

RESPOND TO INFORMATION AND FEEDBACK

- Seek out information that will enable you to better teach the struggling reader. (VIII B2)
- Listen to, build up, and treat with ethical responsibility the information provided about the struggling reader's needs. (IX B1-3)
- Reflect upon and make changes based on the teacher's feedback about your teaching practices. (VIII B1-3)

SHOW PROMISE FOR BEING AN EFFECTIVE READING TEACHER (VA3)

- Show interest and enthusiasm. (VIII C1)
- Dress, talk, and interact with respect for the profession, the teacher, and the struggling reader. (IX C1, IIC1)
- Talk with the teacher on a professional level, using your knowledge base of the five essential components of reading and effective instructional practices in the field of reading. (VIII C1-3)

RESPONSIBILITIES OF THE COOPERATING TEACHER

- Identify a struggling reader for the tutorial
- Secure a location for the tutorial.
- Formalize arrangements with the administration and parents as appropriate.
- Provide background on the reader, curriculum, and classroom as appropriate.
- Assist in targeting strategies and activities (based on student needs) that are appropriate for the development of the tutorial lesson.
- Provide feedback (oral and written) to assist the Wartburg student in identifying strengths and areas of focus for improvement. Feel free to write comments on the tutorial lesson plans.
- Provide support and guidance for the development of the tutorial as appropriate.

- Sign the time-log sheet.
- Complete the midterm and final evaluation forms, share them with the Wartburg student, and send them with the student to the Education Department.
- Contact the Education Department immediately if any questions, concerns, or problems arise.

THANK YOU

Thank you for agreeing to host a practicum student for ED324 Remedial Reading.

Student name

Student phone

Student email address

will be tutoring your struggling reader during the Winter Term.

As literacy demands increase, our need for literacy instruction becomes even more critical. Special efforts must be aimed at intensive instruction for struggling readers. Research shows that these instructional efforts have their greatest impact in the early years. Your willingness to identify a struggling beginning reader, support our tutorial instruction, and provide feedback will be a benefit to your student and ours.

Our sincere thanks for giving your time and talents to work with a Wartburg student. If you have any questions or concerns, please feel free to contact the Wartburg School Partnerships Coordinator at 319-352-8406.



ED 324 Practicum: Remedial Reading

The mission of the Wartburg College Teacher Education Program is to develop the talents and abilities of students to become *effective* and *reflective* teachers in lives of service and leadership as an expression of their faith and learning.



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NCATE

The Standard of Excellence
in Teacher Preparation

Practicum: Remedial Reading

ED 324 PRACTICUM: REMEDIAL READING

to accompany the course

ED 324 REMEDIAL READING

This practicum is taken during the junior or senior year and is required of elementary education majors seeking the reading endorsement. For Wartburg students, the goals of this experience include the following:

- Engage in ongoing assessment throughout the term, establishing a baseline using an informal reading inventory and documenting growth with retesting.
- Develop lesson plans for effective instruction of the reader.
- Instruct the reader using a variety of materials and methods.

During the Winter Term, the Wartburg student will spend 30 hours in the tutorial and classroom settings. If appropriate for the individual and classroom, the full time may be spent in providing tutorial reading support; however, the 30 hours may also be divided between the settings. Open communication and collaboration will be the keys to successful experiences for your struggling reader and the Wartburg student.

Since this is primarily a tutorial, it may be difficult to arrange time to discuss the reader and lessons, but teacher feedback is essential to maximizing the growth of the teaching candidate. Special efforts to meet one-on-one with the Wartburg student are valued and appreciated.

SEQUENCE FOR REMEDIAL READING

PRACTICUM LESSONS

1. Visit and observe in a classroom; meet the struggling reader; share a children's literature selection; read files, portfolios, anecdotal notes about the reader as available and appropriate; and share this practicum brochure with the classroom teacher.
2. Administer an informal reading inventory to assist in the diagnosis of reading strengths and weaknesses, employing additional assessments as appropriate.
3. Share findings of the assessments with the classroom teacher.
4. Develop and teach lessons focusing on word recognition, comprehension, and strategic reading, including the five essential components of reading. Present lessons and incorporate additional assessments as helpful at the conclusion of the tutorial.
5. Retest to document growth.

PERFORMANCE OUTCOMES FOR THE WARTBURG STUDENT

Note: The following performance outcomes are matched to the Wartburg College Teacher Education Program knowledge base (note the numerical references). These outcomes appear on the midterm and final evaluations and are to be rated on a five-point scale with an opportunity for written responses.

BE PROMPT AND PREPARED

- Arrive on time, ready to deliver tutorial instruction. (VA2)
- If you are unable to attend the session, contact the classroom teacher immediately and notify your professor of your absence thereafter. (VIIC2)

- Approach each session committed to the principles of student learning. Believe this child can learn if you attend to readiness and engagement. (IIC1)

ENGAGE IN ONGOING ASSESSMENT (VIIA-C)

- Use an information reading inventory to establish baseline data.
- Use additional assessment instruments as your knowledge of the student's exceptionalities and as the student's needs change. (IIIA3)
- Retest to measure growth at the conclusion of the term.

DEVELOP APPROPRIATE LESSON PLANS

- Develop plans with a consistent format. (IVB)
- Design plans that incorporate word recognition, comprehension, and strategic reading, including the five essential components of reading. (IVA)
- Use books matched to the reader's level. (IVA2, IIIB)

PRESENT EFFECTIVE TUTORIAL LESSONS

- Utilize explicit instruction. (IVB2)
- Focus on the development of effective reading strategies. (VB3, IIB)
- Provide a healthy learning environment, attending to management, motivation and discipline. (VIA-C)

COMMUNICATE WITH THE CLASSROOM TEACHER

- Provide the teacher with daily lesson plans and reflections. (IVB, VIIIA)
- Apprise the teacher of communication with other stakeholders. (IXA1-3)
- Plan purposefully and flexibly to accommodate times the teacher may collaborate with you. (IXA2)