

Augusta State University
College of Education
Department of Teacher Development

Course Title: Current Best Practice in Literacy

Course Prefix and Number: EDTD 6223

Instructor: Jeanie Hill 5:00 p.m – 8:00 p.m

Prerequisites: Admission to master's program (or permission for Reading Endorsement); completion of EDTD 6120 and EDTD 6222

Texts: Basic Reading Inventory by Jerry L. Johns

Live Text Membership (Live Text is required course material that will be used in every education class. This is a one time purchase and can be bought in the bookstore.)

Disability Statement: Students with disabilities need to contact ASU's Office of disability Services at 706-737-1469 to discuss appropriate accommodations

Course Description: This course will examine best reading practices in schools, implementation of the practices in classrooms and the research upon which they are founded. These practices will include, but will not be limited to, the following: assessment and remediation, content area reading, and program planning at the classroom and school levels. Education theory and practice will come together to enable students to develop strategies to employ best reading practices within their field and classroom.

Reading Endorsement: This is the second of three courses required for the Georgia Reading Endorsement. Students must successfully complete all three courses in order to be recommended for the endorsement. The endorsement is available to all Georgia certificated teachers, PK-12.

International Reading Association Standards:

IRA Standard 1: Foundational Knowledge

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| 1.1 | Demonstrate knowledge of psychological, sociological, and linguistic foundations of reading and writing processes and instruction. |
| 1.2 | Demonstrate knowledge of reading research and histories of reading. |
| 1.3 | Demonstrate knowledge of language development and reading acquisition and the variations related to cultural and linguistic diversity. |
| 1.4 | Demonstrate knowledge of the major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) and how they are integrated in fluent reading. |

IRA Standard 2: Instructional Strategies and Curriculum Materials

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| 2.1 | Use instructional grouping options (individual, small-group, whole-class, and computer-based) as appropriate for accomplishing given purposes. |
| 2.2 | Use a wide range of instructional practices, approaches and methods, including technology-based practices, for learners at different stages of development and from differing cultural and linguistic backgrounds. |
| 2.3 | 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.

IRA Standard 3: Assessment, Diagnosis, and Evaluation

- 3.1 Use a wide range of assessment tools and practices that range from individual and group standardized tests to individual and group informal classroom assessment strategies, including technology-based assessment tools.
- 3.2 Place students along a developmental continuum and identify students' proficiencies and difficulties.
- 3.3 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 differing cultural and linguistic backgrounds.
- 3.4 Effectively communicate results of assessments to specific individuals (students, parents, caregivers, colleagues, administrators, policymakers, policy officials, community, etc.).

IRA Standard 4: Creating a Literate Environment

- 4.1 Use students' interests, reading abilities, and backgrounds as foundations for the reading and writing program.
- 4.2 Use a large supply of books, technology-based information, and non-print materials representing multiple levels, broad interests, and cultural and linguistic backgrounds.
- 4.3 Model reading and writing enthusiastically as valued lifelong activities.
- 4.4 Motivate learners to be lifelong readers.

IRA Standard 5: Professional Development

- 5.1 Display positive dispositions related to reading and the teaching of reading.
- 5.2 Continue to pursue the development of professional knowledge and dispositions.
- 5.3 Work with colleagues to observe, evaluate, and provide feedback on each other's practice.
- 5.4 Participate in, initiate, implement, and evaluate professional development programs.

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

Conceptual Framework: Students will

3. Understand how students differ in their approaches to learning and be able to create instructional opportunities that are adapted to diverse learners.
5. Use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.
8. Understand and use authentic assessment to evaluate and ensure the continuous intellectual, social and physical development of the learner.
10. Foster relationships with school colleagues, parents and agencies in the larger community to support the learning and well-being of all students.

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.

Course Requirements:

1. Attendance: Any student absent for more than the equivalent of 10 percent of the class time regardless of cause may be withdrawn from the class or have their grade lowered by one level, (example from an A to B).
2. Assignments: Due the day of class.
3. Participation: All students are expected to participate in discussions, etc., and contribute their professional knowledge and expertise.
4. Computer: Students are required to submit assignments that have been typed. Some assignments will be submitted through LIVETEXT. 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.

Grades:

Assignments have assigned point values. Work is assessed based on the quality and depth of response. Final grade is the percentage of points earned over all course assignments.

Grading Scale for Graduate Credit:

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| 90%-100% | = A |
| 80%-90% | = B |
| 70%-79% | = C |
| <70% | = F (no graduate credit or credit toward endorsement) |

Major Assignments: During the third course, 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.)

Diagnosis Prescription Component:

Begin “kidwatching” from the very first day of school. Target a student in your class/school in need of remediation in reading. Administer the Basic Reading Inventory, interest inventory, SORT or other similar, age- appropriate assessment, and an unassisted writing sample to evaluate. You may also administer any other tests that may be appropriate for the age level such as the Concepts of Print checklist or alphabet recognition tests, as well as any site-based required tests such as DIBELS, SRI, AIMSWEB, STAR, Lexia, etc. 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.

Write up your summary of the student using the Case Study format used in EDTD 6222. (If you don’t have your own classroom, then it is your responsibility to find a child to tutor on a weekly basis. The ASU Literacy Center, other tutoring centers, private tutoring, or volunteering on a weekly basis in a school are all possibilities. (You cannot pass this class without the tutoring component.)

Due Sept class meeting

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 test administered correctly. (30 pts) (Remember that a BRI must be administered)
- 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.)

(Failure to turn the case study when due may result in lowering of course final average by one letter grade.)

Tutoring Component:

a. Begin tutoring immediately after testing is completed

b. Provide as much extra assistance as possible for the targeted student in your day-to-day teaching or tutoring programs from August through up to Thanksgiving Break. Try various strategies to meet his/her needs. Keep work samples to document the results.

c. Collect student samples, photos, sample of materials you produce for classes or tutored student such as rubrics, project requirements, weekly newsletter to parents, web pages for students/parents, lesson plans highlighting special vocabulary, comprehension, writing projects and strategies, use of technology, etc. Put them in appropriate places in your portfolio.

2. Observation (50)

Observe a peer from this class or in your building (if teaching), or a Reading Endorsed or exemplary teacher in your building teaching a reading, writing, or vocabulary lesson. Complete an observation form, and add it to your portfolio. If the person observed is also from this class, make a copy for him/her. **(Observe anytime between Sept. class and Oct. class meeting date.)**

3. Parent Workshop Plan (100 pts)

Implement Parent Workshop. Include packet, photos, and evaluations in portfolio.

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.)

Jenna,
Your mid-term conference will on Monday Sept 29th.

You will need to have your mentor teacher in the meeting so give me a time when you both can meet with me.

Your e-portfolio will be due on Oct 30th. I will review it here and let you know how it went.

Schedule your exit conference on one of the following dates. Nov. 10-13. The conference is held here at ASU and you do not need your mentor teacher.

Due Oct. Class meeting

3. Reflection on class presentations (50 point)

4 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 identified International Reading Association Standards. At the end of this third course, students will make individual presentations of the portfolio. Recommendation for endorsement will be based on the quality of the evidences of proficiency on the IRA standards. A minimum level of competency must be reached for each level. (See the rubric for scoring the portfolio.)

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.

Completed Case Study is due by Sept. class meeting. Failure to turn it in at that class meeting will result in lowering of course final average by one letter grade.

5. Video Tape:

Video tape yourself teaching a reading, writing, or vocabulary lesson anytime between Oct. 15th and the Nov. class meeting date. Watch it at home, critique, and complete an observation form. Include the

Due Nov. class meeting

6. Implement Staff Development Workshop.

Include packet, photos, evaluations in your portfolio for documentation

Due at Nov. class meeting.

7. Completion of Case Study:

Just prior to Thanksgiving break, post-test your targeted student using same assessments (but different form of BRI) and write a summary of test results, gains, set backs, etc.

Add this to the fall case study.

8. Bring portfolio to every class meeting for spot check.

9. Bring your favorite holiday or seasonal book to share at Oct. or Nov. class meeting. (You will be assigned a month)

Other Assignments:

Participation in class discussions

Book share (for each book discussed)

Homework assignments – See schedule (50 points for each assignment)

Reflections – Total of 3 reflections worth 10 points each.

Portfolio conferences will be scheduled the week following Thanksgiving break. You will sign up for a date and time at our last class meeting. Conferences will be held at ASU in the Teacher Education Suite Conference Room.

Remaining Class Dates:

| <u>Date</u> | <u>Due</u> |
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| Aug. | Prior to the first class, make dividers in your notebook for the five Reading endorsement standards and put “carry over” items into proper places. Weed out all additional handouts.etc and put in separate notebook. Place a sticky note on the outside of your notebook with your name on it. |
| Sept. 26 | Case study with all test documents Best Practices Implementations |
| Oct. 24 | Peer observation Parent workshop Implementation Holiday Book (Halloween) |
| Nov. 21 | Video taping self-observation form and critique Holiday Book (Thanksgiving or Christmas) |

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