

EDPC 601 LITERACY PRACTICUM
June 21 through July 13, 2012
Linville-Edom Elementary School
(3 graduate credit)

Instructor: Tracy Hough, MA
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Dates of Class Sessions:
Monday - Friday, June 21- July 13, 2010
Staffing Case Studies - July 13 10:30 - 2:30

Class Session Times:

8:00 a.m. – 2:00 Linville-Edom Elementary School Cafeteria

- Tutoring will be scheduled from 8:15 a.m. - 11:45 a.m.
 - Session 1 8:15 to 9:45
 - Session 2 10:15 to 11:45
- Tutoring reflection and preparation M-W-F 12:30 to 2:00 Tuesday and Thursday 2-3 (optional)
- Seminars with the professor will be scheduled following tutoring on
 - Tuesday and Thursday 12:30 p.m. – 2:00 p.m.
 - Staffing of case study will be July 13 10:30 to 2:30

Course Prerequisites:

This course is part of the MA in Education Program. The practicum is required for all persons seeking a reading specialist endorsement. Requirements include Foundations of Literacy and Assessment of Literacy or their equivalent. Knowledge of spelling stages and word sort activities is helpful.

Course Overview:

This course focuses on applying literacy knowledge and expertise in a clinical or classroom setting. School age students, who experience needs in reading and writing, will be paired with a tutor (graduate student) for structured tutoring under the supervision of a reading specialist. A case study method of assessing literacy progress will be implemented.

Rationale:

Standards for reading professionals as published by the International Reading Association (www.read.org) include a comprehensive understanding of assessment and instruction methods to meet the needs of those students in greatest need. This comprehensive understanding develops as students apply basic knowledge in actual teaching situations, are observed and receive feedback from a reading specialist, and are then engaged in reflection and problem solving to enhance their performance. A supervised practicum experience provides the graduate student with the support and critique that is needed to document performance proficiency.

Course Outcomes:

The Student will:

1. acquire expertise in constructing and using multiple assessments to inform instruction and learning. (K)
2. use assessment data to improve reading, writing, and spelling in low proficiency students. (K)
3. examine school and non-school environments influencing the literacy of the learner. (K, S, D)
4. reflect on the teaching/learning process in light of current research and best practices. (K, S, D)
5. increase collaboration among all stakeholders: parents, students, teachers, and resource personnel. (S, D)
6. prepare a professional report for parents and schools. (K,S)
7. evaluate the effects of his/her actions on student learning. (K,S, D)
8. act as an advocate for students and work with colleagues to improve the overall learning environment. (D)

Methods of Instruction:

One-to-one tutoring with two students of differing ages and needs under supervision; active participation in a seminar following tutoring to discuss observations, to share strategies and materials, and to extend knowledge of reading, writing, spelling processes; to explore and practice parent communication; and to prepare and write a case study. Video clips and demonstrations will be used as needed. Preparations of daily lesson plans will involve research, writing, and reflection.

Course requirements:

1. Prepare written lesson plans for each day for each student, outlining strategies and materials used to improve reading, writing, and spelling. Each plan must include observations and reflections. These plans will be turned in electronically every Friday by 5:00 PM. Electronic Lesson plans from PALS is acceptable. 30%
2. Prepare materials actively participate in seminar book club discussion. Each graduate student will read a book of their choice and come prepared to discuss important concepts relating to instruction and reading research. In addition, students will share materials and

strategies and reflect on their own learning during the M-W-F tutoring reflection time. 10%

3. Write a parent friendly report that states the strengths, weaknesses and accomplishments of the tutee. Provide parents with a book list as well as list of support strategies to use with tutee. 10%
4. Prepare and write two case study reports for parents and professional audiences. Case study is due July 29, 2012. Please submit **1 copy electronically to me and one** paper, which will be shared with Karen Thomsen at Linville-Edom. 40%
5. Write a 3-page reflection critiquing one of your tutoring sessions where you analyze the supports and strategies you used during your session. Discuss the student's responses to your intervention during that session. Reflected on what worked and what should be changed or enhanced in your support. Discuss your growth as a reading teacher. What new information did you learn about the teaching process and how does this help you become a reading specialist. Due July 29, 2012 10%

Required Text: Choice of one

Allington, R. (2011). *What really matters for struggling readers: Designing research-based programs.*

Allington, R. (2008). *What really matters in response to intervention: Research-based designs.*

Paratore, J. & McCormack, R. (2011). *After early intervention, then what? teaching struggling readers in grades 3 and beyond.*

Tyner, B. & Green, S. (2011). *Small-Group reading instruction: A differentiated teaching model for intermediate readers, grades 3-8.*

Hiebert, E. & Sailors, M. (2011). *Finding the right texts: What works for beginning and struggling readers: Solving problems in the teaching of literacy)*

Morrow, L. Gambrell, L, Del Nero, J. & Duke, N. (2011). *Best practices in literacy instruction.*

Hinchman, K. Sheridan-Thomas, H., & Alvermann, D. (2008). *Best practices in adolescent literacy instruction: Solving problems in the teaching of literacy.*

Klingner, J. Hoover, J., & Baca, L. (2008). *Why do English language learners struggle with reading?: Distinguishing language acquisition from learning disabilities.*

Recommended Text:

Bear, D., Invernizzi, M., Templeton, S., & Johnston, F. (2008). *Words Their Way: Word Study for Phonics, Spelling and Vocabulary Instruction*, Prentice Hall, 4th edition.

Ganske, K. (2000). *Word Journeys: Assessment-Guided phonics, Spelling, and Vocabulary Instruction*. NY: Guilford Press.

Ganske, K. (2006). *Word Sorts and More: Sound, pattern and meaning explorations K-3*. NY: Guilford Press.

Leslie, L., & Caldwell, J. (2004). *Qualitative reading inventory-IV*. New York: Harper Collins College Publishers.

Spear-Swerling, L. & Sternberg, R. (1996). *Off-Track: When poor readers become learning disable*. NY: Westview Press.