

Sul Ross State University

EDSR 7312: Practicum in Reading
Course Syllabus

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Contact Hours: Tuesday & Thursday 9:00-3:00 and by appointment on Friday

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 candidate opportunities to put into practice the knowledge gained throughout the program. The Reading Specialist standards and competencies will be demonstrated by the candidates through working with students, colleague and administrators. The candidate 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: This is the capstone course for the Reading degree and certification as a reading specialists; therefore, 18 hours of graduate reading courses must be completed at time of enrollment.

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.
- **Organization:** Students will demonstrate organizational skills to effectively manage time and meet deadlines.

Required textbooks:

- Bader, L. A., & Pearce, D. L. (n.d.). Bader Reading & Language Inventory (7th ed.). Pearson. ISBN-13: 978-0132943680.
- Bear, D. R. (2000). Words their way: Word study for phonics, vocabulary, and spelling instruction. Upper Saddle River, N.J: Merrill. (6th ed.). ISBN: 9780-133996333.
- Gillet, J., Temple, C. Temple, C. & Crawford, A. (2017) Understanding reading problems assessment and instruction (9th edition). Boston. Pearson. ISBN 9780133846614.

- American Psychological Association (2019). Publication manual of the American psychological association (7th ed.). Washington, DC. ISBN 13: 978-1433832734; ISBN 10: 1433832739

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.

Recommended textbooks:

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

(*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.)

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.)

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

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, 2.3k, 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, 2.16k, 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, 3.8k, 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 candidate seeking a Master of Education Reading Specialist Degree or the candidate 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

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

Reading Specialist EC-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:

- completes and submits placement paperwork
- prepares preparation log and begins documenting 130 hour time-on-task
- prepares intervention log for documenting the 30-hour one-on-one intervention
- acquires required textbooks and does background reading and reviewing
- completes required test approval process with Certify Teacher software if seeking a Texas certification
- secures the appropriate onsite supervisor and sets a consistent schedule for collaboration
- 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
- provides copies of pre-intervention diagnostic IRI report to families 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
- research and plan for 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

The 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.

The Reading Specialist candidate will be observed a minimum of 3 times during the practicum experience. These observations will be conducted in 45-minute sessions. These observations are required by TEA and apply **only to the Reading Specialist candidate who is seeking certification in Texas by passing the TExES Reading Specialist 151.**

Practicum Portfolio

It is vital to keep the data collected for this project organized. Include in the Practicum Portfolio all the documents that support the project. 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. The candidate will submit ALL practicum documents in a single pdf at the end of the practicum experience. Some candidates also choose to create a hard copy portfolio, and while this can be used for any upcoming interviews or career promotions, this is not a course requirement.

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:

- 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

Submit these documents in the submission link of module 1. Add copies of these documents to the Practicum Portfolio.

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
- EduHero Training Certificate
- Kognito At Risk Certification

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 Timeline
 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
 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 Work Evidence
 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
 11. Reflections (ongoing and final reflections)

Field Hours Log

The candidate is to document all experiences during the practicum. A field hour log will notate the 130-hour preparation and the minimum 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. Document your hours on the provided “field hour log” as Preparation or Intervention.

- **Preparation Hours (130 Hours):** The Reading Specialist candidate will keep a log recording all activities which support the Intervention. Use the log to record the dates and times spent preparing before, during, and after the project. On this log briefly record activities that support the practicum except for the time spent actually conducting the one-on-one intervention with the student. Things such as researching intervention strategies, meeting with the families, 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. You will also need to categorize your activities according to standard, so continually ask yourself, “How does this fit into the role of a Reading Specialist?”. Update this log each time activities are done that help prepare or support the practicum project.
- **Intervention Hours (30 Hours):** The Reading Specialist candidate will also record all one-on-one sessions with the student. On the 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.

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 candidate 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. 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 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. This is not a requirement if you do not have access to a struggling reader that is also identified as an ELL student.
4. Schedule and attend a parent meeting with both students and your site supervisor. This meeting is a good time to secure permission for video/audio recording for instructional purposes.
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. 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, candidates will be better prepared to conduct interventions for students who are receiving special services.

7. Create a short 10-15 minute *Get to Know You* activity for both intervention students. This will be recorded and submitted for review by your university supervisor.
8. Administer the Bader IRI, Words Their Way, Attitude Surveys, Texas Middle School Fluency Assessment to Pre-Intervention Students. This, too, shall be recorded.
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 case study student or 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 candidate, 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 Bb. 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 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.
- 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

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.

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 Study: The Reading Specialist candidate will construct an ongoing case study to support the decisions made throughout the practicum experience. Assignments submitted in all previous coursework, as well as newly constructed tasks will support the development of each section of the case study. Review annotated bibliographies and study reviews to ground the literature review which will ensure its appropriateness for this case study student. The hypothesis statement will be crafted after the Pre-Intervention data has been collected and analyzed. The method section will be developed based on the timeline, lesson objectives and procedures to complete the practicum experience.

1. Abstract
2. Literature Review (revise previous literature reviews)
3. Hypothesis Statement (targeting either Student A or B)
4. Method: 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. 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.

- 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.)
 - ✓ 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.

Timeline 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 timeline. (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 timeline. (Weeks 14-15 are for conducting the post-intervention IRI, analyzing the results, writing the post-intervention diagnostic report, and completing the Practicum Portfolio.) Include only Weeks 5-13 on the timeline. It is during these weeks that the candidate will guide the student in 30 hours of intervention activities.

The university semester is 16 weeks, plus two or three days. Get organized early. By the end of Week 4, 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 timeline has been set.)

Weeks 5-13 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 Timeline. Include the dates on the Timeline. 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 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 candidate, then given to the candidate to scan and submit through Bb. The final report must be received by the university supervisor before a grade will be given. The candidate is responsible for submitting these reports through Blackboard.

Observation and Conferences

Candidates will be observed by the university supervisor a minimum of three times during the practicum experience. The university supervisor will provide the candidate with a pre and post conference date for each observation. In addition, the university supervisor will establish contact within the first week of the official semester timeline to ensure candidates understand expectations.

The first observation will occur during the first third of the practicum experience. Candidates will be contacted individually to schedule meeting times.

The second meeting will occur after the intervention has begun and in the window of the second third of the experience. The university supervisor will observe the candidate teaching the intervention student. Afterward, the candidate and the site supervisor will meet briefly with the university supervisor. The university supervisor will schedule dates and times individually.

The third meeting will occur at the completion of the semester and in the last third of the experience. Candidates should be prepared to present culminating evidence during this final observation. Times will be scheduled individually. In addition to availability during the work week, the university supervisor is available evenings and weekends.

Phone meetings are encouraged throughout the experience and 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. Sample letters will be provided, but like other documents, you can edit this to fit your specific situation.

Lesson Plans

Candidates will develop 5 lesson plans to implement in the 30-hour intervention time. Lesson plans must be uploaded a week prior to implementation. Upon completion of each lesson, the candidate will craft a reflection of the lesson's effectiveness and any pertinent details that need to be considered. Each lesson will also be videoed. Candidates are encouraged to view the video segment and choose a portion to submit as evidence of the intervention. Submit no less than 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 approximately 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 their 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.

- Elementary: Bader Inventory, Words Their Way Elementary Inventory, Attitude Surveys.
- Secondary: Bader Inventory or TMSFA, Words Their Way Upper-Level Inventory, Attitude Surveys

Case Study: Candidates will collect the following to represent the practicum case study. After the site supervisor has reviewed your case study, submit it to the University Supervisor and add it to the Practicum Portfolio.

1. Abstract
2. Contextual Factors
3. Literature Review
4. Hypothesis Statement
5. Methodology: Assessment Analysis
6. Intervention Recommendations (according to lesson plans)
7. Results
8. Analysis Discussion
9. Implications

Assignments	
Practicum Portfolio: Your portfolio will include the following: placement paperwork, pre-intervention data collection, progress reports, 5 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, video excerpts of lesson plans. You will also need to turn in the EduHero Training Certificate and .Kognito At Risk Certification.	200

Placement Paperwork Documents	50
Permission Forms	10
Pre-Intervention Parent Report	10
Timeline	10
Home Language Survey	10
Get To Know You Activity	10
Case Study Literature Review	100
Pre-Intervention Assessment Analysis Student A	50
Pre-Intervention Assessment Analysis Student B	50
Site Supervisor Mid-Semester Report	20
Site Supervisor Final Report	20
5 Lesson Plans	50 (10 Points Each)
5 Reflections	50 (10 Points Each)
Parent Progress Report	10
Practicum Field Log	50
Case Study	300

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 = 1000+; B = 900 – 999; C = 800 – 899; F= 0- 799

1. Some flexibility in assignment due dates is allowed. 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.

Portfolio Defense (M.Ed. Reading Specialist Candidates)

Graduation requirements for students in the M.Ed. Reading program include a portfolio defense.. 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. The portfolio defense is organized according to the Texas Reading Specialist Standards. The candidate will receive several documents that will guide the development of their portfolio defense during the practicum semester. During their final semester of the program, candidates will schedule their defense with Dr. Stocks. Portfolio defense should be completed between weeks 10-12 of the last semester.

Distance Learning Absences Information

Policies in effect for on-campus, traditional classroom instruction courses also apply to the candidate 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 candidate 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

At the beginning of the final semester, candidates should request certify teacher software for test preparation. Contact Susan Land at sharper@sulross.edu for information. Candidates must pass the practice exam prior to receiving formal approval to schedule and complete the TExES 151 exam. Candidates are expected to complete the exam during the final semester of coursework.

SRSU Distance Education Statement. Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must

maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

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

SRSU Library Services: The Sul Ross Library 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).

RGC Disability Statement:

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. 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.

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. 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.

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

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Bear, D., Invernizzi, M., Templeton, S., Johnston, F. (2012). *Words Their Way*. FIFTH EDITION).

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Gunderson, L., D'Silva, R. A., & Odo, D. M. (2019). *ESL (ELL) literacy instruction: A guidebook to theory and practice*. Routledge