	LTCY 695: **Practicum for Literacy Professionals** Spring 2023 Syllabus
Instructor:	Dr. Nancy Hulan

Class Location: This is an online, asynchronous course. All course materials are available on the course Blackboard site.

Instructor's Office Hours: online appointments via Zoom, please request times that are convenient to you
https://wku.zoom.us/my/hulan
nancy.hulan@wku.edu

*Note: This document and other class related materials are available
on our course site at https://wku.blackboard.edu.

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Course Description: In-depth practice in the literacy coaching of colleagues in the education profession.

Rationale: This course provides the graduate student with an opportunity to develop and implement a project based upon the needs of the graduate student's individual school, classroom, district, or other designated site and based upon needs determined by a needs assessment and the growth areas of the graduate student. This allows the graduate student to practice skills required of a Literacy Specialist under the mentoring and support of the course professor.

Prerequisites:

LTCY 532

Textbooks and Required Materials:

Selected readings will be provided on Blackboard.

Major Course Topics:
Students will engage in cyclical reflective practice with supervisors related to their individual practicum/clinical experience.

Course Objectives:
Students will be able to apply knowledge of high leverage practices in literacy to impart a positive impact on literacy outcomes in their school(s)

Description of Course Assessments:

Literacy Specialist Project (100 points): (ILA-ALP:2,6,7; KTPS: 7,8,9,10): You will design professional learning experiences for a group or groups using collaborative data collection, analysis, and decision-making processes. This can take the form of an ongoing book study, professional development for a small or large group of teachers, coaching visits with teachers with follow-up feedback sessions, family-community based partnerships, or other approved activity. You will 1) develop and submit a plan, 2) keep and submit anecdotal notes on progress, 3) share progress, ideas, and feedback with Literacy MAE peers, 4) record the activity and provide recording to professor, 5) obtain feedback from participants of your plan, and 6) reflect on the process. (ILA-ALP: 2, 7)

Professional Portfolio (100 points) (ILA-ALP: 1,2,3,4,5,6,7; KTPS: 1,2,3,4,5,6,7,8,9,10) : Students will collect data within a professional portfolio throughout their graduate program, and which will be completed in this course. Data will be collected within Anthology and shared by students with program faculty. https://www.wku.edu/educatorservices/anthology.php

You are required to keep an online Professional Dispositions Portfolio to demonstrate your knowledge that meets each of the Standards of Literacy Professionals. Artifacts from coursework

will be added to the Anthology website in the Literacy Portfolio:
https://www.wku.edu/educatorservices/anthology.php

You only need one portfolio for the entire program, so if you have already completed steps #1-8 in another course, you do not have to complete them again for this course. Directions for creating your Portfolio:

    a) Log into Anthology portfolio.
    b) At upper left, select the 3 lines that represent the main menu.
    c) Select Work.
    d) Select "My Coursework"
    e) Select "New Portfolio"
    f) Name it your last name ILA Professional Portfolio (for example, Hulan ILA Professional Portfolio) and select the ILA Professional Portfolio from the drop-down menu.
    g) Hit "Create"
    h) You will then see a table of contents including the ILA standards for Classroom Teachers and for Advanced Literacy Professionals. Throughout the Literacy Education MAE program, you will submit coursework to this portfolio. MAE students will submit artifacts that address both sets of standards. Literacy P-12 Certificate students only submit artifacts that address the Classroom Teacher Standards.
    i) More information can be found here: https://docs.google.com/document/d/1r0ni2G2-1PvUUSERmjNxcpRlCNipSKWQ8m9E1COJ5Hg/edit?usp=sharing

Responses and Contributions to Professional Learning: (ILA-ALP: 1, 2, 4, 5; KTPS: 1, 4)

To facilitate development of reflective practice and reflective decision making; and to support one another in the development of professional learning experiences, students will share progress and feedback on development of their Literacy Specialist Projects. The purpose of this assignment is to allow students to reflect, explore and dialogue with the university instructor and with **each other** concerning topics and issues discussed in class or as these issues relate to the experiences of the student. Scoring for this assignment will be based on the following criteria:

1. thoughtful insights
2. all responses posted by DUE dates
3. sharing of experiences specific to topic of discussion
4. specific references to information from our text or other outside readings (references must accompany)

NO "drive-by," "hit-and-run" or "token" responses

Students MUST reply to at least one other student's entry in Discussion Boards and Flipgrids (in addition to their own response to the question) - as in a class discussion or "grand conversation" on these topics.

Course Grading and Evaluation:

Assessment Name	Point Value	DUE DATES
Literacy Specialist Project (100 points): (ILA-ALP:2,6,7; KTPS: 7,8,9,10)	100	End
Professional Portfolio (100 points) (ILA-ALP: 1,2,3,4,5,6,7; KTPS: 1,2,3,4,5,6,7,8,9,10)	100	End
Responses and Contributions to Professional Learning: (ILA-ALP: 1, 2, 4, 5; KTPS: 1, 4)	50	Throughout Semester
Total Points		

The following represents the grade equivalent for accumulated points and percentage expectations:

Grading Scale:

Grading Scale	
Grade	Percent
A	**93-100%**
B	**85-92%**
C	**77-84%**
D	**70-76%**
F	**$\leq$69%**

Attendance and Participation Policy: While physical attendance in an online course is not expected, attending to the assignments and readings in an online course is. Students are expected to maintain a regular presence in the Blackboard course site and with regular meetings with Dr. Hulan to discuss progress on projects. Participation in online discussion boards is required.

Regular and Substantive Interaction in Online and Distance Education: The U.S. Department of Education requires that distance education courses must include regular and substantive interaction between students and faculty. For more information about Regular and Substantive Interaction at WKU, please visit the Regular and Substantive Interaction in Online and Distance Learning webpage.

In this course:
Announcements are sent regularly to students on whole-class topics.
Professor allows students to decide times to meet to fit their schedules; meetings occur on Zoom or via phone for maximum flexibility for working students.
Zoom and phone calls to and from students to discuss assignments and ongoing course topics.
Frequent and consistent feedback occur through 1) weekly discussion boards surrounding

readings, activities with students of study, and classroom experiences
Communication is focused specifically on the course content within feedback on assignments, in regular course announcements and videos uploaded to explain course content, and through online discussions.

Participation/Professionalism and Communication:

Students in this online course are not expected to physically attend any class at WKU; however, student class participation in online and synchronous class sessions is required. You ARE a part of a distributed class, i.e., you and your classmates are spread around the US and even the world! Each time you come to class via Blackboard, please check Announcements for any current or relevant new information. You must discipline yourself to complete assignments on time. It is strongly suggested that the student notify the instructor in advance of a possible absence. Students' participation grade includes attendance in synchronous meetings, completion of class assignments, reading all assigned materials, turning in assignments on time, maintaining contact with the instructor, use of the Discussion board, and maintaining a positive professional attitude.

Extra Assignments: Faculty members may assign extra work for students who have missed any part of a class or clinical to help the student regain what was lost during their absence if the faculty member feels this is appropriate.

Emails to Instructor:
1.   ALL emails to your instructor MUST be in the following format:
      LTCY 521, First Initial, Last Name, Topic
2.   Remember that your emails are professional communication with your instructor.

 Submission of Assignments:
1.   There will be various methods used for class discussions. Some will be Discussion Boards through BlackBoard, others may include Flipgrid and Google tools.
2.   **The preferred method for submission of your assignments is to upload your assignment file through BlackBoard. Please do NOT copy and paste links from Google docs. Word documents are preferred to allow the professor to provide feedback in a timely and relevant manner.**

Naming Files:
In general, all files submitted should begin with your last name, then a period, then the module code, and a description of the assignment. For example, "Hulan.Leadership.Plan.doc".

Class Time Management:
Management of your personal "class time" is one of the most difficult issues for students in an online class. Most face-to-face classes meet three hours a week and students are expected to spend up to six hours per week in class preparation and assignments. Therefore, you can expect to spend up to nine hours per week on any university course whether face-to-face or online. (Travel time has been a major consideration for many of you in face-to-face classes.) It is not advisable to procrastinate not only because of the time involved but the technical issues you may face and the time required to teach your lesson.

ADA Accomodation

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, Room 1074. The SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

Title IX/Discrimination & Harassment:

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Sex and Gender-Based Discrimination, Harassment, and Retaliation (#0.070) and Discrimination and Harassment Policy (#0.2040). Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Executive Director, Office of Institutional Equity/Title IX Coordinator, Ena Demir, 270-745-6867 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121. Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

Statement of Diversity:

Western Kentucky University is committed to empowering its campus community to embrace diversity by building equitable and inclusive learning, working, and living environments. At the heart of our mission, we seek to provide holistic education and employment experiences that prepare students, faculty, and staff to become effective scholars, contributors, and leaders in our diverse and evolving communities. To that end, this classroom is an inclusive space where all participants are welcomed and treated with respect, dignity, and acceptance. Immoral, illegal, or unethical behavior and/or communication will not be tolerated.

While the majority of students are comfortable with the pronoun sets "he/him" or "she/her," there is a growing population who prefer "they/them" pronouns, or another pronoun sets like ze/zir, per/pers, ey/em, or xe/xem, to avoid binary gender association. Participants in this course may choose to go by the pronoun sets with which they identify and are most comfortable. In addition to pronouns, all students have the right to indicate their preferred first name on TOPNET; this will appear on class rosters. If you did not specify your preferred name on TOPNET, please let me know what name and pronouns I should use for you. Student's chosen names and pronouns will be respected at all times in the classroom.

Plagiarism:

To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be the student's own. One must give any author credit for source material borrowed from another. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism.
For more information about the Process for Academic Dishonesty

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All students are strongly encouraged to get the COVID-19 vaccine. In accordance with WKU policy, all students must call the WKU COVID-19 Assistance Line at 270-745-2019 within 4 hours of testing positive for COVID-19 or being identified as a close contact to someone who has tested positive. The COVID Assistance Line is available to answer questions regarding any COVID-19 related issue. This guidance is subject to change based on requirements set forth by federal, state, and local public health entities. Please refer to the Healthy on the Hill website for the most current information. www.wku.edu/healthyonthehill

Plagiarism:

To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be the student's own. One must give any author credit for source material borrowed from another. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism.
For more information about the Process for Academic Dishonesty

Kentucky Teacher Performance Standards: (Link to the standards and all 174 indicators)

Teacher Standards for Educator Preparation and Certification established June 30, 2018. These standards shall be used in the evaluation and assessment of a teacher for initial or advanced certification and for the accreditation of educator preparation providers.

NOTE INDICATORS in each cell below:

KTPS with INTASC Details/Indicators -- Core Curriculum Alignment	LTCY 519	LTCY 523	LTCY 524	LTCY 527	LTCY 530	LTCY 532	LTCY 520	LTCY 521	LTCY 695
Standard 1. Learner Development: The teacher shall understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and shall design and shall implement developmentally appropriate and challenging learning experiences.	X d, e, f	X	X b,e		X e,g,h		X a,b,c,h		X g,j
Standard 2. Learning differences: The teacher shall use the understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	X g, j, l, m	X		X e,g,j,k,l,m,n,o	X d,e,h,i,k		X a,e,j,l		X a,f

Standard									
Standard 3.Learning environments: The teacher shall work with others to create environments that: Support individual and collaborative learning; and Encourage positive social interaction, active engagement in learning, and self-motivation.	X b, e, i			X g,e,i,l,m,q	X d,e,n,q				X a,n
Standard 4. Content knowledge: The teacher shall: Understand the central concepts, tools of inquiry, and structures of the discipline he or she teaches; and Create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	X f, g, h, l		X a,c,j,l,r		X a	X d,f,i,l	X b,h		X d,f,i
Standard 5. Application of content: The teacher shall understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.						X k,l,h	X h,l,m		X h,l
Standard 6. Assessment: The teacher shall understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the educator's and learner's decision making.		X			X b,g	X c,j,l,v	X g,j,k,l,t,v		X c,v
Standard 7. Planning for Instruction: The teacher shall plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the		X	X b,h		X i,n	X e,i,m,n	X b,c,d,f	X b,c,d,f	X e,k,m,o

community context.								
Standard 8. Instructional strategies: The teacher shall understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.	X h	X	X a,h,l,o		X h,i,m			X b,h,i,l	X i,l,s
Standard 9. Professional learning and ethical practice: The teacher shall engage in ongoing professional learning, shall use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others, such as learners, families, other professionals, and the community, and shall adapt practice to meet the needs of each learner.	X a, c, e, n		X h,l	X a,b,c,d ,e,i		X b,c,d,f, h,k,n,o	X b,c,d,h	X d,h,k,l	X c,k
Standard 10. Leadership and collaboration: The teacher shall seek appropriate leadership roles and opportunities to: Take responsibility for student learning; Collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth; and Advance the profession.			X a,d,f		X f,g,j	X b,c,e,f, l,m,n,p ,r,s,t	X d,f	X d,f,g	X b,e,i,m ,n,t

Major Course Assessments Aligned with Standards:

Major Course Assessments	Course Objectives	SPA Standard(s): ILA-ALP	KY Teacher Performance Standards/INTASC	Overall Core Program Student Learning

				Outcomes
Course Experiences and Assessments				
Literacy Specialist Project	Obj. #	ILA: 2,6,7	KTPS: 7,8,9,10	Data and Research driven decision making Clinical Practice
Professional Portfolio	Obj.	ILA: 1.2.3,4,5,6,7	KTPS: 1, 2, 3, 4, 5,6,7, 8,9,10	Data and Research driven decision making Clinical Practice
Responses and Contributions to Professional Learning	Obj.	ILA: 1,2,4.5	KTPS: 1,4	Professional Dispositions Clinical Practice

ADDITIONAL COURSE INFORMATION AND EXPERIENCE RELATED TO EDUCATION PREPARATION

(EPSB Program Level Requirements)

Course Required P-12 Classroom Observation or Clinical Experiences and Assessments:

(List assessment or experience if this course includes the criteria. If none, put "N/A" and delete the table below. For others, use the table below to provide the number of observation hours and check each type of experiences candidates have during those hours. Note: The table categories are those that the KY EPSB requires each program to have as outlined by **16 KAR 5:040 Section 5(3)**.)

Total Number of Hours: minimum of 10	
EPSB Required Candidate Experience Types - 16 KAR 5:040 Section 5(3)	
(a) Engagement with diverse populations of students which include:	
1. Students from a minimum of two (2) different ethnic or cultural groups of which the candidate would not be considered a member;	
2. English language learners;	
3. Students with disabilities; and	
4. Students from the following grade levels:	
● Elementary	
● Middle School	
● Secondary	
(b) Observation in schools and related agencies, including:	
1. Family Resource Centers; or 2. Youth Service Centers	
(c) Student tutoring	
(d) Interaction with families of students;	
(e) Attendance at school board and school-based council meetings;	
(f) Participation in a school-based professional learning community; and	

(g) Opportunities to assist teachers or other school professionals.	

Course Assessments Related to Standards:

- **The Kentucky Academic Standards (KAS)**
- **The Kentucky P-12 Curriculum Framework**
- **P-12 Assessment System to Guide Instruction**

Prior to graduation, every teacher candidate must be fluent in the Kentucky Academic Standards (KAS) for their content area and for literacy, must be able to deconstruct the standards into learning targets, and must be able to create formative assessments. (See Common Lesson Planning Template at end of document.) Provide descriptive evidence of meeting the following expectations of EPSB:

EPSB Questions to Address regarding: ● **KAS/KECS** ● **KY P-12 Curriculum Framework** ● **P-12 Assessment System to Guide Instruction**	Course Assessment and HOW Assessed -- Include Criteria Demonstrating Depth of Knowledge of Candidate
1. How does the EPP measure a candidate's knowledge and understanding of the Kentucky Academic Standards? How does the candidate demonstrate a deep understanding of a system-wide process for designing curriculum aligned to the KAS at the school or district level?	Students in LTCY 695 are practicing teachers and have been introduced to the KAS in prior coursework. Students engage in work with teachers and students in line with the KAS, and discuss progress related to KAS with each group.
2. Briefly describe how candidates use the Kentucky Academic Standards and appropriate assessment data to guide instruction.)	Students in LTCY 695 base their entire semester work on a project that is build upon a needs assessment. This needs assessment is the data that drives the project. Ongoing assessment is built into project implementation.
3. Describe how candidates use the Kentucky Academic Standards in lesson plans? (To what extent did the EPP provide evidence of candidates' use of the KAS framework in lesson plans?)	
4. Provide evidence of candidate's abilities to create and use formative and summative assessments to guide instruction toward P12 student mastery of the Kentucky Academic Standards.	
5. How does the candidate demonstrate understanding of how a school/district implements the curriculum at the school and classroom level?	
6. How do candidates learn about the state's assessment system for student learning and how that influences their instruction and assessment of their students?	

Course Assessment Serving as Education Preparation Program "Key Assessments" aligned to CAEP Accreditation:

(Please name and briefly describe the assessment and check which category in the table below the assessment represents. If none, put "N/A.")

CAEP Key Assessment Areas	Assessment and Description
Candidate Knowledge (content), Skills, and Professional Dispositions (integrated practices of diversity)	Professional Portfolio (throughout program)
Professional Dispositions	Professional Portfolio (throughout program) Observation of Clinical Practices (520 and 521)
Data and Research driven decision making	Professional Portfolio (throughout program) Diagnostic Report (521) Literacy Specialist Project (695) Learner Dimensions Case Study (523)
Integration of Technology in the discipline	Professional Portfolio (throughout program) Strategic Plan to Address Literacy Issues (527)
Clinical Practice(integrated practices of diversity)	Professional Portfolio (throughout program) Observation of Clinical Practices (521) Diagnostic Report (520)

Course Experiences or Assessments Addressing International Literacy Association Standards for Reading/Literacy Specialist:

International Literacy Association Standards for Reading/Literacy Specialist Standard # and Description	Course Experiences and/or Assessments
STANDARD 1: FOUNDATIONAL KNOWLEDGE Candidates demonstrate knowledge of the major theoretical, conceptual, and evidence-based foundations of elementary/intermediate literacy and language and the ways in which they interrelate.	Responses to Readings and other Materials (1.1, 1.2, 1.3, 1.4) Professional Portfolio (1.1,1.2,1.3,1.4)
STANDARD 2: CURRICULUM AND INSTRUCTION Candidates apply foundational knowledge to critically examine elementary/intermediate literacy curricula; design, adapt, implement, and evaluate instructional approaches and materials to provide a coherent and motivating literacy program that addresses both general and discipline-specific literacy processes	Responses to Readings and other Materials (2.1, 2.2, 2.3, 2.4) Professional Portfolio (2.1,2.2,2.3,2.4) Literacy Specialist Project (2.1,2.2,2.3,2.4)
STANDARD 3: ASSESSMENT AND EVALUATION Candidates understand, select, and use appropriate assessments to gather evidence on elementary/intermediate students' language acquisition and literacy development for instructional and accountability purposes.	Professional Portfolio (3.1,3.2,3.3,3.4)
STANDARD 4: DIVERSITY AND EQUITY Candidates examine their own culture and beliefs; set high expectations for their students; learn about and appreciate the cultures of their students, families, and communities to inform instruction.	Responses to Readings and other Materials (4.1, 4.3) Professional Portfolio (4.1,4.2,4.3,4.4)
STANDARD 5: LEARNERS AND THE LITERACY ENVIRONMENT Candidates apply knowledge of learner development and learning differences to create a positive, literacy-rich learning environment anchored in digital and print literacies.	Responses to Readings and other Materials (5.1) Professional Portfolio (5.1,5.2,5.3,5.4)

STANDARD 6: PROFESSIONAL LEARNING AND LEADERSHIP Candidates are lifelong learners who reflect upon practice; use ongoing inquiry to improve their professional practice; advocate for students and their families to enhance students' literacy learning.	Professional Portfolio (6.1,6.2,6.3,6.4) Literacy Specialist Project (6.1,6.2,6.3,6.4)
STANDARD 7: PRACTICUM/CLINICAL EXPERIENCES Candidates complete supervised, integrated, extended practica/clinical experiences that include intervention work with students and working with their peers and experienced colleagues; practica include ongoing experiences in school-based setting(s); supervision includes observation and ongoing feedback by qualified supervisors.	Professional Portfolio (7.1,7.2,7.3,7.4) Literacy Specialist Project (7.1,7.2,7.3,7.4)

Appendix

Initial Intervention Report

Client:	Date of report:
Client Grade:	Client date of birth:
Client School:	Client age (Y.M):
Clinician:	

I.   General Overview/Background Information
II.   **Diagnostic Summary**
  a. Phonological and Phonemic Awareness
      i.   Assessments and Interpretations (The X assessment was administered to determine how this student could perform in this area. The client demonstrated….. This indicates he/she needs to work on Y.
  b. Phonics and Word Work
      i.   Assessments and Interpretations (The X assessment was administered to determine how this student could perform in this area. The client demonstrated….. This indicates he/she needs to work on Y.
  c. Fluency
      i.   Assessments and Interpretations (The X assessment was administered to determine how this student could perform in this area. The client demonstrated….. This indicates he/she needs to work on Y.
  d. Comprehension and Vocabulary
      i.   Assessments and Interpretations (The X assessment was administered to determine how this student could perform in this area. The client demonstrated….. This indicates he/she needs to work on Y.
  e. Writing and Spelling
      i.   Assessments and Interpretations (The X assessment was administered to determine how this student could perform in this area. The client demonstrated….. This indicates he/she needs to work on Y.
III.   Summary and Recommendations
  a. Provide a summary of the objectives you have for the Spring Intervention sessions.
      i.   Objective 1
      ii.   Objective 2
      iii. Objective 3, etc.
  b. Articulate specific strategies you have identified within course readings and from the LTCY 520 Literature Review that you will use to impact and inform your intervention plan.
IV.   Overview of Intervention Sessions

Session #1-9	Date	Strategies and instructional activities	Formal/informal assessments

Lesson Plan Format (10 points)

Intervention Session#_____
Clinician's Name:
Client's Name:
Date:
Age/Grade Level:
Goals and Objectives:
Kentucky Academic Standard(s):
Resources: If using specific books/texts provide text level
Familiar Re-read:
Word Work (phonics, phonemic awareness, vocabulary):
Fluency Practice: (sight words, cut up sentences from familiar re-read, readers theater, record/listen/review, etc.)
Guided Reading: (Before, During, After framework): this should include word work and comprehension component and practice
Silent Sustained Reading and discussion
Writing:
New book/ Work for Learning Notebook:
Student Assessment (informal, or formal):
Reflection: Discuss your experiences within each section of the lesson. Include detailed data from your client's performance. Include pictures of student work, when applicable. Discuss student progress in relation to the overall objectives of your sessions. Finally, address 1-2 of the reflective focus areas as discussed below.

Reflective Log/Journal

Use the following table of questions (Duke, Cervetti, & Wise, 2017; Griffith & Lacina, 2017) to aid in your reflection and planning for next steps for your client.

Reflective Focus	Question examples
Growth area	What is my identified growth area? What actions am I taking to improve in my growth area, and what evidence did I see in my session that I am improving in this area?
Decisions related to text selection	What level text is appropriate for this group or student? What text within this level is appropriate? Will this book be interesting to my student(s)? What is this book about (plot, characters, setting, genre)? What opportunities are in the text for promoting the following? *Word solving, Fluency and expression, Vocabulary development, Comprehension, Writing, Learning about the world*
Decisions related to lesson focus	What are my goals for this reader and for this lesson? Is there a particular word-solving strategy that this reader needs to learn and use? Does the reader comprehend the text at a level that is appropriate for her current developmental levels? Does the reader need to read with more expression and fluency? How can I teach for independence?
Decisions related to strategy instruction	Is this reader strategic and agentive? What strategies would help her solve words, comprehend text, and read with more expression and fluency?
Decisions about the book introduction	How much support does this book require in the book introduction? How will I help this student draw on background knowledge as it relates to this book? How will I encourage active participation in the form of predictions, connections, and conversations? Will I draw the readers' attention to particular illustrations during the book introduction? Will I use any unfamiliar vocabulary or phrases in the book introduction? Will I leave the ending as a surprise? What purpose will I set for reading?
Intentions to support comprehension	How can I support comprehension during the book introduction, during the reading, after the reading? Are there natural stopping points in the book that will support or deepen comprehension? How can I assess and extend comprehension after the reading?
Decisions about possible teaching points	Will I return to the lesson focus at the end of the lesson? Will I emphasize a particular aspect of fluency? Will I highlight a particular word-solving strategy? How will I address comprehension?
Data driven decision making	What can I learn from the assessments administered and observations I conducted to inform instruction? What does my student need to improve in areas of weakness?
Reading, Writing, Listening, Speaking	How am I insuring that my student is growing in all areas of literacy? Is my student writing, both in response to literature and in its own right? How am I encouraging student agency through independent reading and writing?
Purposeful planning and teaching	How am I purposefully planning in response to my student's needs? Is there a clear purpose for instruction described to the student? Is there a connection between and among sections of the session to build knowledge?

Explicit teaching	How did I explicitly introduce new content, skills, or strategies? In what ways did I tell and model for students what I wanted them to learn?
Extensive opportunities for application	How did I situate the instruction of reading and writing skills in the context of reading and writing connected texts?
Responsive	How was I mindful of my student's cultural and linguistic background, her prior experiences within the classroom, her interests, and her individual needs? How did I design instruction accordingly?

Final Report for Reading Intervention

Student's Name:
Age at beginning of diagnostics:
Age at termination of intervention:
Grade level:
School:
Dates of diagnostics:
Dates of Diagnostic report:
Dates of intervention:
Date of Final Intervention Report:
Clinical Diagnostician:

Overview of Assessment Data:

Pre-assessment Date:	Type of Assessment		Post-assessment Date:	Title of Assessment	
	Word Recognition	Comprehension		Word Recognition	Comprehension
Independent			Independent		
Instructional			Instructional		
Frustration			Frustration		

I. Background Information:
    Reason for referral:
    General:
    Family and Medical History:

II. Summary of Fall 2021/Spring 2022 Assessment Results
        A. Phonemic Awareness
        B. Phonics
        C. Vocabulary
        D. Fluency
        E. Reading Comprehension
        F. Writing
            Break down by big 5 and writing.

III. Summary of Spring 2022 Intervention Instruction

Sessions at a glance			
Session and Date	Objectives/Focus Area	Strategies	Results
	1. 2. 3.		

IV. Existing Needs in Literacy Skills:
   Break down by big 5 and writing.

V. Recommendations:
   These should be specific and include links, resources, and a book list of books on independent and instructional levels- explain how to use each.
   A. *Home*
   B. *School*

VI. Appendices
 Appendix A: Definition of terms
Appendix B: Recommended Book List (Instructional and Independent level texts)
Appendix C: Reproducibles related to intervention sessions and to your recommendations