

## Index to Educator Accomplished Practices and Field Experiences in Reading Education – 2005-2006

<b>Student Name</b>		<b>Student Number</b>	
<b>Data Collection Start Date</b>			

**Directions to instructors:** Sign and date your verification of the student’s completion of the data source for the accomplished practices that apply to your course.

**Directions to students:** As verification of your completion of the required data source for the accomplished practice, you will complete the required data sources and present them to the instructor of the designated course. You are responsible for asking your instructor to sign and date the “instructor checklist” for each data source item.

<u>Accomplished Practice</u>	<u>Course</u>	<u>Activity Related to Accomplished Practice</u>	<u>Data Source</u>	<u>Level</u> B=Basic I=Intermediate A=Advanced	<u>Instructor Checklist</u>	
					Instructor Signature	Source Completion Date
<b>1. Assessment</b>  <b>8. INTASC-- Assessment</b>	RED 554	Case study –Using formal and informal assessment to collect data	Rubric	A		
	RED 500	Using diagnostic data to plan instructional strategies)	Rubric	A		
	RED 570	Assessing oral language development – Collecting data by observing children engaged in literacy events	Rubric	A		
	RED 580	Administering and scoring IRI . Using data to assess strengths and weaknesses	Rubric	A		
	RED 560	Assessing children’s sense of story, using story created from wordless picture book	Rubric	I		
	RED 565	Evaluating students’ responses to trade books	Rubric	I		
<b>2.Communication</b>  <b>6. INTASC-- Communication Skills</b>	RED 560	Presenting a creative representation of a trade book to members of the class	Rubric	B		
	RED 5272	Preparing questions for interviewing reading specialist	Rubric	I		
	RED 500	Communicating results of case study to stake holders	Rubric	A		
	RED 554	Communicating results of case study to stake holders	Rubric	A		
<b>3. Continuous Improvement</b>	RED 500	Using varied teaching strategies to address reading problems	Rubric	A		

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	RED 554	Using authentic assessment to determine reading difficulties	Rubric	A		
	RED 580	Writing performance objectives, constructing various types of tests)to improve ability to match assessment to particular groups	Rubric	I		
	RED 500	Locating information concerning new remediation strategies from journals or on-line and making presentation to class	Rubric	B		
<b>4. Critical Thinking</b> <b>4, INTASC-- Variety of Instructional Strategies</b>	RED 554	Developing activities involving critical thinking using trade books	Rubric	I		
	RED 570	Creating picture file and developing activities which encourage critical thinking	Rubric	B		
	RED 575	Developing instructional unit with opportunity for critical thinking	Rubric	I		
	RED 565	Encouraging critical thinking when responding to students' entries in a response journal	Rubric	B		
<b>5. Diversity</b> <b>3. INTASC-- Diversity in Learning</b>	RED 554	Selecting books and creating activities that will appeal to diverse learners	Rubric	B		
	RED 575	Preparing instructional unit and developing a series of instructional activities that are suitable for diverse learners	Rubric	I		
	RED 565	Giving diverse learners the opportunity to demonstrate the aesthetic approach to literature in a realistic setting	Rubric	B		
	RED 560	Creating a web of possibilities using trade books that appeal to diverse learners	Rubric	B		
<b>6. Ethics</b> <b>9.INTASC-- Reflection and Responsibility</b>	RED 588	Disguising names of participants and location of site when completing practicum	Rubric	A		
	RED 500	Demonstrating confidentiality when preparing case study	Rubric	A		
	Red 554	Demonstrating confidentiality when reporting assessment results of case study	Rubric	A		
	All Courses	Observing copyright laws when preparing papers	Rubric	A		
<b>7. Human Development &amp;</b>	Red 588	Using corrective strategies for students in target group of practicum	Rubric	A		

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	RED 5271	Administer Piaget's tests of conservation to children of varying age groups	Rubric	I		
	RED 570	After collecting data on children engaged in literacy events, apply Piaget's development theory	Rubric	I		
	RED 560	Comparing children's responses to wordless picture books	Rubric	B		
<b>8. Knowledge of Subject Matter</b>  <b>1. INTASC-- Knowledge of Subject Matter</b>	RED 500	Developing strategies to meet needs of children with reading problems	Rubric	A		
	RED 570	Developing comprehension lesson using strategies discussed in class	Rubric	B		
	RED 575	Identifying a skill, developing instructional plan to teach that skill, including rationale, objectives, and a sequence of events	Rubric	I		
	RED 560	Choosing a theme, developing a web of possibilities, using appropriate trade books and activities	Rubric	I		
	RED 585	Using a trade book to create an ABC book, then using various other sources, add essential information to the concept represented by each letter	Rubric	I		
<b>9. Learning Environment</b>  <b>5. INTASC-- Motivation and Management</b>	RED 500	Developing strategies to remediate diagnosed reading problems	Rubric	A		
	RED 554	Identifying a student with reading problem and using interactive assessment to determine student's strengths and needs	Rubric	A		
	RED 570	Developing a semantic map using ideas from brainstorming session	Rubric	B		
	RED 5272	Creating a five day unit to demonstrate integration across the curriculum	Rubric	I		
<b>10. Planning</b>  <b>7. INTASC-- Instructional Planning Skills</b>	RED 560	Planning a thematic unit designed to meet literature goals using children's literature	Rubric	I		
	RED 565	Planning, teaching , and videotaping a reading mini lesson for an eight to a tenth grade class	Rubric	I		
	RED 585	Creating an interdisciplinary thematic unit which addresses at least three content areas and various levels of ability	Rubric	I		

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	RED 5271	Selecting topic from high school social studies or science curriculum, choosing a relevant newspaper article, and planning a lesson, using one of the strategies discussed in class	Rubric	I		
	RED 5272	Planning a five – day unit to reflect students’ philosophy about teaching as indicated by their scores on the Theoretical Orientation to reading Profile	Rubric	A		
<b>11. Role of the Teacher</b>	RED 500	Selecting strategies and providing scaffolding for students with reading problems	Rubric	A		
	RED 554	Using formal and informal assessment strategies to plan effective instructions for students with reading problems	Rubric	A		
	RED 560	Using appropriate trade books, demonstrate how the authors use literary elements to enhance the text	Rubric	I		
	RED 565	Modeling appropriate responses for inclusion in reading response journal	Rubric	B		
<b>12. Technology</b>	RED 500	Responding to a prompt posted on web board	Web board entry	I		
	RED 554	Responding to a prompt posted on web board	Web board entry	I		
	RED 575	Participating in online class	Copy of chat sessions	A		
	RED 560	Responding to a prompt posted on web board	Web board entries	I		
	RED 585	Creating a resource list which includes , but is not limited to web sites, trade books, journals	Rubric	I		
<b>4. INTASC-- Varsity of Instructional Strategies</b>						
<b>Field Experiences</b>	RED 575	Observing teachers in the field and reporting on the observation using specific rubric	Rubric	B		
	RED 570	Observing children of varying ages in unstructured setting	Rubric	A		
	RED 5271	Working with a group of young children to administer Piaget’s conservation tests	Rubric	I		
	RED 565	Presenting mini lesson to eighth or tenth grade class	Rubric	I		