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EDRE 679-P Practicum in Reading

Rita Bitzer
bitzerm@xavier.edu

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Xavier University

EDRE 679 Practicum in Reading Summer 2019

Mandatory Professional Development July 12, 9:00 -2:00 (Cohen)
Mandatory Classroom Set Up on Saturday, July 13, 9:00-12:00 (Cohen)
Reading Camp will be located in Cohen
See Canvas for Grade Room Location & Graduate Student Assignments
Reading Camp with Children Dates July 15- July 26, 2019

Course Professors/ Co-Directors, Summer Reading Practicum

Sally Barnhart, M.Ed.

barnhart@xavier.edu

Rita Bitzer, M.Ed.

Bitzerm@xavier.edu

Grade Level Supervisors

Jonathan Bitzer, M.Ed.

Patti Clark, M.Ed.

Lyndsey Lackney, M.Ed.

Cecilia Schmidt, M.Ed.

Alex Naim, M.Ed.

Judy Naim, M. Ed.

Ellen Owens, M.Ed.

This supervisory team will work as Practicum Supervisors to both individual graduate students and groups of graduate students. They will also be assigned to a specific grade-leveled group of children. In addition, they will assist the Co-Directors with daily Practicum matters, but more specifically, they will work with each holistic tutoring team to develop focused lesson plans.

Mission

The Mission of Xavier's Education Department is to educate, in the Jesuit tradition, students from varied backgrounds to be critical thinkers and ethical professionals in education and related fields who effectively contribute to and serve a world of many cultures and diverse communities.

The Department of Childhood Education and Literacy strives to integrate the Ohio Integrated Systems Model for both undergraduate and graduate teacher candidates as well as graduate researchers in education and administration, in their quest for supporting both academic and behavioral components of teaching as part of a cohesive academic system of support for improving the performance of learners most at risk, allowing all students to make progress toward reaching grade-level benchmarks.

STANDARDS:

NCTE/IRA Standards

Standard 1. Students read a wide range of print and nonprint texts to build an understanding of texts, of them- selves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

Standard 3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

Standard 7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.

Standard 8. Students use a variety of technological and informational resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

Standard 9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.

Standard 11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

Standard 12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

STANDARDS: Ohio Standards for the Teaching Profession

Standard 1: Students: Teachers understand student learning and development and respect the diversity of the students they teach.

Standard 2: Content: Teachers know and understand the content area for which they have instructional responsibilities.

Standard 3: Assessment: Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.

Standard 4: Instruction: Teachers plan and deliver effective instruction that advances the learning of each individual student.

Standard 5: Learning Environment: Teachers create learning environments that promote high levels of learning and achievement for all students.

Standard 6: Collaboration and Communication: Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.

Standard 7: Professional Responsibility and Growth: Teachers assume responsibility for professional growth, performance and involvement as individuals and as members of a learning community.

Purpose of Course

This course is specifically designed to enable the graduate student and practicing professional the opportunity to work in a clinical reading/tutoring setting. It is a time for the master teacher, completing his/her Reading Endorsement and/or Masters degree in Reading to put learned theory into practice. Working with students entering Grades 1-12 in the fall, the students in this practicum will engage in some or all of the following Learning Outcomes:

- a. Qualitative as well as quantitative assessment of students in a holistic setting;
- b. Daily analysis and individual on-going assessment of each student;
- c. Helping students become strategic readers;
- d. Demonstrating or modeling effective reading strategies and behaviors;
- e. Providing many opportunities for students to practice skills and strategies in meaningful contexts;
- f. Using a variety of instructional activities and strategies;
- g. Providing many opportunities for students to read and write; and,
- h. Providing success-oriented experiences.
- i. Participating in Professional Development

Course Text(s) (Use text from Diagnosis Class)

Please let your Supervisors know if you need access to these materials for informal testing purposes.

The following text(s) are recommended resource texts for use in the Practicum:

These are helpful resources for tutoring. Your testing portfolio from EDRE 478/678 Diagnosis and Remediation may also be useful during the first days of the course when assessing students and planning for teaching in the Practicum.

Ohio Learning Standards: English Language Arts (ELA) K- 12 (Revised Standards)
Reading, Writing, Speaking and Listening

Johns, Jerry L. (2005 - 2012). Basic Reading Inventory: Pre-Primer through Grade 12 / Early Literacy Assessments. Dubuque, Iowa: Kendall/Hunt Publishing Company. (any edition).

Johns, Jerry L. and Susan Davis Lenski. (up to 2014). Improving Reading: Resources. Dubuque, Iowa: Kendall/Hunt Publishing Company.

Course Requirements

1. Daily Attendance and Professional Participation 100 pts

You are expected to be on time each day and work cooperatively in your group tutoring setting. You will be observed each week (twice during the Practicum) both as a holistic group and individually within your group by one of the supervisors. Everyone must contribute to the success of the group each day (planning, set-up, tutoring, evaluating, and clean up).

10 points each day for Professionalism and Assignments due on time

If you are absent more than one day from the Practicum your grade will be dropped one letter grade. If you are late 2 times, your grade will be dropped one letter grade.

2. Individual/Group Observations by Xavier Supervisor of the Xavier Tutor 4 x 25 pts. 100 pts.

3. Initial Analysis and Summary of Incoming Students 100 pts.

On the first day of Practicum, you will be responsible to do a quick reading assessment on 3-5 students in your grade-levelled group.

This initial analysis will include: a sight vocabulary assessment, a reading sample using the running record or miscue analysis, a writing sample and a brief attitude/interest inventory. You will need to bring your testing portfolio the first day of Practicum to accomplish this end. You will be assigned your students before that first day and have an approximate idea of the grade levels you will be testing. You will not have access to information about the student except for name, grade level and age. We do not have detailed academic information about each child. That is part of the learning curve of the Practicum.

After you have completed your assessment, you will be asked to write a one-page analysis of each student you tested. This analysis will guide your holistic tutoring group in preparing appropriate lessons that address the needs of the students you will be working with in your grade-levelled group.

Each supervisor will be responsible to help plan activities with you and work with each of those students tested through the rotation process on that first day.

****A form/format for this activity will be given out before the first day of Practicum with the details of the testing and summary process.**

4. Daily Prescriptive Lesson Plans **120 pts.**
(15 pts. / lesson plan / 8 days)

You will be working as professionals in a holistic planning group. The purpose of the group effort is to use the innate talents of each member to analyze and develop a plan of remediation for each student in the group's charge. On a daily basis, an analysis of the day's work, both group and individual, will be discussed; prescriptive lessons plans (**8 in all – Day 1 and Day 10 do not require formal lesson plans**) will be developed to address both the individual and group needs of students in each grade-leveled classroom.

Practicum supervisors will work with your group to achieve this goal. The lesson plan must be well thought out and provide each student with success-oriented engagement in reading, writing, speaking and listening strategies. **You will be responsible for the final form of the lesson plan for each student in your charge.**

5. Weekly and Final Summary of Tutoring Efforts **50 pts.**

Week I Summary (Group):	10 pts.
Week II Summary (Individual):	40 pts.

(You will receive 50 pts. for the summaries written each week if completed appropriately, (whether you are assigned 3-5 students). Your tutoring group will write the general summary together and each graduate tutor will be assigned a student(s) to write the individual comments.

At the end of each week, a summary of the teaching strategies used and work efforts of each student observed will be sent home.

Week I Summary (Camp Newsletter) will consist of the following (submit one per group for 10 pts.)

- Grade Level Group overview of the first week
- A discussion of Assessments, strategies used, taught, and practiced,
- The theme of your Grade Level
- The Goals of the Reading Camp

The Week II Summary & Packet will be prepared for each individual student to take home the last day of Reading Camp. The packet will include:

- | | |
|---|---------|
| A letter with a well written introductory paragraph | 10 pts. |
| Identification and description of each assessment | 10 pts. |
| Identify strengths and areas for growth | 10 pts. |
| Suggestions for additional practice or remediation | 10 pts. |

The Practicum Supervisors will meet with each team of XU tutors/students to clarify concerns of the above assignments.

EDRE 679 Graduate Students' Daily Schedule

7:30 a.m.	Arrival of Graduate Students and Staff Set-up for daily tutoring Supervisor Group Meeting
8:15- 8:30 a.m.	Greet and Sign-in Students
8:30-11:30 a.m.	Tutoring of Students Supervisor Observations
11:30 a.m.	Students leave for the day
12:00-1:00 p.m.	Supervisors will be in Planning Meeting Lunch time for Graduate Students
1:00-3:00 p.m.	Meet with Supervisors Group Share/Daily Meeting of entire group Lesson Planning with Peers Material Preparation

It is expected that all lesson plans/activities for the next day will be approved by the Xavier Supervisor assigned to your team of tutors before you leave each day. YOU MAY NOT LEAVE UNTIL YOUR XAVIER SUPERVISOR APPROVES YOUR DEPARTURE EACH DAY.

NOTE: The Directors of the Summer Reading Practicum and the Supervisors have spent many hours developing what we believe to be a formative response to remediation of reading difficulties in a clinical setting. Our collective goal is to enable the students coming to us to have a positive experience with the reading process and to develop coping strategies for the areas of reading, writing, speaking and listening that challenge them.

You are required to attend from 8 AM to 3 PM in order to fulfill your 3 hr. requirements for the course and to fulfill your state-based requirements for the Ohio Reading Endorsement. Failure to comply with the above Syllabi requirements will result in a Graduate Student not completing the Xavier Summer Reading Practicum this summer.

Student Name: _____

Individual Rubric Sheet

1. Daily Attendance and Professional Participation _____/100 pts.

Attendance, assignments turned in on time, and professional behavior...

2. Daily Observations: 1-observation /week /group & individual _____/100 pts.

Week 1 Individual Observation: _____/25 pts Week 1 Group Observation: _____/25 pts

Week 2 Individual Observation: _____/25 pts Week 2 Group Observation: _____/25 pts

3. Initial Analysis and Summary of Incoming Students _____/100 pts.

(Points will be equally distributed based upon students assessed.)

4. Daily Prescriptive Lesson Plans _____/120 pts.

(15 pts. X 8 days / lesson plan)

5. Weekly and Final Summary of Tutoring Efforts _____/50 pts.

Week 1 Summary (Group Newsletter): _____/10 pts.

Week 2 Summary (Individual Letter for each student): _____/40 pts.

Total Points Earned: _____/ 470

Final Letter Grade: _____

Grading Scale	
97-100	A
93-96	A-
90-92	B+
87-89	B
85-86	B-
82-84	C+
79-81	C
78-below	F

Supervisor Initials: _____