

**Augusta State University
College of Education
Department of Teacher Development**

Course Title: Current Best Practices in Literacy

Course Prefix and Number: EDTD 6222B3

Instructor: Debbie Callan Ed.S. dcallan1@aug.edu; dcallan@ccboe.net

Hours: 3 semester hours; July 13th-July 24th, 2009; UH 328 (8 a.m.-11:45 a.m.)

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

Please note: Upon completion of this class it is strongly suggested that if you will not have a classroom in the fall that you enroll for EDTD 6221 instead of EDTD6223

Texts:

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

Required: LIVETEXT subscription*

***(Register online via Teacher Education page ASAP)**

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.

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.

Requirements:

- ✓ 100% attendance, 100% of each daily session, participation in class and group discussions
- ✓ Any time missed (tardies included) means *at least two additional differentiated instructional reading strategy lesson plans which focus on one of the five pillars. (which earn no points)* and must be turned in within 48 hours of absence/tardy***According to ASU policy, any student can be dropped after one absence.

However in this class, consideration will be given if **prior approval** has been requested by the student to the instructor due to **school related meeting/conference**. However, the student who misses a class due to school related meeting/conference will have to present an **informative 15 to 20 minute presentation** of what they learned at the **school related meeting/conference when they return to class. However, PTO/staff development meetings etc. will have to be replaced with two free choice items from the syllabus and will not earn points towards grade.**

- ✓ No cell phones/ear phone pieces on during class.
- ✓ No laptops on DURING class (except for group work time).
- ✓ All projects will be submitted through LIVETEXT. Be sure to check e-mail daily for notes from instructor/or from classmates.

Late assignments automatically lose 15 points for each 24 hour period late. Mandatory assignments must be turned in or students will lose not only the fifteen points for the assignment being late, but also the point value of the assignment.

Grades:

Major assignments have assigned point values. Work will be assessed by rubrics. Class participation grade/homework assignments/attendance points (20 points) will be assessed by instructor based on students arriving in a timely manner, participating in group work in a professional manner, and participation and preparation with homework assignments in class discussions.

Grading Scale for Graduate Credit:

390-420- A

359-389- B

329-358- C

Below 328 -F (no graduate credit or credit toward endorsement)

The Mandatory/Major Assignments:

1. Case Study (150 pts.: See rubric on Livetext)

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
- b. Testing Situation -- place, time, number of sessions, problems, etc.
- c. Tests Administered -- list of all tests given, including interest inventories, writing samples, etc and test administered correctly.
- d. Summary of Test Results -- results and summary of interests, information from writing samples, etc.
- 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.
- f. Weaknesses -- summary of child's weaknesses (including things like attitude and self-concept). Skill areas must be backed by test data. Include details.
- g. Recommendations -- specific suggestions for working with student

2. Parent Workshop Plan (20 pts Brochure; 80 pts Plan/Presentation: Total 100 pts See rubric on Livetext)

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
- b. Description of presentation
- c. Materials/handouts to be provided
- d. Evaluation of effectiveness
- e. Letter to appropriate administrator proposing the session and providing a rationale for your choice of topic and the need for the session

All members of a group will participate in developing the plan and participate in the presentation. Each member of the group will post ALL components of the group's presentation on Live Text.

3. **Reading Strategy (100 pts)**

Individuals will write a lesson plan using ISL template (two point taken off for each grammar/mechanical error and five points for each missing component of template) showing differentiation for at least three different levels/groups for one of the five pillars of reading instruction (phonemic awareness, phonics, fluency, comprehension, vocabulary). Bring a hard copy to share in class and the lesson plan will also be submitted on Live Text.

4. **Thinking Map/Graphic Organizer of researched based Reading Program (50 points)**

Individuals will research and report on a reading program. You are to explain/represent the research base, theory, objectives, success rate, procedures, cost, materials, etc. of the program by designing a graphic organizer/thinking map. Post your graphic organizer/thinking map on Live Text and bring a hard copy to class on designated day.

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; Tune into Reading

5. **Live Text Portfolio** (major project for third course, but begun in first course and continued in second) It has recently been decided that you do not need to keep a hard copy binder, but you might choose to keep one since your Livetext subscription is not a “forever” account. You may want to keep the hard copy binder as a future resource, but it will not be assessed by instructors. The only portfolio that will be assessed is the one you create through Livetext and there is a reading endorsement template on Livetext for you to use.

The main focus for this course will be the Standards Four, Five, and Six, although other standards will be addressed. Therefore an additional assignment (although not a graded one) is to acknowledge Best Practices by typing up a 1-2 page personal goal that states how you plan to address each of these standards (4, 5, and 6) in your classroom. It is recommended that you complete this assignment prior to beginning the third Reading Endorsement Class.

At the end of the third course, students will make individual presentations of the portfolio or present it on Livetext (third course instructor will tell you preference). 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 reading endorsement rubric on Livetext 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.

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