

EDPC 602 Clinic 1: Diagnosis of Reading and Writing Difficulties
MA In Education Program
Eastern Mennonite University at Lancaster
May 1 – August 31, 2012

Graduate Credit Hours: 3 semester hours (3 SH)

Prerequisites: EDLA 501 Foundations of Literacy or instructor's permission.

Class dates and times: May 1 – August 31, 2012 Total Hours: 42

Location: EMU at Lancaster

Instructor: Susan Francis

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Course Description:

This course is designed to focus on assessment as the basis for instruction. Identifying each student's needs will be addressed from a developmental perspective. Participants will be expected to analyze and use research based assessment measures that enable the teacher to make wise instructional decisions as well as provide documentation of progress. Teachers enrolled in this course will learn to administer multiple assessments to diagnose and document a student's literacy development. This will include learning to:

- construct and use affective measure of literacy behaviors
- administer running records of leveled text
- assess early literacy behaviors
- administer an informal reading inventory which includes measurements of rate, fluency, oral reading accuracy and oral and silent comprehension
- assess developmental word knowledge, phonemic awareness, phonics and vocabulary
- elicit and assess writing samples
- analyze assessment results to plan for instruction

National and state assessments will be examined and issues concerning their use will also be addressed. Additional issues surrounding assessment including the role of negotiation, the importance of self-evaluation and reflection, and the role of portfolios to document progress will be included.

Rationale:

With so much emphasis on No Child Left Behind and accountability, it is crucial that teachers understand the reading and writing process to ensure that all students become successful readers and writers. Teachers need to understand what their students are able to do and what they need to learn to become proficient in literacy. There is a real need for professional development in assessment and the diagnosis of reading and writing. Teachers need to be able to assess and analyze student strengths and needs and then plan for instruction based on assessment results.

These needs are directly correlated with national and state assessment requirements and the increase in diverse student population. The International Reading Association Standards for Reading Professionals and The Pennsylvania State Department of Education Reading Specialist Certification Standards require expertise in assessment and diagnosis of literacy development. Teachers need to analyze assessments for validity and reliability, as well as understand and interpret the results for their use in planning instruction.

Course Prerequisites:

A course in the foundations of reading, or its equivalent, is considered a basis for understanding course content. Students who have not had the necessary prerequisites will be required to do additional reading.

Class Format:

Sessions will involve active participation through discussion and reporting on current readings. Students will administer multiple assessments, analyze the results, and plan instruction based on the results. A case study format will be used to report the process. Review of assessment plans will be included.

EMU Conceptual Framework:**“Preparing Caring, Reflective Teachers for a Changing World”**

The EMU Teacher Education Program has chosen the theme *Preparing Caring, Reflective Teachers for a Changing World*” as the conceptual framework from which its beliefs and outcomes are based. The Teacher Education Program envisions preparing informed lifelong leaders and learners who value the dignity of all persons and are ready and willing to share a pilgrimage of openness and continuous growth as they invite others to join them. These caring, reflective educators will offer healing and hope in a diverse world. Six performance outcomes focus all course and candidate outcomes:

MA in Education Program Outcomes:

Scholarship (S): to acquire advanced knowledge through core curriculum and specialty area courses and to organize and integrate that knowledge into professional practice.

Inquiry (I): to generate questions and to use critical thinking to self-assess, to view problems from multiple perspectives, to make informed decisions and to engage in action research for educational change.

Professional Knowledge (PK): to acquire advanced pedagogical and specialty area knowledge in order to create cultures of change and manage environments conducive to learning, setting high expectations and implementing appropriate instructional and assessment practices.

Communication (C): to develop communication strategies (verbal, nonverbal, and technological), which support collaboration and resourcefulness to empower self and others.

Caring (Ca): to develop a nurturing spirit that advocates for students, encourages social and ethical responsibility, and promotes peacebuilding in diverse settings.

Leadership (L): to act as social change agents by working collaboratively to bring about fair and just systemic change within educational contexts.

Course Outcomes:

Following each course outcome is the M.A. in Education program outcome to which it linked. Participants will:

- Examine current research and understandings concerning assessment. (S, PK)

- Compare and contrast assessment from an international, national, state, district, local and classroom perspective. (S, Ca)
- Recognize assessment as an ongoing part of reflective teaching. (I)
- Demonstrate expertise in the administration of assessment and screening measures, both formal and informal, to diagnose and document progress in phonemic awareness, phonics, spelling, vocabulary, fluency, word recognition in isolation and in context, oral and silent reading comprehension, listening comprehension, several domains of writing, written compositions, attitudes and interests. (P K)
- Analyze and use assessment results to design appropriate instruction and advance literacy development in all students. (S, P K, Ca)
- Be proficient in selecting or designing assessments that are multifaceted and address the complex nature of the task and the diverse needs of learners. (S, P K, Ca)
- Review and evaluate characteristics and appropriate applications of technology-based assessments. (I, PK, C)
- Advance the use of self-evaluation as a means of assessing progress. (I, C)
- Create and use literacy assessment portfolios to promote an understanding of the developmental nature of literacy and to document progress. (PK, C)
- Organize, use, and communicate assessment information to appropriate audiences. (L, C)

Required Texts:

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

Clay, Marie. (2000). *Concepts About Print*. Portsmouth, NH: Heinemann.

Clay, Marie. (2000). *Running Records*. Portsmouth, NH: Heinemann.

Leslie, L. & Caldwell, J. (2010). *Qualitative Reading Inventory (QRI-V)*. New Jersey: Allyn & Bacon.

McKenna, Michael and Stahl, Katherine. (2009). *Assessment for Reading Instruction*. NY: Guilford Press.

Course Requirements and Method of Evaluation:

Develop a diagnostic and prescriptive clinical report. (40%)

Create an in-depth clinical report of one student's strengths and needs in all areas of literacy. The assessments should assess several areas of development including vocabulary, phonics, fluency, comprehension, and attitude. This report will include administering assessments and gathering data through appropriate formal and informal tools, synthesizing a detailed picture of the student's literacy strengths and needs across assessments, and using the data to plan a prescriptive course of action. As your case study progresses you will be asked to share updates with the instructor.

Assessment Analysis and Prescription. (30%)

During the course, there will be required assessments to complete with your elementary and secondary students. Be prepared each session to bring results of each assessment and

to have a reflective conversation about the assessment results, instructional implications, and the experiences of giving the assessment. Create summaries of your students' assessment results, discussing the implications of the students' literacy strengths and needs.

Read assigned texts and selected articles. (20%)

Turn in **four** response logs for textbook chapters assigned for class. Format for response log will be given in class. (5pts per log)

Literacy Assessment Inventory Summary (10%)

Inventory the assessments that are currently used in your classroom, your building and throughout your school system. Use these inventories and course content to reflect on and evaluate your school wide assessment plan. Write a brief summary how these assessment plans could be improved.

Grading Scale:

A = 90 - 100 points

B = 80 - 89 points

C = 70 - 79 points

D = 60 - 69 points

Attendance Expectations: As stated in the EMU Graduate Catalog: "Because of the interactive nature of graduate classes at EMU, we believe that students who miss class for the equivalent of 300 minutes for a 3-semester hour course, 200 minutes for a 2-semester hour course, 100 minutes for a 1-semester hour course have not fulfilled necessary requirements to receive an "A" in the graduate class. Grades may be lowered for absences of less time at the instructor's discretion."

Academic Integrity: The responsibility to foster and guard academic integrity rests with all members of the academic community. A foundation of mutual trust is essential to the learning community. Any incidents of academic dishonesty may result in a failing grade for the work submitted and a "Record of Academic Dishonesty" filed in the graduate dean's office. Students are asked to meet with the professor (and other affected persons, where appropriate) to examine the effects of the dishonesty on others and to develop an accountability plan.

Special Accommodations Statement: If a student needs course adaptations or accommodations because of a documented disability, or has emergency medical information to share, please contact the instructor personally as soon as possible to discuss any accommodations necessary to ensure full participation and facilitate equal educational opportunity. All information and documentation of the disability is confidential and will not be released without permission.

Use of Graduate Level Writing Standards and American Psychological Association (APA) Writing Style

Candidates are expected to use the *Publication Manual of the American Psychological Association* (6th edition) for written assignments including annotated bibliographies and references. Candidates citing references in Power Point references are also expected to use APA style. Instructors may exclude short personal narratives, essays, lesson plans, or some project work if APA writing style is inappropriate.

All instructors teaching in the Master of Arts in Education program are asked to apply the EMU Graduate Writing Standards to any written work submitted. The instructors may use their discretion if the assignment does not lend itself to the EMU Graduate Writing Standards rubric. (See Appendix A). Use of APA and the Graduate Writing Standards rubric ensures uniformity of writing standards and serves to prepare enrolled program candidates for writing their action research projects.

Appendix A
Writing Standards – Graduate Level (Grid Version) *(piloted 2011)*

Criteria	A excellent	B good	C minimal expectations	Comments
Content <i>(quality of the information, ideas and supporting details.)</i>	- shows clarity of purpose - offers depth of content - applies insight and represents original thinking	- shows clarity of purpose - offers substantial information and sufficient support - represents some original thinking	- shows clarity of purpose -lacks depth of content and may depend on generalities or the commonplace - represents little original thinking	
Structure <i>(logical order or sequence of the writing)</i>	- is coherent and logically developed -uses very effective transitions	-is coherent and logically developed -uses smooth transitions	-is coherent and logically (but not fully) developed -has some awkward transitions	
Rhetoric and Style <i>(appropriate attention to audience)</i>	- is concise, eloquent and rhetorically effective - uses varied sentence structure -is engaging throughout and enjoyable to read	- displays concern for careful expression - uses some variation in sentence structure -may be wordy in places	- displays some originality but lacks imagination and may be stilted - uses little varied sentence structure - frequently uses jargon and clichés -uses generally clear but frequently wordy prose	
Information Literacy <i>(locating, evaluating, and using effectively the needed information as appropriate to assignment)</i>	- uses high-quality and reliable sources - chooses sources from many types of resources - chooses timely resources for the topic - integrates references and quotations to support ideas fully	- uses mostly high-quality and reliable sources -chooses sources from a moderate variety of types of resources -chooses resources with mostly appropriate dates - integrates references and quotations to provide some support for ideas	-uses a few poor-quality or unreliable sources -chooses sources from a few types of resources -chooses a few resources with inappropriate dates -integrates references or quotations that are loosely linked to the ideas of the paper	
Source Integrity <i>(appropriate acknowledgment of sources used in research)</i>	- cites sources for all quotations - cites credible paraphrases correctly - includes reference page - makes virtually no errors in documentation style	- cites sources for all quotations - usually cites credible paraphrases correctly - includes reference page - makes minimal errors in documentation style	- has sources for all quotations - has mostly credible paraphrases, sometimes cited correctly - includes reference page with several errors -makes several errors in documentation style.	
Conventions <i>(adherence to grammar rules: usage, mechanics)</i>	- uses well-constructed sentences - makes virtually no errors in grammar and spelling - makes accurate word choices	- almost always uses well-constructed sentences -makes minimal errors in grammar and spelling - makes accurate word choices	- usually uses well-constructed sentences - makes several errors - makes word choices that distract the reader	
The weighting of each of the six areas is dependent on the specific written assignment and the teacher's preference. Plagiarism occurs when one presents as one's own "someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source" (adapted from Council of Writing Program Administrators).				Grade

EDPC 602 Clinic I: Diagnosis of Reading and Writing Difficulties
Record of Clinical Hours (hours recorded in quarter units)

	Dates	Student 1 (Prescriptive Assessments/Evaluations AND Detailed Clinical Report): Time 30 hrs needed	Student 2 (Prescriptive Assessments/Evaluations: Time 10 hrs. needed	
Diagnostic Evaluation: Planning Testing				
Assessment Administration and Scoring				
Sharing Data				
Reflection				
Assessment Inventory				
Totals				