



Andrews University

MTI 591: Practicum in Literacy Assessment and Intervention

**ONLINE INSTRUCTOR-LED COURSE FOR ANDREWS UNIVERSITY
READING ENDORSEMENT**

Instructor Information:	
Instructor Name:	Elissa Kruse, M.Ed
Instructor Email:	glutenfreeteacher@gmail.com
MTI Email:	info@midwestteachersinstitute.org
Instructor Background:	Elissa Kruse is currently an intermediate elementary instructional coach. school in a diverse school district in the western suburbs of Chicago, IL. Previously she served as a 5th Grade Curriculum Coordinator and an elementary teacher. She taught language arts, math, science, and social studies. She has a Bachelor’s Degree in Elementary Education from Western Illinois University. She also has a Master’s Degree in Teaching from Aurora University. Elissa has ESL, middle school, language arts, and reading endorsements. She loves working with teachers, supporting their understanding of learning objectives and designing implementation to support those intentions. Elissa’s passion also includes designing Professional Learning opportunities and instructional resources that engage all students.

Course Information	
Course Format (distance learning, online, webinar, experiential onsite courses):	Online Course The LMS for delivering the course will be Canvas. An invitation will be sent to you by your instructor during the week prior to the start of your course. If you have not received an invitation, please email us at the MTI email address listed above. Approximately 135 hours of instructional time is devoted to this course .

	<p>All questions, customer service, grades and transcript questions are to be directed to MTI, NOT ANDREWS UNIVERSITY for this course.</p> <p>We recommend that you take an introduction to Canvas course as well to become more comfortable with our LMS. This can be done by clicking on the <i>help</i> tab, then Canvas 101. If you are having trouble with Canvas, technical support is available online 24/7 under the <i>help</i> tab, then <i>report a problem</i>.</p>
<p>Prerequisites</p>	<p>All MTI courses are designed for educators who have a minimum of a bachelor's degree and professional educator license. Prior to beginning the course, check with your district office to ensure that credit will be accepted for salary increase and professional development.</p> <p><i>***It is strongly recommended that students take this course as the final one in the endorsement program, but it is not required.</i></p>
<p>Required Books and Materials</p>	<p>There is no required text for this course, although students might choose to reference texts from any prior courses taken in order to design their practicum plan. The instructor will provide any materials that are required.</p>
<p>Learning Outcomes/Competencies: At the completion of this course, the learner will be able to:</p> <ul style="list-style-type: none"> ● Select and/or design pre and post-assessments that align with student learning goals. INTASC Standards 1, 2, 4 ● Design, deliver, and adapt instruction to address each student's progress toward a learning goal. InTASC Standards 2, 4, 5, 6 ● Analyze measurable data in order to plan for targeted reading instruction. InTASC Standards 1, 2, 4, 5, 6 ● Reflect on the process of analyzing data to plan for instruction for individuals and/or groups of students and for measuring student progress. InTASC Standards 1, 4, 9 ● Share real-life professional experiences related to current research and pedagogy for effective reading instruction and be open to feedback and dialogue among classmates based on what was shared. InTASC standards 1, 9, 10 ● Rationalize student grouping and instructional planning and practice choices as they align with new learnings and understandings from coursework. InTASC Standards 1, 2, 5, 9 	
<p>Course Description: During this course, students will apply their previous coursework knowledge to design, implement, and reflect on a reading instruction cycle tailored to their unique student populations. They will set a student-learning goal related to reading, use pre-assessment tools to gauge progress, and analyze the data to inform their instructional plans. Based on current research and effective practices, students will execute their plans and use formative and summative assessments to measure student progress. Throughout the process, they will document their instructional strategies, assess outcomes, and reflect on student progress to determine next steps.</p>	
<p>Learning Strategies: Professional learning application, reading-based instruction cycle with pre and post assessments, whole group discussions, personal reflection</p>	

Experiential Learning Opportunities: Students will be reflecting on the assessments and tools that they develop/learn about in class and measuring/estimating the intended impact on student learning in the classroom. Students will learn by doing while completing a variety of activities throughout the course.

Format of the Course and Submitting Work

You are required to complete all of the assessments with a total grade of an A or B in order to receive the credit for the course. It is recommended that the coursework be completed in the sequence listed below in the assessments chart below. This is an ONLINE course that runs for a five (5) week duration. Each week as directed by your instructor you will have assignments due. Answer and Discuss and Reflect and Respond assignments will be completed online using our LMS(Learning Management Software) Canvas. Your application, research project and evaluation assignments will be submitted electronically to your instructor. Files can be saved in PDF or WORD Documents. You can also share via Google Drive format. Please contact your instructor if you have any questions or need help with the Google Drive format.

Assessments		Approximate contact hours for each assessment
Introduction to using Canvas video and pre-survey		1 hour
Student-based Goal Setting		5 hours
Pre-assessment (Design and Preparation, Administration, Analysis, Summary, Reflection)		10 hours
Instructional Plan (Rationale, Process, Summary/Reflection)		10 hours
Post-assessment (Design and Preparation, Administration, Analysis, Summary, Reflection)		10 hours
Application assignment 2 @s (45 points each)	90 points	18 hours
Studying (time to reread and take notes)		5 hours
Answer and discuss weekly questions posted by the instructor to online classroom at Canvas forum. (5 @ 9 points per question), including time for re-reading previous assignments and posts.	45 points	10 hours
Reflect on components of the cycle, then respond to 2 posts weekly made by colleagues online at Canvas classroom forum. (10 total @ 9 points per response).	90 points	10 hours
Journaling of field experience in the classroom implementing concepts from the course with students and fellow teachers.	60 points	33 hours
Research on reading problems		8 hours

Final evaluation/reflection essay	100 points	15 hours
Total	385 points	135 hours

Grading Scale: A (90-100%); B (80-89%)

****Anything below a B will not receive graduate credit and result in a failing grade of F.***

If you do not receive a B or higher, your work will be returned to you for further correction and completion. You will be allowed one (1) re-submit to your instructor to achieve a grade of B or higher. If after your re-submit, you still do not achieve a B or higher you will receive a failing grade of F and therefore forfeit the 3 graduate credits.

Answer and Discuss Rubric- 5 questions @ 9 points each

Category	Superior (3 pts)	Sufficient (2 pts)	Minimal(1pt)
Supporting Evidence in Practice ___/3	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.
Accuracy ___/3	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.
Grammar and Spelling ___/3	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.

Reflect and Response Rubric- 10 responses @ 9 points each

Category	Superior (3 pts)	Sufficient (2 pts)	Minimal(1pt)
Supporting Evidence in Practice ___/3	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.
Accuracy ___/3	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.
Grammar and Spelling ___/3	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.

Application Project Rubric- 2 assignments @ 45 points each

Category	Superior (15-13 pts)	Sufficient (12-10 pts)	Minimal(9-7pts)
----------	----------------------	------------------------	-----------------

Supporting Evidence in Practice ___/20	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.
Accuracy ___/20	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.
Grammar and Spelling ___/10	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.

Research Project Rubric- 100 points			
Category	Superior (20-18 pts)	Sufficient (17-16 pts)	Minimal (15-14pts)
Understanding of web tool ___/20	Shows strong understanding of activity, concept, or tool and maximize learning	Shows adequate understanding of activity, concept, or tool and benefit learning.	Shows little understanding of activity, concept, or tool and may not benefit learning.
Practical evidence ___/20	Shows strong evidence of ideas and insights gained from this course and how they are applied to classroom.	Shows evidence of ideas and insights from this course and how they are applied to classroom.	Shows little evidence of ideas and insights from this course or how they are applied to the classroom.
Completion ___/20	Completed in a thoughtful and meaningful manner.	Completed, but with minimal quality.	Not all projects are completed and of those that are, some are minimal quality.
Grammar and Spelling ___/20	Includes no mistakes in grammar or spelling.	Includes few grammar and spelling mistakes.	Includes numerous grammar and spelling mistakes.
Sequencing ___/20	Sequenced, showing if-then thinking and the logical order required to complete skill, solve problem, or use tool.	Not always sequenced, showing incomplete if-then thinking and understanding of logical order required to complete skill.	Confusing making it difficult to replicate activities; little understanding of logic or if-then thinking evidenced.

Evaluation/Reflection Rubric- 100 points				
Category	Superior (20-17 pts)	Sufficient (16-13 pts)	Minimal(12-9pts)	Below Standard (8 pts)
Supporting Evidence in Practice ___/20	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows little evidence of ideas and insights from this course and there is little evidence they are applied to the classroom.
Accuracy ___/20	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.	Many of the supporting facts and statistics are inaccurately represented.

Grammar and Spelling ___/20	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.	Response includes numerous grammar and spelling mistakes.
Logical Sequencing ___/20	Response is written in a clear, concise, and well organized manner. Thoughts are presented in a coherent and logical manner.	Response is mostly clear, concise, and well organized. Thoughts are presented in a coherent and logical manner.	Response is somewhat unclear and/or disorganized. Some thoughts are presented in a coherent and logical manner.	Response is mostly unclear and/or disorganized. Many thoughts are presented in an incoherent and illogical manner.
Reflection ___/20	Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	Response demonstrates some reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	Response demonstrates no reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.

Course Schedule

Week 1

Keep in mind that you might have already begun working with students on the components of the instructional cycle beyond Week 1, but you won't need to submit the assignments for those components until the upcoming weeks. Your instructional plan and students should set the pace, but you should submit the assignments for each component in its aligned week.

- Syllabi/assignment review
- Student-based Goal Setting Assignment
- Pre-assessment Design and Preparation
- Pre-assessment Administration
- Answer and Discussion Activity- Answer Week #1 instructor-posted online question by Tuesday.
- Reflect and Respond Activity- Post/communicate 2 reflections about this week's instructional cycle components: Student Goal Setting, Pre-assessment Design and Preparation, and/or Pre-Assessment Administration. Then, respond to 2 others' reflections by Friday.

Week 2

Keep in mind that your instructional plan and students should set the pace for the instructional-cycle components. You might be working on components well-past what is listed as assignments below, but you should submit the assignments for those in their aligned week. What you see below is just what is due this week. You are free to move ahead at your own pace if that is what makes the most sense for you.

- Answer and Discussion Activity- Answer Week #1 instructor-posted online question by Tuesday.

- Reflect and Respond Activity- Post/communicate 2 reflections about this week's instructional cycle components: Student Goal Setting, Pre-assessment Design and Preparation, and/or Pre-Assessment Administration. Then, respond to 2 others' reflections by Friday.

Application 1

- Pre-assessment Analysis, Summary, and Reflection
- Instructional Plan and Rationale
- Instructional Process

Week 3

Keep in mind that your instructional plan and students should set the pace for the instructional-cycle components. You might be working on components well-past what is listed as assignments below, but you should submit the assignments for those in their aligned week. What you see below is just what is due this week. You are free to move ahead at your own pace if that is what makes the most sense for you.

- Instructional Process (continued)
- Answer and Discussion Activity- Answer Week #1 instructor-posted online question by Tuesday.
- Reflect and Respond Activity- Post/communicate 2 reflections about this week's instructional cycle components: Student Goal Setting, Pre-assessment Design and Preparation, and/or Pre-Assessment Administration. Then, respond to 2 others' reflections by Friday.

Week 4

Keep in mind that your instructional plan and students should set the pace for the instructional-cycle components. You might be working on components beyond what is listed as assignments below, but you should submit the assignments for those in their aligned week. What you see below is just what is due this week. You are free to move ahead at your own pace if that is what makes the most sense for you.

- Answer and Discussion Activity- Answer Week #1 instructor-posted online question by Tuesday.
- Reflect and Respond Activity- Post/communicate 2 reflections about this week's instructional cycle components: Student Goal Setting, Pre-assessment Design and Preparation, and/or Pre-Assessment Administration. Then, respond to 2 others' reflections by Friday.

Application 2

- Instructional Process Summary and Reflection
- Post-assessment Design and Preparation
- Post-assessment Administration

Week 5

- Answer and Discussion Activity- Answer Week #1 instructor-posted online question by Tuesday.

- Reflect and Respond Activity- Post/communicate 2 reflections about this week's instructional cycle components: Student Goal Setting, Pre-assessment Design and Preparation, and/or Pre-Assessment Administration. Then, respond to 2 others' reflections by Friday.

Final Reflection

- Post-assessment Analysis, Summary, and Reflection
- Final Reflection

Journaling

Journals are designed to demonstrate that students are reflecting on and implementing concepts and strategies in their own education settings. Journal entries are to be roughly 2-3 paragraphs each. Students are expected to complete 10 entries over the course of the class. These are done at your own pace and are to be shared with your instructor at the end of class. You will not need to share them with the other students. You may use the same type of journal entry more than once. Make sure to include some examples of what you have actually done to support your thoughts whenever appropriate. Some examples of acceptable journal topics include:

- How has what you learned about a strategy/topic changed the way you think?
- What were the results of trying something new that you learned in class, and how could you improve it next time?
- Reflections on conversations you had with students, colleagues or administrators about what you have learned.
- Research you've discovered on a topic and how it complements or contradicts what the author says.
- These are a few examples, but any journal entry along these lines is acceptable. Remember that you can use the same journal topic more than once to examine different concepts or strategies, or even to examine different impacts on multiple types of classes.

End of Course Survey

Now that you are finished with this class, please take the time to help us improve our product. In order to make sure that we are providing the best possible service, please take our [survey](#). We appreciate your help and your commitment to the profession.

The ten INTASC standards are listed below. Specific standards for knowledge, dispositions, and performances accompany each principle, but space does not permit listing them below. For a complete copy of the INTASC standards, contact Jean Miller, Director of INTASC, Suite 700, One Massachusetts Avenue NW, Washington DC 20001-1431.

The InTASC Model Core Teaching Standards (April 2011)

The Learner and Learning

Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content Knowledge

Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually

evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.