

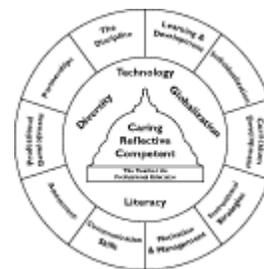
## COURSE SYLLABUS

### SOUTHEAST MISSOURI STATE UNIVERSITY

Department of Elementary, Early & Special Education Course No. EL650

Course: Practicum for Developing 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 developing 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 the **older readers** at the post-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 for **older/post-emergent** readers,
- D. Develop content area reading strategy lessons to support the literacy development of the **older/post-emergent** readers,
- E. Participate in professional development experiences related to literacy (reading professional journals and publications, attending conferences, etc.) to enhance knowledge and understanding of **post-emergent readers'** development and assessment,
- F. Communicate information effectively to all involved parties,
- G. Evaluate the influence of colleagues, school personnel, paraprofessionals, families and community on the older post-emergent reader's 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,
- 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 learner will complete all assignments and actively participate in class activities, projects and discussions.
- B. The learner will accomplish thoughtful, critical analyses of the assigned reading and research materials.
- C. The learner will analyze, synthesize and evaluate strategies, materials, and activities that have a common instructional relevance for children with diverse needs.
- D. The learner will analyze and evaluate instructional informational technologies to support literacy learning.
- E. An action research project will be developed to give evidence of competencies addressed in this class. Possible suggestions for the project for this course are: 1) Identification of a topic of interest related to an area of literacy, 2) Researching articles related to the identified topic, and 3) Designing a plan for an action research project that addresses the identified topic.

**V. Course Content or Outline:**

**Hours**

- |    |  |   |
|----|--|---|
| A. | Multiple assessments for the post-emergent literacy stage  | 3 |
| B. | Formal and informal measures of assessment <ol style="list-style-type: none"> <li>1. norm-referenced test</li> <li>2. criterion-referenced tests</li> <li>3. formal and informal inventories</li> <li>4. constructed response measures</li> <li>5. portfolio-based assessments, student self-evaluations</li> <li>6. work/performance samples</li> <li>7. observations</li> <li>8. anecdotal records</li> <li>9. journals</li> </ol> | 9 |
| C. | Development of assessment summary  | 9 |
| D. | Intervention strategies  | 9 |
| E. | Professional behavior <ol style="list-style-type: none"> <li>1. ethics</li> <li>2. communicate assessment information to all involved parties</li> <li>3. evaluate success of intervention</li> <li>4. write a reflective summary and suggest further intervention</li> </ol>  | 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* (3<sup>rd</sup> 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:**

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%

**VIII. Knowledge Base:**

Johns, J. L. (2001). *Basic reading inventory: Pre-primer through grade twelve and early literacy assessments* (8<sup>th</sup> 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* (4<sup>th</sup> ed.). Boston: Allyn & Bacon.

Ruddell, R. B. (2002). *Teaching children to read and write: Becoming an effective literacy teacher* (3<sup>rd</sup> ed.). Boston: Allyn & Bacon.

Wiesendanger, K. D. (2001). *Strategies for Literacy Education*. Upper Saddle River, NJ: Prentice-Hall.