

COURSE SYLLABUS

SOUTHEAST MISSOURI STATE UNIVERSITY

Department of Elementary, Early & Special Education Course No. EL680
Course: Small Group Intervention Instruction New: FA 2008



Preparing the Competent Professional Educator
Southeast Missouri State University
THE COLLEGE OF EDUCATION
Southeast Missouri State University
Cape Girardeau, Missouri
2010-2011

“The Teacher As A Competent Professional Educator”

I. Catalog Description and Credit Hours of Course:

The course will focus on differentiating reading and writing instruction within various settings including supplemental and classroom for meeting the needs of struggling learners. (3)

II. Prerequisites:

Students must have successfully completed EL630 and EL631.

III. Purpose or Objectives of the Course:

1. Demonstrate knowledge of the major components of reading (phonemic awareness, word identification, and phonics, vocabulary and background knowledge, fluency and comprehension strategies and motivation).
2. Determine if students are appropriately integrating the components (phonemic awareness, word identification, and phonics, vocabulary and background knowledge, fluency and comprehension strategies and motivation) in fluent reading.
3. Demonstrate knowledge and use of instructional grouping options (individual, small group, whole class) as appropriate for given purposes.
4. Use a wide range of instructional practices, approaches, and methods for learners at differing stages of development and from differing cultural and linguistic backgrounds.
5. 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.
6. 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 from different cultural, linguistic backgrounds.
7. Communicate results of assessment to specific individuals (students, parents, caregivers, colleagues, administrators, policymakers, policy officials, community, etc.
8. Select materials that match the reading levels, interests and cultural and linguistic background of students.
9. Use methods to effectively revise instructional plans to motivate all students. They will design programs that will intrinsically and extrinsically motivate students. They will demonstrate techniques and articulate the research base that grounds their practice.
10. Work with colleagues to observe, evaluate, and provide feedback on each other's practice.

Alignment of Standards

Objective	Unit Standard Met	SPA or NCATE Standard Met (IRA)	MoStep Standard Met	Assessment Assuring that the Objective has been met
Foundational Knowledge				
Demonstrate knowledge of the major components of reading (phonemic awareness, word identification, and phonics, vocabulary and background knowledge, fluency and comprehension strategies and motivation)	1.1,1.2,1.5 3.2 6.1,6.2	1.1, 1.4	1.1	* Response Logs *Shared Reading Plans *Guided Reading Lesson Plans *Guided Reading Plus Lesson Plans
Determine if students (children) are appropriately integrating the components (phonemic awareness, word identification, and phonics, vocabulary and background knowledge, fluency and comprehension strategies and motivation) in fluent reading.	1.2, 1.3,1.5 2.1,2.2,2.3,2.4 3.2 4.1,4.2,4.3 6.1, 6.2	1.1,1.4	1.1,	*Running Records *Progress Monitoring Assessments *Individual Student Conferences
Instructional Strategies and Curriculum Methods				
Demonstrate knowledge of and use instructional grouping options (individual, small group, whole class) as appropriate for given purposes.	1.2, 1.5 2.2,2.3 4.1,4.2 6.1,6.2,6.3	2.1	1.2.1, 1.2.2, 1.2.3	*Comprehensive Intervention Model (CIM) Plan *Development of Assessment/Intervention Wall *Development of Daily Schedules
Use a wide range of instructional practices, approaches, and methods, for learners at differing stages of development and from differing cultural and linguistic backgrounds.	1.1,1.2,1.5 2.1,2.2,2.3,2.4 3.2 4.1,4.3 6.1,6.2,6.3	2.2	1.1,1.2,1.3, 1.5, 1.7,1.8	*Preparing for Reading Workshop * Preparing for Writing Workshop * Preparing for Language Workshop * Preparing for Content Workshop
Use a wide range of curriculum materials in effective reading instruction for learners at different stages of reading and writing development and from different cultures and linguistic backgrounds.	1.1,1.2 2.1,2.2,2.3,2.4 3.2,3.5 5.1,5.3,5.4,5.5 6.1,6.2,6.3	2.3	1.4,1.5, 1.6	* Reading Notebook * Writing Notebook *Shared Reading Lesson Plan *Classroom library
Assessment, Diagnosis and Evaluation				
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 from different cultural, linguistic backgrounds.	1.3 2.1,2.2,2.3 3.2, 4.1,4.2,4.3 6.3	3.1,3.2,3.3	1.7, 1.8, 1.9	Multiple Assessments including but not limited to, screening, outcome, diagnostic, and progress monitoring: norm referenced, benchmark assessments, running records, scoring guides, checklist, portfolios, response logs, teacher observations, assessment walls
Communicate results of assessment to specific individuals (students, parents, caregivers, colleagues, administrators, policymakers, policy officials, community, etc	1.3, 1.4 3.1,3.4 5.4,5.5	3.4	1.10, 1.11	* Literacy Team Meeting *Intervention Conferences *Cluster Conferences *1 to 1 student conferences *Parent Conferences
Creating a Literate Environment				
Select materials that match the reading levels, interests and cultural and linguistic background of students.	1.1, 1.3 2.1, 2.2, 5.1,5.2,5.4,5.5 6.1,6.2,6.3	4.1, 4.2,	1.2, 1.3,1.6	*Preparing for Reading Workshop *Preparing for Writing Workshop * Mini Lesson Plans
Use methods to effectively revise instructional plans to motivate all students. They will design programs that will intrinsically and extrinsically motivate students. They will demonstrate techniques and articulate the research base that grounds their practice.	1.1,1.2,1.5 2.1, 2.3,2.4 3.2, 3.5 4.1,4.3 6.1,6.2,6.3	4.2,4.3,4.4	1.4,1.5,1.6,1.	* Mini Lessons *Shared Reading Plans *Guided Reading Lesson Plans *Guided Reading Plus Lesson Plans *Progress monitoring
Professional Development				
Work with colleagues to observe, evaluate, and provide feedback on each other's practice	3.1,3.4 5.5	5.3	1.9, 1.10,1.11	*Teacher Book Club * Study Group

Relationship of the Conceptual Framework to Standards

The increasing emphasis on professional standards for educators that focus on resultant *dispositions* and Praxis results of program graduates has reinforced the relevance of the College's emphasis on a synergistic meld of the themes of *competent, reflective, and caring* as the grounding artifice of its *conceptual framework*. As the lists of expected achievement indicators, competencies, and *dispositions* issued by government and professional groups become more extensive, only a *competent* professional who assiduously *reflects* on his/her teaching, while maintaining a *caring* attitude, is and/or will be capable of meeting the intent of those standards. For a unit the size of the College of Education at Southeast Missouri State University, the broad applicability of *competencies, reflective learning, and caring* supports its utility as a purposeful conceptual framework that all constituents apply to their work. Specific instances of how the conceptual framework influences work within programs will be found in evidence provided by the programs.

It is the collaborative belief of the faculty of the College of Education at Southeast Missouri State University and the professional community of educators who work with the College to prepare future educators at all levels that any overarching statement or theme must encompass a vision for the entire College and its constituent parts. That vision, encapsulated within a theme statement, is to prepare pre-service professionals and to encourage and support the teacher, the administrator and the counselor in their efforts to at all times be, act and believe as competent, reflective and caring professionals in their support of all learners.

Given that such a vision arises from divergent constituencies, in diverse fields within education, it is important for us to be clear on what constitutes the foundational pieces on which this vision rests. While the primary tenets of this vision are our collective belief that to be professional educators, one must be *competent, reflective and caring* in both the personal and professional senses, equally important are the many components that we believe are both required and evoked by those three attributes. These components are to be found in the collegially derived descriptions for teacher education, administrator education and counselor education. We have developed visions for each of these areas as separate descriptions because we felt that while intertwined in the College and in the field, each approaches the task through curricular and pedagogical means unique to that field.

The general theme of the vision, as noted above, is that each of these areas strives to nurture and prepare the pre-service candidate, and challenge and stimulate the continuing professional to be a *competent, reflective and caring* professional, so they can meet the needs of diverse learners. These efforts include continuous endeavors to creatively incorporate *technology* throughout their individual subject area fields, to promote understanding and appreciation for *diversity*, and to support the development of *literacy* skills needed in an increasingly complex society. This *Conceptual Framework model, with the six centrally located terms of competent, caring, reflective, diversity, technology and literacy*, provide guidance for all programs in the College of Education in a continuous effort to develop, utilize and *assess* proficiencies according to standards evidenced in college, state and national standards.

IV. Expectations of Students:

- a. The student will complete all assigned readings.
- b. The student will complete all assigned projects.
- c. The student will be an active participant in class sessions.

V. Course Content or Outline:

Hours

A. Current comprehensive literacy research and theory	5
B. Relating research and theory to observations of children’s reading and writing over time	10
C. Designing supplemental differentiated literacy instruction	10
D. Selecting and producing appropriate books and materials for diverse learners	10
E. Fostering positive systemic change through the collaborative process	5
F. Using technology to network for real world purposes	<u>5</u>
Total Hours	45

VI. Textbook(s) and/or Other Required Materials or Equipment:

Dorn, L. & Soffos, C. (March, 2009) *Comprehensive intervention model: A systemic design for reversing failure*. Boston, MA: Allyn & Bacon.

Dorn, L., French, C., & Jones, T. (1998). *Apprenticeship in literacy: Transitions across reading and writing*. Portland, ME: Stenhouse.

Dorn, L. & Soffos, C. (2001a). *Scaffolding young writers: A writer’s workshop approach*. Portland, ME: Stenhouse.

Dorn, L. & Soffos, C. (2001b). *Shaping literate minds: Developing self-regulated learners*. Portland, ME: Stenhouse.

Dorn, L. & Soffos, C. (2006). *Teaching for deep comprehension*. Portland, ME: Stenhouse.

VII. Basis for Student Evaluation:

A. Evidence of reading all assignments	25%
B. Completion of assigned projects	50%
C. Active class participation	25%

The weight of the evaluation criteria may vary according to each instructor and will be communicated at the beginning of the course.

VIII. Grading Scale

- 93% - 100% = A
- 85% - 92% = B
- 75% - 84% = C
- 74% and below = F

IX. Academic Policy Statement:

Academic honesty is one of the most important qualities influencing the character and vitality of Southeast Missouri State University. Academic misconduct or dishonesty is inconsistent with membership in an academic community and cannot be accepted. Violations of academic honesty represent a serious breach of discipline and may be considered grounds for disciplinary action, including dismissal from the University. Academic dishonesty is defined to include those acts which would deceive, cheat, or defraud so as to promote or enhance one's scholastic record. Knowingly or actively assisting any person in the commission of an above-mentioned act is also academic dishonesty. Students are responsible for upholding the principles of academic honesty in accordance with the "University Statement of Student Rights" found in the STUDENT HANDBOOK. The University requires that all assignments submitted to faculty members by students be the work of the individual student submitting the work. An exception would be group projects assigned by the instructor. In this situation, the work must be that of the group. Academic dishonesty includes: Plagiarism and Cheating.

X. Student with Disabilities:

Southeast Missouri State University and Disability Support Services remain committed to making every possible educational accommodation for students with disabilities. Many services and accommodations which aid a student's educational experience are available for students with various types of disabilities. It is the student's responsibility to contact Disability Support Services to become registered as a student with a disability. Accommodations are implemented on a case by case basis. For more information visit the following site:
<http://www6.semo.edu/lapdss/index.htm>

XI. Civility and Harassment

The University strives to offer learning experiences and opportunities designed to help students think effectively, develop the capacity to communicate, discriminate among values, and make relevant judgments. A major determinant of a successful educational experience is a shared sense of respect among and between the students and their instructor. Mutual respect for all as well as a no tolerance policy on harassment of any kind is expected. Every student at Southeast is obligated at all times to assume responsibility for his/her actions, to respect constituted authority, to be truthful, and to respect the rights of others, as well as to respect private and public property.

Additional Resources

- Dorn, L., & Allen, A. (1995). Helping low-achieving first-grade readers: A program combining Reading Recovery tutoring and small-group instruction. *ERS Spectrum: Journal of School Research and Information*, 13(3), 16-24. (Reprinted in *Literacy Teaching and Learning: An International Journal of Early Literacy*, 2 (1), 1996, 49-60).
- Harrison, L. (2002). *A study on the complementary effects of Reading Recovery and Small group instruction for reversing reading failure*. Little Rock, AR: University of Arkansas at Little Rock.
- Houston, Gloria. (2003). *How writing works: Imposing Organizational Structures Within the Writing Process*. Boston: Pearson Education.
- James, K. V. (2005). *Reading Recovery and small group literacy intervention: A layered approach for comprehensive intervention*. Little Rock, AR: University of Arkansas at Little Rock.
- Morris, D. & Slavin, H. (2002). *Every child reading*. Boston: Allyn & Bacon.
- Pearson, P. David, & Duke, N.K. (2002). Comprehension instruction in the primary grades. In Cathy Collins Block and Michael Pressley, eds., *Comprehension Instruction: Research-Based Best Practices*, pp.247-258. New York: Gilford Press.
- Rahi, K. (2005). *Reading Recovery and Early literacy group interventions: Fort Smith Public Schools results*. Ft. Smith, AR: Fort Smith Public Schools.
- Vygotsky, Lev. (1978). *Mind and Society: The Development of Higher Psychological Processes*. Cambridge, MA: Harvard University Press.
- Wood, David. (1998). *How Children Think and Learn*. 2nd ed. Oxford, UK: Blackwell.