

# EDUC 436: Differentiated Literacy Instruction

## Field Experience Handbook

Fall 2024

### Field Experience Assignment(s):

#### 1. Multi-Tiered System of Supports (MTSS) Analysis Assignment

For this assignment, you will work individually or with a partner to describe the MTSS (or RTI) process at your school. You will be asked to identify a partner at least 2 weeks in advance.

- **Part 1:** You will describe the MTSS framework for your school. You may gather information about the MTSS framework process by speaking to your CE and other professionals in your school and by organizing the information you find in the provided template. You will then take this information and create an infographic to depict your school's MTSS framework. Make your visual descriptive enough so that someone without knowledge of MTSS could understand it.
- **Part 2:** Using complete sentences, you will complete the right-side of the template to evaluate the extent to which your school's current practices align with the respective state's current requirements. Identify areas where the requirements are met and areas where you were unable to find evidence that the requirements were met. Provide a letter grade (A+ to C-) and explain how you decided upon your rating. As you do this, remember that schools work under tight financial and human resources, teachers have little power over administrative allocations of resources, and this is not a judgment of the individuals involved in MTSS. Specific guidelines and rubric are available in the Course Canvas site.

#### 2. Practicum Case Study Instruction Project

For this assignment, you will gain experience planning assessment and instruction that develops literacy skills for diverse groups of students in content area classes. You will address context, screening, diagnostic assessment, planning and delivering instruction, and progress assessment.

- **Part 1:** Consider the curriculum and students in one of the classes where you are placed, choose a challenging academic task that demands reading and/or writing skills, and do some analysis of the literacy demands of the task.

- **Part 2:** Conduct screening or use existing assessment information to identify a group of students that might have difficulty with the literacy demands of the task.
- **Part 3:** Conduct a pretest of their performance on the task and/or conduct some informal assessment to diagnose their problems.
- **Part 4:** Plan a series of 3 differentiated lessons for a small group; the lessons should draw on data from the pretests and evidence-based practices.
- **Part 5:** Identify progress monitoring measures that can be implemented to evaluate next steps.

More information about each step is provided in our Canvas course.