

A Collaborative Approach: Xavier's Innovative Approach & Modeling for Reading Graduate Students

OCTEO Conference
March 20, 2014

XAVIER SUMMER READING PRACTICUM

Under the Direction of:

- ▶ **Dr. Cindy Geer**, Chair, Childhood Education and Literacy

Co-Directors:

- ▶ **Sally M. Barnhart**, M.Ed., Xavier Clinical Faculty, Co-Director of XU Reading Practicum
- ▶ **Rita Bitzer**, M.Ed., Xavier Adjunct Professor, Co-Director of XU Reading Practicum, Teacher: Lakota Local Schools

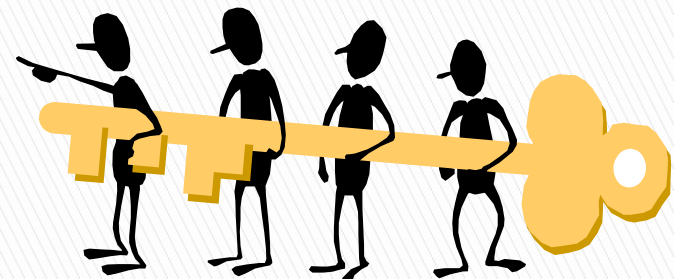
XAVIER SUMMER READING PRACTICUM

Xavier Supervisors: Adjunct Professors

- ▶ Judy Naim, M.Ed., Retired Teacher
- ▶ Ashley Morgan, M.Ed., Teacher
- ▶ Ellen Owens, M.Ed., Retired Teacher
- ▶ Mary Schlueter, M.Ed., Retired Teacher
- ▶ Karla Ziesmann, M.Ed., Teacher
- ▶ Lesley Roth, M.Ed., Teacher
- ▶ Cathy Schroeder, M.Ed., Teacher

Collectively the team of the XU Summer Reading Practicum have 200+ years of teaching experience.

A strong, knowledgeable team is key!



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Xavier Supervisors: Adjunct Professors

Supervisors are assigned to grade level teams and are responsible for the following:

- ▶ Observing and evaluating Graduate Students individually and in collaborative, whole group settings
- ▶ Signing off daily on individual and whole group lessons
- ▶ Discussing and approving strategies Graduate Students are implementing to meet the needs of the students they are working with



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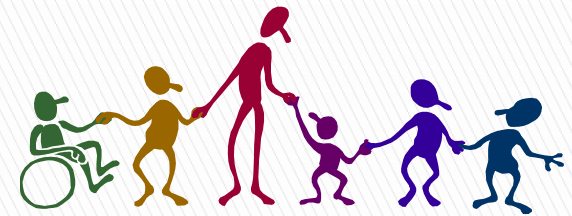
- ▶ XU Reading Camp: 30+ years
- ▶ Located on Xavier's campus
- ▶ University classrooms are transformed into an “elementary school” grades 1-9
- ▶ 150 children arrive on campus from around Cincinnati and Northern Kentucky for the two week camp held Monday-Friday
- ▶ Graduate students take a 3 hour course...



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EDRE 679: Reading Practicum

This course is specifically designed to enable the Xavier graduate student, the opportunity to work in a clinical reading setting. It is a time for the Master Teacher, completing his/her Reading Endorsement and/or Master's Degree in Reading, to put theory into practice.



Graduate Student Learning Outcomes:

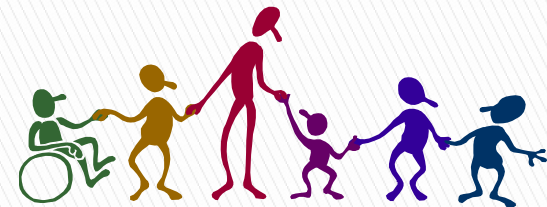
- ▶ Qualitative and quantitative assessment of students in holistic setting
- ▶ Daily analysis and individual on-going assessment of each student
- ▶ Assisting children to become strategic readers
- ▶ Modeling effective reading strategies
- ▶ Graduate students put theory into practice
- ▶ Graduate students use a variety of instructional activities and strategies
- ▶ Graduate students provide children with practice in Reading, Writing, Speaking and Listening
- ▶ Graduate students participate in professional development

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Graduate Student Requirements:

- ▶ Daily Attendance and professional participation
- ▶ Informal Assessments, Initial Analysis and Summary on incoming children
- ▶ Daily Prescriptive Lesson Plans
- ▶ Week 1: Camp Newsletter
Grade level group overview including theme, goals of the Reading Camp, overview of assessments, strategies taught and practiced
- ▶ Week 2: Summary and Packet
A well written letter sent home to parents that includes an introductory paragraph, identification and description of assessments, identification of strengths and areas for growth, and suggestions for additional practice, enrichment and remediation.

*Guidelines and rubrics provided for each required assignment.



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A Typical Day at Xavier Reading Camp...

8:00 Graduate Students arrive in their assigned classrooms (many by 7:30). Graduate Student Teams for each grade level are responsible for their own literacy-rich classroom environment with a theme based collection of children's literature.

Technology is included in the classrooms and is supported by the Xavier Technology Department. Laptops are provided for classrooms where requested.

8:15 150 students are dropped off and greeted by XU Supervisors and Graduate Students at the carpool line

8:30 Instructional time begins: Includes informal assessments completed for each individual child, tutoring, small group instruction and whole group instruction

11:30 Children are picked up at the carpool line

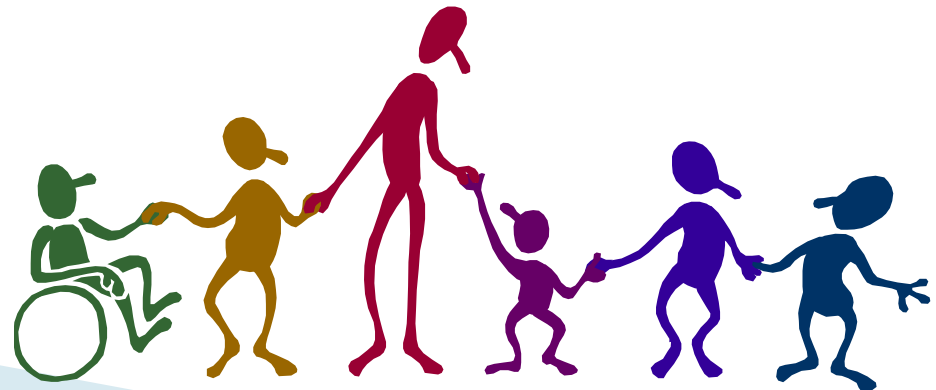
12:00-3:00 Graduate Students meet with XU Supervisors, plan lessons in grade level teams (whole group and individual lesson plans for each child), prepare materials and participate in professional development including guest speakers.



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Texts and Resources:

- ▶ Jerry Johns, *Basic Reading Inventory: Pre-Primer through Grade 12 and Early Literacy Assessments* (Kendall/Hunt Publishing)
- ▶ Jerry Johns and Susan Davis, *Improving Reading: Strategies and Resources* (Kendall/Hunt Publishing)
- ▶ Ohio's New Learning Standards for English Language Arts



LET'S TALK...

Weighing the pig won't make it fatter.
Testing our children won't make them smarter.
-Anonymous



Testing alone won't make the difference. It's what we do with the information that will take our students farther.



Diagnostic Teaching: the process of using instruction and assessment at the same time to identify the instructional adjustments that facilitate all readers to become independent learners.

THE GOAL OF DIAGNOSTIC TEACHING

The goal of diagnostic teaching is to establish suitable learning opportunities for all learners. This requires assessment.

Assessment must be continuous as the students are learning. Assessments should guide our instruction. Teachers adjust as they teach.

Now what do we do? Next step...

Know your learners.



WHO ARE OUR LEARNERS?

“A human being is in some ways like *all* other human beings, like *some* other human beings, and like *no* other human beings.”

Clyde Kluckhohn
Anthropologist and Social Theorist

It's our job to see the commonalities and the differences in each of our learners, the whole child, in order to best meet their needs in the classroom.

Here are a few differences that can “inhibit learning to read and write”...

- ▶ Struggling Readers and Writers
- ▶ English Language Learners (ELL)
- ▶ Culturally Diverse Learners



WHO ARE WE AS LITERACY TEACHERS?

We are reflective...

“Reflective practitioners are knowledgeable teachers who generate information, act according to their best judgments, suspend their conclusions, but also understand that knowledge is tentative and open to change when new information comes to light.”

*Classroom Reading Assessments:
More Efficient Ways to View and Evaluate Your Readers*
Frank Serafini

We are effective...

“Within the diagnostic teaching sessions and in their classrooms, students who have effective teachers have higher achievement and high motivation.”

Effective Literacy Teachers
Barbara J. Walker
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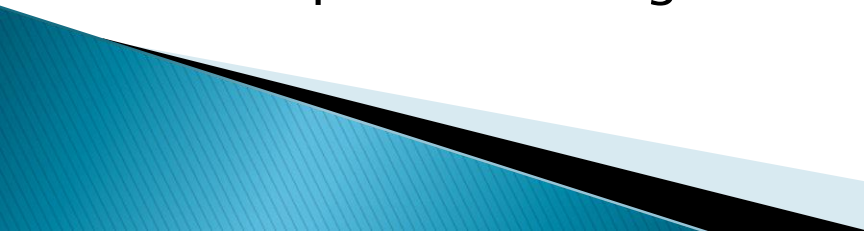
COLLABORATIVE PROBLEM SOLVING

Graduate Students follow the Collaborative Problem Solving model: define problem, analyze data, set goals, develop action steps, and evaluate student's response to intervention.



Gathering Data:

Reading Assessment Analysis and Summative Report

- ▶ Interest Inventory
 - ▶ Graded Word Lists used in testing (scored)
 - ▶ Graded Passages orally read (scored)
 - ▶ Miscue Analysis and Retellings to determine child's instructional reading level
 - ▶ Writing Sample
 - ▶ Summative Report with a recommendation of a remediation plan for each student tested
 - ▶ Completed and signed time sheet documenting hours
- 

INTEREST INVENTORIES

This portion of the assessment will help Graduate Students to get to know the child being tested. It is meant to set the tone for the testing, one that is personalized, conversational, relaxed and interactive.

- ▶ This is an opportunity to build rapport with the child.
- ▶ This is not a teaching time. Graduate Students encourage the child to respond to the interest inventory as independently as possible.



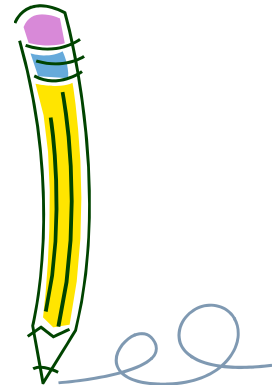
Writing Sample

This portion of the assessment will help Graduate Students to better understand the writing abilities of the child.

This can include:

- spelling, grammar, and use of conventions
 - ability to stay on topic
 - details
 - organization of writing
-
- ▶ Choose a prompt for the child or give the child 2 choices.

 - ▶ This is meant as a quick write.



Informal Reading Inventory (IRI)

- ▶ Authentic standards-based assessment
- ▶ Series of reading passages (PP level to more difficult)
- ▶ Examiner records, analyzes and summarizes data
- ▶ Indicators of reading competency:
prior knowledge/prediction, word recognition,
fluency and comprehension

Informal Reading Inventory (IRI)

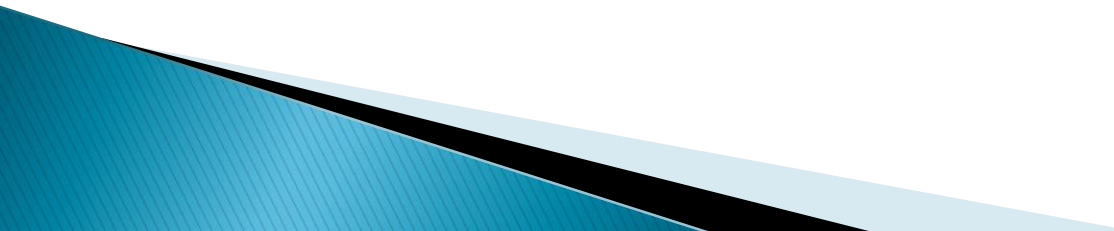
- ▶ IRI data allows classroom teachers, reading specialists, school psychologists to make evidence-based instructional decisions and to report student progress in standards-based terms
- ▶ Provides detailed, instructionally connected data (can't get this from standardized testing)
- ▶ *Analytical Reading Inventory (ARI)* is an individually administered research-based informal reading inventory that assesses a reader with both narrative and expository text.

Graded Word Lists

This portion of the ARI will help Graduate Students to determine which passage to begin with when testing the child.

Graded Passages (oral reading)

This portion of the ARI will help to look closely at the types of miscues (deviations from the text) the child makes while reading. This assessment allows the examiner to find out how the child is decoding and comprehending text.

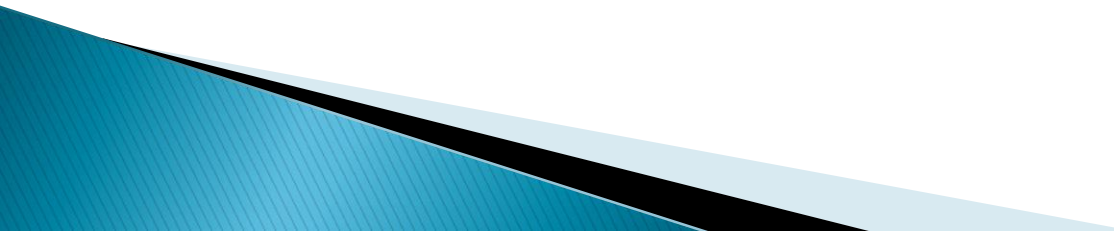


Miscue Analysis and Retelling

This portion of the ARI will help you to see what the child remembers and understands. You will also take some time to calculate and analyze the miscues. This will allow you to determine the child's appropriate reading level and begin to identify "next steps".







Summative Report

This portion of the assignment will summarize the data you collect for the child. You will also provide a plan for remediation for the child.



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