I.   EDUC 568 Practicum in Reading

II.   Semester Hours: 6 (graduate)

III.   Course Description
This course consists of a practicum experience in which the graduate student formally and informally assesses the literacy abilities of students experiencing literacy difficulties, accelerated students, those with cultural differences, and/or varied linguistic backgrounds. Emphasis is placed on: gathering data for a holistic understanding of the literacy proficiency of a student; use of diverse assessment tools; examination and modification of the learning environment, methods, and materials; appropriate intervention based on assessment, and the development of a case study report that is shared with parents and educational professionals. The course adds specialty knowledge in the areas of assessment, intervention, and correction of literacy difficulties and providing for the unique needs of diverse students.

IV.   Place of the Course in the Curriculum
This practicum experience is a required course for the reading specialist strand in the Master's in Education, Reading Specialist Endorsement and the Master's in Education, ELL Endorsement and Reading Specialist Endorsement. The course takes place toward the end of the master's program and provides an opportunity for the graduate student to utilize literacy knowledge acquired in previous courses while working with PK-12 students in the classroom.

V.   Course Goal and Objectives

A. Goal
The major purpose of this course is to have the graduate student assess and plan appropriate modifications for students who are experiencing literacy difficulties in reading or who need to be challenged to use their abilities to greater advantage.

B. Objectives
In this course, the graduate student will satisfactorily demonstrate the ability to:

1. Collect and use appropriate personal data (both educational and non-educational factors), including students' interests, reading abilities, learning style, and background information to better understand and assist preschool,

elementary, or secondary students who need assistance in reading. (T-S3, T-K1, T-D1, LD-S3, LD-S2, LR-K1)

2. Compare and contrast, interpret, recommend, and train others in utilizing a wide range of assessment tools (formal and informal, technology-based, authentic, whole group and individual). (T-S3, T-K1, T-D1, LD-S2, LR-K1)

3. Utilize assessment data to plan a personalized reading program for a student based on knowledge of the student's stage of literacy development across subject areas, proficiencies, difficulties, interests, and background. (T-S2, T-K1, LD-S1, LD-K1, LR-S1, LD-S1, LD-S2, LR-K1)

4. Use a wide range of instructional practices, approaches, materials, and methods, including technology-based practices, for learners at differing stages of development and from differing cultural and linguistic backgrounds. (T-K1, LD-D1, LD-S2)

5. Utilize assessment data to plan, evaluate, and revise effective instruction to meet the diverse needs of all students via collaboration with other education professionals. (T-S2, T-S1, T-S3, T-K1)

6. Use observational assessment procedures to plan and monitor student learning and the impact of the learning environment. (T-S2, LD-S3)

7. Keep accurate records and develop a retrieval system in order to inform the students, parents, and school about progress made and to make recommendations regarding the students' continued work in reading. (T-S3, T-D1, LD-S3, LD-S1, LD-S2, LD-D1, LR-K1)

8. Administer and score informal and formal diagnostic literacy tests and interpret, summarize, and report the process/results in a case study report form. (LD-S3, LD-S1, LD-S2, LD-D1, T-D1)

9. Coach teachers in the selection and use of evidence-based and appropriate materials, methods, and assessment tools via reports to other professionals, referrals, and actual demonstration. (T-S1)

10. Communicate assessment results to students, parents/care-givers, colleagues, education specialists, administrators, policymakers, public officials, and the general public. (Y-S3, LD-S1)

11. Select from various types of text (books, technology-based information, non-print) to address literacy levels, interests, cultural and linguistic backgrounds, etc., and to

assist certified personnel in selection and use of such texts.(T-S2, T-S1, LD-S2)

12. Provide appropriate intervention in the core literacy areas of phonics, phonemic awareness, vocabulary, comprehension, fluency, etc. (T-S1, LR-S1)

13. Demonstrate a professional, caring disposition toward students, families, colleagues, and communities when serving as a reading specialist and to articulate the theories related to the ethical and caring attitudes of teachers' dispositions and student achievement. (LD-D1, LD-S1, T-D2)

VI. **Content (**T-S2, T-S1, T-S3, T-S4, T-K1, LD-K1, LR-S1, LD-S1, LD-S2)

Content pertaining to the case study process:

A. Procedures prior to collection of data assessment
B. Collection of data relating to the "whole child'
   1. Family interview form
   2. Medical history
   3. Educational history
   4. Cultural and language background
   5. Attitudes, interests, motivation
   6. Literacy autobiography
C. Use of formal and informal measures to assess literacy development
   1. Standardized literacy tests, including survey and diagnostic
   2. Criterion-referenced tests
   3. Informal reading inventories
   4. Running records
   5. Anecdotal evidence
   6. Emergent literacy level assessment tools (including Concepts About Print)
   7. Adolescent literacy level assessment tools
. D. Assessment of key literacy components
   1. Phonemic awareness
   2. Phonics
   3. Letter knowledge, numbers, core sight words, etc.
   5. Visual and auditory discrimination
   6. Oral language
   7. Word recognition
   8. Vocabulary
   9. Comprehension of diverse types of texts
   10. Fluency
   11. Spelling
   12. Writing
   13. Grammar

14. Study skills
E. Development of a thumbnail sketch of the case study student prior to selective administration of assessments
F. Diagnostic teaching and resultant individualized literacy instruction (assessing literacy needs, establishing goals, and developing a plan)
G. Selecting and evaluating instructional materials and technology resources that match the needs and level of the case study student
H.. Writing a comprehensive case study
I. Writing reports to school personnel and parents/guardians

Content pertaining to formal and informal assessment of educational and non-educational factors, appropriate intervention/correction:

A. Physical and cognitive conditions that create differences in literacy achievement
   1. Neurological differences
   2. Visual changes
   3. Visual-perceptual tasks
   4. Auditory differences
   5. Kinesthetic-tactile differences
   6. Gender differences
   7. Cognitive style differences
B. Affective and motivation conditions that create differences in literacy achievement
   1. Motivation
   2. Engagement
   3. Learned helplessness
C. Embracing reader's social and cultural richness
   4. Cultural influences on literacy achievement
   5. Interaction patterns influenced by cultural and social variables
   6. Diagnosing and instructing to capitalize on cultural and social richness in struggling readers' lives
D. Assessment to inform instruction
   7. Principles of effective assessment and diagnosis
   8. Formal diagnosis, instruction, and assessment of students with special literacy needs (achievement tests, standardized reading survey tests, specialized standardized tests, interpreting test scores)
   9. Informal assessment (observational tools, informal reading inventories, running records, retellings)
E. Creating optimal learning environments
   1. Principles of organization, time, and routines
   2. Designing a quality curriculum
   3. Qualities of effective instructional groups
   4. Solving classroom and one-on-one learning difficulties

F. Enhancing emergent literacy
1. Emergent literacy concepts, including phonemic awareness
2. Literacy interventions for emergent readers/writers
3. Supports for emergent readers/writers
4. Diagnosing emergent reader's needs
5. Diagnosing the needs of struggling emergent readers
G. Enhancing decoding abilities
1. Sight word strategies
2. Semantic and syntactic context clues
3. Structural analysis
4. Phonics
5. Dictionaries and Thesauruses
H. Enhancing comprehension
1. Before, during, and after reading strategies
2. Narrative text
3. Expository text
4. Metacognition
5. Diagnosing and assessing comprehension
I. Enhancing fluency
J Assisting reluctant writers
K. Assisting students who face spelling, grammar, and handwriting challenges
L. Assisting students who face oral language challenges
6. Developmentally related speaking difficulties
7. Diagnosing speaking difficulties
8. Second-language speaking difficulties
9. Dialectically different language learners
10. Instructional activities for second-language or dialectically different studies
M. Support for special problems
11. Learning disabilities
12. Auditory functions
13. Learning styles differences
14. Multiple intelligence theory
15. Emotional and attentional barriers
16. Mental dysfunction
17. Dyslexia
18. Effective early intervention programs
19. Special tutorial programs

VII. Methodology (T-D1, LD-S3, LD-S1, LD-S2, LD-D1, LR-S1, LR-D1, LR-K1)

The graduate students will work directly with PK, elementary and/or secondary students who are classified as "experiencing literacy difficulties" or "accelerated".

In addition to working with children, graduate students will periodically relate assessment data and discuss diagnostic teaching strategies. The supervisor of the practicum will be responsible for developing mini-lessons for the graduate students and referring them to appropriate resources as the case study process progresses. (Learner) (LD-S3, T-S2, LD-S2, LD-D1, T-D1)

The university supervisor of the practicum will: 1. oversee assessment data collection, 2. facilitate diagnostic teaching, and 3. provide individual guidance to each graduate student during the development of the case study. (Teacher, Learner) (LR-S1, LD-S2, LR-D1. :R-K1)

Practicum participants will conference with parents at the beginning and end of the course. They will consult with classroom teachers as part of the assessment process and will file a formal report on each student's progress at the conclusion of the practicum. The reports will be shared with appropriate school personnel and the parents. (Leader) (T-D1, LD-S3, LD-S1, LD-S2, LD-D1)

VIII.   Student Roles
A. Fully participate in electronic discussion boards, chat rooms, or other Blackboard activities as assigned by the instructor.
B. Satisfactorily complete the following assignments:
 1. Obtain legal consent from the parents/guardians and principal prior to beginning the case study.
 2. Assess the literacy development of the student via formal and/or informal measures and keep a portfolio of representative assessments.
 (T-S2, T-S3, T-K1, LD-K1, T-D1, LD-S3, LD-S2, LR-D1, LR-K1)
 3. Write a comprehensive case study for one student.
 (T-S2, T-S3, T-K1, LD-K1, T-D1, LD-S3, LD-S2, LR-D1, LR-K1)
 4. Maintain a practicum log that may include the name of the assessment tool, a summary of findings or observations, a possible course of action for diagnostic teaching, reflections, etc.
 5. Prepare a written report citing each child's progress and stating recommendations to be shared with other teachers or professionals (if appropriate), the principal, and the parents/guardians.
 (T-D1, LD-S3, T-S2, LD-S1, LD-S2, LR-K1)
C. Complete assigned readings and other learning products assigned by the instructor

IX.   Evaluation (T-S2, T-S1, T-S3, LD-D1, LD-K1, LR-S1, LD-S3, LD-S2, T-D1, LR-K1)

Evaluation will be based on the following assignments and components:

Professionalism
Completion of assigned readings
Participation in electronic discussion board and other Blackboard activities
Documentation of informal and/or formal assessments
(portfolio)
Comprehensive case study
Practicum log
Educ 568 Reading Practicum Evaluation

Course Workload
In the face-to-face, online, and hybrid classrooms at Concordia University, Nebraska, course workload occurs through student-to-instructor interaction, student-to-student interaction, Blackboard activities, contact with course-specific content, assignments, research, assigned readings, and other activities. Students can expect to devote a minimum of 4-5 hours of work for each 1-credit hour, as mandated by the U.S. Department of Education.

Course Participation
Federal Financial Aid regulations, which Concordia observes for all students, require that students regularly participate in courses in which they are enrolled. All students must log into the course management system (Blackboard) or participate in a face-to-face session weekly in order to avoid being tagged as a non-participant. Students must use the Concordia Blackboard and e-mail messaging systems to contact instructors and advisors. Students who are unable to participate regularly in their course for any reason should contact their instructor and their advisor. Students who intend to withdraw from a course or a program should notify their instructor and advisor.

Academic Integrity
At Concordia University Nebraska, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility, and respect. As a student, you are required to demonstrate these values in all of the work you do. Participating in a behavior that violates academic integrity (e.g., plagiarism, unauthorized collaboration, multiple submissions, cheating on examinations, or fabricating information) will result in your being sanctioned. Violations may subject you to disciplinary action including the following: receiving a failing grade on an assignment or examination, receiving a failing grade for the course, and/or being suspended from the university.

ADA
Students with a documented disability, who need reasonable accommodations, should contact ADA & Academic Support located in Link Library to arrange an appointment to discuss their individual needs. Students are also encouraged to notify their instructors immediately about any disability-related academic needs

they may have. To contact the ADA & Academic Support Director, Angel Hoppe, please call 402-643-7365 or 800-535-5494 ext. 7365 or e-mail angel.hoppe@cune.edu.

Emergency Information
In inclement weather, check your e-mail, Blackboard, and the Concordia website (www.cune.edu) for information. Your instructor may utilize Blackboard to make-up course time, so please check Blackboard if a class is cancelled. In the event of an emergency while you are in a face-to-face class, follow the instructions of your instructor, ensure you are in a safe location, and, after you are in a safe location, check in with your instructor before leaving so that he or she can account for all students. Also, if you have not already done so, please update emergency contact information in "Banner Self-Service" on the connectCUNE portal (http://connect.cune.edu).

X. Representative Bibliography

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