Contact Information

Instructor: Jennifer Miller, PhD
Office: MAB 309 C
Office Phone: 432-837-8013
Cell Phone: 254.485.0758
Fax: 432-837-8390
Email: jennifer.miller@sulross.edu

Office Hours:
   Office Hours: Virtual Office using Microsoft TEAMS
   Tue 9-11, 1-5 PM CST
   Thurs. 12-5 pm CST & by appointment 432-837-8013

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.

 Marketable Skills:

**Communication**: Students will communicate to all stakeholders using a variety of mediums to include academic writing, visually, and orally.

**Critical Thinking**: Students will analyze various strands of discrete data to support planning and decisions.

**Digital Technology**: Students will understand and be able to apply and integrate technology in multiple professional settings.

**Collaboration**: Students will engage in various digital mediums to facilitate collaborative workflows.

**Creativity**: Students will be able apply innovative approaches and problem solving techniques to apply creative solutions to improve academic performance.

Required textbooks:
Required software:
Certify Teacher© software is required ONLY by the candidates seeking certification as reading specialists in the State of Texas. Candidates who are seeking certification as reading specialists in other states, please check the requirements of the states in question. Texas Students, if you have already passed the Certify Teach Practice Test and been approved by SRSU to take the TExES 151 please disregard this information regarding required software.

The Texas candidate 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. Susan Land, certification coordinator, will provide information related to testing purchase and schedule. Email her at sharper@sulross.edu.

The Texas Reading Specialist candidate 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. You must pass this practice test with a score of 260 in order to be recommended to take the TExES 151 Reading Specialist Test.

Recommended textbooks:

(The book whisperer is a fast read written 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 in Del Rio, TX, and was extremely pleased with the results.)

(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.)

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

Student 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

**Reading Specialist Standards**

- **Standard 1: 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.

- **Standard 2: 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.

- **Standard 3: 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.

- **Standard 4: 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.

Competencies: 1.1k, 1.2k, 1.3k, 1.1s, 1.2s, 1.3s, 1.4s, 1.5s, 1.4k, 1.5k, 1.6s, 1.7s, 1.8s, 1.9s, 1.6k, 1.7k, 1.10s, 1.8k, 1.9k, 1.10k, 1.11, 1.11s, 1.12s, 1.13s, 1.14s, 1.12k, 1.13k, 1.14k, 1.15k, 1.15s, 1.16s, 1.17s, 1.18s, 1.16k, 1.17k, 1.18k, 1.19s, 1.20s, 1.21s, 1.22s, 1.19k, 1.20k, 1.21k, 1.22k, 1.23k, 1.24s, 1.25k, 1.23s, 1.24s, 1.25s, 1.26s, 1.27s, 1.28s, 1.29s, 1.26k, 1.27k, 1.28k, 1.30s, 1.31s, 1.32s, 1.33s, 1.29k, 1.30k, 1.31k, 1.32k, 1.33k, 1.34k, 1.35k, 1.36k, 1.37k, 1.38k, 1.39k, 1.34s, 1.35s, 1.36s, 1.37s, 1.38s, 1.39s, 1.40s, 1.41s, 1.42s, 1.43s, 1.44s, 1.45s, 1.46s, 1.47s, 1.48s, 1.49s, 1.50s, 1.51s, 2.1k, 2.2k, 2.3k, 2.4k, 2.5k, 2.6k, 2.7k, 2.8k, 2.9k, 2.10s, 2.11k, 2.1s, 2.2s, 2.3s, 2.4s, 2.5s, 2.6s, 2.7s, 2.12k, 2.13k, 2.14k, 2.15k, 2.16s, 1.17k, 2.18k, 2.19k, 2.20k, 2.8s, 2.9s, 2.10s, 2.11s, 2.12s, 2.13s, 2.14s, 2.15s, 2.16s, 2.17s, 3.1k, 3.1s, 3.2k, 3.3k, 3.4k, 3.5k, 3.6k, 3.2s, 3.3s, 3.4s, 3.5s, 3.7k, 3.8k, 3.9k, 3.10k, 3.11k, 3.6s, 3.7s, 3.8s, 3.9s, 3.10s, 4.1k, 4.2k, 4.3k, 4.4k, 4.5k, 4.1s, 4.6k, 4.7k., 4.8k, 4.2s, 4.3s, 4.4s, 4.5s, 4.6s, 4.7s, 4.9k, 4.10k, 4.8s, 4.9s, 4.10s, 4.11s, 4.12s, 4.11s, 4.12s, 4.11k, 4.12k, 4.13s, 4.14s, 4.15s, 4.16s, 4.17s, 4.18s.

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:

https://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/

**Texas Administrative Code**
Reading Specialist ED-Grade 12 Standards

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 Candidate, the site supervisor, and the university supervisor. With supervision from the site supervisor and the university supervisor, the Reading Specialist Candidate:

- submits placement paperwork
- 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
- 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 video 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 intervention 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 Candidate 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 Candidate 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 Practicum Supervision Agreement (the Texas candidate 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.)
- Video Release Form

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 ED 7312 Practicum Portfolio template in Blackboard. 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 candidate 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-include your name in the title]Choose Template>ED 7312 Practicum>Submit. The template for the portfolio will appear. See Portfolio Set-up & Share in Portfolio Information in the main menu for step-by-step instructions.

The candidate 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
   - Practicum Personal Data Sheet
   - Waiver and Liability Release
   - Site 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” (Use Forms A & B for pre-intervention)
   - Copies of Summary Analysis forms
   - Copy of word document Pre-intervention Diagnostic Report
   - Copy of recording of oral Graded Passages

5. Pre-intervention Diagnostic Report – Student “B”
   - Copies of Summary Analysis
   - Copy of the word document Pre-intervention Diagnostic Report (Form A)
   - 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 and Reflections

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 (Use Forms C & D for post-intervention)
    - 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 candidate 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. Documentation of the 160 practicum hours is a TEA, as well as a course, requirement. Upon completion, these logs will be placed in your permanent file at SRSU.

- Preparation Log (130 Hours): The Reading Specialist candidate will keep a 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 briefly 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, meeting with the site supervisor, emailing and meeting with the university supervisor, and consulting with the student's classroom 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 candidate will keep a 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 and include a brief explanation of the activities that were conducted. 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 candidate is required to write five self-reflections during the practicum. Use the Reflection Log forms provided. 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.

Make your Reflections available to your classmates by submitting them through the Discussion Board. Use your knowledge and insight to read and comment on as many of your classmates' Reflections as time allows. None of us are as smart as all of us, and all of us know more than we think we know. Please use this part of the assignment to teach and learn from each other.

Submit a copy of your Reflections through Blackboard (Assignments/Week Folders) and add a copy to your Portfolio.

Selection Guidelines for Pre-intervention Students
Use these guidelines for selecting two students for pre-intervention IRI assessments:
1. 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).

2. 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).

3. One of the two students should be identified as an ELL student.

4. Schedule and attend a parent meeting with both students and your site supervisor. Gain permission to video record this meeting prior to attending the meeting.

5. Using information from previous courses, develop a personalized 10 question home language survey for the ELL parent meeting. Use this survey during the parent interview/meeting for the ELL student. Record the meeting. You will use this survey to gain a greater understanding of the needs of the Pre-Intervention Student.

6. If possible, for the purpose of this intervention, select “mainstream” or "general education" students who are not receiving other intervention services. After gaining experience and expertise with general education students, interns will be better prepared to conduct beneficial interventions for students who are receiving special ed, ELL, or other special services.

7. Create a short 10-15 minute Get to Know You activity for both intervention students.

8. Administer the Bader IRI, Words Their Way, Attitude Surveys, Texas Middle School Fluency Assessment to Pre-Intervention Students.

9. 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 and Video Permission Form
   - 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.

   Sample letters are included in the Week Folders. You may edit them to fit your situation or write your own.
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 and Video Permission Form
   - After completing the pre-intervention IRIIs 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.

Pre-intervention Data Collection
For each of the two students:
1. Collect existing reading test data from the Cumulative Folder

   10. 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 following:
   - Elementary: Bader Inventory, Words Their Way Elementary Inventory, Attitude Surveys.
   - Secondary: Bader Inventory or TMSFA, Words Their Way Upper Level Inventory, Attitude Surveys
   - Home Language Survey administered to either elementary or secondary student.

3. Case Studies Literature Review: Submit a revised literature review from previous case studies. Include the following format and use the template provided. Select one of the pre-intervention students to evaluate for the remainder of the semester and begin writing a case study.
   1. Abstract
   2. Literature Review (revise previous literature reviews)
   3. Hypothesis Statement (targeting either Student A or B)
   4. Methods: Include literature on instruments used for your hypothesis.

4. Pre-Intervention Assessment Analysis: Create a summary of both pre-intervention students performance to include identifying areas of strengths and weaknesses. Include resources and strategies and a possible invention plan that stakeholders can implement.

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 faculty-created 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.

**Time Line for the Intervention**

The candidate is to spend no fewer than 30 hours of one-on-one intervention with the student. Thirty hours is a significant 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

Another example:
45 minutes a day x 4 days a week x 8 weeks = 24 hours
50 minutes a day x 4 days a week x 2 weeks = + 6+hours
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 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 submitting these reports through Blackboard. (See Course Documents-Site Supervisor Mid-semester Report & Site Supervisor Final Report.)

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. Candidates will be contacted individually to schedule meeting times.

The second meeting will occur after the intervention has begun and will consist of an observation visit from the university supervisor for the Texas candidate. This meeting will take place at the schools where the intervention is being conducted. The university supervisor will observe the candidate teaching the intervention student for not less than 45-minutes. Afterward, the candidate 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. Candidates 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 candidate.

Participation Requirement
The candidate 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.

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.) (You may email a copy to the university supervisor for review prior to sending it to the parents if you would like an additional person to proofread your letter. Add this letter to the Practicum Portfolio.)
Lesson Plans
Students will develop 5 lesson plans to implement in the 30 hour intervention time. Lesson plans must be uploaded a week prior to implementation and will also include a reflection paper. Each lesson intervention should incorporate video. Students will submit a 15 minute recording highlighting different components of the lesson. All lesson plans should be shared and approved by the site supervisor prior to administering intervention.

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. Use “parent-friendly” terms rather than “educationese.” 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.
- 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 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.

Add copies of these reports to the Practicum Portfolio.

Post-intervention Data Collection
At the end of the 30-hour intervention, administer one of the following sets of assessments to the intervention student.
- Surveys.
- Secondary: Bader Inventory or TMSFA, Words Their Way Upper Level Inventory, Attitude Surveys

Case Study: Continue adding to the previous case study to report a summary of results and data analysis.
Your previous case study should be revised. The final case study will include the following sections.
1. Abstract
2. Literature Review
3. Hypothesis Statement
4. Methodology
5. 5 Lesson Plans
6. Results
7. Analysis Discussion
8. Implications

After the site supervisor has reviewed this report, submit it to the University Supervisor and add it to the Practicum Portfolio.

Assignments

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<th>Assignments</th>
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<tbody>
<tr>
<td>Practicum TEA Portfolio: Blackboard portfolio that includes the following: placement paperwork, pre-intervention data collection, progress reports, 5</td>
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Lesson plans and 5 reflections, site supervisor mid-semester and final report, 3 university evaluation reports, 130 prep logs, 30 hour intervention log, case study, YouTube video intervention links. You will also need to turn in the EduHero Training Certificate.

<table>
<thead>
<tr>
<th>Placement Paperwork Documents</th>
<th>50</th>
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<tbody>
<tr>
<td>Permission Forms</td>
<td>10</td>
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<td>Progress Reports</td>
<td>10</td>
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<td>Timeline</td>
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<td>Home Language Survey</td>
<td>10</td>
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<td>Get To Know You Activity</td>
<td>10</td>
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<td>Case Study Literature Review</td>
<td>100</td>
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<td>Pre-Intervention Assessment Analysis Student A</td>
<td>50</td>
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<tr>
<td>Pre-Intervention Assessment Analysis Student B</td>
<td>50</td>
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<tr>
<td>Site Supervisor Mid-Semester Report</td>
<td>15</td>
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<tr>
<td>Final Site Supervisor Final Report</td>
<td>15</td>
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<tr>
<td>5 Lesson Plans</td>
<td>50 (10 Points Each)</td>
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<tr>
<td>5 Reflections</td>
<td>50 (10 Points Each)</td>
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<tr>
<td>Progress Report</td>
<td>10</td>
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<tr>
<td>5 Prep Logs</td>
<td>50 (10 Points Each)</td>
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<td>1 Intervention Log</td>
<td>10</td>
</tr>
<tr>
<td>Case Study</td>
<td>300</td>
</tr>
</tbody>
</table>

**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. A = 900+; 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. Reflections and Preparation Logs should be submitted on or before the due dates.
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 Tim Parsons for help with technology issues. [Tim.parsons@sulross.edu](mailto:Tim.parsons@sulross.edu)

**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.
**Portfolio Review (M.Ed. Reading Specialist Candidates)**

Graduation requirements for students in the M.Ed. Reading program are transitioning to an electronic portfolio review. Candidates will work to complete a case study requirement throughout their core Reading coursework, with a final case study prepared in the practicum course. The purpose of the portfolio defense is to assess the candidate’s knowledge obtained over the length of the program and their ability to apply their knowledge of literacy to real world problems and situations. During their final semester of the program, Candidates will schedule their defense with Dr. Miller (jennifer.miller@sulross.edu).

**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

**TExES 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.

**Section IX. University Programs and Services**

*SRSU Distance Education Statement.* Americans with Disabilities Act: SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student’s responsibility to initiate a request each semester for each class. Alpine students seeking accessibility/accommodations services must contact Mary Schwartz Grisham, M.Ed., LPC, SRSU’s Accessibility Services Coordinator at 432-837-8203(please leave a message and we’ll
get back to you as soon as we can during working hours), or email mschwartz@sulross.edu Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C-122, SUI Ross State University, Alpine, Texas, 79832.

RGC students seeking accessibility services should contact Paulette Harris, Executive Assistant to the Vice President and Dean, at 830-279-3023 or email pharris@sulross.edu. Ms. Harris’s office is at 2623 Garner Field Road, Uvalde, TX 78801.

Technical Support
The Support Desk is where you can direct your more technical questions. For example, the Support Desk can help you if you are having issues submitting a document, getting videos to play, or using BlackBoard. The support desk is open 24 hours a day/7 days a week for your convenience.

You can reach the support desk:
- By calling 888.837.6055
- Via email blackboardsupport@sulross.edu
- Using resources from the Technology Support tab within Blackboard
- Clicking the Support Desk graphic on the course homepage

Remote Learning Guidelines: Please refer and follow Distance Learning/TEAMS Guidelines provided in the Blackboard course as a participation requirement in this class.

SRSU Library Services.
The Bryan Wildenthal Memorial Library in Alpine offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library’s website, library.sulross.edu. Off-campus access requires your LoboID and password. Check out materials using your photo ID. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123).

The Southwest Texas Junior College (SWTJC) Libraries at Uvalde, Del Rio, and Eagle Pass. Offer additional access to library spaces and resources. Del Rio, Eagle Pass, and Uvalde students may also use online resources available through SWTJC website, https://library.swtjc.edu. The SWTJC Libraries serve as pick-up locations for InterLibrary Loan (ILL) and Document Delivery from the Alpine campus.

Americans with Disabilities Act: Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student’s responsibility to initiate a request for accessibility services. Any student who because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make necessary arrangements. If an accommodation is needed, students must present their accommodation letter, obtained from Accessibility Services, as soon as possible. Please note that instructors are not permitted to provide classroom accommodations to a student until the appropriate verification has been received. Accessibility Services is in Ferguson Hall room 112. You can make an appointment by calling Mary Schwartz Grisham at 432 837-8203.
**ACADEMIC INTEGRITY:** Academic dishonesty hurts everyone and reduces the value of college degrees. Doing someone else’s work, presenting the ideas and work of others as your own, submitting the same paper for multiple classes, and/or failing to cite your sources when you utilize the ideas of others, are all examples of academic dishonesty. Academic misconduct, for which a student is subject to penalty, includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. Plagiarism is unacceptable and, for the purpose of this course, is defined as using in part or in whole any material written or designed by someone other than the student, unless appropriate credit is given to the person or resource material used. This includes, but is not limited to: lesson plans found on the internet, lessons provided by classroom teachers, materials located in any form of publication (books, magazines, internet sites, etc.), book reviews, and coursework completed by previous students. Disciplinary action for academic misconduct will first be considered by the faculty member assigned to the course and can result in failure of individual assignments and/or course credit.

It is your responsibility to read and understand the university’s policy on academic dishonesty in the SRSU Student Handbook, as all violations will be taken seriously and handled through the appropriate university process. In addition, please note that plagiarism detection software will be used in this class for written assignments, as well as monitoring software for course exams. In addition, please note that plagiarism detection software will be used in this class for written assignments, as well as monitoring software for course exams.

**19 TAC §228.30(b): The curriculum is research-based. TEA Evidence: Syllabi/course outlines with bibliographies/references.**

The Dyslexia Handbook,(2018), Texas Education Agency.