

Fall Course Requirements for Reading Endorsement Completion

General Course III Requirements for EDTD 6223 D

**Between now and pre-planning, read something on your appropriate level just for fun! Be ready to share your book at the first class meeting in August. This is your “mental health”, “professional growth”, and “reward” assignment!*

Prior to first class in August, make dividers in your notebook for the five Reading Endorsement Standards and put “carry over” items into proper places. Weed out all additional handouts, etc. and put in separate notebook.

1. Begin “kidwatching” from the very first day of school. Target a student in your class/school in need of remediation in reading. Administer the BRI, interest inventory, SORT or other similar, age- appropriate assessment, and an unassisted writing sample to evaluate. You may also administer any other tests that may be appropriate for the age level such as the Concepts of Print checklist or alphabet recognition tests, as well as any site-based required tests such as DIBELS, SRI, AIMSWEB, STAR, Lexia, etc. Write up your summary of the student using the Case Study format used in EDTD 6222. (If you don’t have your own classroom, then it is your responsibility to find a child to tutor on a weekly basis. The ASU Literacy Center, other tutoring centers, private tutoring, or volunteering on a weekly basis in a school are all possibilities. You cannot pass this class without the tutoring component.)

Completed Case Study is due by Sept. class meeting. Failure to turn it in at that class meeting will result in lowering of course final average by one letter grade.

2. Provide as much extra assistance as possible for the targeted student in your day-to-day teaching or tutoring programs from August through up to Thanksgiving Break. Try various strategies to meet his/her needs. Keep work samples to document the results.
3. Collect student samples, photos, sample of materials you produce for classes or tutored student such as rubrics, project requirements, weekly newsletter to parents, web pages for students/parents, lesson plans highlighting special vocabulary, comprehension, writing projects and strategies, use of technology, etc. Put them in appropriate places in your portfolio.
4. Observe a peer from this class or in your building (if teaching), or a Reading Endorsed or exemplary teacher in your building teaching a reading, writing, or vocabulary lesson. Complete an observation form, and add it to your portfolio. If the person observed is also from this class, make a copy for him/her. (Observe anytime between Sept. 15th. and Oct. class meeting date.)
5. Implement Parent Workshop. Include packet, photos, evaluations in portfolio for Oct. class meeting.

Due at Oct. class meeting.

6. Video tape yourself teaching a reading, writing, or vocabulary lesson anytime between Oct. 15th and the Nov. class meeting date. Watch it at home, critique, and complete an observation form. Include the form and critiques in your portfolio.
7. Implement Staff Development Workshop. Include packet, photos, evaluations in portfolio for Nov. class meeting.
Due at Nov. class meeting.
8. Just prior to Thanksgiving break, post-test your targeted student using same assessments (but different form of BRI) and write a summary of test results, gains, set backs, etc. Add this to the fall case study.
7. Bring portfolio to every class meeting for spot check.
8. Bring you favorite holiday or seasonal book to share at Nov. class meeting.

First class date is Aug. 22, 2008 at 5:30 PM.

Due: One item that represents book you read for fun along with the book

Since we are only meeting approximately four times during the semester, attendance at every class meeting is mandatory to meet minimum number of contact hours for the Reading Endorsement. Please be on time to class.

Portfolio conferences will be scheduled the week following Thanksgiving break. You will sign up for a date and time at our last class meeting. Conferences will be held at ASU, Teacher Education Suite Conference Room.

Dates for remaining class meetings:

<u>Date</u>	<u>Due</u>
Aug. 27	See info above
Sept. 12	Case study with all test documents
Oct. 10	Peer observation; Parent workshop implementation
Nov. 7	Self-observation of video; favorite holiday/seasonal book; Staff Development Workshop implantation
Dec. 1- 5 (by appointment) This might be changed--TBA	Completed Portfolios with Case Study post testing and Best Practices summary

Classes meet from 5:30 – 8:00