**Reading Specialist Key Assessment 4 Internship Portfolio Description**

This course addresses the Alabama State Department of Education Administrative Code’s (ALSDEAC) Reading Specialist certification requirement for completion of an internship of at least 300 clock hours. The goal of this course is to collect a portfolio that documents the attainment of those components of the Reading Specialist Program Curriculum (290-3-3-.45.01(3)) that are addressed by the Reading Education Internship at the University of Alabama in Huntsville (UAH). To accomplish the completion of those assignments required for the completed portfolio, “internship experiences [are] integrated throughout the program” (290-3-3-.42(5)(e)). The following is a list of assignments currently included in the Internship Portfolio along with the hours that assignment contributes towards the internship requirements. A Portfolio Assignment Matrix (located below the assignment list) specifies the assignments that are associated with each of the indicators applicable to the Internship Portfolio.

**PORTFOLIO ASSIGNMENTS**

**Assignment 1: Primary Student (K–5) Case Study Assignment (45 hours – ED612)**

***Candidates will assess and design an intervention for a struggling reader.***

**GENERAL DIRECTIONS**

A. Summary (not to exceed twelve pages, typed, double-spaced) - sections:

1. Pupil background — name, age, relevant school experiences, other relevant personal information.

2. Listing of Tests Administered, Results & Interpretation.

3. Summary of Corrective Action (Reference Gunning)

4. Recommendations to classroom teacher, reading specialist, administrator, and parent.

B. Supporting Material:

1. Should contain a log of the days you met with the child and possibly child’s family and/or teacher; should contain a summary of child's reaction to testing; parent's reaction to questionnaire, etc. may be handwritten.

2. **Should contain five Individual Learning Plans (see learning plan rubric).**

3. Should contain test records (IRI data, ITBS etc., STAR, ERAS, Rhody, etc.).

4. Should be arranged so the materials can be easily retrieved.

**CASE STUDY SPECIFICATIONS**

The Case Study should:

A. Be written in an objective manner in the third person.

B. Be written in complete sentences except for the listing of diagnostic data.

C. Be mechanically correct (spelling, grammar, punctuation, sentence structure).

D. Be organized in two sections: the case summary and the supporting information. The case summary should be divided into four sections: pupil background, diagnostic information, summary of corrective action, and recommendations. Each section should begin a new page. (More information about these sections appears below). The supporting information (called the log in the syllabus) includes:

a. Protocols for the tests and checklists that you used

b. A journal listing the days you met with the child and his/her reactions to the activities of the session.

c. Learning Plans for the five intervention sessions.

d. Interviews

e. Relevant student work

f. Any other "raw data"

g. Ideally, the supporting information would be easily retrievable by the reader. That would be include dividers, tabs etc. All supporting information may be handwritten.

e. Be written so that educated lay people can understand them.

**Assignment 2: Literacy Strategy Notebook (30 hours – ED510)**

Prepare a “notebook” showing that you have knowledge of the following interrelated components of developmental reading: phonemic awareness, phonics, fluency, vocabulary, comprehension, and writing.

The notebook should contain a table of contents and “chapters” with summaries of **three instructional strategies for each of these topics:** phonemic awareness, phonics, fluency, vocabulary, comprehension, and writing. (Therefore, 6 topics x 3 examples = 18 different strategies). A link to a sample entry for a strategy is included in Module 5 of Canvas.

Although strategies can come from any reputable text or website, your submissions MUST be written in your own words and must be complete enough so that another teacher could read them and easily implement them. Use in-text citations to cite your source, and then include the reference in a reference list at the end of the notebook.

**Assignment 3: Video Activities and Reflections (15 hours – ED510)**

Watch the following assigned videos from learner.org:

 Creating a Literate Community (K-2) (Dr. Jean Paratore)

 Cassandra Becomes a Fluent Reader Case Study (K-2)

 Fluency and Word Study (3-5) (Dr. Richard Allington)

 Oral Language Development and EL’s (K-2)

 Summarizing Non-fiction (3-5)

Complete the activities assigned for the videos. Write a 2-3 page summary of the video that includes:

 Things you learned from the video.

 Elements can you apply to your own literacy instructional practice.

**Assignment 4: Secondary Student (6-12) Case Study Assignment (30 hours – ED608)**

***Candidates will assess and design an intervention for a struggling reader.***

* Ask a classroom teacher for a student to work with
* Gather any information that you can from the classroom teacher as to what he/she believes the student may be struggling with in terms of the content area material
* Develop a rapport with the student by interviewing the student and discovering some of the student’s interests
* Use an Individual Reading Inventory (IRI) to assess the student’s reading strengths and challenges
* Select an area of the student’s reading for which to develop an intervention
* Design and deliver 3 learning plans (see learning plan rubric) for the student addressing this area. If technology is applicable to the intervention and the content area, be sure to include it in the lesson delivery
* Discuss the lesson afterwards with the student to obtain the student’s perceptions about what worked and what did not
* Personally reflect on the strengths and weaknesses of your intervention and if technology was used, how did it benefit the student

Due: A final report (no more than five pages of your information + lesson plan pages) of the field experience and subsequent intervention to include each of the following:

1. A brief description of the student, e.g. his/her interests, prior literacy experiences, special qualities.
2. A summary of the student’s strengths and challenges supported by your IRI results. Also, explicitly state the area targeted for intervention.
3. A description of the scaffolding/help you offered the student and a rationale for your intervention choices. (Insert the three learning plans here.)
4. A description of the student’s work during the sessions, the student’s perceptions of his/her improvement, and the student’s perceptions what worked and what did not. Also include the student’s attitude and behavior/work ethic here.
5. A personal reflection of what worked, what did not, why, what you would change and further types of intervention you deem appropriate. If technology was used, note how it did (or did not) benefit the student.

**Assignment 5: Research Notebook (30 hours – ED608)**

Students will gather a minimum of 10 research articles related to literacy in the content area from various journals (some elementary, some secondary.)  At least one article should represent the content areas of math, science, and history.  Articles relating to other content areas are welcomed and encouraged (music, foreign language, civics, etc.)  A minimum of three articles should include information regarding the use of technology to enhance literacy instruction in the content area. One article will be chosen to “present” to the class via Canvas through a multimedia presentation.

* Read and summarize each article also answering what is important about the article and what was learned. FORMAT: In a Word document, first give the APA citation followed by paragraph(s) summary.
* Chose one article to present to the class via Canvas through a multimedia presentation

The annotated bibliography will include:

* Minimum of 10 articles (some elementary, some secondary focus)
* Minimum of one article on math, science, history
* Minimum of three articles including technology use in content area reading
* A 2-3 paragraph summary for **each** article to include:

        A brief summary of the article

            Why this article is important in terms of content literacy

          What you learned from this article

**Assignment 6: Assessment Evaluation (15 hours – ED612)**

Administer the Bader IRI and ITBS to one or more students in your class (this can included the student being used in your case study). Compare the results of the Bader IRI with those of the ITBS (and any other standardized measures you for which you have results, e.g. STAR, etc.) using the prompts below and upload the document to Canvas. Please ensure that you have uploaded scanned copies of the completed Bader IRI and the ITBS sections your student completed to a folder in your UAH gmail account and shared that folder with me. Be sure to include in your analysis the ITBS G.E. and percentile rank scores for the following ITBS test sections:

Level 7 – 8: Vocabulary, Word Analysis, Reading Comprehension, and Listening

Level 9 – 10: Vocabulary and Reading Comprehension

1. In what ways were the results between the Bader and ITBS similar?
2. In what ways were the results different?
3. How do the results compare with other IRI’s and/or standardized tests that you have given or the students have taken, e.g. STAR, etc?
4. In what ways and/or situations would you consider each (i.e. Bader and ITBS) to be useful for a teacher?

**Assignment 7:** **Group Reading Instruction Assignment (30 hours – ED696)**

***Candidates will design whole/small group reading instruction.***

1. Determine a suitable group for which to administer at least 4 learning experiences. This may be whole class or small group.
2. Gather all assessment data available to help you determine what the students in the group may be struggling with in terms of literacy.
3. Select an area of the students’ literacy development for which to develop an intervention
4. Design and deliver 4 learning plans for the students addressing this area; if technology is applicable to the intervention and the content area, be sure to include it in the lesson delivery.
5. Video both the first and final lesson.
6. Upload a copy of the videos to a Google Drive folder associated with your UAH gmail account and share that folder with the instructor (**the instructor must be able to view the videos for you to get credit for this assignment**).
7. Use the videos to address the following prompts in a 10-15 page paper and be sure to note in what ways you modified your instructional delivery between successive lessons based on your video observations:
* What did my students know before this teaching experience?
* What did my students learn because of this teaching experience?
* What did I know about my students and their knowledge before this teaching experience?
* What did I learn about my students and my practice because of this teaching experience?
* What is the extent of classroom involvement (e.g., are most students participating or are the same few students doing all the talking)?
* Are the students engaged in the lesson? How can you tell? What do students’ facial expressions and body language tell you about your instruction?
* What kinds of questions do you ask? Can all your questions be answered with a single word? How long do you wait for responses? Do you ask students to explain and/or defend a particular answer or approach? Do you ask students to compare or evaluate alternative interpretations or strategies?
* Are there any opportunities for students to ask questions? How would you categorize the students’ questions (e.g., do they indicate confusion and a need for clarification or understanding and extension)?
* What roles (e.g., expert, facilitator, colearner) do you play in the video recording? Is each role appropriate for the situation?
* What kinds of tasks do you ask students to do? Do you capitalize on their previous knowledge and experiences?
* What instructional opportunities do you take advantage of and why?
* What instructional opportunities do you not take advantage of and why?
* What evidence do you see of the students taking intellectual risks? Does the climate of the classroom provide a safe environment for getting something wrong? Do students talk to each other as well as to you?
* Do you encourage students to take risks, to speculate, and/or to offer conjectures about possible approaches, strategies, and interpretations?
* Are the learning goals for the lesson achieved? Do you adjust the lesson so that your goals could be achieved by every student? What is the evidence for your answers, both in the video recording and from other sources?
* Explain how your design and execution of this lesson affect the achievement of your instructional goals. (Your response might include—but is not limited to—such things as anticipation and handling of student misconceptions, unexpected questions from students, unanticipated opportunities for learning that you captured, or your planned strategy and its outcomes in the lesson.)

**Assignment 8: Master’s Action Research Final Project (30 hours – ED690)**

Candidates will demonstrate their abilities to:

* Apply theory and research to their teaching practice.
* Apply appropriate qualitative and quantitative research methodologies in their individual action research or case study project.
* Refine and finalize their individual action research or case study project.
* Conduct the action research.
* Communicate their research findings in both oral and written formats.

Each candidate will develop/refine an intervention/action plan to address the problem (or a contributing factor to the problem) identified and substantiated in the Problem Identification and Literature Review assignments.

Action Research Projects must include the following:

1. A description of the problem
2. Evidence explaining the cause of the problem
3. Possible interventions to address the problem
4. Research questions for the first action research cycle
5. A description of the intervention
6. Justification for the selection/creation of that intervention
7. A timeline for implementing the intervention, with key activities and data collected in each stage
8. Results of this intervention and next steps (see Effect on Student Learning rubric)
9. Reflection on the development of this Action Research Project, including the alterations you made from Day 1 to Day 15 of class (see Effect on Student Learning rubric). Also reflect upon what you learned about: your chosen topic, the action research process, yourself as a researcher, and remaining questions/queries you have about course topics.
10. Minimum of 10 pages, maximum of 15 pages.

**Assignment 9: Professional Development and Coaching (25 hours – ED696/on-going)**

**Membership and activity in a professional literacy organization is a requirement**; membership should be in one of the following, and should preferably include membership in one of the organization’s Special Interest Groups (SIG) such as the ILA’s Specialized Literacy Professionals SIG which advocates for policies of interest to reading specialists:

International Literacy Association (ILA)

Literacy Research Association (LRA)

Association of Literacy Educators and Researchers (ALER)

Alabama Reading Association (ARA)

Also, participate in ongoing professional development and coaching opportunities. These can be demonstrated/documented by the following (not an exhaustive list): participation in the conducting of literacy training; presenting literacy research at conferences; attending literacy conferences; collaborating with co-workers in staff development; etc.

**Assignment 10:** **Classroom Literacy Instruction (On-going: 50+ hours)**

Conduct literacy instruction in a p-12 classroom as documented by the University Reading Specialist Program Coordinator.

**ED696 Internship Portfolio Assignment Matrix for ALSDE Reading Specialist Standards**

|  |
| --- |
| **290-3-3-.45.01(3)(b): Curriculum and Instruction:** Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing. Prior to program completion, prospective reading specialists shall demonstrate that they: |
| **(3)(b)1** | Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum. | **Assignment(s): 1,2,3,4,7,8,10** |
| **(3)(b)2** | Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading-writing connections. | **Assignment(s): 1,2,3,4,7,8,10** |
| **(3)(b)3** | Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources. | **Assignment(s): 1,4,5,7,10** |
| **290-3-3-.45.01(3)(c): Assessment and Evaluation:** Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction. Prior to program completion, prospective reading specialists shall demonstrate that they: |
| **(3)(c)1** | Understand types of assessments and their purposes, strengths, and limitations. | **Assignment(s): 1,4,6** |
| **(3)(c)2** | Select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes. | **Assignment(s): 1,4,6,8,10** |
| **(3)(c)3** | Use assessment information to plan and evaluate instruction. | **Assignment(s): 1,4,6,7,8,10** |
| **(3)(c)4** | Communicate assessment results and implications to a variety of audiences | **Assignment(s): 1,4,6,7,8,10** |
| **290-3-3-.45.01(3)(d): Diversity:** Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in society. Prior to program completion, prospective reading specialists shall demonstrate that they: |
| **(3)(d)1** | Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write. | **Assignment(s): 2,3,5,10** |
| **(3)(d)2** | Use a literacy curriculum and engage in instructional practices that positively impact students’ knowledge, beliefs, and engagement with the features of diversity. | **Assignment(s): 2,3,7,8,10** |
| **(3)(d)3** | Develop and implement strategies to advocate for equity. | **Assignment(s): 1,2,3,4,5,9** |
| **290-3-3-.45.01(3)(e): Literate Environment:** Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments. Prior to program completion, prospective reading specialists shall demonstrate that they: |
| **(3)(e)1** | Design the physical environment to optimize students’ use of traditional print, digital, and online resources in reading and writing instruction. | **Assignment(s): 2,3,7,8,10** |
| **(3)(e)2** | Design a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students’ opportunities for learning to read and write. | **Assignment(s): 2,3,7,8,10** |
| **(3)(e)3** | Use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another, discussions, and peer feedback). | **Assignment(s): 2,3,7,8,10** |
| **(3)(e)4** | Use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction. | **Assignment(s): 2,3,7,8,10** |
| **290-3-3-.45.01(3)(f): Professional Learning and Leadership:** Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility. Prior to program completion, prospective reading specialists shall demonstrate that they: |
| **(3)(f)1** | Use foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture. | **Assignment(s): 9,10** |
| **(3)(f)2** | Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors. | **Assignment(s): 2,3,5,9,10** |
| **(3)(f)3** | Participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs. | **Assignment(s): 9,10** |
| **(3)(f)4** | Understand and influence local, state, or national policy decisions. | **Assignment(s): 9,10** |