



Professional Education Unit

EDEL 624: Practicum in Reading Web-Enhanced

Spring 2012

Instructor: Jody Fernandez Ph.D.
 Office: 601 B Ginger Hall
 Phone: (606) 783-2533
 Fax: (606) 783-9132
 E-Mail: j.fernandez@moreheadstate.edu
 Office Hours: by appointment
 Prerequisites: EDEL 662

Description:

EDEL 624	The course is designed to prepare teachers to use assessment data to design applicable instruction and remediation for heterogeneous groups of students with literacy difficulties in grades k-16. In addition to the study of current literacy theory, methods and materials will be investigated and utilized.
----------	--

MSU CONCEPTUAL FRAMEWORK FOR PROFESSIONAL EDUCATION

“Community Engagement: A Light to and from the Mountains”

The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia- preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.

Conceptual Framework Outcomes (CFOs):

The Unit and the faculty within individual programs assess the degree to which its graduates:

- 1) Master the content knowledge, professional and the twenty – first century skills need to make an optimal contribution to “whole” student learning in education settings.

- 2) Are competent in the collection and use of data to inform decision – making and to demonstrate accountability for student learning.
- 3) Demonstrate professional dispositions
- 4) Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively “bridge the gaps” (economic, achievement, and geographic) ensuring optimal learning for all students.
- 5) Engage in authentic field experiences in collaboration with committed school – based partners and are empowered to improve the quality of education throughout this region and beyond.

Student Learner Outcomes SLOs: By the end of this class, MSU graduate students will

- 1) implement current research-based practices as they design learning environments to engage struggling/striving readers in building: vocabulary, comprehension skills, study skills, and reading rate.
- 2) create learning climates that are supportive of struggling/striving readers and climates that will motivate these readers.
- 3) implement and evaluate / reflect on their instruction.
- 4) assess and analyze student performance in reading and will communicate the results to their colleagues, students, and parents
- 5) make connections between theory and reading practices;
- 6) investigate current research-based literacy strategies and incorporate them into their instruction
- 7) incorporate the use of technology into their instruction; use technology as a learning tool with their students; and identify resources to enhance skills

NCATE/ EPSB Accreditation Alignment of SLO's and CFO's:

Assessments and assignments:

Aligned with Assessment (point values)	Kentucky Teacher Standards (KYS)	Kentucky Core Academic Standards for English/Language Arts KCAS E/LA	Education Professional Standards Board (EPSB)	International Reading Association/ (IRA)	NCATE
Framework (50)	1,2,3,4,5	R 1,7,10 W 2,4,7,8	Achievement gap, Assessment,	1-5	1-5

			Diversity Literacy Technology		
Lesson plans(150) CFO: 3 SLO: 1,3,4	1,2,3,4,8	R1,4,7,8 W 4,5,6,8	Achievement gap, Assessment, Diversity Literacy Technology	1-5	1-5
Tutoring Reflections (200) CFO:1,3 SLO:1,2	7,9	W 1-4, 6, 8, 10	Achievement gap, Assessment, Diversity Literacy Technology	1-5	1-5
Black board Discussions (200) CFO: 1 - 4 SLO: 1-6	1,6,8	R 1-10 W 1-10	Achievement gap, Assessment, Literacy Technology	1,2,3	1,2,3
Literacy Set (200) CFO: 1, 3 SLO: 1,2	1,2,3,4,8,	R 1-10 W 4-6, 8	Achievement gap, Assessment, Diversity Literacy Technology	1,2,4	1,2,4
Case study Final report (200) CFO: 1-5 SLO: 1-6	1-10	W1-10	Achievement gap, Assessment, Diversity Literacy Technology	1-5	1-5

EVALUATION CRITERIA:

Assessment (point value)	Description
Framework (50 points)	Masters students will use data from their assessments of a case study student to develop a framework for individualized literacy instruction.*** Complete assignment details can be found on Blackboard.
Assessment based lesson plans (250 points)	Masters' students will write 10 lessons individualized for their case study student *** Complete assignment details can be found on Blackboard.
Literacy set (200 points)	The development of a student focused literacy set designed to enhance your tutoring session foci and to motivate your student is required. Contents and bibliography, with the rationale for each inclusion will be turned in. *** Complete assignment details can be found on Blackboard.
Tutoring and reflections (200 points)	Masters students will participate in 10 tutoring sessions and turn in field notes and reflections on each. *** Complete assignment details can be found on Blackboard.
Discussion Board Participation (200 points)	Participation in Blackboard Discussion Board Forums is required ***Complete assignment details can be found on Blackboard.
Final report (50 points)	A comprehensive Final Report of remediation activities will include pre and post data, student work samples, and an analysis of student progress*** Complete assignment details can be found on Blackboard.

Required Texts:

We will be referring to the textbooks utilized in EDEL 662 -001 Fall 2011. Other resources may be necessary for successful completion of the course.

Crawley, S. & Merritt, K. (2009).*Remediating Reading Difficulties* McGraw-Hill ISBN: 978-0-07-313109-2

Afflerbach, P. (2007) *Understanding and using reading assessment*. International Reading Association/ ISBN: 978-087207-585-6

_____ (2010) *Standards for Assessment of Reading and Writing, Revised edition*. International Reading Association/NCTE. ISBN: 978-087207-776-8

Leslie & Caldwell, (2010) *Qualitative Reading Inventory 5* Pearson ISBN: 0205-44327

Bear, et. al (2008). *Words their way fourth edition*. Pearson ISBN: 978-013-223968-4

Optional

Rhodes, L.K. (1993) *Literacy Assessment: A handbook of instruments*. Heinemann ISBN: 0435-08759-2

Course Evaluation:

The candidate’s course evaluation will be determined by in – class and out – of class assignments, to include: attendance and participation both face-to-face and via Backboard Discussion Board, responses to reading assignments, completion of case study. The course evaluation is based upon 1000 points *** Assignments and their point value. Details can be found in Course Documents on Blackboard.

Assessment: Assessment will occur via formative, summative, and personal reflection measures. A traditional 10 point scale is used for determining grades.

100-90=A 89-80=B 79-70= C 69-60=D Below 59 = E

Late work: As professional educators, you are well aware of the importance of preparation and timely completion of assignments. Late work will be accepted up to one week with a 20% point deduction. This does not include Discussion Board postings.

Attendance Policy: As we have only three F2F meetings this semester, it is imperative that you attend all of them (weather permitting). In addition, you will have Discussion Board assignments almost every week. requiring your participation.

Face-to-face Course Calendar:

Week	Topic		Due
Module 1 Meeting Saturday Jan. 21	Assessment guides instruction	Bring your assessment binders from EDEL 662. Begin analyzing for literacy framework	Review Syllabus and Assignments for discussion
Module 2 & 3 Meeting Saturday March 3	Literacy Sets & Progress Reports		Literacy Sets Due
Module 3 Meeting Saturday May 5	Case Study Findings	Share session.	Final Reports Due

Online Calendar

DB Questions 1/21-5/5	Questions and concerns		Check weekly and post as needed
MODULE 1	<u>Topic</u>	<u>Assignment</u>	<u>DUE</u>
		<u>LITERACY FRAMEWORK</u>	<u>FEB. 4</u>
	Literacy Set	Share at least two of the entries from your custom literacy set. Respond to at least two of your classmates.	Jan 28 ONLINE
	Strategy	Share at least two Literacy Strategies designed to help a struggling student. Respond to at least two of your classmates.	Feb. 4 ONLINE
	Progress	Report your tutoring progress; successes, setbacks, requests for help at these points in the semester	Feb.11 ONLINE
MODULE 2	<u>Topic</u>	<u>Assignment</u>	<u>DUE</u>
		<u>Lesson plans: set 1</u>	<u>February 25 on line</u>
		<u>Literacy set</u>	<u>March 3</u>
	Literacy	Share at least two of the entries from your custom literacy set. Respond to at least two of your classmates.	Feb.18 ON LINE

	Strategy	Share at least two Literacy Strategies designed to help a struggling student. Respond to at least two of your classmates.	March 3
	Progress	Report your tutoring progress; successes, setbacks, requests for help at these points in the semester	March 3 in class
MODULE 3	<u>Topic</u>	<u>Assignment</u>	<u>DUE</u>
		<u>Tutoring & Reflection: set 1</u>	<u>March 10</u>
	Literacy	Share at least two of the entries from your custom literacy set. Respond to at least two of your classmates.	March 10 ONLINE
	Strategy	Share at least two Literacy Strategies designed to help a struggling student. Respond to at least two of your classmates.	March 17 ONLINE
	Progress	Report your tutoring progress; successes, setbacks, requests for help at these points in the semester	March 31 ONLINE
MODULE 4	<u>Topic</u>	<u>Assignment</u>	<u>DUE</u>
		<u>Lesson Plans: Set 2</u>	<u>April 7</u>
		<u>Tutoring & reflection: set 2</u>	<u>April 27</u>
		<u>Final Report</u>	<u>May 5</u>
	Literacy	Share at least two of the entries from your custom literacy set. Respond to at least two of your classmates.	April 7 ONLINE

	Strategy	Share at least two Literacy Strategies designed to help a struggling student. Respond to at least two of your classmates.	April 14 ONLINE
	Progress	Report your tutoring progress; successes, setbacks, requests for help at these points in the semester	April 21 ONLINE

Americans with Disabilities Act (ADA)

In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, services are best applied when they are requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator at: 204-E ADUC, 606-783-5188, or e.day@moreheadstate.edu.

Campus Safety Statement:

Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at: <http://www.moreheadstate.edu/emergency>.

Academic Honesty

Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/ or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read the Eagle: Student Handbook or ask your instructor. An example of plagiarism is copying information from the internet when appropriate credit is not given. The policy is located at <http://morehead-st.edu/units/studentlife/handbook/academicdishonesty.html>