FAIRLEIGH DICKINSON UNIVERSITY
Peter Sammartino School of Education
Syllabus

EDUC6609 Supervised Practicum in Reading (3 Credits)

Schedule:
Advisement:
Instructor:

Assigned Texts:


Course Description:
This course places candidates with a collaborating teacher/university clinical teaching supervisor in a classroom/school or University clinical reading program for 45 hours of supervised clinical experience in which the knowledge and skills from previous course work will be reinforced and extended. The reading program may be part of an after school or summer school program operated by a university or school. A University clinical teaching supervisor will observe the participants on a regular basis and provide support through a 15 hour seminar.

Note: 30 hours of practicum experience will be logged and monitored by the assigned collaborating teacher and the FDU Instructor for EDUC6609. FDU clinical supervisors will also visit each participant and his/her collaborating teacher on-site. See attached log and the evaluation checklist based upon the International Reading Association’s, _Standards for Reading Professionals (2010)_.

Course Standards:
Upon completion of this course, all candidates will demonstrate knowledge of the School of Education claims in three cross-cutting liberal education themes: learning how to learn, multicultural perspectives and accuracy, and technology. All candidates will demonstrate competencies (knowledge, dispositions, skills, and performances) in New Jersey Core Curriculum Content Standards (NJCCCS); New Jersey Professional Standards for Teachers (NJPST); and International Reading Association (2003) standards:

Refer to the following websites for NJCCCS; NJPST and IRA (2010) Standards:
http://www.state.nj.us/njded/profdev/standards;
http://www.state.nj.us/njded/njcccs/standards;

Course Outcomes:

Candidates will display evidence of being able to:
1. Distinguish and administer multiple informal reading assessments to struggling readers to determine their levels of reading for intervention, including: independent, instructional and frustration.
   **Standards:** NJPST: # 1.3, 1.6, 1.9, 2.1, 2.7, 2.8, 2.9, 3.3, 3.4, 3.6, 3.8, 3.9, 3.10, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.9, 4.10, 4.11, 5.1, 5.4, 5.5, 5.6, 5.7, 6.10, 6.11, 6.12, 7.1, 7.2, 7.3, 7.5, 7.7, 7.8, 8.5, 8.7, 8.8, 9.1, 9.3, 9.4, 9.6, 10.1, 10.2, 10.4, 10.5, 10.6, 10.7; NJCCCS: # 3.1, 3.2, 3.3, 3.4, 3.5; IRA (2010): # 1.4, 2.1, 2.2, 2.3, 3.1, 2.4, 4.1, 4.3, 5.1, 6.1.

2. Assess struggling readers’ strengths and weaknesses systematically and to identify the child’s “Zone of Proximal Development” to make informed on-going instructional decisions for decoding, vocabulary, fluency and reading comprehension improvement.
   **Standards:** NJPST: # 1.3, 1.6, 1.9, 2.1, 2.7, 2.8, 2.9, 3.3, 3.4, 3.6, 3.8, 3.9, 3.10, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.9, 4.10, 4.11, 5.1, 5.4, 5.5, 5.6, 5.7, 6.10, 6.11, 7.1, 7.2, 7.3, 7.5, 7.8, 8.5, 8.7, 8.8, 9.1, 9.3, 9.4, 9.6, 10.1, 10.2, 10.4, 10.5, 10.6, 10.7; NJCCCS: # 3.1, 3.2, 3.3, 3.4, 3.5; IRA (2010): #1.4, 2.1, 2.2, 2.3, 3.1, 3.4, 4.1, 4.3, 5.1, 6.1.

3. Administer, analyze and use the results from “Running Records” to make informed instructional decisions about individual student literacy needs.
Standards: NJPST: # 1.3, 1.6, 1.9, 2.1, 2.7, 2.8, 2.9, 3.3, 3.4, 3.6, 3.8, 3.9, 3.10, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.9, 4.10, 4.11, 5.1, 5.4, 5.5, 5.6, 6.10, 6.11, 7.1, 7.2, 7.3, 7.5, 7.8, 8.5, 8.7, 8.8, 9.1, 9.3, 9.4, 9.6; 10.1, 10.2, 10.4, 10.5, 10.6, 10.7; NJCCCS: # 3.1, 3.2, 3.3, 3.4, 3.5; IRA (2010): # 1.4, 2.1, 2.2, 2.3, 3.1, 3.4, 4.1, 4.3, 5.1.

4. Interpret and compare NJPST, NJCCCS and IRA (2003) standards in the area of language arts to prepare instructional interventions and to write meaningful Response to Intervention Plans (RTIP) and diagnostic reports.

Standards: NJPST: # 1.3, 1.6, 1.9, 2.1, 2.7, 2.8, 2.9, 3.3, 3.6, 3.8, 3.9, 3.10, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.9, 4.10, 4.11, 5.1, 5.4, 5.5, 5.6, 5.7, 6.10, 6.11, 6.12, 7.1, 7.2, 7.3, 7.5, 7.7, 7.8, 8.5, 8.7, 8.8, 9.1, 9.3, 9.4, 9.6, 10.1, 10.2, 10.4, 10.5, 10.6, 10.7; NJCCCS: # 3.1, 3.2, 3.3, 3.4, 3.5; IRA (2010): # 1.4, 2.1, 2.2, 2.3, 3.1, 3.4, 4.1, 4.3, 5.1.

Blackboard: Technology Participation Requirement

Candidates will need an FDU Webmail account. It is a specific e-mail address that will allow entry into webcampus Blackboard, an online webcourse site for work in this course:

- Candidates may request an account by entering the FDU main website at www.fdu.edu.
- On the left side of the screen in a white pull-down menu, press arrow and select webmail option.
- On new screen click on blue phrase, Click here for FDU’s Secure Webmail Server.
- On new screen with a photo of founder Fairleigh S. Dickinson in top center, select 4th option on the left column, Create new webmail account.
- On new screen select option: Student ID number, then click Proceed to next step.
- Follow the instructions from that point.
- The webmail account will be assigned usually within 48 hours but allow ample time for registration by completing during the first week of classes.
- Once registration is complete and webmail account established; enter webcampus and use the entire webmail account including domain as User ID and the same password to locate this course in Blackboard.
- You should begin posting your assignment and tasks to Blackboard as required once Blackboard is available to you.
Note: It is the candidate’s responsibility to secure his or her Blackboard Webmail Account and to resolve any related problems. Blackboard help information can be found on the website, and if that does not resolve the problem, contact a team member for help. Thank you.

<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
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<tr>
<td>1</td>
<td>ORIENTATION and LOGISTICS:</td>
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Introduction and preparation of Response to Intervention Plans (RTIPs) for targeting students: Assessment Procedures for diagnosing student needs and placement in appropriate reading material. Developing positive student behavior through classroom management techniques:

**Essential Question (EQ):** What is the role of the Literacy/Reading Specialist as it relates to the IRA Standards for Reading Professionals, including the candidate’s ability to diagnose and correct students’ literacy needs? What skills must the Reading Specialist candidate know to serve effectively as a resource and as a reading coach while working collaboratively with the Collaborating teacher?

**Assignments:**
- Syllabus
- Cohen & Cowen Ch. Intro., 1, 2
- Walpole Ch. 1
- Fuchs, Intro., Ch 1

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<th>2</th>
<th>DIAGNOSIS:</th>
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**EQ:** What skills must candidates develop to show evidence of their knowledge in the following key areas of literacy evaluation?

- Informal Assessment
- Standardized Assessment
- Teacher-made Data Collection Forms
Assignments:
Walpole, Ch. 2-4
Cohen & Cowen, Ch. 8
Fuchs, Ch. 2

3

EQ: Which kinds of assessments should candidates use to help them diagnose and plan instruction for all students’ literacy needs?

- Word attack
- Comprehension
- Reading Fluency
- Vocabulary: Sight and High Frequency
- Writing Skills
- “Running Record” Administering/Analyzing

Assignments:
Cohen & Cowen, Ch. 5, 6
Walpole, Ch. 5-8
Fuchs, Ch. 3

4

WORD ATTACK/PHONICS: EQ 1:

What must candidates do to show evidence of their ability to instruct students in the following key areas of early reading skills?

- Phonological/Phonemic Awareness
- Alphabetic Principle/Automaticity
- Phonogrammatic Approach to Phonics

WORD STUDY APPROACHES: EQ 2:
How can candidates demonstrate their ability to instruct struggling readers in developing the following word study skills?

- Spelling Patterns/On-Set and Rime
- Cueing Systems
- Fix-up and self-monitoring strategies
- Derivations: Spelling/Vocabulary
READING COMPREHENSION

**EQ 1:** How will candidates put theory into practice by teaching reading comprehension strategies to struggling readers for reading for understanding?

- Specific Comprehension Strategies
- Metacognitive reading strategies
- Fluency Reading Strategies
- Speed and Accuracy
- Vocabulary development for understanding
- Visual Tools and Graphic Organizers

**EQ 2:** What skills are required to perform the following post-assessment tasks with competency?

- Analyze Results of student progress
- Write Report to Parents/Guardians
- De-brief strengths and weaknesses
- Make recommendations to improve literacy

**Assignments:**
Cohen & Cowen Ch. 12, 14
Ekwall/Shanker, Part 2

**Blackboard Task:**
Candidates will share the diagnostic and implementation process as well as the results of RTIPs, developed with a certified teacher, via Blackboard to collaborative teams, while
EDUC6609 Course Requirements and Grading: Course Work (Theory) and Field Work (Practice)

The syllabus above outlines the theory part of the course work. In addition, candidates get a chance to put this theory into practice during a minimum of 30 hours of field work. This supervised practicum engages candidates in a number of tasks outlined below that includes: 3 Individual Student Response to Intervention Plans (RTIPs)—3-5 pages each; one-on-one and/or small group instruction implemented with 1-3 targeted struggling readers (individual or small group); an analysis of the diagnostic data; conferencing with parents (optional) and/or other professional staff members; coaching; collaborative planning, including the selection and sharing of leveled texts, multicultural materials, curriculum resources and technology; and writing a proposal, as well as presenting a staff development workshop; are among the practical hands-on experiences that make up this supervised practicum.

The course requirements for EDUC6609 Supervised Practicum in Reading are presented in the 5 tasks outlined below. The professional dispositions, readings, participation and quality of field work encounters, as part of the 30 plus hours of supervised practicum activities, are a direct outgrowth of the previous course work in Foundations in Reading I and II and the content related to Diagnosis of Reading and Supervised Practicum in the Correction of Reading Problems. The candidate will be responsible for maintaining a log of a minimum of 30 hours of field work activities which includes: administering authentic assessments and instructional interventions with up to 3 or more struggling readers in the field study setting. In addition to the satisfactory completion of the 5 performance-based tasks that follow (see point distribution for Tasks 1-5, rubrics and checklist forms). Clinical supervisors will observe and evaluate the candidates in the field using 2 assessment instruments based upon the International Reading Association’s Standards for Reading Professionals (2003): The Supervised Practicum in Reading Assessment Instrument for the Literacy Reading Specialist Candidate; and the Collaborating Teacher Exiting Conference Form (see attached).
Candidates will be required to meet the criteria set forth in the 5 tasks delineated below, and it is also essential that the candidate receive an “Acceptable” rating on each of the above assessments in order to be recommended by the practicum instructor as fulfilling the requirements of the supervised practicum with a passing grade.

*TASK #1: Design and Implement 3 RTIPs for Student Improvement (30 Points)

Each candidate will design 3 RTIPs for student improvement with his or her Collaborating Teacher. These plans will be implemented with 3 or more students (individual or small group instruction) who are struggling readers and writers. Each RTIP must include the implementation of a multiple diagnostic procedure (3 or more informal assessments) that the candidate will administer to each student to inform instruction (similar to EDUC6607 Diagnosis of Reading Problems). Based upon the results of these assessments the candidate will design the appropriate Intervention Plans with his or her Collaborating Teacher. The Progress Report describing each Diagnostic and Intervention Plan and Results will be mailed electronically as stated above in a timely manner. Note: These informal assessments can include any of the assessment tools introduced in EDUC6607 Diagnosis of Reading Problems. The Basic Reading Inventory (BRI) or other instruments can be utilized but must be approved in advance by the instructor of the Practicum. Be sure to include the appropriate NJPST, NJCCCS & IRA (2003) standards with the appropriate, corresponding indicators or elements. The instructor will provide the Due Dates for all tasks at the first session of the Practicum. (Note: Candidates should discuss individual concerns or problems related to the logistics of carrying out this task before or after class with the instructor.)

Standards:  NJPST: # 1.3, 1.6, 1.9, 2.1, 2.7, 2.8, 2.9, 3.3, 3.4, 3.6, 3.8, 3.9, 3.10, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.10, 4.11, 5.1, 5.4, 5.5, 5.6, 5.7, 6.11, 6.12, 7.1, 7.2, 7.3, 7.5, 7.7, 7.8, 8.5, 8.7, 8.8, 9.1, 9.3, 9.4, 9.6, 10.1, 10.2, 10.4, 10.5, 10.6, 10.7; NJCCCS: # 3.1, 3.2, 3.3, 3.4, 3.5; IRA (2010): # 1.4, 2.1, 2.2, 2.3, 3.1, 2.4, 4.1, 4.3, 5.1, 6.1.

*NOTE: All tasks must be submitted electronically and in hard copy to the instructor of the practicum: cowen@fdu.edu.
TASK #2: (20 Points)

Design and Implement a Staff Development Workshop

Each candidate will design and implement a Staff Development Workshop based upon one of the 5 Pillars or based upon Informal Assessment, i.e.: (Phonological/Phonemic Awareness; Word Study/Phonics; Vocabulary, Fluency or Specific Comprehension Strategies. This workshop should be designed with the Collaborating Teacher; the Candidate will be responsible for writing up the workshop presentation as a Proposal, just as one might submit for giving a presentation at a local, state or national reading conference. The workshop should be designed with new and/or non-tenured teachers and/or paraprofessionals in mind. The workshop can be offered as part of a Faculty Meeting or as part of a Staff Development after school meeting for interested staff members. NOTE: A Workshop Evaluation Form must be filled out by teachers and/or paraprofessionals attending the workshop and submitted as evidence, which will be included with the Proposal.

Standards:  NJPST: # 1.3, 1.6, 1.9, 2.1, 2.7, 2.8, 2.9, 3.3, 3.4, 3.6, 3.8, 3.9, 3.10, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.9, 4.10, 4.11; 5.1, 5.4, 5.5, 5.6, 5.7, 6.10, 6.11, 6.12, 7.1, 7.2, 7.3, 7.5, 7.7, 7.8, 8.5, 8.7, 8.8, 9.1, 9.3, 9.4, 9.6, 10.1, 10.2, 10.4, 10.5, 10.6, 10.7; NJCCCS: # 3.1, 3.2, 3.3, 3.4, 3.5; IRA (2010): # 1.4, 2.1, 2.2, 2.3, 3.1, 3.4, 4.1, 4.3, 5.1., 6.1
TASK #3 (20 Points)

Model as a Reading Coach

Each Candidate will be required to plan a lesson with another teacher, serving as a literacy resource for ideas, materials, instruction and to provide coaching prior to as well as feedback following the lesson. Therefore, this task involves planning a lesson with another teacher; coaching at a Pre-Conference (prior to instruction) and coaching at a Post-Conference, (after class) providing feedback and listening to how the teacher self-assesses the lesson, thereby, coaching to improve future lessons. The Instructor for the Practicum will provide a “Coaching Form” that will be filled out by both coach and teacher. A brief written, reflective self-assessment will indicate what was learned in each experience: coaching and/or being coached.

Standards:  NJPST: # 1, 2, 3, 4, 5, 6, 7, 8, 9
            NJCCCS: # 3.1, 3.2, 3.3, 3.4, 3.5
            IRA (2010): # 1.4, 2.1, 2.2, 2.3, 3.1, 3.4, 4.1, 4.3, 5.1., 6.1

TASK #4 (20 Points)

Required Readings

Each Candidate will be required to read the texts listed above and a daily interactive journal entry will be kept. Prior to the start of each session the Instructor will require a Quick Journal Write based upon an Essential Question. This will be an on-going assignment due each time the course meets face-to-face.

Standards:  NJPST: # 1.3, 1.6, 1.9, 2.1, 1.7, 2.8, 2.9, 3.3, 3.4, 3.6, 3.8, 3.9, 3.10, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.9, 4.10, 4.11, 5.1, 5.4, 5.5, 5.6, 5.7, 6.10, 6.11, 6.12, 7.1, 7.2, 7.3, 7.5, 7.7, 7.8, 8.5, 8.7, 8.8, 9.1, 9.3, 9.4, 9.6, 10.1, 10.2, 10.4, 10.5, 10.6, 10.7;
            NJCCCS: # 3.1, 3.2, 3.3, 3.4, 3.5; IRA: # 1.4, 2.1, 2.2, 2.3, 3.1, 3.4, 4.1, 4.3, 5.1., 6.1
TASK #5 (10 Points)

Profession Disposition and Class Participation

Each Candidate will meet the New Jersey Professional Standards for Teachers (NJPST) and the International Reading Standards (see 5.1) showing that the successful candidate must exhibit all Professional Dispositions (See attached Checklist citing 15 dispositions).

Note: The NJPST identifies many dispositions for highly-qualified teachers. Each candidate will demonstrate professional dispositions during all class-related activities: before, during, and after. Professional dispositions will be evident in discussions, presentations, class work, and teamwork in the classroom and outside off the classroom in conversations and communiqués with peers and the Professor. Class Participation requires that a candidate attend every class, be prepared to discuss the assigned topics by having read the assigned text and articles and reflect on its relationship to education. The candidate must remain confidential concerning information and data obtained about specific children and school districts.

Standards: NJPST: # 1.3, 1.6, 1.9, 2.1, 2.7, 2.8, 2.9, 3.3, 3.4, 3.8, 3.9, 3.10, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.9, 4.10, 4.11, 5.1, 5.4, 5.5, 5.6, 5.7, 6.10, 6.11, 6.12, 7.1, 7.2, 7.3, 7.5, 7.7, 7.8, 8.5, 8.7, 8.8, 9.1, 9.3, 9.4, 9.6, 10.1, 10.2, 10.4, 10.5, 10.6, 10.7;
NJCCCS: # 3.1, 3.2, 3.3, 3.4, 3.5; IRA (2010): # 1.4, 2.1, 2.2, 2.3, 3.1, 3.4, 4.1, 4.3, 5.1, 6.1.
## RUBRIC

**TASK 1 (a) EDUC 6609: – Basic Reading Inventory – BRI**

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<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
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<tr>
<td><strong>Sight words</strong>&lt;br&gt;Certified Teacher’s BRI shows that:</td>
<td>Student can quickly read the sight words on a list. They recognize long, vowels, short vowels, compound words, contractions, prefixes, and suffixes. They do not need to self-correct.</td>
<td>Student can quickly read some sight words. They recognize long vowels, short vowels, compound words, contractions, prefixes, and suffixes. They self-correct.</td>
<td>Students can read sight words but not quickly. They recognize long vowels, short vowels, some compound words, contractions, prefixes, and suffixes. They self-correct only some words.</td>
<td>Student has difficulty reading sight words. They are not familiar with special types of words and they do not go back and self-correct.</td>
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<tr>
<td><strong>Focus on story/article</strong></td>
<td>Student is involved in reading the story. Not distracted.</td>
<td>Student seems to be enjoying and moving through the story, but takes some short breaks.</td>
<td>Student seems to be reading the story, but doesn’t seem to be very interested. Takes a few short breaks.</td>
<td>Pretends to read the story. Mostly looks around or fiddles with things.</td>
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<td><strong>Tries to understand</strong></td>
<td>Stops reading when it doesn’t make sense and reads parts again. Uses good reading strategies and self-correct</td>
<td>Stops reading when it doesn’t make sense and tries to use strategies to get through the tricky spots or to figure out new words.</td>
<td>Stops reading when it doesn’t make sense and asks for assistance.</td>
<td>Gives up entirely OR plows on without trying to understand the story.</td>
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<td><strong>Understands story elements</strong></td>
<td>Student knows the title of the story as well as the names and description of the important characters. Can answer all the questions easily and adds more details.</td>
<td>Student knows the names and descriptions of the important characters and where the story takes place. Can answer four questions.</td>
<td>Student knows the names OR descriptions of the important characters in the story. Can answer three questions</td>
<td>Student has trouble naming and describing the characters in the story. Can answer only one or two questions</td>
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<td>Component</td>
<td>EXEMPLARY Performance</td>
<td>ACCEPTABLE Performance</td>
<td>DEFICIENT Performance</td>
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<td>Background:</td>
<td>A thorough and insightful student background is included so as to provide additional information for instruction.</td>
<td>Some notable details in the student’s background are included and provide some insight for instruction.</td>
<td>Few details regarding the student’s background are included, thereby limiting insight into performance.</td>
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<td>• Student history</td>
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<td>• Family/school issues</td>
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<td>• Level of Cooperation</td>
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<td>• Prior assessments</td>
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<td>• Health</td>
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<td>Essential Elements:</td>
<td>All necessary elements are included and complete</td>
<td>Most necessary elements are included or some are incomplete</td>
<td>Few necessary elements are included, are incomplete or incorrect</td>
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<td>• Titles, levels of texts</td>
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<td>• Running Record Forms</td>
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<td>Summary of Running Record includes:</td>
<td>All components are summarized clearly and specifically, including examples</td>
<td>All components are summarized with some explanation and examples</td>
<td>Some components are missing or not fully summarized or explained adequately</td>
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<td>• Patterns of miscues</td>
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<td>• Types of miscues within cueing systems</td>
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<td>• Non-miscue observations (self-correction, repetition, etc)</td>
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<td>• Retelling notes</td>
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<td>• Body language</td>
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<td>Analysis of Running Record includes:</td>
<td>All significant patterns of miscues are analyzed correctly within the MSV cueing systems and additional effects (i.e.- fluency, comprehension) are discussed</td>
<td>Most significant patterns of miscues are analyzed correctly within the MSV cueing systems and additional effects (i.e.- fluency, comprehension) are discussed</td>
<td>Patterns of miscues are not fully analyzed or are not analyzed correctly</td>
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<td>• Analysis of the effect of miscues on reading comprehension including notation of MSV patterns and non-miscue observations</td>
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<td>Recommendations:</td>
<td>Many valid instructional recommendations are made</td>
<td>Some valid instructional recommendations are made</td>
<td>Few instructional recommendations are made, or are invalid</td>
<td></td>
</tr>
<tr>
<td>• Indicators include teaching within MSV systems, relevant strategies and accommodations</td>
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<tr>
<td>CATEGORY</td>
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<td>Informal Assessments</td>
<td>The response indicates that the candidate has a thorough understanding of the reading concept. The candidate has provided a response that is accurate, complete, and fulfills all the requirements. A minimum of 3 credits are used.</td>
<td>The response indicates that the candidate has an understanding of the reading. The candidate has provided a response that is accurate and fulfills most of the requirements but the required details are not complete or clear. 3 tests are used.</td>
<td>The response indicates that the candidate has partial understanding of the reading concepts. The candidate has provided a response that may include information that is correct but is too general or simplistic. Some examples may be omitted. 2 tests used.</td>
<td>The response indicates that the candidate has very limited understanding of the reading concept. The response is incomplete, may exhibit many flaws and may not meet all the requirements. Only 1 test is used.</td>
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## RUBRIC
### TASK 1 (d): EDUC 6609: Diagnostic Report – ISIP

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<tr>
<th>CATEGORY</th>
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<th>3</th>
<th>2</th>
<th>1</th>
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</thead>
<tbody>
<tr>
<td>Notes</td>
<td>Notes are recorded and organized in an extremely neat and orderly fashion.</td>
<td>Notes are recorded legibly and are somewhat organized.</td>
<td>Notes are recorded.</td>
<td>Notes are recorded only with peer/teacher assistance and reminders.</td>
</tr>
<tr>
<td>Sources</td>
<td>All sources (information and graphics) are accurately documented.</td>
<td>All sources (information and graphics) are accurately documented, but a few are not in the desired format.</td>
<td>All sources (information and graphics) are accurately documented, but many are not in the desired format.</td>
<td>Some sources are not accurately documented.</td>
</tr>
<tr>
<td>Mechanics</td>
<td>No grammatical, spelling or punctuation errors.</td>
<td>Almost no grammatical, spelling or punctuation errors.</td>
<td>A few grammatical, spelling or punctuation errors.</td>
<td>Many grammatical, spelling or punctuation errors.</td>
</tr>
</tbody>
</table>

*See handouts – RTIPs.*
TASK 2: EDUC6609 STAFF DEVELOPMENT WORKSHOP EVALUATION

PRESENTER’S NAME ______________________________________________

WORKSHOP TITLE ______________________________________________

SKILL/CONCEPT FOCUS ___________________________________________

PLACE OF WORKSHOP ____________________________________________

DATE OF WORKSHOP ____________________________________________

Please rate the workshop on a Likert Scale from: 1 (lowest) – 4 (highest) –
CIRCLE NUMBER:

1. Overall rating of session: 1 2 3 4
2. Clarity of content: 1 2 3 4
3. Relevance to the classroom: 1 2 3 4
4. Knowledge of content: 1 2 3 4
5. Planning of session evident: 1 2 3 4
6. Literacy expertise evident: 1 2 3 4
7. Responses to questions: 1 2 3 4

COMMENTS: (Use other side for additional space.)
# RUBRIC
## Task # 3: EDUC6609 -- Shared Plan & Presentation of Case Study

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<thead>
<tr>
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<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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</thead>
<tbody>
<tr>
<td><strong>Presentation</strong></td>
<td>-Presented in logical order</td>
<td>-Details lacking some information</td>
<td>-Details lacking much information</td>
<td>-Details unclear</td>
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<tr>
<td></td>
<td>-Is on topic</td>
<td>-Strays from topic</td>
<td>-Thoughts and ideas are not very strong</td>
<td>-Presentation is weak and presenter is unprepared</td>
</tr>
<tr>
<td></td>
<td>-Clear and concise</td>
<td>-Thoughts and ideas are not very strong</td>
<td>-Some areas are covered</td>
<td>-Presentation is poorly planned and presented</td>
</tr>
<tr>
<td></td>
<td>-Knowledge on all areas of child’s ISIP</td>
<td>-Most areas are covered</td>
<td>-Some of the child’s strengths and needs are addressed</td>
<td>-Child’s strengths and weaknesses are not addressed</td>
</tr>
<tr>
<td></td>
<td>-Well planned and confident presentation</td>
<td>-Most areas are covered</td>
<td>-Most of the child’s strengths and needs are addressed</td>
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<td></td>
<td>-Focus on child’s needs and Strengths</td>
<td>-Some presentation of information is evident</td>
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<tr>
<td><strong>The Plan</strong></td>
<td>-Interventions and activities develop strengths and weaknesses are varied</td>
<td>-Interventions and activities are provided</td>
<td>-Interventions and activities are minimal</td>
<td>-Interventions and activities are not evident</td>
</tr>
<tr>
<td><strong>Intervention</strong></td>
<td>-Most areas of the child’s ISIP are addressed including:</td>
<td>-Many areas of the child’s ISIP are addressed</td>
<td>-Child’s ISIP is minimally addressed</td>
<td>-Does not address the child’s ISIP</td>
</tr>
<tr>
<td></td>
<td>-Concepts and print</td>
<td>-Interventions relative to strengths and weaknesses are somewhat developed</td>
<td>-Meets minimally meets criteria</td>
<td>-Does not address the strengths and weaknesses of the child</td>
</tr>
<tr>
<td></td>
<td>-Phonological awareness</td>
<td>-Strong conclusions but not complete</td>
<td>-Addresses some strengths and weaknesses of the child</td>
<td>-Interventions are not sufficient</td>
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<tr>
<td></td>
<td>-Decoding and word recognition</td>
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<td>-Interventions not up to par</td>
<td>-Conclusion is missing</td>
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<td></td>
<td>-Fluency</td>
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<td>-Weak conclusions</td>
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<td></td>
<td>-Reading strategies</td>
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<td></td>
<td>-Vocabulary and concept development</td>
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<td></td>
<td>-Comprehension skills and response to text</td>
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<td></td>
<td>-Inquiry and research</td>
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<td></td>
<td>-All criteria are met</td>
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<td></td>
<td>-Conclusions are complete and strong</td>
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<tr>
<td><strong>Shared Learning</strong></td>
<td>-Extremely informative and beneficial to classmates</td>
<td>-Informative and beneficial to classmates</td>
<td>-Somewhat beneficial to Classmates</td>
<td>-Not informative or beneficial to classmates</td>
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</table>
### REQUIRED READINGS

<table>
<thead>
<tr>
<th>SESSIONS</th>
<th>PARTICIPATION RATINGS</th>
<th>EVIDENCE</th>
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<tbody>
<tr>
<td>I</td>
<td></td>
<td></td>
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<tr>
<td>II</td>
<td></td>
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<td>III</td>
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Professional Disposition and Class Participation

ESSENTIAL QUESTIONS: How does a teacher conduct himself or herself as a professional? What professional dispositions must a teacher demonstrate to be considered a highly-qualified teacher?

The New Jersey Professional Standards for Teachers, NJPST, identifies many dispositions for highly-qualified teachers. Each Fairleigh Dickinson University candidate for a Master of Education for Certified Teachers will demonstrate professional dispositions during all class-related activities: before, during, and after. Professional dispositions will be evident in discussions, presentations, class work, and teamwork in the classroom and outside of the classroom in conversations and communiqués with peers and the Professor. Class Participation requires that a candidate attend every class, be prepared to discuss the assigned topics by having read the assigned text and articles and reflect on its relationship to education. The candidate must remain confidential concerning information and data obtained about specific children and school districts.

The successful candidate must exhibit all Professional Dispositions listed below at a level of $D$, developing competence:

- $I$ = Introductory Competency (Candidate is knowledgeable of the disposition but does not demonstrate competency.)
- $D$ = Developed Competency (Candidate demonstrates dispositions.)
- $P$ = Proficient Competency (Candidate extends dispositions to include and lead peers to exhibit professional dispositions.)

Any categories designated with an $I$, Introductory Competency, will have 2 points deducted from the Total 15 points on this Task. The Professor will assess the student’s entire class participation and professional disposition as a complete entity to determine the total number of points. The successful M.A.C.T. candidate demonstrates caring and competence when he or she:

- Appreciates, Respects, and Cares about multiple perspectives of others;
- Tolerates diverse learning styles of others in this course;
- Accepts working with diverse personality types of others in this course;
- Displays patience when exploring tasks in this course;
- Demonstrates persistence on all tasks in this course without criticism or complaint;
- Accepts educational risk taking as an opportunity to grow professionally;
- Exhibits eagerness to explore new ideas;
- Shows flexibility of thought;
- Disagrees agreeably;
- Advocates appropriately to the proper person or people;
- Engages actively and enthusiastically in all lessons and activities;
- Attends all classes and appointments;
- Submits all assignments in accord with the course policies;
- Demonstrations ability to be self-reflective to grow professionally; and
- Remains confidential about information related to specific children and schools.
THIRTY-HOUR LOG FOR FDU SUPERVISED PRACTICUM IN READING

Candidate: __________________________________________________________

Collaborating Teacher:_________________________________________________

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<th>DATE: MINUTES</th>
<th>TASK</th>
<th>DATE:: MINUTES</th>
<th>TASK</th>
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TOTAL HOURS (30 HOURS MINIMUM) ________________

Collaborating Teacher’s Signature: ____________________________ DATE: _______
(30 hours of student contact, collaborating, and coaching time is accurately documented.)

Candidate’s Signature:: ____________________________ DATE: _______
FDU School of Education Policy Reference

Mission: The mission of the School of Education at Fairleigh Dickinson University is to foster a diverse community of effective, professional educators who are caring, competent, reflective, ethical leaders committed to developing scholarship, advancing student learning and achievement, and promoting democratic ideals in our global society.

A. Attendance: Students are required to attend class, arrive on time and participate in all courses for which they are enrolled. Class attendance and participation are essential to academic progress. Individual instructors may include class participation in the determination of the final grade. Each instructor will announce his or her grading policies at the beginning of the semester in each course, making clear the weight to be given to participation in grade determination. (FDU policy). The School of Education’s Policy Committee suggests the following for graduate classes which meet for 15 sessions:

a. Attendance is required in all our classes
b. 3 absences, grade drops by a half a grade
c. 4 absences, grade drops by one full grade
d. 5 absences, the student fails or withdraws from the class

B. FDU Academic Integrity Policy


Students enrolled at Fairleigh Dickinson University are expected to maintain the highest standards of academic honesty. Students have the responsibility to each other to make known the existence of academic dishonesty to their course instructor, and then, if necessary, the department chairperson or the academic dean of their College. Course instructors have the added responsibility to state in advance in their syllabi any special policies and procedures concerning examinations and other academic exercises specific to their courses. Students should request this information if not distributed by the instructor.

Academic dishonesty includes, but is not necessarily limited to, the following:
1. Cheating—Giving or receiving unauthorized assistance in any academic exercise or examination. Using or attempting to use any unauthorized materials, information or study aids in an examination or academic exercise.
2. Plagiarism—Representing the ideas or language of others as one’s own.
3. Falsification—Falsifying or inventing any information, data or citation in an academic exercise.
4. Multiple Submission—Submitting substantial portions of any academic exercise more than once for credit without the prior authorization and approval of the current instructor.
5. Complicity—Facilitating any of the above actions or performing work that another student then presents as his or her assignment.
6. Interference—Interfering with the ability of a student to perform his or her assignments.

Sanctions: Any student found guilty of academic dishonesty will, for the first offense, receive one or a combination of the following penalties:
1. No Credit (0) or Failure for the academic exercise.
2. Reduced grade for the course.
3. A Failure in the course that is identified on the student’s permanent record card as permanent and cannot be removed.
4. Recommendation for academic probation to the Dean’s Office. In cases of interference and complicity, when the student is not registered in the affected course, the incident may be recorded on the student’s permanent record card. In any case, the incident and penalty will be recorded in the student’s file maintained in the campus Office of Enrollment Services. For a second offense of academic dishonesty, a student will be subject to any combination of the above sanctions and, with concurrence of the academic dean, one of the following:
1. Suspension from the University for one year. Readmission will be contingent upon the approval of the academic dean.
2. Dismissal from the University.
C. Graduate Programs – Grading & similar policies
(based on a draft presented to the School of Education’s Policy Committee by Dean Al Schielke on 10/15/03)

1. Grades (The instructor should specify his or her grading scale to equate points/percentages into letter grades.):
   a. Weighted grades: A, A-, B+, B, B-, C+, C, and F. (Grades of C- or D are not acceptable grades in graduate programs.) The minimum passing grade for the graduate programs is a C.
   b. Incompletes (not a grade but a temporary status): STUDENTS HAVE THE RESPONSIBILITY TO COMPLETE ALL WORK IN A COURSE IN THE PRESCRIBED TERM. A student has the added responsibility to notify the course instructor of circumstances that will prevent the student from completing the required coursework on time. An incomplete should be given only in exceptional or emergency circumstances at the discretion of, and after consultation with, the instructor. The students will have through the third week of the next full semester (fall or spring) to complete the requirement for the course or the incomplete automatically will change to a failure. If appropriate, the instructor can request an extension of the incomplete, which requires the approval of the school director and the college dean.
   c. Change of Letter Grades: “No instructor shall change a grade from one letter grade to another based upon submission by the student of additional work unless the same opportunity has been made to all other students in the class.” A change of grade is always legitimate and appropriate when the recorded grade is the result of an error by any university employee.

2. Repeat Courses: If a graduate student repeats a course, both grades remain on the transcript and are averaged in the cumulative grade-point-ratio (GPA). The student will earn credit for one course.

3. Degree Requirements and Academic Probation
   a. The School of Education requires a minimum grade-point-ratio of 2.75 (3.25 for the MA in Learning Disabilities) for graduation.
   b. Students who receive two or more grades of C in graduate coursework will be warned, and if they do not demonstrate improvement in their academic performance they will be asked to withdraw.
   c. Retention in the MAT program is contingent on maintaining a minimum grade-point-ratio of 3.00 (3.25 for the MA in Learning Disabilities).
   d. A graduate program of study must be completed within a period of five years from the time the student first registers for graduate study.

D. Undergraduate Programs – Grading & similar policies

1. Grades
   a. Weighted grades: A, A-, B+, B, B-, C+, C, C-, D, and F. The minimum passing grade for the undergraduate programs is a D.
   b. Incompletes (not a grade but a temporary status): STUDENTS HAVE THE RESPONSIBILITY TO COMPLETE ALL WORK IN A COURSE IN THE PRESCRIBED TERM. A student has the added responsibility to notify the course instructor of circumstances that will prevent the student from completing the required coursework on time. An incomplete should be given only in exceptional or emergency circumstances at the discretion of, and after consultation with, the instructor. The students will have through the third week of the next full semester (fall or spring) to complete the requirement for the course or the incomplete automatically will change to a failure. If appropriate, the instructor can request an extension of the incomplete, which requires the approval of the school director and the college dean.
   c. Change of Letter Grades: “No instructor shall change a grade from one letter grade to another based upon submission by the student of additional work unless the same opportunity has been made to all other students in the class.” A change of grade is always legitimate and appropriate when the recorded grade is the result of an error by any university employee.

2. Repeated Courses: If an undergraduate student repeats a course, both grades remain on the transcript but only the last earned grade will be computed in the cumulative grade-point ratio. The student will earn the credit associated with the grade received in the last repeated course.
3. **Degree Requirements and Academic Probation**

   a. In general, a student must earn a minimum 2.00 GPR (GPA) for graduation. The School of Education, however, requires a minimum undergraduate grade-point-ratio of 3.00 for acceptance and retention in the QUEST program. If a full-time student’s semester GPR (or part-time student in blocks of twelve credits) is between 2.75 and 3.00, the student will be continued in the QUEST program for one additional semester. Students will not be retained in the QUEST program if their CGPR falls below 2.75.

   b. QUEST students who receive two or more grades of C in MAT courses will be placed on probation. If they do not demonstrate improvement in their MAT coursework they will be removed from the program.

   c. An undergraduate program of study must be completed within a period of ten years.

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**E. Student Academic Services:** The University attempts to meet the needs of all students with special needs. The Office of the Dean of Students coordinates, through appropriate campus offices, services that would provide reasonable accommodations for students with special needs. If special accommodations are required, contact the dean of students as early in the semester as possible so that appropriate arrangements can be made.

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**F. Policy on course completion:** In order to maintain matriculation status, students must register consecutively for the fall and spring semesters. If consecutive registration is not maintained, students must reapply to the Admissions Office. A leave of absence allows students to interrupt their graduate studies if necessary. Please see the Student Handbook for specific details.

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**G. Student responsibilities regarding fulfilling course requirements (the following represents the MAT committee’s policy regarding student responsibility in fulfilling course requirements):**

   It is expected that students enrolled in courses and programs in the FDU School of Education take a proactive stance in assuring that they meet the requirements to fulfill all courses necessary for certification and/or their respective program in the correct sequence and in a timely fashion. This means that it is the student’s responsibility to meet regularly with his or her advisor, to line up a sequence of courses and a time frame for completion, to make sure that all check sheets are updated regularly and are current, and to make sure that all documentation such as resumes, transcripts, and Praxis reports are on file. While the School of Education faculty will make every effort to smooth the path for students and keep accurate records, it is ultimately the responsibility of the student to ensure that he or she has completed the necessary paperwork and courses for certification and/or graduation.

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**H. Picking up graded papers:** Students are requested to pick up all of their papers from their professors (or the School of Education main offices at each campus) within the first 3 weeks of the new semester. All work not retrieved by the end of these 3 weeks will be discarded.