

Syllabus for EDUC 341

Introduction to Literacy Assessment and Instruction

PRACTICUM(1)

SKC



EDUC 341

Credits: 1

Prerequisite: Admission to the TEP Program

Corequisite: N/A

Course Offered: Spring Quarter

Class days/times: Mon. Wed. 2:00 – 3:50 **Room:** EDUC 115

Telephone: Office 275-4772

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Office: EDUC Room # 105

Office Hours: Tuesdays – 10:00-12:00 Thursdays – 9:00 – 11:00 and by appointment

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

~The Candidate will complete 10 hours of observation, aiding, and then provide written reflections of observations.

~The Candidate will diagnose reading difficulties modeled by an individual elementary aged student in local elementary school.

~The Candidate will communicate with local reading teachers and reading specialists and summarize reading practices at elementary school of choice.

Indicators:	<i>Assessments</i>
<i>PEPP 10.58.501</i> (b) demonstrate understanding of the central concepts, tools of inquiry, and structure of the discipline(s) he or she teaches and creates learning experiences that make subject matter meaningful for students.	Individual Instructional Plan
<i>PEPP 10.58.501</i> (c) demonstrate understanding of how students learn and develop, and provide learning opportunities that support intellectual, social, and personal development.	Instructional Plan/Lesson Plans
<i>PEPP 10.58.501</i> (j) demonstrate assessment strategies, tools, and practices to plan and evaluate effective instruction.	Miscue Analysis/Running Record
<i>PEPP 10.58.501</i> (k) demonstrate continued growth in knowledge related to a particular subject area and the teaching of it.	Lesson plans with content standards

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

You will need to work with an average to slightly struggling reader age 7-12.
Administer the a) McKenna and Kear Reading Attitude Survey (Garfield)
 And b) Burke Reading Interview 20 pts. ea. (20)

Miscue Analysis: Conduct one audio taped miscue assessment followed by an immediate retelling on your chosen student.

Complete 10 hours of reading instruction observation, and aiding. You will work

one on one with a struggling reading completing assessments discussed in EDUC 340.

Documentation Form – signed by cooperating teachers verifying 10-hour completion. (see attached form)

Evaluation and Grading

Documentation of hours form – 75pts

Passing of EDUC 341 requires all 10 hours to be documented and verified by cooperating teachers.

SKC – Teacher Education Program

Methods Course Field Experience Guidelines

Candidate's copy

Course # and title:

Candidate name: Course instructor:

Overall course dates: Practicum dates:

Cooperating Teacher: School:

Students will need to complete **10 hours** of school contact time. The schedule for these hours may be determined by the candidate in collaboration with the cooperating teacher and/or the building principal. Use the following worksheet to log and document your hours:

Date(s)	Times	Hours	Teacher initials
	total		



Cooperating Teacher Signature:

Specific activities/responsibilities required of candidate as determined by the instructor:

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

1. Administer and summarize your findings from the) McKenna and Kear Reading Attitude Survey (Garfield)

And b) Burke Reading Interview

2. Miscue Analysis: Conduct one (audio-taped) miscue assessment (running record) followed by an immediate retelling on your chosen student.

4. Based on your miscue analysis 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 written summary of evidence from the assessments that led you to develop these goals, and 2 lesson plans. **Use the results from miscue analysis session to help write the plan.**

ANY REMAINING PRACTICUM HOURS WILL BE COMPLETED *OBSERVING/AIDING* ANY LANGUAGE ARTS/READING CURRICULUM OR SPECIAL READING SERVICES (READING SPECIALIST, TITLE CLASS, RESOURCE READING)

Questions and/or concerns regarding course content may be directed to the course instructor:

Name:

Cynthia Davey

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