

# Sul Ross State University

Department of Education

ED 7312 Practicum in Reading

Spring 2016

## Contact Information

Instructor: R. Pat Seawell, PhD

Office: MAB 306

Office Phone: 432-837-8643

Fax: 432-837-8390

Email: [rseawell@sulross.edu](mailto:rseawell@sulross.edu)

Office Hours: Tue & Thu 10:00 --11:30 a.m.; 1:00 – 4:30 p.m.  
& by appointment

Tech TA: Sandy Bogus, MS

Office: ACR 207

Office Phone: 432-837-8523

Email: [sbogus@sulross.edu](mailto:sbogus@sulross.edu)

Office Hours: M – F 8:30 a.m. – 5:30 p.m.

## Course Description

This course is the capstone course for the Master of Education Reading Specialist Program. It consists of a 160-hour, 15-week field experience designed to allow the reading specialist intern opportunities to put into practice the knowledge gained throughout the program. All of the Reading Standards and Competencies will be demonstrated by the reading specialist intern through working with students and colleagues. The intern will be supervised by university faculty and an onsite reading specialist while administering and interpreting diagnostic assessments, planning and conducting intervention programs, and documenting the reading development of students.

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

## Required textbooks:

Roe, B. D., & Burns, P. C. (2011). *Informal reading inventory Preprimer to twelfth grade* (8<sup>th</sup> ed.). United States: Wadsworth Cengage Learning. ISBN 13: 978-0-495-80894-7

(You will use the Roe & Burns manual to create an assessment kit. Using the e-book version for giving assessments can be somewhat challenging.)

Gillet, J., Temple, C., Temple, C., & Crawford, A. (2012). *Understanding reading problems Assessment and instruction* (8<sup>th</sup> ed.). Boston: Pearson ISBN 978-0-13-261749-9

(If you have access to another source that provides information on administering Informal Reading Inventories you may use it in lieu of the Gillet text.)

**Required software:**

Certify Teacher® software is required **ONLY** by the interns seeking certification as reading specialists in the State of Texas. Interns who are seeking certification as reading specialists in other states, please check the requirements of the states in question.

The Texas intern enrolled in this course is required to purchase the Certify Teacher software. (www.certifyteacher.com>Products>TExES Certification>Enter test number 151 in the Search window.) Purchase the Online version for \$55.

Use your Sul Ross email account to access the Certify Teacher website. When prompted about the six-hour study requirement, click ACCEPT so progress can be monitored by the instructor and/or the certification specialist.

**The Texas Reading Specialist Intern and the intern seeking Texas Reading Specialist Certification will not receive credit for this course until he or she has worked for a minimum of six hours in Study Mode and/or Flash Cards, the Certify Teacher Practice Test has been taken, and the results emailed to the SRSU certification specialist, Matthew Marsh. (mmarsh@sulross.edu) Only the first two trials on the Certify Teacher practice test will be accepted. The intern must pass this practice test with a score of 260 in order to be recommended to take the TExES 151 Reading Specialist Test.**

An intern who does not complete the six hour study minimum and take the practice test will receive an "Incomplete" grade pending completion of the Certify Teacher test. An intern who does not complete this requirement and submit the results within the one-year time limit for incomplete grades must repeat the practicum.

Prepare for the Practice Test by using **ONLY Study Mode and Flash Cards**. A **minimum** of six hours of practice in Study Mode and Flash Cards is a requirement for this course. About mid-way through the Practicum course you will take the Practice Test for the first time. (See Course Calendar.) If a score of 260 or higher is achieved, the intern will be recommended to take the TExES 151 Reading Specialist Test at the next available date.(To expedite your certification, you are encouraged to take the TExES 151 prior to the end of the semester.)

An intern who does not score 260 or higher on the first try will return to Study Mode and Flash Cards and continue reviewing. An opportunity to take the Practice Test a second time will be given a few weeks later. (See Course Calendar.) The intern will only be allowed two attempts on the Certify Teacher Practice Test. Certify Teacher accepts 240 as passing, but SRSU requires 260 or higher.

An intern who does not score 260 or higher on the second attempt will work with the university supervisor to develop and conduct a remediation plan before being given approval to retest. The remediation plan may include additional resource materials and individualized study sessions.

Time spent in Study Mode and Flash Cards during this semester may be counted toward the 130 preparation hours and may be included on the Preparation Log.

**Recommended textbooks:**

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

(*children's language Connecting reading, writing, and talk* is a fast read that blends theory with practice and offers insight for teachers working with students in one-on-one settings.)

Miller, D. (2009). *The book whisperer Awakening the inner reader in every child*. San Francisco: Jossey-Bass.

(*The book whisperer* is a fast read by a sixth grade Texas teacher who is doing an amazing job of turning her students into life-long readers. I used a very similar approach with ninth grade non-readers 20 years ago and was extremely pleased with the results.)

Shaywitz, S. (2005). *Overcoming dyslexia*. New York: Vintage.

(In *Overcoming Dyslexia* Sally Shaywitz, M.D. gives practical, science-based information and advice about helping dyslexic students and children of all ages. Considered the definitive book on the subject, it belongs in every reading specialist's professional library.)

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 centers on an actual classroom of struggling readers and shows their success in learning to apply several reading comprehension strategies.)

**This course syllabus is intended to be a guide and may be amended as necessary with adequate notification to the intern.**

### Course Format

This is an online course. Online learning is a very different kind of experience from the traditional face-to-face course. Although online courses are convenient, the intern will shoulder a much greater responsibility for learning than might be required in a face-to-face course.

Five points are critical to success in this online course:

- ❖ Staying in close touch with the site supervisor and the university supervisor is point one. This project is collaborative in that the intern and the supervisors will work together to improve the reading ability of the student who participates in the intervention. **Please understand the seriousness and significance of what is being expected.** This intervention has the potential to change a student's life in a profound and lasting way. Do not take this responsibility lightly. In order to receive credit for this practicum adhere carefully to the course as outlined in this syllabus. All assignments must be submitted by the last day class day of the semester. Communication with the university supervisor will be conducted through SRSU email. Please check your SRSU email account regularly.
- ❖ The intern's personal responsibility for working alone and exerting the personal discipline necessary to complete the assignments on time is point two. Read the syllabus and review the calendar to know what to do each week. Read the syllabus and calendar. Study the syllabus and calendar. Follow the syllabus and calendar.
- ❖ The intern's commitment to a consistent and continual effort is point three. Work daily. Don't wait until the last minute to rush through assignments. Schedule time for assessing, reflecting, planning, working with the student, working with the supervisors, and preparing written assignments.

- ❖ The intern's ability to devote, on average, eleven hours per week to this project is point four. Some weeks will require more time, some a bit less. If that kind of time is not available right now, drop the course and take it later. **Because this project involves several other individuals with varying schedules, some flexibility in due dates which involve other individuals is allowed; however, strive to adhere to the time line you create and to the due dates outlined in the Course Calendar.** In order to complete this project within the timeframe of one semester, effective organization and attention to detail is imperative.
- ❖ The intern's determination to maintain an exploratory spirit and a sense of adventure is point five. When dealing with technology and people, expect the unexpected. Hope for the best from the primary technology source, but have a back-up plan just in case. Hope for supportive supervisors and cooperative parents, principals, and students, but resolve to exercise patience, just in case. Contradictions, ambiguities, and change are natural states of affairs. Between stimulus and response is a space. In that space is the power to choose your response. In your response lies growth and freedom. Grow and be free!

### **Program Learning Outcomes**

The graduating student will demonstrate that she/he can:

- apply knowledge of the theoretical foundations of literacy
- apply developmentally appropriate reading curriculum and instruction at the levels of early childhood through grade 12
- interpret literacy assessments appropriate for the levels of early childhood through grade 12
- apply developmentally appropriate oral and written language curriculum and instruction at the levels of early childhood through grade 12

### **Student Learning Outcomes**

At the conclusion of this course the Reading Specialist Intern will demonstrate that she/he can:

- collect diagnostic data by administering traditional informal reading inventories
- analyze the results of informal reading inventories and determine the strengths and weaknesses of the students assessed
- infer from the analyses which skills learned in previous reading and related courses to apply in order to correct or strengthen the students' reading abilities
- design an intervention in which correction plans for an individual student are applied
- analyze the results of the intervention by comparing pre- and post-intervention data
- draw conclusions regarding the effectiveness of the intervention
- make recommendations for the on-going reading development of individual student
- reflect on intervention projects and make recommendations for improving their effectiveness
- maintain a professional portfolio in which data related to the intervention project is collected

### **Reading Specialist Standards & Competencies**

The four standards and fourteen competencies are listed below. The intern seeking a Master of Education Reading Specialist Degree or the intern who holds a Master's Degree and wants to add a Reading Specialist Certification should have a complete copy of the Reading Specialist (151) Standards and Competencies for reference. A PDF of this document can be found at:

*[cms.texas-ets.org/index.php/download\\_file/view/634/259/](http://cms.texas-ets.org/index.php/download_file/view/634/259/)*

### **Texas Administrative Code**

**TITLE 19**      EDUCATION  
**PART 7**        STATE BOARD FOR EDUCATOR CERTIFICATION  
**CHAPTER 239**    STUDENT SERVICES CERTIFICATES  
**SUBCHAPTER D**    READING SPECIALIST CERTIFICATE

Domain I - Instruction and Assessment: Components of Literacy

Standard I Components of Reading

The reading specialist applies knowledge of the interrelated components of reading across all developmental stages of oral and written language and has expertise in reading instruction at the levels of early childhood through grade 12.

Competency 001 (Oral Language) The reading specialist understands and applies knowledge of oral language development, relationships between oral language development and the development of reading skills, and instructional methods that promote students' oral language development at the levels of early childhood through grade 12.

Competency 002 (Phonological and Phonemic Awareness) The reading specialist understands and applies knowledge of phonological and phonemic awareness, relationships between phonological and phonemic awareness and the development of reading competence, and instructional methods that promote students' phonological and phonemic awareness at the levels of early childhood through grade 12.

Competency 003 (Concepts of Print and the Alphabetic Principle) The reading specialist understands concepts of print and the alphabetic principle and applies knowledge of instructional methods that promote students' reading acquisition at the levels of early childhood through grade 12.

Competency 004 (Word Identification) The reading specialist understands and applies knowledge of word identification skills and strategies and instructional methods that promote students' reading competence at the levels of early childhood through grade 12.

Competency 005 (Fluency) The reading specialist understands and applies knowledge of reading fluency and instructional methods that promote students' reading competence at grades 1 - 12.

Competency 006 (Comprehension) The reading specialist understands and applies knowledge of reading comprehension and instructional methods that promote students' reading comprehension at the levels of early childhood through grade 12.

Competency 007 (Vocabulary Development) The reading specialist understands and applies knowledge of vocabulary development and instructional methods that promote students' oral and written vocabulary knowledge at the levels of early childhood through grade 12.

Competency 008 (Written Language) The reading specialist understands and applies knowledge of written language and instructional methods to reinforce reading and writing at the levels of early childhood through grade 12.

Domain II - Instruction and Assessment: Resources and Procedures

Standard II Assessment and Instruction

The reading specialist uses expertise in implementing, modeling and providing integrated literacy assessment and instruction by utilizing appropriate methods and resources to address the varied learning needs of all students.

Competency 009 (Assessment) The reading specialist understands and applies knowledge of assessment instruments and procedures used to monitor and evaluate student progress in reading and to guide instructional decision-making at the levels of early childhood through grade 12.

Competency 010 (Instructional Methods and Resources) The reading specialist understands and applies knowledge of methods and resources for providing effective literacy instruction that addresses the varied learning needs of all students at the levels of early childhood through grade 12.

#### Domain III - Meeting the Needs of Individual Students

Standard III Strengths and Needs of Individual Students: The reading specialist recognizes how the differing strengths and needs of individual students influence their literacy development, applies knowledge of primary and second language acquisition to promote literacy and applies knowledge of reading difficulties, dyslexia, and reading disabilities to promote literacy.

Competency 011 (Instruction for English-Language Learners) The reading specialist understands and applies knowledge of effective literacy instruction for English-language learners at the levels of early childhood through grade 12.

Competency 012 (Instruction for Students with Reading Difficulties, Dyslexia, and Reading Disabilities) The reading specialist understands and applies knowledge of effective literacy instruction for students with reading difficulties, dyslexia, and reading disabilities at the levels of early childhood through grade 12.

#### Domain IV - Professional Knowledge and Leadership

##### Standard IV Professional Knowledge and Leadership

The reading specialist understands the theoretical foundations of literacy; plans and implements a developmentally appropriate, research-based reading/literacy curriculum for all students; collaborates and communicates with educational stakeholders; and participates and takes a leadership role in designing, implementing and evaluating professional development programs.

Competency 013 (Theoretical Foundations and Research-Based Curriculum) The reading specialist understands and applies knowledge of the theoretical foundations of literacy and of research-based reading/literacy curriculum.

Competency 014 (Collaboration, Communication, and Professional Development) The reading specialist understands and applies procedures for collaborating and communicating with educational stakeholders and for designing, implementing, evaluating, and participating in professional development.

### **Course Procedures -- An Overview**

The purpose of this section is to give you an overview of the entire course. Each of the points listed is described in detail in the following pages. The practicum is a professional collaboration of the Reading Specialist Intern, the site supervisor, and the university supervisor. With supervision from the site supervisor and the university supervisor, the Reading Specialist Intern:

- submits placement paperwork
- opens the portfolio tool in the course main menu and becomes familiar with its organization (To access the Portfolio click Portfolio in the main menu>Create Portfolio>Title [create a title]>Choose Template>Reading Specialist>Submit. The template for the portfolio will appear.)
- makes copies of the preparation log and begins documenting 130 hours time-on-task (See Course Documents - Preparation Log.)
- makes copies of the intervention log for documenting the 30-hour one-on-one intervention (See Course Documents-Intervention Log.)
- acquires required textbooks and does background reading and reviewing

- continues working with Certify Teacher software if seeking a Texas certification
- acquires materials for taking field notes
- secures the necessary permissions and selects two students in need of reading remediation; one from grades 1-4; one from grades 5-12
- collects pre-intervention reading data from the two students by administering IRIs **including audio recordings of the oral Graded Passage portions of the IRIs**
- analyzes the pre-intervention reading data, interprets the findings, and writes diagnostic reports for both students
- discusses the pre-intervention data and diagnostic reports with the site supervisor
- sends copies of pre-intervention diagnostic IRI report to parents of both students
- submits copies of the pre-intervention diagnostic IRI reports to the university supervisor
- selects one of the students for an in-depth intervention
- secures the necessary permissions for conducting an in-depth intervention
- establishes goals and objectives to guide the practicum experience
- makes plans for correcting and improving the student's existing reading difficulties
- conducts a 10-week, 30-hour, one-on-one intervention with the student
- collects post-intervention data by administering an IRI and collecting audio recordings of the oral portions of the IRI
- analyzes the post-intervention data, compares the post-intervention data with the pre-intervention data; writes a post-intervention diagnostic report
- discusses the post-intervention data and diagnostic report with the site supervisor
- submits a copy of the post-intervention diagnostic IRI report to the university supervisor
- sends a report of the intervention to the parents of the student
- throughout the practicum, submits assignments to the university supervisor and collects and organizes in the Practicum Portfolio all data pertaining to the project

Information collected for this project is to remain confidential. In all documentation, refer to the children involved by first name only. Remove identifying information from all data related to the student. Discuss and review lesson plans and procedures with the site supervisor prior to carrying them out with the student.

Throughout the course, the Reading Specialist Intern is encouraged to communicate with the university supervisor as often as she/he wishes via email, Blackboard, face-to-face meetings, and/or phone.

Once during the course the university supervisor will conduct an onsite 45-minute observation of the Texas Reading Specialist Intern as the intervention student is receiving instruction. These observations are required by TEA and apply **only to the Reading Specialist Intern who is seeking certification in Texas by passing the TExES Reading Specialist 151.**

### Placement Paperwork

The following forms must be completed and submitted to the university supervisor through Blackboard **no later than one week after the official start date** of the semester: (See Course Documents.)

- The internship Personal Data Sheet
- Waiver and Liability Release
- Site Internship Supervision Agreement (the Texas intern completing the practicum must

secure a site supervisor who holds certification as a Texas Reading Specialist. The out-of-state intern should secure a certified reading specialist or a colleague who has expertise in reading education.)

- Proof of Professional Liability Insurance (A copy of a professional organization membership card or a statement from a membership coordinator will meet this requirement; ATPE, TSTA, MCEA, etc.)

Add copies of these documents to the Practicum Portfolio.

### **Practicum Portfolio**

It is vital to keep the data collected for this project organized. Use the electronic portfolio in Blackboard to serve as the Practicum Portfolio. Include in the Practicum Portfolio all the documents that support the project. Use the template in Blackboard for organizing the Practicum Portfolio, but feel free to add original ideas to the organizational plan. Documentation of every aspect of the project is essential and demonstrates professionalism.

The completed Practicum Portfolio will serve as the record of the accomplishments and achievements of both the intern and the student. Reflecting on what has been done in the past will help in planning effectively for the future.

To access the Practicum Portfolio click Portfolio in the main menu>Create Portfolio>Title [create your own title]>Choose Template>Reading Specialist>Submit. The template for the portfolio will appear.

The intern may make a copy of the electronic portfolio to keep after the course is complete. Some interns also choose to create a hard copy portfolio, but this is not a course requirement.

### **Practicum Portfolio – Checklist**

Use this checklist when organizing the portfolio:

#### 1. Placement Paperwork

- Internship Personal Data Sheet
- Waiver and Liability Release
- Site Internship Supervision Agreement
- Proof of Professional Liability Insurance

#### 2. Permission Forms & Progress Reports

- Copies of Parent Request Letters and Signed Parent Permission Forms
- Copies of Principal Request Letters and Signed Principal Permission Forms
- Copies of Progress Report #1 to Parents
- Copy of Progress Report #2 to Parents
- Copy of Letter to Parents of Student Not Selected

#### 3. Intervention Time Line

#### 4. Pre-intervention Diagnostic Report – Student “A”

- Copies of Summary Analysis forms
- Copy of word document Pre-intervention Diagnostic Report
- Copy of recording of oral Graded Passages (Form A)

#### 5. Pre-intervention Diagnostic Report – Student “B”



- Copies of Summary Analysis forms
  - Copy of the word document Pre-intervention Diagnostic Report form
  - Copy of recording of the oral Graded Passages (Form A)
6. Additional Pre-intervention Data – Intervention Student
- Literacy History
  - Results of previous formal assessments if available
7. Lesson Plans
8. Logs
- Intervention Log (record of 30 hours spent one-on-one with the student)
  - Preparation Log (record of 130 hours spent preparing/supporting practicum)
9. Student's Written Work
10. Post-intervention Diagnostic Report – Intervention Student
- Copies of Summary Analysis forms
  - Copy of word document Post-intervention Diagnostic Report form
  - Copy of recording of the oral Graded Passages (Form C)
11. Reflections (ongoing and final reflections)

## Logs

The intern is to maintain two separate logs during the practicum. One is for the 130-hour Preparation. The other is for the 30-hour one-on-one Intervention.

- **Preparation Log (130 Hours):** The Reading Specialist Intern will keep a detailed log recording all activities which support the Intervention. Use the Preparation Log to record the dates and times spent preparing before, during, and after the project. On this log record all activities that support the practicum except for the time spent actually conducting the one-on-one intervention with the student. Things such as reading and studying the required texts, meeting with the parents, writing lesson plans, writing reflections, Internet searches for activity ideas, meeting with the site supervisor, emailing and meeting with the university supervisor, consulting with the student's classroom teacher, and working with Certify Teacher are all "log-worthy" activities. Update this log each time activities are done that help prepare or support the practicum project. Attempt to record 26 hours on each of the five Preparation Logs; however, flexibility on the number of hours on each log is allowed. As long as the five Preparation Log forms total 130 hours, variation in the number of hours recorded on each form is acceptable. These logs will be submitted throughout the semester. (See Course Documents-Preparation Log.)
- **Intervention Log (30 Hours):** The Reading Specialist Intern will keep a detailed log recording all one-on-one sessions with the student. On the Intervention Log record the dates and times actually spent conducting the intervention with the student. Update the log each time work with the student is completed. This log will be submitted at the end of the semester. (See Course Documents-Intervention Log.)

## Reflections/Field Notes

The intern is required to write five self-reflections during the practicum. Use the Reflection Log forms provided. (See Forms)

The reflections should consider the progress towards the goals and objectives developed with the site supervisor at the beginning of the intervention. Also, include the pertinent insights that are being gained through work with the student. It is helpful to keep an informal notebook in which to jot field notes to be reviewed prior to writing the more formal reflections.

As soon as the intern has reviewed the syllabus, the writing of field notes can begin. This is simply a private, informal journal in which thoughts and ideas are recorded as the practicum experience progresses. Field notes can be consulted to gain insight for creating lessons and as a guide for writing the five reflections that are submitted during the course. A small spiral notebook is ideal for this activity. Date all entries.

In writing the Reflections use the Reflection Logs provided, but also consider describing what's working, what's not working, surprises that happen along the way, ideas for changing teaching approaches, things the student says or does, frustrations, insights, disappointments, break-throughs, hopes, fears, dreams, and wonderings. (See Course Documents-Reflection Log.)

### **Selection Guidelines for Pre-intervention Students**

Use these guidelines for selecting two students for pre-intervention IRI assessments:

- Select one student grade 1 – 4 who is one or more grade levels behind expectations in reading development (use existing standardized test scores if available and teacher recommendations as indicators of reading level).
- Select one student grade 5 – 12 who is one or more grade levels behind expectations in reading development (use existing standardized test scores if available and teacher recommendations as indicators of reading level).
- If possible, for the purpose of this intervention, select "mainstream" or "general education" students who are not receiving other reading intervention services. After gaining experience and expertise with general education students, interns will be better prepared to conduct beneficial interventions for students from more diverse backgrounds.
- After administering the pre-intervention IRI, select one of these two students to participate in the 30-hour intervention.

### **Selecting a Student for the 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 30+ hours of time after school, before school, or during school for this project.

The student chosen for the 30-hour intervention will be known as the student or the intervention student. Discuss the intervention stage of the practicum with the parents and the principal and obtain their verbal permission to continue working with this student prior to beginning the intervention. Once the verbal agreements have been made, obtain written permissions.

### **Request Letters & Permission Forms**

1. Request Letters #1 with Permission Forms #1

- For each of the two students, obtain written permissions from their parents and the principals 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 the intern, 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 principals where the assessments will be conducted. The Permission Forms must be signed by the parents and the principals and returned before the project begins. (See Course Documents- Request Letter #1 and Permission #1.)

Place a copy of the Request Letters #1 and the Permission Forms #1 in the Practicum Portfolio before beginning the pre-intervention data collection.

## 2. Request Letter #2 with Permission Form #2

- After completing the pre-intervention IRIs and writing the pre-intervention diagnostic reports, obtain written permission from the parents and the principal to conduct the 30-hour intervention with the student who has been chosen for the intervention. (See Course Documents-Request Letter #2 Parents & Principal and Permission Form #2 Parents and Principal.)

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

### **IRI Assessment Kit – Preparing the Kit**

Interns who have taken ED 6314 Diagnosis & Correction of Reading Disabilities have already prepared and used this kit during that course. If you have not prepared a kit, please continue reading this section of the syllabus.

The purpose of this assignment is to give you an opportunity to prepare a professional assessment kit to use in your position as a reading specialist or diagnostician. For this course you will use the kit to administer IRI's to two students, one of whom will become your intervention student.

Study the Roe & Burns manual to get an idea of how you want to prepare your kit. You will use the Placement Word Lists and the Graded Passages Student Booklets again and again with different students. You may want to copy these pages and laminate them or put them in sheet protectors, or you may simply remove them from the manual and either laminate them or place them in sheet protectors. The goal is to be able to access the appropriate Lists and Passages quickly and efficiently in order to assess a student. For your convenience in administering the IRI, consider organizing these assessment materials in a 3-ring binder, an expandable file, or a plastic tote box. Students have found that Avery Index Tabs with Printable Inserts work well on sheet protectors.

You, the administrator of the IRI, will use the Teacher Word Lists and Graded Passages Teacher Booklets when administering the assessments. You will need to read the introductory statements to the students and mark miscues and comprehension questions as students read the passages. Decide how you want to organize the administrator materials. One way to do this is to copy the Teacher Booklets, write directly on the passages, then replace the ones used. But use your own judgment. You may find a better way to do this.

Make copies of the pre- and post-intervention Summary of Quantitative Analysis, Summary of Qualitative Analysis, Worksheet for Word Recognition Miscue Tally Chart, and the Worksheet for Qualitative Analysis of Uncorrected Miscues in Context for each student you assess.

The Placement Word Lists are used simply to give you an idea the level on which to begin with the Graded Passages.

**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 assessment.

**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.

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. (Rate of reading information can be found in Roe & Burns, p. 9.)

Determining the student's listening level is important and should be included in the data collection. (Review "The Listening Level," in Gillet, p. 219 and "Listening Comprehension Level" in Roe & Burns, p.4.)

### **Recordings of Oral Reading**

Record the pre-intervention oral portions of the Graded Passages of the IRI as the students read them. These passages will come from Form A. Include the questions that follow the reading and the students' responses in the recording. Use the recordings to help 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.

Record the post-intervention oral portions of the Graded Passages of the IRI as the intervention student reads them. These passages will come from Form C. In the recording, include the questions that follow the reading and the student's responses.

Use the recordings to help in marking the miscues after the student has completed the testing and been dismissed. Replaying the recordings when doing the analysis of errors will increase the accuracy of documentation and interpretation.

The Placement Word Lists may also be recorded in order to compare the pre- with the post-intervention attempts. Recording the Placement Word Lists is optional. The recordings may be added to the Practicum Portfolio if desired. In addition to using the recordings to help in marking the miscues, compare the pre-intervention recordings with the post-intervention recordings to check for evidence of any changes that have occurred in the student's oral reading from the beginning to the end of the intervention.

Digital recording can be submitted electronically using MP3 files. For help submitting digital recordings electronically, please contact Sandy Bogus. sbogus@sulross.edu 432-837-8523

### **Pre-intervention Data Collection**

For each of the two students:

## 1. Collect existing reading test data from the Cumulative Folder

- If given permission to use pre-existing reading score information from the students' cumulative folders, include these scores as part of the 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 Course Documents-Pre-intervention Diagnostic Report.)

## 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. If desired, make recordings as the students read the lists. Begin approximately two grade levels below the students' current reading level to build confidence and give the students a measure of success. (The students should not be made aware of the grade levels of either the Placement Words or the Graded Passages. However, it is appropriate to let the students know that the lists and passages become more challenging as the assessment proceeds. For example, if working with a 3rd grader, the intern might say "Don't worry if you don't know all of these words. Some of them are 4th and 5th grade words. Just read as many as you can.")
- Record the oral portions of the Graded Reading Passages. Begin administering the Graded Reading Passages (Form A) at the level where the students' made the last 100% on the Placement Word Lists. Alternate between oral and silent passages. Use Form B for the silent passages. Do not include the silent passages with their questions and answers in the recording.
- Alternating between oral Form A and silent Form B, establish the students' oral and silent Independent, Instructional, and Frustration Levels. Use actual grade levels to indicate the Independent, Instructional, and Frustration Levels. (Independent Grade Level 2nd grade; Instructional Grade Level 3rd grade, etc.)
- When beginning an assessment, if the reading passage is too advanced for the 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.
- 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 students can read and comprehend and the level at which the students can listen and comprehend. If a discrepancy exists, the students are 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 Worksheets & Summary Analysis

- Analyze pre-intervention IRI for Student "A" by completing the Worksheets and the Summary Analysis forms (Burns & Roe)

- Follow the same procedure for Student "B."

After the pre-intervention data have been reviewed by the site supervisor, submit these documents through Blackboard and add them to the Practicum Portfolio.

### **Pre-intervention Diagnostic Report**

Use the word document form titled Pre-intervention Diagnostic Report to summarize the results from the Worksheet and Summary Analysis forms. (See Course Documents- Pre-intervention Report.)

- 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 students' attitudes and behaviors.)
  - ✓ Summary (Briefly describe the students' main strengths and weaknesses as revealed by the IRI.)
  - ✓ Recommendations (Discuss one or two specific areas in which instruction is most needed and in which efforts will be focused. Explain why focusing in these areas would be of greatest benefit to the students.)

After the pre-intervention diagnostic reports have been reviewed by the site supervisor, submit them through Blackboard and add them to the Practicum Portfolio.

### **Additional Pre-intervention Information for the Student Subject**

After choosing the student and getting permission to begin the intervention, use the Literacy History form to collect additional information. (See Course Documents-Literacy History.)

Using the student's Pre-intervention Diagnostic Report plus the Literacy History, begin preparing for the 30-hour intervention period. Locate one or two of the student's weakest areas. Create a general plan for correcting or improving these weaknesses. Also include in the plan strategies which will reinforce the student's areas of strength.

Be fully aware that the student may have had months or years of negative experiences associated with reading. The intern's most important role is to make this intervention a positive, productive experience for everyone involved. Abundant research supports the idea that the teacher is the decisive element in any learning situation. The teacher's personal approach creates the climate. The teacher's attitude establishes the mood. The teacher has the power to make the intervention sessions miserable or merry. The teacher can irk or inspire. Plan the lessons with the importance of teacher influences in mind.

During the first meeting with the student, discuss his/her reading strengths and the areas that need attention. Help him/her establish one or two personal goals for the intervention. The more the student "invests" and takes ownership of this project, the greater his/her success will be. As the intervention

proceeds, plan times for the student to reflect on the goals she/he student has set. The student may wish to establish new goals as the intervention proceeds.

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

### **Connections, Expectations, Goals, and Objectives**

The purpose of this assignment is to provide an opportunity to activate prior knowledge and set goals for the upcoming experience. After administering Informal Reading Inventories (IRIs) to two students, analyzing them, writing the Pre-intervention Diagnostic Reports, and selecting the student who will become the student for the practicum intervention, use the Goals & Objectives form to briefly describe your expectations of how this course will further your previous experiences and understandings of the reading process. Finally, in conjunction with the site supervisor, develop one goal for each of the four Reading Specialist Standards. You may use the related Competencies to create objectives on which to focus the intervention. These goals and objectives will be determined by data gained from the IRI. They can be personal goals the intern wishes to achieve, goals the intern wants the student to achieve, or a combination of both.

A **goal** is a broad, clear statement of an outcome the intern plans to achieve during the practicum. An **objective** is a specific, clear and measurable statement that identifies a step leading to the achievement of the goal. Ideally, if all the objectives are met, the goals automatically will have been attained.

- The goals and objectives determined by the intern will be connected to the Reading Specialist Standards and Competencies.
- An example:  
Standard I: Goal 1 is to increase Janie's reading ability by applying knowledge of the interrelated components of reading.  
Objectives: Janie will increase her reading level by one full grade by learning strategies to develop word identification, fluency, and comprehension skills (Competencies 4, 5, 6).
- On completion of the above, both the intern and the site supervisor will sign off on the goals and objectives to indicate their acceptance. The intern will provide a copy of these goals to the site supervisor and submit a copy through Blackboard before the 30-hour one-on-one intervention begins. (See Course Documents-Goals & Objectives.)

The university supervisor must approve the goals and objectives and may require revision prior to acceptance. Upon approval, the intern will add a copy of the goals and objectives to the Practicum Portfolio. The intern and the site supervisor will structure the practicum so that the goals are monitored periodically to check for progress toward mastery. By the end of the semester the intern should have sufficiently mastered all of the goals. The assessment to check for mastery for the Texas intern will be the Certify Teacher practice test and the TExES 151 certification test. The out-of-state intern should check for specific state tests.

### **Time Line for the Intervention**

The intern is to spend no fewer than 30 hours of one-on-one intervention with the student. Thirty hours is a huge commitment. In order to fulfill the commitment, create a schedule that will work for everyone involved

in the project. Do not include Weeks 1- 3 on the time line. (Weeks 1-3 are for collecting permissions, conducting the pre-intervention IRIs, analyzing the results, and writing the Pre-intervention Diagnostic Reports.)

Do not include Weeks 14 – 15 on the time line. (Weeks 14-15 are for conducting the post-intervention IRI, analyzing the results, writing the post-intervention diagnostic report, and completing the Practicum Portfolio.) On the time line include only Weeks 4-13. It is during these weeks that the intern will guide the student in 30 hours of intervention activities.

The university semester is 15 weeks, plus two or three days. Get organized early. By the end of Week 3, permissions should be signed, pre-existing information collected, pre-intervention IRIs completed, pre-intervention diagnostic reports reviewed by the site and university supervisors, and lesson plans for the first few sessions of the intervention completed and reviewed by the site supervisor. (Include the lesson plans in the Practicum Portfolio. Use personal judgment in deciding how to space the lesson plans for submission. The dates on which the lesson plans are placed in the Practicum Portfolio will depend on how the time line has been set.)

Weeks 4-13 is the period in which the 30 hours of one-on-one intervention occurs. This will require careful planning. Think of different options. Do the math and include it on the Time Line. Include the dates on the Time Line. For example:

45 minutes a day x 4 days a week x 10 weeks = 30 hours (Sep 12 – Nov. 19)

another example:

45 minutes a day x 4 days a week x 8 weeks = 24 hours (Feb 6 – Apr 13)  
50 minutes a day x 4 days a week x 2 weeks = 6+hours (Apr 16 – Apr 27)  
TOTAL 30+ hours

Work out a schedule before beginning the project and give copies of the schedule to the student's parents and to the site supervisor. Place a copy in the Practicum Portfolio. If necessary, make adjustments as the project proceeds.

During Weeks 14 -15 administer the post-intervention IRI, analyze the results, submit the post-intervention diagnostic report, send Progress Report #2 to the parents, and submit the Reflection Log #5.

### **Site Supervisor Reports**

The site supervisor will complete a mid-semester and final report evaluating the intern's progress. These reports should be discussed with the intern, then given to the intern to scan and submit through Bb.

The final report must be received by the university supervisor before a grade will be given. The intern is responsible for turning these reports in through Blackboard.

(See Course Documents-Site Supervisor Mid-semester Report & Site Supervisor Final Report.)

### **Electronic Meetings, Telephonic Meetings, and Site Visits**

Three times during the practicum interns will meet with the university supervisor. The university supervisor will provide the interns with written proficiency reports following each meeting. **The first meeting** will occur



during the first week of the semester. Interns will attend an electronic class meeting with the university supervisor. Instructions for the meeting will be given prior to the meeting date.

**The second meeting** will occur after the intervention has begun and will consist of an observation visit from the university supervisor for the Texas interns. This meeting will take place at the schools where the intervention is being conducted. The university supervisor will observe the intern teaching the intervention student for approximately 45-minutes. Afterward, the intern and the site supervisor will meet briefly with the university supervisor. The university supervisor will schedule dates and times individually.

During this week, the out-of-state interns will meet with the university supervisor by phone. Times will be scheduled individually.

**The third meeting** will occur at the completion of the semester. Interns will meet with the university supervisor by phone. Times will be scheduled individually. In addition to availability during the work week, the university supervisor is available evenings and weekends. Phone meetings will be scheduled at times that are most convenient for the interns.

### **Participation Requirement**

The intern is expected to stay in regular communication with the site and university supervisors and will be required to respond in a timely manner to emails and/or telephone calls initiated by either supervisor.

### **Course Calendar**

Please see the Course Calendar for due dates and submission instructions. Because the intern will be working with several people and their various schedules, flexibility is allowed on due dates. However, the intern should attempt to follow the Course Calendar as closely as possible. Assignments over which the intern has control such as Reflections should be submitted on or before due dates.

### **Report to the Parents of the Student Not Selected**

Send a thank you letter to the parents of the student who was assessed, but who will not participate in the intervention. The letter should include a brief report of the findings based on the IRI and offer some suggestions for helping develop their child's reading ability. Please use language and terms with which parents will be familiar. (See Course Documents - Student Not Selected – Results of Informal Reading Inventory.) (Email a copy to the university supervisor for review prior to sending it to the parents. Add to Practicum Portfolio.)

### **Lesson Plans**

Based on the data collected and analyzed, begin planning the intervention. Keep in mind the importance of using a variety of strategies, changing pace as appropriate, and giving positive reinforcement. Discuss the lesson plans with the site supervisor and get his or her approval prior to using them with the student.

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

**Please read/review the article on fluency found in the Week 2 folder in Blackboard. Include a re-reading or repeated reading component as one of the activities begun on the first day of the intervention and continued as part of each session throughout the intervention.** Instructions for the re-reading component and a sample re-reading chart can be found in Course Documents-Re-reading

Instructions and Re-reading Chart. The re-reading strategy addresses fluency, sight vocabulary, and comprehension. The research that supports this strategy is compelling and students find the re-reading charts very motivating. Prior to beginning the strategy, discuss the purpose and procedures for the activity with the student. Make it clear that the purpose is to increase understanding of the texts and the ability to read smoothly, not to increase speed. Plan to spend approximately 10 minutes engaged in this strategy each session.

**Giving the student long "cold readings" through which he or she struggles is counter-productive to reading improvement and discouraging and humiliating to the student. During the IRI assessment is the only time the student should be asked to "perform" prior to "preparing." With all other oral reading situations do a pre-reading or review activity with the student prior to asking him/her to read any new passage.**

A "home project" component that involves giving the student something for practice at home may be included. If possible, plan this and discuss it with the parent(s) prior to beginning the project. Ideally, the student would have copies of some of the passages, poems, or books he/she is using during the intervention which could be used at home. If a "home project" is included note the details of this in the lesson plans.

If appropriate, plan brief writing assignments for the student. Reading, writing, listening, and speaking enhance each other and all support literacy development. **Every lesson should include a read-aloud or read-along or read-together component in which some well-written children's or young adult literature is shared with the student.** Review the information learned in ED 6318 Literacy Through Literature and 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 the lesson plans the titles of books or excerpts used for the read-aloud activities.

Please remember this quote by Rafe Esquith: "Reading is not a *subject*. Reading is what educated people do every day to connect themselves to the world. Reading should be exciting and joyous." **At least half of each lesson should include activities that are actual reading rather than studying about reading.**

Review the vocabulary-building strategies and reading comprehension strategies learned in ED 6313 Teaching Reading in the Content Areas and 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 goals for the intervention
- the dates and time frame for each set of lessons
- the objectives of the lessons
- the materials to be used
- a brief description of the activities and procedures
- the tasks the student will be completing
- how the lessons will be assessed

It may be that the objectives will remain the same throughout the intervention with only the activities and assessment methods changing. **Students usually respond well to sessions that follow a regular routine. When sessions move from activity to activity on a regular, predictable schedule time is spent more productively.**

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

Another important fact to keep in mind is that even though you have only 10 weeks to engage in this intervention, **you are not under any pressure to complete a specific amount of work or "cover" a specific amount of material.** This is your opportunity to test Frank Smith's philosophy which states that the most difficult way to make learning easy is to follow the lead of the child. It feels "difficult" to us as teachers because we are compelled to follow our agendas and/or the agendas of our districts and/or our states. It becomes "easy" because as students, we learn best at our own pace. So, be sensitive to the needs and speeds of your student. This is not a race. This is an attempt to help your student become a more competent reader. Make learning easy for your student. Follow his or her lead.

After discussing the lesson plan with the site supervisor and obtaining approval to proceed, place a copy of each Lesson Plan in the Practicum Portfolio.

### **Progress Reports for Parents**

- Progress Report #1. During Week 4 of the intervention, write a progress report in the form of a personal letter or email to send to the parents of the intervention student. Include a brief description of the student's progress, the project goal, the student's goal for him- or herself, the activities that have been conducted to achieve these goals, and plans for future activities. Email the report to the university supervisor and await her review before sending it to the parents. If communication with the student's reading teacher and principal has been ongoing consider sending progress reports to them as well. (See Course Documents-Progress Report #1.)
- Progress Report #2. At the conclusion of the intervention, write a progress report in the form of a letter or email to the parents giving them information on the outcome of the intervention. Email the letter to the university supervisor and await her review before sending the letter. If communication with the student's reading teacher and principal has been ongoing, consider sending progress reports to them, as well. (See Course Documents- Progress Report #2.)

Email copies to the university supervisor for review prior to sending them to the parents. Add copies to the Practicum Portfolio.

### **Post-intervention Data Collection**

At the end of the 30-hour intervention the Roe & Burns Informal Reading Inventory will be administered a second time. Form C will be used for the oral reading assessment and Form D for the silent reading assessment. If you know the student's approximate reading level it is not necessary to use the Placement Word Lists, but begin approximately two levels below the student's independent level with the Graded Passages and continue the assessment until the frustration level has been established. Use the Worksheets and the Summary Analysis forms in Roe & Burns for recording the findings.

As with the Pre-intervention IRI, record the oral portions of the Post-intervention IRI. Use the recordings to help mark the miscues and to allow comparisons between the Pre-intervention recordings and the Post-

intervention recordings to be made. The recordings of the reading passages can also be used to establish the student's reading rate.

### **Post-intervention Worksheet & Summary Analysis**

As with the pre-intervention data, analyze the post-intervention data by completing the Worksheets and the Summary Analysis forms (found in Burns & Roe).

After the post-intervention data have been reviewed by the site supervisor, add the Worksheets and the Summary Analysis forms to the Practicum Portfolio.

### **Post-intervention Diagnostic Report**

Use the Post-intervention Diagnostic Report to summarize the results (found in Course Documents-Post-intervention Report).

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: (Analyze the results of the IRI. Compare the pre-intervention IRI with the post-intervention IRI and interpret any changes in the student's performance.)
- Summary: (Describe the student's reading strengths and weaknesses based on the analysis of the post-intervention IRI; include information on gains the student made or did not make and give suppositions for these outcomes; consult the reflections and field notes to help describe efforts made by the intern and 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 these strategies were successful or less successful; relate the student's general attitude and behavior over the course of the intervention.)
- Recommendations: (Give 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.)

After the site supervisor has reviewed this report, add it to the Practicum Portfolio.

### **Before Beginning the Intervention**

These "before, during, and after" lists are meant to help organize the project. Example forms and letters are included in the Main Menu under Course Documents and can be edited as needed.

1. Informal Reading Inventory (Read/review Gillet, Temple, Temple & Crawford, Chapter 6, "Informal Assessments of Reading," and Roe & Burns, pp. 1-46. Mastering the information on these pages is key to the success of the practicum experience. Study these pages until the information is well understood. Become familiar with the Roe & Burns Placement Word Lists and Forms A -D of the Graded Passages; learn the procedures for administering the Placement Word Lists and the Graded Passages; and, copy the pertinent Worksheets and Summary Analysis forms for use. Do not hesitate to contact the university supervisor with 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 (the intern will create an electronic portfolio through Blackboard in which to collect all data related to the practicum; see Practicum Portfolio – Check List for organizational suggestions.)
5. Field Notes (decide on a procedure for collecting informal notes)
6. Request Letter #1 and Permission Form #1 (letters to explain the project for parents and for principals of the schools in which the intervention will be conducted; signed permission forms are collected from parents and principals of both students; signed Permissions are scanned and added to the Practicum Portfolio) (See Course Documents-Request Letter 1 Parents & Principal and Permission Form 1 Parents & Principal.)
7. Pre-intervention IRI (administer the IRI to each of the two students; record the oral portions of the Graded Passages (Form A) of the IRI for each student; include the questions and answers in the recordings (Form A); use Form B for the silent passages; alternate oral and silent Graded Passages, but do not include the silent passages with their questions and answers in the recording; indicate the first name of the student being recorded and the date of the recording; recordings may be made of the Placement Word Lists if desired and may be added to the Practicum Portfolio if desired.)
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 of the findings on the pre-intervention Diagnostic Report form [Course Documents-Pre-intervention Report]; **if allowed**, include data from previous standardized reading assessments on the pre-intervention diagnostic reports; after the data and the report have been reviewed by the site supervisor, add the Diagnostic Report to the Practicum Portfolio; scan and add the Summary of Quantitative and Qualitative Analyses Charts to the Practicum Portfolio.)
9. Student "B" Pre-intervention Diagnostic Report (follow the same procedures as for Student "A")
10. Select one of the students to become the intervention student (this will be the participant in the 30-hour face-to-face formal intervention)
11. Establish practicum goals and objectives (do this in collaboration with the site supervisor and submit this document to the university supervisor through Blackboard)
12. Pre-intervention IRI Results (send to parents of Student Not Selected for the intervention; see the letter for the Student Not Selected – Pre-intervention IRI Results in Course Documents)

13. 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 Course Documents-Request Letter 2 Parents & Principal and Permission Form 2 Parents and Principal.]; signed Permission #2 forms are scanned and added to the Practicum Portfolio.)
14. Literary History (collect from the student)
15. Time Line (submit to parents and site and university supervisors)
16. Lesson Plan #1 (review with site supervisor PRIOR to beginning the intervention)
17. Preparation Log (record date/time spent preparing for and organizing the intervention; make additional copies of the form as needed)
18. Intervention Log (make copies to record date/time spent one-on-one with the student)
19. Reflections (activities/reflections to date; See Course Documents-Reflections Log.)

#### **Check Point Before Beginning the Intervention**

At this time the intern should have prepared the:

- Informal Reading Inventory Assessment Kit

At this time the intern should have in the Practicum 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 for parents of the student selected
- 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 Preparation Log to date; blank copies of Preparation Log forms
- blank copies of Intervention Log
- copy of the Pre-intervention Summary of Quantitative Analysis and Summary of Pre-intervention Qualitative Analysis for Student "A"
- copy of the Pre-intervention Summary of Quantitative Analysis and Summary of Pre-intervention Qualitative Analysis for Student "B"
- recordings of the oral portions of the Graded Passages of the IRI (Form A) for Student "A"
- recordings of 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"
- Literacy History for the Student Selected
- previous reading assessments for the Student Selected **if available and allowed**
- copy of Lesson Plan #1
- Preparation Log (date/time spent preparing/organizing)
- reflections to date

Several of the items on the above list should also be submitted to the university supervisor through Blackboard. See the Course Calendar for Blackboard submissions.

### During The Intervention

1. Lesson Plan #1 (review with site supervisor PRIOR to using with the student)
2. Lesson Plan #2 (review with site supervisor PRIOR to using with the student)
3. Progress Report #1 to Parents (email to university supervisor PRIOR to sending to parents; Course Documents-Progress Report #1)
4. Lesson Plan #3 (review with site supervisor PRIOR to using with the student)
5. Lesson Plan #4 (review with site supervisor PRIOR to using with the student)
6. Reflections (activities/reflections to date; Course Documents-Reflection Log)
7. Preparation Log (date/time spent preparing/organizing)
8. Intervention Log (date/time spent with the student)

### Check Point During the Intervention

At this time the intern should have added to the Practicum Portfolio:

- copy of Lesson Plan #2
- copy of Lesson Plan #3
- copy of Lesson Plan #4
- copy of Progress Report #1

- update of Intervention Log (date/time spent one-on-one with the student)
- update of Preparation Log (date/time spent preparing/organizing)
- reflections (reflections to date)
- written work the student has done to date

Several of the items on the above list should also be submitted to the university supervisor through Blackboard. See the Course Calendar for Blackboard submissions.

### **After the Intervention**

1. Post-intervention Data Collection (collect IRI data from the student; record the oral portion of the Graded Passages, Form C; use Form D for the silent Graded Passages; record the Word Placement Lists, if desired, for comparison with the Pre-intervention Word Placement Lists)
2. Post-intervention Diagnostic Report (analyze the Summary For Quantitative Analysis, the Summary of Qualitative Analysis [forms in Burns & Roe]; summarize the results on the Post-intervention Diagnostic Report [Course Documents-Post-intervention Report] and add the Diagnostic Report to the Practicum Portfolio; add the Summary of Quantitative and Qualitative Analyses Charts to the Practicum Portfolio.
3. Progress Report #2 to Parents and Principal (email to university supervisor PRIOR to sending to parents; Course Documents-Progress Report #2)
4. Reflection #5 (submit through Blackboard and add a copy to the Practicum Portfolio)
5. Recordings (add the post-intervention recordings of the student reading the oral portions of the Graded Passages of the IRI to the Practicum Portfolio; if the Placement Word Lists were recorded, add them to the Practicum Portfolio)

### **Check Point After the Intervention**

At this time the intern should have added to the Practicum Portfolio:

- post-intervention IRI Summary of Quantitative and Qualitative Analyses Charts
- recording of the oral portions of the Graded Passages of the post-intervention IRI (Form C)
- Post-intervention Diagnostic Report
- copy of Progress Report #2
- Reflection #5
- copy of completed Intervention Log
- copy of final Preparation Log
- any additional work the student has done to date

Several of the items on the above list should also be submitted to the university supervisor through Blackboard. See the Course Calendar for Blackboard submissions.

### **Grading and Grading Policy**



Only the intern who adheres to SRSU attendance policies will pass this course. In addition to the assignments listed below, the site supervisor's reports and the university supervisor's observation grade will be taken into account for the final grade. Assignment grades are based on a 1000 point system. A = 900 – 1000; B = 800 – 899; C = 700 – 799; F= 0- 699

1. Some flexibility in assignment due dates is allowed; however, strive to adhere to the time line created and the due dates found in the Course Calendar.
2. No extra credit points are available.
3. Assignments will not be accepted after the last class day of the semester.
4. Please stay in touch. Email is the quickest way to contact me.
5. I reserve the right to make adjustments to this syllabus based on changes that may occur during the semester.
6. Please contact Sandy Bogus for help with technology issues.  
[sbogus@sulross.edu](mailto:sbogus@sulross.edu) 432-837-8523.

### **Academic Integrity**

The intern is to engage in all academic pursuits in a manner that is beyond reproach. He or she is to maintain complete honesty and integrity in academic experiences as described in the University Policies & Procedures section of the Sul Ross State University Student Handbook.

### **Comprehensive Examination/E-Portfolio Review**

Graduation requirements for the intern in the reading specialist program are transitioning from a comprehensive exam to an electronic portfolio review. Students in this course will be required to take a comprehensive exam.

When the intern has completed, or almost completed, the course work for the Master of Education Reading Specialist Degree, the Comprehensive Examination (the Comps) must be passed. Through this essay exam the intern will show an understanding of the material studied throughout the years in graduate school. Apply to take the Comps the semester preceding the final semester of enrollment.

### **Graduation Application Information**

The intern is required to apply for graduation the semester preceding the final semester at SRSU. The intern who fails to complete this application process during the semester preceding the final semester will be required to pay a "late fee." Do not procrastinate. Apply now!

### **Distance Learning Absences Information**

Policies in effect for on-campus, traditional classroom instruction courses also apply to the intern 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 an intern for excessive absences. In Web and Online courses, this policy is interpreted as not participating for more than three weeks in a long semester, one week in a summer session, or three days in the midwinter session. Any intern 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

**TEExES 151 Information**

HB 2205 “Effective September 1, 2015 a person may not retake a TExES examination more than four times.” The exact language is below:

Section 21.048, Education Code, is amended by amending subsection (a-1) and (c-1) and adding subsections (a-2) to read as follows:

(a-1) The board may not require more than 45 days elapse before a person may retake an examination. A person may not retake an examination more than four times, unless the board waves the limitation for good cause as prescribed by the board.

(a-2) For purposes of the limitation imposed by subsection (a-1) on the number of administrations of an examination, a person who initially took an examination before September 1, 2015, may retake the examination up to four times after that date, regardless of the number of times that the person attempted to perform satisfactorily on the examination before that date. This subsection expires September 1, 2018.

**Certification Steps for Reading Specialists**

Texas interns see Certification Steps for Reading Specialists in Course Documents in the main menu.

SRSU DISABILITIES SERVICES

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. It is the student's responsibility to initiate a request for accessibility services. 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.

Students seeking disability services please contact the ADA Coordinator located in Ferguson Hall, 112. The mailing address is P.O. Box C-122, Sul Ross State University, Alpine, TX 79832. Phone: 432-837-8691; Fax: 432-837-8363

#### **ATTENDANCE POLICY**

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.

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.

#### **TOBACCO POLICY**

Smoking is not permitted on campus.

#### **ELECTRONIC EQUIPMENT POLICY**

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