SOUTHEAST MISSOURI STATE UNIVERSITY

Department of Elementary, Early & Special Education   **Course No.** EL674
Course: Practicum in Diagnosis and Intervention   **New:** FA '01
               Strategies for Emergent Readers

"The Teacher as Professional Educator"

Catalog Description: Supervised practice in assessing and teaching students at the emergent stage who have reading disabilities.

Course Description: This course is designed to guide practice in the administration, scoring, and interpretation of informal and formal reading assessment instruments in students at the emergent literacy stage. These measures will be used to inform instructional practices. The roles and responsibilities of reading professionals will be addressed.

Rationale: Participating teachers should be competent in the administration, scoring, and interpretation of formal and informal reading assessments for emergent literacy learners. Appropriate intervention strategies will be designed and implemented. The practicing teachers will explore the role and responsibilities of reading professionals.

Credit Hours: 3

Prerequisites: Successful completion of the program's core courses and Assessment in Reading.

Conceptual Framework:

Course Objectives:
The student will:
A. develop and conduct assessments that involve multiple indicators of learner progress at the emergent literacy stage.
B. administer and use information from formal and informal measures (norm-referenced tests, criterion-referenced tests, formal and informal inventories, constructed response measures, portfolio-based assessments, student self-evaluations, work/performance samples, observations, anecdotal records, journals, etc.) and other indicators of student progress to inform instruction and learning.
C. develop an assessment summary clarifying historical data, assessment data, and recommended intervention specifying appropriate instructional strategies.
D. conduct intervention sessions to enhance the literacy skills of the selected students.
E. participate in professional development experiences related to literacy (reading professional journals and publications, attending conferences, etc.) to enhance knowledge and understanding of emergent reading development and assessment.
F. communicate information effectively to all involved parties.
G. evaluate the influence of colleagues, school personnel, paraprofessionals, parents and community on the emergent reader development.
H. model ethical professional behavior.
I. interact with and participate in decision-making with parents, teachers, teacher educators, theoreticians and researchers.
J. be actively involved in writing for publication and/or presentations at local, state, regional, and national meetings and conferences, writing grants, and/or develop a web site on a literacy-related area.

Course Content: This course was developed in an outcomes-based format and was designed to conform to the 45 contact hour expectation common for three credit hour courses. The specific course content, outlined in the course objectives, will be delineated by the instructional design team and the instructor of record.

1) Multiple assessments for the emerging literacy stage
2) Formal and informal measures of assessment
   a) norm-referenced tests
   b) criterion-referenced tests
   c) formal and informal inventories
   d) constructed response measures
   e) portfolio-based assessments, student self-evaluations
   f) work/performance samples
   g) observations
   h) anecdotal records
   i) journals
3) Development of assessment summary
4) Intervention strategies
5) Professional behavior
   a) Ethics
   b) Communication of assessment information to all involved parties
   c) Participation in decision-making with parents, teachers, teacher educators, theoreticians and researchers
6) Active involvement in writing for publication and/or presentations at local, state, regional, and national meetings and conferences and/or writing grants

Methods of Instruction: E-mail, online exams and quizzes for students' self-evaluation, threaded discussions, reflections, and web-based research on appropriate assessment and interventions.

Portfolio Requirement: A portfolio module will be developed to give evidence of competencies addressed in this class. Possible suggestions for the portfolio module for this course are:
1) Use student tested in previous course or conduct an assessment battery to design and implement an intervention plan.
2) Implement intervention strategies.
3) Evaluate success of intervention.
4) Write a reflective summary and suggest further intervention.

Research Component: The portfolio requirement will include the implementation of intervention strategies, evaluation of those strategies, and reflection of the results.

Grading Policy: Specifics to be determined by the instructional design team and the instructor of record
- Intervention plan and summary/Portfolio requirement   40%
- Professional publication, conference presentation, or grant   30%
- Written student progress report submitted to parent and
  appropriate school personnel   20%
- Reflection on students' progress   10%

Course Schedule: To be determined by the instructional design team and the instructor of record

Textbooks (Title, Author, ISBN): Selected by the instructional design team and the instructor of record. Suggested text:

Crawley, S. J., & Merritt, K. (2000). *Remediating reading difficulties* (3rd ed.). Boston: McGraw Hill.

Library Review: A review of literature will be required to support the action research project.

Other Required Software, Materials and Equipment: Additional materials may be selected by the instructional design team and the instructor of record

Statement on Non-Discrimination: Missouri's public universities are equal-opportunity educational institutions and do not discriminate on the basis of race, color, national or ethnic origin, religion, sex, or sexual orientation for programs, activities, or employment, in accordance with the Civil Rights Act of 1964 and Title IX of the Educational Amendments.

Statement on Academic Honesty: Missouri's public universities are committed to intellectual integrity in their academic pursuits. Academic dishonesty constitutes unacceptable behavior and includes unauthorized assistance in completing required course assignments or testing. Unauthorized assistance includes electronic transfer. Plagiarism, that is, submitting someone else's work or part there of, as your own, is considered to be cheating.

Breaches of intellectual integrity will result in disciplinary measures, based on the policies and procedures of the student's home institution. These may include:
1) a failing grade for a particular assignment;
2) a failing grade for the course;
3) suspension for various lengths of time from the university; and/or
4) permanent expulsion from the university.

Statement on Student Disabilities: Reasonable accommodations will be provided upon request for persons with disabilities in accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act of 1990 If you are a person with a disability, either learning related or physical, who requires an accommodation to participate in university programs, services, or activities please contact the disability services staff at your university of record.

Expected Enrollments: 20-25

Special Fees: None

Bibliography:

Au, K.H. (1997). Literacy for all ttudents: Ten steps toward making a difference. *The Reading Teacher, 51*(3), 186-194.

August, D., & Hakuta, K. (Eds.). (1997). *Improving schooling for language minority children: A research agenda*. Washington, DC: National Academy Press.

Clay, M. (1994). *Reading Recovery: A guidebook for teachers in training*. Portsmouth, NH: Heinemann Educational Books, Inc.

Cunningham, P.M. (1995). *Phonics they use* (2nd ed.). New York, NY: Harper Collins College Publishers.

Davey, B. (1983). Think aloud – modeling the cognitive processes of reading comprehension. *Reading Teacher, 27,* 44-47.

Freppon, P.A. & Dahl, K.L. (1998). Theory and research into practice: Balanced instruction: Insights and considerations. *Reading Research Quarterly, 33*(2), 240-251.

Gaskins, I.W.   (1998). There's more to teaching at-risk and delayed readers than good reading instruction. *The Reading Teacher, 51*(7), 534-537.

Graves, D.H.   (1994). *A fresh look at writing*. Portsmouth, NH: Heinemann.

Hiebert, E. H. & Taylor, B. M. (1994). *Getting right for the start: Effective early literacy interventions.* Boston: Allyn & Bacon.

Raphael, T.E.   (1986). Teaching question-answer relationships, revisited. *Reading Teacher, 39*, 516-522.

Routman, R. (1988). *Transitions from literature to literacy*.   Portsmouth, NH: Heinemann Educational Books, Inc.

Samuals, S.J. (1997). The method of repeated readings. (RT Classic) *Reading Teacher, 50*(5), 376-381.

Smith, I.J., Ross, S.M. & Casey, J. (1996).   Multi-site comparison of the effects of success for all on reading achievement. *Journal of Literacy Research, 28*, 329-353.

Stauffer, R.   (1970). *The language-experience approach to the teaching of reading*.   New York: Harper & Row.

Tierney, R. (1998). Literacy assessment reform: Shifting beliefs, principled possibilities, and emerging practices. *The Reading Teacher, 51*(5), 373-390.

Vellution, R. F., et al. (1996). Cognitive profiles of difficult-to-remediate & readily remediated poor readers: Early intervention as a vehicle for distinguishing between cognitive and experiential deficits as basic causes of specific reading disabilities. *Journal of Educational Psychology, 88*, 601-638.

Selected Web Sites

http://www.reading.org/
This is the International Reading Association's home page.

http://www.wentworth.com/classroom/
This is the Classroom Connect home page.