

Syllabus for **EDUC 341**
Introduction to Literacy Assessment and
Instruction
PRACTICUM(1)
SKC



Cynthia Davey, M.Ed

EDUC 340

Credits: 1

Prerequisite: Admission to the TEP Program

Corequisite: N/A

Course Offered: Spring Quarter

Class days/times:

Room: EDUC

Telephone: Office 275-4772

E-mail: cynthia_davey@skc.edu

Office: EDUC Room # 105

Office Hours:

Required Books and Materials

- Shanker, James L. & Ekwall, Eldon E. *Locating and Correcting Reading Difficulties*. 10th Ed. Merrill Prentice Hall **ISBN: 10: 0132929104**
- Wilde, Sandra. *Miscue Analysis Made Easy: Building on Student Strengths*. Portsmouth, NH: Heinemann **ISBN: 0325002398**
- 3-ring binder (2")

Course Description

Introduction to Literacy Assessment and Instruction Practicum provides supervised experience in an elementary literacy setting in which the candidates assess and modify instructional strategies to meet the needs of specific readers in the classroom.

Course Objectives

CULTURAL RELEVANCY

Cultural relevancy will be addressed in this course through the teaching methods and strategies modeled and utilized by the instructor.

Candidate Objectives

1. Candidate will research and analyze various assessment methods used in K-8 classrooms with particular emphasis on the Native American learners.

CRITICAL THINKING

This course will encourage critical thinking skills by having students apply and critique information.

Candidate Objectives

1. Candidate will apply information learned in class to improve their assessment taking techniques with children.
2. Candidates will create modifications of lesson plans to individualize for children's needs.

COMMUNICATION

Communication skills will be addressed in course discussions, reflections, and personal reflections

Course Requirements

Assignments

**The following assignments will be completed within the
10 hours practicum time in the classroom.**

You will need to work with an average to struggling reader age 7-12.

1. Administer the a) McKenna and Kear Reading Attitude Survey (Garfield)

And b) **Burke Reading Interview** 20 pts ea. **(40)**

And c) one page (minimum) double-spaced, typed paper, **summarize** your findings. **(10)**

2. Miscue Analysis: Conduct one (audio-taped) miscue assessment followed by an immediate retelling on your chosen student. Transfer the miscues from the student reading (listening to tape and referring to your running record) to the *Simple Organizer*. Prepare a one page, double-spaced, typed reflection/summary of your initial discoveries from this first brief analysis, the highlights of which you will share with the class see rubric attached. **(75)**

3. RMA: Conduct one RMA session with the student you worked with on the miscue analysis. Be prepared to play the audio taped MA for your student. Use

the simplified miscue RMA organizer and transfer info to the *advanced organizer* to aid you in the discussions with your student. Write a **two-page, double-spaced, typed summary** of the RMA session **using specific examples (at least two) of the student's responses** as well as your personal interpretation and analysis. What are the reader's strengths, weaknesses, and how would you provide remediation? **(50)**

4. Based on your miscue, RMA, and Burke and Garfield assessments, **develop an Instructional Plan and 2 lesson plans (from a concept taken from Locating and Correcting Reading Difficulties text) to go with it.** This includes 2-3 learning goals, a typed, double-spaced summary of evidence from the assessments that led you to develop these goals, and 2 lesson plans. **Use the results from miscue analysis and the RMA session to help write the plan.** **(75)**

5. Type a letter to the parents explaining your work with the child, what you learned from the assessments and how that parent can support the child at home. This letter will not actually go home to the child's parents; it will be turned in to me for evaluation. **(10)**

Credit Hours

Following the SKC Credit Hour policy, to meet the identified objectives of this course, this 1 credit course, delivered over a 10 week term will approximate:
10 hours/week practica or field work

Evaluation and Grading

See TEP Rubric below

EDUC 340 Literacy Assessment and Instruction
RMA Instruction Plan and Summary

Student _____

Instructor: Cynthia Davey

Date:

Level of Performance:	1 Unacceptable	2 Developing	3 Proficient
6(g) The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences. 6(j) The teacher understands the difference between formative and summative applications of assessment and knows how and when to use each. 6(r) The teacher takes responsibility for aligning instruction and assessment with learning goals.	Instructional plan and summary show very little understanding of ways assessment is used to determine student needs. The assessment data obtained is not used adequately to identify student's learning needs. Instructional plan and summary may be inappropriate due to inadequate use of formative and summative assessment.	Instructional plan and summary are incomplete in regard to assessment determining student needs. Some understanding of the difference between formative and summative applications of assessment present, but this may require additional support.	Instructional plan and summary show solid understanding of how formative and summative assessment are used to determine student needs. Differentiated learning experiences are employed adequately based on assessment data.

Score: _____

Comments:

This RMA Instructional Plan and Summary received a score of _____ out of a possible 75 points for EDUC 340. It was evaluated to be

Unacceptable

Developing

Proficient (113+)

according to the criteria detailed above.

Academic Honor Code

All course work shall follow the guidelines of the Academic Honor Code as set forth by the SKC Student Handbook. Do your own work; allow other students to do their own work. **Plagiarism** involves the taking of someone else's words, ideas, or writings and presenting them as your own. Avoid plagiarism, and always acknowledge the ideas of others and cite your sources of information. Violation of the Academic Honor Code may result in failure of the assignment, the course, or possible expulsion from school.

Reasonable Accommodations are provided for eligible students with identified disabilities. The College complies with the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Students may contact the College's Disability Officer, Stanley Fleming (stanley_fleming@skc.edu, 406.275.4968) or consult the SKC web page for Students with Disabilities for more information.

The faculty reserves the right to change the course syllabus or course content. Students will be provided advanced notice of changes in writing.

Appropriate Behavior

As an enrolled student of Salish Kootenai College, you are expected to display professionalism and responsibility in attitude and behavior. Treat yourself and others with courtesy and respect.

Course Transferability

Transferability of any SKC course to any other academic institution is entirely dependent upon the program requirements of that other institution.

Course Responsibilities

Knowledge of the course content, class lectures, assignments, and syllabus content are the responsibility of the student regardless of absenteeism. Syllabus content and calendars are tentative; instructors will notify you of any changes.