

CENTRAL WASHINGTON UNIVERSITY  
COLLEGE OF EDUCATION AND PROFESSIONAL STUDIES  
DEPARTMENT OF EDUCATION  
READING UNIT

EDRD 592.1: PRACTICUM: DIAGNOSIS AND REMEDIATION OF READING DIFFICULTIES  
Summer 2005, Monday through Thursday, 11:30 a.m.-12:40 p.m.

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#### COURSE DESCRIPTION

EDRD 592 (3 credits) Practicum: Diagnosis and Remediation of Reading Difficulties

Prerequisites, EDRD 526. Supervised experience working with one or more students. Includes the preparation of a case study. Grade will be S or U. Should be taken concurrently with EDRD 528. Formerly ED 592.1, students may not receive credit for both.

#### TEXTS

Allington, R.L. (2006). *What really matters for struggling readers: Designing research-based programs*. (2<sup>nd</sup> Ed.). Boston: Pearson Allyn & Bacon.

Gunning, T.G. (2006). *Assessing and correcting reading difficulties*. (3<sup>rd</sup> Ed.). Boston: Pearson Allyn & Bacon.

#### COURSE RATIONALE

This course, Practicum: Diagnosis and Remediation of Reading Difficultie, is consistent with the following missions: Central Washington University's mission, *Docendo Discimus*; the Center for Teaching and Learning's mission, "Facilitating learning for a diverse world"; the Department of Education's mission, "The commitment to ensuring graduates are prepared to be outstanding educational leaders who demonstrate knowledge, skill, and attitudes necessary to educate a diverse population." Further, this course, using the Constructivist model of learning, is designed to develop abilities and skills in understanding, interpreting, and questioning.

In addition, this reading course is consistent with the Standards for Reading Professionals of the International Reading Association (revised 2003).

WAC 180-79A-388 Reading – Subject area endorsement. In order to receive an endorsement in reading, the candidate shall have completed the minimum course work credit hours in the subject area of reading, including, but not limited to, credit hours in each of the following essential areas of study:

- (1) Reading development.
- (2) Reading diagnosis and prescription.
- (3) Children and adolescent literature.
- (4) Instructional methods in reading.
- (5) Instructional methods in reading in the content areas.

#### INSTRUCTIONAL METHODS

Supervised tutoring, written and oral feedback, professional collaboration, written and oral communication with parents and school personnel

#### LEARNING GOALS

1. Informed use of literacy tests, assessments, and their data.
2. Ability (knowledge and skills) to observe and interpret literacy behaviors (competencies and developmental needs).
3. Understanding and application of ethics as they relate to literacy assessment and remediation.
4. Understanding and consideration of political and socio-cultural factors as they affect literacy assessment and remediation.
5. Understanding and application of professional collaboration in literacy assessment and remediation.

#### SPECIFIC LEARNER OUTCOMES AND PERFORMANCE INDICATORS:

As a result of taking this course, the reading specialist candidate will:

<b>Learner Outcomes</b>	<b>Performance Indicators</b>
Use of a wide range of instructional practices, approaches, and methods, including technology-based practices, for learners at differing stages of development and from differing cultural and linguistic backgrounds.	Lesson plans, tutoring, reflective journal
Use of a wide range of curriculum materials in effective reading instruction for learners at different stages of reading and writing development and from different cultural and linguistic backgrounds.	Lesson plans, tutoring, reflective journal
Use a wide range of assessment tools and practices that range from individual and group informal classroom assessment strategies, including technology-based assessment tools.	Lesson plans, tutoring, reflective journal

<b>Learner Outcomes</b>	<b>Performance Indicators</b>
Place students along a developmental continuum and identify students' proficiencies and difficulties.	Lesson plans, tutoring, reflective journal
Use assessment information to plan, evaluate, and revise effective instruction that meets the needs of all students, including those at different developmental stages and those from different cultural and linguistic backgrounds.	Lesson plans, tutoring, reflective journal
Communicate results of assessments to specific individuals (students, parents, caregivers, colleagues, administrators, policymakers, policy officials, community, etc.).	Parent conference
Use students' interests, reading abilities, and backgrounds as foundations for the reading writing program.	Lesson plans, tutoring, reflective journal
Use a large supply of books, technology-based information, and nonprint materials representing multiple levels, broad interests, and cultural and linguistic backgrounds.	Lesson plans, tutoring, reflective journal
Model reading and writing enthusiastically as valued lifelong activities.	Tutoring and parent conference, reflective journal
Motivate learners to be lifelong learners.	Lesson plans, tutoring, reflective journal
Work with colleagues to observe, evaluate, and provide feedback on each other's practice.	Video-taped lessons and peer conferences

#### REQUIREMENTS

<b>Requirements</b>	<b>Due Dates</b>
Lesson Plans: 25%	Weeks of 4 July through 1 August 2005
Tutoring: 25%	Weeks of 4 July through 1 August 2005
Parent Conference: 10%	3 August 2005
Reflective Teaching Journal: 20%	11 July, 18 July, 25 July, 1 August 2005
Peer Teaching Evaluation: 10%	By 2 August 2005
Practicum Binder: 10%	4 August 2005
<b>GRADING</b>	Satisfactory/Unsatisfactory

## ADA STATEMENT

Students who have special needs or disabilities that may affect their ability to access information and/or material presented in this course are encouraged to contact me or Disability Support Services at (509) 962-2171 for additional disability-related educational accommodations.

## COURSE SCHEDULE

Read the assigned readings before the related class meetings. Additional readings will be assigned.

<b>Dates: Week of</b>	<b>Topics</b>
27 June 2005	Guidelines and Preparation for Tutoring
4 July 2005	Assessment of Client
11 July 2005	Tutoring of Client
18 July 2005	Tutoring of Client
25 July 2005	Tutoring of Client
1 August 2005	Tutoring of Client and Parent Conference

## REQUIREMENTS

**Lesson Plans – 25%**

## A. Format:

1. Date
2. Tutor name
3. Child's name
4. Learning objectives
5. Rationale
6. Materials
7. Instructional sequence
8. Word-processed in WORD (Do not use Apple Works!)
9. Language mechanics

## B. Instructor Review

1. Posted to Blackboard website (Communication → Group Pages → File Exchange) in WORD
2. Hard copies must be available during tutoring sessions
3. Review comments will be made to the electronic copies posted to Blackboard. Use “View Comments” and “Tools: Track Changes” to read them.

**Tutoring – 25%**

1. Regular supervision by instructor

2. Two video taped lessons: 2<sup>nd</sup> and 5<sup>th</sup> weeks of tutoring
3. Conference with instructor

**Reflective Teaching Journal – 20%**

1. Five weekly reflections on your teaching
2. Posted to Blackboard site weekly by Sunday, 12 noon
3. Summary reflection on your teaching
4. Word processed
5. Language mechanics

**Parent Conference – 10%**

1. Wednesday, 3 August 2005
2. Notify parents on first day
3. To be determined whether this conference will be audiotaped for the purpose of instructor review
4. Summary of parent conference and reflection on its effectiveness

**Peer Teaching Evaluation –10%**

1. Peer review of one of your video-taped lessons
2. Peer review of one of your colleague's lessons
3. Submit peer review forms

**Practicum Binder – 10%**

1. Lesson plans
  - a. original lesson plans
  - b. lesson plans with instructors' comments
  - c. revisions that you would make
2. Parent conference summary
3. Peer teaching evaluation forms
4. Reflective Teaching Journals with comments
5. Statement of what you have learned about literacy use, learning and teaching.
6. Word processed
7. Language mechanics
8. Format
  - a. Tabbed binder: week #1, etc., Summary
  - b. Cover sheet
  - c. For each tab: weekly reflection followed by the lessons for that week