RDG 533 PRACTICUM IN LITERACY ASSESSMENT AND INSTRUCTIONAL STRATEGIES II
RDG 533 is a required course for the Masters in Reading and Texas Reading Specialist Certification
College of Education
Department of Language, Literacy & Special Populations

Course Description: This courses offers an in-depth study of the instruction of struggling readers and writers. In supervised settings teachers will use various formal and informal individual assessment procedures and instruments. These assessments will direct instructional strategies and methodology. Candidates develop individual case studies. Prerequisites: RDG 530 and RDG 532

Test/Readings: Sandra McCormick. (2007) Instructing Students Who Have Literacy Problems, 5th
                            Edition, Upper Saddle River, N.J. : Prentice Hall

                            Shanker, James and Eldon Ekwall. (2007) Locating and Correcting Reading
                                Difficulties, 9th Edition, Merrill/Prentice Hall.
                        Allen, Margaret and Leonard Breen. (2002) Coaching Struggling Readers --
                            Getting Sidelined Readers Off The Bench And Back In The Game,
                            Creative Teaching Press.

Standards Matrix: Candidates will meet the following standards upon completion of both RDG 532 and RDG 533.

Objectives/Learning Outcomes	• Field based Activities	• Performance • Assessment	Standards: Texas Standard *IRA Standard*
Demonstrate an understanding of the reciprocal nature of assessment, instruction and instructional planning.	• Using a completed case report implement the instructional program, teach a diagnostic lesson and revise/fine tune the case study.	• Revised recommendation page. • Lesson plan portfolio	2.1k, 2.1s *4.1*
Select and use appropriate texts, trade books and instructional materials to stimulate interest, promote growth and foster appreciation.	• Plan remedial lessons using a variety of written materials to develop and extend literacy skill, stimulate interest, and foster appreciation	• Readability exercises, materials evaluations, lesson plan portfolio	2.10s, 2.12s, 2.13s 2.20k *5.2, 5.4*
Plan and teach a program of remedial skills instruction teaching, as appropriate, to promote fluency and comprehension, word identification; phonics; context, metacognition, vocabulary; reference materials; spelling and written language skills and strategies	• Implement a program of ongoing remedial lessons for assigned children that demonstrates an understanding of the nature and multiple causes of reading and writing difficulties using individual and group interventions	• Lesson plan portfolio and observations	2.12k, 2.13k, 2.14k, 2.15k, 2.16k, 2.17k, 2.18k 2.8s , 2.9s, 2.10s, 2.11s, 2.12s *4.1, 4.3, 4.4, 12.6, 12.7*
Demonstrate knowledge and use of non-traditional instructional strategies	• Critique and demonstrate non-traditional strategies for peers and hen appropriate use them while tutoring.	• Class presentations • Lesson portfolios	3.7k – 3.8k, 3.9k, 3.10k, 3.11k, 3.8s – 3.9s, 3.10s *4.1*
Write appropriate reports and recommendations	• Write a remedial program report. • Write follow-up	• Written reports and recom-	1.50s, 2.6s

| following remedial teaching | recommendations for school and parents
• Communicate with the child regarding strengths and needs and strategies for improvement | mendations, observation rubrics, and session plans | *5.8, 11.1, 11.2, 11.3, 11.4* |

Web address for IRA standards: http://www.reading.org/advocacy/standards/introduction.html
Web address for Texas Standards: http://www. sbec.state.tx.us/stand framewrk/stand framewrk.html

Course Format:
On-line
The content of this course is delivered On-line using Blackboard presentations. In addition, course concepts are learned through self-study, collaborative study, small group discussions, and small group PowerPoint presentation. Candidates in the On-line version will work with three learners to do diagnostic testing. You will work with more of these learners for whom you have written a case report to provide a program of remedial instruction. Evaluation consists of self-evaluation, pre-evaluations, and professor assessments using rubric for products, discussions, and presentations.

On-site
The content for the course is presented face-to-face in a classroom setting. Lecture, small grup discussion and presentations are supplemented with PowerPoint presentations and Blackboard On-line discussion forums and internet links. Diagnostic testing and tutorials are supervised and occur during the designated course meeting time. Candidates are assigned learners for testing and remedial instruction based on classroom experience; you will be assigned learners outside (as much as possible) your teaching experience to give you a broad perspective of developmental ranges. Evaluation is the same as On-line.

Course Content:
An Overview of the Assessment-Instruction Cycle
Important Principles of Remedial and Clinical Reading Instruction
Word Recognition
Word Identification
Word Meaning
Fluency and the Struggling Reader
Comprehension of Narrative Text & Expository Text
Working With Severely Delayed Reader and Nonreaders
Other Readers with Special Needs
Topics to be continued throughout the masters program and which are embedded in the content:
- Meeting the literacy needs of a diverse population
- Implementing and integrating appropriate literacy technology in the classroom
- Professionalism how a professional educator thinks, acts, and speaks
- Selection of course material for portfolio

Technology Requirements: It is expected that all candidates who register for the On-line course have the following computer skills: sending/receiving emails, attaching documents to emails, creating tables, creating PowerPoint presentations, conducting a search, and using library electronic reserves. Microsoft Word is the required word processing program. It is also expected that candidates have access to a computer at home since much of the work for the course is done in the evenings and on weekends. It is also expected that all candidates who register for the On-line or On-site courses feel comfortable using a computer. The course moves quickly, therefore this is NOT a place to begin learning the technology skills.

Course Requirements:
1.   **Tutorial.** Each candidate will work with one or more children for whom a case study of literacy needs has been written. Candidates will implement a program of remedial skills instruction and keep a record of child's progress and/or continuing needs. Further, candidates will communicate with the child's parents and teachers any progress made and needs for continuing instruction. A final written remedial program report will be submitted along with the lesson plan portfolios.

2. **Inquiry Project**. Each candidate will conduct an inquiry into a specific remedial teaching methodology and/or a set of non-traditional instructional materials. Results of this inquiry will be presented in class via demonstration and oral/PowerPoint presentation. Topics might include, but are not limited to, such topics as Fernald's V.A.K.T. strategy, the Gillingham-Stillman program, the Hermann Reading Program, etc.

3. **Collection of Resources.** Each candidate will begin a personal, professional collection of teacher's manuals, publishers addresses, high interest-easy reading materials and software materials appropriate for use with struggling and remedial readers.

4. **Professionalism** Candidates will conduct the diagnostic testing and the tutorial sessions, and interactions with colleagues, students, and parents following the guidelines established in class.

Evaluation:

Lesson Plan Portfolio	200	pts.
Class Presentation	50	pts
Written Progress Report	50	pts
Collection of Resources	50	pts
Professionalism	50	pts
Total Points	**400**	**pts**

A = 93% and above   B = 85 – 92%   C = 75 – 84%

Reading Masters Degree Candidates:
To exit this masters program, you must demonstrate competence in Texas Reading Specialist standards and/or the standards for Role 6 of the International Reading Association. Competence will be assessed through coursework and a growth portfolio submitted at the end of your coursework. The growth portfolio is comprised of required entries and products of your choosing that demonstrate mastery of the standards. The required portfolio submissions for RDG 532/533 are: one complete case report that includes 1) the diagnostic report; 2) session plans with analysis of subsequent assessment data; 3) letters to parents, guardians, and teachers recommending follow-up activities.)

Expectations:
Technology Requirements: It is expected that all candidates who register for the On-line course have the following computer skills: sending/receiving emails, attaching documents to emails, creating tables, creating PowerPoint presentations, conducting a search, and using library electronic reserves. Microsoft Word is the required word processing program. It is also expected that candidates have access to a computer at home since much of the work for the course is done in the evenings and on weekends. It is also expected that all candidates who register for the On-line or On-site courses feel comfortable using a computer. The course moves quickly, therefore this is NOT a place to begin learning the technology skills.

Disability Statement:
Candidates with a disability that affects their academic performance are expected to arrange for a conference with the instructor in order that appropriate strategies can be considered to ensure that participation and achievement opportunities are not impaired. People with physical impairment may contact the Director of the counseling Center as chair of the committee for Continuing Assistance for Disabled Students by telephone (936-294-1720.)

Bibliography:
Donald R. Bear, et. Al. (2000). Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction, 2nd edition, Upper Saddle River, N.J.: Merrill/Prentice Hall.
Leonard Breen and Margaret Allen. (2000). Coaching Struggling Readers: Getting Sidelined Readers Off the Bench and Back in the Game. Huntington Beach, CA: Creative Teaching Press.
Thomas Gunning (2001). Building Words: A Resource Manual For Teaching Word Analysis and Spelling Strategies, Boston: Allyn and Bacon.
Bonnie von Hoff Johnson (1999). Wordworks: Exploring Language Play, Golden Co.: Fulcrum Resources.
Maria Meyerson and Dorothy Kulesza (2002). Strategies for Struggling Readers, Upper Saddle River, N.J.Merrill/Prentice Hall.
Gay Su Pinnell & Irene Fountas (1998). Word Matters: Teaching Phonics and Spelling in the Reading/Writing Classroom, Portsmouth, NH: Heinemann.
Dorothy Strickland, Kathy Ganske and Joanne Monroe (2002). Supporting Struggling Readers and Writers, Portland, Maine: Stenhouse Publishers.
Gail Tompkins (1998). 50 Literacy Strategies. Upper Saddle River, NJ: Merrill/Prentice Hall Texts
Wilma H. Miller. (2001). The Reading Teachers Survival Kit. Paramus, NJ.: The Center for Applied Research in Education.
Jan Simmons. (2000). You Never Asked Me To Read: Useful Assessment of Reading and Writing Problems. Boston, MA: Allyn & Bacon.
Barbara Walker. (1992). Supporting Struggling Readers. Scarborough, Ontario: Pippin Publishing. Katherine d. Wiesendanger. (2001). Strategies for Literacy Education. Upper Saddle River, NJ:Merrill/Prentice Hall.

Scoring Rubric – RDG 533

Tutorial – Lesson Plan Portfolio   200 points
- ➢ Lesson Plans   10 lessons at 15 points each   150points
  To receive full credit each plan must contain the following –
   (2 points for each item)
    - Statement of child's instructional reading level
    - Statement of child's assessed needs
    - Statement of lesson objective(s)
    - List of specific materials and resources being used
    - Description of lesson procedures/ activities
    - A summary of post lesson assessment and reflection
      - child's success, problems, etc.
      - your response to the lesson
      - your thoughts / plan for the next lesson

- ➢ Progress Letter for Parents   25 points

- ➢ Progress Letter for School   25 points

Revised Instructional Plan   **50 points**
At the completion of the tutorial experience, tutor will
re-evaluate the child's instructional needs and recommendations
based on the tutorial lessons. A revised or amended plan which
identifies instructional needs, learning strengths and interests, and
recommended instructional materials and resources will be
prepared for attachment to child's case report.

Collection of Resources   **50 points**
For full credit students will list a minimum of 10 items / resources in
<u>five</u> of the following categories:
a. Teacher's Activities and Idea Resource Books
b. High interest – Easy reading Materials
c. Commercially Published Program and Skills Materials
d. Computer Games & Interactive CD's
e. Web Sites
f. Children's Magazines