

Augusta State University
College of Education
Department of Teacher Development

Course Title: Current Best Practices in Literacy

Course Prefix and Number: EDTD 6222B CRN: 21677

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Hours: 3 semester hours; Mondays, 5:30-8:45; March 9-April 27, 2009; UH 352

Prerequisites: Admission to master's program and completion of EDTD 6161 (or permission for Reading Endorsement); completion of EDTD 6221

Texts:

Johns, J. (2008). *Basic Reading Inventory, Tenth Edition*. Dubuque, IA: Kendall/Hunt Publishing Company.

Gambrell, L, Morrow, L. Neuman, S. & Pressley, M. (1999). *Best practices in literacy instruction*. New York: Guilford Press.

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

Required for Reading Endorsement.

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.

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.

Course Requirements:

1. Attendance: Because this is an 8 week course, attendance is mandatory.
Students must be punctual and attend class for the allocated time, unless previous arrangements have been made with the instructor. The instructor reserves the right to assign equivalent make-up work in cases of extreme emergency only. Make-up work needs to be of the highest quality.
2. Assignments: Study all assignments before class.
3. Participation: All students are expected to participate in discussions, etc., and contribute their professional knowledge and expertise.
4. Portfolio: Continue work on a Live Text portfolio which will demonstrate competency in each of the Nine Georgia Standards for Reading Endorsement.
5. Computer: Students are required to submit assignments on Live Text unless approved by instructor. 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 their answers to questions 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.

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)

Major Assignments:

1. Case Study (150 pts.)

Individuals will administer the assessments in the Basic Reading Inventory 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.

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)
- 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 the plan to the class.

Presentations should last approximately 15-20 minutes. Parts of the parent information may be summarized to save presentation time. The individual or group will conduct the workshop as if the class were the parent group.

Suggested Topics: See Attached List

Each member of the group should submit the following on Live Text (AS ONE DOCUMENT):

- 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.)

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 in the Curriculum Lab, as are three notebooks with copies of articles relevant to the course. Relevant journals are available in Reese Library or online.

3. Reading Strategy (50 pts)

Individuals will share one strategy that could be used to remediate a reading skill. The strategy will be summarized in a one to two page paper and submitted on Live Text. Submit a handout describing the strategy including the objectives, materials used, and appropriate grade levels. Be sure to document resources using APA guidelines.

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. Your summary of the program should be submitted on Live Text. **Each group/individual will then provide each class member a summary handout of the research on April 13. You will need 26 copies of your research.**

Suggestions:

Corrective Reading (SRA)

Language! (Sopris West)

Wilson Reading System, Reading Mastery

Earobics
Great Leaps / Read Naturally (Fluency)
REWARDS (Fluency, Comprehension and Vocabulary in Plus Program)
Soar to Success
PLATO Focus Reading Series
Destination Reading
Failure Free Reading
Kaleidoscope
Spell, Read, P.A.T.
Voyager Passport

5. Live Text 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 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 in all nine areas. 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.

Other Assignments:

Participation in class discussions
Reflections – Total of 2 reflections worth 25 points each. Please use
Gambrell, L, Morrow, L. Neuman, S. & Pressley, M. (1999). *Best practices in literacy instruction*. New York: Guilford Press.
Chapter 4: Article Reflection 1
Choose from Chapters 7-12: Article Reflection 2
Summarize the chapters, and add your own personal reflections.

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