Originating Course Information

Offering of Education: Teaching & Learning 8890: Advanced Seminar
Fiscal Unit/Academic Org School of Teaching & Learning - D1275
Requirement/Elective Designation Not A General Education course

General Information

Type of Request Flexibly Scheduled, Off Campus
Term of Offering Summer 2013 - Full Summer Term
Level/Career Graduate
Rationale for proposing this offering To offer a Reading Endorsement course (EDUTL 7427 Advanced Teaching of Reading) to CCS teachers via O&E. The course can be offered as EDUTL 8890 Advanced Seminar section since 7427 is still archived in curriculum (as of 12/10/12) and not available yet for scheduling.
Description for this offering Designed to provide experienced teachers the opportunity to extend and update their knowledge of reading development and the strategies and best practices underlying effective reading instruction in grades PreK - 3.

Attachments

• 8890 Pentimonti_OneTimeSupplement SU’13.doc
  (One Time Form Supplement. Owner: Wisnor, Steven Thomas)
• 8890 Syllabus_Pentimonti SU’13.docx
  (Syllabus. Owner: Wisnor, Steven Thomas)

Comments

Workflow Information

<table>
<thead>
<tr>
<th>Status</th>
<th>User(s)</th>
<th>Date/Time</th>
<th>Step</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submitted</td>
<td>Wisnor, Steven Thomas</td>
<td>12/10/2012 08:03 AM</td>
<td>Submitted for Approval</td>
</tr>
<tr>
<td>Approved</td>
<td>Mercerhill, Jessica Leigh</td>
<td>12/10/2012 08:12 AM</td>
<td>Unit Approval</td>
</tr>
<tr>
<td>Pending Approval</td>
<td>Achterberg, Cheryl L Blount, Jackie Marie Odum, Sarah A. Zircher, Andrew Paul</td>
<td>12/10/2012 08:12 AM</td>
<td>College Approval</td>
</tr>
</tbody>
</table>
A. **One-time Request Information** (This section is required for all one-time offering requests)

1. Requested Room Capacity (if university pool classroom is being requested) ____25____
2. Enrollment Capacity ____25____
3. Waitlist Capacity _____10____
4. Final Exam:
   - [ ] Yes  [x] No
   - [ ] Last Class (Note: per faculty rules, this option is *NOT* available for the Undergraduate career)
   - a. Exam Seat Spacing ____________________
5. Special Instructions or Additional Information

6. Class Search Title (18 character limit) **Advanced Study in the Teaching of Reading**
7. Display in Class Search:
   - [x] Yes  [ ] No
8. Credit Hours _______3____
9. Course Components (check all that apply):
   - [ ] Clinical  [ ] Field Experience  [ ] Independent Study
   - [ ] Laboratory  [x] Lecture  [ ] Recitation
10. Graded Component (check one):
    - [ ] Clinical  [ ] Field Experience  [ ] Independent Study
    - [ ] Laboratory  [x] Lecture  [ ] Recitation
11. Campus of Offering (check all that apply):
    - [x] Columbus  [ ] Marion  [ ] Newark
    - [ ] Lima  [ ] Mansfield  [ ] Wooster (ATI)
12. Prerequisites and Exclusions: N/A

13. Permission to Enroll in this course: [ ] No Consent needed [ ] Department Consent [ ] Instructor Consent

14. General Education Details (if applicable): Attach GE model curriculum compliance statement and GE course assessment plan.

B. Group Studies Request Information (This section is required for group studies requests only)

1. Previous quarters of offering and enrollment (Regular course numbers should be sought for group studies courses taught three times with success).

2. This course has been discussed with and has the concurrence of the following academic units needing this course or with academic units having directly related interests (list units here and attach letters indicating concurrence or objection from academic units that might have jurisdictional interests).

3. Attach the course syllabus that includes the topical outline of the course, student learning outcomes and/or course objectives and methods of evaluation.

C. Flexibly Scheduled/Off Campus/Workshop Request Information (This section is required for flexibly scheduled / off-campus / workshop requests only)

1. Start Date and End Date: 6/24 – 6/28

2. Previous quarter(s) of offering and enrollment: Summer 2012 - 20

3. Expected enrollment for proposed quarter of offering: 20

4. Attach the course syllabus that includes the topic outline of the course, student learning outcomes and/or course objectives, methods of evaluation and off-campus field experience.

5. Off-Campus Site: Not yet determined

6. Will course be taught in distance learning format: [ ] Yes [ ] No
7. Complete the following for courses offered for less than term length or for Workshops:

<table>
<thead>
<tr>
<th>Level and Credit Hours:</th>
<th>Present Offering</th>
<th>Proposed Offering</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Class/Lab Contact Time:</td>
<td></td>
<td>One week/all day</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Exclusion or Limiting</td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Grade Options (Check)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Hours of</td>
<td></td>
<td></td>
</tr>
<tr>
<td>out-of-class preparation required:</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Total hours of class meetings:</td>
<td>30</td>
<td>Length of each class: 6</td>
</tr>
</tbody>
</table>

8. Complete this section for Off-Campus courses only:

Distribution of contact time (explain differences from on-campus offerings):
One week/all day

Instructor: Pentimonti
Rank: Research Scientist

Qualifications (explain any difference in rank/qualification from on-campus instructors)

Explain differences in teaching arrangements from on-campus offerings

Student Services (explain how they will be provided to off-campus students):
Registration
Office Hours
Academic Advising

D. Study Tour Request Information (This section is required for study tour requests only)

1. Previous quarters of offering and enrollment:

2. Expected enrollment for proposed quarter of offering:
3. This request has been discussed with and has the concurrence of the following academic units needing this study tour or with academic units having directly related interests (list units and this course has been discussed with and has the concurrence of the following academic units needing this course or with academic units having directly related interests (list units here and attach letters indicating concurrence or objection from academic units that might have jurisdictional interests):

4. Attach the academic plan that includes student learning outcomes and/or course objectives, topical outline and percent of time spent on each topic, methods of instruction, course requirements, methods of examination and percent of the final grade each method constitutes, textbooks and/or reading lists, admission procedure, orientation and debriefing plans and method of dealing with any expected language barriers.

5. Attach the administrative plan for the study tour that includes an itinerary, arrangements for travel, housing, meals, classrooms, excursions, and budget.

ATTACHMENT TYPES that may be needed for this form:

Cover Letter
Syllabus
Study Tour Academic Plan
Study Tour Administrative Plan
Concurrence Letters / Forms
GE model curriculum compliance statement
GE course assessment plan
Memo of Understanding
Appeal statement
Other supporting documentation
Components (Sections): Complete as needed

Begin Component 1

1. Component (Section) Type (Choose 1):
   - [ ] Clinical
   - [ ] Field Experience
   - [ ] Independent Study
   - [ ] Lab
   - [ ] Lecture
   - [ ] Recitation
   - [ ] Seminar
   - [ ] Workshop

2. Instruction Mode. (Choose only ONE):
   - [ ] Clinic Field Experience
   - [ ] Computer taught
   - [ ] Distance Learning
   - [ ] Flexibly Scheduled
   - [ ] In Person
   - [ ] Video Taught

3. Meeting Pattern
   - [ ] MON   [ ] TUE   [ ] WED    [ ] THR     [ ] FRI   [ ] SAT   [ ] SUN

4. Meeting start time: ___________

5. Meeting end time: ___________

6. Instructors. Provide at least 1 primary instructor.

<table>
<thead>
<tr>
<th>Instructor Name</th>
<th>Role</th>
<th>Access</th>
<th>Print name in schedule?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td></td>
<td>Yes</td>
<td></td>
</tr>
</tbody>
</table>

7. Central classroom pool facility or department room: [ ] Pool [ ] Dept

8. Room Characteristics. Specify up to 5 in priority order.

<table>
<thead>
<tr>
<th>Priority</th>
<th>Characteristic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
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<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

9. Notes: ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________

9a. Notes print location relative to class listing: [ ] Do not Print [ ] Before [ ] After

End Component 1
1. Component (Section) Type (Choose 1):
   [ ] Clinical
   [ ] Field Experience
   [ ] Independent Study
   [ ] Lab
   [ ] Lecture
   [ ] Recitation
   [ ] Seminar
   [ ] Workshop

2. Instruction Mode. (Choose only ONE):
   [ ] Clinic Field Experience
   [ ] Computer taught
   [ ] Distance Learning
   [ ] Flexibly Scheduled
   [ ] In Person
   [ ] Video Taught

3. Meeting Pattern
   [ ] MON [ ] TUE [ ] WED [ ] THR [ ] FRI [ ] SAT [ ] SUN

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5. Meeting end time: ____________

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8. Room Characteristics. Specify up to 5 in priority order.

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</tr>
</tbody>
</table>

9. Notes: ______________________________________________________________
    ___________________________________________________________________
    ___________________________________________________________________
    ___________________________________________________________________

9a. Notes print location relative to class listing: [ ] Do not Print [ ] Before [ ] After
1. Component (Section) Type (Choose 1):
   - Clinical
   - Field Experience
   - Independent Study
   - Lab
   - Lecture
   - Recitation
   - Seminar
   - Workshop

2. Instruction Mode. (Choose only ONE):
   - Clinic Field Experience
   - Computer taught
   - Distance Learning
   - Flexibly Scheduled
   - In Person
   - Video Taught

3. Meeting Pattern
   - MON [ ] TUE [ ] WED [ ] THR [ ] FRI [ ] SAT [ ] SUN

4. Meeting start time: ___________
5. Meeting end time: ___________

6. Instructors. Provide at least 1 primary instructor.

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<th>Access</th>
<th>Print name in schedule?</th>
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</tbody>
</table>

   Primary
   Yes

   [ ] Do not Print   [ ] Before  [ ] After

7. Central classroom pool facility or department room: [ ] Pool [ ] Dept

8. Room Characteristics. Specify up to 5 in priority order.

<table>
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<tr>
<td>3</td>
<td></td>
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<td>4</td>
<td></td>
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<tr>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

9. Notes: ______________________________________________________________
    ___________________________________________________________________
    ___________________________________________________________________
    ___________________________________________________________________

9a. Notes print location relative to class listing: [ ] Do not Print [ ] Before [ ] After
EDUTL 8890 (7427) Advanced Study in the Teaching of Reading
3 hours Graduate Credit

Instructor: Professor Jill Pentimonti
Office Hours: by appointment
Email: jpentimonti@ehe.osu.edu
Class Time: Summer 2013 (1-Week, All-Day)

COURSE DESCRIPTION

Designed to provide experienced teachers the opportunity to extend and update their knowledge of reading development and the strategies and best practices underlying effective reading instruction in grades PreK - 3.

COURSE OBJECTIVES

After thoughtful reading of the texts and related research, active participation in class, conscientious completion of assignments and other specified requirements, participants in this course will have:

1. Knowledge of theories and perspectives related to the development of reading.
2. Knowledge of methods to enhance all aspects of reading at each stage of development.
3. Understanding of current research supporting best practices in the instruction of reading.
4. Knowledge of current issues regarding the developmental perspective on reading learning.
5. Understanding of how to develop lesson planning structures that account for standards and the needs of students as they read texts.
6. Understanding of assessments used to determine reading competence.

REQUIRED READING

TEXT

ARTICLES
Armbruster, B. B. Put reading first: The research building blocks for teaching children to read: Kindergarten through grade 3. DIANE Publishing.


### COURSE REQUIREMENTS AND EVALUATION

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and participation</td>
<td>Participation and contribution to class discussion at every class. Students will also be asked to complete end of the day reflection questions to be discussed the following day in class.</td>
</tr>
<tr>
<td>5 points</td>
<td></td>
</tr>
<tr>
<td>Graphic Organizers</td>
<td>Completion of 4 graphic organizers (see attached rubric) based upon class readings.</td>
</tr>
<tr>
<td>20 points</td>
<td></td>
</tr>
<tr>
<td>In class group work on classroom applications – presentation and product</td>
<td>Completion of small group work on applications of daily session content to classroom instruction and assessment (see attached rubric).</td>
</tr>
<tr>
<td>25 points</td>
<td></td>
</tr>
<tr>
<td>Final Portfolio Project</td>
<td>Creation of a profile synthesizing information learned relevant to one of the major construct areas discussed (e.g., oral language development, concepts about print, phonemic awareness, alphabetic principle, phonics and decoding, fluency, vocabulary development, comprehension). See attached description and rubric.</td>
</tr>
<tr>
<td>50 points</td>
<td>Due one week after final class session</td>
</tr>
<tr>
<td>Total points</td>
<td>100 total points required</td>
</tr>
</tbody>
</table>
**Grading Scale** –
A 93-100% A- 90-92
B+ 87-89 B 83-86 B- 80-82
C+ 77-79 C 73-76 C- 70-72
D+ 67-69 D 60-66 E 59% or less
S/U graded courses: Recommend 83% (B) for graduate level; 73% (C) for undergraduate level.

**TOPICAL OUTLINE**
**SCHEDULE OF TOPICS, READINGS, ASSIGNMENTS**

<table>
<thead>
<tr>
<th>Sessions</th>
<th>Session Topics</th>
<th>Daily Course Readings</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| Session 1: | Intros/overview to the course & materials | Discussion of Chapters 3 & 4 from Reutzel's book | **Reading Due:** Reutzel Chapters 3 & 4.  
**In class work due:** Small group work on classroom applications and links to National Reading Panel Executive Summary and National Early Literacy Panel Executive Summary.  
Answers to reflection questions. |
| | Children's Concepts about Print | | |
| | Oral Language Assessment and Development | | |
| Session 2: | Phonemic Awareness and Alphabetic Principle | Discussion of articles (Phillips and Invernizzi) and of Chapters 5 & 6 from Reutzel’s book | **Reading Due:** Session 2 articles and Reutzel Chapters 5 & 6.  
**Assignment due:** Graphic organizer for Jigsaw Reading assignment (Bring one copy for each group member).  
Questions for guest speaker.  
**In class work due:** Small group work on classroom applications and links to standards for daily topics.  
Answers to reflection questions. |
| | Phonics and Decoding Skills | | |
| Session 3: | Reading Fluency Teaching and Assessing Vocabulary Development | Discussion of articles (Hudson and Rupley) and of Chapters 7 & 8 from Reutzel’s book | **Reading Due:** Session 3 articles and Reutzel Chapters 7 & 8.  
**Assignment due:** Graphic organizer for Jigsaw Reading assignment. (Bring one copy for each group member).  
**In class work due:** Small group |
| Session 4: | Reading Comprehension: Focus on the Reader | Discussion of articles (Hogan and Duke) and of Chapters 9 & 10 from Reutzel’s book | **Reading Due:** Session 4 articles and Reutzel Chapters 9 & 10.  
**Assignment due:** Graphic organizer for Jigsaw Reading assignment. (Bring one copy for each group member).  
Questions for guest speaker.  
**In class work due:** Small group work on classroom applications and graphic organizers.  
Answers to reflection questions. |
| --- | --- | --- | --- |
| **Session 5:** | Writing English Language Learners | Discussion of articles (student choice of writing instruction article) | **Reading Due:** Session 5 articles  
**Assignment due:** Graphic organizer for Jigsaw Reading assignment. (Bring one copy for each group member).  
Questions for guest speaker.  
**In class work due:** Small group work on classroom applications and instruction through shared reading.  
Answers to reflection questions. |
| **Non-Mandatory Office Meeting:** | Lingering Questions about the teaching of reading and the Final Project | Sign-Up for a time to meet with me after the one-week course is over to discuss questions and to share reflections as you continue to work on your final project. | **Due:**  
Final Project (due one week after the final class session – July 28th) |

**Attendance and Participation:** Attendance and participation is critical. It is impossible to make up the dynamics of co-constructed knowledge that results from classroom discussion. Students should let me know, in advance when possible, if they will not attend on any particular day. Messages may be left 24 hours a day e-mail at jpentimonti@ehe.osu.edu. Only students with excused absences will be allowed to turn in assignments late.

**Caveat:** Aspects of this course, its policies, and its schedule of assignments may be altered if circumstances dictate. Students will be notified in advance if such changes should occur.
Disability Services: Any student who feels s/he may need an accommodation based on the impact of a disability should contact one of the instructors privately to discuss specific needs. The Office of Disability Services is relied upon for assistance in verifying the need for accommodations and developing accommodation strategies. Please contact the Office for Disability Services at 614-292-3307 (V) or 614-292-0901 (TDD) in room 150 Pomerene Hall to coordinate reasonable accommodations; [http://www.ods.ohio-state.edu/](http://www.ods.ohio-state.edu/). Students will be expected to follow Americans with Disabilities Act Guidelines for access to technology.

Cell Phones: So as not to disrupt our class, please turn your cell phone off during class time. Cell phones should not be out in the classroom at any time. Students may use cell phones outside of class only.

Academic Misconduct: The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an "excuse" for academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. For additional information, see the Code of Student Conduct ([http://studentaffairs.osu.edu/pdfs/csc_12-31-07.pdf](http://studentaffairs.osu.edu/pdfs/csc_12-31-07.pdf)).

Grievances and Solving Problems: According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, "You should seek to resolve a grievance concerning a grade or academic practice by speaking first with the instructor or professor: Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union." "Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department."

Statement on Diversity: The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.
## Grading Rubrics: Jigsaw Reading Graphic Organizers

### Chapter Jigsaw Reading Rubric:

<table>
<thead>
<tr>
<th>Graphic organizer accomplishes the following:</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describes underlying theory behind chapter topic</td>
<td>1 point</td>
</tr>
<tr>
<td>Overviews assessment of relevant reading construct</td>
<td>1 point</td>
</tr>
<tr>
<td>Reviews at least one classroom strategy presented in the chapter</td>
<td>1 point</td>
</tr>
<tr>
<td>Reviews implications for English Language Learners</td>
<td>1 point</td>
</tr>
<tr>
<td>Identifies areas for further discussion (i.e., stumbling blocks/solutions for instruction)</td>
<td>1 point</td>
</tr>
</tbody>
</table>

Total: 5 points

### Article Jigsaw Reading Rubric:

<table>
<thead>
<tr>
<th>Graphic organizer accomplishes the following:</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Defines relevant reading construct reflected in the article (e.g., fluency, text comprehension)</td>
<td>1 point</td>
</tr>
<tr>
<td>Summarizes main points of the article</td>
<td>2 points</td>
</tr>
<tr>
<td>Ties content of article to possible classroom instruction ideas</td>
<td>1 point</td>
</tr>
<tr>
<td>Identifies areas for further discussion (i.e., stumbling blocks/solutions for instruction)</td>
<td>1 point</td>
</tr>
</tbody>
</table>

Total: 5 points
## Grading Rubric: In-class Presentation

<table>
<thead>
<tr>
<th>The In-class Presentation:</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Addresses guiding questions/points for discussion provided in class</td>
<td>2 points</td>
</tr>
<tr>
<td>Provides a clear, well thought out written compliment to the oral presentation (document or powerpoint)</td>
<td>2 points</td>
</tr>
<tr>
<td>Is delivered in a clear, organized fashion</td>
<td>1 point</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>5 points</strong></td>
</tr>
</tbody>
</table>
Final Project: Profile

Creation of a profile synthesizing information learned relevant to one of the major construct areas discussed (oral language development, concepts about print, phonemic awareness/alphabetic principle, phonics and decoding, fluency, vocabulary development, comprehension).

<table>
<thead>
<tr>
<th>The profile will:</th>
<th>Expected Length</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Define the construct and relevant terms</td>
<td>1 page</td>
<td>6 points</td>
</tr>
<tr>
<td>Overview relevant theory behind why this construct is important to reading development</td>
<td>1-2 pages</td>
<td>6 points</td>
</tr>
<tr>
<td>Overview National Reading Panel/National Early Literacy Panel findings relevant to instruction of the construct</td>
<td>1-2 pages</td>
<td>6 points</td>
</tr>
<tr>
<td>Overview state standards relevant to the construct for grades PreK – 3</td>
<td>Overview paragraph</td>
<td>4 points</td>
</tr>
<tr>
<td>Identify methods of assessment for relevant construct</td>
<td>1-2 pages</td>
<td>6 points</td>
</tr>
<tr>
<td>Present assessment results from one potential student on relevant assessments (throughout the school year) and identify types of assessments used (e.g., screening, diagnostic)</td>
<td>Organization of assessment results is student choice</td>
<td>6 points</td>
</tr>
<tr>
<td>Identify methods of instruction for construct for this potential student based upon assessment results (throughout the school year) with a focus on systematic and explicit instruction</td>
<td>1-2 pages</td>
<td>6 points</td>
</tr>
<tr>
<td>Provide sample ‘overview’ plans for one-day of literacy block instruction (including literacy centers) which will demonstrate how the construct area of focus is integrated into daily instructional plans</td>
<td>Organization of overview plan is student choice</td>
<td>6 points</td>
</tr>
<tr>
<td>Provide a bibliography of research referenced, websites referenced, or trade books referenced</td>
<td>No page length requirements</td>
<td>2 points</td>
</tr>
<tr>
<td>Present information in an organized, thoughtful, and clear manner</td>
<td>Throughout project</td>
<td>2 points</td>
</tr>
</tbody>
</table>

Total: 50 points