

DIAGNOSTIC ASSESSMENT AND INSTRUCTION in LITERACY
Supervision of Field & Clinic Experience

EDRL 461.661

FALL 2017

Professor: Julie L. Pennington, Ph.D.
Meeting Times: Tuesday 4:00-6:45 & Thursday 4:00-5:50
Meeting Room: CLL Seminar Room (WRB 3003)
Office Hours: M-Th by appointment
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Literacy Instructional Assistants: Hannah Carter & Melissa Bedford
Email: WebCampus Message System

*(If you need to contact us between class meetings please send us a message via the WebCampus address. We will check WebCampus messages once daily Monday-Friday. **Please do not send emails to the UNR address.**)*

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Course Information

Catalog Description

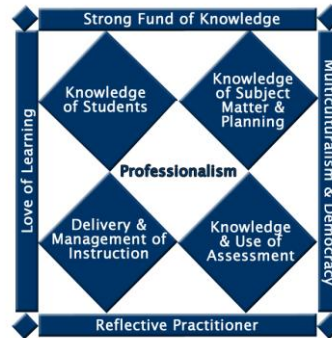
Lecture + Lab: 2+3

Credit(s): 3

Apprentice teaching, emphasis on developmental instruction with children who have difficulty learning to read, small group instruction and applications in the classroom.

Prereq(s): admission to teacher education, EDU 207, EDES 300, EDRL 443/643

Course Goals and Relationship to the COE Conceptual Framework



The following framework provides an underlying philosophical foundation for the program and this course while it strives to assist you in:

<p><i>Developing a strong fund of knowledge about the students you will teach and the subject areas in which you will prepare them.</i></p>	<p><i>Possessing a love of learning that will compel you to seek knowledge to enable you to grow as an effective teacher.</i></p>	<p><i>Valuing democracy and multiculturalism so as to provide a nurturing, supportive, and challenging educational experience for all students, their families, and other professionals.</i></p>	<p><i>Engaging in reflective practice though questioning and critique of your own knowledge and practice.</i></p>
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Course Objectives

This is an upper level course designed to prepare you to teach reading and language arts to children (especially struggling readers) in grades K through six. We will cover theory, teaching methods, and technology to provide you with a strong foundation in the areas of emergent literacy, phonemic awareness, phonics, word study, vocabulary, fluency, comprehension, and/or writing for teaching all students.

Student Learning Outcomes:

Students will be able to synthesize and apply literacy research to effectively tutor and work with a K-8 student	Lesson Plans/Practicum
Students will be able to apply literacy concepts central to assessing and evaluating K-8 students	Reading Responses Lesson Plans/Practicum Video Lesson Implementation & Critical Analysis (self/student)
Students will be able to critically and continuously reflect upon their own practice to modify and improve their instructional plans and activities	Reading Responses Lesson Plans/Practicum Student Case Study Report Student Case Study Draft & Feedback to Peers
Students will be able to analyze assessment data and observational notes to effectively plan and implement instructional strategies and lessons to assist struggling readers and writers	Lesson Plans/Practicum Student Case Study Report Video Lesson Implementation & Critical Analysis (self/student)
Students will be able to demonstrate effective oral and written communication skills for communicating student assessment and instructional information to the student's family	Weekly Family Informal Conferences Formal Family Conference Student Case Study Report
Students will be able to demonstrate effective oral communication skills for communicating student assessment and instructional information to instructor and classmates	Student Case Study Presentation

Required Text:

1. *A Tutoring Primer: Reading with K-6 Struggling Readers, English Learners, and Families (First Edition)*
2. Active Learning access

The required Cognella materials can be purchased here: <https://active-store.cognella.com/index.php/diagnostic-assessment.html>

Note: If you purchase both the textbook and Cognella Active Learning access together from the Cognella Student Store, you will receive \$25 off your order, applied during checkout.

The Active Learning content has been integrated directly into the Canvas course. The first time that you access a piece of Active Learning content, your account will be authenticated. If you purchase directly from the Cognella Active Learning store and use your university email address, this should happen automatically.

If you have any trouble accessing the content or have any other questions, please submit a [support ticket](#).

Recommended Texts:

Tompkins, G. E. (2013). *50 Literacy Strategies: Step-by-Step*. New York: Pearson. ISBN: 9780134090191

Calkins, L. (2014). *Writing Pathways*. Heinemann. ISBN: 978-0-325-05730-9

Woods, M. L. & Moe, A. J. (2014). *Analytical reading inventory: Comprehensive assessment for all students including gifted and remedial*. (10th Edition). Columbus, OH: Merrill Prentice Hall.

Electronic Readings: Additional reading materials will be available directly on the WebCampus course page.

Class Structure

The course meets twice a week with the following schedule:

Day	Time	Responsibilities
Tuesdays & Thursdays*	4:00 p.m.	Arrive to Class & Prepare Tutoring Materials
	4:10 p.m.	Pick up Tutee
	4:15 -5:15 p.m.	Tutor
	5:15 -5:30 p.m.	Return Tutee to Family & Break
	5:30-6:45 p.m./5:30-5:50 p.m.*	Class Lecture

COURSE CALENDAR

Dates	Weekly Topic (topics may change based on your learning)	Weekly Assignments Due on WebCampus 9 a.m. Mondays		Tutoring Sessions
Aug. 28	WEEK 1 What is literacy instruction? What is literacy assessment?	CANVAS MODULES	CANVAS	
Aug. 30				
Sept. 5	WEEK 2 Developmental Stages of Literacy Types of Reading Instruction	Student Reflection & Assessment Analysis	Lesson Plans	
Sept. 7				
Sept. 12	WEEK 3 Reading Assessment (ARI) Running Records & Miscue Analysis	Student Reflection & Assessment Analysis	Lesson Plans	Family Open House 4:15-4:45
Sept. 14				Tutoring Session 4:15-5:15
Sept. 19	WEEK 4 Comprehension Text Selection & Strategies	Student Reflection & Assessment Analysis	Lesson Plans	Tutoring Session 4:15-5:15
Sept. 21				Tutoring Session 4:15-5:15
Sept. 26	WEEK 5 Writing	Student Reflection & Assessment Analysis	Lesson Plans	Tutoring Session 4:15-5:15
Sept. 28				Tutoring Session 4:15-5:15
Oct. 3	WEEK 6 Teacher Knowledge	Lesson Implementation & Reflection Artifact Due		No Tutoring WCSD Fall Break
Oct. 5				
Oct. 10	WEEK 7 Fluency	Student Reflection & Assessment Analysis	Lesson Plans	Tutoring Session 4:15-5:15
Oct. 12				Tutoring Session 4:15-5:15
Oct. 17	WEEK 8 Phonemic Awareness/Phonics/ Word Study/Vocabulary Assessment & Instruction	Student Reflection & Assessment Analysis	Lesson Plans	Tutoring Session 4:15-5:15
Oct. 19				Tutoring Session 4:15-5:15
Oct. 24	WEEK 9 Refining Guided Reading/Miscue Analysis	Student Reflection & Assessment Analysis	Lesson Plans	Tutoring Session 4:15-5:15
Oct. 26				Tutoring Session 4:15-5:15
Oct. 31	WEEK 10 Refining Writing	Student Reflection & Assessment Analysis	Lesson Plans	Tutoring Session 4:15-5:15
Nov. 2				Tutoring Session 4:15-5:15
Nov. 7	WEEK 11 Refining Word Work	Student Reflection & Assessment Analysis	Lesson Plans	Tutoring Session 4:15-5:15
Nov. 9				Tutoring Session 4:15-5:15
Nov. 14	WEEK 12 Refining Writing	Case Study Draft Posting to Peer Groups Online Due	Lesson Plans	Tutoring Session 4:15-5:15
Nov. 16				Tutoring Session 4:15-5:15
Nov. 21	WEEK 13 Writer's Workshop for Final Case Study Paper	Independent work on case study draft –no assignment due		Tutoring Session 4:15-5:15
Nov. 23	THANKSGIVING HOLIDAY - NO CLASS	THANKSGIVING HOLIDAY - NO ASSIGNMENT		No Tutoring Thanksgiving

Nov. 28	WEEK 14	Case Study Feedback to Peers Due	Lesson Plans	Tutoring Session 4:15-5:15
Nov. 30	Writer's Workshop for Final Case Study Paper			Family Conference 4:15-5:15
Dec. 5	WEEK 15	Case Study PowerPoint Presentation Due		
Dec. 7	In-class case study presentations	Case Study Draft Due to Instructor		
Dec. 12	WEEK 16	Independent work on case study draft		
	Writer's Workshop for Final Case Study Paper	No assignment due		
Dec. 15 FINAL CASE STUDY DUE 1 p.m.	Individual Conferences	Case Study Paper & Notebook Due		

60 contact hours: long semester 78 hours

Academic Expectations

In order to develop a strong knowledge base, it is crucial that you meet the academic expectations of the course. Please review the course expectations and the calendar to ensure that you have sufficient time to meet the course expectations. This is an advanced course with a practicum included. The pace is rapid and missing one class period will put you at a great disadvantage as a student and a tutor. The information covered is not only necessary for your growth as a future teacher, but your grasp of the concepts is crucial to the success of the elementary student you will tutor.

Course Assignments & Grading

Assignments		Value	
PRACTICUM Weekly Assignments	CANVAS MODULES Read Evaluate & Reflect Student Reflection & Assessment Analysis	25%	60%
	Lesson Plans		
	Practicum Observations	25%	
Mid-Term	Video Lesson Implementation, Critical Analysis & Individual Conference (self/student) <i>This is your artifact for your portfolio.</i>	10%	
CASE STUDY End of Semester	Student Case Study Draft & Feedback to Peers (Pass/Fail)	5%	40%
	Student Case Study Draft to Instructor (Pass/Fail)		
	Student Case Study In Class Presentations	5%	
	Student Case Study Report*	30%	

* You cannot pass the course without passing this final cumulative assignment.

Grading Policies & Procedures

A	A =100-95	A- =94-90	
B	B+ =89-87	B = 86-84	B- =83-80

C	C+=79-77	C=76-74	C-=73-70
D	D=69-60		
F	F=60-		

These grades correlate with the grade guide for the university. Your grade will be based on the values above and then transferred to the numbers below.

PLEASE NOTE: Grades will not be rounded up or down.

As is true for all of the work you do for all of your classes, your instructor and others may review your work while evaluating the quality of courses and programs. However, your work cannot be used for any research projects without written approval from the UNR Office of Human Research Protection.

Course Pedagogy

You will be asked to not only read the materials and listen to class lectures, you will be asked to apply the information to your own teaching. As we tutor students over the course of the semester you will encounter various opportunities to make decisions based on your assessments of your student which will require you to critically think about the information from the course. There are many ways to teach reading and writing and throughout this course you will not be provided with a recipe, you will be given multiple methodological tools to try with your student. The more you read and attend to the information, the more tools you will have at your disposal as a teacher. The pedagogical stance in this course is heavily influenced by the work of Pablo Freire. The course will be primarily taught using a “problem-posing” stance rather than a “banking education” stance as described below by Freire (1970).

Banking Education

“Education...becomes an act of depositing, in which the students are the depositories and the teacher is the depositor. Instead of communicating, the teacher issues communiqués and makes deposits which the students patiently receive, memorize, and repeat” (p. 53).

Problem-posing Education

“In problem-posing education, [students] develop their power to perceive critically the way they exist in the world with which and in which they find themselves; they come to see the world not as a static reality, but as a reality in process, in transformation” (p. 64).

“Banking education (for obvious reasons) attempts, by mythicizing reality, to conceal certain facts which explain the way humans beings exist it the world; problem-posing education sets itself the task of demythologizing.”

Banking education resists dialogue; problem-posing education regards dialogue as indispensable to the act of cognition which unveils reality.

Banking education treats students as objects of assistance; problem-posing education makes them critical thinkers.

Banking education inhibits creativity and domesticates...Problem-posing education bases itself on creativity and stimulate true reflection and action upon reality” (p. 65).

Freire, P. (1970). *Pedagogy of the oppressed*. New York: Continuum.

Since we will rely heavily on Freire's concept of problem-posing education, and will rarely go into a "banking" model of education, you need to make sure you are prepared for class by reading and reflecting on the material assigned. Class sessions will center on discussions of the readings, your work with your student, and your understandings and questions about the content and application of the course materials. While this is a course focused on the methodology of teaching reading and writing, there is considerable opportunity to explore the theories and various modes of teaching literacy to children. Much of this work will be done in class discussions where you will be encouraged to pose questions, critique the readings, and bring your own interpretations into the dialogue. We will employ a variety of methodologies and approaches in this course such as small and large group discussions and activities, lecture, individual work, teaching by all class participants in the course, use of instructional media, teaching children at a local elementary school, and so forth.

*** Syllabus changes: This is a projected syllabus calendar and subject to change. Since this course is designed to meet your needs, I reserve the right to change the course calendar to accommodate your grasp of the subject matter and alter the pacing to account for the progression of the course. In turn, you are expected to note any changes made and will be expected to observe new deadlines. None of the changes will move due dates forward. All changes will be posted on WebCampus.**

Reflective Practice

A large part of the course will involve reflective practice. You will be asked to video your tutoring sessions and include your self-reflections in your weekly responses. (see the permission in the appendices) Class meetings may be videotaped as I study my own teaching and many of the assignments will require you to reflect on your own practice in the same way.

Procedures for Turning in Work on WebCampus

This is a web-enhanced course. You need to make sure you have access to WebCampus. In order to access WebCampus you must have a NetID. See <http://genwebct.admin.unr.edu/> if you have questions or contact campus computing at help@unr.edu or 775.784.4320. I will not be able to take course time to teach you how to use WebCampus. The university help desk is an excellent resource. All assignments must be turned in via WebCampus according to the deadlines listed on the course schedule of events and all feedback on your work will be sent to you on WebCampus. Your grades will also be posted on WebCampus within one week (i.e., seven days). If you do not have access to a computer, the university has several computer labs and stations at your disposal. Failure to use WebCampus will negatively affect your grades. Please make sure you allow time to post and read WebCampus on a weekly basis. Technical difficulties will not suffice as a reason for excused late work. All assignments are listed on course schedule of events in this syllabus. I strongly suggest that you post your assignments early. *As is true for all of the work you do for all of your classes, your instructor and others may review your work while evaluating the quality of courses and programs. However, your work cannot be used for any research projects without written approval from the UNR Office of Human Research Protection.*

Late Assignment Policy

Assignment dates are provided in the grading section of this syllabus, on the WebCampus calendar, and within the WebCampus assignment section. All assignments are **due on the day listed as due and must be turned via WebCampus or you will receive a zero.** Make sure you attempt to turn in

assignments well in advance of the due date; problems with technology are not adequate reasons for turning in assignments late. Please make sure you allow yourself enough time. **Late assignments will not be accepted for full credit except under extreme extenuating circumstances and only with prompt proper documentation.** If this situation occurs, you must provide documentation within one week. If the event or emergency will affect your course work for more than a week, you may want to explore the university policy on taking an incomplete.

Incomplete Policy

The “I” symbol is a mark that is given when a student *has been performing satisfactory work*, but, for a reason beyond the student’s control, has been unable to complete the required work for the course. Incomplete grade revert to grades of “F” if not made up within one regular semester. If you think you need to file an incomplete in the course, please set up an appointment with me. Incompletes are to be used for extreme circumstances that prohibit you from completing the course on time. Requests for incompletes may not be filed the day the work is due unless a catastrophic event occurs that day and you have documentation. Incompletes require that you file paperwork for the admission and records office and setup a new course completion calendar with me whereby you will complete the work by a particular time, not exceeding the end of the subsequent semester.

ASSIGNMENTS

Weekly Assignments

CANVAS MODULES

Each week you will complete all of the activities encased within each week’s module. Each week will be different and based on your progress in the course. You should read ALL of the assigned readings on the calendar prior to the lecture and be prepared to discuss them in class. **Failure to turn in assignments on time will result in a zero.** All assignments will be listed within the modules. The modules will contain various combinations of the following elements:

- (1) Readings
- (2) Assessments
- (3) Videos & Video Reflections
- (4) Quizzes
- (5) Reflections
- (6) Lesson Plans

Student Reflection & Assessment Analysis

Canvas modules are set for you to read and respond to prompts related to your tutoring. You will be required to respond in writing to all of the required readings using the template provided below. Each week will have a set of directions posted for you on the module. Please read them carefully as the format will change each week. You will have specific prompts to answer with different word limits. Your response should relate the readings to your student’s reading and writing progress and instruction. Your own thoughts about the readings are crucial. Your responses should begin to utilize

readings over the semester as well as your work with your student and increase in complexity. The most important thing to remember is to elaborate on your thoughts and chose a few points to address deeply rather than attempting to generalize all of the information. **These responses must be posted on the WebCampus assignment page on the day and time listed online.** You will receive feedback on the first assignment so you will know what is expected. You will **not** have the opportunity to redo subsequent work. Please make sure you understand the requirements and ask questions.

Lesson Plans

Lesson plans should be turned in prior to your teaching so we can review and grade them before you teach; see dates and times on WebCampus. These drafts can be revised prior to the next class meeting but a draft must be submitted on WebCampus. **Failure to turn in plans on time will result in a zero.** Class time will be devoted to planning lessons. You are expected to remain in class planning, this is a time for you to ask questions, collect materials, and work with your peers on lessons. You must use the lesson plan template below.

Practicum Grade

Your practicum grade relies on tutoring observations and your weekly responses. Please see the rubric. You will be provided with feedback throughout the semester both informally (during and after tutoring sessions) and formally (in the weekly responses feedback, lesson implementation grade).

Mid-Term: Lesson Implementation and Critical Analysis of your Teaching and Your Student

In order to critically reflect on your own teaching and plan for subsequent lessons, you are required to plan, teach, and video record (see attached video permission form) all of your tutoring sessions this semester. The purpose of recording your teaching is to allow time for reflection and critique in order to move your teaching forward as well as provide you and the families with additional data on your student’s progress. This is an opportunity to see what your peers are doing, how they are reflecting on their work, and to share your ideas on one another’s work. While your lesson may be thirty minutes or much longer, identify/create a maximum ten-minute video clip of your lesson. This may be a continuous clip or you may edit different portions of your lesson into one clip. The clip may represent something you are particularly proud of, something that worked better (or worse) than you expected, something that went wrong, or something that you are questioning how to handle/address in future lessons related to the teaching of literacy. We recommend that you choose a focus area of your student’s literacy development to highlight. Failure to submit any part of the assignment will result in a 0” for the entire assignment. Please make sure you upload the following to WebCampus using the template on WebCampus.

Assignment Components	Self-Analysis for Course	Student Assessment (Families)
Overall description	You will prepare a maximum one-page reflection-based viewing guide for your colleagues related to your videotaped lesson. You will present the viewing guide to the class as you share your video during your presentation.	You will prepare a maximum one-page assessment-based viewing guide for your student’s families focused on your student’s progress. You will send the viewing guide and video clip to the families.
Viewing Guide (1 page-same document for each audience)	lesson objectives and relevant standards a brief summary of the entire lesson a brief summary of the video clip	

<p>Critical Reflection/Assessment</p> <p>(1 page each-two separate documents-one for each audience)</p>	<p>Focus area—why this area is important to you as teacher, reflection, and your development as a critical reflective educator of literacy. Please use the Shulman and Callahan readings as a tool for your self-analysis.</p>	<p>Focus area—why this area is important to understanding your student’s development using the developmental reading levels in the course readings. (write this in language the families can understand)</p>
	<p>Include questions or prompts for your colleagues—such as what you want your colleagues to focus on, think about, provide feedback on, etc., related to your lesson.</p>	<p>Include one recommendation that families can do at home with their child supported by at least one resource from a literacy journal that explains your recommendations.</p>

Student Case Study

You will need to write up a summary of your student’s progress over the semester. We will spend class time on this assignment during the latter part of the course. All decisions about the progress of the student should be supported by your materials and the readings from the course. It is also important that you credit the readings from class to analyze your student’s progress in the paper by using APA formatting, including the author’s name and citing the page from the quote you are using. Every comment regarding the student should be referenced in your lesson plans and assessments. For example, if you state that the student was a fluent reader, you should place the source for your statement by putting the date of the lesson and assessment within the text of the summary. You will be required to complete several assessments on your student to track their progress. Scores will be shared with the family and reported in your case study. This report will be presented in class. You will need to turn in the following documents:

- (1) One electronic WORD document file *using the template provided* posted on the WebCampus assignment tool
- (2) One notebook

Student Case Study Feedback

You will receive feedback in two ways:

- (1) You will be required to post at least one draft of your student case study on the discussion board. A separate discussion topic will be set up on WebCampus for your group. You must post a draft and respond to your group in order to receive credit.
- (2) You will also need to turn in a copy of your draft to me on the assignment page for credit. You will only receive feedback on this one copy of your paper. Thirty minute individual writing conferences during finals week will be scheduled to provide additional feedback and answer questions regarding data analysis, etc.

Student Case Study Presentation

You will be required to present your case study at the end of the semester. This presentation is similar to your mid-term presentation but should present a more complete picture of your evaluation of your student. The presentation should be done using PowerPoint and should information and examples from each section of your final case study paper. Your presentation should be no longer than 10 minutes. See the grading guide for criteria.

APPENDICES

UNR Policies & Statements

Academic Success Services: "Your student fees cover usage of the [University Math Center](#) (775) 784-4433, [University Tutoring Center](#) (775) 784-6801, and University [University Writing Center](#) (775) 784-6030. These centers support your classroom learning; it is your responsibility to take advantage of their services. Keep in mind that seeking help outside of class is the sign of a responsible and successful student."

Statement of Disability Services: "Any student with a disability needing academic adjustments or accommodations is requested to speak with the [Disability Resource Center](#) (Pennington Student Achievement Center, Suite 230) as soon as possible to arrange for appropriate accommodations."

Academic Dishonesty Policy: Academic dishonesty is against university as well as the system community standards. Academic dishonesty is defined as: cheating, plagiarism or otherwise obtaining grades under false pretenses. Plagiarism is defined as submitting the language, ideas, thoughts or work of another as one's own; or assisting in the act of plagiarism by allowing one's work to be used in this fashion. Cheating is defined as (1) obtaining or providing unauthorized information during an examination through verbal, visual or unauthorized use of books, notes, text and other materials; (2) obtaining or providing information concerning all or part of an examination prior to that examination; (3) taking an examination for another student, or arranging for another person to take an exam in one's place; (4) altering or changing test answers after submittal for grading, grades after grades have been awarded, or other academic records once these are official. Examples of obtaining grades under false pretenses include, but are not limited to, turning in someone else's work as your own, turning in any work created for another purpose to fulfill course requirements, etc. Students are expected to adhere to the ethical code as described in the UNR Student Handbook. This code specifies that with enrollment, an individual commits to the principles embodied in the code. Academic dishonesty in any form is unacceptable. In the event of an academic dishonesty issue, the procedures for addressing the issue are outlined in the University's "Academic Dishonesty Procedures", which can be obtained from the Director of Student Judicial Affairs in the Jones Visitor Center. Disciplinary procedures for incidents of academic dishonesty may involve both academic action and administrative action for behavior against the campus regulations for student conduct. The procedures involve the determination by the faculty member pursuing concerns over alleged cheating or plagiarism as to whether administrative action is warranted, in addition to making a determination as to any academic consequence. Academic action may include: (1) cancelling the student's enrollment in the class without a grade; (2) filing a final grade of "F"; (3) awarding a failing mark on the test or paper in question; (4) requiring the student to retake the test or resubmit the paper.

Statement on Audio and Video Recording: "Surreptitious or covert video-taping of class or unauthorized audio recording of class is prohibited by law and by Board of Regents policy. This class may be videotaped or audio recorded only with the written permission of the instructor. In order to accommodate students with disabilities, some students may be given permission to record class lectures and discussions. Therefore, students should understand that their comments during class may be recorded."

The University of Nevada, Reno is committed to providing a safe learning and work environment for all. If you believe you have experienced discrimination, sexual harassment, sexual assault, domestic/dating violence, or stalking, whether on or off campus, or need information related to immigration concerns, please contact the University's Equal Opportunity & Title IX office at 775-784-1547. Resources and interim measures are available to assist you. For more information, please visit: <https://www.unr.edu/equal-opportunity-title-ix>.

Class Absences

It is the personal responsibility of the student to consult with the instructor regarding absence from class. Students are responsible for material covered in class, and it is the student's responsibility to arrange for the completion of all missed classroom work. As indicated in UAM 6,501, it is the instructor's responsibility to state course-specific policies regarding late work and make-up exams in the course syllabus.

Absence due to religious holy day observance

It is the policy of the Nevada System of Higher Education to be sensitive to the religious obligations of its students. Any student missing class, quizzes, examinations or any other class or lab work because of observance of religious holy days shall, whenever possible, be given an opportunity during that semester to make up the missed work. The make-up will apply to the religious holy day absence only. The make-up assignment should in no way penalize or disadvantage the student. It shall be the responsibility of the student to notify the instructor in advance in writing if the student intends to participate in a religious holy day that does not fall on state holidays or periods of class recess. This policy shall not apply in the event that administering the assignment at an alternate time would impose an undue hardship on the instructor or the institution that could not reasonably have been avoided.

Absence due to university approved extracurricular activity

University-approved extracurricular activities are defined as those sanctioned by a college dean and/or the provost, and may include, but are not limited to, intercollegiate athletics, band, drama, forensics, and recruitment. Students who represent the University at such events shall be provided with alternate, timely make up exams, quizzes, or other coursework missed as a result of their participation. The make-up coursework should in no way penalize or disadvantage the student.

It is the responsibility of the student to arrange for written notice from the appropriate college dean or the Office of the Provost to their instructor of their participation in official University activities in advance and as soon as the student is aware of the potential need to miss class.

Absence due to illness, family emergency, bereavement, or other compelling reason

In cases of absences due to extended illness, family emergency, bereavement, or other compelling reason, students should notify their instructors as soon as possible and within one week of the start of the absence, and work with them to develop plans, including appropriate deadlines, to make up missed coursework. Faculty have the right to request formal, written documentation in such cases as appropriate.

In the case of extended absence due to illness or other compelling reason, students should review [General Catalog](#) policies for incomplete grades ([4.2 Records and Grading: Grades, Marks, and Grade Point Average](#)), withdrawal from the university ([4.1 Registration: Withdrawal from the University](#)), or grade appeal due to improper withdrawal ([4.2 Records and Grading: Grade Changes, Grade Replacement, and Grade Appeals](#)). Students are advised to check with the Office of Financial Aid & Scholarships on the implications of these actions.

Assignment Templates

Reading Response Template

Please note that the prompts and readings will change each week and will be posted on WebCampus.

<u>Reading</u>	<u>Summary of Key Points</u> <u>(200 words in each textbox)</u>	<u>Connections to Your Student</u> <u>(200 words in each textbook)</u>	<u>Lesson Plan Connections</u> <u>(200 words in each textbook)</u>
<p><i>Insert the title of the REQUIRED readings you are responding to</i></p>	<p><i>Summarize and synthesize at least three points in the reading in detail.</i></p>	<p><i>Connect one of the main points of the reading to your focus student and describe how it applies to your instruction and assessment</i></p>	<p><i>What did you learn about comprehension assessment this week?</i></p>

Lesson Plan Template Sample

THIS IS A SAMPLE AND WILL CHANGE EACH WEEK BASED ON NEEDS OF STUDENTS.

Student Name: _____ **Tutor Name:** _____

Reading Level: _____ **Date:** _____

Read Aloud	Guided Reading	Writing	Additional Focus Area	Additional Focus Area
CCSS Standards:	CCSS Standards:	CCSS Standards:	CCSS Standards:	CCSS Standards:
Objectives:	Objectives:	Objectives:	Objectives:	Objectives:
Activity:	Activity:	Activity:	Activity:	Activity:
Materials:	Materials:	Materials:	Materials:	Materials:
Description of implementation <i>(Prepared questions, sequence of activities, etc.)</i>	Description of implementation <i>(Prepared questions, sequence of activities, etc.)</i>	Description of implementation <i>(Prepared questions, sequence of activities, etc.)</i>	Description of implementation <i>(Prepared questions, sequence of activities, etc.)</i>	Description of implementation <i>(Prepared questions, sequence of activities, etc.)</i>
Assessments	Assessments	Assessments	Assessments	Assessments

Lesson Plan Anecdotal Notes Template

Student Name: _____ **Tutor Name:** _____

Reading Level: _____ **Date:** _____

Read Aloud	Guided Reading	Writing	Additional Focus Area	Additional Focus Area
Anecdotal Notes:	Anecdotal Notes:	Anecdotal Notes:	Anecdotal Notes:	Anecdotal Notes:
Plans for next lesson	Plans for next lesson	Plans for next lesson	Plans for next lesson	Plans for next lesson

Lesson Implementation & Critical Reflection Template

Viewing Guide

Name _____ **Student Name** _____ **Grade Level** _____ **Reading Level** _____ **Date** _____

<u>Lesson Objectives & Rationale</u>	<i>Please describe the lesson objectives for the student and why these objectives are appropriate.</i>
<u>Common Core State Standards</u>	<i>Please list the CCSS in full.</i>
<u>Summary of the Entire Lesson</u>	<i>Please summarize in detail the entire lesson.</i>
<u>Summary of the Video Clip</u>	<i>Please describe the events in the clip in detail.</i>

Critical Self-Reflection of Teaching

<u>Focus Area</u>	<i>Name the area of focus (e.g., comprehension, writing, etc.)</i>
<u>Description of Past & Present Instruction in this Area</u>	<i>Describe the previous lessons taught in this area. Describe methods, activities, assessments, etc.</i>
<u>Developmental Level</u>	<i>Identify and define your development in the area using the Shulman and the Callaban et al. models.</i>
<u>Strengths & Weaknesses</u>	<i>Describe your strengths and weaknesses using the readings from the course.</i>
<u>Questions & Future Plans/Concerns</u>	<i>List your questions and future plans for instruction. Identify and describe any concerns or needs you have as you plan future lessons.</i>

Student Analysis

<u>Focus Area</u>	<i>Name the area of focus (e.g., comprehension, writing, etc.)</i>
<u>Description of Past & Present Instruction in this Area</u>	<i>Describe the previous lessons taught in this area. Describe methods, activities, assessments, etc.</i>
<u>Developmental Level</u>	<i>Identify and define the student's developmental level in the focus area including grade level if possible.</i>
<u>Strengths & Weaknesses</u>	<i>Describe your students' strengths and weaknesses using the readings from the course.</i>
<u>Future Plans & Recommendations for Family</u>	<i>Describe your future plans for the student and describe one activity the family can do to assist the student at home.</i>

Grading Guides

All grading guides will be on WebCampus and recorded electronically.

Reading Response Grading Guide

Criteria	Exceeds Expectations	Excellent	Satisfactory	Needs Improvement	Unsatisfactory
Reading Response	Exceeds all criteria.	Each reading is addressed and applied to the student in detail with specific examples and connections. The readings are applied to lesson plan ideas, assessments of the student, and future planning ideas.	Some of the readings are addressed with some attention to application to the student.	There are minimal points made about the readings and/or the student. The writing and analysis is based on personal opinion or experience.	The work does not meet the minimum criteria for credit.
	100 points	92 points	85 points	75 points	0 points

Lesson Plan Grading Guide

Criteria	Exceeds Expectations	Excellent	Satisfactory	Needs Improvement	Unsatisfactory
Standards	Exceeds all criteria.	Includes several CCSS ELA standards applicable, appropriate for the student's level, and altered over time to show growth.	Includes some CCSS ELA standards appropriate to the student's level.	Does not include enough of the required components.	The work does not meet the minimum criteria for credit.
	10	9	8	7	0
Objectives	Exceeds all criteria.	Includes clear and specific objectives.	Includes some general objectives.	Does not include enough of the required components.	The work does not meet the minimum criteria for credit.
	10	9	8	7	0
Materials	Exceeds all criteria.	Includes and names specific materials that will be used in the lesson.	Includes some mention of some materials.	Does not include enough of the required components.	The work does not meet the minimum criteria for credit.
	10	9	8	7	0
Implementation Steps	Exceeds all criteria.	Includes specific and detailed implementation steps for each stage of the lesson activity. Each activity is aligned with the objectives and standards.	Includes some implementation steps for the activities but without sufficient detail.	Does not include enough of the required components.	The work does not meet the minimum criteria for credit.
	50	45	40	35	0
Assessments	Exceeds all criteria.	Includes assessments and rationale for the selection.	Includes a listing of assessments.	Does not include enough of the required components.	The work does not meet the minimum criteria for credit.
	20	18	16	14	0
	100 points	90 points	80 points	70 points	0 points

EDRL 461.661 Notebook Feedback

Name _____ Date _____

Materials	Excellent	Satisfactory	Unsatisfactory	No Evidence	Comments
Lesson Plans & Anecdotal Notes	All lesson plans and anecdotal notes are present and detailed well.				
Guided Reading Log	The GR log is completely filled out by date and area.				
Comprehension Log	The Comp log is completely filled out by date and area.				
Running Records	All RR are included and each area is scored and analyzed.				
Miscue Analysis Worksheet	All miscues are included and each area is scored and analyzed.				
Fluency Rating Sheets	All fluency areas are scored and analyzed.				
ARIs	All ARI areas are included and each area is scored and analyzed.				
ARI Summary Sheet	The ARIs are summarized on the appropriate sheet.				
Writing Samples	All writing samples are included and each piece is annotated and analyzed.				
QSI	All QSI areas are included and each area is scored and analyzed.				

Lesson Implementation and Critical Reflection

Criteria	Exceeds Expectations	Excellent	Satisfactory	Needs Improvement	Unsatisfactory
Critical Reflection Paper	Exceeds all criteria.	Self-evaluation includes references to readings (specifically Shulman & Callahan) and demonstrates insights and applications to key concepts covered in the course as applied to the lesson. Readings are clearly referenced. Writing is clear and comprehensively describes thoughts and ideas. Self-analysis is tied to Shulman’s areas of teacher knowledge.	Self-evaluation includes some references to scholarly readings and demonstrates some attention to the concepts covered in the course. Readings are referred to but not referenced and the writing is clear.	Self-evaluation relies on personal experience and opinion and does not demonstrate a strong understanding and application of the readings to the lesson. There are limited or no references to the readings and there are significant problems with the clarity of the writing. There is no clear use of Shulman to analyze the self.	The work does not meet the minimum criteria for credit.
	50 points	47 points	42 points	37 points	0 points
Video and Viewing Guide and In Class Presentation	Exceeds all criteria.	The video is completed and the viewing guide covers all of components listed in the assignment description. The presentation was clear and focused.	The video is completed and the viewing guide covers most of components listed in the assignment description. The presentation was somewhat organized.	The video is completed but the viewing guide does not cover all of the components listed in the assignment description. The presentation was unorganized and unfocused.	Failure to complete video and/or post viewing guide and presentation.
	50 points	47 points	42 points	37 points	0 points

Case Study Presentation Grading Guide

Criteria	Exceeds Expectations	Excellent	Satisfactory	Needs Improvement	Unsatisfactory
Case Study Information	Exceeds all criteria.	The presentation addressed all of the components of the case study (evaluation of self and student) and provided examples of student work.	There was some mention of the areas of assessment and few examples.	The information was summarized without attention to detail and examples.	The work does not meet the minimum criteria for credit.
	50 points	47 points	42 points	37 points	0 points
Professionalism Preparation	Exceeds all criteria.	The presentation was professional in both content and execution. All materials were available and relevant to the topic. Audience questions were addressed respectfully and thoroughly.	The presentation was somewhat organized and complete.	The presentation was informal, incomplete and disorganized.	The work does not meet the minimum criteria for credit.
	50 points	47 points	42 points	37 points	0 points

Practicum Grade

Criteria	Exceeds Expectations	Excellent	Satisfactory	Needs Improvement	Unsatisfactory
Instruction	Exceeds all criteria.	Implements lessons with attention to student’s level of development. Encourages student engagement and interest. Utilizes appropriate methods and content Integrates technology.	Lesson activities are implemented but without a clear relationship to student development and assessments.	Lesson components are missing, repetitive, and not prepared in advance.	The work does not meet the minimum criteria for credit.
	30 points	26 points	25 points	23 points	0 points
Assessment	Exceeds all criteria.	Tutoring notebook contains all ARIs, running records, miscue analysis, QSIs, and anecdotal notes.	Tutoring notebook contains some of the required materials.	Tutoring notebook contains few of the required materials.	The work does not meet the minimum criteria for credit.
	30 points	26 points	22 points	20 points	0 points
Professionalism	Exceeds all criteria.	Arrives on time, is appropriately dressed, and prepares materials and assessments before student arrives. Interacts respectfully with peers. Communicates well with student families Seeks, receives, and incorporates feedback into instruction & assessment. Maintains student and family confidentiality.	Frequently late and unprepared. Not dressed professionally. There is minimal interaction with peers, supervisors, and families. Feedback is not clearly incorporated into lessons and assessments.	Does not arrive on time to prepare for lessons. Not dressed professionally. There is a lack of communication with peers and student families. Negative and/or sarcastic and judgmental comments are made about others.	The work does not meet the minimum criteria for credit.
	30 points	25 points	23 points	20 points	0 points
Attendance	0 absences	0 absences	0-1 absences	2-3 absences	4+ absences
	10 points	10 points	5 points	3 points	0 points

Student Case Study Grading Guide *

Criteria	Exceeds Expectations	Excellent	Satisfactory	Needs Improvement	Unsatisfactory
<u>CONTENT</u> Use of Research/Course Readings	There is clear evidence of an applied use of research read throughout the semester within the analysis. There are specific examples of student work connected to research.	There is some evidence of the application of research read throughout the semester. There are some examples of student work connected to research.	There is evidence of research in most of the paper but minimal application to the student's work.	There is not a clear application or understanding of the research read over the course of the semester.	The work does not meet the minimum criteria for credit.
	50 points	48 points	42 points	40 points	0 points
<u>DATA</u> Student Work Sources	Student work is clearly used to illustrate conclusions. Specific examples are described and cross-referenced.	Student work is used in some examples to illustrate findings in the paper.	Student work is described but not used to analyze the progress of the student.	There is little student work used in the explanation of the practicum experience.	The work does not meet the minimum criteria for credit.
	20 points	18 points	16 points	13 points	0 points
Recommendations for future instruction	Relationships between the readings, practicum observations, and personal reflections are related directly and specifically back to the student's future instruction in the recommendations.	The recommendations for future instruction rely somewhat on the paper's analysis of the student's work.	The paper relies only on personal reflection with little evidence for a search for implications beyond the practicum.	There is no search for implications for future practice.	The work does not meet the minimum criteria for credit.
	20 points	16 points	15 points	12 points	0 points
<u>CONVENTIONS</u> Voice Formatting Grammar Editing	The writer's voice shows evidence of an understanding of reading and writing instruction and assessment. The	The writer's voice shows some evidence of an understanding of reading and writing	The writer's voice shares experiences with their student but does not show	The paper is informal and more reflective than academic. The paper	The work does not meet the minimum criteria for credit.

	<p>vocabulary used is related to the field and the report is written in an academic voice.</p> <p>Punctuation, grammar and spelling are correct.</p>	<p>instruction and assessment. Some of the vocabulary used is related to the field and most of the report is written in an academic voice.</p> <p>Punctuation, grammar and spelling are correct.</p>	<p>evidence of analytical synthesis according to the terms used in class. The paper does not follow the required structure.</p> <p>There are noticeable errors in spelling, punctuation, and grammar.</p>	<p>is not single-spaced and in 12 point font.</p> <p>The grammatical mistakes interfere greatly with the reading of the paper.</p>	
	10 Points	8 Points	7 Points	5 Points	0 Points
Evidence of Student Work & Assessments (notebook)	Exceeds all criteria.	Student work documents the various focus areas of the course (e.g., reading, writing, word work, digital storytelling.	There are a few artifacts of student work included.	There are minimal to no artifacts of student work included.	The work does not meet the minimum criteria for credit.

***This is a narrative grade report. Do not assume that you will receive a perfect score if you do “A work” as described in the form. The papers are graded individually according to the sections above and then graded holistically as an entire piece. To receive an A, the paper has to be extraordinary and exceed the basic “A” descriptors.**

Evidence-Based Reading Instruction

What Is Evidence-Based Reading Instruction? To be described as “evidence based,” an instructional program or collection of practices should have been tested and shown to have a record of success. That is, reliable, trustworthy, and valid evidence indicates that when that program or set of practices is used, children can be expected to make adequate gains in reading achievement. “Research-based instruction” is sometimes used to convey the same meaning. In general, educators agree that evidence of the effectiveness of a program or practice should be

- Objective data would be identified and interpreted similarly by any evaluator
- Valid data adequately represent the tasks that children need to accomplish to be successful readers
- Reliable data would remain essentially unchanged if collected on a different day or by a different person
- Systematic data were collected according to a rigorous design
- Refereed data have been approved for publication by a panel of independent reviewers

Of course, adoption of a program indicated as “evidence-based” does not guarantee reading success. Teachers and administrators must also evaluate methods and programs through the lens of their particular school and classroom settings. They must determine if the instructional strategies and routines that are central to the materials are a good match for the children they teach

(<http://www.reading.org/General/AboutIRA/PositionStatements/EvidencedBasedPosition.aspx>). The table below provides an overview of evidence-based practices we focus on in EDRL 461.661. Please note that while we do address phonics and phonemic awareness briefly in EDRL 461.661, we do not focus on these constructs extensively since you focused heavily on them in your first literacy course where you learned to provide literacy instruction to young children just learning to read. We focus more on vocabulary, fluency, comprehension, and writing in EDRL 461.661.

Evidence Based Practices	Definitions	Entry know well and can explain	Novice successfully applied in teacher education coursework	Expert application experience in the field
Phonemic Awareness	“Phonemic awareness refers to the ability to segment and manipulate the sounds of oral language. It is not the same as phonics, which involves knowing how written letters relate to spoken sounds. Activities that develop phonemic awareness in children provide practice with rhyme and with beginning sounds and syllables.” (IRA)		X	
Phonics	“Teaching phonics is an important aspect of beginning reading instruction. However, effective phonics instruction is embedded in the context of a complete reading and language arts program. Classroom teachers value and teach phonics as part of their reading programs. Rather than debate whether phonics should be taught, effective teachers of reading and writing ask when, how, how much, and under what circumstances phonics should be taught.” (IRA)		X	
Vocabulary	“Explicit instruction (definitions instruction including pre-teaching and analysis of root words), implicit instruction (exposure to words during reading), multimedia methods (pictures, hypertext, American Sign Language), practicing to increase capacity, association (connecting what one knows to the new word).” (NRP)		X	

Fluency	“Reading with speed, accuracy, and proper expression without conscious attention; performing multiple reading tasks (e.g., word recognition and comprehension) at the same time.” (NRP)		X	
Comprehension	“Text comprehension assists in recall of information by encompassing a variety of techniques and systematic strategies such as question generation, question answering, and summarizing information.” (NRP)		X	
Writing	Writing, especially at the present moment, is complex and difficult to define. It is used for multiple purposes and is addressed to many different audiences. Yet we do know some important things about writing: it is not created by a singular, linear process; it cannot be taught, like bike riding, as a single skill; it changes with shifting technologies—like today’s new media; it can enable and enhance learning; it takes many forms; and it cannot be assessed effectively in a single sitting. All this means that writing can be seen as holistic, authentic, and varied.” (NCTE)		X	

Signature Artifact Evaluation

EDRL 461 Diagnostic Assessment and Instruction Literacy

Mid-Term Lesson and Critical Analysis

Teacher Candidate _____ Instructor _____ Semester/Year _____

Mid-Term Lesson and Critical Analysis	Assignment Description This lesson requires students to plan, teach, and video record several tutoring lessons over the course of the semester in order to critically reflect on and critique their own teaching. The video clip should be a maximum of 10 minutes long but may be edited to include different portions of your lesson. The clip may represent something the student is particularly proud of, something that worked better (or worse) than the student expected, something that went wrong, or something that the student is questioning how to handle/address in future lessons related to teaching literacy.				
	1 Poor performance. Not ready for the next semester without improvement.	2 Marginal performance. Needs improvement.	3 Consistently adequate performance.	4 Consistently skilled performance at level expected for person entering the field.	5 Consistently skilled performance. Beginning to exceed expectations for those entering the field.
Standard					
Learner Development The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	1	2	3	4	5

<p>Content Knowledge The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</p>	1	2	3	4	5
<p>Instructional Strategies The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p>	1	2	3	4	5
<p>Professional Learning and Ethical Practice The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p>	1	2	3	4	5

OVERALL SCORE	1	2	3	4	5
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Comments:

Teacher Education Candidate Professional Behaviors and Dispositions Form

The College of Education at the University of Nevada, Reno has adopted a set of professional behaviors or dispositions that we feel are essential for prospective teachers. The purpose of this self-evaluation is to have teacher candidates reflect on their own professional behavior and dispositions. Candidates are to use this form for their self- assessment, assigning ratings with explanations and signing it. This form is required as part of the application to the Integrated Elementary Teaching Program and as part of Portfolio I.

Use the following rating scale for each item:

- 1 = Not acceptable
- 2 = Needs more practice
- 3 = Acceptable
- 4 = Solid Foundation
- 5 = Highly Accomplished

Habits of Thinking and Action toward Own Learning are Appropriate....	
Love of Learning & Strong Fund of Knowledge	1 2 3 4 5 Initiative Teacher Candidate (TC) is independent and goes beyond minimum expectations.
	1 2 3 4 5 Problem Solving TC is an active and effective problem solver.
	1 2 3 4 5 Commitment to Learning TC is curious and interested in learning more about students and content areas.
	TC seeks out and takes advantage of opportunities for professional growth beyond the minimum expectations of what is required in classes.
Comments:	

Habits of Thinking and Action toward Reflective Practice are Appropriate....	
Disposition toward Reflective Practice	1 2 3 4 5 Professional Ethics The candidate adheres to standards of ethical conduct including academic honesty and confidentiality.
	1 2 3 4 5 Collaboration The candidate works effectively with professional colleagues and other adults.
	1 2 3 4 5 Commitment to Teaching The candidate values the profession of teaching. He or she exhibits a positive attitude toward schools, teaching, students, and parents.
	1 2 3 4 5 Self-Reflection TC reflects on and evaluates his or her own behavior and work. He or she is willing to consider multiple perspectives toward his or her own performance. The candidate is willing and able to recognize own strengths and weaknesses and develop potential solutions for the latter.
	1 2 3 4 5 Professional Feedback TC is receptive and responsive to professional feedback incorporating suggestions into practice.
1 2 3 4 5 Self Awareness	

	TC has a realistic sense of own strengths and weaknesses.
Comments:	

Habits of Thinking and Action toward Professional Conduct are Appropriate...	
Disposition toward Professional Conduct	1 2 3 4 5 Professional Demeanor and Responsibility The candidate is prompt, is not unnecessarily absent, notifies appropriate individuals when absence is necessary, completes assignments on time, and follows through on commitments. 1 2 3 4 5 The candidate wears appropriate professional attire as established by the course instructor. 1 2 3 4 5 The candidate is poised and professional in his or her demeanor. 1 2 3 4 5 The candidate is flexible and is able to make adjustments to changing student needs and circumstances. 1 2 3 4 5 Emotional Maturity The candidate responds to frustration and stress appropriately.
Comments:	


Habits of Thinking and Action toward Students and Diversity are Appropriate...	
Disposition toward Students and Diversity	1 2 3 4 5 Student Focus The candidate recognizes and respects students as valued and unique individuals. 1 2 3 4 5 The candidate demonstrates the belief that all students have the right and ability to learn. 1 2 3 4 5 Commitment to Diversity The candidate values multiple aspects of diversity. He or she respects children and adults of varied cultural backgrounds, ethn religions, sexual identities, social classes, abilities, political beliefs, and disab
Comments:	

By signing below, I acknowledge that I understand these professional dispositions and have rated myself accurately, to the best of my ability.

Signature _____ Date _____

Video Release

You will be asked to sign the following forms in order to grant your permission to videotape your teaching and present your case study to your student’s family at the end of the semester.



Student Information Release Authorization

Dear UNR Students,


The purpose of the CLL case study is to assist you in your learning as well as to inform the family about their child’s progress over the course of the semester. You will collect data on your tutee and write up a final case study report for your final assignment. The case study is graded, reviewed, and sent to the family. Your grade for the case study will be posted on WebCampus.

The version of the case study going to the family will not identify your grade on the assignment, and will not contain any other information regarding or identifying you other than your first name. The family receives the case study with the following information:

The enclosed case study may contain personal information that is protected by the Family Educational Rights and Privacy Act of 1974. The case study should not be re-released or disclosed to any third-party without the written consent of the authoring UNR student.

Therefore, we are requesting your consent to provide a copy of the case study to the family of your tutee, for the purposes listed above.

Please read and sign page 2 of this form to indicate your authorization.



Student Information Release Authorization

I authorize the Center for Learning and Literacy at the University of Nevada, Reno to release a copy of the case study I have prepared or will prepare to the parents or guardians of the tutee identified below. I understand that such copy will not identify the grade I receive on the case study, nor will it contain any other personally identifiable data or information beyond my name. My authorization is provided pursuant to the Family Educational Rights and Privacy Act of 1974, to the extent applicable, and for the purposes set forth on page 1 of this form.

I agree to the above release:

Name of Releasing Student _____

If under 18 years old, name of Parent/Guardian _____

Releasing Student or Parent/Guardian Signature _____

Date _____

Name of Tutee _____

EL CORD FOUNDATION
CENTER FOR LEARNING & LITERACY

Photo/Audio/Video Release

Dear Parents of Tutees and UNR Students (tutors),

The Center for Learning and Literacy tutoring program strives to teach both elementary students and UNR students. In order to improve literacy instruction, we rely heavily on videotapes of tutoring sessions, including for the following purposes:

- (1) To allow tutors to review their teaching and their students' learning by viewing videos of their lessons on a weekly basis;
- (2) To allow professors to review teaching and student learning by viewing videos of lessons and providing feedback on a regular basis;
- (3) To allow tutors to analyze their lessons and their student's learning by taking the videos home in order to complete their weekly homework assignments which are focused on applying their reading of current research to their own teaching; and
- (4) To allow tutors to analyze and create a video for the student's families demonstrating their child's learning to keep and take home.

Therefore, we are requesting your consent to record tutoring sessions, including through videotape. Videos are recorded on camera SD cards purchased and stored by the Center. Videos capture regular instructional and assessment activities in the tutoring rooms. Both tutors and tutees are videotaped as they engage in literacy activities. Each video will be kept on a SD card and erased at the end of the semester. Videos will be used throughout the semester by the UNR students and professors exclusively. At no time will any video be distributed with the exception of one video DVD given to families to keep.

Please read and sign page 2 of this form to indicate your understanding of the purpose, use, and care of the recordings from the tutoring program.

EL CORD FOUNDATION
CENTER FOR LEARNING & LITERACY

Photo/Audio/Video Release

I grant the Center for Learning and Literacy at the University of Nevada, Reno the right to use photo, audio, and/or video recording for educational use in the tutoring clinic. I acknowledge the Center's right to record tutoring sessions and use the recordings in which I participate/my child participates, for educational purposes within the course without payment or remuneration to me/my child. I understand that the Center tutoring professors and the UNR students will use these recordings to analyze and improve instruction. Videotaped recordings will be stored in the Center and the UNR students will take the videos home periodically for homework activities but will protect the confidentiality of the tutees. At the end of the semester all recordings will be erased. At no time will any recording be distributed, with the exception of one video DVD given to the tutee's family to keep.

I agree to the above conditions:

Name of Participating Tutee/Tutor _____

If under 18 years old, name of Parent/Guardian _____

Participant or Parent/Guardian Signature _____

Date _____

Mailing Address _____

City, State, Zip _____

Phone Number _____