

RE/SE 342 Intermediate Literacy

4 Credits, lecture and field experience



Instructor Information

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Office Location: Spaulding 236

Office Hours: Tuesdays and Thursdays from 12:00 – 1:00 and by appointment*.

*Important: My schedule can change as I am often out in the field working with student teachers. If you'd like to meet or discuss something please email me to set up a time.

Course Information

Course Description

Develops and applies students' theoretical understandings of the processes of literacy learning from grades 3-8. Includes focus on instruction and assessment of: reading comprehension, vocabulary, fluency, and writing. Includes implications for meaningful instruction for academically and culturally diverse learners. This course includes a 24-hour field experience in a 3-8 grade classroom and it aligns with the Idaho Comprehensive Literacy Standards (ICLS).

Prerequisites

Admission to the Elementary Teacher Education Program. Cross-listed with SE 342.

Course Objectives and Learning Outcomes

By the end of this course, teacher candidates will demonstrate the following learning outcomes:

1. Understand the developmental process of literacy learning.
2. Understand that literacy learning is dependent upon the models provided the learner and the sensory, physical, cognitive, and cultural resources that the learner brings to the task.

3. Gain foundational knowledge of the reading and writing processes in grades 3-8 through readings and discussions.
4. Develop and teach differentiated lesson plans involving literacy strategies appropriate for grades 3-8 for different levels of readers as well as readers from diverse cultures.
5. Understand evaluation as an ongoing process that informs instruction.
6. Understand the value of multiple evaluation procedures to gain a complete profile of each reader's differing needs.
7. Demonstrate an ability to accurately and effectively assess, evaluate the assessment, and plan appropriate instruction for two focus students in your field experience classroom.
8. Reflect upon your own understanding of designing literacy learning for all students.

Required Textbooks

- Harvey and Goudvis. (3rd edition, 2017). *Strategies That Work: Teaching Comprehension for Understanding, Engagement, and Building Knowledge*. ISBN: 978-1625310637
- Schubitz and Dorfman. (2019). *Welcome to Writing Workshop: Engaging today's students with a model that works*. ISBN: 978-1625311665
- There may also be additional readings posted on Blackboard.

Clinical Experience

This course includes a 24-hour clinical experience you will need to do outside of our scheduled class time. This will include approximately 2 hours a week during public school hours for weeks 3-15. You will contact your assigned teacher to make specific weekly arrangements once you receive your placement. You will use this placement to complete major assignments in this course. More information will be given in class and on Blackboard.

**"Teach the
reader, not
merely the
reading"**

Harvey & Goudvis,
(2017) p. 41.

Student Artifact Archive

You will need to upload the following assignments into the "Student Artifact Archive" at the end of the semester as evidence of your learning:

- Guided Observation (the "Literacy Classroom Set-up" one)
- Lesson Plan (your best one)
- Case Study (final draft)
- ISAT/Assessment response

- Reading Response Journal excerpts (select three entries that showcase your ability to connect theory, research, and practice)
- ICLS Exam II and IV (I will upload this for you)
- Disposition Evaluation (I will upload this for you as well!)

Class Policies and Procedures

Course Expectations

As this course is geared towards future educators, the expectations are focused on your role as a professional as well as a student. These include:

- participate productively in discussions and other class activities
- demonstrate responsibility and reliability through active self-monitoring, problem solving abilities, punctual participation, completing assignments on time, use of active study and organizational skills
- respect the views and efforts of others
- assume an inquiring position toward what you disagree with or do not understand
- maintain a flexible and positive attitude

In short, I expect you to act as you would expect your future students to act in a class. As a teacher/facilitator, you can expect me to provide opportunities for you to engage with topics and issues that are relevant to you, your situation and interests, and your future teaching goals through a variety of activities. However, what you take from this course is ultimately up to you based on how much effort you choose to put into your studies.

*If you have questions, concerns or struggles at any time, please contact me.

It's what I'm here for! *

Assignments

All assignments are due at the beginning of class on the due date. Any assignments submitted after class will lose 5% for each day the assignment is late, beginning with the first day the assignment is due. If you feel you need special arrangements, you must talk to me *before* the assignment is due to make arrangements, or the assignment will be marked as late. This % will be subtracted *after* the assignment is assessed on its merits, as indicated by the scoring guidelines. If you will be absent for any reason, please submit your assignment to me via e-mail on the due date. **Additionally, all assignments must be submitted to pass the class.**

Email Communication

Professors and students are officially responsible for correspondence sent from and to them only through the college email accounts. In the past I have accepted emails from personal accounts, only to get a very mean computer virus! Therefore, I only accept and respond to emails from your LCSC email account. You will also only receive emails from my LCSC email accounts and from Blackboard.

Attendance Policy

Attendance is vital as much of the information critical to this course is developed through participation in class activities. No penalty for one absence. Absences beyond this may negatively affect your participation points at the end of the semester. **NOTE: If you must be absent, let me know ahead of time via email.** Please make arrangements in advance and obtain assignments, class notes, etc. from another student. Students seeking to be excused from class due to jury, military duty, or traditionally recognized university activities (for example: sports, debate, leadership council, etc.) must provide a formal letter from the appropriate authority, preferably prior to the absence.

Classroom Distractions

Cell phones and other electronic equipment must be turned off during class unless we are using it for learning activity. If you need cell phone on for emergencies, please set to vibrate. If you are using computer or communication technology in the classroom, it must be only in relation to taking notes, group collaboration, or research. *No text messaging or personal Internet viewing will be tolerated.*

Writing Expectations

Writing skills are important! As future teachers, your writing and communication styles will serve as models to your future students. Therefore, all online discussions, activities, and formal assignments will be evaluated on quality, scholarship, professional presentation (i.e., Standard English mechanics, spelling, language, effort), clarity of thought, and fulfillment of objectives. Also, please submit assignments in the .doc or .docx format only. This allows me to add comments as feedback to you. If you need assistance, IC offers free writing help to students at the Writing Center: (217) 245-3385; [LCSC Writing Center](#).

Commitment to Accessibility and Accommodations

It is the policy and practice of LCSC to make reasonable accommodations for students with properly documented disabilities. If you have a documented disability (IEP), or have emergency medical information to share with me, please talk to me as soon as possible. If you have questions or think you may have a disability, please contact the LCSC Student Counseling Center immediately. Their phone number is 208-792-2211. Official documentation may be required in order to provide an accommodation and/or adaptation. **Please do this as early as possible**. Getting an IEP after midterms will help for the second half of the semester, but you won't be able to re-do all assignments and tests from the first half of the semester!

Coursework Load

According to the US Department of Education, students should spend (on average) a minimum of three hours per week per credit for a college level course. This means that, as this is a 4-credit course, you should spend roughly 12 hours per week on this course.

Academic Integrity Code

Academic integrity is a fundamental component of LCSC. Academic integrity is the completion of course tasks with one's own ideas and/or accurately acknowledging sources. Violations of academic integrity include plagiarism and all other forms of cheating. If I encounter a violation of the Code of Integrity, I will contact the Vice President for Student Affairs, then enact an appropriate penalty.

Assessment of Learning Outcomes

The following projects and assignments are designed to provide both learning opportunities for you and products I can assess to determine if you meet the learning outcomes. More information will be given on Blackboard for each assignment as we move throughout the course.

- ✓ **Participation (25%):** Each week there will be participation activities based on the concepts being studied. Some will be done in class, some in your field experience, and some will be completed outside of class. These may include: guided observations in your field experience classroom, online video reflections, reading response journals, identifying outside resources, practice assessments, quick-writes, creating representations of concepts, informal class presentations, etc. All of these activities are considered part of your participation grade.

- ✓ **Group Comprehension Strategy Presentation (10%):** You will work with a small group to create and present information on one specific type of comprehension strategy. This will include defining the strategy, creating an anchor chart, and engaging your peers in one effective instructional technique to develop that comprehension strategy.
- ✓ **Lesson Plans (30% total):** Plan, teach, and reflect on three different literacy lessons, including: 1 focused on reading comprehension, 1 on either vocabulary or fluency, and 1 on writing. Each lesson plan will account for 10% of your grade, for a total of 30%.
- ✓ **Case Study (20%):** You will administer a series of at least 3 appropriate literacy assessment to 2 focus students in your field experience. Then you will analyze the results and design and teach 1 literacy lesson that has been differentiated for each focus student. During the lessons you'll collect progress monitoring data on their understanding. Then you will analyze it, and determine suggestions for further literacy support. This process will be written up as a case study.
- ✓ **Midterm (7.5%):** The midterm for this class will assess your understanding of essential literacy knowledge and skills for teaching elementary school, as defined by the Idaho Comprehensive Literacy Standards (ICLS). This will include Standard IV - Writing. In addition to passing the course, you must also receive at least 70% on the midterm to pass the class. See the standards below for a comprehensive list of the ICLS standards covered in this midterm.
- ✓ **Final (7.5%):** The final for this class will assess your understanding of essential literacy knowledge and skills for teaching elementary school, as defined by the Idaho Comprehensive Literacy Standards (ICLS). This will include Standards II and III – Comprehension, Vocabulary, Fluency, and Assessment.. In addition to passing the course, you must also receive at least 70% on the final to pass the class. See the standards below for a comprehensive list of the ICLS standards covered in this final.
- ✓ **Dispositions Evaluation (not graded):** Since you are spending a significant amount of time in a clinical experience, your dispositions towards teaching will be formally evaluated at the end of the semester. This will be completed by your Cooperating Teacher in your clinical experience and must be submitted before the final.

Grading

Assignment	Percentage
• Participation	25%
• Group Comprehension Strategy presentation	10%
• Lesson Plans	30%
• Case Study	20%
• Midterm	7.5%
• Final	7.5%
Total 100 percent:	100%

Final Grade percentages

- A = 94-100%
- A- = 90 -93.9%
- B+ = 87-89.9%
- B = 83-86.9%
- B- = 80-82.9%
- C+ = 77-79.9%
- C = 73-76.9%
- C- = 70-72.9%
- D+ = 67-69.9%
- D = 63-66.9%
- D- = 60-62.9%
- F = 0-59.9%



Note: Candidates must receive a grade of B- or better in all professional education coursework and in any coursework they are using as part of an application for an endorsement or approval. You must also receive at least 70% on the midterm and final to pass the course. The grade of “Incomplete” may be given only in extraordinary circumstances. Please contact me if you need to discuss this option.

* I reserve the right to modify the syllabus and schedule at any time to better meet the needs of our class. Revisions will be documented in an email and announcement on Blackboard.

Course Schedule

KEY: STW = Strategies That Work

WWW = Welcome to Writing Workshop

CE = Clinical Experience

GO = Guided Observation

BB = Blackboard

Topics: Week 1	Introduction and overview of literacy development
Date: 1/21-24	
Reading and Due:	READ: STW Chapters 1 and 2 for Thursday DUE: Participation activity (in class) -
Clinical Experience:	Receive placement on Thursday
Topics: Week 2	Text types, genres, and complexity
Date: 1/27-31	
Reading and Due:	READ: STW Chapter 4 DUE: Participation activity (in class)
Clinical Experience:	Make connection with the teacher and visit the class
Topics: Week 3	Writing Process, Traits, and Assessment
Date: 2/3-7	
Reading and Due:	READ: to be determined DUE: Participation activity (in class)
Clinical Experience:	GO: Literacy classroom set-up; talk with teacher about lesson plan #1
Topics: Week 4	Writer's Workshop and Conferencing
Date: 2/10-14	
Reading and Due:	READ: to be determined DUE: GO - Literacy Classroom set-up on Tuesday DUE: Lesson Plan #1 draft on Tuesday and final on Thursday
Clinical Experience:	GO: Text Complexity Analysis; write lesson plan #1
Topics: Week 5	Reading Assessment - Running Records and Miscue Analysis
Date: 2/17-21	
Reading and Due:	READ: View the Running Record and Miscue Analysis power point in BB DUE: GO - Text Complexity Analysis on Tuesday DUE: Lesson Plan #1 reflection due in BB by midnight Friday
Clinical Experience:	Teach lesson plan #1 on writing; identify 2 focus students
Topics: Week 6	Reading Assessment - Informal Reading Inventories
Date: 2/24-28	
Reading and Due:	READ: nothing - study for the midterm! DUE: ICLS Exam IV on Thursday
Clinical Experience:	GO: Writing Instruction

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Topics: Week 7	Comprehension Assessment
Date: 3/2-6	
Reading and Due:	READ: to be determined DUE: GO: Writing Instruction due Tuesday
Clinical Experience:	GO: Reading Assessment

Topics: Week 8	General Comprehension Instructional Practices
Date: 3/9-13	
Reading and Due:	READ: STW Chapters 3, 5, and 6 (don't worry; 3 and 5 are short!) DUE: GO - Reading Assessment due Tuesday
Clinical Experience:	Assess 2 focus students for reading level

Topics: Week 9	Comprehension Strategies: Activating, connecting, and building on prior knowledge; Monitoring comprehension
Date: 3/16-20	
Reading and Due:	READ: STW Chapters 7 and 8 DUE: Reading Response Journal on Tuesday DUE: Group Comprehension Strategy Presentation on Tuesday DUE: Group Comprehension Strategy Presentation on Thursday
Clinical Experience:	Continue assessment as needed; talk with teacher about lesson plan #2

Topics: Week 10	Comprehension Strategies: Questioning, visualizing, and inferring
Date: 3/23-27	
Reading and Due:	READ: STW chapters 9 and 10 DUE: Lesson Plan #2 draft due on Tuesday and final on Thursday DUE: Group Comprehension Strategy Presentation on Tuesday DUE: Group Comprehension Strategy Presentation on Thursday
Clinical Experience:	GO: Comprehension Instruction

Spring Break

Topics: Week 11	Comprehension Strategies: Determining importance, summarizing, synthesizing
Date: 4/6-10	
Reading and Due:	READ: STW chapters 11 and 12 DUE: GO - Comprehension Instruction DUE: Group Comprehension Strategy Presentation on Tuesday DUE: Group Comprehension Strategy Presentation on Thursday DUE: Lesson Plan #2 reflection due in BB by midnight Friday
Clinical Experience:	Teach Lesson Plan #2 on reading/comprehension

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Topics: Week 12	Word Work: Spelling and vocabulary assessment and instruction
Date: 4/13-17	
Reading and Due:	READ: see "Words their Way" reading in BB DUE: nothing!
Clinical Experience:	Assess 2 focus students for spelling, vocabulary, and/or fluency; talk to teacher about lesson plan #3

Topics: Week 13	Fluency assessment and instruction
Date: 4/20-24	
Reading and Due:	READ: to be determined DUE: Lesson Plan #3 draft due on Tuesday and final on Thursday
Clinical Experience:	GO: Word Work Instruction; continue assessment if needed

Topics: Week 14	New Literacies and Critical Literacy
Date: 4/27-5/1	
Reading and Due:	READ: to be determined DUE: Reading Response Journal on Tuesday DUE: GO - Word Work Instruction on Tuesday DUE: Lesson Plan #3 reflection due in BB by midnight Friday
Clinical Experience:	Teach lesson plan #3 on spelling, vocabulary, or fluency

Topics: Week 15	Putting it all together: Review and Application
Date: 5/4-8	(Dead Week - no new material)
Reading and Due:	READ: nothing - you made it! DUE: Case Study draft due on Tuesday and final on Thursday
Clinical Experience:	Last time in clinical experience; give letters to students and thank you note to teacher

Topics: Week 16	Finals week
Date: 5/11-15	ICLC exam - Standard II Thursday, May 14 th @ 3:00 in regular classroom
Clinical Experience:	All done!

Standards Addressed in This Course:

LCSC Division of Teacher Education Conceptual Framework & Professional Standards

Our conceptual framework is to prepare caring professionals who teach for understanding in communities of learning. Our standards are to ensure that you emerge as:

1. A Dedicated Professional
2. A Knowledgeable Professional
3. A Content Specialist
4. An Educational Designer
5. An Educational Facilitator
6. An Educational Evaluator
7. A Culturally Responsive Educator
8. A Reflective Professional

See the alignment between this LCSC framework, the Idaho Comprehensive Literacy course standards, the Literacy Endorsement standards, the Idaho Teacher Preparation standards (2019), the Special Education standards, and the course assignments in the matrix listed below:

Assignment	Idaho Comprehensive Literacy Standards (ICLS)	Literacy Endorsement	Teacher Preparation	Special Education	LCSC Framework
Participation	ALL	1P1, 2P3, 6P5, 6P6, 6P7, 7P3, 8P3, 10P3	6P4 (ISAT response)	1K2 (Guided observations)	All
Presentations	Varies based on topic				CS, CRE, RP, ED, DP
Lesson Plans	1P1, 1P2, 1P3, 2K4, 2K5, 2P1, 2P2, 2P4, 2P5, 2P6, 4K4, 4K6, 4K8, 4P1, 4P2,	7P2, 8P2	8K5	1P1, 3K1, 3K2, 3P1, 4K4, 5K6, 5K7, 5K8, 5P1, 5P2	KP, DP, CS, ED, EF, EE,

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	4P3, 4P4, 4P6, 4P7, 4P8				
Case Study	1P2, 2K6, 3K2, 3K3, 3K4, 3K5, 3P1, 3P2, 3P3, 4K5, 4K7, 4K8, 4P5, 4P8			1K1, 4K1, 4P1, 4P3, 5K1, 5K4, 5P3	KP, DP, EE, CRE, RP
Midterm and Final	ALL				KP, CS, ED, EE, CRE
Dispositions		2P1			ALL

(You can find a thorough list of all these standards in the appendix on Blackboard.)

Reading Response Journal Format

Why:

You will need to complete the assigned readings before each class period so you are prepared to participate in class discussions and activities. This reading response journal will help you interact in meaningful ways with the readings so you remember the key ideas and any thoughts/questions you had as you read. (It's better than quizzes!)

What:

You will make an entry in your reading response journal for each chapter/article you read. Each entry will include at least three pieces of information (written as three paragraphs) from the reading you had a connection with, had a question about, or found especially interesting/informative. At least one entry for each chapter/article needs to specifically connect to research or theory in some way. You will reference these reading response journals during in-class discussions on the readings.

These should be completed in a spiral-bound binder and each entry must be clearly dated and have the chapter clearly marked at the top of the page. *These must be completed in the order the readings were assigned to receive credit.* I will collect these at different points throughout the semester to give credit. You will receive full credit if the entries were thorough, thoughtful, written in order, and include at least one specific reference to research or theory.



RE/SE 342 Lesson Plan Rubric – 28 points possible each

Criteria:	Expectation	4	3	2	1	Comments/Feedback
Rationale and Standards	<ul style="list-style-type: none"> - The rationale includes all 4 sections and shows critical thinking specific to this lesson and the students in this class - The standards are appropriate to the lesson - The standards are written out and include at least one ELA standard 					
Goals and Objectives	<ul style="list-style-type: none"> - The goal is appropriate to the lesson and uses a holistic verb - The objectives are written in the ABCD format. - The objectives are clear, measurable, and express high expectations - The goal and objectives are aligned with the standards 					
Anticipatory Set / Activities	<ul style="list-style-type: none"> - An anticipatory set is identified and appropriate to engage students - The activities are aligned with the objectives and use the GRR model to lead students towards the objective - The activities are content, grade, and class specific and appropriate - The activities are described in enough detail to visualize each part of the lesson, and the timing is reasonable 					
Culturally Responsive Teaching and Adaptations	<ul style="list-style-type: none"> - A clear and specific explanation of how the lesson is responsive to the students’ culture is included and appropriate - Adaptations for both focus students are included - Adaptations are lesson-specific and student-specific - Adaptations are realistic to meet the needs of each focus student 					
Assessment and Materials	<ul style="list-style-type: none"> - Assessment is clearly described with example if necessary - Assessment is aligned with activities and objectives and realistic - Assessment plan is designed to provide meaningful information on students’ understanding and abilities related to the lesson - An assessment is included for each objective in the lesson - Materials list is included and accurate 					
Reflection	<ul style="list-style-type: none"> - Reflection addresses all 4 sections of the prompt - Reflection shows thoughtful consideration and critical thinking - Reflection is specific and accurate given the collected data - Reflection shows understanding of how to plan next steps based on assessments of student learning 					
Professionalism and Writing Conventions	<ul style="list-style-type: none"> - All elements of the lesson plan are written in a professional voice - The document is formatted properly so information is easy to find and understand - 0-1 errors in all writing conventions 					

Spring 2020 and beyond – LIVE ONLY

RE/SE 342 Case Study Rubric – 56 points possible

Criteria:	Expectation	Student #1	Student #2	Comments/Feedback
Background and Attitude (4 points possible)	Detailed information is included about the student's: <ul style="list-style-type: none"> - Family background; languages spoken; cultural elements; interests; likes and dislikes; - Attitude towards school, learning, and reading 			
Assessments and Analysis (4 points possible)	<ul style="list-style-type: none"> - Assessments include a writing sample, running record, miscue analysis, and 2nd appropriate assessment given grade level and observations - Assessments were analyzed correctly and results reported accurately and appropriately, including reading level 			
Learner Profile (4 points possible)	<ul style="list-style-type: none"> - Accurately states the student's literacy strengths and challenges based on the assessment analyses; - Accurately relates literacy development to developmental stages in at least one literacy area. - The profile creates a rich understanding of the student's literacy needs 			
Differentiated Instruction (4 points possible)	<ul style="list-style-type: none"> - Identified lesson plan design/differentiation was congruent with assessment findings and contextual information; - Assessment plan is appropriate to the student and lesson - Assessment plan would provide meaningful progress monitoring data - Description of lesson plans is sufficient for basic understanding 			
Statement of Growth (4 points possible)	<ul style="list-style-type: none"> - Qualitative and quantitative data on lesson plan responses/ engagement is thoroughly and accurately reported and analyzed - Statement of growth accurately portrays student growth based on data and observation - Statement of next steps is appropriate given the data 			
Further Recommendations (4 points possible)	<ul style="list-style-type: none"> - At least 6 specific and distinct recommendations are included - Recommendations are appropriate for the student and include: 3 for teacher, 1 on class environment, 3 for parent, 2 technology tools, and 1 appropriate book. - Recommendations address at least 3 different literacy areas - Recommendations will actually help advance the student's literacy development 			
Professionalism and Writing Conventions (4 points possible)	<ul style="list-style-type: none"> - All elements of the case study are written in a professional, semi-formal voice with no negative expressions or bias; - The document is formatted properly so information is easy to find and understand - 0-1 errors in all writing conventions 			

RE/SE 342 Case Study Prompt and Rubric

Why: While you are studying literacy concepts, assessments, and instruction in class, it is important to see how this relates to real students in today's classrooms. The objective for this assignment is for you to administer literacy assessments, analyze the results, plan and deliver instruction based on the results, assess their understanding, and determine the most appropriate next steps with two specific students of differing ability.

What: Working with your clinical experience teacher, you will select two students of differing ability to work with for this assignment. At least one of them should be performing below grade level. Then, please complete the following steps over a series of classroom visits. Be sure to keep clear anecdotal notes of your interactions with the students as well as all assessment data.

You'll complete this assignment in the following order:

Week 5:

1. Identify your 2 focus students and get to know them.
 - a. Administer an interest survey and interview them.
 - b. Find out about family, language and cultural background
 - c. Find out what they like and don't like
 - d. Find out how they feel about different parts of school.
 - e. Develop a pseudonym for your two focus students.

Weeks 6-7:

2. Gather some data on your focus students:
 - a. Take anecdotal notes on their performance in class during your classroom visits.
 - b. Gather a recent writing sample from both students. This can be any text type, but should be at least a complete draft.
 - c. Analyze the writing sample and identify areas for growth in writing.

Week 8-9:

3. Assess each focus student for their reading level.
 - a. Administer a running record to both students. This can be with any text that you *think* is at their instructional reading level.
 - b. Analyze the assessment results and identify what reading level the assessment text was. This includes doing a miscue analysis.
 - c. Plan how you will differentiate your instruction for your two focus students in your Lesson Plan #2. This differentiation should be based on the assessment results. (There will be some lab time in class during week 9 to work on this.)
 - i. Be sure to collaborate with your host teacher on the lesson plan

Week 10:

4. Teach Lesson Plan #2 on reading comprehension and record their responses/engagement quantitatively and qualitatively. This lesson should be designed or differentiated to meet the needs of at least one of your focus students.

Week 11-13:

5. Administer at least two more specific literacy assessments to each student. Specifically:
 - a. Administer one additional assessment to each student. These should be different assessments and can be any assessments you feel are appropriate. (spelling, vocabulary, fluency).
6. Analyze the assessment results and identify each student's strengths and challenges.
7. Plan how you will differentiate your instruction for your two focus students in your Lesson Plan #3. This differentiation should be based on the assessment results. (There will be some lab time in class during week 13 to work on this.)
 - i. Be sure to collaborate with your host teacher on the lesson plan

Week 14:

8. Teach Lesson Plan #3 on phonics/vocabulary/fluency and record their responses/engagement quantitatively and qualitatively. This lesson should be designed or differentiated to meet the needs of at least one of your focus students.

Week 15:

9. Analyze the findings from the initial assessments and your differentiated lessons to determine each student's strengths, challenges, and any growth that occurred.
 - a. Relate the results to the developmental stages of literacy (spelling, reading, writing)
 - b. Explain how each student's challenges influence their literacy abilities overall
- a. Identify the most appropriate instructional next steps based on the analysis
10. Identify and list further recommendations, including:
 - b. Environmental adjustments that would benefit them
 - c. Suggestions for things the parents can do at home to help their child progress
 - d. At least 2 technology tools that can be used at school/home to help the student progress
 - e. At least one text or a series that would be appropriate for each student based on their identified reading level. Include the Lexile level and explanation of why that text is appropriate.
11. Write up your findings in the template in Blackboard and bring a completed draft to class in Week 15. Be sure to include the assessment data itself as evidence of your work. We will have lab time that day to peer review the draft.
12. The final draft will be due 3 days later, by midnight Saturday at the end of Week 15. Again, be sure to include the actual data itself as evidence of your work.

This should be written up in the template, in 12-point font, with no errors in writing conventions (punctuation, grammar, spelling, etc.). This template is already formatted for you to help facilitate this process.

The final draft is due in Blackboard by Midnight on Saturday, May 9th.

RE/SE 342 Case Study Rubric– 56 points possible

Criteria:	Expectation	Student #1	Student #2	Standards	Comments/Feedback
Background and Attitude (4 points possible)	Detailed information is included about the student's: <ul style="list-style-type: none"> - Family background; languages spoken; cultural elements; interests; likes and dislikes; - Attitude towards school, learning, and reading 			SpEd 1K1	
Assessments and Analysis (4 points possible)	<ul style="list-style-type: none"> - Assessments include a writing sample, running record, miscue analysis, and 2nd appropriate assessment given grade level and observations - Assessments were analyzed correctly and results reported accurately and appropriately, including reading level 			SpEd 4K1; ICLS 1e, 3b, 3c, 3g, 3e; 3i; LE 6P6	
Learner Profile (4 points possible)	<ul style="list-style-type: none"> - Accurately states the student's literacy strengths and challenges based on the assessment analyses; - Accurately relates literacy development to developmental stages in at least one literacy area. - The profile creates a rich understanding of the student's literacy needs 			LE 1P1; ICLS 2f	
Differentiated Instruction (4 points possible)	<ul style="list-style-type: none"> - Identified lesson plan design/differentiation was congruent with assessment findings and contextual information; - Assessment plan is appropriate to the student and lesson - Assessment plan would provide meaningful progress monitoring data - Description of lesson plans is sufficient for basic understanding 			SpEd 5K1; ICLS 3d, 3h; LE 10P3	
Statement of Growth (4 points possible)	<ul style="list-style-type: none"> - Qualitative and quantitative data on lesson plan responses/ engagement is thoroughly and accurately reported and analyzed - Statement of growth accurately portrays student growth based on data and observation - Statement of next steps is appropriate given the data 			LE 6P7	
Further Recommendations (4 points possible)	<ul style="list-style-type: none"> - At least 6 specific and distinct recommendations are included - Recommendations are appropriate for the student and include: 3 for teacher, 1 on class environment, 3 for parent, 2 technology tools, and 1 appropriate book. - Recommendations address at least 3 different literacy areas - Recommendations will actually help advance the student's literacy development 			SpEd 4P1, 4P3	
Professionalism and Writing Conventions (4 points possible)	<ul style="list-style-type: none"> - All elements of the case study are written in a professional, semi-formal voice with no negative expressions or bias; - The document is formatted properly so information is easy to find and understand - 0-1 errors in all writing conventions 				

RE/SE 342 Clinical Experience Prompts

Each week you will spend two hours* in your clinical experience placement. You may do these two hours all in one day and time, or spread out into two hour increments over the week. You will make these arrangements with your selected/assigned teacher. Every effort should be made to schedule these observations during their literacy/ELA teaching, as this will be the focus of our class. If you run into difficulty please let me know as soon as possible. The assignments start in week 3, and we want you all good to go by then so you don't struggle to catch up!

You will need to log a minimum of 24 hours in your clinical placement by the end of the semester.*

You will have a specific focus each week you attend your clinical experience. These could include guided observations, teaching lessons to small groups, assessing students, and/or having discussions with the teacher. In addition, a portion of your time there may be spent giving back to the school through service such as making copies, running errands, grading, etc...

Guided Observations: On the weeks you have a Guided Observation, the prompt is included below. After you've done the prompt, please write up your findings/thoughts/connections/ questions in a 3-4 page typed 12-point font double-spaced reflection. To get full credit, the write-up needs to address every element in the prompt. *Also please include your grade level on each observation.* I can't remember all of them! See the rubric below for more criteria. The due dates for these are listed below and in the course schedule. They are generally due in class the week *after* you do the assignment in your clinical experience. Here are the foci/prompts for the semester:

Week	Weekly "To Do" in your Clinical Experience:	Turn in during class:
1	Identify clinical experience placement	Nothing
2	Make connections and begin your clinical experience – introductions	Nothing
3	<p>Guided Observation: Literacy Classroom set-up:</p> <ul style="list-style-type: none"> • Identify all the literacy elements in the classroom. This includes reading, writing, speaking, listening, and viewing. Be sure to consider the walls, ceiling, bookshelves, desks, and work areas. <ul style="list-style-type: none"> ○ How are the literacy elements arranged in the classroom? ○ Do the students have access to different literacy tools? ○ Are the tools accessible to <i>all</i> students? ○ Are all the literacy elements identifiable in the classroom? • Have a discussion with the teacher about their choices in arranging the literacy elements of the classroom. • Consider: What would you do the same or different than what you are seeing if it was your class? Why would you do that? • Consider: Do you feel the arrangement fosters individual motivation to read? How or why do you feel that way? • Connect your observations to specific concepts/theories taught in class. • Write up your findings in your guided observation. <i>See the general requirements listed at the top of this prompt for specifics.</i> <p>Talk to your teacher about lesson plan #1</p>	Nothing

4	<p>Guided Observation: Text Complexity Analysis</p> <ul style="list-style-type: none"> • Select a text from the classroom that the students are working with or a specific student is working with. • Using the tools given in class, do a qualitative and quantitative text complexity analysis on the text. • If possible, observe the student(s) interacting with the text. <ul style="list-style-type: none"> ○ Consider: Does this text seem like a good fit for the student(s)? Does it seem too easy, hard, engaging, boring, etc? • Ask the teacher how this text is used and why they chose it. Ask the teacher how they choose texts for the students to read generally. <ul style="list-style-type: none"> ○ Consider: What would you do the same or different than what you are seeing if it was your class? Why would you do that? • Connect your observations to specific concepts/theories taught in class. • Write up your findings in your guided observation. <i>See the general requirements listed at the top of this prompt for specifics.</i> 	<p>GO: Literacy Classroom set-up on Tuesday</p> <p>Lesson Plan #1: - DRAFT due on Tuesday; - FINAL due on Thursday</p>
5	<p>This week <u>teach your first lesson plan</u> to a small group of students. This should be a writing lesson. Also take anecdotal notes on your 2 focus students' performance in class and gather a writing sample.</p> <p>Identify 2 focus students for your Case Study assignment</p>	<p>GO: Text Complexity Analysis on Tuesday</p> <p>Lesson Plan #1 reflection due in BB by midnight Friday</p>
6	<p>Guided Observation: Writing Instruction</p> <ul style="list-style-type: none"> • Observe a writing lesson this week if possible. • Relate what you see to what we have discussed in class. For example, have you seen elements of the following: <ul style="list-style-type: none"> ○ Writing workshop – mini-lesson, independent writing, conferencing, author's chair ○ Writing process – prewriting, drafting, editing, revision, publishing ○ Writing Traits – ideas, organization, voice, word choice, sentence fluency, conventions, presentation ○ Text types and their characteristics ○ Sharing writing at any stage • Ask the teacher how they structure writing instruction and why they set it up that way. Ask the teacher what they feel is most important in writing instruction. <ul style="list-style-type: none"> ○ Consider: Do you see a connection between the teacher's statements and their actual teaching? Or do they seem different? • Consider: What would you do the same or different than what you are seeing if it was your class? Why would you do that? • Connect your observations to specific concepts/theories taught in class. • Write up your findings in your guided observation. <i>See the general requirements listed at the top of this prompt for specifics.</i> 	<p>nothing</p>

7	<p>Guided Observation: Reading Assessment</p> <ul style="list-style-type: none"> • Reflect on any observations you've had of reading assessment to determine an appropriate reading level. Consider the following: <ul style="list-style-type: none"> ○ Running Records ○ Anecdotal Notes/Records ○ Miscue analysis ○ Informal Reading Inventories ○ Comprehension assessment • Ask the teacher how they assess they assess students to determine their reading level, and how that might relate to any reading groups they have. • Ask the teacher how they structure reading assessment. For example, do they assess students every week or as needed? Why? <ul style="list-style-type: none"> ○ Consider – Do you see a connection between the teacher's statements and their actual assessment practices? Or do they seem different? • Consider: What would you do the same or different than what you are seeing if it was your class? Why would you do that? • Connect your observations to specific concepts/theories taught in class. • Write up your findings in your guided observation. <i>See the general requirements listed at the top of this prompt for specifics.</i> <p>Continue taking anecdotal notes on your 2 focus students' literacy skills.</p>	GO: Writing Instruction due Tuesday
8	This week administer assessments to your focus students to determine their reading level.	GO: Reading Assessment due Tuesday
9	<p>... continue assessing your focus students to determine their reading level as needed...</p> <p>Talk to your teacher about lesson plan #2 on comprehension</p>	Nothing
10	<p>Guided Observation: Comprehension Instruction</p> <ul style="list-style-type: none"> • Reflect on all your observations so far and identify as many types of reading/comprehension instruction as you can. Consider the following ways this instruction often occurs: <ul style="list-style-type: none"> ○ Whole class / Small group / partner / Individual ○ Guided Reading / Literature Circles / Read to Self / etc... ○ Reader's Workshop / Daily 5 / etc... • Do some of these instruction types occur more often than others? What does the teacher do in these different instructional moments? • Ask the teacher how they structure reading/comprehension instruction and why they set it up that way. Also ask what they feel is most important in reading instruction. <ul style="list-style-type: none"> ○ Consider - Do you see a connection between the teacher's statements and their actual teaching? Or do they seem different? • Consider: What would you do the same or different than what you are seeing if it was your class? Why would you do that? • Connect your observations to specific concepts/theories taught in class. • Write up your findings in your guided observation. <i>See the general requirements listed at the top of this prompt for specifics.</i> 	Lesson Plan #2: - DRAFT due on Tuesday; - FINAL due on Thursday

11	<p>This week <u>teach your second lesson plan</u> to a small group of students. This should be a reading/comprehension lesson. <i>This lesson should include at least one of your focus students and be designed or differentiated to meet their needs.</i></p> <p>Also begin assessing your 2 focus students on phonics, vocabulary, or fluency.</p>	<p>GO: Comprehension Instruction due Tuesday</p> <p>Lesson Plan #2 reflection due on BB by midnight Friday</p>
12	<p>... continue assessing your focus students on phonics, vocabulary, or fluency, as needed...</p>	<p>Nothing</p>
13	<p>Guided Observation: Word Work Instruction</p> <ul style="list-style-type: none"> • Reflect on all your observations so far and identify instruction focused on phonics, spelling, and/or vocabulary. This is often referred to as “Word Work”. Consider the following: <ul style="list-style-type: none"> ○ Spelling practice in class and homework ○ Vocabulary instruction with specific words ○ Instruction on phonics elements to increase reading and/or spelling ○ Instruction on morphemic elements to build meaning • Do some of these instruction types occur more often than others? How does the teacher structure these Word Work elements? • Ask the teacher how they structure Word Work and why they set it up that way. Also ask what they feel is most important in this instruction. <ul style="list-style-type: none"> ○ Consider - do you see a connection between the teacher’s statements and their actual teaching? Or do they seem different? • Consider: What would you do the same or different than what you are seeing if it was your class? Why would you do that? • Connect your observations to specific concepts/theories taught in class. • Write up your findings in your guided observation. <i>See the general requirements listed at the top of this prompt for specifics.</i> <p>... continue assessing your focus students on phonics, vocabulary, or fluency as needed...</p>	<p>Lesson Plan #3: - DRAFT due on Tuesday; - FINAL due on Thursday</p>
14	<p>This week <u>teach your third lesson plan</u> to a small group of students. this should be a lesson on phonics, vocabulary, fluency, or emergent literacy. This lesson should include at least one of your focus students and be designed or differentiated to meet their needs.</p>	<p>GO: Word Work instruction due Tuesday</p> <p>Lesson Plan #3 reflection due on BB by midnight Friday</p>
15	<p>Last week of Clinical Experience. Send Thank You note to the teacher and give the letters to your focus students.</p>	<p>Nothing</p>
16	<p>All done!</p>	<p>Nothing</p>

**Please be aware that it may not be an actual “hour” as in 60 minutes. The classroom often doesn’t work that way. For example, a middle-school ELA class may be 50 minutes long. That would count as one “hour” for our purposes. In an elementary classroom, you may have a 15 minute literacy block, 10 minute recess, then continue with another 40 minutes of literacy. In this case, you’d stay for the whole 70 minutes to count for an “hour”.*

Rubric for Guided Observations – 16 points possible

Criteria:	Expectation	4	3	2	1	Comments/Feedback
Completeness	Prompt/questions addressed completely;					
Thoughtfulness	Demonstrates advanced critical thinking, personal reflection, and an understanding of classroom application;					
Connections	Specific connections to concepts and/or theories discussed in class are clearly and thoroughly made;					
Formatting	Paper is at least 3 complete typed 12-point font double-spaced pages in length; Written in a professional voice with no negative expressions or bias; No errors in writing conventions					

IRI/ISAT Response Assignments and Templates (IRI response is covered in RE 340 and ISAT is covered in RE 342)

What: During a class session in a small group, you will access the IRI/ISAT and view information about the assessments and take any practice tests offered. Then you will fill out the templates (below) to evaluate the tests, report on a local school district's most recent results, summarize and critique benchmarks, and explain how a local school district utilizes results from these assessments. Finally, you will pretend you are a teacher in the school district and describe next steps you would take in ELA instruction as a teacher in a particular grade level based on the scores from a grade level that you choose.

Why: It is important to learn about and reflect on high stakes assessments your students will be expected to take so that you can help better prepare your students. It is also important to examine tests' results so you can determine next steps in your instruction to help improve your teaching and students' learning of content.

PROMPTS ON NEXT FEW PAGES

IRI Response Template:

	Strengths of the Assessment (at least 3)	Challenges of the Assessment (at least 3)	What are some things you can do as the classroom teacher to help prepare your students to be successful on this exam? (List/explain 3, test prep/content area ideas)
IRI (IStation) strengths and challenges			
IRI Benchmark Percentages for 2018/2019 school year Enter Fall 2018 Percentages Here: K: 1: 2: 3:	Enter Spring 2019 Percentages Here: K: 1: 2: 3:		
Pretend the Fall 2018 scores represent your classroom's results. How would the results of this assessment influence your reading and writing instruction? What would your next steps be?			

IRI BENCHMARKS	Tier 1	Tier 2	Tier 3	What do you think about these benchmarks/their descriptions? Questions? Concerns? Thoughts?	What do you think about standardized testing in general? How should we be measuring student success in ELA? (Give some examples/ideas).
<p>Summarize what each Tier means (in your own words and paraphrasing; do not take content word-for-word from your handout).</p>					

Group Summary of District's Process for Assessment and What the District Does with State Testing Scores like the IRI:

ISAT Response Template:

	Strengths of the Assessment (at least 3)	Challenges of the Assessment (at least 3)	What are some things you can do as the classroom teacher to help prepare your students to be successful on this exam? (List/explain 3, test prep/content area ideas)	Idaho ELA Benchmark Scores 2017-2018 (percentage of all students who took the test)* List percentages for all 4 benchmarks	Cut-Off Scores for Reading and Language Usage
ELA CAT *Enter Grade Level Too				Advanced: Proficient:	Reading: Advanced: Proficient: Basic:
ELA Performance Task *Enter Grade Level Too				Basic: Below Basic:	Language Usage: Advanced: Proficient: Basic: Below Basic:
<p>Pretend the Fall 2018 scores represent your classroom's results. How would the results of this assessment influence your reading and writing instruction? What would your next steps be?</p>					

ISAT BENCHMARKS	Advanced	Proficient	Basic	Below Basic	What do you think about these benchmarks/their descriptions? Questions? Concerns? Thoughts? (Please provide some note for each test).	What do you think about standardized testing in general? How should we be measuring student success in ELA? (Give some examples/ideas).
Reading						
Language Usage						

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