

IRA Assessment #5 – Practicum Case Study

(IRA Standards 3.1, 3.2, 3.3, 3.4, 4.1, 5.1)

Description of the Assessment:

The Practicum Case Study Assessment is conducted when candidates are enrolled in ELED 629: Reading Clinic. At , the Reading Clinic is a six-week experience that runs during the College’s second summer session, roughly July 1 – August 10.

Each candidate is responsible for simultaneously tutoring two students. One or both of the individuals are minority students. Candidates service a growing Hispanic population although in the last five years we have had students from Russia, Lebanon, Japan, China, and a variety of other countries. We also serve a substantial African-American population. Students range in age from seven years old to sixteen years old. Students are seen each day, Monday through Thursday from 8:30 – 10:30 AM. Students range in age from seven years old to sixteen years old.

As part of the clinic, each candidate meets with the caregiver of the student to collect pertinent data about the child. In addition, at the end of the clinic, parent conferences are conducted to share the results of the testing and tutoring experience.

The caregiver of each student who is enrolled in the Reading Clinic receives an 8-12 page written case study report. The report’s major sections include:

- Background information
- Introduction
- Parent Interview
- Testing Results
 - Attitudinal Measures
 - Reading Measures
 - Writing Measures
- Observational Results
- Summary
- Home Recommendations
- School Recommendations

Caregivers are encouraged to share these case study reports with their child’s teacher once the child returns to school in the fall. At one time, reports were also sent to the child’s teacher but because of the confidentiality of some information, legal counsel recommended that reports now be given only to the caregiver. Nevertheless, the report is written to provide detailed information to the classroom teacher. Candidates are provided opportunities to share their reports with other teachers in the program.

Each case study is scored using a prepared rubric.

Alignment of the Assessment with the 2003 IRA Standards:

Assessment #5 – Practicum Case Study – Overview

This assessment is closely linked to Standards 3, 4, and 5. The clinic provides an opportunity, under supervision, to determine if candidates can accurately diagnose students' learning difficulties, plan a literate environment to begin to overcome the learning problem, and to share this information with both caregivers and other teachers. Unlike the pre-practicum case study experience (i.e. Assessment 4), this experience focuses on working with elementary and middle school students. It also provides opportunities to share test result information with the parents and teachers of younger students. The coaching aspect is found at Levels 1, 2, & 3 of the Coaching Intensity matrix.

Analysis of the Findings:

Five years of data are presented. Virtually all of our candidates have, at this point, been working with case study information for one year. They have been provided numerous models of case study reports and have worked in teams to learn how to interpret test results and write recommendations. Thus, it is not unexpected that such a high percentage of candidates should reach the *Acceptable* or higher level of performance on our rubric.

Data Interpretation:

We refined our scoring rubric making it more discriminating during the Summer 2007 by adding an *Exemplary* category to it.

We have also noticed, over the years, that candidates needed additional practice with their written work. Accordingly, we have emphasized writing style issues in ELED 685 – Diagnosis of Reading Difficulties and ELED 686 – Treatment of Reading Difficulties, two prerequisite courses to the clinic. Candidates now seem better prepared and more comfortable in writing case study reports.

SECTION IV Assessment #5
Revised – Fall 2009
Rhode Island College
M. Ed. Reading Program
Practicum Case Study
Scoring Guide

Name _____

Date _____

Element	Unacceptable - 1	Acceptable - 2	Exemplary - 3	Score
<p><u>IRA Standard 3.1</u></p> <p>Compare and contrast, use, interpret, and recommend a wide range of assessment tools and practices. Assessment may range from standardized tests to informal assessments and also include technology-based assessments. Candidates demonstrate appropriate use of assessments in their practice, and they can train classroom teachers to administer</p>	<p>Does not adequately demonstrate the ability to select and administer appropriate formal & informal assessments (including technology-based assessments) and does not adequately demonstrate ability to train teachers to administer and interpret these assessments.</p>	<p>Adequately demonstrates the ability to select and administer appropriate formal & informal assessments (including technology-based assessments) and demonstrates ability to train teachers to administer and interpret these assessments.</p>	<p>Demonstrates the ability to select and administer appropriate formal & informal assessments (including technology-based assessments) and the ability to train teachers to administer and interpret these assessments at an advanced, exemplary level.</p>	

and interpret these assessments.				
Standard 3.2 Support the classroom teacher in the assessment of individual students. They extend the assessment to further determine proficiencies and difficulties for appropriate services.	Fails to demonstrate adequate ability to compare, contrast and analyze information and assessment results to place students along a developmental continuum and does not adequately demonstrate the ability to support teachers in the assessment of individual students.	Demonstrates adequate ability to compare, contrast and analyze information and assessment results to place students along a developmental continuum and adequately demonstrates the ability to support teachers in the assessment of individual students.	Demonstrates ability to compare, contrast and analyze information and assessment results to place students along a developmental continuum and demonstrates the ability to support teachers in the assessment of individual students at an advanced, exemplary level.	
IRA Standard 3.3. Assist the classroom teacher in using assessments to plan instruction for all students. They use in-depth assessment information to plan individual instruction for struggling readers. They collaborate with other education professionals to implement appropriate reading instruction for individual students.	Fails to demonstrate ability to compare, contrast and analyze information and assessment results to inform and improve instruction and does not adequately demonstrate the ability to support teachers in planning for all students.	Demonstrates adequate ability to compare, contrast and analyze information and assessment results to inform and improve instruction and adequately demonstrates the ability to support teachers in planning for all students.	Demonstrates ability to compare, contrast and analyze information and assessment results to inform and improve instruction and the ability to support teachers in planning for all students at an advanced, exemplary level.	

<p>They collect, analyze, and use school-wide assessment data to implement and revise school reading programs.</p>				
<p>IRA Standard 3.4.</p> <p>Communicate assessment information to various audiences for both accountability and instructional purposes (policymakers, public officials, community members, clinical specialists, school psychologists, social workers, classroom teachers, and parents).</p>	<p>Fails to demonstrate the ability to interpret a student's reading profile, communicate results to caregivers, colleagues, etc. and does not adequately demonstrate the ability to communicate this information to various audiences for both accountability and instructional purposes (to policy makers, public officials, community members, clinical specialists, psychologists, social workers, teachers, parents).</p>	<p>Adequately demonstrates the ability to interpret a student's reading profile, communicate results to caregivers, colleagues, etc. and adequately demonstrates the ability to communicate this information to various audiences for both accountability and instructional purposes (to policy makers, public officials, community members, clinical specialists, psychologists, social workers, teachers, parents).</p>	<p>Demonstrates the ability to interpret a student's reading profile, communicate results to caregivers, colleagues, etc. and the ability to communicate this information to various audiences for both accountability and instructional purposes (to policy makers, public officials, community members, clinical specialists, psychologists, social workers, teachers, parents) at an advanced, exemplary level.</p>	
<p>IRA Standard 4.1.</p> <p>Assist the classroom teacher and paraprofessional in selecting materials that match the reading</p>	<p>Fails to demonstrate the ability to collect information about student's interests, abilities, and background to inform instruction and selection of materials and does not</p>	<p>Adequately demonstrates the ability to collect information about student's interests, abilities, and background to inform instruction and selection of materials and adequately</p>	<p>Demonstrates the ability to collect information about children's interests, abilities, and background to inform instruction and selection of materials and demonstrates the ability</p>	

levels, interests, and cultural and linguist background of students.	adequately demonstrate the ability assist classroom teachers in this area.	demonstrate the ability assist classroom teachers in this area.	assist classroom teachers in this area at an advanced, exemplary level.	
IRA Standard 5.1 Articulate the theories related to the connections between teaching dispositions and student achievement.	Fails to demonstrate the ability to project ethical and caring attitudes in the classroom, when working with families, colleagues, and communities and does not demonstrate an ability articulate theories related to the connection between teacher dispositions and student achievement.	Adequately demonstrates the ability to project ethical and caring attitudes in the classroom, when working with families, colleagues, and communities and adequately demonstrates an ability articulate theories related to the connection between teacher dispositions and student achievement.	Demonstrates the ability to project ethical and caring attitudes in the classroom, when working with families, colleagues, and communities and demonstrates an ability articulate theories related to the connection between teacher dispositions and student achievement at an advanced, exemplary level.	
Clear, concise, error-free written work	Case study is poorly organized, not focused, has substantial errors in content and/or conventions.	Case study is adequately organized, focused, has minimal errors in content and/or conventions.	Case study is well organized, focused, and is written in an exemplary manner.	
			Total Score	

Overall Performance

Assessment:

_____ ≤ 6
Unacceptable

_____ 7 - 14
Acceptable

_____ 15 - 21
Exemplary

Recommendation:

REVISION

Grade _____

Grade _____

Faculty member signature(s) _____

**SECTION IV Assessment #5
Rhode Island College
M. Ed. Reading Program
Practicum Case Study
Data Chart**

IRA Standard Element	Semester/Year	% Unacceptable	% Acceptable	Exemplary	Number of Candidates
Standard 3.1. Use a wide range of assessment tools and practices that range from individual and group standardized tests to individual and group informal classroom assessment strategies, including technology-based assessment tools.	Summer 2009	0%	23%	77%	15
	Summer 2008	0%	12%	88%	29
	Summer 2007	0%	18%	82%	31
	Summer 2006	5%	95%	(This category will be added during the Summer Session II of 2007)	20*
	Summer 2005	0%	100%		20
Standard 3.2 Place students along a developmental continuum and identify students' proficiencies and difficulties.	Summer 2009	0%	30%	70%	15
	Summer 2008	0%	12%	88%	29
	Summer 2007	4%	39%	57%	31
	Summer 2006	5%	95%		20
	Summer 2005	0%	100%		20
Standard 3.3. Use assessment information to plan, evaluate, and revise	Summer 2009	13%	20%	67%	15
	Summer 2008	0%	35%	65%	29
	Summer 2007	2%	26%	72%	31

*One candidate withdrew from the Summer Literacy Clinic for personal reasons. She is included in these data.

effective instruction that meets the needs of all students including those at different developmental stages and those from diverse cultural and linguistic backgrounds.	Summer 2006	5%	95%		20
	Summer 2005	0%	100%		20
<i>Standard 3.4.</i> Communicate results of assessments to specific individuals, (students, parents, caregivers, colleagues, administrators, policymakers, policy officials, community, etc.).	Summer 2009	17%	20%	63%	15
	Summer 2008	0%	35%	65%	29
	Summer 2007	5%	23%	72%	31
	Summer 2006	5%	95%		20
	Summer 2005	0%	100%		20
<i>Standard 4.1.</i> Use students' interests, reading abilities and backgrounds as foundations for the reading and writing program.	Summer 2009	7%	27%	66%	15
	Summer 2008	0%	10%	90%	29
	Summer 2007	0%	19%	81%	31
	Summer 2006	5%	95%		20
	Summer 2005	0%	100%		20
<i>Standard 5.1.</i> Display dispositions related to reading and the teaching of	Summer 2009	7%	20%	73%	15
	Summer 2008	0%	1%	99%	29
	Summer 2007	2%	32%	66%	31

reading.	Summer 2006	5%	95%		20
	Summer 2005	0%	100%		20
Clear, concise, error-free written work	Summer 2009	23%	23%	54%	15
	Summer 2008	0%	73%	27%	29
	Summer 2007	19%	44%	37%	31
	Summer 2006	10%	90%		20
	Summer 2005	0%	100%		20