

EDUC 747: Supported Literacy
In conjunction with EDUC 748 (practicum)
University of Wisconsin – Stevens Point
Summer 2017

Tuesday, May 30th – Friday, July 7th

Instructor

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School of Education
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Course Description

This independent study course is set within an online professional learning community. This course is in tandem with the **EDUC 748 Supported Literacy Practicum** course. The content is geared toward classroom teachers, reading specialists and special educators who are responsible for instruction, curriculum development and educational leadership. This course specifically consists of materials and techniques related to understanding of literacy assessment, best practices, research, and instructional strategies to support children’s literacy development. From this understanding, practice of effective literacy instruction is then transferred to other environments.

The information on the EDUC 748 practicum is described later in the syllabus and in the welcome letter. This practicum is set up by the participant. The D2L environment is designed to support the practicum experience and final Case Study Project. Course content and instructor and student contact for this course meets the Carnegie Credit requirement of 45 hours.

Required Textbook

Gillett, J. W., Temple, C., Temple, C., Crawford, A. *Understanding Reading Problems*. Boston: Pearson. **Any edition*

Informal Reading Inventory and other assessments for Case Study Project (many of which are located in the above text, online, or/and already purchased for current classroom)

Recommended Teacher Resources

Course participants will share resources they’ve investigated (in relation to textbook reading and D2L resources) and used with their practicum student and/or other students. Space to share resources in the Discussion Area of D2L. The instructor will ask that you recommend several teacher resources.

Initial Session with Instructor

Each participant will set up an initial face-to-face or phone session, with the instructor, prior to the start of this course. During this session, an introduction to the course, format, timeline, and requirements will be discussed. The instructor may visit participants during their practicum and/or set up a time for a final class meeting. This will be discussed during the initial session. This course is designed to accommodate participant’s current position, interests, and busy summer schedules.

InTASC Standards

While all 10 InTASC Standards are developed and applied within the context of this course, the tasks in this course particularly focus on the first three standards—Learner Development, Learning Differences, and Learning Environment. Also emphasized: Assessment, Planning for Instruction, and Instructional Strategies. See the D2L site for a full explanation of these standards.

Learning Outcomes

As a result of their experiences in EDUC 747, participants will:

- Cultivate a perspective and understanding related to the reading process and issues related to reading
- Develop an understanding of informal measures of literacy assessment for internal audiences—related to word recognition, comprehension, spelling, writing, and interest.
- Develop an understanding of formal measures of literacy assessment for external audiences
- Develop an understanding of instructional strategies and methods for instructional planning and responsively working with students in literacy development
- Examine current professional literature in the area of reading and literacy instruction
- Demonstrate the ability to examine student’s reading ability from a comprehensive perspective, and to suggest and implement appropriate plans for instruction

Course Requirements 1-5 & Format

1. This 6 week course is active Tuesday, May 30th – Friday, July 7th.

- **Introduction Week 1:** Participants will meet with the instructor to introduce themselves to the other participants in the discussion area of D2L, discuss requirements, get a start on reading the course text, peruse D2L content, and lay out a plan of study.
 - If you have not received the course textbook by week 1, the first four chapters are scanned in the Content Area of D2L.
- **Weeks 2-5:** Participants will engage in concentrated reading of course material and purposeful selection of materials in an online environment (i.e., Explore Best Practice).
 - Weeks 2-5 consist of 8 modules. Participants will complete 2 modules per week.
 - IF something hinders your movement through the modules, reading, and/or assignments please notify the instructor immediately!
- **Final Week 6:** Participants will finalize their plan of study, course tasks, and the Case Study Project (EDUC 748). All coursework is to be completed by the last day of class, **Friday, July 7th**.
 - If for some reason a participant is habitually late in responding to peer’s posts, instructor direction and emails, and assignments are of poor quality

and/or late, points will be deducted from the overall participant's grade at instructor's discretion.

2. **Writer's Notebook.** Participants track their learning from *Understanding Reading Problems: Assessment and Instruction* to support activity in this course in a personal teacher diary. Your developing understanding is applied in your practicum (Case Study Project). During weeks 2-5, participants drop their Writer's Notebook **entries** into the **Dropbox Area** by Sunday of each week.
 - **Textbook Edition:** Participants may purchase an older edition. However, in doing so it is the participant's responsibility to align their Writer's Notebook to the chapters. To get a head start on reading, the first 4 chapters (8th ed.) are scanned in D2L introduction area. Go to Pearson's website to view the exact chapters in the 8th edition at <https://www.pearsonhighered.com/product/Gillet-Understanding-Reading-Problems-Assessment-and-Instruction-8th-Edition/9780132617499.html>. The chapters assigned for this course follow the 8th edition.
 - **Writer Notebook Specific Requirements:** Entries include a date, chapter title, and notes that highlight your learning and interests. Each module contains Writer Notebook questions and prompts. These are **NOT** to be answered but instead provided to *stir* thinking and considerations. The instructor is the only one who will read entries. The length of entries will be discussed during **week 1**.
 - **Notes support the Case Study Project:** The notes you keep support the planning, instruction, and assessment of the student you chose to work with. Use your notebook to support the writing for the Case Study Project.
3. **Explore Best Practice.** Participants are prompted to explore best practice related to their textbook and module readings.
 - Post reactions & ideas that you would like to share in the D2L Discussion Area. Postings are brief 1 paragraph summaries of your interests and ideas readings and resources within the modules of Week 2-5. **Post 1 paragraph, by Sunday of each week.**
4. **Collaborative Task. Respond to ONE of your peer's "Explore Best Practice" postings (see #3) prior to week 5.**
 - Choose a peer's posting that you are most interested in and relates to your interests, teaching experiences, and/or case study student. Communicate with this peer. Together, decide what you want to explore further.
 - Share these literacy resources and teaching videos/other media in the D2L Discussion Area. Write a brief commentary that highlights why these resources exemplify best practice. This collaborative task is due **by week 5**.
5. **The Case Study Project.** The case study is an analysis of a student's reading ability and instructional methods that are documented in a 5-8 page professional paper. APA style formatting is required (<https://owl.english.purdue.edu/owl/section/2/10/>).
 - **Sample Case Study Projects.** With the instructor, during week 1, layout and specific requirements will be discussed via these examples. Case studies most

often include an introduction, overview of student's literacy abilities, assessment tools used/analysis, goals, lessons, and summary.

- **Case Study Project Draft is due Friday, July 1st**, for instructor and peer feedback. Post this in the D2L Area. Peers respond and provide feedback to several papers and/or to those that have not yet received feedback. The instructor will provide feedback to all case study drafts. **Final Case Study Project is due Friday, July 7th**.
- **Complete 5 or more informal assessments.** Depending on the age, grade, and needs of your student, the following are various assessments appropriate for your case study project. Assessments that you complete with your student are included in your case study project.

Interest Inventory

Running Record (with readability analysis of passage)

Informal Reading Inventory – with independent, instructional and frustration levels

Phonological Awareness

Sight Word Test

Gentry Spelling Test

Names Test

Fluency assessment (may be part of IRI)

Cloze Test (with readability analysis of passage)

Writing Sample

Think Aloud documentations/Anecdotal notes

Observations

Concepts of print

Alphabet recognition

- **Post (or scan) 2 of the above assessments in D2L that you completed with your student**, for guidance and discussion purposes, prior to submitting the Case Study Project **during week 3**.

Course Grading

Course grades will be determined on a point basis.

Writer's Notebook 30 points

- 3 points per chapter, follows guidelines posted in #1 (and Case Study Check-Scale below)

Explore Best Practice/Collaborative Task 20 points

- 10 points for completing 4 postings, follows guidelines posted in #3
- 10 points for communicating with a peer and posting additional best practice resources, follows guidelines posted in #4

Case Study Project 50 points

- Discussion with instructor **during introduction week**
- Writer Notebooks are dropped **every Sunday** and follow requirements
- Submits 2 informal assessments prior to submitting Draft **during week 3**
- Submit Case Study Draft **during week 4**

- Responds to peer’s Drafts **during or before week 5**
- Final Case Study Project **due and dropped in Dropbox by Friday, July 7th**

Check-Scale: Case Study Project	
Your case study will require that you have 4-5 sessions with a student who is experiencing reading difficulties. Each session should last approximately 1 to 1 ½ hours. You will be required to administer several assessment measures, describe findings and conclusions, and propose instructional goals and strategies for the student.	
Checklist	Point Scale
<p>_____ Discussed case study student with instructor</p> <p>_____ Introduction piece is complete</p>	<p>Clear introduction that describes teaching situation, student, grade level, and other important information. Discussed student prior with instructor prior to start of case study.</p> <p>1 2 3 4 5</p>
<p>_____ Drop 2 assessments for feedback and questions during week 3</p> <p>_____ Includes 5 or more assessments within case study</p> <p>_____ Completed assessment section (w/ conclusion section) and followed requirements for full points</p>	<p>For each assessment measure, include data from the assessment and a discussion of your findings. Follow your discussion of the individual assessment measures with a conclusion section. Conclusions section identifies the predominant patterns and findings from your assessments (Focus on strengths and significant weaknesses).</p> <p>0 5 10 15 20</p>
<p>_____ Assessment conclusions support the instructional goals.</p> <p>_____ My proposed goals and strategies relate to my student’s strengths and areas of need.</p> <p>_____ I included several strategies to accomplish the goals and indicators of success.</p>	<p>Based upon your assessment conclusions and ideas presented in your text, establish instructional goals for your student. These should be major goals that will have an impact on the student’s development as a reader (Focus on strengths and significant weaknesses). Support each instructional goal with strategies for accomplishing the goal and indicators of success.</p> <p>1 2 3 4 5</p>
<p>_____ I dropped a draft during week 4.</p> <p>_____ I provided feedback to Peer’s draft during or before week 5.</p>	<p>The draft case study was promptly submitted for feedback in week 4. Specific and appropriate feedback to peers was given in week 5.</p> <p>0 2 4 6 8 10</p>
<p>_____ I utilized my Writer’s Notebook to</p>	<p>Final case study project is error-free, includes all above requirements, professionally written,</p>

<p>support my writing.</p> <p>_____ I took into consideration my peer's and instructor's feedback.</p> <p>_____ I dropped my case study in the Dropbox on the due date.</p>	<p>and contains smooth transitions, headings, appropriate citing and references (APA style format). It is clear that the Writer's Notebook supported case study writing. Dropped Friday, July 8th</p> <p>0 2 4 6 8 10</p> <p>_____ /50</p>
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Total points possible

100 points

Grading Scale

100-96	A
95-94	A-
93-92	B+
91-88	B
87-86	B-
85-84	C+
83-79	C
78-76	C-
75-74	D+
70-73	D

Tentative Course Outline

The instructor of this course reserves the right to make adjustments or changes to the schedule as needed. Changes/updates will be posted on D2L and UWSP email. Participants are responsible for checking D2L and **student UWSP email accounts** for updates.

Week 1: Intro Module (May 30th – June 4th) Course Overview and Preparations with Instructor

Participants will meet with the instructor, introduce themselves to the other participants, discuss requirements, get a start on reading the course text, peruse D2L content, prepare for practicum, and lay out a plan of study. To get started, the first four chapters of the textbook are scanned in D2L.

Week 2: Modules 1 & 2 (June 5th – June 11th) Overview of literacy, struggling learners, and emergent Readers

Module 1

- Read CH 1: Reading & Assessments & CH 2: RTI and Struggling Readers
- Post Writer's Notebook Entries for CH 1 & 2 (Dropbox)

Module 2

- Read CH 3: Assessing & Teaching Emergent Readers/Writers
- Post Writer's Notebook Entries for CH 3 (Dropbox)
- Post Explore Best Practice (D2L Discussion Area)
- Begin looking at a peer's "Explore Best Practice" Postings. Decide who you want to collaborate with (see requirement #4)

Week 3: Modules 3 & 4 (June 12th – June 18th) Assessments, instruction, and applications

Module 3

- Read CH 4: Assessing & Teaching Beginning Readers/Writers
- Post Writer's Notebook Entries for CH 4 (Dropbox)
- Post 2 informal assessments completed with student (see requirement #5)

Module 4

- Read CH 5: Assessing & Teaching Developing Readers/Writers
- Post Writer's Notebook Entries for CH 5 (Dropbox)
- Post Explore Best Practice (D2L Discussion Area)
- Collaborate with peer on "Explore Best Practice" (see requirement #4)

Week 4: Modules 5 & 6 (June 19th – June 25th) Considerations of informal assessments and identification of goals/outcomes

Module 5

- Read CH 6: Informal Assessments of Reading
- Post Writer's Notebook Entries for CH 6 (Dropbox)
- Submit Case Study Draft **during week 4**
- Share resources and materials in D2L Discussion Area (see p. 1, Recommended Texts)

Module 6

- Read CH 8: Assessing Spelling & Writing
- Post Writer's Notebook Entries for CH 8 (Dropbox)
- Post Explore Best Practice (D2L Discussion Area)

Week 5: Modules 7 & 8 (June 26th – July 2nd) Case Study Applications & Final Discussions

Module 7

- Read CH 7: Assessing & Teaching MS/HS Readers/Writers & CH 9: Culturally/Linguistically Diverse Students
- Post Writer's Notebook Entries for CH 7 & 9 (Dropbox)
- Responds to peer's Drafts **during week 5**

Module 8

- Read CH 10: Factors Related to Reading Problem
- Post Writer's Notebook Entries for CH 10 (Dropbox)
- Post and share final resources/commentary related to Best Literacy Practices related to requirement #4 (D2L Discussion Area)

Week 6: Final Week (July 3– July 7th) Case Study Project & Finalize Study Plan

- Finalize and complete all course tasks.
- Submit Case Study Project in Dropbox by **Friday, July 8th**.
- Complete Course Evaluation (once all assignments are handed in and course tasks area complete)

University Policies

- The expectations delineated in the **UWSP Community Bill of Rights and Responsibilities** are intended to help maintain a positive living and learning environment (<http://www.uwsp.edu/stuaffairs/Pages/rightsandresponsibilities.aspx>). This document also includes

policies regarding academic misconduct. For additional information, refer to this link:
<http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf>.

- **Copyright and File Sharing:** Posting instructor-created course material onto course-sharing websites directly violates the instructor's copyright on his/her academic materials. These materials are provided for your convenience as an aid to learning. Permission to post instructor-created material on any such site is unequivocally denied.
- **Students with disabilities:** If you need special accommodations to meet any of the course requirements, you should register with the Disability Services Office (6th floor of the Learning Resource Center) and contact me at the beginning of the course. The **Americans with Disabilities Act (ADA)** is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. For more information, refer to <http://www4.uwsp.edu/special/disability/>.