

**Clinical Practicum in Reading**

15:299:565

3 Credits

Wednesdays, 4:50 to 7:30pm

Instructor Name: Susan Dougherty	Email address: susan.dougherty@gse.rutgers.edu
Phone Number: 732-932-7496 x8136	Scott Hall Room 219
Office Hours: Wednesday before face-to-face sessions or scheduled online by arrangement	Prerequisites or other limitations:
Mode of Instruction: <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input checked="" type="checkbox"/> Hybrid <input type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes Directions about where to get permission numbers: Contact the Academic Services Department at the GSE

**Learning goals:**

- 1) Design instruction that is responsive to students' strengths and needs as identified using a range of literacy assessment measures.
- 2) Develop a depth of knowledge of research and effective practice as it relates to the major domains of literacy across the grade levels
- 3) Consider the role of explicit talk in the instruction of struggling readers and writers in particular
- 4) Develop an expertise in examining teacher talk (your own and that of other teachers) and consider how you would support other teachers as they instruct readers and writers

**Standards:**

This course will focus specifically on NJ standards and the NCTE/IRA standards that can be found online. The nature of this class allows us to focus on *Human Growth and Development (NJ Standard Two)*, *Instructional Planning and Strategies (NJ Standard Four)*, *Assessment (NJ Standard Five)* and *Special Needs (NJ Standard Seven)* since we will be designing individual lesson plans for students identified as experiencing difficulties with literacy learning.

**Course catalog description:**

Clinical experience with struggling readers. Each student is assigned a caseload of pupil(s), completes a comprehensive case study, administers appropriate screening and evaluative instruments, and develops strategies for literacy improvement. Includes weekly orientation sessions and discussions of clinical problems.

**Class Materials:**

Required Texts:

- Almasi, J. F. & King Fullerton, S. (2012) *Teaching strategic processes of reading, 2<sup>nd</sup> edition*. New York, NY: Guilford.
- Paratore, J. R. & Robertson, D. A. (2013). *Talk that teaches: Using strategic talk to help students to achieve the common core*. New York, NY: Guilford.

(And the following texts from the fall 2013 course)

- Beck, I. L., McKeown, M. G., & Kucan, L. (2013). *Bringing words to life: Robust vocabulary instruction, 2<sup>nd</sup> ed.*. New York, NY: Guilford Press.
- Cunningham, P. (2012). *Phonics they use: Words for reading and writing, 5<sup>th</sup> edition*. New York: Allyn & Bacon.
- Leslie, L., & Caldwell, J. (2011). *Qualitative reading inventory-V*. New York: Allyn & Bacon.
- McKenna, M.C., & Dougherty Stahl, C. (2009). *Assessment for reading instruction, 2<sup>nd</sup> edition*. New York: Guilford Press.

#### Additional Readings:

- Dougherty Stahl, K. A. (2013). Today's comprehension strategy instruction: "Not your father's Oldsmobile." In B. M. Taylor & N. K. Duke, Eds. *Handbook of Effective Literacy Instruction: Research-Based Practice K-8*. (pp. 223-245). New York, NY: Guilford Press.
- Kucan, L. (2013). Vocabulary Instruction. In B. M. Taylor & N. K. Duke, Eds. *Handbook of Effective Literacy Instruction: Research-Based Practice K-8*. (pp. 279-297). New York, NY: Guilford Press.
- Troia, G. A. (2013). Effective writing instruction in the 21<sup>st</sup> century. In B. M. Taylor & N. K. Duke, Eds. *Handbook of Effective Literacy Instruction: Research-Based Practice K-8*. (pp. 223-245). New York, NY: Guilford Press.

And others

#### Course Website:

We will use a Wikispaces site for all online sessions and to organize class materials and share instructional plans and reflections. Our wiki address is <https://diagnosis-correction-reading-fall13.wikispaces.com/>

#### Grading policy:

Weekly Tutoring & Logs	30%
Book Review and Presentation	20%
Participation & Reading/Peer Responses	25%
Case Study	25%

A	90% and above
B+	87 to 89.9%
B	80 to 86.9%
C+	77 to 79.9%
C	70 to 76.9%

D	60% to 69.9%
F	59.9% and below

## **Assignments & Activities:**

### **1) Weekly tutoring lessons & logs (approx. 2-4 pages or 700-1400 words) (30% of course grade)**

One of your primary roles as a Reading Specialist will be to support struggling readers and writers. With this in mind, you will be expected to tutor a child for at least one hour per week, and you will be expected to administer weekly assessments. Over the course of the semester, you will be asked to submit lesson plans and logs in which you describe your tutoring sessions. Further description of this assignment will be provided in class.

### **2) Book Review and Professional Presentation (25% of course grade)**

In many districts, Reading Specialists offer multiple types of support for both students and colleagues. As the resident literacy expert, you will often be asked to conduct professional development and will be expected to be up-to-date with the latest research and practice, particularly as they are discussed in texts for practitioners and in practice-focused journals. With this in mind, you will create a scholarly presentation based on a professional text and a number of journal articles. The focus can be on such topics as word study, fluency, reading comprehension or writing and should run parallel to readings assigned for that week. The focus of your workshop and a tentative implementation outline *must be approved by the course instructor at least 1 week before your workshop*. Presentations will be approximately 30 minutes in length.

### **3) Participation & Reading/Peer Responses (20% of course grade)**

Your attendance and active participation in class are vital to the course and to your learning. Attendance is expected since class participation is a significant component of your grade, and it makes it easier to retain the information. Each week you will be responsible for coming prepared to class, and you will be responsible for guiding weekly discussions. It is imperative that you keep up with weekly reading assignments in order to get the most out of the class and support your peers during class discussions. You will have the opportunity to demonstrate and apply your knowledge in a variety of ways throughout the semester. Reading response assignments can take the form of written narratives, written reflections, in-class and online discussions, and informal presentations. You will be expected to provide responses and feedback to both assigned readings and to other students' online and written responses.

### **4) Case Study (25% of course grade)**

At the end of the semester, you will write a final case study and analysis of your assessments, interventions, and your student's progress. The paper should also discuss any long-term strategies you would suggest for future instruction. The case study is meant to be a synthesis of your learning over the course of the year, and your weekly logs will offer much to pull from in this final piece. You can organize your final case study any way that you like; however, be sure to include the following in your final report:

- A) Introduction
- B) Background Information
- C) Tutoring Summary
- D) Recommendations

## E) Conclusion & Reflection

More information about the case study will be provided in class.

### **Academic Integrity Policy:**

Please refer to the Policy on Academic Integrity for Undergraduate and Graduate Students at <http://academicintegrity.rutgers.edu>. I will follow the policy strictly.

It is expected that you comply with standards of academic integrity in this course. If you need assistance in an assignment or course content, please seek assistance from your professor or other appropriate resources. Assignments should be your own work, except in cases where it is a group product. Any resources that are used to guide your thinking and/or written work should be appropriately referenced. The consequence for violating policies of academic integrity and other elements of the student code of conduct are serious.

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation:

<https://ods.rutgers.edu/students/documentation-guidelines>.

If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at:

<https://ods.rutgers.edu/students/registration-form>.

### **Tentative Course Schedule**

Week 1 (January 22) Introduction

Week 2 (January 29) Tutoring plan, discussion of professional presentation assignment, introduction to the importance of “talk”

Week 3 (February 5) Further exploration of the role of teacher talk

Week 4 (February 12) Online session

Week 5 (February 19) Professional presentations (3 students)

Week 6 (February 26) Online session

Week 7 (March 5) Professional presentations (3 students)

Week 8 (March 12) Online session

SPRING BREAK

Week 9 (March 26) Professional presentations (3 students)

Week 10 (April 2) Online session

Week 11 (April 9) On campus session

Week 12 (April 16) Online session

Week 13 (April 23) Case study drafts and discussion of poster sessions

Week 14 (April 30) Case study poster sessions

Week 15 (May 7) Case study due (email)