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1. INTRODUCTION

1.1 Mission Statement

The St. Bonaventure University School of Education prepares innovative educators at the graduate and undergraduate levels. The Franciscan commitment to social justice through respect for diversity and the dignity and worth of the individual provides the foundation for our work with university students and school communities. Our state and nationally accredited programs integrate theory with practice and meet rigorous academic and professional standards. Our collaborative and highly qualified faculty members guide candidates on their journey of professional and personal discovery.

1.2 Graduate Literacy Education Program

1.2.1 Purpose of the Degree

This degree is designed for teachers who wish to address the demanding literacy needs of their students or who may wish to serve in grades 1-6 settings at some point in their careers. The degree provides teachers with extended research-based knowledge in the areas of the literacy development and processes, diagnosis and remediation of literacy difficulties, teaching linguistically and culturally diverse learners, and supervision of reading and literacy programs.

1.2.2 Certification Information

The MSED in Childhood Literacy meets the criteria for, and may be used in partial fulfillment of, the requirements for initial and professional certification in the state of New York.

The only candidates recommended for reading certification in New York by the School of Education are those who have completed the master's degree in its entirety.

Between 2008 and 2012, SBU's Literacy program graduates achieved a pass rate of 99% on New York State's Content Specialty Test for Literacy (146 test takers). This is a testament to both the quality of the program and its focus on International Reading Association Standards for Reading Professionals at the Literacy Specialist/Literacy Coach level.

Candidates pursuing the Reading Specialist certification may be eligible for the Federal Teach Grant.

1.2.3 Admission Requirements

The following are required for entry into the program:

1. Application—please apply online at http://www.sbu.edu/admission-aid/graduate-admissions
2. Transcripts from all undergraduate work. These must be official transcripts requested by the applicant from the institutions. 3.0 out of 4.0 GPA in major and overall is the working standard for admission to the graduate program.
3. A photocopy of a valid teaching certificate that matches the scope of the certificate sought. Childhood Literacy applicants must have one or more initial certificates in a
childhood or early childhood area. Adolescent Literacy applicants must have one or more initial certificates in a middle or adolescence education area.

4. Two Letters of Reference—required with application.

5. An Interview and Writing Sample Session—arranged with a faculty member after initial acceptance.

6. School of Graduate Studies Immunization Record must be completed and signed by your physician.

Admissions decisions are made by the Graduate Admissions Committee of the School of Education based on a composite of all the information presented for admission in the list above. Applicants who submit their applications, transcripts, letters of reference, and evidence of teaching certificate (or letter of anticipated completion) may get an initial acceptance—if these materials meet the entrance requirements (this is called Evaluation Status). After Evaluation Status is achieved, each applicant meets with the Program Director to complete an interview and construct a writing sample. Then applications are placed in Provisional Status, and provisionally admitted candidates are able to register for graduate courses. Any other outstanding requirements for admission can and should be completed as soon as possible. Applicants in Evaluation Status cannot receive financial aid, so applicants should continually submit any missing materials in order to achieve Regular Status and matriculate toward a graduate degree.

Since all candidates in the programs must be certified teachers, it is important to turn in proof of initial certification to our Graduate Admissions Office as soon as possible. Uncertified candidates will not be able to continue the program.

Candidates may transfer up to 6 credits from another accredited graduate institution if these credits are less than 6 years old at the time of anticipated SBU graduation, if they match courses in the program almost exactly, and if the candidate has received a grade of B or better in them. The transferability of courses is solely determined by the Program Director and not all courses will transfer.

1.2.4 Completion Time

The 30-credit hour degree can be completed in as little as a year on campus (summer, fall, spring) or at the Buffalo Center (fall, spring, summer). Buffalo Center candidates start the program in the fall (with occasional exceptions), while Olean candidates may start the literacy program in the summer, fall or spring terms.

2. Degree Requirements

Degree requirements include coursework, field experiences, and exit requirements. At the start of the program, candidates submit a formal degree plan, which can be found in Appendix J.

2.1 Coursework

The following is the coursework required for the program. Descriptions of each course can be found in Appendix D. Course alignment with the Program Goals (International Reading Association (2010) Standards for Reading Professionals) and Learning Objectives (International Reading Association (2010) Elements of standards specific to Reading Specialists/Literacy Coaches) can be found in Appendix E. Multiple projects, assignments, and field experiences are
required across the courses listed below. Full descriptions of field experiences and requirements can be found in Appendix F.

2.1.1 Required Courses for MSED in Childhood Literacy

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<td>Research Methods</td>
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<td>Theories and Foundations of Literacy</td>
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<td>READ 550</td>
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<td>Teaching Linguistically and Culturally Diverse Learners</td>
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<tr>
<td>READ 520</td>
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<td>Language Arts</td>
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<tr>
<td>READ 540</td>
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<td>Supervision and Curriculum Issues in Literacy Programs</td>
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<tr>
<td>READ 560</td>
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<td>Literacy in the Content Areas</td>
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<tr>
<td>READ 570</td>
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<td>READ 575</td>
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<td>Literacy Instruction for Individuals and Small Groups: Childhood</td>
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<tr>
<td>READ 580</td>
<td>3</td>
<td>Clinical Practicum in Childhood Literacy</td>
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<tr>
<td>READ 599</td>
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<td>Literacy Coaching Internship</td>
</tr>
<tr>
<td>READ COMP</td>
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<td>Comprehensive Examination (includes written exam and Electronic Portfolio)</td>
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2.1.2 Required Courses for MSED in Adolescent Literacy

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<td>Teaching Linguistically and Culturally Diverse Learners</td>
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<td>READ 525</td>
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<td>Problems in Secondary School Literacy</td>
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<td>Clinical Practicum in Literacy—Adolescents</td>
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</tr>
<tr>
<td>READ COMP</td>
<td>0</td>
<td>Comprehensive Examination (includes written exam and Electronic Portfolio)</td>
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</tbody>
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2.2 Field Experiences

The Graduate Literacy Education program includes two categories of field experience—the Clinical Practicum and the Literacy Coaching Internship. These are described below.

2.2.1 Clinical Practicum in Literacy

This supervised clinical practicum experience involves providing individualized and small-group instruction to struggling readers in grades K-12. Main campus candidates meet at the St. Bonaventure University Reading Center and Buffalo Campus candidates meet at St. Bonaventure Reading Center’s satellite location at Mount Mercy Academy in Lackawanna. READ 580/595 (Clinical Practicum) spans the 15-week Spring semester on the main campus and a 12-week Summer semester for candidates at the Buffalo campus. During the practicum, candidates meet
with individuals or small groups two days each week. They assess clients using an array of formal and informal measures/techniques, develop individualized plans for instruction, and implement these plans throughout the duration of the practicum. They write lesson plans as well as reports for parents and are observed, formatively and summatively, by supervisors and by the Reading Center Director.

2.2.2 Literacy Coaching Internship

In addition to the 10 credit-bearing graduate courses listed in Tables 2.1.1 and 2.1.2 above, each candidate must complete a 60-hour (minimum) in-school internship, which involves working with a certified reading specialist or literacy coach in a K-12 school setting. The internship provides an opportunity for candidates to gain in-school experience during the program. This internship is designated as a zero-credit course, READ 599 Literacy Coaching Internship. At the internship site, each candidate is required to complete several significant projects, which are embedded, collected, and graded as assignments within other credit-bearing courses in the program (currently, READ 501, READ 540, READ 550, READ 560, & READ 575/585).

If a candidate already works in a K-12 school, s/he may complete his/her internship at this site. Otherwise, the Office of Field Services assigns the candidate to an internship site. Once the internship placement is arranged, the candidate will coordinate the details of his or her schedule and involvement with the designated mentor-teacher.

Be mindful that other graduate courses within the program also involve field experiences beyond those required for the Literacy Coaching Internship. Some candidates complete these additional field experiences at the same schools where they are completing their Literacy Coaching Internships, meaning that the number of hours they spend at their school sites will well exceed the 60 hours estimated for the projects that are specifically related to the Coaching Internship.

Candidates should register for READ 599 Literacy Coaching Internship during their first semester of coursework. Note that grades of “Incomplete in Progress” will be issued by the program director until all internship projects have been completed satisfactorily. Forms and guidelines for the Literacy Coaching Internship can be found in Appendix G.

2.3 Exit Criteria

In addition to the coursework, candidates must complete three more tasks successfully to graduate from the MSED program:

1. Successful completion of all credit-bearing coursework, including the Clinical Practicum (described above)
2. Verification of Literacy Coaching Internship: Candidates will be expected to submit to the Program Director log sheets detailing the specific dates, times, and tasks of their internship hours and signed by their cooperating teacher(s). A brief assessment of the internship by the supervising teacher also must be submitted. Both things are due during the candidate’s final semester of coursework or at the conclusion of his or her internship requirements.
3. Comprehensive Examination The Comprehensive Examination is a university examination written by the graduate literacy program faculty that is aligned with the goals of the program and the IRA (2010) Standards for Reading Professionals framework. All master's degrees in New York require either a master's thesis (which we don't require) or a
comprehensive exam (which we do require). Candidates register to take this exam (READ COMP 01) during their final semester of coursework. While candidates register for the Comprehensive Exam like a course, no credit or tuition is associated with it; a pass/fail grade is simply recorded on the transcript. This exam is typically offered around mid-semester. It consists of 5 essay questions and candidates are given 3 hours to write their responses. Candidates must pass this exam prior to being cleared for graduation from the program and approved for degree conferral. Guidelines for the Comprehensive Examination can be found in Appendix H.

4. Electronic Portfolio: During the candidate’s last semester of coursework, s/he must create an Electronic Portfolio that showcases the work s/he completed across the program relative to the International Reading Association’s (2010) Standards for Reading Professionals and the St. Bonaventure School of Education Knowledge, Skills, and Dispositions framework. This Electronic Portfolio is the second half of the candidate’s Comprehensive Examination. Candidates must pass this milestone prior to being cleared for graduation from the program and approved for degree conferral. Anticipate that one or more rounds of painstaking revision will be required. Guidelines for the Electronic Portfolio can be found in Appendix I.

5. Cumulative GPA of at least 3.0 out of 4.0.

3. Program Standards

Our program is designed in alignment with the School of Education Conceptual Framework, the School of Education’s Knowledge, Skills, and Dispositions Standards, which emerge from the Conceptual Framework. Our Program Goals are embodied by the International Reading Association’s (2010) Standards for Reading Professionals and Course Objectives that relate to these standards are specified in each course syllabus.

The School of Education Conceptual Framework can be found in Appendix A. The School of Education Knowledge, Skills, and Dispositions can be found in Appendix B. The International Reading Association’s (2010) Standards for Reading Professionals and the elements of these standards (which are our Program Goals and Learning Objectives, respectively) can be found in Appendix C. A table showing how the courses in the Childhood and Adolescent Literacy programs align with the International Reading Association’s (2010) Standards for Reading Professionals framework can be found in Appendix E.
Appendix A: School of Education Conceptual Framework

The Conceptual Framework of the Bona School of Education embodies desired candidate dispositions in the three themes of Competence, Experience, and Social Justice.

Competence: Professionals (a) use a reflective model to improve professional practice; (b) are open to using a variety of tools, including technology and communication formats; (c) demonstrate professionalism in interactions, appearance, and behaviors; and (d) believe in the utility of data-driven decision making.

Experience: Professionals (a) are accepting of feedback and engage in reflective practice; (b) create learning environments based on research and best practice; and (c) work as an active part of a learning community.

Social Justice: Professionals (a) demonstrate respect for the diversity, dignity and worth of individuals, and (b) create effective learning environments that recognize the strength of a unified community while affirming diversity in all its forms. When interacting with learners, professionals are respectful of and sensitive to cultural and racial differences; appreciative of bilingual ability; protective of the educational rights of learners; and committed to meeting the needs of all students.
Appendix B: School of Education Knowledge, Skills, and Dispositions

KNOWLEDGE:
- K1: Candidate has a repertoire of short and long-term planning activities appropriate to the professional discipline.
- K2: Candidate considers learner or client and environmental characteristics when planning activities.
- K3: Candidate uses data and research findings to facilitate work with learners and clients.

SKILLS:
- S1: Candidate communicates effectively in speech and writing with students or clients, administrators, parents, and other stakeholders in the educational process.
- S2: Candidate uses technology appropriately and effectively for professional work (communication, collaboration, and production).
- S3: Candidate appropriate assessment tools and techniques to inform practice.

DISPOSITIONS:
- D1: Candidate uses reflection to improve professional practice.
- D2: Candidate demonstrates professionalism in interactions, appearance, and behaviors.
- D3: Candidate is receptive to feedback.
- D4: Candidate works as an active part of a learning community.
- D5: Candidate demonstrates respect for the dignity and worth of individuals.
- D6: Candidate creates effective learning environments that recognize commonalities while affirming diversity in all its forms.
Appendix C: Program Goals -- International Reading Association’s (2010) Standards for Reading Professionals

STANDARD 1: FOUNDATIONAL KNOWLEDGE: “Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction” (p. 7).

- Element 1.1: Candidate demonstrates understanding of major theories and empirical research that describe the cognitive, linguistic, motivational, and socio-cultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading writing connections.
- Element 1.2: Candidate demonstrates understanding of the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components.
- Element 1.3: Candidate demonstrates understanding of the role of professional judgment and practical knowledge for improving all students’ reading and writing achievement.

STANDARD 2: CURRICULUM AND INSTRUCTION: “Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing” (p. 8).

- Element 2.1: Candidate uses foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.
- Element 2.2: Candidate demonstrates the ability to use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading-writing connections.
- Element 2.3: Candidate uses a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.

STANDARD 3: ASSESSMENT & EVALUATION: “Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction” (p. 10).

- Element 3.1: Candidate understands types of assessments and their purposes, strengths, and limitations.
- Element 3.2: Candidate selects, develops, administers, and interprets assessments, both traditional print and electronic, for specific purposes.
- Element 3.3: Candidate uses assessment information to plan and evaluate instruction.
- Element 3.4: Candidate communicates assessment results and implications to a variety of audiences.

STANDARD 4: DIVERSITY: “Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society” (p. 12).

- Element 4.1: Candidate recognizes, understands, and values the forms of diversity that exist in society and their importance in learning to read and write.
- Element 4.2: Candidate uses a literacy curriculum and engages in instructional practices that positively impact students’ knowledge, beliefs, and engagement with the features of diversity.
- Element 4.3: Candidate develops and implements strategies to advocate for equity.
STANDARD 5: LITERATE ENVIRONMENT: “Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments” (p. 13).

- Element 5.1: Candidate designs the physical environment to optimize students’ use of traditional print, digital, and online resources in reading and writing instruction.
- Element 5.2: Candidate designs a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students’ opportunities for learning to read and write.
- Element 5.3: Candidate uses routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another, discussions, and peer feedback).
- Element 5.4: Candidate uses a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction.

STANDARD 6: PROFESSIONAL LEARNING AND LEADERSHIP: “Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility” (p. 15).

- Element 6.1: Candidate demonstrates foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture.
- Element 6.2: Candidate displays positive dispositions related to his/her own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors.
- Element 6.3: Candidate participates in, designs, facilitates, leads, and evaluates effective and differentiated professional development programs.
- Element 6.4: Candidate understands and influences local, state, or national policy decisions.
Appendix D: Course Descriptions

DIFF 510: Differentiated Instructional Strategies

Course Description: The course content focuses on procedures, regulations and methods for fostering successful integration and full inclusion of students with exceptionalities, including those with special gifts and talents and/or learning and behavioral disabilities. Instructional strategies are addressed that facilitate the creation of educational environments in which all students, can progress toward and/or exceed educational standards in instructional content areas. The course includes a focus on designing instruction to address the needs of students with variety of learning needs and characteristics and includes a 15-hour internship experience with students with disabilities. Prerequisites/Corequisites: None

EDUC 500: Education Research Methods

Course Description: This course helps students to exercise and expand their critical thinking skills by generation and/or critique of research projects or publications. The course aims to make teaching and counseling work easier and more effective by developing skills to solve research problems. Candidates will recognize the characteristics of well-designed research and be able to identify what methodologies for data collection and analysis may be used given the research question, as well as write acceptably formatted research papers.

READ 501: Theories and Foundations of Literacy

Course Description: This course is a historical and conceptual survey of theories and models related to literacy learning and instruction. The developmental nature of literacy processes across the lifespan is explored. Theoretical models and pedagogical practices related to literacy skill acquisition, language comprehension, and metacognition are discussed in depth. A strong emphasis is placed on examining theory-to-practice connections made by teachers in K-12 classroom settings. Prerequisites/Corequisites: None

READ 520: Language Arts

Course Description: This course investigates the research base for current trends in language arts instruction and evaluation. Theories of language development as they influence instructional methodologies for reading, writing, speaking, and listening will be studied. Requirements include the development of a multi-week thematic or literature unit. 3 credit hours. Prerequisites/Corequisites: None

READ 550: Teaching Linguistically and Culturally Diverse Learners

Course Description: This course heightens teacher-education candidates’ sociocultural consciousness and expands their abilities to meet the needs of linguistically and culturally diverse learners in K-12 classrooms. Building from a social justice perspective, candidates develop pedagogical practices that are culturally responsive, theoretically grounded, and supported by empirical research. Specifically, candidates (1) explore the dynamic and reciprocal relations between first- (L1) and second-language (L2) acquisition and literacy development; (2) learn about approaches that leverage both L1 and L2 to develop literacy abilities and disciplinary
knowledge; and (3) practice techniques to foster the development of academic language and the ability to code-switch between primary discourse and ‘standard English.’ Particular emphasis is placed on valuing students’ discourses and funds of knowledge. Throughout the course, candidates make connections between these specific topics and other contemporary issues in literacy education. 15+ hours of field experience, working with linguistically and/or culturally diverse learners in K-12 classroom settings, is required.

**READ 525: Problems in Secondary School Literacy**

Course Description: This course is designed to address the various challenges teachers encounter when trying to develop the literacy abilities of diverse groups of secondary learners. Special needs and emotional, economic, social, and cognitive issues will be explored. Students will learn strategies teachers can use to enhance the literacy learning of secondary learners.

Prerequisites/Corequisites: None

**READ 540: Supervision and Curriculum Issues in Literacy Programs**

Course Description: This course provides an examination of the leadership and curricular roles and responsibilities of teachers of literacy, including literacy coaches and specialists. It stresses competencies in the development and management of school literacy programs, including the development of collegial relations, school-wide planning and support for literacy achievement, Response to Intervention, management and evaluation of curricular materials and resources, school assessment programs, data-driven decision making, legal issues, and other topics pertinent to literacy leaders. The course requires 30+ hours of experience in K-12 classroom settings as part of the Literacy Coaching Internship. Prerequisite: READ 501 or permission of instructor.

**READ 560: Literacy in the Content Areas**

Course Description: This course is a survey of discipline-specific and cross-content-area literacy methods, study skills, critical thinking strategies, and information processing techniques to enhance literacy processes and outcomes in grades 4-12. The course addresses the following topics: disciplinary-specific reading, writing, and thinking practices; text analysis and its relation to lesson design; the role of metacognition and prior knowledge in reading and writing; and the use of technology and multimodal representations. The role all teachers play in supporting literacy development and integrating literacy learning across all disciplines is stressed.

**READ 570: Diagnosis and Assessment of Literacy**

Course Description: This course is the first of a three-course sequence related to the diagnosis and teaching of learners who experience literacy difficulties. This course is designed to provide prospective literacy teachers with an array of formal and informal assessment tools and techniques to use when diagnosing learners’ who are experiencing struggles with reading, writing, or spelling. The overarching course project involves the assessment and evaluation of a learner's literacy achievement, skills, and strategies, and the construction of a cogent report that touches on all areas of the learner’s strengths and limitations/instructional needs.

**READ 575: Literacy Instruction for Individuals and Small Groups—Childhood**
Course Description: This course is the second in a three-course sequence related to the diagnosis and teaching of learners who experience literacy difficulties. This course is designed to provide prospective literacy teachers with high-leverage pedagogical practices for teaching early childhood and childhood learners as individuals and in small groups. This course develops candidates’ abilities to provide developmentally-appropriate instruction in the areas of emergent literacy, word recognition, fluency, spelling, meaning vocabulary development, comprehension, comprehension monitoring, and the reading-writing connection. The focus of the course is on designing instruction that addresses children’s areas of instructional need while leveraging their specific literacy strengths. During this course, candidates spend 15+ hours at their literacy internship placement sites engaging in classroom observation, critique, and reflection.

READ 580: Clinical Practicum in Literacy—Childhood

Course Description: The Clinical Practicum is the culminating experience of the master’s degree in Childhood Literacy and the third in a three-course sequence on related to the diagnosis and teaching of learners who experience literacy difficulties. The course focuses on providing individualized assessment and instruction to real learners in a supervised clinical situation. Students will assess and instruct learners at the early childhood and childhood levels for at least 50 clock hours across the semester, under the supervision of the course instructor. Candidates gain experience with co-planning, co-teaching, peer and supervisor evaluation and debriefing, and parent-teacher interaction/collaboration. The course also includes periodic seminars related to challenges candidates face in planning, assessment, and instruction. Prerequisites: Core courses, Theory and Foundations, Assessment and Diagnosis of Literacy and Literacy Instruction for Individuals and Small Groups, or their equivalents. Others must seek permission from the instructor.

READ 585: Literacy Instruction for Individuals and Small Groups—Adolescence

Course Description: This course is the second in a three-course sequence related to the diagnosis and teaching of middle and adolescent learners who experience literacy difficulties. This course is designed to provide prospective literacy teachers with high-leverage pedagogical practices for teaching middle and adolescent learners as individuals and in small groups. This course develops candidates’ abilities to provide developmentally-appropriate instruction in the areas of word recognition, spelling, meaning vocabulary development, comprehension, comprehension monitoring, writing, and study strategies. The focus of the course is on designing instruction that addresses learner’s areas of instructional need while leveraging their specific literacy strengths. During this course, candidates spend 15+ hours at their literacy internship placement sites engaging in classroom observation, critique, and reflection. Prerequisites/Corequisites: Theories & Foundations, Language Arts, Assessment & Diagnosis.

READ 595: Clinical Practicum in Literacy—Adolescents

Course Description: The Clinical Practicum is the culminating experience of the master’s degree in Adolescent Literacy and the third in a three-course sequence on related to the diagnosis and teaching of learners who experience literacy difficulties. The course focuses on providing individualized or small-group assessment and instruction to real learners in a supervised clinical situation. Candidates will assess and instruct learners at the middle and secondary levels for at least 50 clock hours across the semester, under the supervision of the course instructor. Candidates gain experience with co-planning, co-teaching, peer and supervisor evaluation and
debriefing, and parent-teacher interaction/collaboration. The course also includes periodic seminars related to challenges candidates face in planning, assessment, and instruction. Prerequisites: Core courses, Theory and Foundations, Assessment and Diagnosis of Literacy and Literacy Instruction for Individuals and Small Groups, or their equivalents. Others must seek permission from the instructor.

**READ 599: Literacy Coaching Internship**

Course Description: This course allows candidates in the MSED Literacy Programs to complete the in-school internship hours required by the International Reading Association’s (2010) Standards for Reading Professionals. Candidates work 60+ clock hours in school settings under the supervision of teachers certified in literacy or reading. Candidates receive credit in other courses in the program for completing four (4) projects related to work undertaken during the internship hours. Candidates’ performance in the Literacy Coaching Internship is assessed Pass/Fail based on documented completion of the required internship hours and all four internship projects, favorable recommendation from the on-site supervisor, and successful completion of all four (4) internship projects. 0 credit hours. Prerequisites/Corequisites: None

**READ COMP:** Comprehensive Examination (includes written exam and Electronic Portfolio)
Appendix E: Course Alignment to IRA (2010) Standards (Program Goals) and the Elements in the IRA (2010) Standards Framework (Course Objectives)

(Tape on landscape view of the grid here before making photocopies of the handbook.)
Appendix F: Course Project Descriptions

This appendix includes the following:
Literacy Coaching Project (READ 540)
Professional Development Project (READ 570)
Best Practices in Literacy Instruction Project (READ 501)
School-Wide Literacy Assessment Data Team Project (READ 540)
Thematic Unit Design Project (READ 560)
Case Study Project (READ 550)
Overarching Course Project: Diagnostic Assessment and Evaluation (READ 570)
Video Reflection Essay (READ 580/595)
Literacy Coaching Project Guidelines

Overview

For this project, candidates work in a literacy-coaching capacity with participating English Language Arts (ELA) or History/Social Studies teachers, using Jim Knight’s (2009) instructional coaching framework as a starting point. This involves securing informed consent from participants, holding an initial meeting to interview the participant and lay the groundwork for the collaboration, and then engaging in three lesson observations and post-lesson debriefings. Candidates will journal about their processes and insights, and then use this informal writing as a springboard for constructing their formal papers about the project. The project also involves doing a formal review of extant literature about adult learning theories and literacy coaching models (20% of total course grade).

Alignment with IRA (2010) Standards

Successful completion of this project and paper will provide strong documentary evidence that candidates have met the following elements from the International Reading Association (2010) Standards for Reading Professionals at the literacy specialist/literacy coach level:

**Element 1.2:** Through this coaching experience, candidates will inform other educators about the historically share knowledge base in reading and writing and its role in reading education.

**Element 1.3:** Through this coaching experience, candidates will model and communicate fair-mindedness, empathy, and ethical behavior when working with other professionals.

**Element 2.1:** Within this project, candidates facilitate participating teachers’ use of instructional approaches that are supported by literature and research and their abilities to provide appropriate in-depth instruction for all readers and writers, especially ELLs and those who struggle.

**Element 2.3:** Within this project, candidates support classroom teachers in building and using quality, accessible children’s libraries and materials collections that meets the specific needs and abilities of all learners.

**Element 5.1:** Within this project, candidates support participating teachers in modification of the arrangements of instructional areas to accommodate students’ changing needs.

**Element 5.2:** Within this project, candidates support participating teachers in the creation of supportive social environments for all students, especially ELLs and those who struggle with reading and writing.

**Element 5.3:** Within this project, candidates support participating teachers in the effective use of routines for all students, especially ELLs and those who struggle with reading and writing.

**Element 5.4:** Within this project, candidates support participating teachers in the use of evidence-based grouping practices to meet the needs of all students, especially ELLs and those who struggle with reading and writing.
Element 6.1: Within this project, candidates using literature and research findings about adult learning, organizational change, professional development, and school culture in working with teachers.

Element 6.2: Through the execution of this project, candidates promoting the value of reading and writing in and out school through modeling positive attitudes toward reading and writing with students and colleagues. Also, candidates demonstrate effective interpersonal, communication, and leadership skills.

Element 6.3: Completion of this project involves collaboration in planning, leading, and evaluating professional development through its emphasis on working individually with teachers (e.g., observing and debriefing). Through this project, candidates demonstrate the ability to hold effective conversations (e.g., for planning and reflective problem solving) and work collaboratively with those teachers.

Step-by-Step Process

Step 1: Recruit participant and secure his or her informed consent (see attached form); work out schedule for initial planning meeting and three lesson observations and debriefings. Follow Jim Knight’s (2009; 2012a; 2012b; 2012c; 2012d) guidelines.

Step 2: Begin writing your paper, especially the Introduction and Review of [Extant] Literature. Make sure to frame your review of literature section with theories about adult learning and incorporate at least 20 scholarly sources related to literacy coaching frameworks and processes. Some suggested sources are listed below on the References page and PDF scans of these sources are provided for your use on our class Moodle site.

Step 3: Conduct one-to-one interview with the participant, and use what you learn from this interview to discuss his or her challenges and goals for the coaching experience and lay the groundwork for the collaboration. Follow Jim Knight’s (2009, pp. 36-38) guidelines. Helpful forms/documents can be found on Knight’s website at http://instructionalcoach.org/resources/coaching-forms

Step 4: Write reflective notes during and after observation and debriefing.

Step 5: Engage in Lesson Observation #2, then debrief. Follow Jim Knight’s (2009; 2012a; 2012b; 2012c; 2012d) guidelines. Helpful forms/documents can be found on Knight’s website at http://instructionalcoach.org/resources/coaching-forms

Step 6: Write reflective notes during and after observation and debriefing.

Step 7: Engage in Lesson Observation #3, then debrief. Follow Jim Knight’s (2009; 2012a; 2012b; 2012c; 2012d) guidelines. Helpful forms/documents can be found on Knight’s website at http://instructionalcoach.org/resources/coaching-forms

Step 8: Write reflective notes during and after observation and debriefing.
Step 9: Construct paper. Work through multiple drafts. Make sure to tie back to the concepts discussed in your review of literature when you discuss your findings and their implications. Make sure to get feedback from others regarding your earlier drafts, so your submitted document is as polished and thorough as possible.

Outline of Paper

All aspects of your paper should conform to APA-6 formatting specifications (e.g., double-spaced, 1-inch margins all around, etc.). Minimum 20 pages, maximum 30 pages, including references. Organize your document in accordance with the following outline:

I. Introduction: Describe the nature and purpose of this project and provide an overview of the rest of the paper.

II. Review of Literature: Frame your paper both with theories regarding adult learning (cf: Chapter 4 of Glickman, Gordon, & Ross-Gordon, (2014), and the theoretical framework Knight (2009) uses for his instructional coaching model (e.g., partnership approach). Then provide a brief (2-3 pages) review of the research on literacy coaching (cf: Cornett & Knight, 2009; Walpole & McKenna, 2013a).

III. Methods: Describe in detail all of the following components of your project:

(a) Participant(s)
(b) Setting
(c) Research Question(s) [these will emerge from your participant’s goals for the coaching experience]
(d) Data Collection Methods
(e) Data Analysis Methods

IV. Findings: Based on your close analysis of the interview protocol, the notes you took during your planning meeting, your lesson observation notes, your debriefing notes, and your own reflective analysis throughout the project, report in detail exactly what you learned from all of these experiences. Interpret your findings using the theoretical and research-based lenses you discussed in Part II (Review of Literature).

V. Implications: Based on your findings, discuss the implications of this research/project in relation to the theoretical frameworks and extant research you discussed in Part II (Review of Literature).

(a) Implications for the field at large
(b) Implications for you as a practitioner (teacher, coach)

References: Make sure to list all sources (articles, book chapters, books, websites, multimedia resources, etc) that informed your project and/or the writing of your paper. Use APA-6 format, as modeled for you on the References pages of this assignment overview.
Professional Development Project Guidelines

Many reading specialists provide professional development to colleagues in their school buildings or districts. Often, this PD involves teaching colleagues about the administration, scoring, and interpretation of various assessment tools and techniques.

For this assignment, you are going to do exactly that – you will prepare a 40-minute or longer Professional Development workshop related to one of the assessments learned in this course (see list of approved choices, below) and present this workshop to your cooperating teacher(s) at your reading internship site. This workshop should teach the participants about the nature and purposes of the assessment tool/technique, procedures for administering and scoring it, and guidelines for interpreting the data. Then the workshop should provide participants with guided practice scoring and interpreting data collected from a real child (see Dr. Wieland if you need data to work with).

After your workshop, you will write a critical reflection about that experience, and submit this reflective paper, along with copies of your presentation materials. This paper/project is due on TBD. It will be worth X% of your final course grade.

ALLOWABLE ASSESSMENT TOOLS:

- Clay’s Observation Survey of Early Literacy Achievement, 2nd edition
- Abecedarian Reading Assessment
- The Names Test
- The Early Names Test
- CORE Phonics Survey
- Bear et al’s (2012) Developmental spelling inventories – Describe and provide all 3 inventories for your participants (PSI, ESI, USI), then narrow down to one of these when provided guided practice with the scoring and interpretation
- Other assessment tools as approved by Dr. Wieland (email or speak with her about this)

NOTE: You are not permitted to use the PPVT-3, PPVT-4, SIT-R, CRI-2 word lists, or anything form any informal reading inventory for this assignment.

PREPARATION OF PRESENTATION MATERIALS:

- Please make your own presentation materials (slides, handouts, etc.) from scratch
- Do not under any circumstances use Dr. Wieland’s materials or materials created by any other person
- If you quote from any source, print or digital, make sure to cite the source using APA-6 conventions, and put a full bibliographic citation on the References list at the end of the presentation materials
- Unless quoting verbatim, put information into your own words. Avoid close paraphrasing. Make this writing your own unique intellectual property.

CRITICAL REFLECTION:

- Your critical reflection paper should be 3-4 pages, double-spaced, plus cover page.
- Report what you did, with whom, where, when, and how.
· Then reflect on how the workshop went, how your participant(s) responded, and what you learned.
· Use APA-6 formatting guidelines for your paper (double-spaced throughout, 1” margins all around, proper cover-page and reference page formatting, etc.)
· Attach all presentation materials you used for your workshop, as well as copies of the data and other materials you used to provide your participants with guided practice
Best Practices in Classroom Literacy Instruction

The project entitled, “Best Practices in Classroom Literacy Instruction” is one of several projects completed during the Literacy Coaching Internship. It deals with observing, documenting, critiquing, and reflecting on the instructional practices of literacy teachers in K-12 schools, in order to ascertain which practices are most essential, effective, and “high-leverage.”[1] It also involves observing, documenting, and reflecting on the theoretical perspectives and dispositions of these same literacy teachers. Finally, it involves presenting (sharing back) the results of your qualitative investigation to the teachers who you observed and with whom you interacted across the project.

Walker (2012) delineates ten characteristics of effective literacy teachers. We will consider these ten things as “domains” of effective literacy teaching practice.

1. Engage all learners (p. 28)
2. Foster meaningful interpretations and thoughtful understandings (p. 29)
3. Cultivate vibrant discussions (p. 30)
4. Provide access to high quantity and high quality of reading material (p. 31)
5. Make use of scaffolding (p. 31)
6. Nurture motivation (p. 33)
7. Promote self-regulated learning (p. 34)
8. Create a responsive environment (p. 35)
9. Assess while teaching (p. 36)
10. Integrate and balance instruction (p. 37)

Within each of these ten “domains” described by Walker (2012), a number of particularly “high-leverage” instructional practices can be articulated; in fact, Walker articulates quite a few as she describes the ten characteristics of effective literacy teachers in Chapter 3). Each “high-leverage practice” can be achieved using a multiplicity of teaching techniques/strategies/methods. [During recent READ 575/585 (Week 3 and Week 4), candidates worked together to brainstorm myriad strategies/methods that could be used to accomplish each high-leverage category.]

QUALITATIVE DATA COLLECTION

As part of the READ 599 Literacy Coaching Internship this semester, candidates will seek out opportunities to (a) observe practitioners as they engage in literacy instruction and K-12 students as they engage in literacy learning. These observations will be guided by an observational tool that reminds candidates to look for evidence of high-leverage practices in all ten domains of effective literacy instruction. While observing, candidates will use the observational tool to take notes about observed practice. Then, candidates will (b) take these observational notes home to review and expand upon them, (c) review some of the theoretical, empirical, and practical (pedagogical) literature on the high-leverage practices, teaching techniques, and grouping strategies that were observed, and the theoretical perspectives and dispositions of the teachers who were observed, and finally (d) write a scholarly and reflective paper about these practices and techniques.

STRUCTURE OF WRITTEN PAPER  (IRA 1.1, 1.2, 2.2, 4.2)
The final paper should be between 25-40 pages in length (1” margins all around, 12 point Times-Roman font, APA-6 formatted), not counting cover page and reference. The document should be organized in five main sections, as follows:

I. **Introduction:**

Here, describe the purposes for and context of your project. Explain why you observed (the purpose of your study). Describe who you observed (the participants in your study). Detail when and where you observed (the setting/context of your study). Discuss how you observed, methodologically speaking, and for how long, and how you analyzed your data to determine your study’s findings (the data collection and data analysis methods used in your study).

II. **Effective Literacy Practices (IRA 1.1, 1.2, 2.2, 4.2, 5.2, 5.3):**

Label subsections to correspond to each of the domains of effective literacy instruction described by Walker (2012) in Chapter 3. (If, across your 12-13 hours of classroom observation, you did not observe any instruction relevant to a particular domain, then just report that, and discuss why that might have been the case.) For each domain-subsection, include the following: (a) Rationales for each domain of highly-effective practice. Remember that a rationale is an academic argument for a particular category of instructional moves/practices. Your argument should be framed with theory/theories about learning and literacy development and grounded in (bolstered by) insights that you have gleaned from reading scholarly information sources (e.g., published books, peer-reviewed journal articles) [IRA 1.1, 1.2]; (b) “Thick descriptions” of each of the specific instructional practices you observed, and the contexts in which you observed them, that correspond to the particular domain about which you are writing; (c) Your critical reflections about the instruction that you observed and the extent to which it seemed to meet the needs of all learners in the class, including those experiencing special needs and English language learners. Also reflect critically on conversations that you had with your teacher-participants, as these correspond to the particular domain about which you are writing [IRA 2.2., 4.2].

III. **Grouping Practices (IRA 1.1, 1.2, 2.2, 4.2, 5.3):**

Label subsections to correspond to the various instructional groupings described in your textbooks and observed at your internship site. (a) Name and describe each of the various grouping options. (b) Provide a rationale for each of the grouping options. Remember that a rationale is an argument for a particular practice. That argument should be framed with theory/theories about learning and literacy development, and grounded in (bolstered by) insights that you have gleaned from reading scholarly information sources (e.g., published books, peer-reviewed journal articles) [IRA 1.1, 1.2]. (c) Provide “thick descriptions” of the instruction you observed as it corresponds to the various grouping options. (d) Critically reflect on the strengths and limitations of the instructional grouping choices that your participant-teacher made and the extent to which the grouping choices seemed to meet the needs of all learners in the class, including those experiencing special needs and English language learners [IRA 2.1, 4.2].

IV. **Theoretical Perspectives and Dispositions (IRA 1.1, 1.2, 6.2)**

Label subsections as needed. (a) Explain what “teacher dispositions” are, and how these relate to student learning outcomes [IRA 1.2, 6.2]. Also explain what “theoretical perspectives” are and discuss how these might relate to teacher’s disposition (You will need to consult, reference, and
cite scholarly sources to accomplish this part of the assignment) [IRA 1.1, 1.2]; (b) Discuss the dispositions and theoretical perspectives of the teacher-participants who you observed for this project, and their students’ observable learning outcomes (affective, social, cognitive). (You may find it helpful to interview or survey those participants about their dispositions, as well as making grounded inferences about their dispositions and theoretical perspectives based on analysis of your observation field notes.) (c) Critically reflect on the relationship between the dispositions of your teacher-participants and their students [IRA 1.1., 1.2, 6.2].

V. **Conclusion [IRA 6.2]**

Craft a several-paragraph conclusion that shows that you have reflected critically and deeply on the learning experiences afforded to you through this project. (e.g., Given what you set out to do at the beginning of this project, discuss what you learned from doing it, in a larger sense.) [IRA 6.2]

Please follow APA-6 conventions for formatting your document. Your paper should be double-spaced throughout, have a cover page, and include a complete list of properly formatted References. Also make sure to use 1” margins. [Consult Dr. Wieland’s handout entitled APA-6 Formatting Guidelines for more details.]

Remember to cite and reference the scholarly sources that you yourself actually read; don’t cite the works cited in your sources, unless you actually read those prior works yourself. For example, if Walker (2012) discusses the work of Afflerbach (1995), and you yourself have read Walker (2012) but not Afflerbach (1995), do not cite or reference the Afflerbach source. Cite and reference Walker’s book, because that is what you read.

**PROJECT PRESENTATION AT LITERACY COACHING INTERNSHIP SITE**  
**(IRA 6.2, 6.3)**

1. Midway through the semester, poll the teachers and administrators with whom you have worked at your Literacy Coaching Internship site and find a mutually agreeable day and time for your presentation.

1. Create a Powerpoint or Prezi presentation that summarizes the key elements of your written paper. Your presentation should be organized according to the same structure as your paper. The draft of your presentation must be submitted to your course instructor at least one week in advance of your actual presentation at your Literacy Coaching Internship site. [IRA 6.3]

1. Arrange beverages and snacks for the teachers and administrators who will attend your presentation. Make sure you’ve made sufficient copies of your presentation notes/handouts.

1. Enjoy sharing your findings and hearing your participants’ feedback. Take note of the comments that you receive, and be prepared to share back with your classmates about the presentation experience. [IRA 6.3]

1. Make sure all the teachers and administrators who attend your presentation sign the roster and fill out the presentation evaluation form. You need to turn those documents in to the
course instructor along with your written paper on the day that written paper is due. [IRA 6.3]

[1] The term “high-leverage practices” comes from the scholarly work of a group of teacher-education researchers at the University of Michigan, led by Deborah Loewenberg Ball and Francesca M. Forzani (2011; 2009), and Magdelene Lampert (2011). As mathematics educators and researchers, Ball, Forzani, and their colleagues have spent the better part of a decade working to “decompose” pedagogy in order to identify particular instructional practices that are most essential and “high-leverage” for mathematics teachers, and use that information to reconceptualize their methods courses.
School-Wide Literacy Assessment Data Team Project

Overview

This project is completed within the context of St. Bonaventure University’s graduate course called Assessment & Diagnosis of Literacy (READ 570). It involves collaborating with school personnel to help administer, score, analyze, and interpret school-wide assessment data. The nature and content of each candidate’s experiences will vary in accordance with the host school’s needs and data collection routines. The purpose of this project is to give you the opportunity to assist the school’s data team(s), in whatever ways possible and practical, in the documentation of student achievement and/or teacher effectiveness. You will journal about your experiences and write reflectively and critically about what you have learned. Altogether, this project will require 15 contact hours at your internship setting, along with whatever time is necessary for you to write about the experience informally and formally, in accordance with the following guidelines.

Structure of the Project

Literacy specialists and coaches contribute in many important ways to school-wide literacy assessment programs, often participating in data teams, and sometimes even leading these data teams. For this reason, it is important that you have several scaffolded opportunities to work with school literacy specialists or coaches and other school personnel in the collection, scoring, analysis, interpretation, and application of school-wide assessment data.

This assignment asks you to work closely with your mentor-teachers at your Literacy Coaching Internship placement sites to assist them with the collection, scoring, analysis, interpretation, and application of school-wide literacy assessment data, in whatever ways each mentor-teacher deems possible and practical. As you complete these field experiences, journal informally, and then use this journal writing to craft a paper that details your experiences and reflects upon them critically.

(1) Meet with your mentor-teacher at your Literacy Coaching Internship site to co-plan the project. (IRA Elements 1.3, 3.2, & 6.2 + SBU KSD S1 and D2)

- Make a collaborative decision about how you can help with school-wide literacy assessment in a hands-on way for a minimum of 15 contact hours.
- NOTE: This must involve work with progress monitoring or benchmark assessment systems, such as Pearson’s AimsWeb, Renaissance Learning’s STAR, Curriculum Associates’ iReady, Northwest Evaluation Association’s Measures of Academic Progress (MAP), or Lexia Learning. No other assessment tools or packages qualify unless pre-approved by your SBU professor.
- Make sure that you can be involved in at least three of the following stages of school-wide literacy assessment: (a) collection of data/administration of assessment, (b) scoring of assessment data, (c) analysis of assessment data, (d) interpretation of assessment findings, and (e) application of findings to instructional planning.
- Make sure that you are involved in at least one data team meeting.
- Plan your schedule. Make sure to include time for any necessary training with the assessment instrument or scoring procedures, etc. Whenever possible, find out how you can attain that training independently – your mentor-teacher may not have time to walk you through everything.
(2) Complete the tasks, as agreed upon in Step 1. Write in detail about your experiences in your reflective journals. (IRA Elements 3.1, 3.2, 3.3, 5.1, 5.2, 6.2, & 6.3 + SBU KSD K3, S1, D1 & D2)

(3) Craft a strong draft of formal paper about your experiences that includes the following components. (IRA Elements 1.3, 3.1, 3.2, 3.3, 5.1, 5.2, 6.2, & 6.3 + SBU KSD K3, S1, D1 & D2)

A. Introduction:
Describe the context of the project – what your goals were, in general terms; who you worked with; when and where you completed the work; and what in general terms you did. Then adumbrate/outline the rest of the paper to help the reader anticipate what you will write about in the coming pages.

B. Detailed Overview of all the Elements of the Literacy Assessment System
Provide a detailed overview of the literacy assessment tool you worked with for this project. You can get all the necessary information from the documentation provided by the publisher in print or online. Make sure to cite sources explicitly in your paper and put full APA-6 formatted references on your References page(s). Make sure your paper addresses all the topics listed on the “think sheet” you were provided in class.

C. Detailed Description of Experiences
Write a detailed description of exactly what you did and how you did it to prepare for and complete these field experiences.

D. Critical Reflection on Experiences and Implications for Future Practice
Here is where you discuss in detail exactly what you learned while completing these field experiences. Make explicit connections back to course readings and other scholarly sources. Again, cite sources explicitly in your paper and put full APA-6 formatted references on your References page(s).

E. Conclusion
Your concluding section should remind the reader of the key ideas within the body of your paper, but do so using language that is fresh and interesting, so that you inspire your audience to continue thinking about your writing and your ideas in the future.

(4) Exchange papers with a classmate in order to provide and receive formative and evaluative feedback. Use the assignment rubric as a way to evaluate the success of your draft and inform your revision. (IRA Element 3.4 and SBU KSD K3, S1, D1 and D2)

(5) Revise your paper several times until reaching the final-draft stage.

(6) Submit your paper on the READ 540 Moodle site. https://moodle13fa.sbu.edu
Thematic Unit Design Project

Each candidate will design a thematic unit for students between grades 4-12 (candidate choice) to integrate literacy across a content area (candidate choice). The purpose of this project is to for candidates to begin pedagogical planning with the end goal in mind: deep learner understanding and the ability to transfer understanding across contexts. Candidates will begin thematic unit planning from established goals: New York State’s Common Core Learning Standards (CCLS) for English Language Arts (ELA) and Literacy, along with the state standards of your chosen content area/subject (all for chosen grade level). The thematic unit design process will progress through several planning stages: Stage 1—Desired Results, Stage 2—Evidence, and Stage 3—Learning Plan (Wiggins and McTighe, 2011). Candidates will address, across Stages 1-3, a range of salient topics presented in the course (READ 560) that they will then integrate in their thematic unit planning. These salient topics will include: fundamental literacy skills; thinking routines; differentiated instruction for struggling readers and writers and English language learners; positive learning environment; text genre and new literacies; diversity; cognitive processes; and integration of technology and technology standards (National Educational Technology Standards ISTE; http://www.iste.org/STANDARDS). Your final project must be presented in a “virtual binder” and contain the following sections and respective materials within each section. As part of the thematic unit project candidates will also complete a literacy coaching experience where they will meet with a practicing teacher to present, discuss, and talk about implementation of the salient elements (see above) of their respective thematic unit projects with attention to how the teacher you talk to can best use the information to meet the needs of all students, including struggling readers and writers as well as the language-proficiency needs of English language learners. Candidates will complete this literacy coaching experience at their respective Literacy Coaching Internship placements. Candidates will meet with a practicing teacher to share their unit in progress and discuss the process, disciplinary literacy, and backwards design.

Thematic Unit Design Project Preface (IRA 1.1, 1.3, 2.1)
A variety of theories, research-based best practices, and approaches to unit design can be drawn upon to plan a thematic unit for teaching literacy across the content areas. Our READ 560 course readings, our in-class discussion and group work, and your reflective notes prepared out of class will all scaffold your processing, interpretation, and application of theory and research-based best practices and inform the creation of a thematic unit, which enhances literacy across one of the content areas. You will write a three -to-four page preface that details the evolution of your understanding of (a) theories and research-based best practices, and (b) your selection of high-leverage pedagogical practices for teaching literacy across the content areas. This preface will explain the importance and process of creating thematic units that start with the end goal in mind. The preface will also summarize your process in designing a thematic design (summarize your progression in planning Stages 1-3).

Virtual Binder Section 1: Stage 1—Desired Results (IRA 1.3, 2.1, 2.2)
The first section in your virtual binder should be labeled “Stage 1—Desired Results.” In Stage 1 you will start with established goals: the CCLS (ELA, Literacy, chosen content area, relative to grade level) and dispositions relative to the content area. Stage 1 will reflect goals for students’ ability to: (a) transfer understanding about content, (b) make meaning about content, and (c) acquire knowledge about content. Integration of CCLS for ELA and Literacy and your chosen content area and grade level should be evident across transfer, meaning, and acquisition. The first stage of your virtual binder will include: a two-page section introduction, reflective notes based on course readings, in-class discussion, and group-work related to Stage 1 planning, and your completed Stage 1 design. In the section introduction you will cite relevant course readings
Virtual Binder Section 2: Stage 2—Evidence (IRA 1.1, 1.3, 2.1, 2.2, 2.3, 3.3)
The second section of your virtual binder should be labeled “Stage 2—Evidence.” In Stage 2 you will determine assessment criteria to attain desired results from Stage 1. You will decide which qualities are most important across assessment types (Wiggins & McTighe, 2011). You will decide on performance tasks and how these performance tasks will evidence students’ deep understanding (Wiggins & McTighe, 2011). Performance goals and evidence for Stage 2 of your unit will be reflected through inclusion of performance tasks that address CCLS for ELA and Literacy and your chosen content area (e.g., anchor standards; standards for literature, informational text, foundational skills, writing, speaking and listening, and language; and standards for range, quality and complexity). The second section of your virtual binder will include: a two-page section introduction, reflective notes based on course readings, in-class discussion, and group-work related to Stage 2 planning, and your completed Stage 2. In your section introduction you will cite relevant course readings regarding theory, best practices, and dispositions for ELA, Literacy, and the content area you chose for your thematic unit.

Virtual Binder Section 3: Stage 3—Learning Plan (IRA 1.3, 2.1, 2.2, 2.3, 3.3, 4.1, 4.2, 5.2, 5.3)
The third section in your virtual binder will be labeled “Stage 3—Learning Plan.” In Stage 3 you will design learning events that reflect design components in Stage 2 and Stage 1. Your learning plan will include: pre-assessments “to check students’ prior knowledge, skill levels, and potential misconceptions,” specific learning events, and progress monitoring (Wiggins & McTighe, 2011, p. 17). The specific learning events you design should reflect the CCLS for ELA and Literacy and your chosen content area (e.g., anchor standards; standards for literature, informational text, foundational skills, writing, speaking and listening, and language; and standards for range, quality and complexity). The learning events should evidence your understanding of the importance of using a wide range of texts from multiple modalities and choice of text reflecting your understanding of the value of diversity. Following research on best practices in literacy instruction, your designed learning events should also reflect a safe learning environment, student choice, and attention to the gradual release of responsibility model for teaching and learning. The learning events should also evidence diverse and differentiated instructional routines that allow for rich student-to-teacher and peer interaction. The third section of your virtual binder will include: a two-page section introduction, reflective notes based on course readings, in-class discussion, and group-work related to Stage 3 planning, and the completed Stage 3. In your section introduction you should cite relevant course readings regarding theory, best practices, and dispositions for ELA, Literacy, and the content area you chose for your thematic unit.

Virtual Binder Section 4: Completed Thematic Unit Design (IRA 1.1, 1.3, 2.1, 2.2, 2.3, 3.3, 4.2, 5.2, 5.3, 5.4)
The fourth section of your virtual binder should be labeled “Completed Thematic Unit Design.” The fourth section will include: a two-page section introduction, reflective notes based on course readings, in-class discussion, and group-work related to finalizing your thematic unit, and the completed thematic unit. In your section introduction you will describe and summarize your completed thematic unit, how your thematic unit integrates the CCLS for ELA and Literacy and your chosen content area for your chosen grade level, and how Stages 1-3 of your thematic unit represent the goal of unit design with the end in mind. You will cite relevant course readings regarding theory, best practices, and dispositions for ELA, Literacy, and the content area you chose for your thematic unit.
Virtual Binder Section 5: Literacy Coaching Experience (IRA 1.1, 1.3, 2.1 6.3)

The fifth section of your virtual binder will summarize your experience of a literacy coaching meeting with a practicing teacher to whom you presented your thematic unit design. During a meeting with a practicing teacher, you will: introduce the theories, best practices, and design approach informing your thematic unit design and engage in rich, productive, and formative discussion in which both you and the practicing teacher discuss high-leverage pedagogical practices for teaching literacy across the content areas, ways to improve your thematic unit. In addition to sharing with the practicing teacher various approaches to implementing instructional practices based on research and literature, you will invite commentary from the practicing teacher as to how your thematic unit might be enacted in his or her school setting, obstacles that might come up, and possible collaborative action. This section will include the following materials: two-page section introduction summarizing and reflecting on your coaching meeting with a practicing teacher, any materials you developed for your presentation to the practicing teacher, and follow-up reflective notes after presenting your thematic unit plan to the practicing teacher.

Thematic Unit Design Project Epilogue

The fifth section of your virtual binder will be labeled “Thematic Unit Design Project Epilogue.” You will write an epilogue serving to close to your thematic unit design project virtual binder. Your epilogue will be a reflective piece. You will describe the process of your transformation as a learner, teacher, and thematic unit designer across the span of this project. What were major breakthroughs you had while completing this project? What remaining questions do you have? How have your thoughts about teaching literacy across the content areas changed and developed? What dispositions have you developed or strengthened through the process of completing this project? How do you see your experiences and understandings resulting from this project transferring to other coursework and future teaching? End your epilogue with your goals for your ongoing development of high-leverage pedagogical practices for teaching literacy across the content areas.
**READ 550 Case Study**

As the overarching course project for READ 550 (Teaching Linguistically & Culturally Diverse Learners), each candidate will conduct a qualitative case study of a linguistically diverse student. Candidates will engage in the inquiry designed to heighten their sociocultural consciousness and expand their abilities to meet the needs of linguistically diverse learners in K-12 classrooms. Case study interaction between each candidate and the chosen focal student will include: interview (this can include techniques such as surveys), activity design, student interaction with a choice and range of texts, think-alouds, discussion, and a validation check. Each component of the case study session will attend to the literacy processes—oral, aural, reading, writing, visual—of the linguistically diverse student. Once the case study interaction session is completed, the candidate will write a formal case study report.

Your case study report must be constructed using the following headings.

**Introduction (IRA 1.1, 1.2, 2.1)**

A variety of interviewing approaches, text-student interaction activities, think-aloud protocols, and assessment of student ideas and activity “take-aways” can be used to learn about the literacy practices of a linguistically diverse student. Theory behind qualitative research design (case studies specifically) and qualitative research examining literacy practices of linguistically diverse students should ground and inform the development of your case study. Considering theory and research and focusing on the information you gathered in the process of your case study, write a three-page introduction that articulates the basis for your case study, summarizes the background of the linguistically diverse student with whom you worked, and describes the aspects of literacy that you and your focal student chose to focus on across your time together.

**Interview (IRA 2.1, 2.2, 4.1, 4.2, 4.3)**

Use the essential questions on our course syllabus to organize your goals for interviewing the focal student. Once you have organized your goals, write specific interview questions (multiple formats acceptable) to ask the student. Your interview questions and approach should be informed by careful reading of prior research related to the linguistic and/or cultural practices of the focal student with whom you are collaborating on this case study. Your research on linguistic diversity relative to your focal student should take into account possible funds of knowledge he or she may bring to the study, issues of equity that the student may have encountered in his or her schooling thus far, and/or differences in home literacy practices relative to his or her language culture. Write a two-page summary of the interview techniques you chose, your rationale for the techniques you used (reference theory and best practices that informed your interview techniques), and an explanation of why these techniques are appropriate for your focal student and your research goals. Record field notes during the actual interview process.

**Activity (IRA 2.1, 2.2, 2.3, 4.1, 4.2, 5.1, 5.2, 5.4)**

Based on your knowledge of theories and best practices for literacy instruction for linguistically diverse students, design an activity where the focal student can actively engage with an array of texts via multiple literacies (e.g., reading, writing, speaking, listening, seeing, etc.). The activity should feature text choice, multiple text genres and text modalities. The activity should include modeling and scaffolding of the think-aloud process as a way of raising metacognitive awareness while reading. Write a two-page summary of your activity, rational for the activity (reference
theory and best practices that informed your activity), and why the activity is appropriate for your focal student and your research goals.

Discussion (IRA 1.3, 4.1)

Discussion following the activity will be open-ended. That is, because you will not be able to determine the exact path and outcome of the activity, the discussion that follows between you and the student cannot be pre-planned. You should have in mind, however, major discussion points you want to address based on your goals (i.e. “Interview” section above). Record field notes during the actual discussion process. Write a one-page summary of your preparation for the discussion.

Validation Check (IRA 3.1, 3.2, 3.4, 4.1)

An important part of case study research is checking that the researcher’s understanding based on the case study process aligns with what the case study participant feels he or she communicated to the researcher. This is often referred to as validation checking or cross-referencing. It is a form of reciprocal assessment in the context of qualitative research. You should plan and conduct your case study with the validation checking process in mind. As you plan other parts of your case study, remind yourself that you will be discussing your interpretations of the activities later on with your focal student. To do this, go through your field notes and summarize your understanding of your goal questions based on the answers (or actions of the student). Ask the student to add or clarify (correct) anything as necessary. Record field notes during the validation check process. Write a one-page summary describing the value and role of validation checking in qualitative case studies, how it differs from other forms of assessment in literacy contexts, and how validation checking in the context of working with a linguistically diverse student facilitates sensitivity to linguistic difference and creation of a safe environment for literacy-centered interaction.

Case Study Findings (IRA 3.1, 3.4)

Your field notes are a major source of your “data” but what you observed and thought prior (planning), during (interacting, observing, modeling), and after your interaction with the focal student are equally important in qualitative research. These two data sources comprise your findings. Your findings section should be four to five pages.

Case Study Reflection (IRA 1.1, 4.1, 6.2)

Use the “essential questions” that guided your initial case study planning to frame your reflection on your findings and the case study process itself. Include references to theory and best practices for literacy instruction for linguistically diverse students to enrich your reflection. Your reflection section should be four pages.

Application and Remaining Questions (IRA 4.1, 6.2)

Research should always have implications for practice. Detail how your learning from this case study informs your repertoire of high-leverage pedagogical practices for literacy instruction with linguistically diverse students. What remaining questions do you have?
Instructional Recommendation. You will formalize the applications of your case study by writing a formal instructional plan recommendation for your participant and/or his/her parents. Your instructional recommendation should be based on literature and research we cover in class and be specific to the needs of your case study participant. You should include specific recommendations in the various areas of literacy (reading, writing, listening, speaking, viewing) as well as recommendations for you’re your participant’s teacher can utilize his/her unique funds of knowledge and native language to scaffold literacy instruction and promote the development of your participant as an autonomous agent in his/her literacy learning. You may recommend specific approaches for integrating multiple text genres into instruction to specifically differentiate instruction for your participant. These might include recommendations for a variety of text genres that connect to your participant’s linguistic and cultural background. Please remember that the instructional recommendations you write are confidential. You will provide them to your case study participant and/or his/her parent(s) with the suggestion that they are passed onto the teacher(s) in order to further meet the needs of the participant. You will summarize your instructional recommendation in the body of the paper and provide the full instructional recommendation write-up in your appendices.

This section should be two pages (this does not include the instructional recommendation which will be in the appendices).

Appendices (in this order)

Interview documents (e.g., interview questions, surveys) and field notes
Activity documents (e.g., activity outline, worksheets, protocols, citations for texts used in activity) and field notes
Discussion documents (e.g., discussion goals, field notes)
Validation check field notes
Instructional recommendations
Any other documents you wish to provide
GUIDELINES FOR OVERARCHING COURSE PROJECT

As the overarching project for READ 570, students will complete a full diagnostic reading evaluation of a volunteer participant and write a polished, professional diagnostic report using the template entitled “570_DiagnosticReportTemplate _Breve.doc.”

The instructor’s evaluation of your work on this project (as demonstrated through your diagnostic report and your scored assessment data) will be weighted as X% of your course grade for the semester.

In the course syllabus and schedule, the overarching project has been broken down into several smaller pieces, to encourage work across the entire semester rather than last-ditch efforts.

To scaffold your writing, the instructor has created a template document. This APA-6 formatted template shows the structure and contents of the full diagnostic reports we generate in the Reading Center. Note that there is quite a bit of ‘boilerplate’ writing in the template. In these boilerplate sections, descriptions of the assessment tools and techniques we use in the Center are provided, so that everyone’s reports are equally specific and detailed in this regard. The template also contains tables where quantitative and qualitative results from various assessment tools/techniques can be summarized. Finally, the template contains a sequence of text-boxes that provide step-by-step directions about the writing that each diagnostician must add relevant to his/her own participant/case.

The following table contains a list of the sections that are in the report template, and a list of the data sources you would use to write these sections of the report. The section titles and data sources in **bold** must be included in your submission. Whether or not you include the other sections will depend on the age and abilities of the participant you are working with for this project. If you do not collect data relevant to a particular section of the template, because the age or abilities of your participant preclude this, then you merely delete that section from the document draft and renumber your section headings.

<table>
<thead>
<tr>
<th>REPORT SECTION</th>
<th>DATA SOURCE(S)</th>
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</thead>
<tbody>
<tr>
<td>1. Reason for Diagnosis</td>
<td>Parent and/or teacher interviews</td>
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<tr>
<td>2. Background Information</td>
<td>Student, parent, and teacher interviews</td>
</tr>
<tr>
<td>3. Standardized Tests of Verbal Intellectual Ability and Reading Achievement</td>
<td>Peabody Picture Vocabulary Test, 3\textsuperscript{rd} Edition</td>
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<tr>
<td></td>
<td>Gates MacGinitie Tests of Reading, 4\textsuperscript{th} Edition</td>
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<tr>
<td></td>
<td>“Probing” the Gates</td>
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<tr>
<td>REPORT SECTION</td>
<td>DATA SOURCE(S)</td>
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<tr>
<td>4. Sight Vocabulary Assessment</td>
<td>Critical Reading Inventory, 2\textsuperscript{nd} edition - Graded word lists</td>
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<tr>
<td>Assessment</td>
<td>Achievement, 2nd edition</td>
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<td>A. Concepts of Print Knowledge</td>
<td>Abecedarian Reading Assessment</td>
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<td>B. Letter-Sound Knowledge</td>
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<td>C. Phonological and Phonemic Awareness Ability</td>
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<td>D. Word Recognition</td>
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<td>E. Writing Vocabulary</td>
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<td>F. Writing Process</td>
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<tr>
<td><strong>6. Word Identification Strategy (Phonic Decoding) Assessment</strong></td>
<td>Early Names Test</td>
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<td>Names Test</td>
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<td>CORE Phonics Survey</td>
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<td><strong>7. Developmental Spelling Assessment</strong></td>
<td>Qualitative Spelling Inventory (use 2)</td>
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<td>- Primary Spelling Inventory</td>
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<td>- Elementary Spelling Inventory</td>
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<td>- Upper Elementary Spelling Inventory</td>
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<td><strong>8. Oral Reading Assessment</strong></td>
<td>Critical Reading Inventory, 2nd edition</td>
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<td>- administer narrative and informational Passages at multiple grade levels</td>
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<td><strong>9. Silent Reading Assessment</strong></td>
<td>Critical Reading Inventory, 2nd edition</td>
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<tr>
<td></td>
<td>- administer narrative and informational Passages at multiple grade levels</td>
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<tr>
<td><strong>10. Listening Comprehension Assessment</strong></td>
<td>Critical Reading Inventory, 2nd edition</td>
</tr>
<tr>
<td></td>
<td>- administer narrative and informational Passages at multiple grade levels</td>
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<tr>
<td><strong>11. Diagnostic Teaching of Reading</strong> (will emerge from taking advantage of teachable moments during previously listed assessments-we will talk about this later in the semester)</td>
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<tr>
<td><strong>12. Summary of Reading Abilities</strong></td>
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<tr>
<td><strong>13. Recommendations for Further Instruction</strong></td>
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</tbody>
</table>

**References**

**A Few More Guidelines:**

- Your participant must be a grades 2-9 student. It would be helpful to your learning if this participant was recommended for this project, because s/he seems to be experiencing some struggles as a reader or a speller.

- You must secure written permission from your participant’s parents, using the Parental Consent Form provided on our class Moodle website, before beginning your data collection.
• Make sure to audiorecord every session with your project participant.

• Plan to spend 8-10 hours with your project participant across the next 6-7 weeks. Emergent and beginning readers can usually work successfully 1:1 for 60-75 minutes at a time, whereas middle school students can usually work successfully for 90-120 minutes at a time, provided you change up tasks periodically and provide a few quick breaks. It is helpful to bring along water and healthy snacks for your participant.

• Use Kibby’s (1995) model of the reading diagnosis process and his “five questions” to guide your data collection process.

• Only write your participant’s first name on the protocols or other data that you collect, to protect his/her confidentiality and anonymity.

• It is advised that you score and analyze each assessment tool/technique the day you administer it, or the next day, while your memories are still fresh. Use your audiorecordings as well as the handwritten notes you took during the session, as well as the test protocols or participant’s work samples. It is also advised that you write out the results and interpretations immediately after scoring and analyzing the protocols, while your memories are still fresh.

• When you turn in sections of your project across the semesters, turn in:
  o All data sources (scored protocols, participant work samples, observational notes, reflections, etc.)
  o A hard copy of your draft so far

• When you turn in your entire project at the end of term, turn in:
  o Signed Parental Consent Form
  o All data sources (scored protocols, participant work samples, observational notes, reflections, etc.)
  o A hard copy of your final diagnostic report

(All these items will be returned to you so you can have them for your professional portfolio.)
Video Reflection Essay

Reflection is an integral part of teaching—we reflect and adjust as we teach, after we teach, and as we plan for future instruction (Schon, 1984, 1990). During your clinical practicum experience in the St. Bonaventure Reading Center, you are encouraged to record reflective observations while you teach, as well as record insights in your reflective journals after each session, as you prepare for the next meeting. As an additional means to hone your abilities to reflect critically about the impact your teaching has on your clients’ learning, you will also complete two (2) Video Reflection Essays this semester. These Video Reflection Essays will be based on careful analysis of video-recordings of lessons completed with each of your individual client or small groups of clients.

General Guidelines

Each Video Reflection Essay should be conceived of as a carefully crafted and highly polished paper of 10-15 pages in length, not counting cover page or References pages. The essay should be formatted according to APA-6 guidelines. (That means double-spaced throughout, with one-inch margins at the right, left, top, and bottom, etc.)

Because reflective essays are personal in nature, write in the first-person voice[1]. Feel free to pull from and expand upon the writing you’ve already done in your reflective journals. However, note that each essay is meant to be more than just a first-person narrative of what transpired in the video-recorded lesson. These essays are intended to be scholarly as well as reflective. By that, we mean that your thinking and writing should be informed by the scholarship of the literacy education profession. You should reference and cite carefully all the sources that have informed your thinking about the specific instructional session on the video-recording. Though you will write two (2) separate Video Reflection essays this term, conceive of each as wholly distinct from the other, and studiously avoid self-plagiarism in the second submission.

NOTE: Make sure to video-record and write about sessions that were predominantly comprised of diagnostic teaching, as opposed to sessions from very early in the term where you were doing diagnostic assessment without much actual instruction.

Step 1: Analyze Your Video-recording

Watch your video while recording observations in the form of field notes. Stop the recording frequently to elaborate in your field notes in the following ways:

- Describe events or issues that attract your attention. (What was interesting? Surprising? Frustrating? Etc.)
- Take note of the emotions that were evoked by observing these events or issues. (How did it make you feel to observe X?)
- Develop an explanation for the event/issue. (Why do you think this event/issue occurred? What are the implications for your teaching and for your client’s learning?)
- Consider how this event/issue relates to your teaching as a whole. (Is it somehow a result of the way you wrote your instructional objective, or of your pedagogical practices? Is it related to your choice of materials, including text selection?)
This process of recording field notes while viewing the video-recording of your lesson helps you to acknowledge your own subjective feelings about your teaching while also analyzing the events/issues that emerge from video viewing in a more objective and constructive manner.

When you submit your Video Reflection Essay, provide your field notes as Attachment A to the paper.

Step 2: Write Your Video Reflection Essay

In each of your Video Reflections, make sure you include the following elements and answer these questions.

○ Contextualize your work with the client by providing a brief 1-2 paragraph summary of the findings from your diagnostic evaluation earlier this semester. (IRA 3.3)
  - Introduce the client to the readers of your essay. Then say what you learned about the client and his/her reading abilities, strengths, and areas of instructional need (and so on), based on analyzing the assessment data that you collected earlier in the term. Think in terms of Kibby’s (1995) guiding questions.

○ In 1-2 concise paragraphs, summarize the session that you had planned in advance, making clear reference to your session plan, which should be submitted as an Attachment to the essay.
  - Beyond this 1-2 paragraph introduction to the session, you do not need to provide detailed information in your essay that is redundant with the writing you did in your session plan. Just help the reader to know which part of the overarching plan you are reflecting on as you write, by referring to the instructional objective and naming the method(s) or materials(s) you were using, etc. In your essay, please do not detail the procedures/methods you used, since those procedures/methods are already described in the session plan. Instead, refer to the attached session plan.

○ Discuss your reflection-in-action. (IRA 1.3)
  - Did everything go as planned? In what way did you need to modify your plans during the session? Explain why you made those choices.

○ Consider the impact of your instruction in relation to the client’s strengths and needs. (IRA 2.2, 3.3, 5.1, 5.2, 5.3, 5.4)
  - How did the client respond to each part of the session, affectively and intellectually? Consider both the segments related to your assessment objectives, and the segments related to your instructional objectives.
  - Was the level of challenge of the instruction you designed and/or delivered appropriate for the client? (not too easy, not too hard, but just right and within the child’s “zone of proximal development”?)
  - Consider this question in terms of pacing, texts or other materials used, time provided for tasks, and how much support or assistance you needed to provide.

○ Discuss the client’s specific learning outcomes. (IRA 3.2, IRA 3.3)
During diagnostic instruction, what techniques did you use to assess the client’s learning outcomes? And how did that go?

What were the client’s learning outcomes, specifically? [We assume they will modest, because you only have two hours to provide instruction each week].

Be careful here – the learning outcomes will be significantly narrower than the instructional objectives.

For example, if one instructional objective was to increase the client’s sight vocabulary knowledge, in the learning outcomes section of your essay, you should say how many additional words the client now recognizes on sight, that s/he could not read on sight at the beginning of the lesson.

Here is another example. If the learning objective was to improve the client’s ability to retell a story using a particular story structure framework, in the learning outcomes section of your essay, you should say which of elements in the framework the client was able to capture in his or her retelling.

- Connect new information to past information. (IRA 3.3)

- In what ways does the new information/data you gathered during this session compare with information/data you’ve collected about or with the child in the past?

- Consider the collaborative nature of the instruction, if this lesson was co-designed or co-taught with a colleague. (IRA 6.2)

- How did that collaboration work out for you? What insights did you generate from watching the video of your collaboration together with the client?

- Look forward. (IRA 3.3)

- Now that you know the client better, what do you think you should do during upcoming sessions in order to best address the client’s areas of instructional need? Consider this question in terms of pacing, text or materials selection, and so on.

Step 3: Submit Your Video Reflection Essay (along with 3 attachments)

Each Video Reflection Essay submission should consist of the following items. [The first three items could be combined in one word processing or .pdf file, if you wish.]

- Video Reflection Essay
- Attachment A: Your Video Viewing Field Notes
- Attachment B: Your Session Plan
- Attachment C: Your Video Footage

Post your Video Reflection Essays on our course’s Moodle website by the due-dates specified below. Filenames should be labeled so that they include your name, the word “reflection,” the date of the video-recorded session upon which you have chosen to reflect, and the client or clients’ names, e.g. Wieland_ReflectionJan19_BradleyB.doc.
Each Video Reflection Essay is worth a maximum of 10 points each out of 100 possible course points (so across the term, your Video Reflection points will total to 20% of your course grade).

[1] First person voice involves writing “I” or “we” statements.
Appendix G: Literacy Coaching Internship Materials and Guidelines

This appendix includes:
Application for Literacy Coaching Internship Placement
Literacy Coaching Internship Log Sheet
Literacy Coaching Internship Letter to Query Principles
Literacy Coaching Internship Letter to Mentor Teachers
APPLICATION FOR LITERACY COACHING INTERNSHIP PLACEMENT

READ 599 – 60 Clock Hours

CHECK ONE:     ___ Fall Semester ________ (year)
                ___ Spring Semester __________ (year)

IMPORTANT: The clock does not begin to count hours until the Internship application is approved by your advisor, filed with the Field Services Director, a formal letter confirming the placement has been received, and READ 599 registration has been confirmed through the SBU Registrar’s office.

DIRECTIONS:
· Complete all relevant segments of application form.
· Return completed form to Ms. Julie Hall, Director of Field Services, Box AB, School of Education, St. Bonaventure University, St. Bonaventure, NY 14778. (Office location is B7 Plassmann Hall Annex.)
· NOTE: Application must be submitted before classes begin in the Fall or Spring semester when the Internship will be initiated.
· The Internship must be completed by the end of the candidate’s last semester of graduate coursework.

PERSONAL INFORMATION:
Name:______________________________ Date of application:______________
Home Address:______________________________________________________________
City: ____________________________ State: __________________ ZIP: ________________
Home Phone #: __________________________ Email: _____________________________
Work Address: __________________________________________________________________
Work Phone #: __________________________
Present Teaching Certification(s) Held (specify type, level, state of issuance):
__________________________________________________________
___________________________________________________________________________
Years of Teaching Experience:
· Special Education _____ General Education _____
Graduate Hours of Study completed as of this application: ____________________________
Graduate Hours of Study that will be completed by the end of upcoming semester: ______

II. INTERNSHIP INFORMATION: Complete the following if you have a site that has already indicated an interest in hosting your Literacy Coaching Internship, or if you are requesting a particular placement. The Office of Field Services must make all formal arrangements and confirm the placement arrangements, but we are happy to accommodate specific requests when possible.
Name of School/Agency: ________________________________________________________
Address of School/Agency: ______________________________________________________
Name of Principal/Director: _____________________________________________________
Name of Contact Person: ___________________________Contact Phone #:________________
Name of Proposed Site Supervisor: ________________________________________________

Please CHECK information below which best describes this placement:

1. Type of Program: ____ General Ed. ____ Literacy
   IMPORTANT: Candidates must work with a mentor-teacher who is certified in Reading or
   Literacy and must work in the delivery of literacy programs across the Internship.

2. Schooling Level: Elementary Middle Secondary

Desired Internship Schedule: START DATE: ___________ FINISH DATE: ______________
Daily Schedule during Internship: PART-TIME: ____________ FULL-TIME: ______________
What steps have you taken to plan your Internship schedule? ____________________________
______________________________________________________________________________
______________________________________________________________________________

III. If you wish the Office of Field Services to find a placement for you, please check here. ____

1. Type of Program: ____ General Ed. ____ Literacy

2. Schooling Level: Elementary Middle Secondary

Generally preferred geographic location: ____________________________________________
______________________________________________________________________________

Desired Internship Schedule: START DATE: ____________ FINISH DATE: ______________
Daily Schedule during Internship: PART-TIME: ____________ FULL-TIME: ______________

NOTE: Many of your graduate courses require projects that are completed during the Literacy
Coaching Internship. When planning your internship schedule, make sure to plan sufficient time

to collect data relevant to your specific course projects, In addition, DIFF 510 requires
approximately 30 field hours. These hours are not part of the Literacy Coaching Internship, but
many candidates try to complete them at their Internship site.

Candidate Signature _____________________________Date ______________________
## Literacy Coaching Internship Log Sheet

<table>
<thead>
<tr>
<th>DATE</th>
<th>STARTING TIME</th>
<th>ENDING TIME</th>
<th>SUMMARY OF EXPERIENCES DURING VISIT</th>
<th>SIGNATURE(S) OF SCHOOL FACULTY/STAFF WHO FACILITATED TODAY’S EXPERIENCES</th>
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**ST. BONAVENTURE UNIVERSITY**
October 23, 2014

Dear Principal,

On behalf of the graduate Literacy education faculty at the St. Bonaventure School of Education, I am writing to ask if you would be willing and able to host one or more Bona graduate candidates as Literacy Coaching Interns across the current school year. The experiences that our candidates gain during these Literacy Coaching Internship placements are invaluable to them as they develop the knowledge, skills, and dispositions needed to work effectively and collaboratively as reading specialists or literacy coaches in school settings.

Bona’s Literacy Coaching Internship is intended to help the candidates meet the International Reading Association’s (2010) Standards for Reading Professionals at the reading specialist/literacy coach level. The International Reading Association (IRA) is the professional organization through which our graduate literacy education programs at Bona receive national accreditation. The IRA Standards set the bar quite high in terms of specific areas of knowledge and specific competencies that must be demonstrated by prospective reading specialists and literacy coaches, and specific field experiences these teachers must have while matriculating in graduate programs. That is why we are so very grateful that you have agreed to host one or more of our graduate candidates as Literacy Coaching Interns this school year.

To meet the IRA Standards, Bona graduate candidates, in the context of their Literacy Coaching Internships, work in interaction with teachers and students in K-12 school settings to complete a series of structured projects designed to introduce them to the sorts of assessment, curriculum design, peer coaching, and professional development work they might eventually be responsible for as literacy specialists or literacy coaches.

We ask that you match each of the Literacy Coaching Interns with a reading teacher, reading specialist, literacy coach, or instructional coach, who can serve as a mentor and as a conduit to the rest of your faculty. Only occasionally will the Interns need to ‘shadow’ their mentor-teachers. More typically, they will collect data and engage in project tasks in the context of multiple classrooms. These graduate candidates are already credentialed teachers; many hold multiple teaching certifications, some are already full-time teachers, and others substitute-teach on a regular basis. Therefore, it is not intended that Literacy Coaching Interns be viewed as classroom helpers, in the way that many undergraduate (preservice) interns are viewed. Instead, we hope that the mentor-teachers can arrange access for the candidates so that they can complete a series of projects and assignments introducing them to some of the typical roles and responsibilities of reading specialists and literacy coaches.

I’ve crafted a query-letter to the mentor-teachers (see attached), which explains all of this, and then provides a description of each of the structured projects and the specific experiences entailed by each, which the Interns will be seeking to complete across their Literacy Coaching Internships.
I hope that this letter to mentor-teachers helps to clarify the roles and requirements of the Literacy Coaching Interns, from the perspective of our university’s Literacy graduate programs. We welcome your feedback.

Thank you for our consideration of this request. I know that you already have a lot of other SBU candidates in your building completing other field work and student teaching experiences. If taking on one or two more is a possibility for you and your reading specialists/literacy coaches, or if this is something you want to talk more about, please do not hesitate to call or email.

With gratitude,

Karen M. Wieland, Ph.D.
Assistant Professor
Graduate Literacy Education Program Director
Bona Reading Center Director
(716) 375-2369
kwieland@sbu.edu

Attachment: Letter to Mentor-Teachers
October 22, 2014

Dear Mentor-Teachers:

On behalf of the graduate Literacy education faculty at the St. Bonaventure School of Education, thank you for agreeing to host one or more Bona graduate candidates as Literacy Coaching Interns across the current school year. The experiences that our candidates gain during these Literacy Coaching Internship placements are invaluable to them as they develop the knowledge, skills, and dispositions needed to work effectively and collaboratively as reading specialists or literacy coaches in school settings.

Bona’s Literacy Coaching Internship is designed in accordance with the International Reading Association’s (2010) Standards for Reading Professionals. The International Reading Association (IRA) is the professional organization through which our graduate literacy education programs at Bona receive national accreditation. The IRA Standards set the bar quite high in terms of specific areas of knowledge and specific competencies that must be demonstrated by prospective reading specialists and literacy coaches, and specific experiences these teachers must have while matriculating in graduate programs. If you are curious about the IRA standards, they can be found at the following URL:


To meet the IRA Standards, Bona graduate candidates, in the context of their Literacy Coaching Internships, work in interaction with teachers and students in K-12 school settings to complete a series of structured projects designed to introduce them to the sorts of assessment, curriculum design, peer coaching, and professional development work they might eventually be responsible for as reading specialists or literacy coaches.

The mentor-teachers with whom the Literacy Coaching Interns are matched are asked to serve as point-people and conduits. Only occasionally will the Interns need to ‘shadow’ their mentor-teachers. More typically, they will collect data and engage in project tasks in the context of multiple classrooms. These graduate interns are already credentialed teachers; many hold multiple teaching certifications, some are already full-time teachers, and others substitute-teach on a regular basis. Therefore, it is not intended that Literacy Coaching Interns be viewed as classroom helpers, in the way that many undergraduate (preservice) interns are viewed. Instead, mentor-teachers are asked to arrange access for the Interns so that they can complete a series of projects and assignments introducing them to some of the typical roles and responsibilities of literacy specialists and literacy coaches.

The Literacy Coaching Interns you are hosting at your school site will be using their 60 Internship hours to complete up to seven (7) specific projects or assignments in your school building, depending on the graduate courses in which each specific Intern is enrolled during any given
semester. Some candidates may be willing and able to spend additional time in your school, beyond the requirements of these specific projects and assignments, in order to help out mentor-teachers with small group instruction or literacy centers, etc. We do strongly encourage this extra participation. However, candidates understandably will be very focused on meeting the deadlines associated with their various Literacy Coaching Internship assignments and projects. We appreciate your understanding of candidates’ time-constraints. The Interns will be speaking with you directly to set up their schedules.

The projects/assignments candidates will complete across their Literacy Coaching Internships are described in the attached table. Together, these give candidates some experience with the sorts of assessment, curriculum planning, peer coaching, and professional development work they might eventually be responsible for in the future, should they be hired as reading specialists or literacy coaches.

Again, thank you for agreeing to host one or more Literacy Coaching Interns at your school. Your support and mentorship of future reading specialists and reading coaches is greatly appreciated. If you have any questions or require any further information, please do not hesitate to call or email.

With gratitude,

Karen M. Wieland, Ph.D.
Assistant Professor
Graduate Literacy Education Program Director
Bona Reading Center Director
(716) 375-2369
kwieland@sbu.edu
<table>
<thead>
<tr>
<th>FIELD EXPERIENCES, PROJECTS, &amp; ASSIGNMENTS</th>
<th>BUFFALO CENTER COHORT (HAMBURG)</th>
<th>MAIN CAMPUS COHORT (OLEAN)</th>
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<td><strong>Best Practices of Classroom Literacy Instruction:</strong> For this project, the candidate is asked to observe, document, and reflect on the instructional practices of teachers in K-12 schools, in order to develop deeper understanding of which practices are most essential, effective, and “high-leverage” in fostering students’ literacy learning and motivation. The project also involves interviewing, documenting, and reflecting on the theoretical perspectives and dispositions of these same teachers. Finally, it involves presenting (sharing back) the results of the qualitative investigation to the teachers with whom the candidate interacted across the project, and using the project findings as a springboard for conversation about high-leverage literacy pedagogy. This project will require 13 contact hours at the internship setting.</td>
<td>READ 501 Theories &amp; Foundations of Literacy – Fall 2014</td>
<td>READ 501 Theories &amp; Foundations of Literacy – Fall 2014</td>
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<td><strong>Professional Development Presentation:</strong> The assignment is completed as part of a graduate course called Assessment &amp; Instruction of Literacy (READ 570). The candidate will prepare a Professional Development workshop related to one of the informal assessment tool s/he has learned to use in the course, selecting the tool from a list of possible options in consultation with his or her mentor-teacher at the school site. Then, at a mutually agreeable time, the candidate will present this workshop to his/her mentor-teachers and other interested school personnel. This workshop will provide its participants with information about the nature and purposes of the informal assessment tool, procedures for administering and scoring it, and guidelines for interpreting the data. It will also provide participants with guided practice scoring and interpreting data collected from a real child or group of children, and a chance to debrief about</td>
<td>READ 570 Assessment &amp; Diagnosis of Literacy – Spring 2015</td>
<td>READ 570 Assessment &amp; Diagnosis of Literacy -- Fall 2014</td>
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the strengths and limitations of both the assessment tool itself and the candidate’s workshop. This project will require 2 contact hours at the internship setting.

**Content Area Literacy Theme Unit Project:** This assignment is completed within the context of a graduate course called Content Area Literacy (READ 560). The candidate will prepare a Professional Development workshop, in order to share with and elicit feedback from mentor-teachers and any other interested school personnel a thematic unit the candidate has designed to meet the NYS Common Core Standards for ELA/Literacy and relevant content area standards. This assignment will require 2 contact hours at the internship setting.

| READ 560 Content Area Literacy – Fall 2014 | READ 560 Content Area Literacy – Spring 2015 |

**School-Wide Assessment Data Team Experience:** This project involves collaborating with school personnel to help administer, score, analyze, and interpret school-wide assessment data. The nature and content of each candidate’s experiences will vary in accordance with the host school’s needs. The purpose of this project is to give candidates the opportunity to assist the school’s data team, in whatever ways possible and practical, in documenting student achievement and/or teacher effectiveness. Candidates will journal about their experiences and write a culminating paper reflecting on what they have learned. This project will require 15 contact hours at the intern’s school setting.

| READ 570 Assessment & Diagnosis of Literacy -- Spring 2015 | READ 540 Supervision & Curriculum Issues in Literacy -- Spring 2015 |

| READ 540 Supervision & Curriculum Issues in Literacy – Fall 2014 | READ 570 Assessment & Diagnosis of Literacy – Fall 2014 |

**Literacy Coaching Project:** For this project, candidates work in a literacy coaching capacity with participating English Language Arts (ELA) or History/Social Studies teachers, using Jim Knight’s (2009) instructional coaching framework as a starting point. This involves securing informed consent from participants, holding an initial meeting to interview the

participant and lay the groundwork for the collaboration, and then engaging in three lesson observations and post-lesson debriefings. Candidates will journal about their processes and insights, and then use this informal writing as a springboard for constructing their formal papers about the project. The project also involves doing a formal review of extant literature about adult learning theories and literacy coaching models. This project will require 8 contact hours at the intern’s school setting.

**Differentiating Instruction-Part I:** This project involves working in a school setting to support two students, one who has an Individualized Educational Plan, and one who excels academically or otherwise. Specifically, the project involves individual assessment and diagnostic teaching with the two focal students. Insights gained will be recorded in the form of reflective papers. This project will require 15 contact hours at the internship setting.  

| DIFF 510 Differentiated Instruction Strategies -- Spring 2015 | DIFF 510 Differentiated Instruction Strategies -- Fall 2014 |

**Differentiating Instruction-Part II:** This project involves teaching one lesson from a broader unit that the candidate has designed for the Differentiated Instruction Strategies graduate course. The topic of the unit and the foci of the specific lesson will be determined in advance and in consultation with one of the candidate’s mentor-teachers at the internship setting. This assignment will require 5 contact hours at the internship setting.  

| READ 520 Language Arts -- Fall 2014 | READ 575-585 Individual & Small Group Instruction -- Fall 2014 |

(This last project is completed with Catt-Allegany BOCES instead of being completed at the school where the Intern is placed)  

**Professional Book Study Group Project:** The project involves co-facilitating online professional book study discussions for teachers through the auspices of Cattaraugus-Allegany BOCES. Co-facilitation involves careful and thoughtful participation.

| READ 540 Supervision & Curriculum Issues in Literacy | READ 575-585 Individual & Small Group Instruction -- Fall 2014 |
thoughtful reading of the assigned book (all titles relate to social justice education), co-planning of weekly Discussion Forum prompts, and full participation in weekly Discussion Forums. This project requires 20 contact hours with teachers through the Catt-Allegany BOCES Moodle shell.

– Fall 2014
Comprehensive Examination Overview: Summer 2014

Master of Science in Education - Childhood and Adolescent Literacy
(for the candidates who did take READ 550)

Candidates should only register for the Comprehensive Examination during their last semester of study at the University. Register for READ COMP 01 in this last semester. This will put you on the list to take the Comps in that semester.

<table>
<thead>
<tr>
<th>Buffalo Center</th>
<th>Main Campus</th>
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<tbody>
<tr>
<td>The exam is scheduled for 2:30 – 5:30 pm on Saturday, July 12; room to be announced. Registered candidates will receive a letter in the mail.</td>
<td>The exam is scheduled for 9 am -12 pm on Saturday, July 12, 2014; room to be announced. Registered candidates will receive a letter in the mail.</td>
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For more information, e-mail Karen Wieland at kwieland@sbu.edu
Or call her at (716) 375-2369 (leave message)

Description of the Comprehensive Examination

The Comprehensive Examination is aligned with several specific elements from the Standards for Reading Professionals (International Reading Association, 2010) as well as with three items on St. Bonaventure School of Education’s list of Knowledge, Skills, and Dispositions.

The exam will consist of five essay questions. These questions will require you to apply the theoretical, research-based, and pedagogical content knowledge you have acquired across your graduate program to solve problems similar to those you will encounter in your professional futures. There will be one question in each of the following five categories:

1. CONNECTING THEORY TO PRACTICE (IRA 1.1, 1.2, 1.3)

This question will specify a major goal for literacy instruction and provide a list of various pedagogical approaches that are used by teachers in order to meet that goal. You will be asked to construct an essay that offers a theoretically grounded, research-based rationale for each of the pedagogical approaches listed. Then in the final part of your essay, you will be asked to state which approach or combination of approaches you advocate, and explain your reasoning, making ample reference to insights you have gained across your course readings.
1. DISCIPLINARY LITERACY (IRA 1.1, 1.2, 1.3, 2.1, 2.2):

This question will deal with the integration of literacy instruction within and across content areas/disciplines. The question will require the candidate to analyze a classroom case study, recommend specific pedagogical practices that could be used to address the specific challenge(s) described in the case study, and bolster those recommendations by discussing relevant theoretical and research-based perspectives.

1. LINGUISTIC AND CULTURAL DIVERSITY (IRA 1.1, 1.2, 1.3, 2.1, 2.2, 4.1, 4.2):

The question will require the candidate to analyze a classroom case study related to issues of linguistic or cultural diversity, recommend specific pedagogical practices that could be used to address the issues described in the case study, and bolster those recommendations by discussing relevant theoretical and research-based perspectives.

1. ASSESSMENT (IRA 3.1, 3.2, 3.3, 3.4):

Candidates will be provided with anonymized assessment data collected from a client in the SBU Reading Center OR an anonymized set of data collected from an entire grade level at a school. They will interpret the results, and use these results to draw diagnostic conclusions about the student’s or students’ strengths and instructional needs.

1. HISTORY OF LITERACY INSTRUCTION (IRA 1.1, 1.2):

One question will require candidates to demonstrate your knowledge of important events and historical trends within American literacy education in public school settings. Specific events or trends will be listed on the exam, and candidates will be asked to craft an essay that describes each event or trend, explains it relative to its historical context, and compares, contrasts, and/or integrates each event or trend to the others on the list.

The Comprehensive Examination will be read and scored independently by two Literacy program faculty members, using the attached rubric. Then the two faculty members will meet to share their evaluations and ‘conference out’ any discrepancies in scoring.

A candidate must earn a score of ≥ 80% on the exam to pass it. Candidates who do not pass the exam the first time they take it will be offered one more opportunity during that same semester to re-take an alternative (but parallel) form of the exam. If a passing score is not obtained upon the second try, the candidate must wait until the following semester to take the exam again.
Appendix I: Electronic Portfolio Guidelines

Guidelines for Electronic Portfolio

Each graduate candidate is required to present an electronic portfolio of his or her work as part of the requirements for completing the MSED Literacy degree at St. Bonaventure University. The portfolio should be completed during the candidate’s last semester of coursework. Portfolios should be prepared according to the directions provided below.

Candidates planning on August 2014 degree conferral must submit electronic portfolios by Saturday, July 19 at 11:55 pm. Portfolios should be submitted in one of the following formats: (1) a link to a fully functional website you’ve created to house your portfolio; (2) a CD-R onto which you copied a folder containing your portfolio write-up (in .doc or .ppt format) and all the supporting documentation that you’ve hyperlinked in your write-up; or (3) a flash drive onto which you copied a folder containing your portfolio write-up (in .doc or .ppt format) and all the supporting documentation that you’ve hyperlinked in your write-up. Please make sure your discs or flash drives are clearly labeled with your name.

Main campus candidates, please give your e-folios directly to Dr. Wieland or leave your clearly labeled drives or discs in her mailbox in Plassmann Hall. Buffalo Center candidates, please email your websites or snail-mail your discs or drives to Dr. Wieland at the following address: St. Bonaventure School of Education, PO Box AB, St. Bonaventure, NY 14778.

The School of Education at St. Bonaventure University is guided by a Conceptual Framework that values three critical aspects of professional preparation: Competence, Experience, and Social Justice. In alignment with this Conceptual Framework, 11 specific “Knowledge, Skills, and Dispositions” (Attachment A) have been identified, which all Bona program graduates must demonstrate. In addition, graduates of Bona’s literacy education programs must demonstrate that they have met the International Reading Association’s (2010) six Standards for Reading Professionals (Attachment B). Successful completion of the electronic portfolio milestone indicates that the graduate candidate has met most or all of the School of Education and International Reading Association standards.

This electronic portfolio project consists of two interconnected parts: (a) a persuasive and reflective essay that weaves through the project and explains how you’ve met each element of each standards, and (b) work products/artifacts from coursework that demonstrate accomplishments relative to specific elements. The persuasive essay serves to structure the portfolio and clarify its purpose as well as provide clear rationales for artifact choice and relevancy.

The persuasive/reflective essay and accompanying artifacts submitted as part of the electronic portfolio should demonstrate that the graduate candidate has met, at an acceptable or target (high) level, each of the six IRA professional standards and 21 IRA elements listed on the electronic portfolio rubric (Attachment B). The portfolio and accompanying reflective narrative should also address each of the 11 School of Education “Knowledge, Skills, and Dispositions” elements listed on the rubric (Attachment A). When appropriate, you can address more than one element concurrently and provide supporting evidence for this group of elements within a particular
section of your essay. (For example, the same artifacts can be related to all four elements under IRA Standard 3).

The overarching argument (thesis statement) of the persuasive/reflective essay should be something like the following: *Through my graduate coursework and experiences, I am confident that I have met all of the IRA (2010) Standards for Reading Professionals. I am also confident that I have grown in my knowledge, skills, and dispositions as a teacher.* The target audience for the persuasive/reflective essay includes your Bona reading faculty members as well as school principles and district personnel who might be in a position to interview or hire you in the future. Thorough and thoughtful preparation of the electronic portfolio will help graduate candidates to “sell” themselves as job applicants in a competitive marketplace.

For each element listed on the rubric, candidates should write several solid paragraphs that explain *how, quite specifically,* the particular element was met through the construction of specific work products or through specific field or clinical experiences. To support you claims, link to work products/artifacts created during coursework, internships, or practicum experiences (papers, projects, reports, and other documents). These work products/artifacts should provide *persuasive evidence* that have met the element. Do not expect the work product/artifact to speak for itself, however; make sure to *explain* what relevant competencies, knowledge, or dispositions are indicated by the artifact, and how specifically it relates to the element and its overarching standard.

Portfolios must be submitted in electronic format, with all pertinent files collected together on a flash drive or CD-R. While candidates are encouraged to use Google Sites or another webpage design program to complete the project, the portfolio may also be presented as a series of hyperlinked pages in Microsoft Word or Microsoft PowerPoint.

**Please note:** Remove from all work products/artifacts any information that would compromise the anonymity or privacy of teachers or children or parents who participated in your projects. This includes real names, addresses, and any other identifiable information from the diagnostic report, instructional report, observations, lesson plans, etc. Use pseudonyms or first initials instead of full names, take out mailing addresses and phone numbers, etc. *Candidates will not be given passing grades for READ COMP and cleared to graduate until they have adhered to this directive.*

The following documents are **required** to appear in the portfolio (the course numbers follow the names). It is up to you to determine which of the IRA standards and elements these work products exemplify, and to explain how they illustrate these standards and elements in your essay.

- All Literacy Coaching Internship Projects:
  - Best Practices in Classroom Literacy Instruction (READ 575/585)
  - School-Wide Assessment Data Team Project, Parts A and B (READ 540, READ 575/585)
  - Literacy Coaching Project (READ 540)
  - Differentiated Instruction Project (DIFF 510)
- One Diagnostic Report (READ 570)
- 3 Sample Lessons from the Reading Center (READ 580/595)
- Theme Unit using Understanding By Design (READ 560)
- Literature Unit (READ 520) or Writing Project (READ 525)
- ELL Case Study (READ 550)
- Overarching course project from EDUC 500
Other items in the electronic portfolio may include:

- Papers and projects that exemplify standards
- Samples of reflection journals or discussion forum contributions from courses
- Photos of internship or clinical experiences and instructional materials
- Lesson plans from class demonstration lessons, clinical practicum, or internship experiences
- Article summaries and critiques
- Professional development lessons and presentations
- Peer observation feedback
- Supervisor observation feedback
- Other presentations

Use the next section of this handout, together with the attached assignment rubric, to brainstorm with classmates about work products/artifacts that may be included for each of the elements.

IRA Standard 1, Element 1.1

IRA Standard 1, Element 1.2

IRA Standard 1, Element 1.3

IRA Standard 2, Element 2.1

IRA Standard 2, Element 2.2

IRA Standard 2, Element 2.3

IRA Standard 3, Element 3.1
IRA Standard 3, Element 3.2

IRA Standard 3, Element 3.3

IRA Standard 3, Element 3.4

IRA Standard 4, Element 4.1

IRA Standard 4, Element 4.2

IRA Standard 4, Element 4.3

IRA Standard 5, Element 5.1

IRA Standard 5, Element 5.2

IRA Standard 5, Element 5.3

IRA Standard 5, Element 5.4
IRA Standard 6, Element 6.1

IRA Standard 6, Element 6.2

IRA Standard 6, Element 6.3

IRA Standard 6, Element 6.4

SBU K1

SBU K2

SBU K3

SBU S1

SBU S2

SBU D1
Appendix J: Degree Plan Form

Need to get from Mary