Let us…..move on to maturity.
-Hebrews 6:1

EDR 4410.20.4: Diagnosis and Correction of Reading
William Carey University, Tradition Campus
School of Education
Course Syllabus – Summer 2013

Instructor:  Dr. Cassandra Conner  
Office:  A-339  
E-Mail: cconner@wmcarey.edu

Phone:  (228) 702-1864 Office; (228) 832-8376 Home
Office Hours: Summer Schedule: By Appointment Only
Meeting Time and Place:  Monday, Tuesday, Thursday, 5:00-9:00 in B-112

Texts:


Catalog Description:
EDR 441: A study of the diagnosis and remediation of reading disabilities.  Students diagnose and evaluate the skills of an individual child in a clinical setting and develop and carry out a plan of remediation based on the diagnosis.

Prerequisites:
EDU 308, EDU 311, Admission to School of Education,

Field Experience Requirements:
There is a thirty (30) hour, field-based component at a local school.

Course Rationale:
This course is designed to provide an opportunity for pre-service teachers to diagnose and strengthen the reading abilities of an individual child.  Emphasis is placed on 1) identifying a child’s reading strengths and needs through formal and informal diagnostic techniques, and 2) planning and implementing an effective reading program for the child based on diagnostic findings.

The course provides pre-service teachers with opportunities to acquire new skills in diagnostic teaching, including the administration and interpretation of a range of diagnostic tests, and to gain experience in identifying and addressing the instructional needs of struggling readers.  In addition, pre-service teachers will gain guided experience in writing a case study (including a summary and interpretation of diagnostic findings, a record of instructional interventions based on diagnostic findings, and recommendations for further instruction).

In accordance with the mission of William Carey University, the course offers pre-service teachers the opportunity to demonstrate excellence in scholarship through the development and implementation of effective reading programs for children.  The service mission of the university is addressed through the provision of individualized reading programs for children with instructional needs in reading.

Language Arts Standards:
- International Reading Association/National Council of Teachers of English (IRA/NCTE) Standards  
  http://www.reading.org/advocacy/elastandards/standards.html
- State by State Standards:  http://www.statestandards.com/
LEARNING OUTCOMES:
Each student will meet the following learning outcomes established by Association of Childhood Education International (ACEI) and International Reading Association (IRA):

1. Determine the nature and causes of reading disability, including the physical, psychological, socioeconomic, and educational factors involved in reading disability; (INTASC: #1, #2; IRA: #1.1, #1.2, #1.3, #1.4; ACEI: #2.1; M-Star Standard 10)

2. Administer appropriate evaluation instruments, including but not limited to the Reading Inventory for the Classroom, interest and attitude surveys, informal phonics inventory, performance based-assessments, and other evaluative instruments to foster supportive evaluation and interaction in the teacher-student learning environment; (INTASC: #1, #6, #8; IRA: #8.5, #10.1, #10.2; ACEI: #3b, #3d, #4; M-Star Standard II.6)

3. Interpret test results and prepare an overall plan of remediation and enrichment through development of lesson plans based on diagnostic data and current research (including but not limited to NRP’s Report and Findings, Common Core Standards, and other important research) while using techniques of diagnostic and prescriptive teaching; (INTASC: #1, #6, #7, #8; IRA: #10.1, #10.2; ACEI: #3b, #3d, #4; M-Star Standard I.1,2,3)

4. Develop instructional goals and learning outcomes focusing on a variety of strategies which encourage students’ development of critical thinking, problem solving, performance skills, and a positive teacher-student learning environment for active engagement in teaching and learning; (INTASC: #4, #5; IRA: #1.1, #1.4, #2.2, #2.3; ACEI: #3a, #3c, #3d; M-Star Standard I. 1,2,3; M-Star Standard III.7,8,9, 10; M-Star Standard IV.12,13,14)

5. Develop instructional lesson plans demonstrating how goals, instruction, research, and assessment are aligned to meet the student’s needs; (INTASC: #7; IRA: #2.14, #12.2, #12.7; ACEI: #2b, #3a, #3b, #4; M-Star Standards, Domain II.5)

6. Tutor an individual student using best-practice instruction while developing positive self-concept in the student, adjusting teaching to the student’s needs, cooperating with the other teachers and students in the course, and adjusting to the student’s cultural, linguistic, and personal differences, if found; (INTASC: #2, #3; IRA: #1.3, #2.2, #2.3, #3.3, #5.4; ACEI: #1, #3.1, #3.2, #3.3, #3.4, #3.5; M-Star Standard: Domain I.1, 2, 3; M-Star Standard III.7,8,9, 10; M-Star Standard IV.12,13,14)

7. Understand reading as an interactive process while defining and teaching sight and concept vocabulary; utilizing the cueing systems of graphophonics, syntax, semantics, and schematics; defining and teaching literal, inferential, evaluative, and appreciative comprehension; and utilizing a variety of strategies for instruction in all of these aspects; (INTASC: #1, #2, #3, #4, #7, #9; IRA: #1.1., #1.4, #2.2, #2.3; ACEI: #2.1, #3.1, #3.2, #3.3, #3.4;)

8. Develop proficiency in the use of various methods, materials, approaches, strategies, techniques, and discussions of the teaching of reading to foster learning and instruction; methods, materials, approaches, and discussions include the DRTA/DRA, the reconciled reading lesson, the LEA, literature-based instruction, various media and technology; (INTASC: #9, #10; IRA: #1.1, #1.4, #2.2, #2.3; #16.2; ACEI: #3e, #5a, #5b; ISTE NETS-T: #1a, #1b,#2d, #5a, #5b, #5c, #5d, #6a, #6b, #6c)

9. Develop a case study of a student with data from the diagnostic tests and develop a student portfolio; (INTASC:
10. Foster relationships and communicate knowledge with members of the community, including parents, caregivers, paraprofessionals, professionals, allied professionals, and others; this learning outcome is completed (in part) through a parent conference; (INTASC: #9; #10; IRA: #5.8, #11.2, #11.3, #11.4, #11.5, #13.1, #15.1, #15.4, #16.1, #16.3, #16.6; ACEI: #3a, #3b, #5a, #5b, #5c, #5d; ISTE NETS-T: #5a, #5b, #5c, #5d, #6b, #6c, #6d, #6e; M-Star Standard V.19, 20).

Information on the Program Standards, as identified by an abbreviation and item number, may be found http://www.ncate.org/institutions/programStandards.asp?ch=4.

INSTRUCTIONAL TECHNIQUES:
Topics will be introduced through lecture, discussions, demonstrations, modeling, group and individual presentations. University students will be utilizing hands-on activities while tutoring an individual student. A variety of in-class activities and learning groups will be used. Technology will be an important and vital part of the instructional methodology of this class.

Class Requirements:

<table>
<thead>
<tr>
<th>Requirement(s)</th>
<th>Due</th>
<th>Points/Grading</th>
<th>Specifics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance/Participation</td>
<td>May 20-May 30</td>
<td>100 points</td>
<td>Attend each class meeting during the mini-term and a once-a-week scheduled seminar during the eight-week summer term, actively participating in discussions, demonstrations, and group activities. Attendance counts. Each absence will cause the deduction of five (5) points from the student’s Attendance/Participation points, regardless of the reason.</td>
</tr>
<tr>
<td>Diagnostic Teaching Kit</td>
<td>May 30</td>
<td>70 points</td>
<td>Following the mini-term, you will be required to test and tutor a struggling reader throughout the summer term in order to complete this class. In preparation for this, you will prepare a diagnostic teaching kit for reading which will include both teacher and student materials needed to administer the Flynt-Cooter Reading Inventory for the Classroom and other diagnostic procedures provided in class (i.e., graded narrative and expository cloze passages, retelling assessments, informal word identification inventories, reading attitude surveys, and interest surveys). In addition to these testing materials, you will add tutoring materials to your kit that will be useful for you in tutoring sessions throughout the summer. Be prepared to share your kit on May 30.</td>
</tr>
<tr>
<td>Diagnostic Teaching Lesson Plans</td>
<td>June 3 June 10</td>
<td>210 points</td>
<td>During the first seven weeks of the summer term, as you tutor a struggling student, you will submit a Diagnostic Teaching Lesson Plan for each session that you meet with the student you tutor. Lesson plans will be based on the criteria given by the instructor, Common Core State Standards, research and diagnostic assessments. Lesson plans should be dropped into D2L on Mondays of each week AND must be submitted prior to the tutoring session.</td>
</tr>
<tr>
<td>Post-Teaching Reflections</td>
<td>June 10 June 17</td>
<td>70 points</td>
<td>After each tutoring session, you will submit a Post-Teaching Reflection for each session that you meet with the tutored student. Describe the following: 1) What you did during the session (diagnostically and instructionally) 2) The student’s response; and 3) What you have learned about the student’s strengths and</td>
</tr>
<tr>
<td>Assignment</td>
<td>Due Dates</td>
<td>Points</td>
<td>Description</td>
</tr>
<tr>
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</tr>
<tr>
<td>Diagnostic Assessment Portfolio</td>
<td>July 22</td>
<td>150</td>
<td>Administer appropriate diagnostic instruments as directed during min-term classes and/or summer term seminars, including but not limited to the Reading Inventory for the Classroom, interest and attitude surveys, teacher-made close tests, retelling assessments, informal word identification inventories, and other diagnostic instruments. Collect writing samples and invented spellings for analysis. Tests will be scored and results analyzed during summer seminars and will be reported in Section II A of the written case study, with record sheets of all tests included in a Diagnostic Assessment Portfolio.</td>
</tr>
<tr>
<td>Case Study (TK20 Assignment)</td>
<td>Rough Draft: July 15, Final Draft: July 22</td>
<td>200</td>
<td>Write a full case study of the student you tutor, including background information, diagnostic summary and interpretation (with attached test record sheets to document your interpretations), a log of the weekly instructional interventions you used with the student with reflections on each session, and recommendations for further diagnosis and intervention. First drafts must be submitted at the week seven seminar during the summer term, and the revised final draft will be submitted during week eight of the summer term. Specific guidelines will be given during class. A copy of the final draft will also be submitted to TK20 in order to receive credit for this class.</td>
</tr>
<tr>
<td>Field Experience</td>
<td>June 3–July 19</td>
<td>100</td>
<td>Complete thirty (30) hours of field experience that are required for this course by diagnosing and teaching the lesson plans to a struggling student.</td>
</tr>
<tr>
<td>RIC Mastery Tests</td>
<td>May 27, May 30</td>
<td>50</td>
<td>Pass two mastery tests during the mini-term covering all aspects of administering and interpreting the Reading Inventory for the Classroom (RIC). Two passes of 80% or higher are required before you can begin administering the RIC.</td>
</tr>
<tr>
<td>Exam</td>
<td>May 27</td>
<td>50</td>
<td>Take one online exam on Chapters 1-5 of Walker’s Diagnostic Teaching of Reading.</td>
</tr>
</tbody>
</table>

**ALL CRITERIA AND RUBRICS CAN BE FOUND IN D2L**

**ASSIGNMENTS**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance/Participation</td>
<td>100</td>
<td>A = 950-1000</td>
</tr>
<tr>
<td>Diagnostic Teaching Kit</td>
<td>70</td>
<td>B = 850-949</td>
</tr>
<tr>
<td>Diagnostic Teaching Lesson Plans</td>
<td>210</td>
<td>C = 750-849</td>
</tr>
<tr>
<td>Post-Teaching Reflections</td>
<td>70</td>
<td>D = 700-749</td>
</tr>
<tr>
<td>Diagnostic Assessment Portfolio</td>
<td>150</td>
<td>F = Below 700</td>
</tr>
<tr>
<td>Case Study (TK20 Assignment)</td>
<td>200</td>
<td></td>
</tr>
<tr>
<td>Field Experience</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>RIC Mastery Tests</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Exam</td>
<td>50</td>
<td></td>
</tr>
</tbody>
</table>

Total 1,000

**Evaluation:**
As a college student, all written assignments will be assessed on the basis of three major sets of criteria:

1. **MECHANICS:** This includes such writing abilities as appropriate verb usage, appropriate use of subject-verb agreement, comma usage, use of punctuation, spelling, sentence structure, quotes, free from typing errors, and use of APA format.
2. **CONTENT**: This includes the quality of information, use of correct terminology, documentation, addressing the topic, writing clearly and concisely about the topic, and following all oral and written directions.

3. **EXPRESSION**: This involves such writing aspects as the clarity of material, the style and format of writing, and the appropriate introduction and summary information, and using appropriate oral grammar when speaking in class.

Assignments are to be typed, unless otherwise indicated. All assignments must reflect appropriate level of work and should be free of grammatical, typographical, and spelling errors. All assignments are due on the day designated.

### Tentative Class Schedule

<table>
<thead>
<tr>
<th>Class Number</th>
<th>Date</th>
<th>Period A</th>
<th>Period B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Monday, May 20</td>
<td>Overview of Class</td>
<td>Chapter 1: Diagnostic Teaching</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Review Syllabus</td>
<td>Group Activity: Chapter One Jigsaw Activity</td>
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<tr>
<td></td>
<td></td>
<td>Confidentiality Agreement</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Tuesday, May 21</td>
<td>Chapter 2: Literacy Development</td>
<td>Chapter 3: Effective Literacy Teachers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Group Activity: Jeopardy</td>
<td>RIC: Introduction</td>
</tr>
<tr>
<td>3</td>
<td>Thursday, May 23</td>
<td>Chapter 4: A Framework for Diagnostic Teaching</td>
<td>Chapter 5: Gathering Initial Data</td>
</tr>
<tr>
<td></td>
<td></td>
<td>RIC: Steps One and Two</td>
<td>Review for Online Test (Chapters 1-5 of Text)</td>
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<tr>
<td></td>
<td></td>
<td>Group Activity: Administer the Interest/Attitude Interview and Sentences for Initial Passage Selection</td>
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</tr>
<tr>
<td>4</td>
<td>Monday, May 27</td>
<td>Chapter 6: The Literacy Event</td>
<td>Chapter 7: Selecting Techniques</td>
</tr>
<tr>
<td></td>
<td></td>
<td>RIC, Step Three, Parts One and Two</td>
<td>RIC Mastery Test Mastery Test #1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Group Activity: Complete Silent Reading Protocol and Miscue Analysis Grid</td>
<td>(Introduction and Steps One, Two)</td>
</tr>
<tr>
<td>5</td>
<td>Tuesday, May 28</td>
<td>Chapter 8: Selecting Materials</td>
<td>Chapter 9: Initiatives and Teacher Development</td>
</tr>
<tr>
<td></td>
<td></td>
<td>RIC, Step Three: Miscue Analysis, Fundamental Behaviors Observed, Word Attack Behaviors, Cueing Systems, Fluency and Reading Fluency Rate</td>
<td>RIC Mastery Test #2 (Steps Three)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Group Activity: Complete Part Three of Protocol</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Thursday, May 30</td>
<td>RIC: Step 4 and Scored Student Example and Student Summary</td>
<td>Introducing the Case Study Template</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Frame Forms for Diagnostic Teaching Sessions: Lesson Plan Template, Field Log Template</td>
<td>Selection of Groups and Determination of Dates and Times</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Present Diagnostic Teaching Kits</td>
</tr>
</tbody>
</table>

**DISASTER PLAN STATEMENT**: In the event of closure or cancellation due to natural disaster or other emergency causes, general information will be forwarded to local media, posted on the WCU website http://wmcarey.edu, and sent via automated proves to your WCU student email address. Specific information regarding the continuation of coursework will be posted on the university’s course management system at hyyps://elearning.wmcarey.edu. For up-to-the-minute alerts regarding emergency situations, sign up to receive notifications through Sader Watch, the WCU emergency text message service. Sign-up instructions can be found under current students on the WCU homepage.

**ATTENDANCE**: Class attendance is a necessary and vital part of this course. Attend every class, arriving on time and leaving only after class has dismissed. If an absence is unavoidable, e-mail me as soon as possible before the class meeting to identify make-up requirements in time to be prepared for the next meeting.
A pattern of absences will result in a lowering of the final course grade, as will failure to call about make-ups. Every absence will result in five points being deducted from the Attendance/Participation grade. The William Carey Catalog states that no one may receive credit for a course in which 25% of classes are missed.

It is essential to attend one seminar each week. If you miss one due to illness or another unforeseen event, you will need to attend one of the other seminars that meet during that same week. Otherwise, you will miss essential instructions and diagnostic analyses. Material covered during a seminar one week will not be repeated at seminars the following week, and you will need this information to move on to your case study.

**LATE ASSIGNMENTS:** Without a documented reason, assignments will not be accepted after one week past the due date. Late assignments will be graded using the following scale:

- Three Days Late: 10% of Points Deducted
- Five Days Late: 50% of Points Deducted
- Seven Days Late: 0 Points

**ACADEMIC INTEGRITY:** William Carey University seeks to create an environment that encourages continued growth of moral and ethical values, which includes personal honesty and mutual trust. The university places the highest value on academic integrity and regards any act of academic dishonesty as a serious offense. Academic dishonesty is considered unethical and in violation of William Carey’s academic standards and Christian commitment. If such an incident occurs, students, faculty and/or staff are obligated to initiate appropriate action. Depending on the seriousness of the offense, sanctions could include failure of the assignment or failure of the course and could lead to suspension or dismissal from the university. A full explanation of the procedures for responding to instances of academic dishonesty is contained in the university’s Policies and Procedures manual and in the student handbook, *THE RED BOOK*.

**AMERICANS WITH DISABILITIES ACT:** Students with disabilities who are protected by the Americans with Disabilities Act of 1990 and require special accommodations should contact Mr. Jerry Bracey at (228) 702-1802. Mr. Bracey is located in the Administration Building of William Carey University-Tradition Campus.

**CELL PHONES:** Turn off all cell phones. DO NOT use TEXT MESSAGING at any time during REGULAR CLASS TIME OR TUTORING. Anyone who is working with a student must give the student his/her full attention and this is not possible if you are also having a texted or oral conversation.

**TOBACCO-FREE CAMPUS:** William Carey University is a tobacco-free campus. All WCU students are asked to respect this policy by refraining from smoking or other tobacco use while on campus.

**NOTE:** This syllabus is subject to revision due to student needs, time constraints, or other unforeseen circumstances that may arise.

**CONCEPTUAL FRAMEWORK:**
TK20 Subscription Information for All Undergraduate and Graduate Students

This is a great time to be at William Carey University. The State of Mississippi and all of its institutions of higher learning are committed to advancing excellence in education on campuses and across the state’s schools. Our research expertise and well-prepared graduates will play an even larger role in leading Mississippi’s children to excellence. In order to achieve this goal, we must systematically and regularly assess our progress and use the data we collect to inform where we focus our efforts to improve. Also each graduate teacher (B.S., B.M.E, B.A, M.Ed., and Ed.S.) will employ a comprehensive portfolio tool, TK20.

To help us in this effort, we have purchased TK20, a comprehensive system that will provide all of us with a rich set of tools to manage our growth, improve our processes, and make tasks easier. The TK20 system will allow you to:

1. Build your course and performance artifacts electronically online. Your artifacts will stay with you so you can use them for years - up to 7 years upon purchase. This will be a great benefit to you as you seek to advance in your education career and build your career portfolio over time. TK20 connects to the larger world of educators across the nation.

2. Create electronic portfolios for documenting your work for presentation to faculty and prospective employers. Many school districts now expect electronic portfolios. The Mississippi Department of Education will be instituting an artifact portfolio annual review beginning in 2012 for all Mississippi educators. Instead of burdening your principal with paper artifacts, this system will allow you to store your portfolio on the internet, including test data, units, and teaching artifacts, etc.

3. Have a fully documented record of artifacts from your university classes and school. Additionally the TK20 system will help us serve you better by providing instant data for advising and program improvement.

Students are to purchase a TK20 account by going to http://TK20.wmcarey.edu and clicking on "click here to purchase a student account", then follow the prompts. After purchasing your TK20 account, TK20 will email your log in information and further instructions.

Your TK20 Account should be activated (purchased) by the end of the second week of classes. You will then begin exploring the system and its portfolio features. Make sure to get oriented to the system and complete the assignment your instructor will use for your key assessment.

On-line training materials have been organized to orient you to TK20. To access the on-line tutorials, go to http://TK20.wmcarey.edu and press the tutorials button.

Please contact your program manager, Ms. Amy Herchenhahn, for additional information and support (601-318-6088). Tk20 questions can be sent to Tk20@wmcarey.edu.

We do understand that a university education requires a significant investment of time and resources and we are committed to helping you achieve the greatest return on your investment. We have spent a considerable amount of time finding the best system to meet your needs and ours. As you become familiar with the system and realize its potential and benefits, I am sure that you will be pleased.

Barry Morris, Ph.D.
Dean, School of Education
William Carey University
498 Tuscan Avenue
Hattiesburg, MS 39401
601-318-6587
barry.morris@wmcarey.edu
## APPENDIX A
Attendance and Participation Scoring Rubric
100 Points

<table>
<thead>
<tr>
<th>Content</th>
<th>Minimal Effort</th>
<th>Acceptable</th>
<th>Exceeded Expectations</th>
<th>Possible Points 100</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>Participated minimally or not at all in class discussion or group activities (0-10 points)</td>
<td>Participated in class discussion and group activities for most class sessions (11-40 points)</td>
<td>Participated in class discussion and group activities for each session (41-50 points)</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Remarks</td>
<td>Remarks were usually not based on material covered in class or assigned readings and reflected a minimal understanding of the topic (0-5 points)</td>
<td>Remarks were somewhat thought out and reflected a basic understanding of the topic (6-10 points)</td>
<td>Remarks were well thought out and reflected a thorough understanding of the topics (11-20 points)</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Absences</td>
<td>Two or More Absences: No Credit for Course (See WCU Policy)</td>
<td>One Absence: (25 points)</td>
<td>No absences (30 points)</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Following the mini-term, you will be required to test and tutor a struggling reader throughout the summer term in order to complete this class. In preparation for this, you will prepare a diagnostic teaching kit for reading which will include both teacher and student materials needed to administer the *Flynt-Cooter Reading Inventory for the Classroom* and other diagnostic procedures provided in class (i.e., graded narrative and expository cloze passages, retelling assessments, informal word identification inventories, reading attitude surveys, and interest surveys). In addition to these testing materials, you will add tutoring materials to your kit that will be useful for you in tutoring sessions throughout the summer. Be prepared to share your kit on May 31.

<table>
<thead>
<tr>
<th>Content</th>
<th>Points</th>
<th>Points</th>
<th>Points</th>
<th>Possible Points 70</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Completeness of the Teaching Kit</strong></td>
<td>The Teaching Kit does not contain teaching materials necessary for administering the RIC. (0 Points)</td>
<td>The Teaching Kit contains teaching materials necessary for administering the RIC, but no student materials. (15 Points)</td>
<td>The Teaching Kit contain materials necessary for administering the RIC, including both teacher and student materials. (30 Points)</td>
<td>30 points</td>
<td></td>
</tr>
<tr>
<td><strong>Usefulness of Kit</strong></td>
<td>The Teaching Kit will not be useful in administering the RIC. (0 Points)</td>
<td>The Teaching Kit will be somewhat useful in administering the RIC. (15 Points)</td>
<td>The Teaching Kit contains creative materials that will be useful in administering the RIC. (30 Points)</td>
<td>30 points</td>
<td></td>
</tr>
<tr>
<td><strong>Timeliness</strong></td>
<td>The Teaching Kit was not submitted on or before the deadline of May 31. (0 points)</td>
<td>The journal entry was submitted prior to the deadline. (10 Points)</td>
<td></td>
<td>10 points</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX C
Diagnostic Teaching Lesson Plan Template

EDR 441: Diagnostic Teaching Session
Your Name: ________________________________

Date of Diagnostic Teaching Session: __________

Length of Session (Hours, Minutes): __________

FAMILIAR TEXT TIME

Title of Book: ______________________________________________

Student’s Independent Reading Level: _______ Readability Level of Book: __________

How was the reading done (buddy reading, choral reading, echo reading, etc.)?

CONTINUOUS DIAGNOSTIC ASSESSMENT

What diagnostic tests were given?
GUIDED CONTEXTUAL READING

Title of Book: ________________________________

Student's Instructional Reading Level: _______  Readability Level of Book: _________

How was the guided reading done (reading small segments, followed by discussion of what was read and predictions about what is next)?

SKILL/STRATEGY INSTRUCTION

Reading skill or strategy taught: ________________________________

What instructional approach was used to teach this skill or strategy?
PERSONALIZED READING AND WRITING

If personalized reading was done, what was the title of the book?

Did the student read the book?  Yes  No  Was the student eager to read?  Yes  No

How was the personalized reading done (silent, oral, shared, etc.)?

If personalized reading was done, how was it initiated?

Did the student select the topic?  Yes  No  Was the student eager to write?  Yes  No

YOUR REFLECTION ON THIS DIAGNOSTIC TEACHING SESSION
APPENDIX D
Diagnostic Teaching Lesson Plan Rubric
Due: 6/3, 6/10, 6/17, 6/24, 7/1, 7/8, 7/15
7 X 30 points = 210 points

During the first seven weeks of the summer term, as you tutor a struggling student, you will submit a Diagnostic Teaching Lesson Plan for each session that you meet with the student you tutor. Lesson plans will be based on the criteria given by the instructor, Common Core State Standards, research and diagnostic assessments. Lesson plans should be dropped into D2L on Mondays of each week AND must be submitted prior to the tutoring session.

<table>
<thead>
<tr>
<th>Content</th>
<th>Points</th>
<th>Points</th>
<th>Points</th>
<th>Possible Points</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Familiar Text Time</strong></td>
<td>The Diagnostic Teaching Lesson Plan did not include plans for Familiar Text Time. (0 Points)</td>
<td>The Diagnostic Teaching Lesson Plan included plans for Familiar Text Time. (3 Points)</td>
<td>The Diagnostic Teaching Lesson Plan included detailed and/or creative plans for Familiar Text Time. (5 Points)</td>
<td>5 points</td>
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</tr>
<tr>
<td><strong>Continuous Diagnostic Assessment</strong></td>
<td>The Diagnostic Teaching Lesson Plan did not include plans for Continuous Diagnostic Assessment. (0 Points)</td>
<td>The Diagnostic Teaching Lesson Plan included plans for Continuous Diagnostic Assessment. (3 Points)</td>
<td>The Diagnostic Teaching Lesson Plan included detailed and/or creative plans for Continuous Diagnostic Assessment. (5 Points)</td>
<td>5 points</td>
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<tr>
<td><strong>Guided Contextual Reading</strong></td>
<td>The Diagnostic Teaching Lesson Plan did not include plans for Guided Contextual Reading. (0 Points)</td>
<td>The Diagnostic Teaching Lesson Plan included plans for Guided Contextual Reading. (3 Points)</td>
<td>The Diagnostic Teaching Lesson Plan included detailed and/or creative plans for Guided Contextual Reading. (5 Points)</td>
<td>5 points</td>
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</tr>
<tr>
<td><strong>Skill / Strategy Instruction</strong></td>
<td>The Diagnostic Teaching Lesson Plan did not include plans for Skill/Strategy Instruction. (0 Points)</td>
<td>The Diagnostic Teaching Lesson Plan included plans for Skill/Strategy Instruction. (3 Points)</td>
<td>The Diagnostic Teaching Lesson Plan included detailed and/or creative plans for Skill/Strategy Instruction. (5 Points)</td>
<td>5 points</td>
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</tr>
<tr>
<td><strong>Personalized Reading and Writing</strong></td>
<td>The Diagnostic Teaching Lesson Plan did not include plans for Personalized Reading and Writing. (0 Points)</td>
<td>The Diagnostic Teaching Lesson Plan included plans for Personalized Reading and Writing. (3 Points)</td>
<td>The Diagnostic Teaching Lesson Plan included detailed and/or creative plans for Personalized Reading and Writing. (5 Points)</td>
<td>5 points</td>
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</tr>
<tr>
<td><strong>Mini-Reflection</strong></td>
<td>The Diagnostic Teaching Lesson Plan did not include a Mini-Reflection. (0 Points)</td>
<td>The Diagnostic Teaching Lesson Plan included a Mini-Reflection. (3 Points)</td>
<td>The Diagnostic Teaching Lesson Plan included detailed and/or thoughtful Mini-Reflection. (5 Points)</td>
<td>5 points</td>
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</tbody>
</table>
APPENDIX E
Post-Teaching Reflection Rubric
Due: 6/10, 6/17, 6/24, 7/1, 7/8, 7/15, 7/22
70 Points

After each tutoring session, you will submit a Post-Teaching Reflection for each session that you meet with the tutored student. Describe the following: 1) What you did during the session (diagnostically and instructionally) 2) The student’s response; and 3) What you have learned about the student’s strengths and needs. Reflections should be dropped in D2L on or before the Monday following the tutoring session.

<table>
<thead>
<tr>
<th>Content</th>
<th>Points</th>
<th>Points</th>
<th>Points</th>
<th>Possible Points</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description of What You Did During the Session</td>
<td>The Reflection did not include a description of what you did during the session. (0 Points)</td>
<td>The Reflection included a description of what you did during the session. (2 Points)</td>
<td>The Reflection included a well-thought-out description of what you did during the session that contained no grammatical or spelling errors. (3 Points)</td>
<td>3 points</td>
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<tr>
<td>Description of the Student’s Response</td>
<td>The Reflection did not include a description of the student’s response during the session. (0 Points)</td>
<td>The Reflection included a description of the student’s response during the session. (2 Points)</td>
<td>The Reflection included a well-thought-out description of the student’s response that contained no grammatical or spelling errors. (3 Points)</td>
<td>3 points</td>
<td></td>
</tr>
<tr>
<td>Description of What You Have Learned about the Student’s Strengths and Needs</td>
<td>The Reflection did not include a description of what you learned about the student’s strengths and needs. (0 Points)</td>
<td>The Reflection included a description of what you have learned about the student’s strengths and needs during the session. (2 Points)</td>
<td>The Reflection included a well-thought-out description of what you have learned about the student’s strengths and weaknesses that contained no grammatical or spelling errors. (3 Points)</td>
<td>3 points</td>
<td></td>
</tr>
<tr>
<td>Timeliness</td>
<td>The Reflection was not submitted on or before the designated deadline. (0 Points)</td>
<td>The Reflection was submitted on or before the designated deadline. (1 Point)</td>
<td></td>
<td>1 point</td>
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</table>
APPENDIX F
Diagnostic Assessment Portfolio Rubric
Due: July 22
150 Points

Administer appropriate diagnostic instruments as directed during min-term classes and/or summer term seminars, including but not limited to the *Reading Inventory for the Classroom*, interest and attitude surveys, teacher-made close tests, retelling assessments, informal word identification inventories, and other diagnostic instruments. Collect writing samples and invented spellings for analysis. Tests will be scored and results analyzed during summer seminars and will be reported in Section II A of the written case study, with record sheets of all tests included in a Diagnostic Assessment Portfolio.

<table>
<thead>
<tr>
<th>Content</th>
<th>Minimal Effort</th>
<th>Met Expectations</th>
<th>Above Expectations</th>
<th>Possible Points= 150</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cover Page Sections: 1) <em>Reading Inventory for the Classroom</em> 2) Interest and Attitude Surveys 3) Other Diagnostic Instruments (Teacher Made Close Samples, Retelling Assessments, Informal Word Inventories, Writing Samples, Invented Spellings) 4) Field Log 5) Copies of Student Work or Other Artifacts</td>
<td>-No Cover Page -Incomplete or Fewer Than Five Components -Poor quality (0 – 20 Points)</td>
<td>-Cover Page -All Five Components Documented -Moderate quality (21- 60 points)</td>
<td>-Creative Cover Page - Numerous Diagnostic Instruments -High quality (61-100 points)</td>
<td>100</td>
</tr>
<tr>
<td>Organization</td>
<td>-Unorganized -Lacking table of contents -Content is unorganized (0-5 Points)</td>
<td>-Content is somewhat in order (6-15 Points)</td>
<td>-Table of contents -Content is in course order (16-25 Points)</td>
<td>25</td>
</tr>
<tr>
<td>Quality</td>
<td>-Poor quality throughout product (0-5 Points)</td>
<td>-Average quality throughout product (6-15 Points)</td>
<td>-High quality throughout product -Neat and professional (16-25 Points)</td>
<td>25</td>
</tr>
</tbody>
</table>
APPENDIX G
Case Study Template
Due: July 22
200 Points

EDR 441: Diagnosis and Correction of Reading
READING DIAGNOSTIC REPORT

Prepared By:
(YOUR NAME)

SECTION ONE: BACKGROUND INFORMATION

(First name of child only) is a (age)-year old (boy, girl) who (is, will be) in the (grade level) grade in the (year) school year. (Name of child) is (make a positive comment about a strength of the child as a person or a learner) who is interested in (summarize your findings from the Interest/Attitude Inventory you gave). (If you have any other pertinent information about the child, it can go here, but do not disclose unnecessary information such as family members’ names, where persons live or work, etc., due to privacy issues. Avoid all negative descriptions or pejorative comments.)

SECTION TWO: SUMMARY AND INTERPRETATION OF DIAGNOSTIC INFORMATION

(First name of child) was tested using Reading Inventory for the Classroom (Flynt and Cooter, 5th Edition, Merrill/Prentice Hall, 2004). (He/She) was asked to read selected narrative (or story) passages and expository (or informational) passages, both silently and aloud. Additional assessments included (list here other types of assessments used, such as concepts of print, identification of high-frequency sight words, analysis of invented spellings, etc.)
A. Identification of Reading Levels

**Independent Reading Levels on RIC Passages:** Reading comprehension was evaluated by asking (*first name of child*) to read silently and then retell both narrative and expository passages, with follow-up questions to probe for information not covered in the retelling. Oral reading accuracy was evaluated by recording and analyzing oral readings of 100-word passages, both narrative and expository. Based on the level of silent reading comprehension and oral reading accuracy of these passages, (*first name of child*) appears to be able to read Level (*readability level of passages*) narrative passages and Level (*readability level of passages*) expository passages independently—that is, on (*his/her*) own, without instructional help.

**Instructional Reading Levels on RIC Passages:** In addition to finding (*name of child*)’s independent reading levels, (*his/her*) instructional levels were also identified based on silent reading comprehension and oral reading accuracy. A student’s instructional reading level indicates the difficulty level of material that the student can read successfully with some instructional support, such as help with the identification and meaning of new or difficult vocabulary words, recall of background information about the topic, discussions that encourage making predictions about a passage before reading and interpreting passages that have been read, etc. Based on silent reading comprehension and oral reading accuracy of selected passages, (*name of child*) appears to be able to read Level (*readability level of passages*) narrative passages and Level (*readability level of passages*) expository passages successfully if (*he/she*) has instructional help that provides support while reading.

**Frustration Reading Levels on RIC Passages:** Level (*readability level of passages*) narrative passages and Level (*readability level of passages*) expository passages tested at (*first name of child*)’s frustration level. This indicates that passages at these levels are difficult for (*him/her*) to read and comprehend successfully, even
with instructional help. Based on these findings, it is not recommended that (name of child) be assigned material to read at these levels because it is likely that (he/she) would have some difficulty reading these passages even with instructional help.

**Listening Comprehension Levels**: (First name of child)'s ability to read and comprehend was compared with (his/her) ability to listen and comprehend. This assessment of listening comprehension was done by reading aloud narrative and expository passages to (him/her) and asking (him/her) to retell and answer questions about the passages. (First name of child) was able to retell and answer questions about narrative passages at Levels (levels of passage) after hearing them read aloud, but Level (readability level of passage at Frustration level) passages were difficult for (first name of child) to retell and answer questions about after hearing it read aloud. (He/She) was able to retell and answer questions about expository passages at Levels (levels of passages) after hearing them read aloud, but an expository passage at Level (level of passage) was difficult for ((him/her) to retell and answer questions about after reading aloud.

**B. Analyses of Comprehension and Oral Reading Performance**

**Comparison of Narrative and Expository Reading**: Comparisons of (first name of child)'s success in reading and understanding narrative and expository passages indicates that (he/she) appears to read (narrative/expository) material with more success than (narrative/expository) material.

**Comparison of Comprehension and Oral Reading Accuracy**: A comparison of (first name of child)'s reading comprehension (based on ability to retell and answer questions about passages read) with (his/her) oral reading accuracy indicates that (his/her) (comprehension/oral reading accuracy) is stronger than (his/her) (comprehension/oral reading accuracy).
Comparison of Literal-Level and Higher-Level Comprehension: Comprehension errors were analyzed to compare (first name of child)’s ability to comprehend literal-level information (that is, information stated directly in a passage) with (his/her) ability to do higher-order thinking that requires going beyond what is stated in the text (such as drawing conclusions, making inferences, making evaluations, etc.). This analysis of comprehension errors indicates that (he/she) is generally (as/more) successful comprehending at the (literal level/inferential/evaluative) level (as/than) at the (literal/inferential/evaluative) level.

Analysis of Oral Reading Errors or “Miscues”: A miscue analysis indicates that most of the miscues that (first name of child) made were substitutions (about _________ %), mispronunciations (about ______ %), omissions (about _____ %) (Insert the percentage of each of the most common types of miscues in parentheses after each. There is no need to list infrequently-made types of miscues.) That is, when (name of child) makes an oral reading error, it most often involves (substituting another real word for an unfamiliar word in the text or mispronouncing an unfamiliar word in the text by trying unsuccessfully to sound it out or omitting a word or phrase that is in the text or inserting a word or phrase not in the text).

Self-Correction: About (percentage) percent of (first name of child)’s miscues were successfully self-corrected, indicating that (first name of child) (generally/sometimes/seldom) monitors (his/her) level of understanding as (he/she) reads and (often/sometimes/seldom) self-corrects miscues when they occur. Self-correction is reading strength, as it indicates that a reader is paying attention to meaning rather than just “calling words” and is generally successful at rereading and reconstructing meaning when what is read does not make sense.
**Meaningfulness of Miscues:** Making a miscue may interfere with the meaning-gathering process as a reader reads, or it may not. For instance reading “cat” when the text says “kitten” causes relatively little loss of meaning, but reading “kite” for “kitten” causes a loss of meaning. Substituting “cat” for “kitten” produces a grammatical sentence, while substituting “knit” for “kitten” does not because the two words are different parts of speech and thus not interchangeable in a sentence. *(First name of child)*’s miscues were examined to determine to what extent they preserved the meaning or resulted in grammatical sentences.

About *(percentage)* percent of *(first name of child)*’s substitution, insertion, omission miscues cause little or no loss of meaning. This suggests that *(first name of child)* *(generally/sometimes/seldom)* uses what *(he/she)* knows about the topic as *(he/she)* reads.

About *(percentage)* percent of the substitution, insertion, omission miscues resulted in sentences that were still grammatically correct. This suggests that *(first name of child)* *(generally/sometimes/seldom)* uses *(his/her)* knowledge of language while reading.

**Visual Similarity of Miscues to the Words in the Text:** About *(percentage)* percent of *(first name of child)*’s substitution and mispronunciation miscues looked a great deal like the word in the text. About *(percentage)* percent of these miscues looked somewhat like the word in the text. About *(percentage)* percent did not look like the word in the text. When compared with other the observed level of comprehension, this may indicate that *(first name of child)* *(uses phonic skills along with knowledge about the topic, to successfully comprehend/over-relied on phonic skills to a degree that may actually interfere with comprehension/relied more strongly on knowledge about the topic to attempt difficult words, without using phonic skills to confirm guesses about difficult words/seldom uses phonetic analysis skills to confirm guesses about difficult words).*
Fluency and Reading Rate: (First name of child)’s oral reading is (usually/sometimes/not typically) fluent and smooth, with phrasing and intonation that matches the meaning of the passage. (His/her) oral reading rate was measured at (number) words per minute, which is considered (above average, /appropriate/low) for (his/her) grade placement.

Other Assessments: (Insert here reports on any other diagnostic tests you have used, naming or describing the test(s) and the findings.)

C. Reading Strengths and Needs

In summary, (first name of child)’s strengths as a reader appear to include (oral reading accuracy/comprehension of information directly stated in a text/comprehension at higher levels requiring the making of inferences or drawing conclusions/self-monitoring of comprehension and self-correction when miscues occur or meaning breaks down/use of prior knowledge about a topic to make good predictions about unfamiliar words/use of language skills while reading to make predictions about unfamiliar words/fluent oral reading/a reading rate appropriate for his/her grade placement/list any or all strengths that the child has.)

(First name of child)’s reading skills would be strengthened by instruction that helps (him/her) with (select things such as those listed in the previous paragraph that are weaknesses for this child and need attention).
SECTION THREE: SUMMARY OF INSTRUCTIONAL ACTIVITIES

Here you will summarize the kinds of instructional activities you did with your student during the tutoring sessions. List the materials you read together with the student, instructional activities you used, writing experiences that you had the student do, etc. Be sure to indicate what kinds of reading, writing, or self-instruction activities the student responded well to or had difficult with.

SECTION FOUR: RECOMMENDATIONS FOR FURTHER TESTING AND INSTRUCTION

First, list any further areas of testing that you did not get to because of time constraints that you think should be done. Describe what still puzzles you about your student’s reading ability. Explain what you would like to know if you had more time to do further diagnosis.

Then based on what you know about your student’s reading strengths and needs, what instructional approaches do you recommend. Be specific about the levels of material you feel the student should be reading and about the kinds of instructional activities that would help him/her. This may give the next person who works with this student (i.e., parent or teacher) a “heads-up” on where to start to continue what you have begun this trimester.

Remember to use these sources to suggest specific instructional activities:

1. Walker Chapter 11: (see the questions on the chapter activity for chapter 11; they will help you to come to some conclusions about what your student needs help with and the instructional activities that are appropriate.)
2. **Walker, Part Two**: The grey-bordered pages in the second half of your textbook are filled with instructional approaches. When you list an instructional approach in Section Four of your case study, be sure to briefly describe it so readers will understand what you are recommending.

3. **RIC, Page 16**: Refer to the chart that shows instructional activities recommended for students who frequently produce various kinds of miscues.

*Hopefully, this template will help you in preparing your case study. Remember, that you don’t have to stick to the guide when it doesn’t fit your particular child. You may deviate from this guide at different points, depending on the child you worked with. It is important to remember that your goal is to describe the child’s reading strengths and needs as accurately, succinctly, and positively as possible. Avoid anything that sounds negative-ask yourself how to say it in a descriptive way without using negative words like, “failed,” “bad,” “poor,” etc.*
APPENDIX H
Case Study Rubric
Due: July 22
200 Points

Write a full case study of the student you tutor, including background information, diagnostic summary and interpretation (with attached test record sheets to document your interpretations), a log of the weekly instructional interventions you used with the student with reflections on each session, and recommendations for further diagnosis and intervention. First drafts must be submitted at the week seven seminar during the summer term, and the revised final draft will be submitted during week eight of the summer term. Specific guidelines will be given during class. **A copy of the final draft will also be submitted to TK20 in order to receive credit for this class.**

<table>
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<tr>
<th>Content</th>
<th>Minimal Effort</th>
<th>Met Expectations</th>
<th>Above Expectations</th>
<th>Possible Points= 200</th>
</tr>
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<tr>
<td>Completeness</td>
<td>The Case Study did not contain all four sections or the Case Study did not follow the template for the assignment.</td>
<td>The Case Study contained all four sections, but the Case Study did not follow the template provided for the assignment.</td>
<td>The Case Study contained all four sections, and all sections were completed as described in the template.</td>
<td>150 points</td>
</tr>
<tr>
<td>Quality</td>
<td>The Case Study contained many errors including spelling, grammatical, and sequencing.</td>
<td>The Case Study contained few spelling, grammatical or sequencing errors.</td>
<td>The Case Study contained only one or two typographical errors; high quality product.</td>
<td>25 points</td>
</tr>
<tr>
<td>TK20 Submission</td>
<td>The Case Study was not submitted to TK20 on or before the designated deadline.</td>
<td></td>
<td>The Case Study was submitted to TK20 on or before the designated deadline.</td>
<td>25 points</td>
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Appendix I
Field Experience Template
Dates: June 3- July 19
100 Points

Complete thirty (30) hours of field experience that are required for this course by diagnosing and teaching the lesson plans to a struggling student.

Student ___________________________ Parent or Teacher ___________________________

School _______________________________ Grade in Fall ______________

<table>
<thead>
<tr>
<th>Date</th>
<th>Time Arrived</th>
<th>Time Departed</th>
<th>Number of Hours Per Visit</th>
<th>Teacher or Parent Signature</th>
<th>Your Signature</th>
</tr>
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30 Hours Required Total of Experience:

All hours should be completed prior to Friday, July 19th.
APPENDIX J
Course Reminders

**May**

- May 20
  - Read Chapter 1, “Diagnostic Teaching”
- May 21
  - Read Chapter 2, “Literacy Development”
  - Read Chapter 3, “Effective Literacy Teachers”
- May 23
  - Read Chapter 4, “A Framework for Diagnostic Teaching”
  - Read Chapter 5, “Gathering Initial Data”
- May 24-May 27
  - Window for Online Exam (D2L) on Chapters 1-5
- May 27
  - Read Chapter 6, “The Literacy Event”
  - Read Chapter 7, “Selecting Techniques”
  - Study for RIC Test #1 (Introduction, Steps One and Two)
- May 28
  - Read Chapter 8, “Selecting Materials”
  - Read Chapter 9, “Initiatives and Teacher Development”
- May 30
  - Study for RIC Test #2 (Steps Three and Four)
  - Diagnostic Teaching Kits Presentations

**June**

- June 3
  - Drop Diagnostic Teaching Lesson Plan #1 in D2L
- June 10
  - Drop Diagnostic Teaching Lesson Plan #2 in D2L
  - Drop Post-Teaching Reflection for Lesson Plan #1 in D2L
- June 17
  - Drop Diagnostic Teaching Lesson Plan #3 in D2L
  - Drop Post-Teaching Reflection for Lesson Plan #2 in D2L
- June 24
  - Drop Diagnostic Teaching Lesson Plan #4 in D2L
  - Drop Post-Teaching Reflection for Lesson Plan #3 in D2L

**July**

- July 1
  - Drop Diagnostic Teaching Lesson Plan #5 in D2L
  - Drop Post-Teaching Reflection for Lesson Plan #4 in D2L
July 8
Drop Diagnostic Teaching Lesson Plan #6 in D2L
Drop Post-Teaching Reflection for Lesson Plan #5 in D2L

July 15
Drop Diagnostic Teaching Lesson Plan #7 in D2L
Drop Post-Teaching Reflection for Lesson Plan #6 in D2L
Rough Draft for Case Study Due in D2L

July 22
Drop Post-Teaching Reflection for Lesson Plan #7 in D2L
Submit Diagnostic Assessment Portfolio with Completed Field Experience Log
Submit Case Study in D2L and TK20