappointments, break-throughs, hopes, fears, dreams, and wonderings. Read through your field notes before writing your second, third, and fourth set of lesson plans, and use the field notes to gain insight as you plan your lessons.

The field notes will also be useful in writing your post-intervention diagnostic report and your recommendations and reflections at the end of the project. The notebook in which you write your field notes is an important component of your practicum data collection. Reflecting on what you have done in the past will help you plan effectively for the future. Your field note journal should be kept with your Practicum Portfolio.

Three times during the semester you will use your field notes to write a summary of your reflections. There is no specific length requirement for these summaries, but attempt to include the pertinent insights you are gaining as you work with your case study student.

Submit your Field Note Summaries to Blackboard/Assignments/Notes and include a copy in your portfolio.

Notes #1 Due Week 5 October 2

Notes #2 Due Week 7 October 16

Notes #3 Due Week 10 November 6
(See Course Calendar – Assignment Schedule)

Lesson Plans

Based on the data collected and analyzed, plan, in eight-hour increments (approximately – depending on your Time Line), the intervention strategies you will use. Keep in mind your knowledge about using a variety of strategies, changing pace as appropriate, and giving positive reinforcement.

In Lesson Plan #1 include your personal goal or goals for the intervention. In Lesson Plan #2 include the goal or goals that have been established by you and your student. Review these goals from time to time and, with the participation of your student, and alter them as needed.

You may include a “home project” component that involves giving the student something for practice at home. If possible, you would plan this and discuss it with the parent(s) prior to beginning the project. Ideally, you would provide the student with copies of passages, poems, or books you are working with which he/she may use at home. If you choose to include the “home project,” note this in your lesson plans.

If appropriate, plan brief writing assignments for your student. Reading, writing, and speaking enhance each other and all support literacy development. Every lesson should include a read-aloud/read-along/read-together component in which you share with the student some well-written children’s or young adult literature. Make time for open-ended questions, answers, discussions, reflections, comprehension, and the *joy* of reading to take place during these oral reading sessions. Include in your lesson plans the titles of books or excerpts you use for the read-aloud activities.

Review the vocabulary-building strategies and reading comprehension strategies you learned in other reading courses and make use of them when appropriate. There is no special format for the lessons plans, but each should include:

- the student & teacher goals for the intervention

- the dates and time frame for each set of lessons
- the objective of the lessons
- the materials to be used
- a description of the activities and procedures
- the tasks the student will be completing
- how you will assess the lessons

It may be that your objectives will remain the same throughout the study with only the activities and assessment methods changing.

Approach the sessions in an upbeat and cheerful manner. Attempt to instill confidence in the student by acknowledging his/her strengths and ending each session on a positive note. Strive to make this a happy and rewarding experience for both you and your student. Your attitude is vital to the student's success.

Place a copy of your Lesson Plans in your Practicum Portfolio.

Submit a copy of your Lesson Plans to Blackboard/Assignments/Plans.

Plans #1 Due Week 3 September 18

Plans #2 Due Week 6 October 9

Plans #3 Due Week 8 October 23

Plans #4 Due Week 11 November 13
(See Course Calendar – Assignment Schedule)

Progress Reports for Parents

- Progress Report #1. During Week 4 of the intervention, draft a progress report in the form of a personal letter to send to the parents of your student. Include brief descriptions of your student's progress, your goal for the student, the activities you have been conducting to achieve this goal, and your plans for future activities. Submit the draft to your instructor and await her review before you send it to the parents. If you have been communicating with the student's reading teacher, you might consider sending him/her a progress report as well. (See Sample Progress Report #1.)
- Progress Report #2. At the conclusion of intervention, draft letters to the parents and the principal giving them information on the outcome of the intervention. Submit the drafts to your instructor and await her review before you send the letter to the parents and the principal. If you have been communicating with the student's reading teacher, you might consider sending him/her a progress report, as well. (See Sample Progress Report #2.)

Submit copies of your Progress Reports to Blackboard/Assignments/Progress #1 and Progress #2.

Progress #1 Due Week 7 October 16

Progress #2 Due Week 14 December 9
(See Course Calendar – Assignment Schedule)

Post-intervention Data Collection

At the end of the 25-hour intervention you will again administer the Roe & Burns Informal Reading Inventory. Form C will be used for the oral reading assessment and Form D for the silent reading assessment. As before, begin at the Pre-primer level of the Placement Word Lists and establish the frustration level on the Placement Word Lists.

As with the Pre-intervention IRI, you will record the oral portions of the Post-intervention IRI. You will use your recordings to help mark the miscues and to allow you to compare the Pre-intervention recordings with the Post-intervention recordings. The recordings of the reading passages can also be used to establish the student's reading rate.

Begin the Graded Passages at the level where the student has made the last 100% on the Placement Word Lists. Use the Worksheets and the Summary Analysis forms in Roe & Burns for recording your findings.

Post-intervention Diagnostic Report

As you did with the pre-intervention data, you will analyze the post-intervention data by completing the Worksheets and the Summary Analysis forms (Burns & Roe): use the Post-intervention Diagnostic Report (syllabus) to summarize your results.

The Post-intervention Diagnostic Report form includes:

- General observations (Describe such things as the test setting, number and length of sittings, and anything of note that occurred during the post-intervention assessment process.)
- Analysis (Compare the pre-intervention IRI with the post-intervention IRI and give your interpretation of any changes in the student's performance.)
- Summary: (Describe the student's reading strengths and weaknesses based on your analysis of the post-intervention IRI; include information of gains the student made or did not make and give your suppositions for these outcomes; consult your field notes to help describe your efforts and those of the student; note the intervention activities that appear to have been the most effective as well as those that were less effective, and tell why you think these strategies were successful or less successful; relate the student's general attitude and behavior over the course of the intervention.)
- Recommendations: (Give your recommendations for future actions that would benefit this student's reading development; details are important; be precise. Close the recommendations section with a kind and positive note about the student.)
(See Sample Post-intervention Diagnostic Report form.)

Place the Worksheets, the Summary Analysis forms, and a copy of the Post-intervention Diagnostic Report in your portfolio.

Submit a copy of the Post-intervention Diagnostic Report for your Case Study to Blackboard/Assignments/Post-CS

Post-CS Due Week 14 December 9

(See Course Calendar – Assignment Schedule)

Practicum Portfolio Photographs

After you have completed your practicum portfolio, choose six separate views or pages and take photos to submit to the instructor. You may send digital photos electronically. Traditional photos may be scanned and sent electronically.

Submit the photographs to Blackboard/Assignments/Photos

Photos Due Week 14 December 9

(See Course Calendar – Assignment Schedule)

Post-intervention Reflections

In a separate document discuss any positives and/or negatives that you believe to be inherent in this type of intervention project. Reflect on things you as a Reading Specialist and a teacher learned as a result of this study. Tell what you enjoyed, did not enjoy, saw as worthwhile, or did not find worthwhile. Based on what you have learned, explain any changes you would make in conducting future reading interventions, and tell how you would improve the practicum experience for the benefit of upcoming reading specialist candidates.

Place a copy of your Post-practicum Reflections in your Practicum Portfolio.

Submit a copy of your Post-practicum Reflections to Blackboard/Assignments/Reflect

Reflections Due Week 14 Dec 9 * This may need to be submitted earlier due to graduation.**

(See Course Calendar – Assignment Schedule)

Practicum Portfolio – Checklist

Label the dividers and organize your data in the following sequence:

1. Permission Forms & Progress Reports
 - Copies of Parent Request Letters and Signed Parent Permission Forms
 - Copies Principal Request Letters and Signed Principal Permission Forms
 - Copies of Progress Report #1 to Parents
 - Copy of Final Progress Report to Parents
 - Copy of Letter to Parents of Student Not Selected
2. Case Study Time Line
3. Pre-intervention Diagnostic Report – Student “A”
 - IRI Worksheets, Summary Analysis forms, Pre-intervention Diagnostic Report
 - Copy of the recording of the Placement Word Lists

- Copy of the recording of the oral Graded Passages
4. Pre-intervention Diagnostic Report – Student “B”
 - IRI Worksheets, Summary Analysis forms, Pre-intervention Diagnostic Report
 - Copy of the recording of the Placement Word Lists
 - Copy of the recording of the oral Graded Passages
 5. Additional Pre-intervention Data – Case Study Student
 - Student Biographical Information
 - Student Literacy History
 - Student Attitude/Interest Inventory
 6. Lesson Plans
 7. Logs
 - Intervention Log (record of 25 hours spent one-on-one with Case Study Student)
 - Practicum Preparation Log (record of 135 hours spent preparing practicum)
 8. Student’s Written Work
 9. Post-intervention Diagnostic Report – Case Study Student
 - IRI Worksheets, Summary Analysis forms, Post-intervention Diagnostic Report
 - Copy of the recording of the Placement Word Lists
 - Copy of the recording of the oral Graded Passages
 10. Field Notes
 11. Portfolio Photos (copy of six photos showing different parts of your Practicum Portfolio)
 12. Post-practicum Reflections

Grading and Grading Policy

Only those students who adhere to SRSU-RGC attendance policies will pass this course. Grades are based on a 1000 point system. A = 900 – 1000; B = 800 – 899; C = 700 – 799; F= 0- 690

- | | |
|--|--------------|
| • Signed Permission Forms #1 | 20 (5 x 4) |
| • Signed Permission Forms #2 | 10 (5 x 2) |
| • Report Student Not Selected | 20 |
| • Pre-intervention Diagnostic Report "A" | 100 |
| • Pre-intervention Diagnostic Report "B" | 100 |
| • Time Line | 30 |
| • Lesson Plans | 200 (50 x 4) |
| • Field Notes | 75 (25 x 3) |
| • Progress Report #1 | 20 |
| • Progress Report #2 | 20 |
| • Intervention Log | 50 |
| • Post-intervention Diagnostic Report | 150 |
| • Recordings | 25 |
| • Portfolio Photos | 30 |
| • Practicum Preparation Log | 50 |
| • Reflections | 100 |

1. Some flexibility in assignment due dates is allowed; however, strive to adhere to the time line

- you create and the due dates found in the Course Calendar – Assignment Schedule.
2. No extra credit points are available.
 3. **There are no incompletes for this course.** Failure to successfully complete the practicum will result in repeating the course.
 4. Assignments will not be accepted after the last day of finals.
 5. Please stay in touch via email and voicemail.
 6. I reserve the right to make adjustments to this syllabus based on changes that may occur during the semester.

Distance Learning or Online Absences Statement

Policies in effect for on-campus, traditional classroom instruction courses also apply to students enrolled in distance education courses, including Web-based, Online, and ITV courses. The University allows a maximum of 20% absences in a course before an instructor may drop a student for excessive absences. In Web and Online courses, this policy is interpreted as not participating for more than three weeks in a long semester, or 1 week in a summer session. Any student dropped for non-participation will receive an F in the course dropped. Inactivity may include the following:

- not logging on to the course
- not submitting assignments
- not participating in scheduled activities
- not communicating with the instructor by phone or email
- not following the instructor's participation guidelines stated in the syllabus

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| SRSU DISABILITIES SERVICES |
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| <p>The University is committed to equal access in compliance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. The Disabilities Services Coordinator in Counseling and Student Support Services has the responsibility to ensure students with disabilities the opportunity for full participation in programs, services, and activities.</p> |
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| <p>Students seeking disability services need to contact the Disabilities Services Coordinator located in the University Center, Room 211. The mailing address is Sul Ross State University, PO Box C-171, Alpine, TX 79832. The telephone number is 432-837-8178; the fax number is 432-837-8724.</p> |
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|--------------------------|
| ATTENDANCE POLICY |
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|--|
| <p>This is a Web-Delivered class; however, the guiding principles of the Sul Ross Absences/Class Attendance Policy are still relevant. Read the policy and note especially the last phrase in the last sentence.</p> |
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Students are expected to attend all classes and be on time. Students must notify the instructor in advance if unable to attend a class or immediately after missing a class. Students are to make themselves aware of the SRSU policies on Absences and Class Attendance posted in the SRSU Student Handbook. Make-up work is at the discretion of the instructor as it relates to "explained and excused" absences. The Absences/Class Attendance policy includes all absences excused or unexcused. In this course you are expected to attend all classes (as scheduled on campus or electronically on Blackboard), to be punctual, and to complete all assignments on time.

ELECTRONIC EQUIPMENT POLICY

Use of cell phones, pagers, or any electronic device is prohibited during class time. There are EMERGENCY exceptions. See your instructor.

Sample Request Letter #1

(Edit this letter to fit your situation. Send copies to the parents and the principals of the two students you plan to assess.)

Your mailing address

Your city, state, zip

Date

Dear (Mr. or Ms. Whomever – use the real names – no Dear Parent – no Dear Principal),

I am currently enrolled in the Reading Specialist Practicum at Sul Ross State University - Rio Grande College. The purpose of this letter is to ask your permission to work with (your child, name, – or – one of the students in your school, name and grade level) during this project.

To meet the requirements for the Reading Specialist Practicum, I am to administer an Informal Reading Inventory to (an elementary, a middle, a high school student – choose the appropriate grade level for this particular student). The Inventory takes approximately an hour to administer and can be completed in two or more sittings. The purpose of the Inventory is to locate the student's reading strengths and weaknesses. Based on the results of the Inventory, I am to write a report in which I make recommendations for improving or correcting the student's weak areas while continuing to develop the strong areas.

If existing reading scores are available in the student's permanent records, it would be helpful if I could include this information in my report. All information collected for this project will remain confidential. Neither the student nor the school will be identified.

Throughout this project, I will be consulting with my instructor, Dr. Gina Stocks. She can be reached at 830-279-3031 and will be happy to answer any questions you may have regarding the project. After Dr. Stocks has reviewed my written report, I will provide you with a report of my findings.

Sincerely,

(Put your signature above your printed name)

(The recipients may keep your request letters. Place copies of the letters in the Practicum Portfolio.)

Sample Permission #1

Permission is granted to allow (your first and last name) to administer an Informal Reading Inventory to (student's first and last name) in my school. This will be done as part of (his/her) Reading Specialist Practicum during the Sul Ross State University – Rio Grande College Spring semester, 2015.

_____, Principal _____
(Signature) (Date)

Permission is granted to allow (your first and last name) to collect reading scores from standardized tests (student's first and last name) has taken previously. This will be done as part of (her/his) Reading Specialist Practicum during the Sul Ross State University – Rio Grande College Spring Semester, 2015.

_____, Principal _____
(Signature) (Date)

AND (put this on a separate page)

Sample Permission #1

Permission is granted to allow (your first and last name) to administer an Informal Reading Inventory to my child, (first name). This will be done as part of (his/her) Reading Specialist Practicum during the Sul Ross State University – Rio Grande College Spring Semester, 2015.

_____, Parent _____
(Signature) (Date)

Permission is granted to allow (your first and last name) to collect reading scores from standardized tests my child, (first name), has taken previously. This will be done as part of the Reading Specialist Practicum during the Sul Ross State University – Rio Grande College Spring Semester, 2015.

_____, Parent _____
(Signature) (Date)

(Place the signed permission forms in the Practicum Portfolio.)

(The parent may keep your request letter. Place in your portfolio a copy of the parent letter plus the document granting you permission to administer the IRI to his/her child and giving you permission to use information from previous reading tests.)

Sample Request Letter #2

(Edit this letter to fit your situation. Send it to the parents and the principal of the student who will be your case study. Attach the Letter for Student Selected – Results of Pre-intervention Assessment and include the Permission Form #2. See Sample Letter for Student Selected – Results of Pre-intervention Assessment and Sample Permission #2.)

Your mailing address

Your city, state, zip

Date

Dear (Mr. or Ms. Whomever – use the real names – no Dear Parent – no Dear Principal),

(Child's name) has completed the Informal Reading Inventory that is one of the SRSU-RGC Reading Specialist Practicum requirements. Attached is a copy of my findings as a result of the initial assessments.

The purpose of this letter is to ask your permission to continue working with (your child, name, – or – one of the students in your school, name and grade level).

To meet the requirements for the Reading Specialist Practicum, I am to put into practice the information I have learned during the six (or however many you've taken) graduate reading courses I have completed. Using the report I have already written concerning (child's name)'s reading ability, I am to plan lessons to improve or correct the weak areas and reinforce the strong areas.

I would work one-on-one with (child's name) for a minimum of 25 hours over a 10-week period. I would work with you to schedule the 25 hours. We could include time before, during, and after school hours.

At the completion of the one-on-one tutoring, I am to re-evaluate (student's name) reading ability and make recommendations for strategies that would benefit (his/her) continued reading development.

Throughout this project, I will be consulting with my instructor, Dr. Gina Stocks. She will review the plans I make for (child's name) reading lessons and make recommendations. She can be reached at 830-279-3031 and will be happy to answer any questions you may have regarding the project. After Dr. Stocks has reviewed my final written report, I would provide you with a copy.

Sincerely,

(Put your signature above your printed name)

Sample Permission #2

(Edit these forms to fit your situation. Send copies to the parents and the principal of the student who will be your case study.)

Permission is granted to (your first and last name) to conduct (her/his) Reading Specialist Practicum in my school during the Sul Ross State University – Rio Grande College Spring Semester, 2015.

_____, Principal _____
(Signature) (Date)

AND (put this on a separate page)

Sample Permission #2

Permission is granted to allow my child, (first name), to participate in (your first and last name's) Reading Specialist Practicum during the Sul Ross State University – Rio Grande College Spring Semester, 2015.

_____, Parent _____
(Signature) (Date)

(The principal may keep your request letter. Place in your portfolio a copy of the principal letter plus the document he/she signed granting you permission to conduct your Practicum in the school.)

(The parent may keep your request letter. Place in your portfolio a copy of the parent letter plus the document granting you permission to work with his/her child.)

Sample Letter for the Student Selected – Results of Pre-intervention Assessment
(Attach this form to Sample Letter #2.)

Child's Name:

Name of Assessment: Roe & Burns Informal Reading Inventory

Date of Testing:

General Observations: (Describe the test setting, the number of sittings, the student's attitude and behavior)

Performance Grade Levels Based on Oral Passages:

Independent ____ Instructional ____ Frustration ____ Listening Comprehension ____

Performance Grade Levels Based on Silent Passages:

Independent ____ Instructional ____ Frustration ____ Listening Comprehension ____

Rate of Reading (Fluency and Speed):

Appropriate ____ Too fast ____ Too slow ____

(Using the Comprehension Skill Analysis Chart in Roe & Burns, p. 25 (4), briefly discuss the student's areas of strength and weakness.)

(Using the Checklist of Reading Behaviors in Roe & Burns, p. 26 (10), mention two areas of strength and two areas that need improvement.)

Sample Letter for the Student Not Selected – Results of Informal Reading Inventory

Your mailing address

Your city, state, zip

Date

Dear (Mr. or Ms. Whomever – use the real names – no Dear Parent),

(child's name) has completed the Informal Reading Inventory that is part of the Sul Ross State University – Rio Grande College Reading Specialist Practicum requirement. The results are as follows:

Name of Assessment: Roe & Burns Informal Reading Inventory

Date of Testing:

General Observations: (Describe the test setting, the number of sittings, the student's attitude and behavior)

Performance Grade Levels Based on Oral Passages:

Independent ____ Instructional ____ Frustration ____ Listening Comprehension ____

Performance Grade Levels Based on Silent Passages:

Independent ____ Instructional ____ Frustration ____ Listening Comprehension ____

Rate of Reading (Fluency and Speed):

Appropriate ____ Too fast ____ Too slow ____

(Using the Comprehension Skill Analysis Chart in Roe & Burns, p. 25 (4), briefly discuss the student's areas of strength and weakness.)

Based on these findings, I would recommend (give one or two specific activities that a parent could do that you believe would help this child's reading development.)

Thank you for giving me this opportunity to work with your child. (If possible, add a positive statement about the child's cooperation during the assessments.)

Sincerely,

(Put your signature above your printed name)

Sul Ross State University – Rio Grande College

Department of Education

EDUC 7312 Practicum in Reading -- Literacy History – Case Study Student

(Ask the questions and fill in the form. You may paraphrase the questions for young children. You may continue answers on the backs of the pages. You may edit this form to fit your situation.)

(Reading Specialist Candidate's Name)

(Date)

Male _____ Female _____ Age _____ Grade _____

1. What language do you mainly speak at home? _____

2. What language do you mainly speak with your friends? _____

3. What are your earliest memories of reading? (Give examples) _____

4. What are your earliest memories of writing? (Give examples) _____

5. Were you read to as a small child? _____ By whom? _____

What do you remember about being read to? (Give examples) _____

6. Do you read or write with siblings or friends? _____ (Describe incidents) _____

7. What books, newspapers, and/or magazines do you have in your home? _____

8. Do you or members of your family subscribe to any magazines? _____

9. Do you or members of your family have a personal library at home? _____

10. Do you or members of your family have a public library card? _____

11. Do you read for pleasure? _____

12. Give examples of learning experiences or educational materials that you like. _____

13. Give examples of learning experiences or educational materials that you do not like.

14. What is the first book that you loved? _____

Talk about the book and your age at the time. _____

15. Talk about the types of books you enjoy. (science fiction, fairy tales, mysteries, biographies, animal stories, folk tales, myths, dramas, etc.)

16. Besides books, what other reading materials do you enjoy? (comics, magazines, newspapers, chat rooms, motor manuals, etc.)

17. What is your all-time favorite children's book? _____

Novel? _____ Non-fiction book? _____

18. Tell me something about yourself. _____

19. List three current events that happened during the fall. _____

20. What do you want to be when you grow up? _____

Sample Progress Report #1
(Edit this letter to fit your situation.)

Your mailing address
Your city, state, zip
Date

Dear (Mr. and Mrs. Whomever – use real names – no Dear Parent – no Dear Principal),

I wanted to share with you the progress (student's name) is making during our reading time. Our goal for this project is (whatever you and your student set as your main goal). In order to improve (his/her) reading fluency (or whatever you have determined as the main goal) we have been (give a brief description of what activity or activities you have been doing and tell how your student is responding.)

(If you are working on more than one issue, tell what the second issue is and what activities you have been doing to improve it.)

The next activities we do will include (briefly tell what your plans for the future include and what outcome you expect from these activities).

I enjoy working with (name), and I am pleased with (his/her) progress. (Don't say there has been progress if you aren't seeing it yet. But do try to end with some positive statement about your student.) Please let me know if you have any questions or comments.

Sincerely,

(space for your signature)

(Your printed name)
Reading Specialist Candidate
Sul Ross State University
Department of Education

Sample Progress Report #2
(Edit this letter to fit your situation.)

Your mailing address
Your city, state, zip
Date

Dear (Mr. and Mrs. Whomever – use real names – no Dear Parent – no Dear Principal),

(Student's name) and I have completed our reading project, and I wanted to share with you our results. As you may remember, our goal for this project was (whatever you and your student set as your main goal).

Over the course of our ten weeks, (child's name) has experienced some changes. (Give a brief summary of any positive changes or growth you have been able to determine. In addition to any formal testing results, you may want to mention changes you've observed in such things as your student's attitude toward reading and/or confidence with regard to reading. Again, don't say there has been progress if there has been none. But do try to include a positive statement about your student.)

(End your letter with your recommendations for future actions that would benefit this student's reading development and thank the parent or principal for giving you this opportunity to work with the child.)

Sincerely,

(space for your signature)

(Your printed name)
Reading Specialist Candidate
Sul Ross State University
Department of Education

Sul Ross State University – Rio Grande College

Department of Education

EDUC 7312 Practicum in Reading -- Pre-Intervention Diagnostic Report

Name: _____

Age: _____

Date of Birth: _____

Grade: _____

Examiner: _____

Previous Reading Tests:

Name of Test: _____

Date Administered _____

Results:

(Add as many rows as necessary to include all the standardized tests, dates administered, and results.)

Previous educational history: (Include such information as number of schools attended, when reading difficulties were first noted, what remedial help has been given, comments from current or former teachers, and comments from parents.)

Health record: (Include information on general health and any specialized exams such as vision or hearing. Include dates of exams if available.)

General Observations: (Describe such things as the test setting, number and length of sittings, and the student's attitude and behavior.)

Name of Assessment: Roe & Burns Informal Reading Inventory

Date Administered _____

Placement Word List Results:

Independent ____ Instructional ____ Frustration ____

Performance Grade Levels Based on Oral Graded Passages:

Independent ____ Instructional ____ Frustration ____ Listening Comprehension ____

Performance Grade Levels Based on Silent Graded Passages:

Independent ____ Instructional ____ Frustration ____

Rate of Reading (Fluency and Speed):

Appropriate ____ Too fast ____ Too slow ____

Summary: (Briefly describe the student's main strengths and weaknesses as revealed by the IRI.)

Recommendations: (Discuss the one or two specific areas in which instruction is most needed and in which you would concentrate your efforts and those of your student; explain why you believe focusing in these areas would be of greatest benefit to the student.)

Sul Ross State University – Rio Grande College

Department of Education

EDUC 7312 Practicum in Reading -- Post-Intervention Diagnostic Report

First Name of Student: _____

Examiner: _____

General Observations: (Describe such things as the test setting, number and length of sittings, and the student's attitude and behavior.)

Roe & Burns Informal Reading Inventory

Date Administered _____

Placement Word List Results:

Independent ____ Instructional ____ Frustration ____

Performance Grade Levels Based on Oral Graded Passages:

Independent ____ Instructional ____ Frustration ____ Listening Comprehension ____

Performance Grade Levels Based on Silent Graded Passages:

Independent ____ Instructional ____ Frustration ____

Rate of Reading (Fluency and Speed):

Appropriate ____ Too fast ____ Too slow ____

Analysis: (Compare the pre-intervention IRI with the post-intervention IRI and give your interpretation of any changes in the student's performance.)

Summary: (Describe the student's reading strengths and weaknesses based on your comparison of the post-intervention IRI with the pre-intervention IRI; include information of gains the student made or did not make and give your suppositions for these outcomes; consult your field notes to help describe your efforts and those of the student; note the intervention activities that appear to have been the most effective as well as those that were less effective, and tell why you think these strategies were successful or less successful; describe the student's general attitude and behavior over the course of the intervention.)

Recommendations: (Give your recommendations for future actions that would benefit this student's reading development; details are important; be precise.)

Post- practicum Reflections

Discuss any positives and/or negatives that you believe to be inherent in this type of intervention project. Reflect on things you as a Reading Specialist and a teacher learned as a result of this project. Tell what you enjoyed, did not enjoy, saw as worthwhile, or did not find worthwhile. Based on what you have learned, explain any changes you would make in conducting future reading interventions, and tell how you would improve the practicum experience for the benefit of upcoming reading specialist candidates.

