VALDOSTA STATE UNIVERSITY
COLLEGE OF EDUCATION
DEPARTMENT OF EARLY CHILDHOOD AND READING EDUCATION
Fall, 2009
READ 7170
PRACTICUM IN CORRECTING READING DIFFICULTIES
3 SEMESTER HOURS

REQUIRED TEXTBOOK

Lipson, M. Y. & Wixson, K. (2009). *Assessment & Instruction of Reading and Writing Difficulty: An Interactive Approach.* Boston: MA: Pearson Education, Inc.

COURSE DESCRIPTION
Corequisite: READ 7160. Candidates will apply their knowledge of the reading process to correct reading difficulties. They will develop and implement instructional programs to address the learning needs of children in the reading clinic. They will conduct professional development training sessions for their peers, solicit feedback, and reflect on the effectiveness of the training session.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK PRINCIPLES
Conceptual Framework: Guiding Principles
(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

The **D**ispositions Principle: Productive dispositions positively affect learners, professional growth and the learning environment.

The **E**quity Principle: All learners deserve high expectations and support

The **P**rocess Principle: Learning is a life-long process of development and growth.

The **O**wnership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

The **S**upport Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

The **I**mpact Principle: Effective practice yields evidence of learning.

The **T**echnology Principle: Technology facilitates teaching, learning, community- building and resource acquisition.

The **S**tandards Principle: Evidence based standards systematically guide professional preparation and development.

INTERNATIONAL READING ASSOCIATION STANDARDS FOR READING PROFESSIONALS

Standard 1:	Foundational Knowledge Candidates have knowledge of the foundations of reading and writing processes and instruction

IRA STANDARD 1.4

Demonstrate knowledge of the major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) and how they are integrated in fluent reading.

1. Candidates will identify students' strengths and weaknesses in relation to the various components.
2. They are able to determine if students are appropriately integrating the components in fluent reading.

Standard II	Instructional Strategies and Curriculum Materials Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction

IRA STANDARD 2.3

Use 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.

1. Candidates support classroom teachers and paraprofessionals in the use of a wide range of curriculum materials.
2. They help teachers select appropriate options and explain the evidence-base for selecting practices to best meet the needs of all students.
3. They demonstrate the options in their own teaching and in demonstration teaching.

Standard III	Assessment Candidates us a variety of assessment tools and practices to plan and evaluate effective reading instruction

IRA STANDARD 3.3

Use assessment information to plan, evaluate, and revise effective instruction that meets the needs of all students, including those at different developmental stages and those form different cultural and linguistic backgrounds.

1. Candidates demonstrate the ability to assist the classroom teacher in using assessment to plan instruction for all students.
2. They use in-depth assessment to plan individual instruction for struggling readers.
3. They collaborate with other education professionals to implement appropriate reading instruction for individual students.

4. They collect, analyze and use school-wide assessment data to implement and revise school reading programs.

IRA STANDARD 3.4

Communicate results of assessments to specific individuals (students, parents, caregivers, colleagues, administrators, policymakers, policy officials, community, etc.).
1. Candidates communicate assessment information to various audiences for both accountability and instructional purposes, (policymakers, public officials, community members, classroom teachers and parents).

Standard IV	Literate Environment
	Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments

IRA STANDARD 4.1

Use students' interests, reading abilities, and backgrounds as foundations for the reading and writing program.
1. The candidate will assist the classroom teacher and paraprofessional in selecting materials that match the reading levels, interests, cultures, and linguistic background of students.
2. They can articulate the research base that grounds their practice.

IRA STANDARD 4.2

Use a large supply of books, technology-based information, and nonprint materials representing multiple levels, broad interests, and cultural and linguistic backgrounds.
1. The candidate will assist classroom teachers in selecting books, technology-based information, and non-print materials representing multiple levels, broad interests, cultures and linguistic backgrounds.
2. They can articulate the research that grounds their practice.

IRA STANDARD 4.3

Model reading and writing enthusiastically as valued lifelong activities.
1. Candidates demonstrate and model reading and writing for real purposes in daily interactions with students and education professionals.
2. They assist teachers and paraprofessionals to model reading and writing as valued life-long activities.
3. Candidates will articulate the research base that supports modeling think alouds and reading aloud.

IRA STANDARD 4.4

Motivate learners to be lifelong readers.
1. Candidates use methods to effectively revise instructional plans to motivate all students.
2. They assist classroom teachers in designing programs that will intrinsically and extrinsically motive students.

3. They demonstrate these techniques and they can articulate the research base that grounds their practice.

Standard V Professional Development	Candidates view professional development as a career-long effort and responsibility

IRA STANDARD 5.1
Display positive dispositions related to reading and the teaching reading.
    1. Candidates can articulate the theories related to the connections between teacher dispositions and student achievement.

IRA STANDARD 5.3
Work with colleagues to observe, evaluate, and provide feedback on each other's practice.
    1. Candidates will positively and constructively provide an evaluation of their own or others' teaching practice.
    2. They will assist classroom teachers and paraprofessionals as they strive to improve their practice.

IRA STANDARD 5.4
Participate in, initiate, implement, and evaluate professional development programs.
    1. Candidates exhibit leadership skills in professional development.
    2. They plan, implement, and evaluate professional development efforts at the grade, school, state and/or district level.
    3. They are cognizant of and can identify and describe the characteristics of sound professional development programs.
    4. They can articulate the evidence base that grounds their practice.

COURSE OBJECTIVES (CO)
Candidates will be able to

1. demonstrate an understanding of research and evidence-based practices in reading and other fields that deal with teaching students with reading difficulties (1.4)
2. plan and implement lesson plans that include appropriate evidence-based instructional methods in word identification, vocabulary, fluency, and comprehension that address the learning needs of students with reading difficulties (2.3, 3.3, 4.1, 4.2, 4.3, 4.4).
3. demonstrate effective instructional techniques for teaching phonemic awareness, word identification, vocabulary, and comprehension strategies that address the learning needs of students with reading difficulties to their peers (5.1,5.3).
4. reflect on their teaching and instructional plans (5.3).
5. observe a peer's lesson and provide constructive feedback (5.3).

6. communicate with students, parents, and other professionals concerning the students' strengths, areas for improvement, and ways to support the student in literacy development. (3.4).
7. plan, implement, and evaluate professional development efforts at the grade or school level. (5.4)

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COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

1. Candidates will complete assigned readings and document their understanding of the best practices in reading by completing weekly quizzes (CO 1)

2. Lesson Implementation -Tutoring – Tuesday and Thursday 11:00 AM-12:00 noon. Candidates will develop and implement instructional plans for teaching children assessed in the reading clinic (CO 2, 3). The portfolio will contain the instructional plans developed for the child, copies of lesson plans and daily running records. Candidates will attach their reflections on their work with the child for each week of tutoring (CO 4, 5)

3. Evidence-based instruction demonstration. Candidates will demonstrate appropriate instructional activities in word identification, vocabulary, comprehension, spelling, writing or fluency for their peers (CO 3).

4. Candidates will prepare a comprehensive case report to include the following: (a) student background information, (b) attendance and attitude toward reading, (c) summary of factors influencing the student's performance including cultural, linguistic, and environmental (instructional) factors, (d) brief statement of strengths and weaknesses (1 paragraph), (e) summary of assessment information (narrative description of assessments administered and description of child's performance), (f) narrative description of activities used in tutoring sessions and reflections of effectiveness of activities, (g) recommendations for further instruction. (CO 1, 2,4,6)

5. Candidates will conduct a professional development training session for their grade level or school level peers to demonstrate effective instructional strategies based on interpretations of appropriate assessments in reading and writing. (CO 7).

COURSE EVALUATION (Instruments and Methods)
1. Candidates will complete six weekly quizzes. (CO 1).

2. Lesson observations will be evaluated using a rubric (see attached) created by the instructor. Candidates will conduct and receive one peer observation (CO 1, 2,3,4,5)

3. Lesson plans will be evaluated using a rubric (see attached) created by the instructor. The rubric will contain sections for the evaluation of the lesson plans based on the use of activities connected to the child's learning needs and the

teaching of strategies that foster student self-regulation. The rubric will be distributed to students when the assignment is announced. (CO 1-4).

4. The instructional activities demonstration will be evaluated using a rubric (see attached) created by the instructor (CO 3).

5. The case study report will be evaluated using a rubric created by the instructor (see attached). (CO 1,2,4,6)

6. The professional development activity will be evaluated using a rubric (see attached) created by the instructor. (CO 7).

Weekly quizzes (10 pts. each)	60 points
Lesson Plans/Reflections	50 points
Instructional Activity Demo	50 points
Case Study Report	100 points
Professional development activity	50 points
Class Participation/Activities	60 points
Lesson Observations	40 points
Total	410 points

Final Grading Scale

A	93-100%
B	85-92%
C	75-84%
D	65-74%
F	64% and below

ATTENDANCE POLICY
There will be a 10 point deduction from your class participation grade for each class or tutoring lesson missed. More than 2 absences will result in a failing grade.

INSTRUCTOR
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 SPECIAL NEEDS STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin or handicap of the individual. It

is the intent of the institution to comply with the Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as Title XI in Section 504 of the Rehabilitation Act of 1973.

Students requesting classroom accommodations or modifications because of a documented disability must contact the Access Office for Students with Disabilities located in Room 1115 Nevins Hall. The phone numbers are (229) 245-2498 (voice) and (229) 219-1348 (tty).

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