WILMINGTON UNIVERSITY
COLLEGE OF EDUCATION
COURSE SYLLABUS

COURSE NUMBER: MRD 7903
COURSE TITLE: Diagnosis and Correction of Reading Difficulties

National Reading Panel: www.nationalreadingpanel.org
Common Core State Standards: http://www.corestandards.org/
APA Link: http://www.apastyle.org

COURSE CREDIT: 6 Credits

MINIMUM TIME REQUIREMENTS (in clock hours):

<table>
<thead>
<tr>
<th>Teacher Led Instruction</th>
<th>SEA</th>
<th>Fieldwork/Clinical</th>
<th>Lab</th>
<th>External Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>70</td>
<td>10</td>
<td>40</td>
<td>0</td>
<td>140</td>
</tr>
</tbody>
</table>

COURSE TEXTS:
If you would like more precise information regarding the textbook(s) for this class, please visit the bookstore website at http://www.wilmu.edu/bookstore

OFFICE HOURS OR METHOD OF CONTACT:

The College of Education conceptual framework includes an emphasis on adjusting and adapting teaching methodologies in a contextually appropriate and sensitive manner and subsequent reflection upon teaching and learning. All courses reflect the conceptual framework.

This course is required for the Master of Education: Reading and uses data collected to support the program. ILA standards are represented. Program competencies are the Professional Standards for the degree.

**You WILL need a microphone and headset if you are taking this as a distance course!**

DPAS II Alignment: This course will be used to demonstrate candidates’ experiences relative to the Delaware Performance Appraisal System II. Course standards have been cross walked to the DPAS II Teacher Specialist Components. Each of these rubrics can be found in the Program Documents section of Taskstream. For the MRD program, the alignment is based on the Specialist Rubric.
COLLEGE OF EDUCATION PROGRAM ATTRIBUTES

This course is critical to your training and preparation as a professional educator. To that end, Wilmington University staff will attend to the eight essential attributes as described in the College of Education Conceptual Framework. As a result, you, as candidates, are expected to:

1. Master knowledge-based course content;
2. View yourself as a teacher and learner, deconstruct inappropriate past experiences as learners in coursework and during field experiences, while developing appropriate knowledge of the content and discourse of this discipline;
3. Remain attentive to contextual and cultural sensitivity;
4. Embrace inquiry, analysis and reflection, including critical reflection and taking action on one’s daily work;
5. Engage in authentic participation, collegiality, and collaboration
6. Participate in an ongoing, developmental sequence of learning activities that support continuous improvement experimentation and professional growth;
7. Become involved in learning experiences that are standards driven, and;
8. Utilize technology effectively.

Wilmington University Graduation Competencies: Upon graduation, candidates are expected to have gained an advanced level of applicable knowledge in the graduate competencies, as appropriate to one’s field of study. Below is a list of the competencies.

1. Oral Communication
   1.1 Appraise the needs of diverse audiences and then speak in a clear, confident, and succinct manner.
   1.2 Research, construct, and deliver professional presentations using a variety of communication tools and techniques.
2. Written Communication
   2.1 Write with clarity and precision using correct English grammar: mechanics (punctuation) and usage (sentence structure and vocabulary)
   2.2 Exhibit competence in writing for specific purposes, diverse audiences, and genres.
   2.3 Correctly and ethically present scholarly writings utilizing the selected citation and writing style deemed appropriate for the student’s program of study.
3. Disciplined Inquiry
   3.1 Employ scientific quantitative and/or qualitative reasoning and other critical thinking strategies to analyze consequences and outcomes and to be able to recommend alternative solutions.
4. Information Literacy
   4.1 Using contemporary technology, evaluate and utilize credible, discipline specific information effectively and with appropriate attribution.
5. Ethics
5.1 Demonstrate knowledge and application of prescribed ethical codes and behaviors promoted by the profession.

IDEA Course and Instructor Evaluations: Wilmington University takes instructor and course evaluations very seriously as an important means of gathering information for the enhancement of learning opportunities for its students. It is an important responsibility of WU students as citizens of the University to participate in the instructor and course evaluation process. During the two weeks prior to the end of each class, you will be asked to reflect upon what you have learned in this course, the extent to which you have invested the necessary effort to maximize your learning, and the role your instructor has played in the learning process. It is very important that you complete the online evaluations with thoughtfully written comments and feedback.

The course measures your learning on specific items on the IDEA. Your syllabus denotes them as Essential and Important. These are listed as items 21-32 on the course evaluations that are submitted to you. It is important that you evaluate your progress on these as you move through each course. They correspond to the following items:

1. Gaining factual knowledge. (terminology, classifications, methods, trends)
2. Learning fundamental principles, generalizations, or theories.
3. Learning to apply course material. (to improve thinking, problem solving, and decisions)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
5. Acquiring skills in working with others as a member of a team.
6. Developing creative capacities. (writing, inventing, designing, performing in art, music, drama, etc.)
7. Gaining a broader understanding and appreciation of intellectual/cultural activity. (music, science, literature, etc.)
8. Developing skill in expressing myself orally or in writing.
9. Learning how to find and use resources for answering questions or solving problems.
10. Developing a clearer understanding of, and commitment to, personal values.
11. Learning to analyze and critically evaluate ideas, arguments, and points of view.
12. Acquiring an interest in learning more by asking my own questions and seeking answers.

I. COURSE DESCRIPTION:

Diagnosis and correction of literacy difficulties requires knowledge and expertise in the areas of growth and development, test administration, drawing diagnostic conclusions based upon data, background information and observation. Toward that end, the nature of reading problems and methods, techniques, and materials used in diagnosing and remediating reading-related difficulties are studied in detail. Attention is focused on the learner and interpretation of physiological, psychological, sociological, and educational factors which influence reading achievement. Provisions are made for the identification, analysis and interpretation of informal and formal measures of reading performance and for the development of instructional strategies employed in the remediation process. Appropriate assessment instruments must be mastered and administered. A formal report of the results of
the assessment will be completed and shared with the students’ teachers and parents as well as appropriate specialists. A detailed plan for the correction of the students’ reading difficulties must be completed and implemented. Follow-up assessment and reporting after implementation of the plan is also required. Competencies will be demonstrated via two case studies and assessing and teaching of the two students and simulations.

**Successful candidates:**

- Read the assigned chapters and complete tasks before the scheduled class meeting, whether that is F2F or online.
- Attend class each week, arrive on time, complete the readings before class, and are prepared to discuss them intelligently in class. Read with a questioning attitude rather than for absorption of facts: What do I believe to be true? What is particularly challenging? What is hard for me to understand? How do these ideas relate to others covered in other classes?
- Have absences approved by instructor prior to absence with the exception of a valid emergency. Missing more than 2 class meetings will result in a failing grade.
- Adhere to the WU Academic Integrity Policy. Detailed information can be found by clicking on the following link: [https://www.wilmu.edu/studentlife/acadintegrity.aspx](https://www.wilmu.edu/studentlife/acadintegrity.aspx)
- Submit work that is original in nature and is created during the time frame of this course. Candidates may not submit the same work for two different assignments.
- Provide professional feedback to peers. Since feedback is an important aspect of this course, please use professional well thought-out statements when offering feedback. When done well, appropriate and professional peer feedback can greatly enhance the learning experience for all involved.
- Turn off all potentially disruptive electronic devices such as cell phones. No texting during class time. Please be respectful of your classmates and instructor.
- Follow the basic format of current APA style when writing papers and submitting assignments. The APA Manual is a required text for the program.
- Use their WU wildcats email address for communicating with the instructor.

**II. PROGRAM/ILA COMPETENCIES:**

Program competencies are derived from the International Literacy Association (ILA) Professional Teaching Standards. Alignment to other standards includes InTASC and ISTE (NETS)

*International Literacy Association Standard 1: 1.1, 1.3; Standard 2: 2.2, 2.3; Standard 3: 3.1, 3.2, 3.3, 3.4; Standard 5: 5.2*
Standard 1: Foundational Knowledge: The candidates understand the theoretical and evidence based foundations of reading and writing processes and instruction. As a result, candidates:

1.1 Understand major theories and empirical research that describe the cognitive, linguistic, motivation, and socio-cultural foundations of reading and writing development, processes, and components.

1.3 Understand the role of professional judgment and practical knowledge for improving all students’ reading development and achievement.

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review the physical, cognitive, language, emotional, environmental and educational factors of reading difficulties.</td>
</tr>
<tr>
<td>Defend the usefulness of assessment in determining causation.</td>
</tr>
<tr>
<td>Determine and apply the process for adapting instruction to meet the needs of different learners to accomplish different purposes.</td>
</tr>
<tr>
<td>Select and use varied teaching techniques to meet the needs of diverse learners.</td>
</tr>
<tr>
<td>Identify different approaches for remediating reading difficulties.</td>
</tr>
<tr>
<td>Describe criteria for determining appropriate educational context to support at-risk readers and writers.</td>
</tr>
<tr>
<td>Demonstrate an understanding of the basic principles of remediation.</td>
</tr>
<tr>
<td>Demonstrate the differences among learners including children from different backgrounds.</td>
</tr>
<tr>
<td>Demonstrate methods to remediate problems in word attack skills including decoding and word recognition.</td>
</tr>
</tbody>
</table>

Learning Activities: The candidate will:

1. Complete simulations in classroom.
2. Evaluate two students using the course designated informal reading inventory and selected informal instruments. Interpret assessment/test results and related information. Plan tutoring sessions for each student to include decoding, vocabulary, spelling, comprehension and study skill strategies and identify teacher-made and commercial materials to meet the student’s academic needs.

Standard 2: Instructional Strategies and Curriculum Materials: Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing. As a result, candidates:

2.2 Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections. [McKenna and Stahl (2009) define reading as including word recognition, language comprehension, and strategic knowledge.]

2.3 Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.
# LEARNING OUTCOMES

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify and formulate strategies for working with gifted learners and learners</td>
<td>who are at risk, disadvantaged or disabled, or culturally diverse.</td>
</tr>
<tr>
<td>Using multiple indicators to determine effectiveness of the literacy curriculum,</td>
<td>select and evaluate instructional materials that include technology.</td>
</tr>
<tr>
<td>Select and adapt commercially prepared materials for diverse learners according</td>
<td>to criteria for good literacy teaching.</td>
</tr>
<tr>
<td>Incorporate technology into reading and writing instruction.</td>
<td></td>
</tr>
<tr>
<td>Identify strategies for adapting methods and materials for use with culturally</td>
<td>and academically diverse learners.</td>
</tr>
<tr>
<td>Select appropriate methods for supporting at-risk readers and writers in the</td>
<td>classroom setting.</td>
</tr>
<tr>
<td>Evaluate the relationship among reading, writing, speaking and listening and</td>
<td>recognize the importance of integrated language and literacy instruction.</td>
</tr>
<tr>
<td>Assess instructional activities that promote literacy growth in the areas of</td>
<td>word recognition, vocabulary development, and comprehension (including metacognition) and writing.</td>
</tr>
<tr>
<td>Construct guidelines for student use to refine their spelling knowledge through</td>
<td>reading and writing.</td>
</tr>
<tr>
<td>Formulate direct instructional techniques and support multiple comprehension</td>
<td>strategies that include retelling.</td>
</tr>
<tr>
<td>Organize questioning strategies for students to use that will connect prior</td>
<td>knowledge to new information and monitor their own comprehension.</td>
</tr>
<tr>
<td>Evaluate the progress of how students understand of meaning and the importance of</td>
<td>conventions of standard written English.</td>
</tr>
<tr>
<td>Appraise and devise students’ effective time management strategies and test taking</td>
<td>skills.</td>
</tr>
<tr>
<td>Select, justify and administer techniques, materials and strategies to</td>
<td>individualize the remediation of literacy difficulties.</td>
</tr>
<tr>
<td>Formulate criteria for evaluating the suitability of commercial materials for</td>
<td>remedial reading instruction.</td>
</tr>
<tr>
<td>Identify methods for using instructional and informational technological aides</td>
<td>to instruct at-risk remedial readers/writers.</td>
</tr>
<tr>
<td>Using multiple indicators to determine effectiveness of the literacy curriculum,</td>
<td>select and evaluate instructional materials that include technology.</td>
</tr>
<tr>
<td>Describe and compare the advantages and disadvantages of methods materials and</td>
<td>strategies for corrective reading instruction.</td>
</tr>
<tr>
<td>Formulate criteria for evaluating the suitability of commercial materials for</td>
<td>remedial reading instruction.</td>
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</tbody>
</table>

**Learning Activities:** The candidate will

1. Complete simulations in classroom including considerations of appropriate materials.
2. In the two case studies, interpret test results and information.
3. Plan, deliver, and evaluate tutoring sessions with 2 students, 15 hours each, to include decoding, vocabulary, spelling, comprehension and
study skill strategies and identify teacher-made and commercial materials to meet the students’ academic needs.

4. Write lesson (tutoring) plans implementing components of tutoring plan.

5. Tutor students for 15 sessions and plan home support activities and materials for parents, paraprofessionals and teachers.

6. Evaluate and write, in a journal, opinions of the effectiveness of planned tutoring session activities.

**Standard 3: Assessment and Evaluation:** Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction. As a result, candidates:

3.1: Understand types of assessments and their purposes, strengths and limitations.

3.2: Select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes. [Reading specialists may have responsibilities for teaching students who struggle with learning to read and must also be able to support teachers in their efforts to provide effective instruction for all students.] (5 hours per student, roughly)

3.3: Use assessment information to plan and evaluate instruction.

3.4: Communicate assessment results and implications to a variety of audiences.

**LEARNING OUTCOMES**

| Execute the evaluation, testing and diagnosis process while adhering to the code of ethics. |
| Address and apply the components and attitude required for effective diagnosis. |
| Demonstrate ability to select and administer assessments for various aspects of literacy including at least the following: language proficiency, concepts of print, phonemic awareness, letter recognition, sound/symbol knowledge, word recognition, spelling, writing, reading fluency, and oral and silent reading comprehension. |
| Compare the types of information provided by a wide range of literacy records, interviews, journals, and class work, reading inventories and miscue analysis, performance assessment, such as state tests, portfolios, student self-appraisal strategies, and creative works in the arts. |
| In diagnosing reading difficulties, select appropriate assessment tools which will be used for continuous diagnosis of children’s language development and to develop specific learning experiences. |
| Develop an understanding of the strengths and weaknesses inherent in assessment procedures. |
| Interpret and integrate the causes of reading difficulties through the use of evaluation. |
| Show evidence that students can use various aspects of text to gain comprehension, including conventions of written English, text structure and genres, figurative language and inter-textual links. |
| Ascertain that students gained an understanding of the meaning and importance of the conventions of standard written English that includes punctuation and usage. |
| Use appropriate assessment terminology. |
| Use technology in scoring and communicating with the results. |
| Translate technical concepts into concrete and clear language. |
Articulate the limitations of the different types of assessment techniques.

Communicate results of assessment to teachers, school psychologists, counselors, other specialists, administrators and student and parents.

Interpret and integrate findings from all language arts areas with information for professionals and parents and report both in case studies.

**Learning Activities:** The candidate will:

1. Discuss simulations in classroom with emphasis on future or needed assessment.
2. In the two case studies, interpret tests administered to students and use the test data and other information from records to determine strengths, weaknesses and reading, writing and spelling areas for remedial instruction. (SEA A)
3. Compare and contrast a variety of standardized and informal assessment instruments presented in class and track the tests on a chart.
4. Present case studies to classmates. (SEA A)
5. Students will prepare a letter in “parent friendly terms” that will summarize findings and recommendations for home activities. (SEA C)

**Standard 5: Creating a Literate Environment:** Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments. As a result, candidates:

5.2: Design a social environment that is low-risk, includes choice, motivation, and scaffolded support to optimize students’ opportunities for learning to read and write.

**LEARNING OUTCOMES**

| Plan effective intervention strategies for students at risk in reading and writing. |
| Design lesson plans and materials for at-risk remedial readers that integrate all aspects of literacy and provide opportunities for purposeful reading of extended materials. |
| Devise and administer effective remedial plans. |
| Devise instruction for students with visual, auditory, neurological and speech impairments and with mental disabilities and behavioral problems. |
| Evaluate and administer materials for usage in remediating students. |
| Defend methods chosen to remediate problems in decoding, word meaning, fluency, comprehension, study skills and writing. |
| Defend your appreciation for the role literature can play in the remedial setting. |
| Formulate an instructional program based on actual case study and identify the most. |
| Model and discuss reading and writing as valuable, lifelong activities. |
| Instruct students to monitor their own word identification through the use of syntax, semantic and graphophonemic relations. |
| Use phonics to teach students to enhance their knowledge of letter/sound correspondence to identify sounds in the construction of meaning. |
Devise and monitor strategies for students to refine their spelling knowledge through reading and writing.

Implement effective techniques and strategies for the ongoing development of vocabulary acquisition.

Demonstrate and model effective questioning strategies.

Instruct students in strategies to connect prior knowledge with new information.

**Learning Activities: (SEA B)** The candidate will:

1. Complete and discuss simulations in classroom.
2. In the two case studies, interpret tests administered to students and use other information from records to determine strengths, weaknesses and reading, writing and spelling areas for remedial instruction.
3. Plan, deliver, and evaluate tutoring sessions with 2 students, 15 hours each, to include decoding, vocabulary, spelling, comprehension and study skill strategies and identify teacher-made and commercial materials to meet the students’ academic needs.
4. Write lesson (tutoring) plans implementing components of tutoring plan.
5. Tutor students for 15 sessions and plan home support activities and materials with parents, paraprofessionals and teachers.

**III. METHODOLOGY:**

This course will use critical thinking and synthesis via discussion board, simulations, powerpoints, website articles, videos, article and text readings, and case studies.

**IV. TESTING PROCEDURES/STUDENT EVALUATIONS: Instructors will provide additional assignments to total 100 percent**

An additional document has been added to your syllabus, which is a permission form for videotaping K-12 students. Please secure this document before working with students. It is advised that when taping, students’ faces are not included, or any view that would allow them to be identified. Videos will be required to be uploaded to BB/Taskstream beginning fall 2015, for multiple courses. Instructions for uploading this type of file is found on your home Blackboard page under the Kaltura Media Tools menu bar at the top of the page. There are directions for both Windows and Mac users, as well as general information about submitting assignments with Kaltura. Be sure to save your videos to your own computer so that you may access them at a later date, if necessary. It is best to name the files according to the specific course and assignment (MRD 7801 SEA A, for instance).

Effective fall 2015, you will need to document your placement information in Taskstream. This needs to be completed by the end of week 2 of either the block or semester.
If you are not currently teaching in a K-12 setting, you will need to contact the Program Chair to make your placement. This notification should be sent two weeks prior to the beginning of the course.

NOTE: All assignments must be completed with children who reflect your degree choice.

A. Assignments:
   STRUCTURED EXTERNAL ASSESSMENT A:  Assessing Student Achievement 20%

   Assess and interpret reading difficulties for two students, preferably one grades K-6, and one grades 7-12 using a course designated Informal Reading Inventory, spelling assessment, writing assessment and additional developmentally appropriate informal assessments including both print and electronic assessments. Protocols will be included as appendices in the final report.

<table>
<thead>
<tr>
<th>SEA A Components</th>
<th>Percentage towards SEA A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Board Week One</td>
<td>2%</td>
</tr>
<tr>
<td>Discussion Board Week Two</td>
<td>2%</td>
</tr>
<tr>
<td>Discussion Board Week Three</td>
<td>2%</td>
</tr>
<tr>
<td>Assessment Videos and Conferencing</td>
<td>20%</td>
</tr>
<tr>
<td>SEA A Written Assignment</td>
<td>74%</td>
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<tr>
<td>TOTAL</td>
<td>100%</td>
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</table>

For face to face courses, SEA A is 100% of the grade.

STRUCTURED EXTERNAL ASSESSMENT B: Improving Achievement 20%

Specialist DPAS II: Component 1C: Planning and Preparation: Demonstrating Knowledge of Students and/or Clients
Specialist DPAS II: Component 2: A, B, D: Professional Practice and Delivery of Service: Creating an Environment to Support Student or Client Needs, Demonstrating Flexibility and Responsiveness, Delivery of Services to Students or Clients.
Specialist DPAS II: Component 3E: Professional Consultation and Collaboration: Using Assessment Data in Planning and Delivery of Services
Specialist DPAS II: Component 4: B: Professional Responsibilities: Recording Data in a Student Record System

Please note that this assessment requires video. Please refer to rubric in this syllabus.

Create a tutoring plan for each student based on the assessment data. Provide literacy services by tutoring two students 15 tutoring sessions and write a reflective journal describing the content and effectiveness of the tutoring sessions. Include a self-reflection as well.

<table>
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<tr>
<th>SEA B Components</th>
<th>Percentage towards SEA B</th>
</tr>
</thead>
</table>

Tutoring Videos and Conferencing 20%
SEA B Written Assignment 80%
TOTAL 100%

For face to face courses, tutoring lesson plans substitute for the videos.

STRUCTURED EXTERNAL ASSESSMENT C: Communicating Achievement 10%

Specialist DPAS II: Component 2: C: Professional Practice and Delivery of Service: Communicating Clearly and Accurately
Specialist DPAS II: Component 4: A, D : Professional Responsibilities: Communicating with Families/ Clients, Reflecting on Professional Practice

Students will communicate with parents appropriately by requesting permission to assess and tutor their child and finalize tutorial sessions by preparing a letter in “parent friendly terms” that will summarize findings and recommendations for home activities.

<table>
<thead>
<tr>
<th>SEA C Components</th>
<th>Percentage towards SEA B</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEA C Written Assignment</td>
<td>100%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
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</tbody>
</table>

B. Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95-100</td>
</tr>
<tr>
<td>A-</td>
<td>92-94</td>
</tr>
<tr>
<td>B+</td>
<td>89-91</td>
</tr>
<tr>
<td>B</td>
<td>86-88</td>
</tr>
<tr>
<td>B-</td>
<td>83-85</td>
</tr>
<tr>
<td>C+</td>
<td>80-82</td>
</tr>
<tr>
<td>C</td>
<td>77-79</td>
</tr>
<tr>
<td>C-</td>
<td>74-76</td>
</tr>
<tr>
<td>F</td>
<td>less than 74</td>
</tr>
<tr>
<td>FA</td>
<td>Failure due to Absence</td>
</tr>
<tr>
<td>NA</td>
<td>Never attended</td>
</tr>
<tr>
<td>NG</td>
<td>No grade submitted</td>
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</tbody>
</table>

Incomplete: This grade is given if a student is unable to complete course requirements for reasons that are beyond the student’s control. Incomplete grades are never given for unsatisfactory performance. An Incomplete grade requires the agreement and approval of the instructor. Incomplete grades automatically change to F on the 60th calendar day following the last day of the class, if course requirements have not been met by that time or if the instructor has not approved an extension. There is a one-year time limit for grade changes by instructors.

V. ATTENDANCE POLICY:

Wilmington University Policy:
Regular and prompt class attendance is an essential part of the educational experience. Wilmington University expects the student to exercise good judgment regarding attendance. Students accept full responsibility for ensuring that their educational experience does not suffer from absences. All students are expected to attend every scheduled meeting of each class on time. Exceptions may be made for Wilmington University-sponsored or work-related activities, illness, or valid emergency situations.

College of Education Policy:
In the College of Education, faculty must approve all requests for exceptions to the College policy. Faculty must be contacted prior to class in all cases except valid emergencies. Failure to obtain approval for exceptions may result in lowering the final passing grade or assigning a FA (failure due to absence).

VI. CONTENT OUTLINE AND ASSIGNMENT SCHEDULE:

<table>
<thead>
<tr>
<th>Week</th>
<th>Assignment</th>
<th>SEA %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Assessment Exploration</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discussion Board</td>
<td>2% of SEA A</td>
</tr>
<tr>
<td>Week 2</td>
<td>Assessment Exploration</td>
<td></td>
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<tr>
<td></td>
<td>Discussion Board</td>
<td>2% of SEA A</td>
</tr>
<tr>
<td>Week 3</td>
<td>Assessment Exploration</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discussion Board</td>
<td>2% of SEA A</td>
</tr>
<tr>
<td>Week 4</td>
<td>Clinic: Begin Assessment of Student 1</td>
<td></td>
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<tr>
<td></td>
<td>Clinic: Finish Assessment of Student 1</td>
<td></td>
</tr>
<tr>
<td>Week 5</td>
<td>Videos: Assessment of Student 1</td>
<td>10% of SEA A</td>
</tr>
<tr>
<td></td>
<td>Draft of Preassessment Section of SEA A for Student 1</td>
<td></td>
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<tr>
<td>Week 6</td>
<td>Clinic: Assessment of Student 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Videos: Assessment of Student 2</td>
<td>10% of SEA A</td>
</tr>
<tr>
<td></td>
<td>Draft of Preassessment Section of SEA A for Student 2</td>
<td></td>
</tr>
<tr>
<td>Week 7</td>
<td>Instructional Approaches Exploration</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Conference with instructor to reflect on the assessment process and interpretation of data that will be used to target each student’s areas of need.</td>
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<tr>
<td>Week 8</td>
<td>Clinic: Tutor Both Students (Sessions One, Two and Three)</td>
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<td></td>
<td>Each week lesson plans and reflections are due prior to the start of the week (SEA B)</td>
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<tr>
<td>Week 9</td>
<td>Clinic: Tutor Both Students (Sessions Four, Five and Six)</td>
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<tr>
<td></td>
<td>Each week lesson plans and reflections are due prior to the start of the week (SEA B)</td>
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<tr>
<td>Week 10</td>
<td>Clinic: Tutor Both Students (Sessions Seven, Eight and Nine)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Each week lesson plans and reflections are due prior to the start of the week (SEA B)</td>
<td></td>
</tr>
<tr>
<td>Week 11</td>
<td>Clinic: Tutor Both Students (Sessions Ten, Eleven and Twelve)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Each week lesson plans and reflections are due prior to the start of the week (SEA B)</td>
<td></td>
</tr>
<tr>
<td>Week 12</td>
<td>Clinic: Tutor Both Students (Sessions Thirteen, Fourteen and Fifteen)</td>
<td></td>
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<tr>
<td></td>
<td>Each week lesson plans and reflections are due prior to the start of the week (SEA B)</td>
<td></td>
</tr>
<tr>
<td>Weeks 8-12</td>
<td>You will be assigned two weeks during which you will be required to video 15-minute segments of your tutoring session</td>
<td>20% of SEA B</td>
</tr>
</tbody>
</table>
for each student. The videos need to be annotated and a conference held with the instructor. During the conference, you will need to bring a list of questions and evidence of your own identified areas of strength and need and a specific plan for growth/improvement.

<table>
<thead>
<tr>
<th>Week 13</th>
<th>Clinic: Post Assessment</th>
<th>74% of SEA A</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Finalize and submit written SEA A</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Finalize and submit written SEA B</td>
<td>80% of SEA B</td>
</tr>
<tr>
<td>Week 14</td>
<td>Parent Letter and Conference (SEA C)</td>
<td>-</td>
</tr>
<tr>
<td>Week 15</td>
<td>Finalize and submit SEA C</td>
<td>100% of SEA C</td>
</tr>
</tbody>
</table>
(to be completed either by the parents/legal guardians of minor students involved in this project or by students who are 18 or more years of age that are involved in this project)

Dear Parent/Guardian:

I am a participant this term in a course that requires clinical fieldwork for graduate candidates conducted by Wilmington University. This course is part of a graduate level degree in one area of teacher preparation. The primary purpose of this course is to develop a model of teaching that can measure and lead to improvement of the performance of teacher candidates and their impact upon K-12 student achievement.

This course may include submissions of short video recordings of lessons taught in your child’s class or with your child, individually. Although the video recordings involve both the teacher and various students, the primary focus is on the teacher’s instruction, not on the students in the class. In the course of taping, your child may appear on the video recordings. Also, I may submit samples of student work as evidence of teaching practice, and that work may include some of your child’s work.

No student’s last name will appear on any materials that are submitted. Wilmington University, at its sole discretion, may use and distribute my video recordings, my comments and my classroom materials for assessment development, professional development of novice teachers, research purposes, and any other purpose Wilmington University deem appropriate to further the mission of the pilot. The form below will be used to document your permission.

Sincerely,

(Teacher Candidate Signature)

PERMISSION SLIP

Student Name: ___________________________________ School/Teacher: ___________________________________

I am the parent/legal guardian of the child named above. I have received and read your letter regarding a pilot being conducted by Wilmington University, and agree to the following:

☐ I DO give permission to you to include my child’s image in video recordings as he or she participates in a class conducted at ______________________ by ______________________ and/or to reproduce

(Name of School) (Teacher’s Name)

materials that my child may produce as part of classroom activities. No last names will appear on any materials submitted by the teacher.

☐ I DO NOT give permission to video record my child or to reproduce materials that my child may produce as part of classroom activities.

Signature of Parent or Guardian: ___________________________ Date: ___________________________
Wilmington Universidad Facultad de Educación
Formulario de Autorización de Estudiante

(A completar ya sea por los padres / guardián legales de los alumnos menores de edad involucrados en este proyecto, o por estudiantes que tengan 18 o más años de edad que están involucrados en este proyecto)

Estimado Padre / Guardián Legal:

Soy un candidato Universidad Wilmington Preparación de Maestros de completar mi Enseñanza Estudiante experiencia de trabajo de campo en la escuela de su hijo. Durante este tiempo, voy a necesitar presentar grabaciones de vídeo de corta duración de las lecciones que se enseñan en la clase de su hijo. Aunque las grabaciones de vídeo implican tanto el profesor y varios estudiantes, el enfoque principal es en la instrucción del maestro, no en los estudiantes de la clase. En el curso de la grabación, su hijo puede aparecer en las grabaciones de vídeo. Además, puedo enviar muestras de trabajos de alumnos como prueba de la práctica docente, y que el trabajo puede incluir algunos de los trabajos de su hijo. El apellido de ningún estudiante aparecerá en cualquier material que se presentan.

Universidad de Wilmington, a su entera discreción, puede usar y distribuir mis grabaciones de video, mis comentarios y mis materiales de aula para el desarrollo de la evaluación, el desarrollo profesional de los profesores novatos, con fines de investigación, y cualquier otro propósito Universidad Wilmington consideren apropiadas para promover la misión del piloto . El siguiente formulario se utilizará para documentar su permiso.

Sinceramente,

(Nombre de Candidato/a Maestro/a)

(Firme de Candidato/a Maestro/a)

FORMULARIO DE PERMISO - Para ser devuelto

Nombre del Estudiante: __________________________ Name del/la Maestro/a: __________________________

Yo soy el padre/guardián legal del niño mencionado anteriormente. He recibido y leído su carta con respecto a un piloto que está siendo llevada a cabo por la Universidad de Wilmington, y de acuerdo a lo siguiente:

☐ Me doy permiso para incluir la imagen de mi hijo en las grabaciones de video como él o ella participa en la clase o para reproducir materiales que mi hijo/a puede realizar como parte de las actividades del aula.

☐ NO doy permiso para grabar video a mi hijo o para reproducir materiales que mi hijo puede realizar como parte de las actividades del aula.

Firme del Padre o Guardián: __________________________ Fecha: __________________________
Introducción: Estos procedimientos están dados para ayudarle a producir clips de vídeo que representan claramente la enseñanza y el aprendizaje en el aula. Con el fin de capturar los elementos de la instrucción y el aprendizaje del estudiante, tendrá que producir clips de vídeo de alta calidad de audio y vídeo. Los procedimientos a continuación le ayudarán a producir con éxito videoclips con problemas mínimos.

Preparación y Práctica: En primer lugar, no esperamos una producción de Hollywood (profesional). Es importante, sin embargo, que la calidad de las actividades grabadas en vídeo sea suficiente para que los evaluadores a entender lo que sucedió en su salón de clases. Como regla general, la calidad del sonido en general es más importante que la calidad de vídeo para entender la enseñanza y el aprendizaje de ser capturado.

Si no está familiarizado con el proceso de grabación en vídeo, póngase en contacto con Sra. Jennifer Sheets a Jennifer.m.sheets@wilmu.edu, Dr. Michele Brewer a michele.a.brewer@wilmu.edu, Tyler Wells a tyler.a.wells@wilmu.edu o Michael Curry a michael.g.curry@wilmu.edu por asistencia con la grabación o considere contactar otro profesor estudiante que ha hecho o está haciendo la grabación en vídeo.

- **Avise a su cooperando / maestro mentor y el director** de su escuela de su necesidad de lecciones videocinta. Discuta cualquier arreglo para un operador de cámara con ellos. Si utiliza un operador de cámara, mira a personas que ya tienen la aprobación para estar en las aulas, por ejemplo, el maestro cooperador, su supervisor universitario, designados ayudantes estudiantiles.

- **Pensar** cerca dónde usted y sus alumnos será durante las actividades a ser retratados en el video. ¿Serán diferentes actividades requieren que los estudiantes para reagruparse y moverse dentro del aula? ¿Cómo se registrará el uso de materiales de instrucción? ¿Cuál será la cámara necesita para capturar? ¿En su caso, cuando se debe la cámara operador zoom o rotar la cámara a una nueva posición?

- **Practica el proceso de grabación de vídeo.** Esto proporcionará la oportunidad de probar el equipo y dar a los estudiantes la oportunidad de acostumbrarse a la cámara.

- **Ajustar**, si es necesario, a la fuente de luz. No coloque la cámara delante de la ventana u otras fuentes de luz brillante.
Suggested Resources for Students

Many significant publications can now be found on the internet. This list of suggested resources provides links to course related topics, but is only a small selection of links that may be accessed to supplement your learning. They are presented in this format in order that you may access them easily. This list will be updated for active links and information on a yearly basis, minimally.

General:
http://www.nationalreadingpanel.org/
http://www.reading.org/
http://www.readingrockets.org/http://www.doe.mass.edu/read/presentations/shanahan_readingfirst.pps#1
http://www.fluency.org/
http://www.readwritethink.org
http://www.literacyconnections.com

Diagnosis/Remediation
http://www.houstonida.org/Dr.%20Joshi%20Article.pdf
http://thejournal.com/articles/15116
http://www.readingsuccesslab.com/ReadingIntervention/
http://pediatrics.aappublications.org/cgi/content/full/102/5/1217
http://www2.gsu.edu/~wwwrld/Resources/suggestedmeasures.htm

Instruments
http://www.wrightslaw.com/info/test.read.farrall.htm

Auditory Analysis Test: http://www.sedl.org/cgi-bin/mysql/rad.cgi?searchid=2

Clinical Evaluation of Language Fundamentals (3):
http://depts.washington.edu/soccomm/tests/celf.html

Degrees of Reading Power: http://www.tasaliteracy.com/drp/drp-main.html

Gray Oral Reading: http://www.sedl.org/cgi-bin/mysql/rad.cgi?searchid=245

Linda mood Auditory Conceptualization:
http://ags.pearsonassessments.com/group.asp?nGroupInfoID=a11395

OWLS: Oral and Written Language Scales
http://alpha.fdu.edu/psychology/oral_and_written_language_scales.htm
Peabody Picture Vocabulary:
http://ags.pearsonassessments.com/group.asp?nGroupInfoID=a12010

Texas Primary Reading Inventory:
http://www.tpri.org/Training/Basal/default.asp?info=Harcourt_G1_BOY

Test of Language Development:
http://ags.pearsonassessments.com/group.asp?nGroupInfoID=a19075

Woodcock-Johnson Reading Mastery:
http://books.google.com/books?id=aCuOvbedEDEC&pg=PA1922&lpg=PA1922&dq=woodcock+johnson+reading+mastery&source=web&ots=gEA9MdVhv8&sig=EqawYIQQ4Tmz7iE4O6UQe-NdqgQA

Woodcock-Johnson Psycho-Educational Battery:

Wechsler Individual Achievement Test:
http://alpha.fdu.edu/psychology/WISC-III%20Description_.htm
**MRD 7903 References**


Torgesen, J. K. (2000). *A basic guide to understanding, assessing, and teaching phonological awareness*. Austin, TX: Pro-Ed.

COURSE: MRD 7903  TITLE: Diagnosis and Correction of Reading Difficulties

MEASURED PROGRAM COMPS/ ILA STANDARDS:
1.1 Understand major theories and empirical research that describe the cognitive, linguistic, motivation, and socio-cultural foundations of reading and writing development, processes, and components.
1.3 Understand the role of professional judgment and practical knowledge for improving all students’ reading development and achievement.
2.2 Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections.
2.3 Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.
3.1 Understand types of assessments and their purposes, strengths and limitations.
3.2 Select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes.
3.3 Use assessment information to plan and evaluate instruction.
3.4 Communicate assessment results and implications to a variety of audiences.
5.2 Design a social environment that is low-risk, includes choice, motivation, and scaffolded support to optimize students’ opportunities for learning to read and write.

Other Measured Standards:
InTASC: Standard 1: Learner Development; Standard 5: Application of Content; Standard 6: Assessment.

STRUCTURED EXTERNAL ASSIGNMENT (SEA): SEA A: Assessing Student Achievement- Assess and interpret reading difficulties for two students, preferably one grades K-6, and one grades 7-12 course designated Informal Reading Inventory, spelling assessment, writing assessment and additional developmentally appropriate informal assessments including both print and electronic assessments. Protocols will be included as appendices in the final report. This Structured External Assignment is to be completed on your E-Folio site under the course MRD7903. Submit verification form separately from the assignment. Label it YourlastnameFirstnameMRD7903SEAA_VF.

Specialist DPAS II: Component 1C: Planning and Preparation: Demonstrating Knowledge of Students and /or Clients

NOTE: This assignment requires video assessment. Refer to (2) rubrics included at end of syllabus.
<table>
<thead>
<tr>
<th>Performance Level/Elements</th>
<th>1 Unsatisfactory</th>
<th>2 Developing</th>
<th>3 Acceptable</th>
<th>4 Proficient (Target)</th>
<th>5 Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment tools</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>ILA 3.1 Understand types of assessments and their purposes, strengths, and limitations.</td>
<td>Two or three assessment tools are listed but test purposes, components and results are not clearly defined and explained.</td>
<td>At least three assessment tools are listed and test purposes, components and results are defined and explained.</td>
<td>Four formal and informal assessment tools are listed based upon identified student need from the evaluation. Test purposes, components and results are clearly defined and explained.</td>
<td>Five formal and informal assessment tools, both electronic and digital, are listed based upon identified student need from the evaluation and teaching trial sequence. Test purposes, components and results are clearly defined and explained.</td>
<td>Six or more formal and informal assessment tools, both electronic and digital, are listed based upon identified student need from the evaluation and teaching trial sequence. Test purposes, components and results are clearly defined and explained.</td>
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<tr>
<td>Data analysis and interpretation</td>
<td></td>
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<tr>
<td>ILA 3.2 Select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes.</td>
<td>Formal and informal assessment tool data are listed. The interpretation of the results is not clearly stated and often data based. Results for some assessment tools are missing.</td>
<td>Formal and informal assessment tool data are listed. The interpretation of the results is not complete. Results for most assessment tools are presented.</td>
<td>Formal and informal assessment tool data are listed and clearly summarized. The interpretation of the results is stated and data based. Results for most assessment tools are presented and some patterns from the data are identified.</td>
<td>Formal and informal assessment tool data are listed, when appropriate, graphed or visually presented and clearly summarized. The interpretation of the results is precise and data based. Results for every assessment tool are presented and patterns from the data are precisely explained and correlated.</td>
<td>Formal and informal assessment tool data are listed, are graphed or visually presented and clearly summarized. The interpretation of the results is precise and data based. Results for every assessment tool are presented and patterns from the data are precisely explained and correlated.</td>
</tr>
<tr>
<td>Student instructional needs</td>
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<td></td>
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</tr>
<tr>
<td>ILA 3.3 Use assessment information to plan and evaluate instruction.</td>
<td>The summary of the student’s reading achievement includes one strengths and weaknesses for most assessment tools administered to the student.</td>
<td>The summary of the student’s reading achievement includes two strengths and weaknesses for each assessment tool administered to the student.</td>
<td>The summary of the student’s reading achievement includes three strengths and weaknesses for each assessment tool administered to the student.</td>
<td>The summary of the student’s reading achievement includes four strengths and weaknesses for each assessment tool administered to the student.</td>
<td>The summary of the student’s reading achievement includes four strengths and weaknesses for each assessment tool administered to the student.</td>
</tr>
<tr>
<td>(Reading Specialist) InTasc 1, 5</td>
<td>tools administered to the student.</td>
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<tr>
<td><strong>Video Assessment</strong></td>
<td>Scores 1 on video rubric</td>
<td>Scores 2 on video rubric</td>
<td>Scores 3 on video rubric</td>
<td>Scores 4 on video rubric</td>
<td>Scores 5 on video rubric</td>
</tr>
</tbody>
</table>
WILMINGTON UNIVERSITY
COLLEGE OF EDUCATION/ MRD PROGRAM
STRUCTURED EXTERNAL ASSESSMENT B: IMPROVING STUDENT ACHIEVEMENT
NCATE ASSESSMENT: 5 (ILA)

STRUCTURED EXTERNAL ASSESSMENT SEA B- Improving Student Achievement- Create a tutoring plan for each student based on the assessment data. Provide literacy services by tutoring two students 15 tutoring sessions and write a reflective journal describing the content and effectiveness of the tutoring sessions. Include a self-reflection as well. This Structured External Assignment is to be completed on your E-Folio site under the course MRD7903. Submit verification form separately from the assignment. Label it YourlastnameFirstnameMRD7903SEAB_VF.

Specialist DPAS II: Component 1C: Planning and Preparation: Demonstrating Knowledge of Students and/or Clients
Specialist DPAS II: Component 2: A, B, D: Professional Practice and Delivery of Service: Creating an Environment to Support Student or Client Needs, Demonstrating Flexibility and Responsiveness, Delivery of Services to Students or Clients.
Specialist DPAS II: Component 3E: Professional Consultation and Collaboration: Using Assessment Data in Planning and Delivery of Services

NOTE: This assignment requires video assessment. Refer to (2) rubrics included at end of syllabus.

InTASC:; Standard 5: Application of Content; Standard 6: Assessment; Standard 7: Planning for Instruction; Standard 8: Instructional Strategies; Standard 9: Professional Learning and Ethical Practice
ISTE Standard 1: Facilitate and Inspire Student Learning and Creativity; Standard 4: Promote and Model Digital Citizenship and Responsibility
Teachers; Standard 5: Engage in Professional Growth and Leadership
<table>
<thead>
<tr>
<th>Elements</th>
<th>1 Unsatisfactory</th>
<th>2 Developing</th>
<th>3 Acceptable</th>
<th>4 Proficient (Target)</th>
<th>5 Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recommendations for strategies</td>
<td>At least 2-3 recommendations are given for instructional strategies and techniques based upon student need are listed for the tutoring sessions.</td>
<td>At least 3-4 recommendations for instructional strategies and techniques based upon student need are listed for the tutoring sessions.</td>
<td>At least 4-5 recommendations for instructional strategies and techniques based upon student need reflecting strong professional judgment and practical knowledge are listed for the tutoring sessions. Recommendations for strategies are research based.</td>
<td>At least six recommendations for instructional strategies and techniques based upon student need reflecting strong professional judgment and practical knowledge are listed for the tutoring sessions. Recommendations for strategies are research based.</td>
<td>At least seven recommendations for instructional strategies and techniques based upon student need reflecting strong professional judgment and practical knowledge are listed for the tutoring sessions. Recommendations for strategies are research based.</td>
</tr>
<tr>
<td>ILA 2.2 Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections. <strong>(Reading Specialist)</strong></td>
<td><strong>InTasc 5, 7, 8</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recommendations for instructional materials</td>
<td>Instructional materials are not based upon student reading levels or interest level. Some materials align with student needs but most materials are picked at random.</td>
<td>Some of the instructional materials are based upon student instructional and independent reading levels, interest level, maturity level and social needs. Some materials are aligned with strengths and weaknesses as identified by the data.</td>
<td>Most of the instructional materials are based upon student instructional and independent reading levels, interest level, maturity level and social needs. A wide variety of materials are aligned with instructional strengths and weaknesses as identified by the data.</td>
<td>All instructional materials are based upon student instructional and independent reading levels, interest level, maturity level and social needs. A wide variety of materials are research-based and aligned with instructional strengths and weaknesses as identified by the data.</td>
<td>All instructional materials are based upon student instructional and independent reading levels, interest level, maturity level and social needs. A wide variety of materials are research-based and aligned with instructional strengths and weaknesses as identified by the data.</td>
</tr>
<tr>
<td>ILA 2.3 Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.</td>
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</tbody>
</table>
**Planning of tutoring sessions**

**ILA 1.1** Understand major theories and empirical research that describe the cognitive, linguistic, motivation, and socio-cultural foundations of reading and writing development, processes, and components.  

(Reading Specialist)  

<table>
<thead>
<tr>
<th>Tutoring lesson plans</th>
<th>Tutoring lesson plans</th>
<th>Tutoring lesson plans</th>
<th>Tutoring lesson plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>remediate few of the student’s identified reading weaknesses. Plans include one or two activities for identified needs.</td>
<td>remediate some of the student’s identified reading weaknesses. Plans include a limited number of activities for identified needs.</td>
<td>reflecting the cognitive, linguistic, motivational and sociocultural foundations of reading and writing development remediate most of the identified reading weaknesses. Plans include appropriate activities depending upon identified needs.</td>
<td>reflecting the cognitive, linguistic, motivational and sociocultural foundations of reading and writing development remediate all of the student’s identified reading weaknesses. Every plan includes substantial activities for each identified weakness.</td>
</tr>
</tbody>
</table>

**Tutoring strategies & materials**

**ILA 2.3** Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.  

(Reading Specialist)  

<table>
<thead>
<tr>
<th>Tutoring lesson plans</th>
<th>Tutoring lesson plans</th>
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<th>Tutoring lesson plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>use at least 2-3 strategies or techniques to teach appropriate reading skills. Materials are interest based. Learning time is maximized.</td>
<td>use at least four/five strategies and techniques to teach appropriate reading skills. Materials and books are interest based. Learning time is maximized.</td>
<td>use at least five strategies and techniques to teach appropriate reading skills. <strong>A wide range of</strong> materials and books are interest based. Learning time for activities is maximized.</td>
<td>use at least six strategies and techniques to teach appropriate reading skills. <strong>A wide range of</strong> materials and books are interest based. Learning time is consistent with needs and is maximized.</td>
</tr>
<tr>
<td>InTasc 8</td>
<td>Lesson plan reflection of effective and non-effective activities</td>
<td>ILA 5.2 (Reading Specialist)</td>
<td>InTasc 9</td>
</tr>
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</tr>
<tr>
<td><strong>Self-Reflection</strong></td>
<td><strong>ILA 5.3 (Reading Specialist)</strong></td>
<td><strong>InTasc 9</strong></td>
<td>Reflection simply restates assessment and tutorial process.</td>
</tr>
<tr>
<td>Submission of Lesson Plans</td>
<td>Required number of tutoring plan are not submitted.</td>
<td>15 tutoring lesson plans per student are submitted, but they are frequently late.</td>
<td>15 tutoring lesson plans are submitted, but they are occasionally late.</td>
</tr>
<tr>
<td>Video Assessment</td>
<td>Scores 1 on video rubric</td>
<td>Scores 2 on video rubric</td>
<td>Scores 3 on video rubric</td>
</tr>
</tbody>
</table>
WILMINGTON UNIVERSITY
COLLEGE OF EDUCATION/ MRD PROGRAM
STRUCTURED EXTERNAL ASSESSMENT C: COMMUNICATING STUDENT ACHIEVEMENT
NCATE ASSESSMENT: 5 (ILA)

COURSE: MRD 7903  TITLE: Diagnosis and Correction of Reading Difficulties

MEASURED PROGRAM COMPS/ILA STANDARDS: 3.4: Communicate assessment results and implications to a variety of audiences.

Students will communicate with parents appropriately by requesting permission to assess and tutor their child and finalize tutorial sessions by preparing a letter in “parent friendly terms” that will summarize findings and recommendations for home activities. Documentation of modeling and conferencing will be provided by using the Verification Form found in the Resources section of your portfolio. This Structured External Assignment is to be completed on your E-Folio site under the course MRD7903. Submit verification form separately from the assignment. Label it YourlastnameFirstnameMRD7903SEAC_VF.

Specialist DPAS II: Component 2: C: Professional Practice and Delivery of Service: Communicating Clearly and Accurately

Specialist DPAS II: Component 4: A, D : Professional Responsibilities: Communicating with Families/Clients, Reflecting on Professional Practice
<table>
<thead>
<tr>
<th>Performance Elements</th>
<th>1 Unsatisfactory</th>
<th>2 Developing</th>
<th>3 Acceptable</th>
<th>4 Proficient (Target)</th>
<th>5 Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language level of parent letter</td>
<td>The language level of the parent letter is inappropriate for parents. Information is not well written and not easily understood by parents.</td>
<td>The language level of the parent letter has content which is mostly appropriate for parents. Information is mostly written in clear language easily comprehensible by parents.</td>
<td>The language level of the parent letter is mostly appropriate for parents. Information is mostly written in clear language easily comprehensible by parents.</td>
<td>The language level of the parent letter is appropriate for parents. Information is written in clear, precise language easily comprehensible by parents.</td>
<td></td>
</tr>
<tr>
<td>Literacy Coach</td>
<td>The purpose of the assessment is not clearly described. Test results and data are not clearly explained so parents are confused by the results.</td>
<td>The purpose of the assessment is clearly described. Test results and data are moderately explained so parents understand most of the strengths and weaknesses of the student.</td>
<td>The purpose of the assessment is clearly described. Test results and data are explained clearly and parents are able to understand strengths and weaknesses of the student.</td>
<td>The purpose of the assessment is clearly described. Test results and data are appropriately explained with clear examples. Parents clearly understand strengths and weaknesses and needs of the student.</td>
<td></td>
</tr>
<tr>
<td>Literacy Coach</td>
<td>1-2 recommendations for home and school instruction are very limited and are not student based. Books and materials for home-based instruction are very limited and not based upon student interest or needs.</td>
<td>3 recommendations for home and school instruction are made. The student’s independent and instructional reading levels are not clearly explained and books and materials for home-</td>
<td>4-5 recommendations for home and school instruction are mostly based upon student strengths, weaknesses and needs. The student’s reading levels are explained and books and materials for home-</td>
<td>6 recommendations for continued home and school instruction are based upon student strengths, weaknesses, and needs. The student’s reading levels are clearly explained and a substantial variety of recommendations for books and materials for</td>
<td></td>
</tr>
<tr>
<td>Recommendations</td>
<td></td>
<td>3 recommendations for home and school instruction are made. The student’s independent and instructional reading levels are not clearly explained and books and materials for home-</td>
<td>4-5 recommendations for home and school instruction are mostly based upon student strengths, weaknesses and needs. The student’s reading levels are explained and books and materials for home-</td>
<td>6 recommendations for continued home and school instruction are based upon student strengths, weaknesses, and needs. The student’s reading levels are clearly explained and a substantial variety of recommendations for books and materials for</td>
<td>More than 6 recommendations for continued home and school instruction are based upon student strengths, weaknesses and needs. The student’s reading levels are clearly explained and a substantial variety of recommendations for books and materials for</td>
</tr>
<tr>
<td>based instruction are limited and random.</td>
<td>based instruction are listed.</td>
<td>and materials for home-based instruction are listed, based upon student interest and tutoring results.</td>
<td>home-based instruction are listed, based upon student interest and tutoring results.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## DISCUSSION BOARD RUBRIC MRD/MLL

<table>
<thead>
<tr>
<th>EVALUATION CRITERIA</th>
<th>0 Unsatisfactory</th>
<th>0.25 Emerging</th>
<th>0.50 Satisfactory</th>
<th>0.75 Proficient</th>
<th>1.0 point Distinguished</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in Discussion</td>
<td>Does not enter discussion.</td>
<td>Provides minimal comments and information to other participants. Participates infrequently in on-line discussions or e-mail; and postings are irrelevant or superficial</td>
<td>Sporadically provides comments and some new information. Interacts with only one or two participants by posting queries, comments, and thoughtful responses</td>
<td>Provides comments and some new information in a fairly regular manner. Interacts with a few selected participants by posting queries, comments, and thoughtful responses</td>
<td>Provides comments and new information in a regular and equitable manner. Interacts with a variety of participants by posting queries, comments, and thoughtful responses</td>
<td></td>
</tr>
<tr>
<td>Content of Posting</td>
<td>Does not add to the discussion.</td>
<td>Adds little to the substantive discussion but may contribute to the social aspects of the course.</td>
<td>Postings consist largely of personal opinions or experiences. Reveals a restricted understanding of the topic limited to information that could be derived from prior posts.</td>
<td>Makes significant contributions to the discussion. Reveals adequate understanding of the topic as evidenced by posts telling us something new.</td>
<td>Postings are accurate, original, and relevant. Even better than telling us something new, they raise new questions that lead to further discussion from a variety of people. Reveals a solid understanding of the topic as evidenced by thoughtful responses and questions.</td>
<td></td>
</tr>
<tr>
<td>Critical Thinking evidenced by Posting</td>
<td>Does not enter posting.</td>
<td>Provides no evidence of agreement or disagreement with existing discussion.</td>
<td>Agrees or disagrees with existing discussion but provides no justification/explanation (e.g., text readings, resources).</td>
<td>Agrees or disagrees with existing discussion and provides limited justification/explanation (e.g., text readings, resources).</td>
<td>Offers a critical analysis of an existing posted idea or introduces a different interpretation to an existing idea.</td>
<td></td>
</tr>
<tr>
<td>Responsiveness IF required</td>
<td>Does not respond.</td>
<td>Logs onto Bb on one (1) occasion during the week and responds to the posted discussion. (1 initial post)</td>
<td>Logs onto Bb on one (1) occasion during the week and responds to the posted discussion. (1 initial post) by Wednesday.</td>
<td>Responds to the posted discussion. (1 initial post by Wednesday, 1 response post) by Friday.</td>
<td>Responds to the posted discussion. (1 initial post by Wednesday, 2 response posts) by Friday.</td>
<td></td>
</tr>
<tr>
<td>Writing Style</td>
<td>Does not write response.</td>
<td>Limited ability to convey ideas noted. Below expectations of work at this level. Errors noted in spelling, punctuation, and grammar.</td>
<td>Able to present ideas. Comes close to expectations for work at this level. Some punctuation and spelling errors but no errors in grammar identified.</td>
<td>Explicitly presents ideas. Work appropriate for this level of student. No spelling or grammar errors noted. A few minor punctuation errors identified.</td>
<td>Highly skilled presentation of ideas. Engages reading. Work exceeds expectations for this level of student. Absolutely no errors in spelling, punctuation, or grammar noted.</td>
<td></td>
</tr>
</tbody>
</table>

Additional Comments:

Total Rubric Score = 5 points

Modified by D.Emeigh 8/14. Adapted by T. Bennett/Created by Denise Westbrook, Full-time Nursing Faculty
Wilmington College 3/05
### WRITING RUBRIC: LITERACY PROGRAMS

<table>
<thead>
<tr>
<th>1. Writing has a clear direction/controlling idea/thesis statement.</th>
<th>UNSATISFACTORY</th>
<th>DEVELOPING</th>
<th>ACC EPTABLE</th>
<th>TARGET</th>
<th>EXEMPLARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is a minimal controlling idea or the controlling idea minimally previews the paper.</td>
<td>Controlling idea is vague or has different logic than parts of the body of the paper.</td>
<td>Controlling idea is somewhat vague or previews only part of the paper.</td>
<td>Controlling idea is well defined and previews most of the paper.</td>
<td>Controlling idea is well- and previews the entire paper.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Writing has ample evidence to prove the controlling idea.</th>
<th>UNSATISFACTORY</th>
<th>DEVELOPING</th>
<th>ACC EPTABLE</th>
<th>TARGET</th>
<th>EXEMPLARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimal instances of specific evidence are offered and they minimally support the controlling idea.</td>
<td>Few instances of specific evidence are offered or they do not support the controlling idea throughout the majority of the paper.</td>
<td>Some instances of specific evidence are offered or they support the controlling idea throughout part of the paper.</td>
<td>Many instances of specific evidence are offered or they support the controlling idea throughout the majority of the paper.</td>
<td>Ample instances of specific evidence are offered and they support the controlling idea throughout.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Writing has transitions to assist with coherence and unity.</th>
<th>UNSATISFACTORY</th>
<th>DEVELOPING</th>
<th>ACC EPTABLE</th>
<th>TARGET</th>
<th>EXEMPLARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing minimally moves smoothly from one idea to another. There are mostly awkward jumps between points.</td>
<td>Writing moves smoothly from one idea to another some of the time. There are many awkward jumps between points.</td>
<td>Writing moves from one idea to another smoothly. There are few awkward jumps between points.</td>
<td>Writing moves from one idea to another smoothly. There are very few awkward jumps between points.</td>
<td>Writing moves from one idea to another smoothly consistently. There are no awkward jumps between points.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Writing is concise, well-written, and vocabulary incorporates academic language.</th>
<th>UNSATISFACTORY</th>
<th>DEVELOPING</th>
<th>ACC EPTABLE</th>
<th>TARGET</th>
<th>EXEMPLARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has limited or inappropriate word choices that obscure meaning. Contains much slang and/or many colloquialisms. Mostly wordy or awkward.</td>
<td>Contains word choices that interfere with the meaning. Contains much slang and/or colloquialisms. Wordy or awkward. Limited academic language.</td>
<td>Good word choices. Some slang and/or colloquialisms. Some instances of wordiness or awkwardness. Some academic language.</td>
<td>Accurate and varied word choice. No slang and/or colloquialisms. Few instances of wordiness or awkwardness. Good use of academic language.</td>
<td>Precise and varied word choice. No slang and/or colloquialisms. Not wordy or awkward. Academic language use is strong.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. Mechanics, usage, grammar, and spelling (MUGS) are correct and the writing is error free.</th>
<th>UNSATISFACTORY</th>
<th>DEVELOPING</th>
<th>ACC EPTABLE</th>
<th>TARGET</th>
<th>EXEMPLARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>More than 4 unique (MUGS) errors per page</td>
<td>Four or more unique (MUGS) errors per page</td>
<td>Less than three unique (MUGS) errors per page</td>
<td>Less than two unique (MUGS) errors per page</td>
<td>No MUGS or typographical errors.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. APA formatting and use of sources are correct. See APA Checklist appropriate to each course.</th>
<th>UNSATISFACTORY</th>
<th>DEVELOPING</th>
<th>ACC EPTABLE</th>
<th>TARGET</th>
<th>EXEMPLARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>8+ APA formatting or citation errors.</td>
<td>5-7 APA formatting or citation errors.</td>
<td>3-4 APA formatting or citation errors.</td>
<td>2 APA formatting or citation errors.</td>
<td>One or less APA formatting or citation errors.</td>
<td></td>
</tr>
</tbody>
</table>

### APPROPRIATE TO GRADUATE LEVEL:

- **MECHANICS:** Punctuation, capitalization
- **USAGE:** Correct and effective word use, especially homophones
- **GRAMMAR:** Correct subject/verb agreement, syntax, complete sentences
- **SPELLING:** Shows evidence of proofreading for spelling

TOTAL: ____/30

Developed by Kate Cottle and Revised 9/30/2010; adapted by Kathryn Brown 2015
MRD 7903 AY 2018 ILA 2010
NCATE ILA Assessment: 5

**MRD/MLLVIDEO RUBRIC**

This course aligns with specific DPAS II Components which are included in the syllabus. Before submitting your videos, annotate the evidence of meeting each criteria within this specific course. Provide a Table of Contents that will identify the specific DPAS II connections. Instead of a page number, list the time code. You may also use a series of multiple, shorter video clips in some cases, but please check with the instructor first. Remember that the students' faces should not be shown on the video (the backs of their heads are allowed), so please aim the camera at yourself rather than at the students.

<table>
<thead>
<tr>
<th>Performance Level/Elements</th>
<th>Unsatisfactory</th>
<th>Developing</th>
<th>Acceptable</th>
<th>Proficient (Target)</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Point Value in Bb</strong></td>
<td>Below 74</td>
<td>74-82</td>
<td>83-91</td>
<td>92-94</td>
<td>95-100</td>
</tr>
<tr>
<td><strong>Videos</strong></td>
<td>No videos are posted.</td>
<td>Video captures less than the required number of sessions.</td>
<td>Video portrays all required elements as defined by the assignment.</td>
<td>Video portrays all required elements of the assignment and includes an introduction or description.</td>
<td>Videos submitted meet all expectations of the assignment and include strong and convincing evidence for support.</td>
</tr>
<tr>
<td><strong>Annotations</strong></td>
<td>Video is not clearly annotated</td>
<td>Video labels but does not explain DPAS component being measured</td>
<td>Video is annotated so that the viewer can identify components being addressed but explanation is not clear.</td>
<td>Video is annotated so that the viewer can identify components being addressed and explanation is clear and convincing.</td>
<td>Video is annotated with specific references to how the evidence demonstrates alignment to the DPAS II.</td>
</tr>
<tr>
<td><strong>Conferencing</strong></td>
<td>There is no conference held between course instructor and candidate.</td>
<td>Conferencing is held but candidate does not come prepared with questions of their own.</td>
<td>Conferencing is held and candidate participates by bringing a list of questions and/or have identified areas of strength and need.</td>
<td>Conferencing is held and candidate participates by bringing a list of questions and evidence of their own identified areas of strength and need and some evidence. EX: My strengths are, or I need help with…..</td>
<td>Conferencing is held and candidate participates by bringing a list of questions and evidence of their own identified areas of strength and need and a specific plan for growth/improvement.</td>
</tr>
<tr>
<td><strong>Reflection</strong></td>
<td>Reflection is not present on the effectiveness of the activity.</td>
<td>Reflection is attempted but only makes vague references to the strengths or areas of need within the activity.</td>
<td>Reflection on the strengths and areas of need within the activity is included.</td>
<td>Thorough reflection on the strengths and areas of need within the activity is included supported by specific evidence from the video.</td>
<td>Thorough reflection on the strengths and areas of need within the activity is included. The reflection also includes a specific plan for future refinement/implementation.</td>
</tr>
</tbody>
</table>