

5.2 Clinical Practice Opportunities to Learn about Diagnostic Techniques that Inform Teaching and Assessment and Early Intervention Techniques Preliminary Multiple Subject Program

Clinical Practice Opportunities for candidates to learn about diagnostic techniques that inform teaching and assessment and early intervention techniques.

***5.2a. Direct link to location(s) in sample MOU(s) or other documentation provided to LEAs that include explicit reference to efforts that will be made to provide candidates with opportunities, as practicable, during their clinical practice to learn about, and where possible, observe, how schools/teachers are using screening and diagnostic techniques to inform teaching and assessment and early intervention techniques, as appropriate to the credential and as identified in the TPEs and standard.**

- Sent a [letter to principals and mentor teachers](#) in Multiple Subject Credential Programs (bullet 3 is bookmarked for commentary regarding clinical practice)
- Literacy Methods Assignment: Artifact Analysis ([Lit 1](#), [Lit 2](#))
 - Artifact Analysis encourages students to locate samples of diagnostic tests and screeners that their mentor teachers use at their particular school sites. Students bring these artifacts to the methods classroom for analysis and discussion. Students are encouraged to bring in both blank copies of assessments and 1-2 examples of completed assessments to practice reading data for particular students.
- In the future, an assignment for EDMS 522: Literacy 1, will be developed that requires candidates to conduct site based interviews with teachers, principals, and curriculum specialists in their field placements regarding screening and diagnostic techniques.
- Candidates are highly encouraged to attend Back to School Night and Parent Teacher Conferences as a means to observe teachers engaging with parents about their students' progress and successes in schools, with particular attention paid to how teachers translate diagnostic and screener results into jargon free, parent facing language.

5.2b. Links to specific location(s) in candidate handbooks or materials that describe for candidates what is expected of them with respect to learning about diagnostic techniques as well as early intervention techniques.

- In Week 3 of EDMS 522: Literacy 1, candidates participate in a module titled [Demystifying Assessment for Reading Instruction](#). Candidates are expected to complete an [assessment module](#) via Reading Rockets.
- In the [signature assignment description](#) for EDMS 522: Literacy 1, students are provided a portfolio of possible screeners and assessments to look for as they develop their case study portfolio.

***5.2c. Links to specific evidence showing how candidates are provided opportunities to learn about and, where possible, observe how schools/teachers are using screening and diagnostic techniques to inform teaching and assessment and early intervention techniques, as appropriate to the credential and as identified in the TPEs and standard.**

In the absence of field placement opportunities to experience how schools/teachers are using screening and diagnostic techniques to inform teaching and assessment and early intervention techniques as identified in the TPEs, candidates will complete the following tasks within their literacy methods coursework:

- Artifact Analysis ([Lit 1](#), [Lit 2](#))
 - Artifact Analysis encourages students to locate samples of diagnostic tests and screeners that their mentor teachers use at their particular school sites. Students bring these artifacts to the methods classroom for analysis and discussion. Students are encouraged to bring in both blank copies of assessments and 1-2 examples of completed assessments to practice reading data for particular students.
- Practice Case Studies ([Lit 1](#), [Lit 2](#))
 - Practice Case Studies are designed to give students explicit experience reading and analyzing data from screeners and diagnostic assessments with practice writing up recommendations to families and appropriate school stakeholders. Students complete 3 practice case studies each semester, totaling 6 for the academic school year.
- Signature Assignment: Case Study ([Lit 1](#))
 - The signature assignment case study in EDMS 522: Literacy 1 is designed to give students the opportunity to do an in depth analysis of one focus student from their field placement. Students collect assessment data throughout the semester (diagnostic and progress monitoring) and then write up recommendations for continued literacy instruction that will further their development as fluent readers and writers.