



Course Syllabus

COURSE NUMBER: READ 5970 and READ 5980	COURSE TITLE: Practicum in Diagnosis of Reading Problems and Practicum in Remediation of Reading Difficulties	TERM: Summer 2008
SITE: Parkway School District Summer Balanced Literacy Classrooms (housed in various Parkway elementary schools)	INSTRUCTOR CONTACT INFORMATION: Phyllis Wilkinson, Ed.D. 314.968.7096 wilkinsp@webster.edu Paula Witkowski, Ph.D. 314.968.7070 paulaw@webster.edu Cindy Poston, Ph.D. 314.968.7087 cjposton@webster.edu	CREDIT HOURS: 3 credits each 6 credits total

1. COURSE DESCRIPTIONS:

READ 5970: This practicum examines the place of testing, assessment, and evaluation. After exploring the related issues of testing and diagnosis, participants work with small groups and individuals on a regularly scheduled basis in a clinical setting. Classroom participation includes observation, interaction, record keeping, and analysis of specific strengths and needs.

READ 5980: This practicum in remediation is the complementary course to READ 5970 Practicum in Diagnosis of Reading Problems. It is a requirement for teachers working toward remedial reading certification. Participants focus on interpreting and recommending curriculum materials and methods to encourage and help readers become proficient. Strategies and activities are designed to meet the instructional needs of individual students who have been assessed and evaluated. A focus on the strengths as well as the needs of the individual is the basis of the development of a personalized program.

2. LEARNING OUTCOMES:

Course Outcomes	Program Goals	SoE Goals, SoE Dispositions, and MoSTEP/Prof Standards Addressed
1.Students will diagnose reading strengths and needs for two students (including spelling and writing assessments) based on knowledge of reading development in all areas: phonemic awareness, phonics and decoding strategies, fluency, comprehension, and critical literacy; one of the two students will be in grades 1-2 and one student will be in grades 3-5	IRA Standard 1 Foundational Knowledge 1.3, 1.4 IRA Standard 3 Assessment, Diagnosis, and Evaluation 3.1, 3.2, 3.3, 3.4	Knowledgeable Learner 1.1, 1.2, 1.4 Informed Instructor 2.1, 2.2, 2.4
2.Students will report outcomes of assessment to colleagues, caregivers, and classroom teachers	IRA Standard 3 Assessment, Diagnosis, and Evaluation 3.1, 3.2, 3.3, 3.4	Reflective Collaborator 3.1, 3.2, 3.4
3.Students will provide instruction that builds on strengths and addresses needs of individual students, small groups, and large groups	IRA Standard 2 Instructional Strategies and Curriculum Materials 2.1, 2.2, 2.3	Responsive Educator 4.1, 4.2, 4.4
4.Students will assess interests, attitudes, and motivation regarding literacy	IRA Standard 4 Creating a Literate Environment 4.1, 4.2, 4.3, 4.4	Informed Instructor 2.1, 2.2, 2.4
5.Students will demonstrate awareness of linguistic differences and backgrounds in order to develop lifelong readers	IRA Standard 4 Creating a Literate Environment 4.1, 4.2, 4.3, 4.4	Knowledgeable Learner 1.3 Responsive Educator 4.1, 4.2, 4.3
6.Students will consult with the cooperating teacher, university supervisor, and colleagues to refine processes of assessment and instruction	IRA Standard 5 Professional Development 5.1, 5.2, 5.3, 5.4	Reflective Collaborator 3.1, 3.2
7.Student will demonstrate strategies for colleagues	IRA Standard 5 Professional Development 5.1, 5.2, 5.3, 5.4	Reflective Collaborator 3.2
8.Students will share ideas and display positive professional dispositions	IRA Standard 5 Professional Development 5.1, 5.2, 5.3, 5.4	Reflective Collaborator 3.1, 3.2
9.Students will read about best practices and relevant research for discussions and to evaluate programs	IRA Standard 5 Professional Development 5.1, 5.2, 5.3, 5.4	Knowledgeable Learner 1.1, 1.2, 1.4
10.Students will engage in the coaching process by completing a coaching project with a colleague (modeling, team teaching, providing non-evaluative feedback, etc.)	IRA Standard 5 Professional Development 5.1, 5.2, 5.3, 5.4	Reflective Collaborator 3.1, 3.2

3. SCHEDULE:

Additional Meeting: May 20, 2008; 4-8 p.m.

Introductions
Course overview
Background check information
Overview of Parkway School District Summer School Program
Explanation of responsibilities, assignments, placements, etc.
Explanation of materials available in Parkway buildings
“Crash course” in the coaching model for those who have not yet taken
 READ 5777 Literacy Coaching

June 2-June 27, 2008; 7:30 a.m. -1:00 p.m. (with additional collaboration time to be determined by cooperating teacher):

Placement in Parkway Summer School Balanced Literacy Classrooms (primary and intermediate)
Work with individual students, small groups, and large groups
Ongoing collaboration with cooperating teacher, university supervisor, and colleagues

TBA: Meetings at Parkway sites with university supervisor

Schedule of assignment due dates
Discussion of course readings (textbook, additional articles, etc.)
Discussion of issues, problems, new learnings, etc.

Additional Meeting: June 24, 2008: 1:30-3:00 p.m.

Final reflections and wrap-up
Discussion of remaining assignments, due dates, etc.
Course evaluations

4. RESOURCES:

Required text(s):

Caldwell, J. S. & Leslie, L. (2005). *Intervention strategies to follow informal reading inventory assessment: So what do I do now?* NY: Pearson.

Johns, J. (2005). *Basic reading inventory: Pre-primer through grade twelve and early literacy assessments, 9th ed.* Dubuque, IA: Kendall/Hunt.

Recommended text(s):

Gillet, J. W., Temple, C., & Crawford, A. N. (2004). *Understanding reading problems: assessment and instruction.* NY: Pearson.

Johns, J.L. & Lenski, S. D. (2005). *Improving reading: strategies and resources.* Dubuque, IA: Kendall/Hunt.

Manzo, A.V., Manzo, U.C., & McKenna, M.C. (1995). *Informal reading-thinking inventory.* Belmont, CA: Wadsworth/Thomas Learning.

Possible articles to be discussed; other articles and readings may be assigned as appropriate (copies will be provided as needed):

American Reading Instruction Since 1967

The Changing Role of the Reading Specialist in School Reform

Standards for Reading Professionals, Revised 2003

Behind Test Scores: What Struggling Readers Really Need

What Can I Say Besides Sound It Out? Coaching Word Recognition in Beginning Reading

Help for Struggling Upper-Grade Elementary Readers

Helping Linguistically Diverse Students Share What They Know

Reflections on Teaching Struggling Middle School Readers

5. EVALUATION:

Assessments	Links to Course Outcomes	Percentage of Grade
Case Report Sections on Analysis of Reading Strengths and Needs (including documentation from all assessments) for Parkway student	1,2,3	Diagnosis 50 points
Demonstration of Strategy for Colleagues	7, 8, 9,10	Diagnosis 15 points
Coaching Project	7,8,9,10	Diagnosis 20 points
Case Report Sections on Recommendations for Instruction in School and Support at Home (including suggested books at appropriate levels) for Parkway student	1, 2, 3,4, 5	Remediation 30 points
Daily Log (including daily lesson plans, evidence of ongoing assessment, outcomes, and reflections)	3	Remediation 15 points
Teaching Observations (completed in collaboration with university supervisor)	3, 6,9	Remediation 40 points
Case Report Sections on Analysis of Reading Strengths and Needs (including documentation from all assessments) for Student at MS or HS level	1,2,3	Diagnosis 15 points
Case Report Sections on Recommendations for Instruction in School and Support at Home (including suggested books at appropriate levels) for Student at MS or HS level	1, 2, 3, 4, 5	Remediation 15 points

NOTE: DUE DATES FOR ALL ASSIGNMENTS WILL BE DISCUSSED WITH EACH UNIVERSITY SUPERVISOR AT BUILDING-LEVEL MEETINGS.

6. GRADING SCALE: (Note: 100 points possible for each course; you will receive two separate grades for READ 5970 and READ 5980)

91-100 points = A
81-90 points = B
70-80 points = C
69 points and below = No Credit

Note: ALL PAPERS/PROJECTS MAY BE RETURNED VIA A SELF-ADDRESSED, STAMPED ENVELOPE. PAPERS ARE NOT AVAILABLE FOR PICK-UP IN THE SoE OFFICE.

ACADEMIC HONESTY POLICY

Students at Webster University are expected to practice academic honesty.

Avoiding Plagiarism

Plagiarism is intentionally claiming that another person's work is his/her own or implying that another person's work is his/her own (through inadequate or inaccurate citations of reference material.)

Students:

- Should not copy whole portions of text from another source as a major component of papers or projects.
- Should identify the title, author, page number/webpage address, and publication date of works when directly quoting small portions of texts, articles, interviews, or websites.
- Should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or websites.
- Should follow the guidelines of the American Psychological Association Style Guide when referencing all research sources.

Consequences of Academic Dishonesty:

For further information about the consequences of academic dishonesty please consult the Webster University Student Handbook.

ACCESSIBILITY/ACCOMMODATIONS POLICY

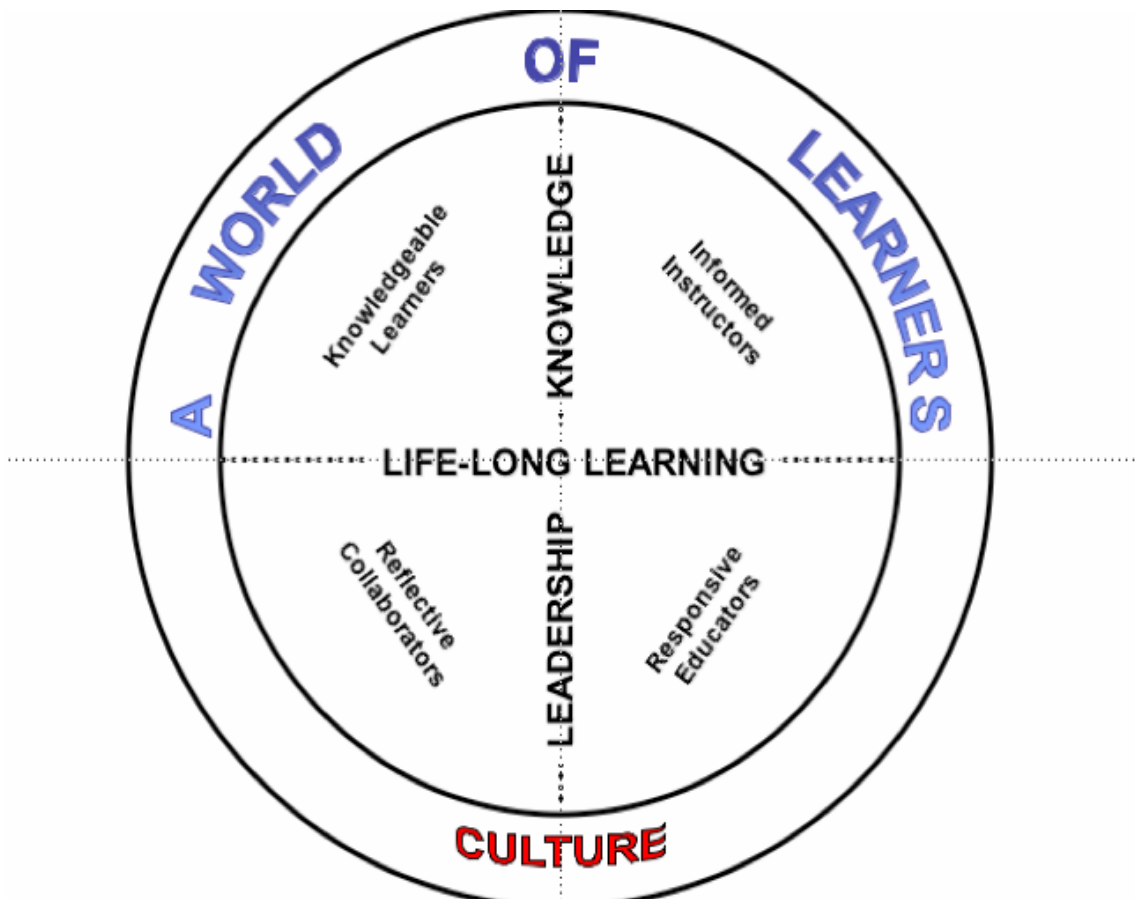
If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.

Webster University
School of Education

Vision: “ . . . We all must work to make this world worthy of its children.” (Casals, 1970)

Mission: The School of Education at Webster University provides its students with the knowledge, experiences, and practical tools that help them guide both themselves and others toward lifelong learning. The School of Education is a community of educator-scholars who apply critical reflections and creative energies to enhance learning in schools and other educational settings. The faculty strives to support this community by modeling effective teaching practices based on sound theory and research. Personalized approaches create a challenging, yet supportive environment that permits the risk-taking necessary for learning and growth. The School of Education encourages its faculty and students to work actively toward this end, keeping in mind that action must be rooted in visionary, yet realistic, thinking. This thought and action process underscores the development of an inner-directed self-understanding, an outer-directed global perspective, and an appreciation of human diversity that arises from both.

Theme: Developing a world of learners through knowledge, leadership, and life-long learning.



The universal mandala (a circle with intersecting vertical and horizontal lines) graphically represents the conceptual framework of the School of Education. The outer circle provides the framework for a “world of learners” in cultural settings. The two axes represent the theme components of knowledge, leadership, and life-long learning. These lines are broken to emphasize the fluid relationship of the goals and integrated concepts. Each quadrant represents one of the school’s four goals for its candidates: to develop knowledgeable learners, informed instructors, reflective collaborators, and responsive educators.

School of Education Goals

1. Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.

The knowledgeable learner:

- 1.1 knows content that supports conceptual understanding;
 - 1.2 applies tools of inquiry to construct meaningful learning experiences;
 - 1.3 identifies developmental factors in student learning; and
 - 1.4 understands theoretical principles of effective instruction to plan learning experiences.
2. Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.

The informed instructor:

- 2.1 designs curriculum based on students’ prior knowledge, learning styles, strengths, and needs;
 - 2.2 understands and uses a range of instructional strategies;
 - 2.3 uses a variety of communication modes, media, and technology to support student learning; and
 - 2.4 employs a variety of formal and informal assessments to monitor learning and modify instruction.
3. Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.

The reflective collaborator:

- 3.1 values and integrates reflection to grow as a professional;
 - 3.2 promotes communication and collaboration with colleagues, families, and community leaders;
 - 3.3 seeks relationships with families and students to support student learning; and
 - 3.4 initiates change that benefits students and their families.
4. Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

The responsive educator:

- 4.1 understands and responds appropriately to issues of diversity
- 4.2 acknowledges social and cultural contexts to create effective teaching and learning environments;
- 4.3 adapts instruction to the learner’s knowledge, ability, and background experience; and
- 4.4 identifies resources for specialized services when needed.

School of Education Dispositions

NCATE defines dispositions as “the values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator’s own professional growth. ” (Professional Standards, p. 53) There is significant value in focusing attention on qualities that make an effective teacher.

1. Understands and Respects Self
 - 1.1 Understands and respects that s (he) may be different from others
 - 1.2 Embraces an openness to change (adaptability, flexibility)
 - 1.3 Exhibits curiosity
 - 1.4 Engages in reflection

2. Understands and Respects Others
 - 2.1 Understands, respects, and responds appropriately to diversity in a variety of settings
 - 2.2 Exhibits empathy
 - 2.3 Commits to fairness and honesty
 - 2.4 Listens respectfully to other points of view

3. Understands and Respects Professional Communities
 - 3.1 Commits to professional behavior in university and school cultures
 - 3.2 Practices informed decision-making in university and school cultures
 - 3.3 Communicates and collaborates in university and school cultures
 - 3.4 Accepts academic rigor (willingness to work/ high expectations)
 - 3.5 Affects change with courage and confidence

