

SCHOOL OF EDUCATION AND BEHAVIORAL SCIENCES

DEPARTMENT OF EDUCATION

SYLLABUS

I. COURSE NAME AND NUMBER: PRACTICUM IN READING I

EDUC 5653

Hours credit: 3

Instructor: Dr. Lynda Robinson

Office: CUNB 1059 Phone: 581- 7915

Classroom: NB 1051

Office Hours: By Appointment

Class Times: 4:30 – 6:30 PM

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Seminars: August 22, September 5 & 19, October 10 & 24, November 14, December 5

II. COURSE DESCRIPTION:

Candidates work with elementary school students in a supervised setting to assess reading abilities, to plan appropriate strategies which improve assessed abilities, and to implement those strategies in a classroom/clinical setting. The course includes a seminar in which information, insights, strategies, and concerns will be addressed. Prerequisites; Completion of at least 18 hours of required graduate coursework including EDUC 5603, EDUC 5643 (or concurrent enrollment); Practicum I and II may NOT be taken concurrently; Candidates in the M. Ed. in Literacy program MUST take Practicum I if certification is Elementary Education.

III. CONCEPTUAL FRAMEWORK:

The Department of Education at Cameron University is dedicated to producing COMPETENT, CARING, and COMMITTED educators who can successfully work with diverse students.

An educator who is COMPETENT displays the following dispositions:

- Values the subject matter (s)he teaches
- Appreciates multiple teaching strategies
- Uses fair and consistent practices



An educator who is CARING displays the following dispositions:

- Exhibits a belief that all students can learn
- Demonstrates strong interpersonal skills
- Is sensitive to student needs

An educator who is COMMITTED displays the following dispositions:

- Demonstrates professionalism
- Is a reflective decision-maker
- Is dedicated to the profession

VI. SPECIFIC LEARNING OBJECTIVES AND RELATED STANDARDS:

1. **IRA 1.4.1** Candidates determine if students are appropriately integrating the major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) in fluent reading and explain how the components are related to instructional practices and materials.
2. **IRA 2.2.3** Candidates demonstrate appropriate instructional practices, approaches, and methods, including technology-based practices in their own teaching and in demonstration teaching.
3. **IRA 2.3.1** Candidates support classroom teachers and paraprofessionals in the use of a wide range of curriculum materials in effective reading instruction for learners at different stages of reading and writing development and from different cultural and linguistic backgrounds.
4. **IRA 3.1** Candidates select and administer appropriate assessments including technology-based assessments. They can interpret the results of these tests and assessments.
5. **IRA 3.1.2** Candidates demonstrate appropriate use of assessments in practice, and can train classroom teachers to administer and interpret these assessments.
6. **IRA 3.2.2** Candidates extend the assessment to further determine proficiencies and difficulties for appropriate services.
7. **IRA 3.3** Candidates analyze, compare contrast, and use assessment results to plan, evaluate, and revise effective instruction for all students within an assessment/ evaluation/ instruction cycle.
8. **IRA 3.3.1** Candidates assist the classroom teacher and other education professionals in using in depth assessment to implement effective instruction that meets the needs of all students, including those at different developmental stages and those from different cultural and linguistic backgrounds.
9. **IRA 3.3.2** Candidates use in-depth assessment information to plan individual instruction for struggling readers, including those at different developmental stages and those from different cultural and linguistic backgrounds.
10. **IRA 3.3.3** Candidates collaborate with other education professionals to implement appropriate reading instruction for individual students.
11. **IRA 4.1a** Candidates use students' interests, reading abilities, and backgrounds as foundations for the reading and writing program.

12. **IRA 4.3** Candidates demonstrate and model reading and writing for real purposes in daily interaction with students and education professionals.
13. **IRA 4.4.1** Candidates use methods to effectively revise instructional plans to motivate all students.
14. **IRA 4.4.3** Candidates demonstrate the ability to prepare, revise and implement instructional plans that will intrinsically and extrinsically motivate all students and can articulate the research base that grounds their practice.
15. **IRA 5.3** Candidates work with colleagues to observe, evaluate, and provide feedback on each other's practice.

V. **TEACHING STRATEGIES:**

This course will include seminars, large and small group discussions, peer review, teaching, and observation/evaluation of teaching. Although this is a 3 credit course, it carries 40 hours of responsibility. 15 hours of that will be teaching children. 14 hours will be seminars. The remaining hours will be covered by Blackboard discussions of reading assignments and other assignments made by the instructor (See Blackboard Discussion Board for details.)

1. **Learning from reading:**

Each student is expected to keep up with the assigned reading from the required text and to participate in Blackboard discussions of the reading.

2. **Learning from one another:**

Each student is expected to actively participate in class discussions and respect each other's ideas.

3. **Learning from writing:**

Each student is expected to write as an integral part of this class. There will be formal writing assignments, and written responses to articles from the text.

4. **Learning from practice:**

The major portion of this class consists of a minimum of 15 hours of supervised practicum in a public school setting. If you are a full-time teacher who entered Cameron's graduate program prior to Summer 2006, this will be in your own salaried setting. If you are not currently teaching, a placement will be made for you. If you entered Cameron's graduate program during or after Summer 2006, you will need a placement working with 3 or 4 elementary school students in a setting where your Cameron professor is on-site. The Practicum must be completed in the setting assigned to you. Any changes in your placement must be approved by your Cameron professor. The 15 hours are documented by the notebook which you will complete over the course of the semester.

VI. **REQUIREMENTS AND ASSIGNMENTS:**

All assignments are to be word processed (12 point font), double spaced and free of spelling and grammatical errors. Each assignment submitted should represent the **original** work of the student whose name is written on the paper. Submitting assignments that are not original is academically unacceptable according to the Cameron University Student

Handbook. Such work will receive zero points for the assignment and will not be allowed to be resubmitted. Credit for others' ideas or words must be cited in research work.

Late work: All work is due by 4:30 PM on the due date listed on the syllabus. Blackboard Discussions and responses to discussions are due by midnight on the date listed as part of the assignment for the discussion. Late assignments will not be accepted unless the student has an excused absence for the due date. In case of an excused absence, late assignments will be accepted at the discretion of the professor.

Practicum Assignments

Assignments 1, 2, & 3

IRA 1.4.1, 2.2.3, 3.1, 3.2.2, 3.3, 3.3.2, 4.1a, 4.4.1, 4.4.3

Each candidate will be assigned 3 or 4 elementary school-age students with whom he/she will work for a minimum of 15 hours of instructional time. Throughout the Practicum semester, students will keep a Practicum Notebook which will include the following 3 assignments. These 3 assignments will have different due dates, BUT at the end of the semester, students who entered Cameron's graduate programs in Summer 2006 or later will combine all 3 into a **Final Report** which is a required portfolio entry. For those who entered Cameron's graduate program *prior* to Summer 2006, no assignments from this course are required portfolio entries.

Learner Assessment Profile/Semester Teaching Plan (Uploaded to Blackboard by 4:30 PM on Friday, September 7)

Graded by Learner Assessment Rubric (See Blackboard)

1. Candidate will be assigned a group of school-aged students (See note below) with whom he/she will work for a minimum of 15 hours over the course of the semester.
2. Using appropriate assessments (see attached list), candidate will determine the students' needs in terms of projected reading achievement & then write a Learner Assessment Profile on each student and an overall Teaching Plan which will explain how the candidate expects to meet those needs.
3. Learner Assessment Profile will follow the format provided on Blackboard (Vogt & Shearer, 2007). Categories as below:
 - a. Identifying information (children's 1st names only, please)
 - b. Background, Home and Community: information pertaining to the students' home literacy environment and the community in which they live. Be sure to include information on the students' cultural and linguistic background.
 - c. Background, School & Classroom: Demographics of the school(s) the students attend. *Brief* description of the school(s) and classroom literacy program(s) in which the children are immersed daily. Be sure to include learning styles, interests & reading abilities of the students you will be working with (including any language issues such as limited vocabulary).
 - d. Assessment information in chart form (assessments, dates given, findings).

Required Assessments:

- MRP
- Sociogram - this should be taken on the classroom(s) where the assigned students spend the majority of the school day. The intent is to see how they interact socially with classmates.

- Formal standardized assessment used by the school/district where students attend
 - Individual Reading Inventory on each child (repeated at end of semester)
 - e. Analysis of assessment, background information and demographics
 - f. Recommendations to parents for helping child(ren) at home
- 4. Semester Teaching Plan**
- g. Targeted Needs: What skills/strategies do the students need to work on? If some students in the group have different needs from others, that should be especially noted.
 - h. Goals: Projected timeline for teaching the skills/strategies discussed in “e” above. This section (as well as section “g”) should also note how candidate plans to meet the differing needs of the students as mentioned in “f”.
 - i. Teaching strategies/materials (especially related to students’ interests, reading abilities, and backgrounds) you plan to use to teach the needed skills/strategies. Consideration should be given to covering a broad spectrum of materials including technology-based information and non-print materials. This section should also address instructional grouping options (i.e. Are there times when you would need to work with a child individually as opposed to working with the entire group? Are there times when it would be advantageous for the children to work in a larger group setting?)
 - j. Reference list is expected for assessment, teaching/learning materials, and strategy sources.

Plans and Reflections (Uploaded to Blackboard by 4:30 PM on Friday, November 30)

Graded by Plans and Reflections Rubric (See Blackboard)

This notebook should be kept up-to-date weekly. You should be prepared to show it to your instructor for preliminary grading at any point during the semester.

1. Seminar reflections
 - a. Each entry should be more than 1 page long
 - b. 1 entry for every seminar
2. Teaching plans for at least 15 hours of reading instruction (Teacher Plan Book style)
3. Anecdotal records on children (minimum of 4 on each child spread over the course of the semester)
4. Teaching Reflections – *This is NOT intended to be a summary of the week’s activities!*
 - a. To be kept in weeks 2 – 14 of the semester
 - b. Each entry should be more than 1 page long.
 - c. At least 1 entry MUST include discussion of dialoging with other teachers for advice & recommendations on teaching practices/ideas.
 - d. At least 1 entry MUST address professional development
 - e. Other entries should address ONE reading event from that week in detail. This may be (but does not have to be) drawn from the anecdotal records. The event should be (briefly!) summarized & then (for example) reflection upon improvements to be made the next time such a lesson is taught or reflection upon another way to manage a situation/problem that arose.

Analysis of Student Growth (Uploaded to Blackboard by Friday, December 5 by 4:30 PM – in lieu of a final exam)

Graded by Analysis of Growth Rubric (See Blackboard)

This is intended to be an overview of your semester's work and is in addition to the notebook – NOT a review of the notebook. This should be 8 – 10 pages long. Describe in summation and essay form:

1. All that the candidate has done with the assigned group of school-aged students during the course of the Practicum.
2. Choices made in terms of instructional practices, selection of assessment tools, selection of materials, strategies, consideration of student learning styles, multiple intelligences and anything else that would apply specifically to your students. (Refer to your Needs Assessment/Semester Teaching Plan – especially section “g”.)
3. End of semester assessments (which should, whenever possible be the same assessments used on Needs Assessment/Semester Teaching Plan) and how data differs from data on Needs Assessment/Semester Teaching Plan.
4. Student skills/strategies still not mastered with recommendations for future instruction for each of the students.
5. Changes candidate made to sections “f” and “g” on Needs Assessment/Semester Teaching Plan and evidence-based, research-based rationale for changes.
6. Candidate should also address the efficacy of teaching strategies/materials used during the course of the semester.
7. Conclusion for Practicum I should reflect upon candidate's own learning over the course of the Practicum. Both candidate strengths and weaknesses should be addressed.
8. Reference list should include:
 - a. At least 3 articles from the text
 - b. at least 3 other sources

*** NOTE for students entering prior to Summer 2006:** Some people are reading teachers who work with different groups of children from different grade levels. Those people need to pick one group of 3 children to write about. A classroom teacher needs to write about 3 – 4 children from his/her classroom. A Middle School or High School teacher needs to pick 1 class where he/she teaches Reading skills and write about 3 students from that class. (students with reading problems should be chosen when possible) THEN write about the classroom & school demographics, the learning styles, interests & reading abilities of the 3 students (including any language issues such as limited vocabulary). Write about the kinds of instruction you provide to that class & the reasons for your choice of these particular 3 – 4 students. Grouping decisions - do you always use whole class grouping? When do you use small groups? What are your reasons for using small groups? What do you expect the students to learn based upon the different grouping strategies and instructional strategies you use? For Middle School teachers, it might be important to talk about how the "teaming" concept impacts your teaching & the students' learning.

Assignment 4

(IRA 1.4.1, 2.2.3, 3.1.2, 4.1a, 4.3, 5.3)

Formal Observations (2)

Graded by Observation Rubric (See Blackboard)

- Typed lesson plan should be presented to instructor prior to the beginning of the lesson.
- Both candidate & instructor will sign signifying that narrative has been discussed with candidate.
- Discussion of observation will take place as soon after the observation as possible – preferably the same day.
- Consult with instructor to set up observation dates & times

Assignment 5

(IRA 2.3.1, 3.3.3, 5.3)

Blackboard Discussions

Graded by Discussion/Response Rubric (See Blackboard)

For each chapter in the text, there will be a discussion board. It will tell you which pages to read & pose a question for you to answer. It will also specify the length of the answer (ex: 2 paragraphs). You will then need to respond to at least 1 classmate's answer. There will be due dates posted for each chapter and each response.

Assignment 6

(IRA 2.2.3, 2.3.1, 3.1.2, 3.3.1, 3.3.3, 5.3)

Seminars

Graded by Course Participation Rubric (See Blackboard)

Seminars are designed to demonstrate that candidates can successfully and positively collaborate with other teachers, critique and review the work of other teachers, and prepare and teach demonstration lessons. These skills are invaluable for a Reading Specialist.

Seminar topics:

- Course overview
- Critique and peer review of each other's needs assessments
- Student presentations: assessment scoring
- Critique and peer review: lesson planning
- Student presentations: Demonstration lesson (critique & peer review of teaching practices)
- Student presentations: 2 or 3 candidates present a demonstration lesson which has been prepared and taught collaboratively (critique & peer review)

VII. TEXTBOOK/MATERIALS:

Robinson, R., McKenna, M. & Wedman, J. (2008). Issues and trends in literacy education, 4th ed. Boston: Allyn & Bacon.

VIII. EVALUATION/GRADING:

Grades are earned on the basis of total points earned through tests, learning activities and class participation. **Copying and or plagiarism is not acceptable behavior (see Cameron University Student Handbook). If a student represents another work as his/her own, that student will receive a “0” for the assignment.** Your grade will be a percentage of *your* earned points divided by the *possible* points for the course.

Possible points:

1. Needs Assessment/student	70 pts
2. Plans and Reflections	70 pts.
3. Analysis of Student Growth	60 pts.
4. Course participation (Seminars)	30 pts.
5. Observations (total)	10 pts.
6. Blackboard discussion forums	<u>40 pts.</u>
TOTAL POINTS	190 pts.

Grading Scale:

93 – 100 = A

85 – 92 = B

78 - 84 = C

70 – 77 = D

Below 70 = F

IX. ATTENDANCE/WITHDRAWAL POLICY:

Attendance:

Attendance and active participation in seminars, Blackboard discussions, and practicum teaching are all important elements of this class. Please make every effort to attend all sessions. If you must miss for a very important reason, the instructor should be notified ahead of time. If you must miss a session with children, you will be expected both to notify the site director ahead of time and to make up the missed time at no inconvenience to the children. Since we are in session almost to Winter break, missing a session with children may mean that you will have to take an “incomplete” grade and do a make-up session after Winter break.

Withdrawal:

In the event that you must withdraw from the class, an official withdraw process must be completed as outlined in the university catalog. Students who cease to attend class and who do not bring an official Cameron drop form for my signature, will receive an “F” in the course regardless of their grade at the time they cease to attend class. Current Cameron policy prohibits giving a W grade in such a circumstance. Drop dates for Fall 2007 are as follows:

Last date to enroll or add a class – August 27, 2007

Last date to drop without entry on transcript – August 31, 2007

Last date to drop with a full refund – August 31, 2007

Last date to withdraw with an automatic W – November 14, 2007

Last date to withdraw from a class – December 3, 2007

Students with Disabilities

Cameron University is committed to making its activities as accessible as possible. The University provides a range of special services for those with disabilities. It is the policy of Cameron University to accommodate students with disabilities, pursuant to federal and state law. Students with disabilities who need classroom accommodations must make their requests by contacting the Office of Student Development at (580) 581-2209, North Shepler Room 314.

X. COURSE OUTLINE AND SCHEDULE:

Each session will last 2 hours except for Session I

Sessions will be on Wednesdays from 4:30 – 6:30

See below for dates & topics

More sessions may be added at the discretion of the instructor

Session 1, August 22 (5:30 – 6:30 this date only – Practicum II is meeting from 4:30 – 5:30)
Introduction to course & Blackboard

Session 2, September 5

Critique and peer review of each other's Learner Assessment Profiles & Semester Teaching Plans (so you will have feedback before the due date of Friday, September 7)

Bring a paper copy of your Learner Assessment Profiles & Semester Teaching Plans

Session 3, September 19

Student presentations: assessment scoring

Student choice: Bring 1 assessment that you can explain to the others

Session 4, October 10

Critique and peer review: lesson planning

Bring 1 formal lesson plan in Cameron format (See Blackboard)

Session 5, October 24

Student presentations: Demonstration lesson (critique & peer review of teaching practices)

(Bring enough paper copies of your formal lesson plan for each classmate to have 1 to look at)

Session 6, November 14

Student presentations: 2 or 3 candidates present a demonstration lesson which has been prepared and taught collaboratively (critique & peer review)

- Instructor will assign you to groups
- Each group will teach classmates NOT in your group
- Candidates will critique & peer review groups that they are not in

Session 7, December 5

Course “wrap-up” – discussion of Analysis of Growth papers

XI. BIBLIOGRAPHY:

- Allington, R. What really matters for struggling readers: Designing research-based programs. NY: Addison Wesley Longman
- Gipe, J. (1998). Multiple paths to literacy: Corrective reading techniques for classroom teachers, 4th ed. Columbus, OH: Merrill.
- Gunning, T. (2006). Closing the literacy gap. Boston: Allyn & Bacon.
- Gunning, T. (2002). Assessing and correcting reading and writing difficulties, 2nd ed. Boston: Allyn & Bacon.
- McCormick, S. (1999). Instruction students who have literacy problems, 3rd ed. Upper Saddle River, NJ: Prentice Hall.
- Spears, D. (2000). Improving reading skills, 4th ed. St. Louis: McGraw-Hill.
- Vogt, M. & Shearer, B.(2007). Reading specialists and literacy coaches in the real world. Boston: Allyn & Bacon.