

# Wilmington University

College of Education

## Practicum in Reading

Course Number:

Course Title: Practicum in Reading

Faculty Contact: Email:    Cell Phone

Course Description:

Minimum Time Requirements (in clock hours):

Teacher Led Instruction	SEA	Fieldwork/Clinical	Lab	External Learning

College Education Program Attributes

Professional Standards: \_\_\_\_\_

Wilmington University Graduate Graduation Competencies: \_\_\_\_\_

Technology Standards: \_\_\_\_\_

Delaware Performance Appraisal System II: \_\_\_\_\_

Text(s):  
\_\_\_\_\_

Additional Course Information and Schedule of Class Activities will be posted on the course Canvas site

Assignments and Grading –

Essential Questions

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Learning Outcome 2 – Curriculum and Instruction:

Learning Outcome 3 – Assessment and Evaluation:

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Learning Outcome 4 – Diversity and Equity-


Learning Outcome 5 LEARNERS AND THE LITERACY ENVIRONMENT


Learning Outcome 6 PROFESSIONAL LEARNING AND LEADERSHIP

Learning Outcome 7 PRACTICUM/CLINICAL EXPERIENCES

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Structured External Assignment:

WILMINGTON UNIVERSITY  
COLLEGE OF EDUCATION/ MRD PROGRAM  
THE MAKING OF A LITERACY COACH  
STRUCTURED EXTERNAL ASSIGNMENT A: THE BIG PICTURE  
CAEP ASSESSMENT 4

COURSE:

TITLE:



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Presentation: Using technology, present your literacy plan. Record the presentation and analyze for DPAS II elements. Include a reflection to be given only to the instructor.

SEA

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	Novice	Emerging	Proficient (TARGET)	Advanced Performance
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Novice

Emerging

Proficient (TARGET)

Advanced Performance

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Structured External Assignment:

STRUCTURED EXTERNAL ASSIGNMENT B: BUILDING EXPERTISE IN THE CLASSROOM  
CAEP ASSESSMENT 4

COURSE:            TITLE:

MEASURED PROGRAM COMPS/ILA STANDARDS:  
LITERACY COACH





	Novice	Emerging	Proficient (TARGET)	Advanced Performance
ILA 2.2				
Literacy Coach				
ILA 5.4				

including areas of strength and need

Literacy Coach

including areas of strength and need

A priority list of recommendations is included with rationale for the prioritization included.

	Novice	Emerging	Proficient (TARGET)	Advanced Performance
		A priority list of recommendations is included with rationale for the prioritization included.	and need  A priority list of recommendations is included with rationale for the prioritization included.	and need  A priority list of recommendations is included with rationale for the prioritization included.
ILA 5.1  Literacy Coach		including areas of strength and need in	including areas of strength and need	including areas of strength and need in
ILA 4.3  Literacy Coach		including areas of strength and need in	including areas of strength and need in	including areas of strength and need in
ILA 7.2  Literacy Coach				



	Novice	Emerging	Proficient (TARGET)	Advanced Performance
Video Assignment ILA 7.4				
Literacy Coach ILA 2.3:		A priority list of recommendations is included with rationale for the prioritization included.	A priority list of recommendations is included with rationale for the prioritization included.	A priority list of recommendations is included with detailed rationale for the prioritization included.

Literacy Coach

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SEA C Scoring Rubric

	Novice	Emerging	Proficient (TARGET)	Advanced Performance
ILA 2.3				

Literacy Coach

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	Novice	Emerging	Proficient (TARGET)	Advanced Performance
ILA 5.2				
Literacy Coach				

ILA 5.4

Literacy Coach

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## DISCUSSION BOARD RUBRIC MRD









## References

*Education, 2015*  
*New Directions for Adult & Continuing*

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*Reading Teacher, 64*

*Middle grades literacy coaching from the coach's perspective*

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*Reading Teacher, 70*

*Clearing House, 91*

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