Practicum in Reading
RED 6941, Fall 2022
University of Florida
Sections EON1, EON2; Class #'s 17988, 26833

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Zoom Office Hours:
Mondays and Wednesdays, 3:30-5:30 pm
Zoom link will be posted in the secure course site in Canvas.

For graduate students who are unable to attend office hours during this time, or those who are placed in a distant internship placement, **additional office hours through Zoom are available by appointment**. Students may meet with their instructor on the phone, using video conferencing, or live chat in the online course environment as needed and when scheduled in advance with the instructor.

Class Meetings: This is a job-embedded course occurring during the graduate internship in the single-certification track of the Elementary ProTeach program. This course is delivered entirely online via the online learning management system, Canvas, and has no face-to-face or synchronous meeting sessions. Students are expected to access the online course at least two times per week during the designated time period. This course runs for the full semester term. Practicum course hours are part of your regularly-scheduled internship placement hours.

Course Description

RED 6941 serves as a field-based practicum in which students will apply their knowledge of literacy assessment and instruction in an elementary school classroom. For students in the single-certification track of the Unified Elementary ProTeach program, this practicum is embedded within their graduate internship. The practicum activities will include collecting and analyzing assessment data, planning instruction based on information from data, implementing instruction, and monitoring students' progress.

Course Objectives

1. To demonstrate knowledge of the role of both informal and formal assessments in classroom instruction for all components of reading.
2. To demonstrate knowledge of the purposes of assessment, measurement concepts, and common methods of statistical score reporting.
3. To use and interpret a range of assessment tools and techniques.
4. To plan appropriate instruction based on assessment information for individual students as well as for small groups and whole class instruction.
5. To evaluate commercial reading programs for alignment of assessment to instruction for a range of readers.
6. To engage in practices to align assessment with instruction and on-going curriculum planning for individual student differentiation.

Technology Requirements

To complete this course successfully, each student must have access to a device with audio and video recording capability. A reliable internet connection that is fast enough to upload video is also required. The university computer policy may be accessed at this site: https://it.ufl.edu/policies/student-computing-requirements/. This course will involve interaction with the University of Florida's Online Learning Management System, also called Canvas. Course materials, content, assignments, and assessments will be delivered through the Canvas site. To access this course on Canvas, go to <http://education.ufl.edu/coe-online/log-in/>. Click on the button to Log In to Canvas and enter your Gatorlink username and password. Click on the link for RED6941. Any difficulties related to Canvas should be directed to the UF Computing Help Desk by calling 352-392-4357 or via e-mail at helpdesk@ufl.edu. Class activity materials, presentation notes, assignment materials, course updates and announcements, and grades will be posted on the site regularly throughout the semester.

Required Texts

Leslie, L., & Caldwell, J. S. (2021). *Qualitative reading inventory* (7th ed.). Pearson.

The QRI text by Leslie and Caldwell may be purchased through a vendor of your choice. **You will need to print and/or copy pages** from this text to administer the assessment to children. It is strongly recommended that you purchase a hard copy of this text.

Please be advised that there may be a printing page limit associated with the e-text version of this assessment.

Course Requirements

Professionalism and Participation: Participation and conduct of a professional nature is expected of all students in both the classroom and online environments. Professional conduct includes academic honesty, submission of work reflective of professionals, and respectful behavior by instructors and classmates. Expectations of professionalism also include following the established UEP norms of engagement (listed below). Students are expected to complete all online readings, tasks, discussions, and assignments.

    a. Treat every program interaction, both in and out of class and practicum, as if you were professional colleagues who need to work together to be successful.

    b. Be an active listener who seeks to understand.

    c. Honor multiple perspectives and experiences that others bring to the program.

    d. Take responsibility (for your statements, actions, interactions, academic performance).

    e. Assume good intent on the part of others.

    f. Pause and reflect before reacting.

    g. Use every class session and every interaction with peers to think about your future as a teacher.

1. **Class Data Profile:** Students will search for and record the most recent assessment data in reading for all of the students in their class. Data should include *any and all* of the most recent assessment data that is available and that is meaningful for assessing the students' reading proficiency. Students will use this assignment product for additional assignments in the courses. Points for the class data profile represent **5%** of the final grade.

2. **IRI Administration:** Students will conduct a full Informal Reading Inventory on one student in their classroom. All assessment documents, including a results summary, will be submitted as part of this assignment. Points for the IRI administration represent **15%** of the final grade.

3. **Individual Assessment Report:** Students will compile data from a variety of assessments for one student in their classroom and provide a recorded "live" explanation of the results and implications. Assessments used will be described using correct assessment literacy terms and score statistics will be interpreted and explained. Students will deliver the report verbally and visually, using appropriate scoring documents, as though explaining the data in a parent-teacher conference. Points for the Individual Assessment Report assignment represent **15%** of the final grade.

4. **Reading Instructional Practice Videos and Rationales:** Students will implement and record five evidence-based reading lessons. Lessons will represent a variety of instructional purposes, grouping patterns, and each of the five components of reading instruction. After each lesson, students will write a rationale that explains choices made regarding instructional activities, content, grouping, and assessment. Additional details will be provided in a separate document. Both the videos and rationales will be submitted and graded together. Students will be evaluated on the effectiveness of their instruction, the appropriateness of their instructional choices, and their ability to articulate reasons supporting instructional choices. Points for the reading instructional practice videos and rationales together represent **50%** of the final grade.

5. **Peer Reviews:** Students will view one recorded lesson each from two different peers in the course. Students will use a peer observation protocol to examine the lesson implementation and effectiveness. Students will then reflect upon their *own* learning resulting from observing their peer. Peer reviews will be evaluated based on completion and accuracy of the observation protocol and depth of thinking evident in accompanying comments and reflections. Points for the peer reviews together represent **15%** of the final grade.

6. **Florida Reading Endorsement Competency 5 Documentation of Practice:** During the semester, students will implement practices in their internship classroom under supervision of the Mentor Teacher which demonstrate the knowledge and abilities indicated in the Florida Reading Endorsement Competencies. Throughout the semester and by the due date, students will record their practice on the Reading Endorsement Competencies Documentation Form and request that their Mentor Teacher validate their practice by signing the form. This form will be submitted on the course website. This is not a *graded* assignment factored into the course grade; however, it is a **requirement** of the course and must be completed **satisfactorily** to receive passing ratings for the Florida Reading Endorsement Competency 5 indicators.

Students will be provided with feedback in a timely manner so that they are able to monitor their progress. The instructor will post grades on Canvas as they are available and will provide comments and guiding questions as indicated. Students are encouraged to seek feedback throughout the course for on-going projects.

Percentages will determine the final grade according to the following scale. Please note that grades are not rounded up at the .5 decimal place. Please visit the UF undergraduate catalogue for more information on UF Grading Policies at https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx.

	88.0 – 90.99 B+	78.0 – 80.99 C+	68.0 – 70.99 D+
94.0 – 100 A	84.0 – 87.99 B	74.0 – 77.99 C	64.0 – 67.99 D
91.0 – 93.99 A-	81.0 – 83.99 B-	71.0 – 73.99 C-	61.0 – 63.99 D-

Policies

Academic Honesty: Students are bound by the guidelines and regulations established by the University of Florida's policies on academic honesty and integrity. The University of Florida holds its students to the highest standards, and we encourage students to read the University of Florida Student Honor Code and Student Conduct Code (Regulation 4.040), so they are aware of our standards. Any violation of the Student Honor Code will result in a referral the Student Conduct and Conflict Resolution and may result in academic sanctions and further student conduct action. The two greatest threats to the academic integrity of the University of Florida are cheating and plagiarism. Students should be aware of their faculty's policy on collaboration, should understand how to properly cite sources, and should not give nor receive an improper academic advantage in any manner through any medium. The following is The Honor Pledge as stated in the student handbook: *We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Student Honor Code. On all work submitted for credit by Students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."* The Honor Code specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class. Examples of violations include plagiarism, unapproved collaboration on projects, submission of any part of another student's work (past or present), resubmission of your own past work, using significant portions of text found on websites or in other resources regardless of correct citations, and unauthorized collaboration and discussion on out-of-class activities. For more information, please review the guidelines: https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/.

Accommodations: Students with disabilities who experience learning barriers and who would like to request academic accommodations should connect with the Disability Resource Center (www.dso.ufl.edu/drc/). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester. Students must meet with the instructor individually to discuss how the accommodations will apply to the course. Please schedule a meeting during office hours after receiving documentation from the DRC.

Student Health, Counseling and Wellness Services: Students with academic concerns related to this course should contact the instructor in person or via email. Students also may occasionally have personal issues that arise in the course of pursuing higher education or that may interfere with their academic performance. If you find yourself facing problems affecting your coursework, you are encouraged to talk with an instructor and to seek confidential assistance at the UF Counseling and Wellness Center, 352-392-1575. Visit their website for more information: http://www.counseling.ufl.edu/. Also, crisis intervention is always available 24/7 from: Alachua County Crisis Center: 352-264-6789.

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U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit U Matter, We Care website to refer or report a concern and a team member will reach out to the student in distress.

Counseling and Wellness Center: Visit the Counseling and Wellness Center website or call 352-392-1575 for information on crisis services as well as non-crisis services.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the Student Health Care Center website.

University Police Department: Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies).

UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website.

Student Academic Resources:
E-learning technical support: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.

Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

Library Support: Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints On-Campus: Visit the Student Honor Code and Student Conduct Code webpage for more information.

On-Line Students Complaints: View the Distance Learning Student Complaint Process.

Attendance: As this is an online course, students do not have to attend any face-to-face sessions. However, students are expected to interact fully in the online environment and complete all tasks and assignments. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at:
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx.

Timeliness and Format of Assignment Submissions: All assignments must be typed using a word processing program and are required to be submitted in Canvas on the dates indicated. Students are advised to retain a copy of all assignments in both hard copy and electronic format when possible, in the event of loss or damage to submitted assignments. If you are having difficulty meeting assignment time lines, please contact the instructor **prior** to due dates. The instructor has the discretion to adjust due dates and accept late submissions; however, **assignments submitted late will lose 20% from the final grade, regardless of due date adjustments**.

Evaluations: "Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/."

In-Class Recording:
Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Uniform Core Curriculum – LiveText Assessment System for Florida Educator Accomplished Practices (FEAP), Reading Competencies, ESOL Standards, and DOE Requirements: The state of Florida requires all entry-level educators to master the knowledge, skills and dispositions of the Florida Educator Accomplished Practices (FEAPs). In addition, there are Florida Reading Endorsement Competencies that each entry-level educator must meet in order to fulfill program requirements and seek state certification and endorsements.

This course serves as the capstone practicum for the Florida Reading Endorsement and addresses all of Reading Competency #5 – Demonstration of Accomplishment. For each indicator in competency #5, your performance will be rated as "Unsatisfactory" or "Accomplished." To pass this course, you must complete successfully all the tasks and receive a rating of "Accomplished." Students who do not complete all key tasks with an "Accomplished" rating, will receive either an "Incomplete" or a failing grade for the course. Students who receive an "Unsatisfactory" rating will have the opportunity to redo a Key Task or remediate and in some cases, complete a comparable task assigned by the instructor.

The rating guide framework below will be used to evaluate your performance on tasks assessing specific Florida Reading Endorsement Competency indicators covered in this course. The language of each indicator completes the statements. For more information, please visit the LiveText Assessment System.

Accomplished	The candidate demonstrates knowledge of how to _____. The candidate is prepared to apply this skill in a practical setting.
Developing	The candidate demonstrates some knowledge of how to _____.
Unsatisfactory	The candidate demonstrates insufficient knowledge of how to _____.

Florida Reading Endorsement Competencies

Competency 5: Demonstration of Accomplishment

Teachers will, through a culminating practicum, demonstrate knowledge of the components of reading, as well as assessments and data analysis, to implement a comprehensive research-based reading plan of instruction for all students. Teachers will engage in the systematic problem solving process.

(5.1) Use assessment and data analysis to monitor student progress and guide instruction over time to ensure an increase in student learning.	Florida Reading Endorsement Competency 5 – Documentation of Practice
(5.2) Demonstrate research-based instructional practices for facilitating reading comprehension.	Florida Reading Endorsement Competency 5 – Documentation of Practice
(5.3) Demonstrate research-based instructional practices for developing oral/aural language development.	Florida Reading Endorsement Competency 5 – Documentation of Practice
(5.4) Demonstrate research-based instructional practices for developing students' phonological awareness	Florida Reading Endorsement Competency 5 – Documentation of Practice
(5.5) Demonstrate research-based instructional practices for developing phonics skills and word recognition.	Florida Reading Endorsement Competency 5 – Documentation of Practice
(5.6) Demonstrate research-based instructional practices for developing reading fluency and reading endurance.	Florida Reading Endorsement Competency 5 – Documentation of Practice
(5.7) Demonstrate research-based instructional practices for developing both academic and domain specific vocabulary.	Florida Reading Endorsement Competency 5 – Documentation of Practice
(5.8) Demonstrate research-based instructional practices to facilitate students' monitoring and self-correcting in reading.	Florida Reading Endorsement Competency 5 – Documentation of Practice
(5.9) Demonstrate research-based comprehension instructional practices for developing students' higher order thinking to enhance comprehension.	Florida Reading Endorsement Competency 5 – Documentation of Practice
(5.10) Demonstrate research-based instructional practices for developing students' ability to read critically.	Florida Reading Endorsement Competency 5 – Documentation of Practice
(5.11) Demonstrate differentiation of instruction for all students utilizing increasingly complex print and digital text.	Florida Reading Endorsement Competency 5 – Documentation of Practice
(5.12) Demonstrate skill in assessment and instruction with English language learners from diverse backgrounds and at varying English proficiency levels.	Florida Reading Endorsement Competency 5 – Documentation of Practice
(5.13) Create an information intensive environment that includes print and digital text.	Florida Reading Endorsement Competency 5 – Documentation of Practice
(5.14) Use a variety of instructional practices to motivate and engage students in reading.	Florida Reading Endorsement Competency 5 – Documentation of Practice
(5.15) Demonstrate intentional, explicit, systematic writing instruction as it relates to the ability to read written language.	Florida Reading Endorsement Competency 5 – Documentation of Practice

CAEP and Department of Education Requirement

This course addresses a DOE Impact task. The task will be rated as "Exceptional," "Accomplished," "Developing," or "Unsatisfactory." To pass this course, you must complete the task successfully and receive a rating of "Developing" or higher.

Demonstrate impact on P-12 student learning	Reading Instructional Practice Videos and Rationales

Exceptional	The candidate extensively integrates knowledge to be able to provide data-driven instruction appropriate for each student and monitor student progress by collecting and analyzing student data, making appropriate adjustments to instruction and by teaching/re-teaching portions of the lessons to assist students with success. The candidate administered appropriate initial screening and follow up assessments to target student- learning goals for each student in the class or group (6 or more students). The candidate developed and implemented meaningful learning experiences appropriate to the developmental level and experiences of each student based upon student assessment data. The candidate is prepared to apply this skill in a practical setting and ensure that his/her instruction positively impacts each student's learning and achievement with students achieving identified learning objectives through differentiated instruction based upon assessment data with the reflective paper clearly delineating the alignment of assessment, teaching and learning for each student so that all students demonstrate learning gains.
Accomplished	The candidate demonstrates knowledge to be able to assess, diagnose, teach, and monitor student progress by collecting and analyzing student data, administering appropriate follow up assessments, making appropriate adjustments to instruction and by teaching/re-teaching portions of the lessons to assist students with success. The candidate developed and implemented meaningful learning experiences appropriate to the developmental level and experiences of each student based upon student assessment data. The candidate is prepared to apply this skill in a practical setting positively impacting student learning as indicated by assessments with most students achieving identified learning objectives based upon assessment data and explanations in the reflective paper for learning and how assessments and instructions aligned to achieve learning so that the majority of students demonstrate learning gains.
Developing	The candidate is acquiring the knowledge and skills to be able to assess, diagnose, teach, and monitor student progress by collecting and analyzing student data, administering appropriate follow up assessments, making appropriate adjustments to instruction and by teaching/re-teaching portions of the lessons to assist students with success. The candidate is acquiring the necessary knowledge to be able to monitor student progress by collecting and analyzing student data, making appropriate adjustments to instruction, differentiate instruction and teaching/re-teaching portions of the lessons to assist students with success. The candidate developed and implemented meaningful learning experiences appropriate to the developmental level and experiences of each student based upon assessment data with the majority aligned to data, though not all. The reflective paper did not clearly identify all strategies that impacted P-12 learning and strategies that were less effective. While learning and lack of learning is indicated, the connection to instruction and assessment is not clearly delineated. While there were learning gains, the majority of students did not demonstrate the desired learning gains. The candidate is not yet prepared to demonstrate this skill in a practical setting.
Unsatisfactory	The candidate demonstrates little knowledge of how to be able to monitor student progress by collecting and analyzing student data, making appropriate adjustments to instruction and by teaching/re-teaching portions of the lessons to assist students with success. The candidate developed and implemented meaningful learning experiences while not all appropriate to the developmental level and experiences of each student based upon assessment data with little or no differentiation. Assessments and learning goals were not aligned nor were strategies based upon assessment interpretations. Learning gains for students were neither measured nor demonstrated.

Schedule of Topics

The following schedule is offered as a guide. *CHANGES MAY OCCUR* as the course progresses and adjustments may need to be made regarding topics, readings, and/or assignment due dates. *Please note, in order to alternate with the schedule in your EDG6415 course, due dates are only set during the second week of each module (with the exception of your intro video).* **Weekly readings are not required for RED 6941.**

Modules	Topics (correspond to the topics in RED6520)	Assignments Due	
Module 1 August 24 – September 11	Purposes of Assessment A Diagnostic Approach Characteristics of Proficient Reading	Aug. 28 Sept. 6	Introduction Video Class Data Profile
Module 2 September 12 – 25	Informal and Classroom Assessments	Sept. 23	Reading Instructional Practice Video and Rationale #1
Module 3 September 26 – October 9	Formal and Commercial Assessments	Oct. 7	Reading Instructional Practice Video and Rationale #2
Module 4 October 10 – 23	Informal Reading Inventories Matching Text to Reader	Oct. 19	Peer Review #1

Modules	Topics (correspond to the topics in RED6520)	Assignments Due	
Module 5 October 24 – November 6	Teacher's Role in Assessment Grouping for Differentiation	Nov. 1 Nov. 3 Nov. 4	IRI Administration Due Individual Assessment Report Due Reading Instructional Practice Video and Rationale #3
Module 6 November 7 – 20	Comprehension Assessment	Nov. 16 Nov. 18	Peer Review #2 Reading Instructional Practice Video and Rationale #4
Module 7 November 21 – December 4	Vocabulary Assessment Fluency Assessment	Dec. 2	Reading Instructional Practice Video and Rationale #5
Module 8 December 5 – 11 and Finals Week	Early Literacy Assessment (including Phonological Awareness) Phonics Assessment Putting it all Together	Dec. 12	"FL Reading Endorsement Competency 5 Documentation of Practice" **Form Due**