



## Texas A & M University-Texarkana

RDG 561.001: Clinical Practicum in Reading

Spring 2011

Tuesday 7:00-9:45

Course Syllabus

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### Course Description

The course will focus on evidence-based reading instruction concentrating on practices that have been tested and proven successful. The features of effective reading instruction, scientifically based reading strategies, and appropriate literacy assessments will be applied in a clinical setting. This course will assist the reading specialist in acquiring the necessary understandings and techniques to facilitate reading instruction for all students.

### Course Rationale

Demands for literacy skills and expectations for reading proficiency are constantly increasing. It is critical that students become proficient readers and show competence in challenging subject matter. They must be able to analyze and apply learning to a variety of contexts. Teachers and reading specialists must develop strategic teaching skills and implement research based instructional approaches to help students meet these literacy demands.

## State Board for Educator Certification Teacher Certificate Standards and Competencies (TExES Competencies and TEKS)

Standard II. Assessment and Instruction: The Reading Specialist uses expertise in implementing, modeling, and providing integrated literacy assessment and instruction by utilizing appropriate methods and resources to address the varied learning needs of all students.

The beginning Reading Specialist knows and understands:

- 2.1 the reciprocal nature of assessment, instruction, and instructional planning;
- 2.2 types, characteristics, and appropriate uses of reading assessments, including screening, in-depth assessment, continuous progress monitoring, and formative and summative evaluation, for each of the components of reading (e.g., oral language, phonological and phonemic awareness, concepts of print, alphabetic principle, word identification, fluency, comprehension, vocabulary, written language);
- 2.3 the advantages and limitations of various types of reading assessments (e.g., informal, formal, technology based);
- 2.4 how characteristics of assessment instruments, materials, and procedures interact with other factors that may impact student performance (e.g., text characteristics; testing environment; and student characteristics such as language, culture, prior knowledge, disabilities);
- 2.5 assessment-related issues, such as bias, reliability, validity, and confidentiality;
- 2.6 common standardized testing terminology (e.g., raw score, scaled score, percentile, grade equivalency, stanine, normal curve equivalency [NCE],

- growth scale);
- 2.7 state and federal requirements related to reading assessment and diagnosis;
  - 2.8 when delays or differences in language and literacy development warrant referral for additional evaluation or intervention (e.g., auditory, visual, cognitive, emotional, social, physical);
  - 2.9 grade-level expectations and procedures for assessing students' literacy skills;
  - 2.10 various means for assessing students' reading, study, and inquiry skills across content areas; and
  - 2.11 how students' use of self-assessment can enhance their literacy development
  - 2.12 strategies to integrate listening and speaking, reading and writing, and viewing and representing across all levels and content areas;
  - 2.13 state and national content and performance standards that relate to reading;
  - 2.14 the components of effective instructional design (e.g., eliciting and using prior knowledge; integrating prior and new knowledge; integrating knowledge, skills, and strategies; providing scaffolded instruction; planning reviews);
  - 2.15 specific short-term and long-term interventions to address students' needs in each identified component of reading;
  - 2.16 characteristics of various learning preferences and modalities (e.g., global, analytic, auditory, visual) and their implications for instruction;
  - 2.17 how differences in dialect or vocabulary development may affect a student's acquisition of reading skills;
  - 2.18 the strengths and limitations of current educational theories that underlie instructional practices and programs;

Standard III. Strengths and Needs of Individual Students: The Reading Specialist recognizes how the differing strengths and needs of individual students influence their literacy development, applies knowledge of primary and second language acquisition to promote literacy, and applies knowledge of reading difficulties, dyslexia, and reading disabilities to promote literacy.

The beginning Reading Specialist knows and understands:

- 3.1 that students' progress in gaining the knowledge and skills necessary to learn to read varies and requires varied instruction and levels of instructional

intensity.

- 3.2 issues and concepts related to the transfer of literacy competency from one language to another;
- 3.3 expected stages and patterns of first- and second-language learning;
- 3.4 sound practices for literacy instruction for English Language Learners that are based on a convergence of research;
- 3.5 issues and procedures in assessing English Language Learners' reading strengths and needs, and when to collaborate with other specialists to aid in assessment; and
- 3.6 how to distinguish between language differences and reading disabilities and when additional assessment or intervention is needed.

**Co-requisite:** RDG560 : Concurrent enrollment in RDG560 is required.

## Student Learning Outcomes

Students enrolled in RDG561 will demonstrate practical applications of RDG 560 objectives in a clinical setting. Students will:

- 1. Apply the essential components of effective reading instruction to diverse learners in a clinical classroom context.
- 2. Implement features of effective reading instruction.
- 3. Use assessment data to plan instruction and group students for instruction.
- 4. Utilize measures of reading progress for instructional decision making.
- 5. Develop vocabulary through a variety of approaches and strategies.
- 6. Utilize instructional strategies to increase understanding.
- 7. Apply metacognitive strategies to promote strategic reading.
- 8. Select appropriate instructional materials to address student needs.
- 9. Implement a model of instruction.
- 10. Develop a management system for a literacy classroom.
- 11. Plan appropriate literacy activities for primary, secondary, and tertiary instruction.
- 12. Adapt instruction for struggling readers.
- 13. Describe the methods and standards of scientifically-based reading research.
- 14. Facilitate evidence based reading instruction.
- 15. Synthesize applications of RDG 560 and implement in a clinical setting.

## Technology Integration

### Technology Enhanced Instruction

Instructor will:

- support instruction using a classroom presentation system.
- present material using PowerPoint presentations.
- utilize Web sites for current and supplemental information.
- conduct activities on CD.

### Technology Enhanced Learning

Students will:

- use electronic resources to locate education research literature.
- employ Web resources to format and submit papers.
- construct assignments in a variety of environments including word processing, spreadsheet, and slide show.

## Resources

### Required Text:

Online Teacher Reading Academies (with video)  
Kindergarten through Grade Four



### Secondary Resources: Booklets for Download

- Beginning Reading Instruction  
<http://www.tea.state.tx.us/reading/products/redbk1.pdf>
- Guidelines for Examining Phonics and Word Recognition Programs  
<http://www.tea.state.tx.us/reading/products/redbk3.pdf>
- Comprehension  
[http://www.tea.state.tx.us/reading/practices/TRI-Comprehension\\_Instr.pdf](http://www.tea.state.tx.us/reading/practices/TRI-Comprehension_Instr.pdf)

[http://www.tea.state.tx.us/reading/practices/TRIComprehension\\_Instr.pf](http://www.tea.state.tx.us/reading/practices/TRIComprehension_Instr.pf)

- Research Based Content Area Reading Instruction

<http://www.tea.state.tx.us/reading/products/redbk4.pdf>

- Promoting Vocabulary Instruction

<http://www.tea.state.tx.us/reading/products/redbk5.pdf>

### Internet Resources

(4Teachers)

<http://4teachers.org/>

(American Psychological Association)

<http://www.apastyle.org>

Communities Just for the Kids

<http://www.communitiesjust4kids.org/English/default.htm>

Dynamic Indicators of Basic Early Literacy Skills

<http://dibels.uoregon.edu/>

(Education Research Service)

<http://www.ers.org>

(International Reading Association)

<http://www.reading.org>

(National Institute for Literacy)

<http://www.nifl.gov>

(Reading Online)

<http://www.readingonline>

(State Board for Educator Certification)

<http://www.sbec.state.tx.us>

(Texas Education Agency)

<http://www.tea.state.tx.us>

(Turnitin)

<http://turnitin.com>

(U.S. Department of Education)

<http://www.ed.gov>

(What Works)

<http://www.whatworks.com>

(Vaughn Gross Center for Reading and Language Arts)

<http://texasreading.org>

### Course Requirements/Assignments/Field Based Activities

Examinations: Students will take a midterm and final examination. The exams will be comprehensive evaluations of all material covered in the course and will be worth 30% of the final course grade. The exams will include objective and subjective formats.

Presentation: Students will research a feature of effective reading instruction and present information in a PowerPoint slide show. Presentations will follow guidelines presented in class and will be graded using a rubric provided by the instructor. The presentation will be worth 20% of the final course grade.

Clinical Portfolio: Students will document clinical activities in a portfolio organized into sections reflecting the features of effective reading instruction. Portfolios will be constructed according to guidelines presented in class and will be graded using a rubric provided by the instructor. The portfolio will be worth 50% of the final course grade.

## Grading

Exams	200 points (mid-term 100 points and final 100 points)
Presentation	50 points
Clinical Portfolio	250 points
<b>Total</b>	<b>500 points</b>

Professor will distribute grading criteria for each assignment.

90-100%	A	450-500 points
80-89%	B	400-449 points
70-79%	C	350-399 points
60-69%	D	300-349 points
Below 60%	F	299 points or less

## Attendance

Students are expected to attend all class meetings. University procedures for administrative drop may be implemented.

## Academic Honesty

Academic honesty is expected of students enrolled in this course. Cheating on examinations, unauthorized collaborations, falsification of research data, plagiarism, and copying or undocumented use of materials from any source, constitute academic dishonesty, and may be grounds for a grade of "F" in the course and/or disciplinary action. The student is responsible for reading and understanding the University Policy on Academic Integrity.

## Guidelines for Assigning an Incomplete Grade ("X")

An incomplete grade ("X") may be given when a student's work is satisfactory in quality but due to circumstances beyond his or her control, is not completed by the end of the semester.

An incomplete is given to allow an extension of time beyond the end of the semester to complete the coursework. It is not given in lieu of an "F". It is the responsibility of the student to contact the instructor to initiate the request for a grade of incomplete and, if the request is granted, to initiate discussion with the instructor concerning fulfillment of remaining course requirements in a timely manner.

## Accommodations for Students with Disabilities

Students with disabilities may request reasonable accommodations through the A&M Texarkana Disability Services Office by contacting Mr. Carl Greig, Aikin room 223 or by calling 903-223-3062.

## Course Schedule

Class	Date	Topics	Assignments
1	January 18	Introduction, Course Syllabus and Overview, Scientificallly-Based Reading Research	
2	January 25	ERI in Kindergarten	Kindergarten OTRA
3	February 1	Features of Effective Instruction (Explicit Instruction)	
4	February 8	Features of Effective Instruction (Scaffolding)	Presentation (E.I.)
5	February 15	ERI in Grade One	Grade One OTRA
6	February 22	Features of Effective Instruction (Flexible Grouping)	Presentation (S)
7	March 1	ERI in Grade Two	Grade Two OTRA
8	March 8	Features of Effective Instruction (Opportunities for Practice)	Presentation (F.G.)
9	March 22	Midterm Exam	



10	March 29	Features of Effective Reading Instruction (Appropriate Materials)	Presentation (P)
11	April 5	ERI in Grade Three	Grade Three OTRA
12	April 12	Features of Effective Reading Instruction (Progress Monitoring)	Presentation
13	April 19	ERI in Grade Four	Grade Four OTRA
14	April 26	Portfolio Museum	Portfolio Due
15	May 3	Final Exam	
16	May 10	Final Exam Review	

Students are required to read corresponding chapters in the text prior to each class meeting. Electronic resources should be used for individual review. The professor reserves the right to make changes to the course syllabus and will notify students accordingly.