



Professional Education Unit

EDEL 662 001: Remedial Reading (Reading Assessment) (Web Enhanced)

Fall 2011

Saturdays Aug. 27, Sept.24, Oct. 22, Nov. 19, Dec. 10
10:00 a.m. – 1:00 p.m.

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Prerequisites: EDEM 330 or EDMG 330

Course Description: Materials, methods of diagnosing and treating reading difficulties. Student case study experiences are an integral part of this course.

EDEL 662	The course is designed to prepare teachers to assess and diagnose literacy difficulties in heterogeneous populations of students in grades k-16. In addition to the study of current literacy theory, methods and materials will be investigated and utilized.
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“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 (CFO's):

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 Learning Outcomes (SLO’s):

At the conclusion of this course, masters’ candidates will:

- 1) Be cognizant of the physical, cognitive, psychological, language, and cultural correlates of reading disability.
- 2) Be cognizant of the principles of remediation as they relate to choices of formal, informal assessment instruments and instructional procedures.
- 3) Apply formal and informal reading assessment instruments to complete a case study on a student with a reading difficulty.
- 4) Analyze results of formal and informal assessments to complete a case study on a student with a reading difficulty.
- 5) Communicate analysis of results of formal and informal reading assessments for collaboration between self, students, teachers and family.
- 6) Apply analysis of results to individually guide instruction of the case study student.

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 (KCAS)	Education Professional Standards Board (EPSB)	International Reading Association (IRA)	NCATE
Discussions (150) CFO: 1 - 4 SLO: 1-6	1 - 9	1-5	Diversity, Assessment, Literacy, Achievement gap,	4,5,6	2,3,4
Readings based Writing	6,9,7	1-5	Diversity, Assessment, Literacy,	1,3,6	1, 4

Assignments (350) CFO: 1, 3 SLO: 1,2			Achievement gap NCATE1, 4		
Case study (500) CFO: 1-5 SLO: 1-6	1-7	1,2,4.5,6	Diversity, Assessment, Achievement Gap, Literacy	4,5,6,7,8,9,11	1,2,3,4

Assessment (point value)	Description
Weekly Discussions (150)	Participation in three themed discussion boards is expected ***Complete assignment details can be found on Blackboard.
Readings Based Written Assignments (350)	Understanding of current literacy assessment theory will be demonstrated via the completion of these readings based written assignments** Complete assignment details can be found on Blackboard.
Case Study (500)	Implementation and analysis of current literacy assessment methods and materials demonstrated via the completion of a case study project *** Complete assignment details can be found on Blackboard.

Required Texts:

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
New Kentucky Common Core Standards for Reading. www.kde.gov

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 assessment case study The course evaluation is based upon 1000 points *** Assignments and their point values are explained in the following two tables. Details can be found in Course Documents on Blackboard.

Attendance Policy:

Attendance is considered a professional disposition and thus is required. While extenuating circumstances may occur, you must contact the professor prior to the absence if you wish to make up any in-class graded assignments. It is the student's responsibility to acquire any needed notes or materials from classmates.

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>

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 in the Office of Academic and Career Services, 223 Allie Young Hall, 606-783-5188, www.moreheadstate.edu/acs/

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>

Tentative Course Calendar for Fall 2011

We are scheduled to meet Face to Face (F2F) on the dates in **bold typeface**:

August 27,

September 24, October 22, November 19, December 10.

There are readings based assignments every week - written assignments or required Discussion Board postings.

Discussion Boards will close at noon on Saturday.

All assignments are due at noon on Saturday.

DATE	TOPIC	DUE
Week 1: Saturday 8/27	Introductions Course Preview Review Books IRA Standards KCAS Changes Motivation surveys	Print and read syllabus before class
<i>Week 2: September 2</i>	<i>Labor Day</i>	<i>Holiday</i>
Week 3: September 10	Issues in Assessment Afflerbach chapter 1	Written assignment "Issues in Assessment" Due Sept. 10 at noon
Week 5: September 17	Formative and summative assessment Afflerbach chapter 2; Online reading "Assessment for Instruction"	Select case study student. Contact parents for permissions. Begin student and family interviews. Written assignment 2 due Sept. 17 at noon
Week 6: September 24	Running Records QRI 5- Informal reading inventories.	Read Ch. 2 Peruse QRI sections 1-13 QRI Discussion Board opens
Week 7: October 1	RR/ QRI application	QRI Discussion board
Week 8: October 8	Teacher Questioning Afflerbach chapter 3	Written assignment 3 on questioning due Oct. 8 at noon
Week 9: October 15	Portfolios Afflerbach chapter 4	Complete QRI application and analysis for class discussion next week Written Assignment 4 due Oct. 15 at noon
Week 10: October 22	Words Their Way Overview and practice	Read Bear chapters 1 & 2 WtW discussion board opens
Week 11: October 29	WtW administer	WtW Discussion Board
Week 12: November 5	Performance assessment Afflerbach chapter 5	Written assignment 5 due Nov. 5 at noon

Week 13: November 12	High Stakes tests Afflerbach chapter 7	Chapter 7/ Assignment 6 written assignment due Nov. 19 at noon
Week 14: November 19	Assessing the Other Afflerbach Chapter 8	Develop and administer an interest or motivation inventory. (written assignment 7) Bring to class to share and submit via BB
<i>Week 15: November 26</i>	<i>Thanksgiving</i>	<i>Holiday Break</i>
Week 16: December 3	Confounds! Afflerbach chapter 9	Written assignment 8
Week 17: December 10	Case Study Shares	Case study due
Week 18: December 17	<i>Finals Week</i>	<i>Fall Commencement</i>