ELE 5620: Graduate Reading Practicum

Credit Hours: 3 semester hrs.
Prerequisites: ELE 5600 and ELE 5610, or permission of department chair. May be taken twice for credit.
Instructor: Dr. Linda M. Reven
Office: BB 2209 e-mail: lmreven@eiu.edu
Office Hours: Monday & Wednesday 9:00 – 10:00 a.m.; Tuesday & Thursday 3:30 – 4:30 p.m.; or by appointment
Phone: Office - (217) 581-7883; Home - (217) 348-5952
Class Meetings: The class will meet Thursday evenings from 4:30 - 7:00 p.m.

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 fulfills an Illinois State Board of Education requirement for the reading teacher endorsement.

Learning Model: The information-processing model (Joyce, Weil & Showers, 1992) enhances student attempts to comprehend by acquiring and organizing data, sensing problems/generating solutions, and developing concepts (i.e., including the language needed to convey them). The model focuses on input, processing and output. As the content is taught, the teacher directs attention to the methods and materials used to present the data (e.g., advance organizers) and has students focus on what is occurring as it is assimilated (e.g., inductive thinking and questioning). This model provides the student with information while emphasizing concept attainment and hypothesis testing.

Dispositions: Teacher candidates in the Department of EC/ELE/MLE will exhibit professional ethical practices, effective communication, sensitivity to diversity, the ability to provide varied teaching practices evidenced in a supportive and encouraging environment.

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

Outcomes For All Graduate ELE Classes: The assumptions for graduate courses will be drawn from and build upon the College of Education knowledge base. The Master Teacher/Curriculum Specialist will be able to:
1. Demonstrate the professional competence to analyze, propose, and defend educational policy in appropriate educational forums (e.g., oral presentations, position papers, literature reviews, research and grants).
2. Describe past and current historical, philosophical, sociological and psychological trends, issues and events in education.
3. Relate research to the world of practice.
4. Demonstrate a commitment to life long learning.

Outcomes Specific To This Course (ELE 5620): The Master Teacher/Curriculum Specialist will be able to:
5. Synthesize knowledge gained from published research in education on curricular, instructional, and legal issues.
6. Engage in reflective inquiry about program and practice.
7. Apply knowledge gained from published research in education to current curricular, instructional, and legal issues.
8. Design programs, curriculum, and strategies based on the current body of professional research and best practices.
9. Demonstrate commitment to the profession (e.g., involvement in professional organizations, community activities, and participation in policy decision making at the local/regional level).
10. Identify and explain philosophical, sociological, and psychological perspectives/models that undergird curricular and instructional approaches.
11. Assess, plan, implement, and evaluate curriculum and instructional programs.
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.

ADDITIONAL INFORMATION:

Additional supplemental readings will be made available during the semester.

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 -- Postreading 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.

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, Dr. Reven's resources, 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 Dr. Reven 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 Dr. Reven and the parents immediately.

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.

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 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. Dr. Reven 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 Dr. Reven for each of the six assessments that are required. Dr. Reven will review the results/interpretation to insure accuracy and provide additional input or observations regarding the child's performance.**

**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.


