

Southern Methodist University
Annette Caldwell Simmons School of Education and Human Development
Department of Teaching and Learning
EDU 6142: Literacy Practicum II Syllabus

Instructor: Caroline I. Kethley, Ph.D.	Location: To Be Determined
Telephone: (214) 499-1777 (cell)	Days: To Be Determined
E-mail: ckethley@smu.edu	Hours: To Be Determined
Hours: by Appointment	Credits: 1 Hour
Office: Simmons 333	

Course Description:

The purpose of the Literacy Practicum II is to provide students concurrently enrolled in EDU6363/Advanced Literacy Acquisition with opportunities to apply and practice in the laboratory of their own school settings the content that has been modeled during EDU6363 including assessments, learning strategies, and instructional techniques both under supervision (i.e., Guided Practice) and Independently (i.e., Independent Practice).

Text Books

Course requirements will be aligned with readings from 6363. No additional readings will be planned.

Course Objectives:

The objectives of this class have been organized to conform to the requirements of the Reading Specialist and Master Reading Teacher (see Bb/Standards for complete listing) and to align with the Department of Teaching Learning *Conceptual Framework* (see below). The content of this class is relevant to any teacher who is interested in becoming a better teacher of reading with older students who are struggling to read. The course objectives of EDU6363 are integrally related to those of EDU6142, the practicum associated with this class.

Foundations of Reading Knowledge and Instruction

- § Plan, implement, and monitor instruction based on ongoing informal and formal assessment of individual students', phonological and phonemic awareness, understanding and application of the alphabetic principle, word analysis skills, reading fluency, reading comprehension skills, and vocabulary knowledge and writing, including spelling, written vocabulary, and organization of written text to reinforce reading instruction.
- § Select and use instructional materials (including literature) and strategies that reflect both cultural diversity and an awareness of instructional progressions that are based on a convergence of research evidence and that promote students' oral

language development, phonological and phonemic awareness, understanding and application of the alphabetic principle, word analysis skills, reading fluency, reading comprehension skills, vocabulary knowledge, and writing, including spelling, written vocabulary, organization of written text, and concepts of print, to reinforce reading instruction.

- § Provide explicit, systematic instruction and reinforcing activities in phonological and phonemic awareness, phonics and word analysis skills, reading fluency, and activities to promote and accelerate students' vocabulary knowledge and ability to apply strategies that facilitate comprehension, and writing, including spelling, written vocabulary, organization of written text, and concepts of print, to reinforce reading.
- § Describe the 3-Tier Response to Intervention Reading Model of providing instruction and intervention for students and understand the rationale for using response to intervention for intervention instruction and identification of students with learning disabilities in reading.

Principles of Instructional Design, Delivery, and Assessment in Reading

- § Conduct tutoring sessions for students with reading difficulties by integrating the components of effective instructional design into cohesive daily lessons.
- § Select and use multiple and varied assessments before, during, and after instruction to guide instruction and monitor progress.
- § Implement progress-monitoring assessments and use the data to design instruction.
- § Identify and describe the components and features of evidence-based reading instruction for all students, including those with reading difficulties.
- § Use student grouping strategies that address the reading needs of groups and individuals and are based on a convergence of research evidence.
- § Identify effective ways to utilize technology in the teaching process.
- § Evaluate instruction and instructional materials.

Reading Instruction and Assessment for Students with Diverse Backgrounds

- § Provide daily opportunities for students to develop cognitive academic language in their primary language and/or English.
- § Plan, implement, and monitor instruction that builds on students' cultural, linguistic, and home backgrounds to enhance their oral language skills in English, and promote the transfer of skills from oral language to written language while maintaining literacy in the primary language.
- § Provide explicit, systematic instruction and reinforcing activities to promote literacy for English Language Learners and students with reading difficulties, dyslexia, and reading disabilities.

- § Select and use instructional materials, techniques, and strategies that reflect cultural diversity and are highly structured, sequential, systematic, and age-appropriate, based on a convergence of research evidence, and provide for the integration of skills into the act of reading connected text.

Assignments

You will be responsible for applying content learned in EDU 6363 (Advanced Literacy Acquisition) including assessments, learning strategies, and instructional techniques discussed in class. You will be required to plan for and directly teach at least one student in the environment of your own school, the student's school, or another selected place **for a minimum of thirty (30) hours.**

Students must be struggling third graders or older (3rd -12th grader) who are reading below their grade level; although some exceptions may be made for 2nd grade students you were working with in EDU 6141. Prior to beginning teaching, you will be asked to collect assessment information to ascertain how to proceed with instruction. To the extent possible, you may be able to use assessments you are currently asked to collect by your campus and district.

Several 6363/Advanced Literacy Acquisition class sessions will be spent discussing how to plan instruction based on your assessment of your students (i.e., data-based instruction) and using evidence-based instructional design principles.

Practicum II TENTATIVE Schedule	
Locate Child	Week of January 27 - week of February 3, 2014
Pretesting	Week of February 10, 2014 (Due by February 17, 2014)
Tutoring	Week of February 17 – Week of April 21, 2014 * You will set your own schedule for your 30 hours.
Observation 1	February 17 – March 7, 2014
Observation 2	March 17 – March 28, 2014
Observation 3	April 7 – April 18, 2014
Post-Testing	Completed by April 25, 2014

- You will be responsible for identifying target students in your school setting (i.e., your own classroom or in a colleague's classroom). This tutoring may go on during your normal school day, especially if you do small group reading instruction. It is recommended that you have a small group of 2-4 students because it will be easier (and more fun!) to do the activities you are learning in 6363, but it is not mandatory to have more than one student, especially if you cannot do this in your own classroom. If you do not have immediate access to a student(s), it is recommended that you work as a volunteer tutor in a local school or after school program to complete this assignment. Your professor can help place you in an after-school mentoring program if needed.
- Dr. Kethley will visit you in your own teaching environment **3 times** during the semester to observe your teaching, either face-to-face or through webcam technology using Adobe Connect. These visits should be scheduled at times when you will be teaching the literacy lessons for your 'Early Lesson Plan' and 'Late Lesson Plan' for Dr. Al Otaiba and to the extent possible when your target student(s) will be present to be observed. You are welcome to ask for more observations to be able to get more feedback.
- Feedback is an integral part of improving our teaching. Thus, your lesson plans and videos may be shared in a whole group setting during EDU 6363. This allows you to receive feedback and to practice looking at the lessons with the critical eye of your colleagues and your professors, both certified reading specialists. Additionally, you will use all feedback to reflect on your teaching for your two reflection assignments due to Dr. Al Otaiba in EDU 6363.

Assessments for Data Collection (30 points)

During the weeks of January 27 through February 7th, you should locate a child/children to tutor. As soon as you have determined the student(s) with whom you will be working, you will set up a meeting with me to discuss assessments and tutoring. We can meet as a group before or after class on Tuesday or at another time agreeable to the entire group (Group Assessment Meeting).

You will need to give pre-, post-test, and continuous progress monitoring assessments to your student(s). The pretest will determine the type of instruction that the student(s) needs in order to make progress in all forms of literacy. Assessments will include measures of phonemic awareness (if needed), spelling skills, decoding ability, and fluency.

Once you have conducted initial (pretest) assessments, we will meet individually to determine how to proceed with tutoring and if any further assessments are indicated.

All assessments will be placed on Blackboard 6142 in a folder called 'Assessments' which can be found under Course Documents. In addition, possible activities will be included

in a similar folder to get you started with tutoring. You will be gradually adding new activities once you learn about them in EDU 6363.

These assessments will be given on the first day of tutoring (pretest) and on the last day of tutoring (post-test). You will need to keep records of the pretest and post-test scores in a tutoring log to report at the end of the semester's tutoring sessions. You should also collect weekly Continuous Progress Monitoring (CPM) data during your sessions. We will discuss CPM data at the Group Assessment Meeting.

Weekly Tutoring Logs (100 points total)

A tutoring log is due at the end of each week of tutoring. These logs should be uploaded to Bb by the Sunday following after each week of tutoring.

Your tutoring logs will be a record of your goals and objectives for each session, a list and description of the actual activities you did and their outcomes, and notes to yourself about what to do in the following session. Additionally, you will report the most positive outcomes of the lesson, as well as areas that didn't go as well as planned.

Lessons Should Also Include The Following Areas*:

1. **6363 Strategy:** During the course of your Practicum II, you will implement a strategy linked to EDU6363. A portion of the 30 contact hours required for this practicum will be spent in practicing and refining your ability to deliver strategy instruction. Dr. Kethley will expect to see your implementation of your selected strategy as well as view your lesson plans (from 6363) related to the strategy.
2. **Vocabulary** (e.g., pre-teaching critical vocabulary of text being used to give background knowledge and meaning, learning to find out meaning of word using context clues, recognizing and learning the meaning of prefixes, suffixes, and root words, activities learned in 6363, etc.),
3. **Word work** (e.g., Spelling and Encoding activities using information about gaps learned from the Words Their Way assessment including such things as and learning spellings of vowel teams, consonant digraphs, and variant spellings of words that the student will encounter in text, Word Sorts of specific spellings, dictation of words with spellings previously taught, activities learned in 6363, etc.),
4. **Decoding** (text at the student's instructional level, reading multisyllabic words found in text, reading words using various spelling patterns, activities learned in 6363, etc.).
5. **Fluency** (i.e., rereading passages for fluency, reading lists of words found in the text, activities learned in 6363, etc.),
6. **Comprehension** (i.e., questions concentrating on recall, predictions, inference, synthesis, tone, setting, author's purpose, etc. from reading text, activities learned in 6363, etc.).

*Any/All of the areas that are identified as needed following analysis of pre-test data

Sessions should be between 40-60 minutes, 4-5 days per week in order to teach the required 30 hours over the semester.

Dr. Kethley will respond each week with suggestions and possible questions. You will need to check Blackboard **very frequently** to make sure that you are incorporating recommendations to best meet the needs of your student(s). Dr. Kethley will be checking for these recommendations to be present in future tutoring sessions.

Final Tutoring Report of Student(s) Progress (70 points)

This final assignment will be a summary report of your weeks of tutoring your student(s). It should include a CHART with the pre-post gains as well as CPM to show weekly progress the student(s) made, other areas of improvement, strengths the student(s) have shown, information to give their teacher(s), and recommendations to share with parents on how they can work to help their child at home. Instructions and a template will be on Blackboard under Assignments for this assignment.

Summary of Assignment Points

Assignment	Points
Assessments for Data Collection (Pretest, Posttest, CPM)	30
Weekly Tutoring Logs (@10 points per week) due each week, with the final document due by April 29, 2014	100
Final Tutoring Report of Student(s) Progress – Due by May 4, 2014	70
Total Points Available	200

**Course Policies and Professional Courtesy
Recommended Grading Scale**

94-100%	A	77-78	C
90-93	A-	75-76	C-
87-89	B+	74	D+
83-86	B	72-73	D
80-82	B-	70-71	D-
79	C+	Below 70	F

Technology Requirements

- **SMU currently uses Microsoft Office 2007 for PC and Microsoft Office 2008 for MAC.** These are available in campus computer labs. SMU students may purchase these programs at reduced prices. See the IT website for information regarding purchase (<http://www.smu.edu/OIT/Services/Applications.aspx>). It is expected that you have access to standard programs in use for this course including: PowerPoint, Excel, and Word from the current Office Suites. If you are unable to open files ending with .docx, please go to the official Microsoft Office website and download the free patch.
- **Blackboard/E-mail:** You will be required to check your SMU e-mail and Blackboard (<http://courses.smu.edu/>) at least once per week or as frequently as requested by the instructor. If you have problems logging in, click on “How to Log On.” Course readings and lecture notes, as well as other information will be posted on Blackboard. You may choose to direct Blackboard e-mail to an alternate account, but university policy requires that you check your SMU account as well.

Attendance and Participation: *Students are expected to complete the required practicum hours within the time frame allotted in the syllabus.* If you are unable to complete the required hours within the timeframe allotted, you must receive PRIOR approval in writing for a revised scheduled. If you are unable to complete the practicum hours, you will not be able to pass the course.

If you need to be absent because of an illness, an emergency, or to attend to “school business,” contact the instructor (e-mail or voice mail) PRIOR to class and consult a colleague to determine what you missed and to get class notes. It is not the instructor’s responsibility to reteach information missed, although the instructor will be available, as always, to answer specific questions about course content.

Missing more than 3 classes (20% of the total classes) will result in automatic failure, unless there is a documented, valid medical reason or emergency. Documentation must be presented to the instructor. Additionally, the instructor may require an extra assignment to make up for classes missed.

Late assignments: Assignments shall be turned in before class (5PM) on the date they are due (see summary of Assignments). Most assignments are to be turned in electronically to bweiser@smu.edu. **Late assignments that have not been approved will receive a 10% deduction in grade for each day that they are late – no exceptions will be made to this policy.**

Disability Accommodations: Students needing academic accommodations for a disability must first contact Ms. Rebecca Marin, Coordinator, Services for Students with Disabilities (214-768-4557)* to verify the disability and establish eligibility for accommodations. They should then schedule an appointment with the professor to make appropriate arrangements. (See University Policy No. 2.4.)

Religious Observance: Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence. (See University Policy No. 1.9.)

Excused Absences for University Extracurricular Activities: Students participating in an officially sanctioned, scheduled University extracurricular activity should be given the opportunity to make up class assignments or other graded assignments missed as a result of their participation. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination or other missed assignment for making up the work.

Honor Code: The honor code of Southern Methodist University governs all work in this course. Students should review their student handbook of the code. Cheating will result in automatic failure of the class.

Withdrawing from class: It is your responsibility to check the SMU website (academic calendar) for add/drop and withdraw dates.

Cell Phones/Internet Use: ***Please do not make or receive calls or text messages in class.*** If you have a cell phone, put it on silent mode. If, because of an emergency, you feel you must take a call, please let me know ahead of time. If you forget to turn your phone off and it rings, please stop the ringing as quickly as possible. Under no circumstances should you begin a conversation in the classroom. You may use a laptop for writing notes during instruction, however, please refrain from using the Internet during class. This may be distracting to your instructor and colleagues.

Classroom Discussions: During class, avoid “side” conversations. These are distracting to the instructor and your colleagues.

Obtaining Assistance: We are very committed to your progress! We are available to provide you with the assistance you need to demonstrate proficiency with course content. It is your responsibility to seek assistance with course projects and assignments in a timely fashion.