LTCY 521
Reading Intervention
Spring 2015

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Prerequisite: LTCY 519, 520

Course Description: Instructional techniques for use with individuals or groups involved in interventive reading instruction; materials and procedures; and clinical experiences with students struggling with reading and writing.

Course Rationale: This course provides the graduate student with an opportunity to develop and implement an intervention program for a child or children based upon various assessment measures. The experience will expand current understanding of theory and pedagogy, understanding a variety of reading intervention methods, identifying reading problems, providing on-going assessment and designing an appropriate intervention program based on previous and on-going diagnostic assessment. The classroom and clinical experiences are designed to increase the graduate student's aptitude in helping all children acquire reading and writing skills. To achieve these goals, clinicians will be encouraged to be reflective of current practices and adapt and/or modify existing tools and methodologies to provide a good instructional match for each learner. Finally, this course will reflect the belief that the most important factor in effective assessment and instruction of literacy is the knowledge base and its application usage by the teacher. Therefore, clinicians will focus on the design and implementation of reading/literacy on-going assessment as needed for elementary, middle or high school, or adult individuals who have been identified as experiencing difficulty with reading and/or literacy skills.

Since this course is based on an interactive view of ability and disability, it offers an alternative to the deficit view that continues to predominate in the books and research in reading and writing disability. Deficit models suggest that the cause of reading or writing difficulties lies entirely within the reader. Instructional programs based on a deficit model focus primarily on what Sarason and Doris (1979) call the "search for pathology" within the reader. In contrast, an interactive view suggests that reading or writing disability is a relative concept, not a static state, and that the problem often lies in the match between the learner and the condition of the learning situation. A focus on the process of evaluating the existing match and identifying an optimal match between the learner and the instructional context will be used throughout this course.
Text(s) and required materials:

Each student must bring a set of headphones (earbuds are fine) for use with the clinical technology. These do not need to be fancy - they just need to work.

Each student must complete the online training for the ethical use of the Clinical Technology by the date on the calendar.


**Additional course readings will be provided on Blackboard.

This course addresses the following standards:

**Kentucky Teacher Standards**: 7: The teacher reflects on and evaluates specific teaching/learning situations and/or programs.; 7.1: Uses data to reflect on and evaluate student learning.

**Framework for Teaching Standards**: 1F: Designing students assessments; 4A: Reflecting on teaching

**InTasc**: 6: Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

9: 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.

**International Reading Association's Advanced Standards for Reading Professionals (ASRP)**

I. Philosophy of reading instruction
   A. Reading is a complex, interactive, and constructive process
   B. Professionalism
C. Moral dimensions and values  
D. Perspective about readers and reading  

II. Language development, cognition, and learning  
III. Knowledge of the reading process  
IV. Creating a literate environment  
V. Organizing and planning for effective instruction  
   A. Knowledge of contextual factors  
   B. Knowledge of individual differences  
   C. Knowledge of instructional materials  
VI. Knowledge of instructional strategies  
   A. Teaching strategies  
   B. Learning strategies  
VII. Demonstrating knowledge of assessment principles and techniques  
VIII. Communicating information about reading  
IX. Planning and enhancing programs  
   A. Curriculum development  
   B. Staff development  
   C. Research  

Core Objectives (Core Assessment):  

A. Assessment  
   1. Ability to administer, score, and interpret both norm-referenced and curriculum-based measures to assess reading achievement (Assessments and Reports)  
   2. Interest and Motivation – understanding of effect of motivation on assessment and ability to use interest inventories to assess and plan developmentally appropriate student learning in reading (Assessments and Reports)  
   3. Receptive Language – ability to assess expressive and receptive language in reading and writing activities (Assessments and Reports)  
   4. Emergent Literacy – ability to administer, score, and interpret both norm-referenced and curriculum-based measures to assess emergent literacy (Assessments and Reports)  
   5. Phonological Awareness – ability to assess various levels of phonemic awareness (Assessments and Reports)  
B. Planning  
   1. Individual Reading Programs (IRPs) – knowledge of assessment tools for developing IRPs  
   2. Short-term Objectives – ability to define short-term objectives based on individual Assessment (Assessments and Reports)  
C. Implementation  
   1. Parent Conferences – ability to conduct parent conferences as a follow-up to Assessment (Observation, checklists, conference plan)
D. Evaluation
   1. Progress in deficit areas – understanding of evaluation as an on-going process (not a one-time activity) and ability to use interviews, observational and informal assessment procedures to plan and monitor developmentally appropriate student learning in literacy (Assessments and Reports)
   2. Instructional Programs – ability to evaluate instructional programs as needed for diagnostic decision making (Assessment and Reports)
   3. Materials, Media, and Equipment – understanding of characteristics, strengths, and weaknesses of various assessment instruments (Assessments and Reports)
   4. Applications to Real-Life Situations – ability to apply principles of test construction and evaluation to development, selection, and use of instruments for assessment purposes; to cooperate with appropriate allied professionals in assessing and planning for students with severe reading deficiencies; to follow appropriate procedures for referring severely disabled students to agencies and professionals for in-depth assessment as appropriate (Assessments and Reports)

E. Language-Related Topics
   1. Linguistics and Linguistic Variations – understanding that language is a symbolic system representing concepts and feelings; understanding of the relationship of graphophonemic, morphemic, syntactic, and semantic systems of language to the reading process; and respect of linguistic/dialectal variations in culture (Assessments and Reports)
   2. Cognitive Bases for Learning – understanding the role of prior knowledge and experience in learning new information and understanding the modes of thought (e.g., analytical thinking, critical thinking, and divergent thinking) operative in the reading process (Assessments and Reports)

F. Human Behaviors
   1. Cognition – understanding the role of prior knowledge/experience in learning new information; understanding the role of metacognition in reading and learning; and understanding the modes of thought (e.g., analytical thinking, critical thinking, and divergent thinking) operative in the reading process (Assessments and Reports)
   2. Individualized Testing – selection and administration of appropriate tools for individualized considerations (Assessments and Reports)
   3. Multiple Causes of Reading/Learning Difficulties – ability to identify patterns of behavior which might indicate physical, social, emotional, or intellectual impediments of progress toward reading maturity (Assessments and Reports)
   4. Intent/Motivation – ability to use interest inventories to assess and plan developmentally appropriate student learning in reading and understanding of effect of motivation on assessment (Assessments and Reports)

G. Diagnostic Teaching – use of sample lessons to determine ability to utilize various reading strategies (e.g., story mapping, QAR, context clues) (Assessments and Reports)
This course is designed to enable graduate students in education to:

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<tr>
<th>ETS</th>
<th>ASRP</th>
<th>Core Objectives</th>
<th>Assessment</th>
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</table>
| II, VI, VII | II, III, VII | **Assessment:** 1. Reading ability  
a) Apply evaluation as an on-going process | Lesson Plans, tutoring sessions, observation, conferencing                  |
| VI, VII | VII, VIII  | b) Administer, score, and interpret various assessments of reading evaluation tools and techniques | observation, conferencing, reports                                          |
| II, VII, | I, III, IV, V | c) Identify patterns of behavior which may impede progress toward reading maturity | lesson plans, tutoring sessions, observation, conference, reports           |
| II, III, IV | I, IV, V, VI | **2. Interest/Motivation**  
a) Design opportunities to encourage appreciation of all forms of genre language | Lesson plans, tutoring sessions                                            |
| II, III, V | I, V, VI   | b) Provide activities to encourage appreciation of a wide variety of genre language | lesson plans, tutoring sessions, observations                             |
| II, III, V | I, IV, V, VI | c) Direct instruction and activities to develop lifelong reading habits | lesson plans, tutoring sessions, observations                             |
| II, III | I, III, V, VI | d) Develop content area reading strategies to encourage competence and independence for lifelong learning | lesson plans, tutoring sessions, observations                             |
| II, III, V, VI, VII | I, III, V, VI | 4. Incorporate independent and/or social needs in instruction | lesson plans, tutoring sessions, observations                             |
| II, III, V | I, II, III, IV, V, VI | 5. Incorporate activities for developmental receptive expressive language experiences | lesson plans, tutoring sessions, observations                             |
| II, III, V | I, V, VI   | 6. Incorporate literacy experiences through whole language activities | lesson plans, tutoring sessions, observations                             |
| II, III, IV, V, VI, VII | II, III, VI | 7. Recognize disorders and implementation of corrective techniques | lesson plans, tutoring sessions, observations                             |
| II, III, V | I, III, V, VI | 8. Incorporate phonological experiences in oral language | lesson plans, tutoring sessions, observations                             |
1. Develop plans incorporating findings from measures of assessment | lesson plans, tutoring sessions, observations, conferences,                |
| III    | II, III, V, IX | 2. Set appropriate short-term goals | lesson plans, tutoring sessions, observations, conferences,                |
| III    | II, III, V, IX | 3. Identify appropriate long-range goals | lesson plans, tutoring sessions, observations, conferences,                |
| III, VI, VII | II, III, V, VII, IX | 4. Modify long-term and short-term goals based on on-going classroom reading activities | lesson plans, tutoring sessions, observations, conferences,                |
| II, III, V, VI, VIII | II, III, V, VI, IX | 5. Incorporate a variety of approaches as needed by each unique individual for appropriate progress | lesson plans, tutoring sessions, observations, conferences,                |
| II, VII | I, I, II, VII, VIII | Implementation  
1. Synthesize assessment data and information from various sources | lesson plans, tutoring sessions, observations, conferences,                |
<p>| II, III, V | I, III, V, VII | 2. Apply fundamental correctional techniques in planning and delivery of individual instruction | lesson plans, tutoring sessions, observations, conferences,                |
| II, III, V, VI, VII | II, III, V, VII | 3. Identify, evaluate and incorporate instructional techniques dictated by individual evaluation outcomes | lesson plans, tutoring sessions, observations, conferences,                |
| VI, VII | II, II, VII, V | Evaluation | lesson plans, tutoring sessions, observations, conferences,                |</p>
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<tr>
<th>VIII</th>
<th>VIII</th>
<th>1. Identify, report, and make recommendations regarding individual achievement during practicum instructional period</th>
<th>observations, conferences,</th>
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<tr>
<td>II, VI, VII, VIII</td>
<td>II, III, VII, VIII</td>
<td>2. Incorporate into a report developmental skills at onset and termination of instructional period</td>
<td>lesson plans, tutoring sessions, observations, conferences,</td>
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<td>II, VII, VIII</td>
<td>II, III, VII, VIII</td>
<td>3. Make recommendations regarding continued instruction for each individual</td>
<td>lesson plans, tutoring sessions, observations, conferences,</td>
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<td>II, VII, VIII</td>
<td>II, III, VII, VIII</td>
<td>4. Incorporate recommendations for materials, media, and equipment as appropriate for each individual</td>
<td>lesson plans, tutoring sessions, observations, conferences,</td>
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<td>VIII</td>
<td>II, III, VII, VIII</td>
<td>5. Interpret recommendations whenever deemed necessary</td>
<td>lesson plans, tutoring sessions, observations, conferences,</td>
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<td>II, III</td>
<td>I, II</td>
<td>Language Related Topics</td>
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<td>1. Linguistics and linguistic variations</td>
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<td>a) Understand that language is a symbolic process system</td>
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<td>II, III</td>
<td>I, II, III</td>
<td>b) Understand relationship of graphemic/phonemic/morphemic</td>
<td>lesson plans, tutoring sessions, observations, conferences,</td>
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<td>IV, V</td>
<td>I, IV, V</td>
<td>c) Respect linguistic/dialectical variations in cultures</td>
<td>lesson plans, tutoring sessions, observations, conferences,</td>
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<td>II, III, V</td>
<td>II, III, V, VI</td>
<td>2. Incorporate prior knowledge experiences into daily lessons through advance organizers, semantic maps, etc.</td>
<td>lesson plans, tutoring sessions, observations, conferences,</td>
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<td>II, III</td>
<td>II, III</td>
<td>3. Metacognition</td>
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<td>a) Understand linguistic/cognitive bases of reading</td>
<td>lesson plans, tutoring sessions, observations, conferences,</td>
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<td>II, III</td>
<td>II, III</td>
<td>b) Understand the role of prior knowledge and experience in learning</td>
<td>lesson plans, tutoring sessions, observations, conferences,</td>
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<td>II, III, V</td>
<td>II, III, V, VI</td>
<td>4. Provide appropriate experiences for language development</td>
<td>lesson plans, tutoring sessions, observations, conferences,</td>
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<td>II, III, V</td>
<td>II, III, V, VI</td>
<td>5. Comprehension, reference, study skills</td>
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<td>a) Provide direct instruction and modeling of comprehension strategies</td>
<td>lesson plans, tutoring sessions, observations, conferences,</td>
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<td>II, III, V</td>
<td>II, III, V, VI</td>
<td>b) Apply comprehension strategies</td>
<td>lesson plans, tutoring sessions, observations, conferences,</td>
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<td>II, III, V</td>
<td>II, III, V, VI</td>
<td>c) Use teacher direct questions to enhance understanding</td>
<td>lesson plans, tutoring sessions, observations, conferences,</td>
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<td>II, III, V</td>
<td>II, III, V, VI</td>
<td>d) Develop student abilities to use self-guided questioning</td>
<td>lesson plans, tutoring sessions, observations, conferences,</td>
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<td>II, III</td>
<td>II, III</td>
<td>7. Word Identification</td>
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<td>a) Understand the relationship between word recognition and comprehension</td>
<td>lesson plans, tutoring sessions, observations, conferences,</td>
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<td>II, III, V</td>
<td>II, III, V, VI</td>
<td>b) Flexible application of word recognition strategies</td>
<td>lesson plans, tutoring sessions, observations, conferences,</td>
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<td>II, III, V</td>
<td>II, III, V, VI</td>
<td>c) Use a variety of approaches for teaching word recognition strategies</td>
<td>lesson plans, tutoring sessions, observations, conferences,</td>
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<td>II, III, V</td>
<td>II, III, V, VI</td>
<td>8. Vocabulary Development</td>
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<td></td>
<td></td>
<td>a) Teach strategies for learning word meanings</td>
<td>lesson plans, tutoring sessions, observations, conferences,</td>
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<td>II, III</td>
<td>II, III, V, VI</td>
<td>b) Create lessons to develop and extend vocabulary</td>
<td>lesson plans, tutoring sessions, observations, conferences,</td>
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<td>II, III, V, VI, VII</td>
<td>II, III, V, VI, IX</td>
<td>Human Behavior</td>
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<td>1. Select and apply appropriate techniques based on individual needs</td>
<td>lesson plans, tutoring sessions, observations, conferences,</td>
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<td>II, III, V</td>
<td>III, V, VI, IX</td>
<td>2. Cognition</td>
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<td>a) Incorporate prior knowledge and experiences</td>
<td>lesson plans, tutoring sessions, observations, conferences,</td>
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<td>II, III, V, VI, VII</td>
<td>II, III, V, VI, IX</td>
<td>b) Identify and demonstrate appropriate skills sequences</td>
<td>lesson plans, tutoring sessions, observations, conferences,</td>
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</table>
II, III, V, VI, VII  | II, III, V, VI  | 3. Provide appropriate developmental language experiences  | lesson plans, tutoring sessions, observations, conferences,

II, VI, VII  | VII  | 4. Incorporate standardized or other procedures as needed while using on-going diagnostic practices  | lesson plans, tutoring sessions, observations, conferences,

II, III, V, VI, VII  | I, II, III, V, VI, IX  | 5. Identify and incorporate into instruction considerations relating to physical, social, and/or other impediments  | lesson plans, tutoring sessions, observations, conferences,

II, III, V  | I, II, III, IV, V, VI, VII  | 6. Use a variety of motivational techniques to encourage active participation in all developmental tasks  | lesson plans, tutoring sessions, observations, conferences,

II, III, V, VI, VII  | II, III, VII, IX  | Curriculum and Effective School Practices  | lesson plans, tutoring sessions, observations, conferences,

II, VI, VII  | I, II, III  | a) Base all decisions and implementation on formal and informal diagnostic findings  | lesson plans, tutoring sessions, observations, conferences,

II, III, V  | II, III, V, VI  | b) Understand individual difference in language development, aptitude, experience, and skill development  | lesson plans, tutoring sessions, observations, conferences,

II, III, V  | VI  | c) Use differentiated instruction  | lesson plans, tutoring sessions, observations, conferences,

II, III, V  | II, III, V, VI  | 2. Demonstrate a knowledge and familiarity with a variety of approaches and techniques through lesson planning and delivery  | lesson plans, tutoring sessions, observations, conferences,

II, III, V  | II, III, V, VI  | 3. Reading in the content area  | lesson plans, tutoring sessions, observations, conferences,

II, III, V  | II, III, V, VI  | a) Integrate comprehension and study skills into content area reading  | lesson plans, tutoring sessions, observations, conferences,

II, III, V  | II, III, V, VI  | b) Develop student ability to adjust reading rate to reflect reading purposes  | lesson plans, tutoring sessions, observations, conferences,

IX  | II, III, V, VI  | c) Develop location and reference skills  | lesson plans, tutoring sessions, observations, conferences,

II, III, IX  | II, III, V, IX  | Research  | lesson plans, tutoring sessions, observations, conferences,

II, III, V, IX  | V, VI, IX  | 2. Incorporate assigned and independent reading/findings into active instruction  | lesson plans, tutoring sessions, observations, conferences,

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**Evaluation and Grade Assignment**

Assessment will include written assignments, performance events, inquiry opportunities, and tasks as well as the ability to implement appropriate literacy assessment and analyze data to provide a diagnosis for the implementation of appropriate literacy intervention and instruction. The student must achieve minimum competency, otherwise the course must be repeated.

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
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<tr>
<td>B</td>
<td>85-92%</td>
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<tr>
<td>C</td>
<td>77-84%</td>
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<tr>
<td>D</td>
<td>70-76%</td>
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<td>F</td>
<td>69% or below</td>
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</table>
Course Requirements and Evaluations

It is expected that all assignments will be submitted on their due dates. Late assignments will be penalized 20% of their possible point value if submitted within two consecutive days of their due date. Further penalties will be assessed for assignments turned in beyond that point. It is expected that you will read and reflect on required course readings prior to each specific class session. Selected course readings will help you develop the knowledge and theoretical base needed for teaching diverse learners strategies for reading in the content areas.

NOTE: All assignments will be graded for content and mechanics. All Clinic Reports and course assignments must be typed and meet the criteria given. Work that does not meet the criteria will not be accepted.

Keep a copy of all assignments. If an assignment is lost, the burden of proof that you completed the assignment rests with you.

You must upload the critical performance (Final Intervention Report) to the Electronic Portfolio System to receive a final grade in the course.

Clinical technology training

In order to use the clinic space in Gary Ransdell Hall, you must complete a Clinical Technology Training.

When naming your videos, use the date and your last name: ltcy521_clinicianitials

Required Readings

It is expected that you will read and reflect on all required readings prior to each specified class listing on the course calendar. (See the tentative course calendar for listings and dates.)

Professionalism, Attendance, Participation, Collegiality (15 points)

Regular attendance and participation in class are mandatory! This also includes punctuality, participation, collegiality, effort, etc. If you miss a class you are responsible for the work missed. A formal doctor’s excuse must be presented to the instructor for excused absences from class. Students can earn up to 15 points for participation in class activities linked to specific course readings and content. These points cannot be earned outside of class or made up in the event that the student is absent from class (even if the absence is excused). Students must be prepared for class by completing course readings and assignments in order to meaningfully engage in class activities and earn designated points.

If the graduate student or their clinic student must be absent from a session for any reason, then that session must be made up at a time that is convenient for both the graduate student and the clinic student. When making up a session, it is wise to do it as soon as possible rather than attempting to make it up at the end of the semester. Report the date, time, and location of all rescheduled clinical sessions to the instructor in writing via an email message. You must
complete all the clinical sessions with your assigned student(s) to successfully complete the course.

**Course Assignments**

**Portfolio for Instructional Intervention**

**Required Performance Events, Tasks, and Evaluations:**
Clinicians will maintain a notebook or expandable folder for the following items in their portfolio:

1. Initial Intervention Plan (30 points)
2. Daily Agenda/Lesson Plans/On-going Assessment (approximately 9 sessions @ 20 points per lesson; 180 points total)
3. Reflective Log/Journal (9 entries @ 20 points per session; 180 points total)
4. Progress Report (25 points)
5. Instructional Intervention Observations (2 @ 45 points each; 90 points total)
6. Final Intervention Report (165 points)

1. **Initial Intervention Plan -** (30 points)
   Clinicians will provide an overview of the diagnostic summary and target specific objectives for reading/literacy instructional intervention during the upcoming clinical sessions. See the Initial Intervention Report information in the appendix. Additional information will be provided during class.

2. **Daily Agenda/Lesson Plans/On-going Assessment -** (20 points each; 180 points total)
   Clinicians will develop a weekly agenda and lesson plan for each clinic session. See requirements and format in the course appendix for Lesson Plans. All intervention lessons must align with ELA/KCAS at the appropriate level for the client. Intervention plans must include standards and learning targets. Daily Agenda/Lesson Plans/On-going Assessment is due at the beginning of each intervention session. Offsite students must submit the agenda/plan via email prior to each intervention session. Onsite students will have a paper copy in their portfolio.

3. **Reflective Log/Journal -** (20 points each; 180 points total)
   To facilitate graduate students’ ability to become increasingly reflective educators and decision makers and to construct meaning for understanding the interrelationships of listening, speaking, reading, writing, thinking and observing from a variety of messages, students will keep reflective weekly journal entries during the weeks of the intervention sessions. The daily agenda/lesson plans/on-going assessment must accompany (and be included prior to) the reflective log/journal. The reflective log/journal may also include any anecdotal information or summary of activities that the clinician deems necessary for reflective evaluations. Students are expected to respond to written questions or comments from the instructor within previous journal entries or from observation evaluations. Each entry must address all five sections as developed in the Reflective Weekly Log/Journal summary found in the appendix. Reflective Log/Journal is due no later than Thursday noon following the Monday intervention session. Reflective Log/Journal entries for make up or rescheduled intervention sessions will be due no later than three days following the session.
The journal will contain nine (9) reflective entries that are kept in a cumulative notebook. Each time the journal is reviewed by the professor the ENTIRE (cumulative) notebook is to be submitted. **For those students who are located off site the cumulative notebook should be submitted electronically in Blackboard.** For instance, the first submission will contain only one daily agenda/plan and reflective log/journal, but as subsequent intervention sessions occur, they will be added electronically to the notebook submitted in Blackboard so that all sessions will be reflected in the final document submitted to Blackboard. Failure to follow this requirement will result in a significant loss of points. It is expected that future intervention will demonstrate that the professional reflection has a positive impact upon the present and future instructional intervention practices and journal writings.

**Student clinicians are required to maintain professionalism and confidentiality in dealing with the instructional intervention process and/or any reporting procedures.** Do not discuss the particulars of the intervention with public school personnel or anyone who is not directly affiliated with the Western Kentucky University Literacy Intervention Clinic. If there are any questions regarding the appropriate means for conducting these services, please consult the professor.

4. **Progress Report** - (25 points)
Student clinicians will develop a progress report during the intervention sessions to communicate the nature of student intervention, results of on-going assessment of student learning, and literacy development of the student with the guardians or parents. The progress report will be typed and submitted to the professor by the due date as listed on the course calendar and revised (if necessary) prior to clinician communication with the guardian or parent of the student. For specific information see the appendix.

5. **Instructional Intervention Observations** - (45 points)
One videotaped observation of the intervention portion of the session of the clinician with the student is required.

By the dates on the calendar, you must record your session and make sure it is shared with Dr. Hulan. You can use the clinical technology to do this.

Your instructional observations cannot be graded without this recording. Additional videotaped observations may be requested if the professor deems this to be necessary or helpful for the instructional intervention sessions. The intervention observation evaluation criteria will be provided by the professor and discussed during class. Graduate student clinicians are expected to compose a written reflective summary highlighting:
* the clinician’s instructional strengths observed during the intervention session
* identification of the clinician’s instructional challenges and areas of needed growth
* an evaluation of student engagement and learning during the intervention session
* identification of personal/professional goals and objectives of the clinician for Strengthening instructional effectiveness

6. **Final Intervention Report** - (165 points total)
The student clinicians will meet with the guardians/parents of the student(s) worked with during
the clinical intervention session during the semester. The student clinician will meet to discuss
the Final Summary Case Report with the guardian/parent(s) of each child. For specific
information see the appendix.

7. **Learning Notebook** – (25 points total)

You will put together a notebook to send home each week with your client following your
session and to be returned at the next clinical session. This should include activities that the
client and a parent or guardian can do together at home and must include everything they would
need for the activity (ex. Cut out letters, passages for reading, Elkonin boxes). It is
recommended that you put activities in the learning notebook that have been practiced in the
clinical session so the client is not frustrated with a “new” activity but can experience success at
home with something familiar while practicing skills that he/she struggles with.

7. **Discussion Director** – (50 points total)

Each student will have two opportunities to lead the discussion in class. These are indicated on
the calendar. The director is expected to come to class prepared to lead a discussion on the
readings, to demonstrate teaching or assessment practices from the readings if pertinent, and to
further thinking of fellow classmates. Students should come to class with a typed plan including
leading questions, steps for leading demonstrations, and closing thoughts to share.

*There will be no formal midterm or final examination for this course.*

**Plagiarism Policy:**
To represent ideas or interpretations taken from another source as one's own is
plagiarism. Plagiarism is a serious offense. The academic work of students must be their
own. Students must give the author(s) credit for any source material used. To take content
directly from a source without giving credit is a flagrant act. To present a borrowed passage
after having changed a few words, even if the source is cited, is also plagiarism. Student work
may be checked using plagiarism detection software. For more information
see:  [http://www.indiana.edu/~wts/wts/plagiarism.html](http://www.indiana.edu/~wts/wts/plagiarism.html)

**Disability Accommodations Statement:**
Student Disability Services - In compliance with university policy, students with disabilities who
require accommodations (academic adjustments and/or auxiliary aids or services) for this course
must contact the Office for Student Disability Services in DUC A-200 of the Student Success
Center in Downing University Center. Please do not request accommodations directly from the
professor or instructor without a letter of accommodation from the Office for Student Disability
Services.
Website Address: (for your resource file)

Frayer Model for Vocabulary Development: http://www.longwood.edu/staff/jonescd/projects/educ530/aboxley/graphicorg/fray.htm

Kentucky Department of Education: http://www.kde.state.ky.us/

International Reading Association: http://www.reading.org/

Additional resources are listed on the WKU, CEBS Literacy Clinic website

Supplementary Resources:


**Educational Research Journals:**

*Reading Research Quarterly*  
*Journal for Adolescent and Adult Literacy*  
*Journal for Literacy Research Reading Horizons*  
*Reading Research and Instruction*  
*Journal of Reading Behavior*  
*Action in Teacher Education*  
*Journal of Reading*  
*Educational Researcher*

*Language Arts Reading Improvement*  
*The Reading Teacher English Journal*  
*Urban Education*  
*Reading Psychology*  
*Journal of Negro Education*  
*Harvard Educational Review*  
*Journal of Teacher Education*  
*Review of Educational Research*
Be concise with only an overview of the needed information in sections one and two:

I. Identification of student/diagnostician/date

II. General Overview/Background Information

III. Diagnostic Summary
    Assessments/interpretations

IV. Rationale which supports the intervention plan
    Articulate how the potential strategies of the intervention plan inform/reflect theory and best practice.

V. Summary of Objectives
   • Major area of intervention (word recognition, vocabulary development, comprehension, study skills, fluency)
   • Support areas based on perceived need(s) and strength(s)
   • Possible specific strategies for intervention (see instructional intervention resources and textbooks)
   • Description of instructional goals for the spring sessions (strategic reader characteristics, facets of a successful reading program, etc.)
   • Description of instructional activities that use strategies (incorporation of authentic tasks or performance-based activities)

VI. Overview of the Intervention Sessions (including proposed dates, strategies, and formal and informal assessments)

<table>
<thead>
<tr>
<th>Session #</th>
<th>Date</th>
<th>Strategies used</th>
<th>Instructional activities</th>
<th>Formal/informal assessments</th>
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</table>
Lesson Plan Format
(20 points)

Intervention Session#_______

Clinician's Name:

Client's Name:

Date:

Age/Grade Level:

Goals and Objectives:

Kentucky Core Academic Standard(s):

Learning Targets:

Context:

Resources: If using specific books/texts provide text level

Technology:

Procedures:

Student Assessment:
Reflective Log/Journal
(20 points)
Questions for Weekly Intervention Session Reflections

These are to be completed in reflective journal entries during the weeks of the intervention sessions. They may also include any anecdotal information or summary of activities that the clinician deems necessary for reflective evaluations.

What did I do to model:
• love and interest in reading?
• functional uses of reading?
• problem solving strategies?
• What was productive and why? What should I do differently and why?

What direct instruction did I provide in:
• activating prior knowledge?
• promoting action involvement before, during, and after reading?
• integrating new information with prior knowledge?
• What was productive and why? What should I do differently and why?

What activities did I use to provide authentic practice in reading?(e.g., SSR, reading aloud, choral reading, readers theater, repeated readings)Please consider these suggestions for SSR and clinician read alouds:
• Everyone reads! Clinicians should read to set an example and serve as a role model
• Student must have a book ready for SSR or the clinician provides an appropriate substitute
• No interruptions
• Use a timer to maximize student efforts when needed for SSR and other activities
• No records, journal entries or reports should be kept by the student for SSR or read alouds
• Gradually increase the length of time for SSR as students are able to sustain
• Have a brief sharing period following SSR or clinician read alouds
• What was productive and why? What should I do differently and why?

How am I growing professionally in this clinical experience?
• What connections can I make with the research and theoretical literature?
• How can I support the instructional intervention that I am using?
• What changes do I need to make for a successful intervention program and why?

How is my student developing as a strategic reader?

Support these reflections with examples and anecdotal information
• independent strategies
• self-monitoring
• purposeful meaning-making

Progress Report
(25 points)

Identification of student/clinician date of report:
Additional background information of observations:
  * test/retest information
  * anecdotal records
  * informal interview information
  * reading/writing conferences
  * statement of student strengths

Diagnostic Summary
  * rationale for intervention/instruction
  * statement of intervention

Intervention Summary:
  * Description of what was done and why
  * linkage of instructional goals to specific activities
  * listing of changes in the instructional program

Summary of Progress:
  * Description of student's current performance
  * use of quantitative and/or qualitative evidences as needed
  * Description of types of texts, tasks, or skills needed
  * focus on continued problematic areas

Recommendations:
  * changes in instructional focus if needed
  * reading support services
  * need for continued support at home
Final Case Report

Student’s Name:

Age at beginning of diagnostics:

Age at termination of intervention:

Grade Level:

School:

Dates of Diagnostics:

Date of Diagnostic Report:

Dates of Interventions:

Date of Final Intervention Report:

Clinical Diagnostician:

Overview of Assessment Data

<table>
<thead>
<tr>
<th>Analytical Reading Inventory</th>
<th>Pre-Test (Date)</th>
<th>Post Test (Date)</th>
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<tbody>
<tr>
<td></td>
<td>Word Recognition</td>
<td>Comprehension</td>
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<tr>
<td></td>
<td>Word Recognition</td>
<td>Comprehension</td>
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<td>Independent</td>
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<td>Instruction</td>
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<td>Frustration</td>
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Part 1: Background Information

Reason for Referral:

General:

Family & Medical History
Part II: Summary of Fall 2014 / Spring 2015 Assessment Results

- Evaluation of phonemic awareness, phonics, vocabulary, fluency, comprehension, and writing (one section for each with heading)
- Table for each component in the following format (include informal and formal, authentic and performance tasks):

<table>
<thead>
<tr>
<th>Comprehension</th>
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<tbody>
<tr>
<td>Session/Date</td>
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</table>

- Follow each table with a brief description of the findings in that particular area (ex. Comprehension).
- Follow all areas with a few paragraphs describing the overarching findings of the assessments and rationale for focus of instruction in the Spring.

Part III: Summary of Spring 2015 Intervention Instruction

Semester at a glance table

| Session/Date | Objective/Focus Area | Strategies |

Briefly discuss the information in the table above. You don’t have to go into excessive detail here since you’ll be very detailed in your discussions later in the report.

Part IV: Overview of Intervention Instruction

Phonics & Word Recognition

Introduce Phonics and Word Recognition and give a rationale as to why this was a focus area.

| Date & Session # | Goal | Strategy Used | Outcome |

Copies of the Word Sort Materials can be found in the Appendix of this report.

Fluency

Introduce Fluency and give a rationale as to why this was a focus area.

| Date & Session # | Goal | Strategies Used | Outcome |
Copies of reproducibles used during the guided reading block of each session can be found in the Appendix of this report.

**Comprehension**

Introduce Comprehension and give a rationale as to why it was a focus area.

<table>
<thead>
<tr>
<th>Date &amp; Session #</th>
<th>Goal</th>
<th>Strategies Used</th>
<th>Outcome</th>
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Copies of reproducibles used during the guided reading block of each session can be found in Appendix C of this report.

**Part V: Recommendations**

Recommendations (these should be specific and include links, resources, and a book list of books on independent and instructional reading levels - explain the uses of independent and instructional books)

- home
- school
- further instructional intervention recommendations

**Appendices**

Appendix A: Definition of Terms

Appendix B: Recommended Book List (Instructional & Independent level texts)

Appendix C: Reproducibles related to intervention sessions and to your recommendations.