

COURSE SYLLABUS

SOUTHEAST MISSOURI STATE UNIVERSITY

Department of Elementary, Early & Special Education Course No. EL649
Course: Practicum for Emergent Readers: Evaluation, Intervention and Implementation New: FA '01



“The Teacher as Professional Educator”

I. Course Description:

The course will provide participating graduate students with guided practice in the administration, scoring, and interpretation of formal and informal reading assessments for emergent literacy learners. Appropriate intervention strategies will be designed and implemented and the role and responsibilities of reading professionals will be addressed. (3)

II. Prerequisites:

Graduate standing and successful completion of EL615, EL644, EL646 and EL647 or by permission of instructor.

III. Objectives of the Course:

The graduate student will:

- A. Develop and conduct assessments that involve multiple indicators of learners' 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's** development,
- H. Model ethical professional behavior,
- I. Interact with and participate in decision-making with families, teachers, teacher educators, theoreticians and researchers, and

- 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,
- K. Understand how to develop and utilize action research in improving reading, and
- L. Become acquainted with National Board Standards relating to curriculum and instruction in reading.

IV. Expectations of Students:

- A. The graduate student will complete all assignments and actively participate in class activities, projects and discussions.
- B. The graduate student will accomplish thoughtful, critical analyses of the assigned reading and research materials.
- C. The graduate student will analyze, synthesize and evaluate strategies, materials, and activities that have a common instructional relevance for children with diverse needs.
- D. The graduate student will analyze and evaluate instructional informational technologies to support literacy learning.
- E. An action research module will be developed to give evidence of competencies addressed in this class. Possible suggestions for the module for this course are: 1) Use student test results from 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.

V. Course Content or Outline:

Hours

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| A. | Multiple assessments for the emerging literacy stage | 3 |
| B. | Formal and informal measures of assessment <ol style="list-style-type: none"> 1. norm-referenced test 2. criterion-referenced tests 3. formal and informal inventories 4. constructed response measures 5. portfolio-based assessments, student self-evaluations 6. work/performance samples 7. observations 8. anecdotal records 9. journals | 9 |
| C. | Development of assessment summary | 9 |
| D. | Intervention strategies | 9 |
| E. | Professional behavior <ol style="list-style-type: none"> 1. ethics 2. communicate assessment information to all involved parties 3. evaluate success of intervention 4. write a reflective summary and suggest further intervention | 9 |
| F. | Active involvement in writing for publication and/or presentations at local, state, regional and national meetings and conferences and/or writing grants. | 6 |

VI. Textbook(s):

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

Library requirement: A review of literature available through our current library system will be required to support the action research project. Graduate students will need to access standardized assessment instruments from area school districts.

VII. Grading Policy:

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| 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% |

X. Knowledge Base:

Donoghue, M. R. (2001). *Using literature activities to teach content areas to emergent readers*. Boston: Allyn & Bacon.

Gunning, T. G. (2001). *Building words: A resource manual for teaching word analysis and spelling strategies*. Boston: Allyn & Bacon.

Johns, J. L. (2001). *Basic reading inventory: Pre-primer through grade twelve and early literacy assessments* (8th ed.). Dubuque, IA: Kendall/Hunt.

May, F. B. (2001). *Unraveling the seven myths of reading: Assessment and intervention practices for counteracting their effects*. Boston: Allyn & Bacon.

National Board for Professional Standards. (1998). *Middle childhood/generalist standards*. Southfield, MI: Author.

Richek, M. A., Caldwell, J. S., Jennings, J. H., & Lerner, J. W. (2002). *Reading problems: Assessment and teaching strategies* (4th ed.). Boston: Allyn & Bacon.