

CIEP 456: Practicum II Leadership in Reading/Professional Development Spring Semester 2011

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COURSE DESCRIPTION

This is a capstone course which requires the reading specialist candidate to synthesize the knowledge, skills, dispositions, and ethics studied in previous courses in actual performance tasks. Leadership and learning center this advanced practicum around opportunities for K-12 reading specialist candidates' professional literacy development and training based on school literacy goals, personal literacy interests, and ways to teach others about complex literacy processes.

Special Circumstances

Candidates who have any special needs or who may require considerations or modifications for any reason must contact the instructors personally during the first two weeks of the semester so that these issues may be addressed.

Academic Honesty

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at:

http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to: http://www.luc.edu/education/academics_policies_main.shtml

Accessibility

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd/>

Harassment (Bias Reporting)

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: <http://webapps.luc.edu/biasreporting/>

Diversity

Reading specialist candidates will be expected to take advantage of the leadership opportunities in schools that serve diverse student populations. The candidates' school settings provide opportunities to participate in learning communities in which individual differences and cultural diversity are respected.

Technology

Technology is used to enhance instruction whenever possible. Reading specialist candidates will use Internet-based resources and Blackboard features to investigate exemplary literacy research.

Conceptual Framework

Knowledge—Candidates continue to grow in the development of a knowledge base that will be demonstrated as they make insightful decisions regarding their objectives and practices. This knowledge base will include a broad range of literacy techniques and strategies for every aspect of literacy, including reading, writing, speaking, and listening, as well as strategies for teaching the adult learner.

Skills—Candidates will model effective literacy practices both in class activities and presentations and in their practicum activities.

Ethics—Candidates will maintain high standards of professional conduct in their practicum experiences. They will demonstrate respect for each learner as an individual and will develop in sensitivity to students and colleagues with whom they interact.

Service—Candidates will be encouraged to participate in school-based activities and classroom opportunities that provide service to the professional school community.

COURSE OBJECTIVES AND STANDARDS

1. Reading specialist candidates will demonstrate knowledge of psychological, sociological, and linguistic foundations of reading and writing processes and instruction. IRA 1.1; IPS 1, 2, 11; CF1.
2. Reading specialist candidates will demonstrate knowledge of reading research and the histories of reading. IRA 1.2; IPS 1,2,11; CF1.
3. Reading specialist candidates will use a wide range of instructional practices, approaches, and methods, including technology-based practices, for learners at differing stages of development and from differing cultural and linguistic backgrounds. IRA 2.2; IPS 1,2,6,11; CF4; CF5.
4. Reading specialist candidates will use appropriate assessment tools in the planning and implementation of practicum activities. IRA 3; IPS 1,7,8, 11; CF2,CF4, CF8.
5. Reading specialist candidates will use a wide assortment of books, technology-based information, and nonprint materials in the preparation and implementation of practicum activities. IRA 4.2; IPS 1, 2, 3, 10, 11; CF2, CF3, CF 5.
6. Reading specialist candidates will model reading and writing enthusiastically as valued lifelong activities. IRA 4.3; IPS 6, 10, 11.
7. Reading specialist candidates will display positive dispositions related to reading and the teaching of reading. IRA 5.1; IPS 5, 10, 11;CF4.
8. Reading specialist candidates will work with colleagues to observe, evaluate, and provide feedback on each other's practice. IRA 5.3; IPS 3, 5, 9, 10, 11; CF4.
9. Reading specialist candidates will continue to pursue the development of professional knowledge and dispositions. IRA 5.2; IPS 9, 10, 11.
10. Reading specialist candidates will participate in, initiate, implement, and evaluate professional development programs. IRA 5.4; IPS 8, 9, 10, 11; CF1, CF2, CF3, CF4,CF7.

REQUIRED TEXT:

There is no required text for this course however, you are encouraged to research and evaluate appropriate texts which you may wish to include in your professional library and which may be helpful to you in the completion of the course requirements. The following texts are recommended as possible resources for this course:

Burkins, Jan Miller. *Coaching for Balance: How to Meet the Challenges*. Newark, DE: IRA, 2007.

Sadder, M. and Nidus, Gabrielle. *The Literacy Coach's Game Plan: Making Teacher Collaboration, Student Learning, and School Improvement a Reality*. Newark, De: IRA, 2009.

Toll, Cathy A. *Surviving but Not Yet Thriving: Essential Questions and Practical Answers for Experienced Literacy Coaches*. Newark, DE: IRA, 2008.

Toll, Cathy A. *The Literacy Coaches Survival Guide*. Newark, DE: IRA, 2005.

Course Requirements:

Professional Development Workshop.....	50%
Parent Literacy Session	30%
Final Paper/Project.....	20%

Description of Course Requirements:

1: Professional Development Workshop

You will plan, implement, and evaluate at least one literacy professional workshop or demonstration lesson for teachers and/or allied professionals. Using an expressed need or goal, prior knowledge of the participants and school context, and data from school based regularly administered literacy assessments such as ISAT, ISEL, DRA, DIBELS, MAP tests, etc., if available, prepare an outline or lesson plan for the session(s) that includes the topic(s) of the session, procedures, research related to the topic(s) of the session(s), and a list of the resources you plan to use (handouts, curriculum materials, technology-based resources).

You will also submit documentation of the activities and experiences you completed (include copies of all handouts).

You will design, distribute, collect, and analyze the results of an evaluation that determines effectiveness of the workshop. You should keep a reflective log to document key insights and learning gained during each phase of the professional development workshop project. Your written evaluation of the workshop should include the results of the participants' evaluations as well as your own reflections about the process and how this informs and guides your plans for professional coaching.

As a follow up to this presentation, you will coach an individual or small group of teachers as they implement an element of your presentation or demonstration lesson, and you will reflect on the teaching practices involved in order to constructively evaluate and revise practices. You will begin to design an action plan based on these coaching interactions.

Throughout all phases of this project you will be expected to demonstrate compliance with the International Reading Association's Code of Ethics. This code can be found at <http://www.reading.org/General/AboutIRA/Governance/GovernancePolicies.aspx>

The instructor for this course **must be invited** to attend the Professional Development Workshop so that constructive feedback can be provided.

Optional: *Portfolio rationale is to be submitted with your project packet. Rationale should include the IRA professional objectives 5.1, 5.2, 5.3, and 5.4 that explain how the reading candidate views professional development as a career-long effort and responsibility.

DUE DATE: MARCH 24, 2011

2: Parent Literacy Session at Joy Is Reading Day—April 9, 2011

Parents from the local schools in the area of the Lake Shore campus will attend the Joy Is Reading Day with their children. Parent sessions are 60 minutes and may be team taught. Parents would benefit from a literacy session in which you provide some helpful strategies for assisting their children to improve literacy skills. To complete this requirement, submit a report in which you provide

- a. the workshop plan for the parent literacy session;
- b. any handouts and/or PowerPoint you prepare;
- c. an evaluation plan for the session;
- d. a professional reflection on the session that includes parent evaluations;
- e. a videotape of your presentation

Please see rubric at end of this syllabus.

Optional: *Portfolio rationale is to be submitted with your project packet. Rationale should include the IRA professional objectives 5.1, 5.2, 5.3, and 5.4 that explain how the reading candidate views professional development as a career-long effort and responsibility.

DUE DATE: April 14, 2011

3. Final Paper/project

You may choose from the following options for the final paper/project:

A: Lead a Teachers as Readers group

An excellent leadership opportunity would be to lead a “Teachers as Readers” group at your school. Recruit two or three colleagues who might be interested in reading a professional literacy book or another book that will be helpful in improving how teachers discuss text. To complete this requirement, conduct the Teachers as Readers group and submit a report in which you reflect on this experience and its effect on the teachers in your group. Your report will also include any research you conducted regarding Teachers as Readers.

B: Model exemplary strategies

Reading specialists are frequently asked to model exemplary, research-based strategies in the classrooms of their colleagues. To complete this requirement, you will submit a report in which you document how you implemented this option; what strategies were implemented; the students’ responses to the strategies; and your colleagues’ reactions and subsequent implementation.

C: Attend the Illinois Reading Council Conference

Reading specialists are lifelong learners and continue to develop as professionals by attending literacy conferences. The Illinois Reading Council Conference will be held in Springfield on March 17-19. To complete this requirement, attend the conference; prepare a report on the sessions you attended; and share the information you have learned with at least two colleagues in a small group meeting before or after school. Include in your report a reflection on the value of a state literacy conference and your perceptions of your colleagues responses to the ideas/strategies/materials you shared with them. An option to present what you have learned in class is also available.

D: Design your own project

You haven't discovered an option that would support and increase your expertise as a reading specialist. Submit your plan for a different practicum project to the instructors for approval before beginning implementation.

DUE DATE: MAY 5, 2011

GRADING SCALE:

All reading specialist candidates who are enrolled in CIEP 456 are expected to attend class, to share practicum experiences and relevant knowledge with course participants, and complete/submit reports in a timely manner. Assignment of final grade is based upon the completion of course requirements, following this scale:

94-100	A
91-93	A-
88-90	B+
83-87	B
80-82	B-
77-79	C+
73-76	C
70-72	C-

Calendar:

January 20, 2011

Course introduction, syllabus, course requirements

Be sure to read the following position statements before the class meeting:

IRA Code of Ethics: http://www.reading.org/Libraries/Association_documents/Code_of_Ethics.pdf

Lessons in the Ethics of Literacy (Tim Shanahan):

<http://www.reading.org/General/Publications/ReadingToday/RTY-0704-president.aspx>

Teaching All Children to Read: Roles of Reading Specialist:

http://www.reading.org/Libraries/Position_Statements_and_Resolutions/ps1040_specialist.sflb.ashx

Assignment – Reflect on one or two adult learning experiences. What factors contributed to your success/failure? Consider the implications in your role as a reading specialist.

January 27, 2011

Professional Development Workshops

Teaching Adult Learners

Reading: TBA

February 3, 2011

Using school data to plan a professional development program

Guest speaker:

Assignment: Bring a draft of a professional development session

February 10, 2011

Planning the Professional Development Workshop

Reading: TBA

February 17, 2011

Literacy Coaching

Reading: Bean, Heisey, and Roller. *What Matters for Elementary Literacy Coaching? Guiding Principles for Instructional Improvement and Student Achievement:*

[http://www.reading.org/Publish.aspx?page=RT-63-7-](http://www.reading.org/Publish.aspx?page=RT-63-7-LAllier.pdf&mode=retrieve&D=10.1598/RT.63.7.2&F=RT-63-7-LAllier.pdf&key=0849A332-2E0F-4A77-9174-28713ED34DB8)

[LAllier.pdf&mode=retrieve&D=10.1598/RT.63.7.2&F=RT-63-7-LAllier.pdf&key=0849A332-2E0F-4A77-9174-28713ED34DB8](http://www.reading.org/Publish.aspx?page=RT-63-7-LAllier.pdf&mode=retrieve&D=10.1598/RT.63.7.2&F=RT-63-7-LAllier.pdf&key=0849A332-2E0F-4A77-9174-28713ED34DB8)

Standards for Middle and High School Literacy Coaches:

http://www.reading.org/downloads/resources/597coaching_standards.pdf

February 24, 2011

No class; work on design/implementation of Professional Development Workshop

March 3, 2011

Parent Literacy Session Overview

Reading: Padak, N. & Rasinski, T. (2006, November). *Home-School Partnerships in Literacy Education: From Rhetoric to Reality*. *The Reading Teacher*, 60 (3), 292-296.

March 10, 2011

Mid-semester Break: No class today.

March 17, 2011

Illinois Reading Council Conference, Springfield, IL.

<http://www.illinoisreadingcouncil.org/conference.html>

March 24, 2011

Literacy Coaching Revisited

Reading: Choose one of the recommended texts to review and discuss in class.

March 31, 2011

Parent Literacy Session

Assignment: Bring the draft of the Parent Literacy Session to class for feedback and review

April 7, 2011

No class; prepare for April 9th Joy is Reading Day Parent Literacy Session.

April 9, 2011

Present Parent Literacy Session

April 14, 2011

Debriefing on Parent Literacy Sessions; brief overviews/presentations

April 21, 2011

Individual conferences to provide feedback on Professional Development Workshop and/or Parent Literacy Session

April 28, 2011

Role of Reading Specialist Revisited: Lessons Learned

May 5, 2011

Submit Final Project via email or in person.

Rubric for Professional Development Workshop

	Target	Acceptable	Unacceptable
Content Knowledge IL-LUC-CF.8 IRA2003.5.4 IRA2003.5.4.RS	Targeted performance is evidenced by the exemplary planning, presentation, coaching and development of the beginning of an action plan based on a research based issue of significance and need as determined by a data based analysis of a school wide literacy program. These practices clearly demonstrate moral and ethical decision-making and actions that provide opportunity and service to others.	Acceptable performance is evidenced by the planning, presentation, coaching and development of the beginning of an action plan based on a research based issue of significance and need as determined by a data based analysis of a school wide literacy program. These practices begin to demonstrate moral and ethical decision-making and actions that provide opportunity and service to others.	Unacceptable performance is evidenced by insufficient planning, presentation, coaching and/or development of the beginning of an action plan based on a research based issue of significance and need as determined by a data based analysis of a school wide literacy program. These practices do not demonstrate moral and ethical decision-making and actions that provide opportunity and service to others.
Code of Ethics IL-LUC-CF.8 IRA2003.5.1	Targeted performance is evidenced by compliance, modeling and commitment to all professional reading behaviors and practices as stated in the IRA Code of Ethics.	N/A	Unacceptable performance is evidenced by lack of compliance, improper modeling or failure to demonstrate commitment to professional reading behaviors and practices as stated in the IRA Code of Ethics.
Use of Evidence Based Practices IRA2003.1 IRA2003.1.1.RS IRA2003.1.2 IRA2003.1.2.RS	Targeted performance is evidenced by performance is evidenced by comprehensive and insightful use of historic, seminal	Acceptable performance is evidenced by use of historic, seminal historic and current research linked to a comprehensive	Unacceptable performance is evidenced by inconsistent, inaccurate or incomplete use of historic, seminal

	<p>historic and current research linked to a comprehensive understanding of multiple theoretical perspectives that support diverse readers in a school setting.</p>	<p>understanding of multiple theoretical perspectives that support diverse readers in a school setting.</p>	<p>historic and current research linked to a comprehensive understanding of multiple theoretical perspectives that support diverse readers in a school setting</p>
<p>Instructional Practices IRA2003.2.2 IRA2003.2.2.RS</p>	<p>Targeted performance is evidenced by informed and highly appropriate use of Instructional practices and materials that are adequately aligned with the school wide needs. This includes the selection of topic, appropriateness for the audience, evidence-base, and inclusion of technology. This encourages and motivates participants to use these practices in their classrooms and provides specific support for doing this.</p>	<p>Acceptable performance is evidenced by Instructional practices and materials that are adequately aligned with the school wide needs and are clearly presented. This includes the selection of topic, appropriateness for the audience, evidence-base, and inclusion of technology.</p>	<p>Unacceptable performance is evidenced by one or more instructional practices and materials that are not adequately aligned with the school wide needs or adequately explained. This includes the selection of topic, appropriateness for the audience, evidence-base, and inclusion of technology</p>
<p>Curriculum Resources IRA2003.2.3 IRA2003.2.3.RS</p>	<p>Target ed performance is evidenced by design or selection of materials that support a school based need and that respond to struggling readers and culturally and linguistically diverse learners. This presentation encourages and motivates participants to use these materials in their classrooms and provides specific</p>	<p>Acceptable performance is evidenced by adequate design or selection of materials that support a school based need and that respond to struggling readers and culturally and linguistically diverse learners. They are fully and clearly explained.</p>	<p>Unacceptable performance is evidenced by inappropriate or illogical design or selection of materials that fail to support a school based need and that do not respond to struggling readers or culturally and linguistically diverse learners. In addition, these may not be explained fully or</p>

	support for doing this.		clearly.
Demonstration lesson IRA2003.2.2 IRA2003.2.2.RS	Targeted performance is evidenced through an exemplary modeling of a practice, approach, or a strategy related to one of the following: real life purposes for reading and writing, student selection of reading materials, student motivation, or the use of think-alouds to demonstrate good reading and writing strategies for diverse learners. The presentation is interactive, provides hands-on involvement, has a specific focus and allows for participants to consider how this might be utilized in their classrooms.	Acceptable performance is evidenced through an adequate modeling of a practice, approach, or a strategy related to one of the following: real life purposes for reading and writing, student selection of reading materials, student motivation, or the use of think-alouds to demonstrate good reading and writing strategies for diverse learners.	Unacceptable performance is evidenced by one or more aspects of the specified practice, approach or strategy that is missing from the modeled lesson and/or the lesson does not focus on one of the required elements: real life purposes for reading and writing, student selection of reading materials, student motivation, or the use of think-alouds to demonstrate good reading and writing strategies for diverse learners.
Professional Presentation Handouts IRA2003.2.2IRA2003.2.2.RS IRA2003.2.3 IRA2003.2.3.RS IRA2003.5.2 IRA2003.5.2.RS	Targeted performance is evidenced by exemplary organization of the key elements of the PD experience in a concise packet; format is error-free, attractive, and engaging.	Acceptable performance is evidenced by adequate organization of the key elements in the PD experience in a concise packet; format is acceptable and may contain some errors	Unacceptable performance is evidenced by inadequate organization of the key elements of the PD experience in an unprofessional format that contains several errors.
Commitment to encouraging positive dispositions related to reading IRA2003.5.1 IRA2003.5.1.RS	Targeted performance is evidenced during the demonstration and follow up coaching experience where there are many specific examples of how the candidate	Acceptable performance is evidenced during the demonstration and follow up coaching experience where there are a few clear examples of how the	Unacceptable performance is evidenced in the demonstration or the follow up coaching experience where there are no clear examples of how the

	exhibits, through words and actions, a positive disposition toward reading.	candidate exhibits, through words and actions, a positive disposition toward reading.	candidate exhibits, through words and/or actions, a positive disposition toward reading.
Personal Reflection IRA2003.5.2 IRA2003.5.2.RS IRA2003.5.4.RS	Targeted performance is evidenced by a thorough, perceptive and insightful discussion of the lesson's rationale and its strengths and weaknesses. Written evaluations from the teachers are included and have been used purposefully and effectively for follow up instructional conversations with teachers, goal setting and problem solving.	Acceptable performance is evidenced by an adequate discussion of the lesson's rationale, its strengths and weaknesses, and insights. Written evaluations from the teachers are included and have been used purposefully and effectively for follow up instructional conversations with teachers, goal setting and problem solving	Unacceptable performance is evidenced by one or more of the following: a. Superficial self-evaluation (SE) b. SE is missing or more of its required elements c. Teachers' evaluations are missing
Coaching Support IRA2003.5.3.RS	Targeted performance is evidenced by a comprehensive description of interactive coaching practices including some of the following where appropriate: conversations with participants, co-teaching lessons, classroom visits to provide feedback through non-evaluative observation. or lesson study. A specific and purposefully connected plan for implementing and evaluating job-embedded professional development is	Acceptable performance is evidenced by description of interactive coaching practices including some of the following where appropriate: conversations with participants, co-teaching lessons, classroom visits to provide feedback through non-evaluative observation. or lesson study. A specific and purposefully connected plan for implementing and evaluating job-embedded professional development is	Unacceptable performance is evidenced by failure to connect the demonstration PD with an appropriate classroom based coaching experience or by a weak written description of the coaching activities and/or limited unspecific plan for evaluating job-embedded professional development.

	included.	included.	
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Rubric for Parent Literacy Workshop

	Target	Acceptable	Unacceptable
<p>Plan, implement, and evaluate a parent literacy workshop that addresses an expressed need/goal.</p> <p>IRA standard 5.4</p> <p>CF2, CF4, CF8</p>	<p>Comprehensive description of the development, implementation, and evaluation of the program.</p>	<p>Adequate description of the development, implementation, and evaluation of the program.</p>	<p>Inadequate description of the development, implementation, and evaluation of the program.</p>
<p>Select evidence-based practices and curriculum materials (including technology-based materials) appropriate for the audience.</p> <p>IRA standards</p> <p>2.2, 2.3, 5.2</p> <p>CF 2, CF5</p>	<p>Instructional practices and materials for the workshop are clearly aligned to the topic, appropriate for the audience, evidence-based, and include some technology-based items.</p>	<p>Instructional practices and materials for the workshop are adequately aligned to the topic, appropriate for the audience, evidence-based, and include some technology-based items.</p>	<p>Evidence that one or more instructional practices or materials selected for the workshop are not adequately explained or demonstrated.</p>
<p>Instructional practices and curriculum materials are clearly explained, and when appropriate, demonstrated.</p> <p>IRA standards</p> <p>2.2, 2.3, 5.2</p> <p>CF 2, CF7</p>	<p>Excellent evidence of how instructional practices and curriculum materials are clearly explained and, when appropriate, demonstrated. These practices clearly demonstrate moral and ethical decisions that provide opportunity and service to others.</p>	<p>Adequate evidence of how instructional practices and curriculum materials are clearly explained and, when appropriate, demonstrated. These practices begin to demonstrate moral and ethical decisions that provide opportunity and service to others.</p>	<p>Evidence that one or more instructional practices or materials selected for the workshop are not adequately explained or demonstrated. These practices do not reflect the moral and ethical decisions that provide opportunity and service to others.</p>
<p>Create and distribute a handout detailing important concepts, instructional practices, and required materials for parents</p>	<p>Exemplary organization of the key elements of workshop experience in a concise packet; format is error-free, attractive, and</p>	<p>Adequate organization of the key elements of workshop experience in a concise packet; format is acceptable</p>	<p>Inadequate organization of the key elements of the workshop experience in a packet with format that is not acceptable and contains</p>

IRA standard 5.1 and CF 4	engaging.	and contains some errors.	several errors.
<p>Create a demonstration lesson that models a research-based practice, approach, or strategy.</p> <p>IRA standards 4.3, 4.4 CF 1, CF 3</p>	Videotape shows exemplary modeling of a practice, approach, or a strategy related to one of the following: real life purposes for reading and writing, student selection of reading materials, student motivation, or the use of think-alouds to demonstrate good reading and writing strategies.	Videotape shows adequate modeling of a practice, approach, or a strategy related to one of the following: real life purposes for reading and writing, student selection of reading materials, student motivation, or the use of think-alouds to demonstrate good reading and writing strategies.	One or more aspects of the specified practice, approach, or strategy are missing from the modeled lesson and/or the lesson does not focus on one of the following: real life purposes for reading and writing, student selection of reading materials, student motivation, or the use of think-alouds to demonstrate good reading and writing strategies.
<p>Exhibit a positive disposition related to reading.</p> <p>IRA Standard 5.1 CF 4</p>	During the demonstration there are many specific examples of how the candidate exhibits, through words and actions, a positive disposition toward reading.	During the demonstration there are a few clear examples of how the candidate exhibits, through words and actions, a positive disposition toward reading.	During the demonstration there are no clear examples of how the candidate exhibits, through words and actions, a positive disposition toward reading.
<p>Use personal reflection and the evaluation from participants to constructively evaluate one's practice.</p> <p>IRA standard 5.3 CF 8</p>	Thorough discussion of the workshop's rationale, its strengths and weaknesses, and insights. Written evaluation from parents is included in materials.	Adequate discussion of the workshop's rationale, its strengths and weaknesses, and insights. Written evaluation from parents is included in materials.	One or more of the following: a. superficial self-evaluation (SE) b. SE is missing one or more of the requirements

			c. Parents' evaluations missing
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