

Fall 2015

EDCI 3440

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EDCI 3440: Practicum in Corrective Reading
Fall 2015
Tuesday-Thursday 3:30-4:45

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Course Description:

Prerequisite: EDCI 3410 and acceptance into Tier III of the program. This course familiarizes teacher candidates with techniques and materials used to identify those children in the classroom who are performing below their potential in reading. It provides teacher candidates with the experience of developing appropriate instruction for these students. Field experience is required during the course.

Required Textbooks:

1. Gillet, J.W., Temple, C., Temple, C., Crawford, A. (2012). *Understanding Reading Problems: Assessment and Instruction*, 8th Edition. Boston: Pearson

2. Johns, Jerry (2012). *Basic Reading Inventory*, 11th Edition. Dubuque, IA: Kendall Hunt.

Course Objectives:

During and after this course, education students will be able to:	Unit Standards	State Standards
1. Identify struggling readers	3,4	IIID
2. Use a variety of literacy assessment techniques and materials	1,2	IA, IIIA, IIID
3. Interpret data on students' literacy strengths and weaknesses	4	IIIB, IIID
4. Develop a literacy instructional plan for various aspects of reading and writing development	1,2	IA, IIA, IIIB, IIID
5. Design and implement instruction on various domains of literacy development, such as word recognition (e.g., phonemic awareness, phonics, fluency), vocabulary, reading comprehension, study skills, and writing as appropriate.	1,4	IA, IIB, IIIA, IIID
6. Communicate progress in literacy performance	3,5	IIIC, VB
7. Discuss various current national trends in literacy assessment and instruction	4	IVB

Conceptual Framework:

Our conceptual framework, the theory-practice-research interaction model, permeates the programs preparing candidates for professional roles in school settings. As candidates progress through their professional studies, they are introduced to formal theories and concepts that are validated by research, which along with their personally held beliefs and assumptions, inform their professional practice. The roles and responsibilities set out the broad domains for developing competence of teacher candidates viewed through the lens of the theory-practice-research interaction model. As candidates engage in various clinical and field experiences included in their program of study, observation and study of professional practices inform and refine the educational theories and concepts they construct. Our goal is to have our candidates internalize the theory-practice-research interaction model, as they develop into reflective practitioners constantly reassessing the educational theories, beliefs, and assumptions they embrace.

**Objectives Alignment with Unit and State Standards**

In addition to the identified goals and objectives, this course addresses UNO Teacher Roles and Louisiana State COMPASS Standards:

I. EFFECTIVE TEACHERS MANAGE CLASSROOM CONTEXTS AND ENVIRONMENTS**A. They establish a culture for learning by:**

1. Managing classroom procedures (COMPASS 2c)
2. Managing student behavior
3. Organizing physical space
4. Organizing classrooms to integrate technology
5. Maintaining accurate records using available technology

B. They create an environment of respect and rapport by:

1. Using cultural contexts in the classroom
2. Demonstrating knowledge of diversity among students
3. Presenting rationales for change to meet students needs

II. EFFECTIVE TEACHERS *DESIGN CURRICULUM AND INSTRUCTION*

A. They understand and use curriculum and instruction by:

1. Knowing content
2. Knowing pedagogy
3. Setting instructional outcomes (**COMPASS 1c**)
4. Designing coherent instruction
5. Designing student assessments
6. Incorporating knowledge of diversity in the classroom
7. Planning for the use of technologies in curriculum and instruction
8. Demonstrating knowledge of resources, including technologies
9. Planning for the use of collaborative group practices in the classroom

B. They communicate effectively by:

1. Incorporating effective written communication in the classroom
2. Incorporating effective oral communication in the classroom

III. EFFECTIVE TEACHERS *DELIVER INSTRUCTION AND ASSESS LEARNING*

A. They engage students in active learning (COMPASS 3c) by:

1. Interacting effectively with students
2. Demonstrating flexibility and responsiveness
3. Integrating technology and other resources

B. They integrate disciplines into instruction by:

1. Applying connections to multiple disciplines
2. Demonstrating connections to real life

C. They use assessment in instruction by:

1. Incorporating performance tasks in the classroom
2. Using questioning and discussion techniques (**COMPASS 3b**)
3. Using pre-assessment, formative assessment, and summative assessment appropriately (**COMPASS 3d**)

D. They embed diversity in decision-making by:

1. Selecting resources
2. Delivering instruction
3. Assessing learning

IV. EFFECTIVE TEACHERS *PARTICIPATE IN PROFESSIONAL RESPONSIBILITIES*

A. They advocate for children, in terms of services and supports by:

1. Communicating with families
2. Demonstrating knowledge of resources in school and the community

B. They collaborate to improve professional practice by:

1. Engaging in a professional community
2. Participating in professional development
3. Collaborating with teachers and mentors
4. Developing goals for social justice
5. Using research-based practices that include current available

technology

C. They reflect on teaching and learning by:

1. Focusing on cultural contexts and social justice
2. Collecting and analyzing data to improve practice

➔ **Teacher Candidates will demonstrate competencies in integrating Common Core State Standards in lesson plans, unit plans, and field-based activities.**

College Mission:

The College of Education and Human Development recognizes its mission to improve teaching and leadership, advance lifelong learning, and promote health and wellness through enhanced community partnerships. We prepare education professionals who practice in culturally diverse settings in metropolitan area schools and other educational agencies.

Field Experience and Live Text:

Field experiences included in this course support candidates to address unit, state, and national standards. Candidates are required to enter both the location and number of field experience hours completed to meet the requirements of this course into Live Text (the e-portfolio system). This requirement must be completed to earn any credit aligned with field experience assignments.

Field experiences in this course provides an opportunity for candidates to understand the professional roles/responsibilities that are included in the conceptual framework of the college:

- ☐ Design and deliver instruction (assessing to plan instruction, lesson planning, teaching)
- ☐ Use inquiry to inform practice (applying information from professional literature, peers, internet resources to instruction)
- ☐ Improve classroom and system practice (adopting positive practices to improve teaching, classroom or school operation)

Disability statement:

It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities should contact the Office of Disability Services as well as their instructors to discuss their individual needs for accommodations. For more information, please go to <http://www.ods.uno.edu>.

Attendance statement:

Students/candidates are expected to attend all classes regularly and punctually. A student/candidate who is not present in class is marked absent. More than two absences will affect your final grade.

Academic integrity statement:

Academic integrity is fundamental to the process of learning and evaluating academic performance. Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to, the following: cheating, plagiarism, tampering with academic records and examinations, falsifying identity, and being an accessory to acts of academic dishonesty. Refer to the UNO Judicial Code for further information at <http://www.studentaffairs.uno.edu/>

If you have questions or concerns about formatting or properly citing reference material, contact the **Writing Center**. They have many resources available for students. Call **280-7054** for an appointment or stop by in person.

Assignments:**1. Tutoring**

Each of you will be assigned a student to tutor at **Benjamin Franklin Elementary Math and Science School, 1116 Jefferson Avenue, New Orleans, LA. Tutoring sessions will be on Tuesdays and Thursdays from 3:30-4:30 beginning on September 8.**

You will be required by Orleans Parish School Board to complete a background check before tutoring begins. This background check costs \$5 and is available at the police department at 1715 S. Broad Street (first floor) Monday-Friday from 8:30-3:30. You will need to bring your driver's license for identification purposes.

You must write a complete **lesson plan** for each session. You will also post a **reflection and two reactions to others' reflections** on the Moodle discussion board, due by Friday of each week of tutoring (total of 33 posts). Keep **anecdotes** on your observations of the child. You can write these on the back of your lesson plan, or you can type them and put them in your folder. It is expected that you will use a variety of sources for ideas for your lessons. It is mandatory that you **cite those sources in your plans.**

These sessions will be observed. I will try to get to each of you at least once a week. Keep a **folder** with your lesson plans and anecdotal records available so that I may check it without interrupting you and your student.

2. Initial Status Report

You will do a thorough assessment of the student assigned to you by using

An interest/attitude survey

Jerry Johns' *Basic Reading Inventory, Form A*

You will also need to collect and analyze a writing sample.

You will then write an Initial Status Report of your findings and focus on those areas of need to set goals and develop an instructional program for your student. A complete description of the assignment is attached to the syllabus.

3. Readings and reports

Some reading assignments are required for everyone as indicated in the course agenda. You are expected to read the assignment **prior to** the class for which it is assigned and come to class prepared to discuss it.

Other chapters will be assigned to groups. Your group is to develop an **outline** of the chapter to **distribute and explain** to the class.

4. Final Case Report

Complete guidelines are attached. You will need to administer *Form B of the Basic Reading Inventory*. You will need to give a thorough report on progress toward the goals you set for your student in the Initial Status Report.

5. Professionalism

◆ This is critical in this class because you are guests in the school and you will be responsible for a child. Attendance and promptness are mandatory. If you are unable to attend a session or are going to be late, call or e-mail me as soon as possible.

◆ Dress appropriately.

◆ **Be prepared for each session.** Have a lesson plan. Bring all books and materials required for completion of the lesson.

◆ Cell phones should be turned off and out of sight. The child you are tutoring deserves your complete attention.

Grading:

- 50 pts.: Attendance, class participation, preparation for tutoring sessions, and professional responsibility
- 100 pts.: Initial status report (75 pts content and 25 pts mechanics)
- 100 pts.: Folder containing lesson plans with reflections/anecdotal notes/ samples of child's work.
- 25 pts.: Group chapter outline and discussion
- 75 pts.: Final case report (50 pts content and 25 pts mechanics)

Total points **350**

Scale

93-100%	A	79-85%	C	71% or lower
86-92%	B	72-78%	D	F

Tentative Course Calendar

After we have started the tutoring sessions at Ben Franklin Elementary, we will meet after the students leave for brief class meetings.

Date	Assignment	Due
Aug. 20	Introduction	
Aug. 25	First class at Ben Franklin Johns, sections 1 & 2, pages 1-56	
Aug. 27	Johns, sections 3 & 4, pages 57-115	
Sept. 1	Gillet et al, Chapter 1	
Sept. 3	Gillet et al. Chapter 6 OPSB Background check documentation due	
Sept. 8	Reviewing final preparations for tutoring	
Sept. 10	1 st day of tutoring	Lesson plan 1, getting acquainted Find out if your student was tutored last semester.
Sept. 15	Begin administration of <i>Basic Reading Inventory</i> , form A . Use form C for students tutored last semester.	Lesson plan 2 Gillet et al. Chapter 2 group outline
Sept. 17		Lesson plan 3; Gillet et al. Chapter 3 group outline
Sept. 22		Lesson plan 4; Gillet et al. Chapter 4 group outline
Sept. 24		Rough draft of Initial Status Report due Lesson plan 5
Sept. 29		Final draft of Initial Status Report due Lesson plan 6
Oct. 1		Lesson plan 7; Gillet et al. Chapter 5 group outline
Oct. 6		Lesson plan 8; Gillet et al. Chapter 7 group outline
Oct. 8		Lesson plan 9; Gillet et al. Chapter 8 group outline

Oct. 13		Lesson plan 10; Gillet et al. Chapter 9 group outline
Oct. 15	UNO FALL BREAK	
Oct. 20		Lesson plan 11; Gillet et al. Chapter 10 group outline
Oct. 22		Lesson plan 12; Gillet et al. Chapter 11 group outline
Oct. 27		Lesson plan 13
Oct. 29		Lesson plan 14
Nov. 3	Begin administration of <i>Basic Reading Inventory</i> , Form B. Use form D for students previously tutored.	Lesson plan 15
Nov. 5		Lesson plan 16
Nov. 10		Lesson plan 17
Nov. 12		Lesson plan 18
Nov. 17		Lesson plan 19
Nov. 19	Last day of tutoring	
Nov. 24	BFE NO SCHOOL- Thanksgiving Holiday	
Nov. 26	BFE/UNO NO SCHOOL	
Dec. 1		Rough draft of Final Case Report due
Dec. 3		Final draft of Final Case Report due and brief oral presentations of clients.

Writing Initial Status Reports

I. Administer the *Basic Reading Inventory, Form A* as directed in the book.

Determine the child's **Independent, Instructional, and Frustration** levels in **word recognition** and **comprehension**.

Complete all record sheets. See the examples on pages 100-114 in the book.

We are **not** going to record reading rate—the number of words read per minute.

II. Administer an interest/attitude survey

III. Collect a writing sample from the child. Analyze the writing from a positive stance.

IV. Write a report in narrative form with the following sub topics. Label each section of your report using the underlined terms as subheadings.

A. Background information

Interests and attitudes

B. Reading

Explain the results of the *Basic Reading Inventory*.

A. Describe the kinds of errors made on the graded word lists. Were there any particular patterns?

B. Describe the child's behavior while reading the lists. Include anything you noticed that you thought was significant.

C. Describe the miscues the child made in reading the passages.

D. Describe the child's comprehension of the passages looking at the types of questions missed—Fact, Topic, Evaluation/Experience, Inference, Vocabulary

Look carefully at the **Qualitative Analysis of Basic Reading Inventory Insights** on **page 151** of the Johns book. It will give you a guide for observing the child during reading and will help you provide more details in your report.

C. Writing

Describe the following information about the child's writing:

Spelling and evidence of phonemic awareness

Use of upper and lower case letters

Formation of letters

Sentence structures

Capitalization and punctuation

Fluency of writing

Effects of dialect on written language

D. What are your goals to improve the child's reading? You must use the relevant grade level Common Core State Standards for ELA. Include both **word recognition** and **comprehension**.

List activities you will use to work toward those goals in both areas.

E. What are your goals to improve the child's writing? You must use relevant grade level Common Core State Standards for ELA.

List activities you will use to work toward those goals.

Both of your textbooks have teaching activities that will help you with sections D and E.

F. Attach copies of all record sheets and a copy of the child's writing sample to your completed report.

G. Use the following format as a **coversheet** for your report. Type the information. Do not fill it out by hand.

**EDCI 3440
Initial Status Report**

Tutor:

Date:

Student:

Grade level:

Age:

Assessment: Johns. J. (2012) *Basic Reading Inventory*, 11th edition, Form A. Dubuque, IA: Kendall Hunt

Dates administered:

Levels	Word Recognition		Comprehension
	Isolation (Word Lists)	Context (Passages)	
Independent			
Instructional			
Frustration			

Writing Final Case Reports

I. Administer the *Basic Reading Inventory*, **Form B** as directed in the book.

Determine the child's **Independent, Instructional, and Frustration** levels in **word recognition** and **comprehension**.

Complete all record sheets. See the examples on pages 100-114 in the book.

We are **not** going to record reading rate—the number of words read per minute.

II. Collect a writing sample from the child in one of your last tutoring sessions.

III. Write a report in narrative form with the following sub topics. Use the underlined terms as subheadings for your report.

A. Background information

Use the information from your Initial Status report and add any new and pertinent information you have learned about the child during the semester. **Be sure to update the verb tense for any passages you might use from your Initial Status Report.**

B. Reading

Compare the results you obtained from administering Form B of the Basic Reading Inventory with those you obtained from Form A at the beginning of the semester.

A. Describe the kinds of errors made on the graded word lists. Were there any particular patterns?

B. Describe the child's behavior while reading the lists. Include anything you noticed that you thought was significant.

C. Describe the miscues the child made in reading the passages.

D. Describe the child's comprehension of the passages looking at the types of questions missed—Fact, Topic, Evaluation/Experience, Inference, Vocabulary

Look carefully at the Qualitative Analysis of Basic Reading Inventory Insights on page 151 of the Johns book. It will give you a guide for observing the child during reading and will help you provide more details in your report.

C. Writing

Compare the writing samples you collected from the beginning and end of the semester. Look particularly at the following:

Spelling and evidence of phonemic awareness

Use of upper and lower case letters

Formation of letters

Sentence structures

Capitalization and punctuation

Fluency of writing
Effects of dialect on written language

D. Reading Goals and Activities

Discuss your student's progress toward the goals you established in **word recognition** and **comprehension** for the semester.

Discuss the effectiveness of the activities you listed. How did the student react to each of them? What new activities did you add during the semester? How were they received?

Organize this section by goal.

E. Writing Goals and Activities

Discuss progress toward the goals you established to improve the child's writing

Discuss the effectiveness of activities used to work toward those goals. What other activities did you add? How effective were they?

Organize this section by goal.

F. Recommendations for Future Tutoring

What suggestions and recommendation would you give anyone tutoring your student in the future? Be specific about the following:

Student's strengths and weakness in word recognition and
comprehension with suggested activities

Student's strengths and weaknesses in writing with suggested
activities

Observations of and suggestions for engaging and motivating the
student in literacy activities

G. Attach copies of all record sheets, Pre and Post, and a copy of the child's writing samples, Pre and Post, to your completed report.

Do not include the directions from this sheet in your report. Use the underlined headings in A through F as subheadings in your report.

H. Use the following as a cover sheet for your report. Type. Do not fill out by hand.

Final Case Report

Child:

Grade: Age: School:

Tutor:

Date of assessments: Pre

Post

Assessments Used: Johns, J. (2012) *Basic Reading Inventory*, 11th ed. Dubuque, IA:
Kendall Hunt. Forms A and B

Levels	Word Recognition				Comprehension	
	Isolation (Word Lists)		Context (Passages)			
	Pre	Post	Pre	Post	Pre	Post
Independent						
Instructional						
Frustration						