

Augusta State University
College of Education
Department of Teacher Development

Course Title: Current Best Practices in Literacy
Course Prefix and Number: EDTD 6222-B
Instructor: Lori Whatley
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Hours: 3 semester hours; Monday, 5:30-8:45

Prerequisites: Admission to master's program and completion of EDTD 6161; completion of EDTD 6221

Texts:

Johns, J. *Basic Reading Inventory with CD*. Kendall Hunt.
Gambrell, L., Morrow, L., Neuman, S. & Pressley, M. *Best Practices in Literacy Instruction*. New York: Guilford Press.
Basic Reading Inventory ISBN # 0-7575-1842-7/Make sure it is the tenth edition
Best Practices in Literacy Instruction ISBN # 978-1-5935-391-4/Make sure this is the third edition—these are the most recent.

Live Text is required for submission of assignments.

Course Description: This course focuses on helping teachers learn to implement current best instructional practices in literacy in their classrooms. Practice in informal and authentic assessment is also included.

Georgia Standards for Reading Endorsement Addressed:

Standard IV: The program shall require demonstrated competence in the use of informal and formal assessment methods for the diagnosis of students' reading strengths and weaknesses.

Standard V: The program shall require demonstrated competence in the use of informal and formal instructional methods for addressing students' reading strengths and weaknesses.

Standard VI: The program shall require demonstrated competence in the design, development, implementation, and evaluation of developmental, remedial, and enrichment reading programs and their interrelationships with the language arts program.

National Board Standards Addressed:

II. Teachers know the subjects they teach and how to teach those subjects to students.

* use a variety of student-centered approaches appropriate for teaching literature

* use process-oriented approaches to teaching writing

- * develop units which integrate reading, writing, speaking, and listening
- * use collaborative strategies to encourage student involvement in learning
- * use peer response and review groups to encourage communication

III. Teachers are responsible for managing and monitoring student learning.

- * develop authentic assessments that are appropriate to the learning tasks
- * use a variety of rubrics for assessing student achievement
- * manage whole group, small group, and individual learning tasks
- * encourage students to develop self-monitoring skills

IV. Teachers think systematically about their practice and learn from experience.

- * model language arts skills and processes for students
- * assess the impact of their planning and instruction on student achievement, whole-group, as well as individual

Teaching for Understanding Folio Questions Addressed:

4. What approaches to curriculum design support or promote teaching for understanding?
5. Why isn't activity-based instruction adequate to the task of teaching for understanding?
6. How is instructional time affected when teaching for understanding?
7. How can teaching for understanding best be assessed? With what theories and practices of assessment is teaching for understanding compatible?
11. Why is preparing for instruction more appropriate to teaching for understanding than is planning for instruction? What would change for you as a teacher, when preparing rather than planning?

Course Objectives:

The student will learn:

1. about a variety of formal and informal diagnostic reading assessments
2. how to select appropriate assessments
3. how to administer an informal reading inventory
4. how to write a case study
5. the findings of the National Reading Panel Report
6. about the No Child Left Behind Legislation impact on reading
7. about the strengths and weaknesses of various remedial and enrichment reading programs
8. a variety of reading strategies to meet the needs of struggling readers
9. strategies to improve parental involvement

Depending on the needs of class participants, this list may change.

Course Requirements:

1. **Attendance:** Because we only meet 8 times, attendance is mandatory. If you miss class, points will be deducted from your participation grade. Non-attendance or tardiness in excess for more than 10 percent of class time, regardless of cause, may result in the student being withdrawn from the course. I know emergencies can occur, but please protect yourself by requesting a doctor's

excuse or some sort of official documentation to prove your reason for missing class.

2. Assignments: Assignments have been designed to help you meet your requirements as MAT students or graduate students. If you have a question or concern about any of the work for this class, please don't hesitate to speak with me.

3. Participation: All students are expected to participate in discussions, etc., and contribute their professional knowledge and expertise.

4. Portfolio: Continue work on a portfolio which will demonstrate competency in each of the nine Georgia Standards for Reading Endorsement.

5. Computer: Students are required to submit assignments that have been typed or word processed and should be submitted using Live Text. You will also need to use the Internet for research. Computers are available in several locations on campus (personal computer is not required). Students should make backup copies (paper and file) of work they turn in.

6. Deadlines: Because work time is built into the course, students are expected to meet deadlines for turning in work. Late work will be penalized 10% of the project's grade.

Additional Requirements for Graduate Students:

1. Graduate students should integrate knowledge gained during this course into 4, 5, 6, 7, and 11.

2. From time to time, graduate students may be asked to make a class presentation on a related topic for which they have particular experience or expertise.

Grades:

Assignments have assigned point values. Work is assessed based on the **quality** and depth of response.

Part of quality work is making sure there are not typographical errors, problems with subject-verb agreement, or gross grammatical mistakes on work turned in. I will make these corrections if I see them in assignments, so please don't be offended!

Final grade is the percentage of points earned over all course assignments.

Grading Scale for Graduate Credit:

90%-100% = A

80%-90% = B

70%-79% = C

<70% = F (no graduate credit or credit toward endorsement)

Grading Scale for SDUs:

all assignments completed satisfactorily = S

incomplete assignments, or unsatisfactory level of quality = U (no SDU credit or credit toward endorsement)

Major Assignments:

Groups/individuals will be given class time to read, critically reflect on readings, share personal insights and experiences regarding the topic, and develop the plan. All members of a group will participate in developing the plan and participate in the presentation. Group members are responsible for establishing reading goals and time lines and for arranging meetings outside of class time, if needed. Books are on reserve as are three notebooks with copies of articles relevant to the course. (Please give me a week or two to make sure this is done!) Relevant journals are available in Reese Library or online.

During the third course (EDTD 6223), students will write a brief summary of each plan or proposal, describing how it was implemented and results. These summaries should be filed with the plans/proposals in the portfolio.

1. Case Study (150 pts.)

Individuals will give tests from the Johns Reading Inventory and other assessments to a student. If you know of a child who has struggled in reading, this would be a good choice. It is not recommended that you choose your own child, a friend's child, or a relative's child. Also, do not choose a child with documented learning disabilities unless you are a certified special education teacher. If you are a classroom teacher, I would most certainly choose a child you work with and have access to daily. I have examples for you to see so you will know what the finished assignment will look like.

The report should include:

- a. Biographical Data -- (first name or initial only) age, grade level, retentions, standardized test scores if available, unusual situations (5 pts)
- b. Testing Situation -- place, time, number of sessions, problems, etc. (5 pts)
- c. Tests Administered -- list of all tests given, including interest inventories, writing samples, etc. and tests administered correctly. (30 pts)
- d. Summary of Test Results -- results and summary of interests, information from writing samples, etc. (35 pts)
- e. Strengths -- summary of child's strengths (including things like attitude and willingness). Skill areas must be backed by test data (corroborate with evidence) and include details. (25 pts)
- f. Weaknesses -- summary of child's weaknesses (including things like attitude and self-concept). Skill areas must be backed by test data. Include details. (25 pts.)
- g. Recommendations -- specific suggestions for working with student (25 pts.)

2. Parent Workshop Plan (100 pts)

Small groups or individuals will develop a plan for a reading workshop that could be presented to parents during Open House, PTA, etc. Groups/individuals will present a summary of the plan to the class. Presentations should last approximately 8-10 minutes.

The plan should include:

- a. Purpose with specific objective and target audience indicated (10 pts.)
- b. Description of presentation (45 pts.)
- c. Materials/handouts to be provided (15 pts.)
- d. Evaluation of effectiveness (15 pts.)
- e. Letter to appropriate administrator proposing the session and providing a rationale for your choice of topic and the need for the session (15 pts.)

3. Reading Strategy (50 pts)

Individuals will share one strategy that could be used to remediate a reading skill. The strategy will be demonstrated to the class. Provide a handout describing the strategy including the objective, materials used, and grades that it would be appropriate for. Be sure to document resources using APA guidelines. I love Style Wizard! www.stylewizard.com

4. Examination of a Reading Program (100 points)

Groups or individuals will research and report on a reading program. You are to determine the research base, theory, objectives, success rate, procedures, cost, materials, etc. of the program and write a brief summary evaluation of the program. Each group/individual will then provide a BRIEF 10-15 min. information session to the class about the program.

5. Portfolio (major project for third course, but begun in first course and continued in second)

All participants will continue developing a portfolio which will demonstrate personal proficiency in the nine Georgia Standards for Reading Endorsement. The main focus for this course will be the Standards Four, Five, and Six, although other standards will be addressed. At the end of the third course, students will make individual presentations of the portfolio. Recommendation for endorsement will be based on the quality of the evidence of proficiency in all nine areas. A minimum level of competency must be reached for each level. (See the rubric for scoring the portfolio.) I will have a copy of this for you at a later date. Information in portfolios should be something that the student has processed in some way, not merely copies of information. Copies of articles are not useful, unless the student responds to them in some way, e.g., a reflection. Copies of worksheets are not useful, unless the student explains how they would meet reading goals. Copies of other person's handouts are not useful, unless the student responds to them in some way, e.g., a reflection or explanation of how it was used with students.

Other Assignments:

Philosophy of Teaching Reading assignment—due next week, March 17, 2008
Participation in class discussions(20 points per each class meeting)

I consider participation to mean that you contribute equally to class discussions while maintaining a professional demeanor.

Homework assignments – TBA (depending on what is accomplished in class, we may not need homework, except to work on your projects)

Reflections – Total of 5 reflections worth 10 points each.

IMPORTANT NOTICE: THIS SYLLABUS IS SUBJECT TO CHANGE. THERE MAY BE REVISIONS, ADDITIONS, AND DELETIONS AS DETERMINED NECESSARY BY THE INSTRUCTOR. ADEQUATE NOTICE WILL BE GIVEN.

Class Meeting Dates:

BPL (Best Practices in Literacy Instruction) **JJ** (Jerry Johns Reading Inventory)

March 10—First night of class; introductions; expectations

Reminder: (Impacting Student Learning Conference March 15)

BPL: Perspectives on Literacy Chapters 1,2

JJ: Section 1

March 17—Philosophy of Teaching Reading paper due; Reflection 1 due

BPL: Chapters 3,4,5,6

JJ: Sections 2,3

March 24—Reflection 2 due

BPL: Chapters 7-8

JJ: Sections 4,5

March 31—Parent Workshop plans/presentations due

BPL: Chapters 9-10

JJ: Sections 6,7,8

April 7—Spring Holidays—NO CLASS

April 14—Examination of Reading Program/presentation due

BPL: Chapters 11-12

JJ: whatever is needed based on questions about case study

April 21—Reflection 3 due

BPL: Chapters 13-14

JJ: whatever is needed for clarification of work for case study

April 28—Reading Strategy/demonstration due; Reflection 4 and 5 due

BPL: Chapters 15-16

JJ: final instructions/questions

May 5—Case study due; last night of class
BPL: Chapter 17

Because of the length of our class, please feel free to bring supper or snacks with you—it will not bother me for you to “eat” and “meet.”

Instructor Profile: I have been teaching for 13 years at Dearing Elementary in McDuffie County. I have taught Title I Reading/Math to 2nd and 3rd graders, first grade, EIP Reading to grades K-5, and presently teach 4th grade. I earned a M.Ed. degree in Reading Education from the University of Georgia and am certified K-12 as a reading specialist. I recently completed my Ed. S. degree from Augusta State University. I am currently pursuing certification in Special Education. I am published in Teachers as Readers: Perspectives on the Importance of Reading in Teachers’ Classrooms and Lives (IRA, 2003), and am in the process of having an article published in Augusta State University Department of Teacher Education’s online journal. My interests are in the areas of teacher leadership, and multicultural education. I hope to pursue a Ph.D. in Educational Leadership or Adult Education. I am looking forward to teaching EDTD 6222 and hope that my experiences and perspectives can be of benefit to you as you complete this course. Happy learning!