Credit Hours: 3 semester hrs.
Prerequisites: ELE 5600 and ELE 5610, or permission of department chair. May be taken twice for credit.
Instructors: Linda M. Reven and Holly Storm
Office: BB 2209 (Reven) / BB 1331 (Storm)
E-mail: lmreven@eiu.edu / hastorm@eiu.edu
Office Hours: 9:00 – 11:30 a.m. on Monday; 1:00 – 3:30 p.m. on Thursday; and by appointment (Reven)
By appointment (Storm)
Phone: Office - (217) 581-7883 (Reven); Home - (217) 348-5952 (Reven); Home – (217) 348-1073 (Storm)
Class Meeting: The class will meet Thursday evenings from 4:30 - 7:00 p.m.

Unit Theme: EDUCATOR AS CREATOR OF EFFECTIVE EDUCATIONAL ENVIRONMENTS:
INTEGRATING STUDENTS, SUBJECTS, STRATEGIES, SOCIETIES AND TECHNOLOGIES

Graduate Mission Statement:
The Department of Early Childhood, Elementary and Middle Level Education seeks to advance scholarly preparation by providing quality teaching and promoting excellence in research/creative activity in order for graduate students to exemplify best teaching practices for children from birth through age fourteen.

The Department is dedicated to the preparation of knowledgeable citizens of the 21st century and seeks to empower individuals to meet the challenges faced by professional educators in a rapidly changing society. Candidates for the Master of Science in Education Degree will be prepared to teach in diverse environments recognizing multiple pathways of learning.

The Department is committed to enhancing the graduate academic experience in order to create educators who can function effectively in a culturally diverse, technologically advanced, and global environment in order to engage learning at all levels.

Outcomes for all Graduate Students at Eastern Illinois University
Graduate students will:
1. possess a depth of content knowledge including effective technology skills and ethical behaviors;
2. engage in critical thinking and problem solving;
3. exhibit effective oral and written communication skills;
4. engage in advanced scholarship through research and/or creative activity;
5. demonstrate an ability to work with diverse clientele, recognizing individual differences; and
6. collaborate and create positive relations within the school, community, and profession in which they work.

Text:


Supplemental Materials: Class Packet/Notebook

Course Description: Supervised practice in diagnosing, treating, and reporting on cases of reading disability (1-2-3).

Course Goals: This course builds on ELE 5600 and ELE 5610 as students gain experience in diagnosing and remediating an individual child's reading difficulties and prepare a detailed case study with the purpose of reporting results to parents and school personnel.

Purpose of the Course: This is the only graduate level practicum in reading offered at Eastern Illinois University. The course partially fulfills an Illinois State Board of Education requirement for the reading teacher endorsement.
Learning Models:
*Information–processing models* emphasize ways of enhancing the human being’s innate drive to make sense of the world by acquiring and organizing data, sensing problems and generating solutions to them, and developing concepts and language for conveying them. (pp. 25-28)


Assessment of Student Learning Requirements for Graduate Programs at Eastern Illinois University:
1. A depth of content knowledge including effective technology skills and ethical behaviors
2. Critical thinking and problem solving
3. Oral and written communication skills
4. Advanced scholarship through research and/or creative activity
5. Ability to work with a diverse clientele, recognizing individual differences
6. Ability to collaborate and create positive relations within the school, community, and profession in which they work

International Society for Technology in Education (ISTE)
Standards for Students (2007)

Standards for Teachers (2008)

**Performance Outcomes:** By the end of this practicum, the student will have...
- determined the levels of a child's reading competence.
- identified the child's specific strengths and weaknesses in reading.
- planned and conducted remedial lessons using a variety of instructional materials and strategies.
- evaluated and reported progress in the form of a case study.

**Course Requirements:**
A. **Careful preparation for and implementation of the diagnostic-prescriptive tutoring sessions (50%)** - This involves professional conduct, including the development of a rapport with the parents and their child, and observance of confidentiality. A minimum of thirteen sessions (i.e., each lasting 1 1/2 hrs.) is required in the course. The seminar will be conducted before and after the tutoring sessions (i.e., between 4:30 - 5:00 p.m. and 6:30 - 7:00 p.m.). **Parents will drop off their children at 5:00 p.m. and pick them up at 6:30 p.m.**

**Outline for Weekly Literacy Lessons (Lesson Plans):**

**Identifying Information:**
- Name of clinician
- Date of session
- Name of client
- Grade level of client

**Assessments Planned:**
- Name of assessment(s)
- Estimate of time required - a total of approximately 30 minutes
- Rationale

**Literacy Lesson Framework:**
- Familiar reading (fluency) - approximately 5 minutes
- Guided Oral/Silent Reading - approximately 30 minutes
  (Before -- During -- Post-reading Activities)
- Writing (Shared Writing and Cut-up Sentences, Process Writing) - approximately 15 minutes
- Word Sorting/Working with Words - approximately 5 minutes
- Book Sharing - approximately 5 minutes
Provide the following information for each component of the literacy lesson which is planned: **purpose; materials; procedure; and evaluation.** Each component should target specific reading skills/strategies such as word recognition (e.g., sight vocabulary, contextual clues, structural analysis, or phonics elements); fluency; comprehension; writing, etc. These lesson plans will be shared and discussed during the weekly seminars. (Each literacy lesson plan is worth 30 points.)

Where to Obtain Reading Materials/Suggested Activities - Materials are available in the Reading Center, Booth Library, public libraries, the Instructional Technology Center, the Internet, the newspaper, course instructor, and other sources. Remember that the Language Experience Approach (LEA) or student writing both provide additional sources of meaningful reading material.

**Practicum Guidelines:**
- Strive for clear communication with parents
- No transportation of children in personal cars
- No breaks beyond 10 minutes
- Always let the course instructor know where you are going if you leave your assigned clinic room for more than 10 minutes

**NOTE:** If it is necessary for you to miss one of the practicum dates on short notice, please notify the course instructor and the parents immediately. You will need to make arrangements to reschedule the tutoring session.

**B. Successful completion of the case study** (50%)
- assessment documentation
- lesson plans for remedial sessions
- narrative evaluation of the child’s strengths and weaknesses in reading
- suggestions for continued instruction
- neatness and correctness

* Refer to the Instructions for the Case Study for additional information and specific guidelines. **NOTE:** Students will be responsible for duplicating three extra copies of the final case study. (The final case study is worth 360 pts.)

<table>
<thead>
<tr>
<th>Course (Core) Requirements</th>
<th>Demonstrated Competencies</th>
<th>Graduate Standards</th>
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</table>
| Diagnostic-prescriptive Tutoring Sessions/ Literacy Lessons | **Reading Teacher (Knowledge Indicators):**  
The competent reading teacher...  
1B. knows the scope and sequences for reading instruction at all developmental levels, pre-K through grade 12.  
1F. understands respects, and values cultural, linguistic and ethnic diversity and knows how these differences can influence learning to read.  
2A. understands models of reading diagnosis that include students’ proficiency with print conventions, word recognition and analysis, vocabulary, fluency, comprehension, self monitoring and motivation.  
2C. knows a variety of informal and formal assessments of reading, writing, spelling and oral language.  
2D. understands the uses and limitations of informal and formal assessments.  
2E. is aware of a variety of individualized...instructional interventions or programs for students with reading problems.  
**Reading Teacher (Performance Indicators):**  
1.a. depth of content knowledge in the discipline  
1.b. effective use of technology as appropriate  
1.c. the ability to apply content knowledge to practice  
1.d. an understanding and respect for professional ethics in the discipline  
1.e. a respect for the professional environment through their honesty, integrity and professionalism  
2.a. critical thinking and problem solving |
| The competent reading teacher… | 2.b. the ability to effectively evaluate situations and identify an appropriate course of action |
| 1L. adjusts reading instruction to meet the needs of diverse learners (e.g., gifted students, students with limited English proficiency), as well as those who speak non-standard dialects. | |
| 1J. locates, evaluates and uses literature for readers of all abilities and ages. | |
| 1K. uses various tools to estimate the readability of texts. | 3.a. effective oral communication skills |
| 2H. determines strengths and needs of individual students in the areas of reading, writing and spelling. | 3.b. effective written communication skills |
| 2I. determines students’ reading levels (independent, instructional, frustration). | 3.c. effective, fair and honest communication considering not only the message but also the audience |
| 2J. gathers and interprets information for diagnosis of the reading problems of individual students. | |
| 2N. designs, implements and evaluates appropriate reading programs for…individuals. | 4.a. an understanding of the role of research in the discipline |
| 3F. evaluate(s) and select(s)...instructional materials, including textbooks, trade books, materials for students with special needs and technology. | 5.a. an understanding of individual differences in clientele |
| 5B. reflects on teaching practices and conducts self-evaluation. | 5.b. a respect for all clientele by fostering a supportive and encouraging atmosphere |
| 5.c. a respect for individual differences through the use of rich and varied approaches | |
| 6.a. the ability to collaborate with other professionals to promote the success of their clientele | |

**Case Study/ Exit Conference with Parents/Guardians**

**Reading Teacher (Knowledge Indicators):**

**The competent reading teacher…**

1F. understands, respects, and values cultural, linguistic and ethnic diversity and knows how these differences can influence learning to read.

2A. understands models of reading diagnosis that include students’ proficiency with print conventions, word recognition and analysis, vocabulary, fluency, comprehension, self monitoring and motivation.

2C. knows a variety of informal and formal assessments of reading, writing, spelling and oral language.

2D. understands the uses and limitations of informal and formal assessments.

2E. is aware of a variety of individualized...instructional interventions or programs for students with reading problems.

**Reading Teacher (Performance Indicators):**

**The Competent reading teacher…**

1.a. depth of content knowledge in the discipline

1.b. effective use of technology as appropriate

1.c. the ability to apply content knowledge to practice

1.d. an understanding and respect for professional ethics in the discipline

1.e. a respect for the professional environment through their honesty, integrity and professionalism

2.a. critical thinking and
1L. uses technology to support reading and writing instruction.
2H. determines strengths and needs of individual students in the areas of reading, writing and spelling.
2I. determines students' reading levels (independent, instructional, frustration).
2J. gathers and interprets information for diagnosis of the reading problems of individual students.
2L. interprets and explains diagnostic information for classroom teachers, parents and other specialists to assist them in planning instructional programs.
2M. develops case study reports of students with reading problems.

2.b. the ability to effectively evaluate situations and identify an appropriate course of action
3.a. effective oral communication skills
3.b. effective written communication skills
3.c. effective, fair and honest communication considering not only the message but also the audience
4.a. an understanding of the role of research in the discipline
5.a. an understanding of individual differences in clientele
5.c. a respect for individual differences through the use of rich and varied approaches
6.a. the ability to collaborate with other professionals to promote the success of their clientele

<table>
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<tr>
<th>Course (Core) Requirements</th>
<th>Brief Description</th>
<th>Approximate Weight</th>
<th>Due Dates</th>
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<tbody>
<tr>
<td>Diagnostic-prescriptive Tutoring Sessions/ Literacy Lesson Plans</td>
<td>Careful preparation for and implementation of the diagnostic-prescriptive tutoring sessions - This involves professional conduct, including the development of a rapport with the parents and their child, and observance of confidentiality. A minimum of thirteen sessions (i.e., each lasting 1 1/2 hrs.) is required in the course.</td>
<td>50%</td>
<td>9/10, 9/17, 9/24, 10/1, 10/8, 10/15, 10/22, 10/29, 11/5, 11/12, 11/19, &amp; 12/3</td>
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<tr>
<td></td>
<td>Familiar reading (fluency) - approximately 5 minutes</td>
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Provide the following information for each component of the literacy lesson which is planned: **purpose**; **materials**; **procedure**; and **evaluation**. Each component should target specific reading skills/strategies such as word recognition (e.g., sight vocabulary, contextual clues, structural analysis, phonics or phonemic awareness); fluency; comprehension; writing, etc. These lesson plans will be shared and discussed during the weekly seminars.

<table>
<thead>
<tr>
<th>Case Study/ Exit Conference with Parents/Guardians</th>
<th>Successful completion of the case study* and exit conference with the child’s parents/guardians -</th>
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<tbody>
<tr>
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<td>- assessment documentation</td>
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<td>- narrative evaluation of the child’s strengths and weaknesses in reading</td>
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<td></td>
<td>- a summary of instructional activities</td>
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<td>- recommendations for continued instruction</td>
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<td>- neatness and correctness</td>
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<td>Clinicians will administer and interpret a minimum of six assessments appropriate to the level of the client. At least two should be norm-referenced.</td>
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<td>- Refer to the Instructions for the Case Study for additional information and specific guidelines.</td>
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**Guide to Assessments in the Graduate Reading Practicum:**

Clinicians will choose a minimum of six assessments appropriate to the level of the client. At least two should be norm-referenced.

A well-balanced assessment portfolio should contain the following:

a. an interest inventory/attitude survey (Use only one instrument. Additional information can be ascertained by talking with or observing the student.)

b. analysis of word identification skills (i.e., sight words, contextual analysis, structural analysis, and phonics)

c. an Informal Reading Inventory (including a graded word list and appropriate oral, silent, and/or listening comprehension passages)
d. norm-referenced tests (useful possibilities appear below):

- Gates-MacGinitie (a general achievement test in reading)
- Stanford Diagnostic (a diagnostic test of reading skills)
- Woodcock Reading Mastery (word identification and comprehension)
- Gray Oral Reading Test [GORT] (comprehension)
- Kaufman Test of Educational Achievement, Brief Form
- Test of Reading Comprehension (comprehension)
- Peabody Picture Vocabulary Test III (receptive vocabulary)

Selection of tests will be predicated upon the type of information that is required. Additional instruments will be made available as needed. The course instructor will assist clinicians in checking out all materials.

**Summary Cover Sheet for Informal and Formal Assessments**:  
Examiner's Name:  
Student's Name:  
Date:  
Age:  
Grade:  

Name of Assessment:
- Level and form
- Author(s)
- Copyright date, if standardized test

Description of Assessment:
- Purpose

Description of Student's Behaviors (general observations):

Results of Assessment (report in tabular form, if possible):

Interpretation of Results:

** Clinicians are to submit information regarding the individual assessment tools that have been completed as they are administered/interpreted during the semester. Use the “Summary Cover Sheet” outlined above to concisely summarize the information obtained from the student. Submit any/all data sheets/testing materials along with the Summary Cover Sheets to the course instructor for each of the six assessments that are required. The course instructor will review the results/interpretation to insure accuracy and provide additional input or observations regarding the child's performance.

** Evaluation:** Evaluation of student progress will be on the basis of careful preparation for and implementation of the diagnostic-prescriptive tutoring sessions (360 pts.) and successful completion of the case study (360 pts.). A total of 720 pts. is possible in the course and grades will be assigned based on the percentage of total points a student earns. The following grading scale will be employed.

<table>
<thead>
<tr>
<th>GRADES</th>
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<tbody>
<tr>
<td>670-720</td>
<td>A</td>
</tr>
<tr>
<td>612-669</td>
<td>B</td>
</tr>
<tr>
<td>554-611</td>
<td>C</td>
</tr>
<tr>
<td>497-553</td>
<td>D</td>
</tr>
<tr>
<td>496 &amp; below</td>
<td>F</td>
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</table>

**Special Accommodations:** If you have a documented disability and wish to receive academic accommodations or services, please contact the Office of Disability Services at 581-6583.


Bromley, K. (2007). Nine things every teacher should know about words and vocabulary instruction. *Journal of Adolescent and Adult Literacy, 50*(7), 528-537.


