

<p style="text-align: center;">UNIVERSITY OF SOUTHERN MAINE Department of Professional Education: Literacy Education 221 Bailey Hall, 780-5400</p>
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EDU 639 Practicum in Literacy
readingworkshop@usm.maine.edu

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COURSE DESCRIPTION

The Practicum in Literacy Education is designed to be an intense capstone experience that prepares candidates for endorsement as a literacy specialist. It is intended primarily for matriculated students near the end of their graduate program, although other highly knowledgeable and skilled literacy professionals would benefit. The role of the literacy specialist is broadly defined and is often interpreted differently in each school system. According to the International Reading Association, literacy specialists are responsible for 1) instruction, supporting other teachers in implementing a successful literacy program; 2) assessment, evaluating the literacy program in general and assessing the reading strengths and needs of students, as well as communicating them to classroom teachers, parents, and specialized personnel such as psychologists, special educators, or speech teachers; and 3) and leadership, serving as a resource to other educators, parents, and the community in literacy. The practicum is intended to model an effective literacy program in action where the role of the literacy specialist is modeled according to this definition. Graduate students work with two children in two hour sessions throughout the practicum. They assess each child's literacy development, set learning goals for them, design an individual research-based reading and writing program, and implement models of best practice in literacy instruction. In addition, students are expected to continuously reflect upon their practice by participating in coaching experiences.

PREREQUISITES

Minimally, the completion of 27 hours of program work in literacy education
Permission of the instructors and/or program advisors

EXPECTED OUTCOMES

- Using a variety of evidence, determine a student's placement on a continuum of literacy development;
- Establish an appropriate, theoretically grounded instructional program, including goals, based on assessment;
- Match instructional approaches to developmental levels and demonstrated student needs;

- Select and design instructional materials that match literacy developmental levels and interests that acknowledges a child’s cultural and environmental background;
- Modify instruction on the basis of ongoing assessment;
- Generate written reports to set and document the progress of an instructional plan;
- Participate in opportunities for professional learning, including coaching, conferring, and collegial support with fellow students and supervisors;
- Demonstrate an understanding of the qualities of an effective school-wide literacy program that is grounded in a sound vision for teaching and learning for a diversity of learners.

COURSE REQUIREMENTS, CREDITS, AND GRADING

1. Attitude: A collegial, reflective attitude toward teaching and learning is expected of all who participate in the learning community of the practicum. The ability to openly solicit and accept feedback, interact positively with staff, share observations with peers, and relate successfully to children are expectations as well.

2. Assessment: Students will be expected to complete an Informal Reading Inventory (O’Donnell and Wood, 2003) at the beginning and end of the practicum and meet with parents twice to discuss it and their child’s progress.

3. Instructional Plans: Students will be expected to set an instructional plan based on the initial assessment. They will keep a daily log of lesson plans and reflections throughout the practicum. Instructional plans and logs will be reviewed by coaches for feedback.

4. Case Study: By the end of the practicum, students will compile information to write a case study for each child they teach which will outline the summer’s program, document the child’s progress, and make recommendations for future instruction.

5. Professional Reading: Students will 1) select, read, and review a professional book; 2) read children’s literature that will support instruction; and 3) locate, read, and react to articles from peer reviewed journals. All reading should directly inform instruction. Reactions will be shared within the learning community.

6. Cooperative Coaching: In order to model strategies used by literacy specialists, students are expected to participate in and reflect upon ongoing coaching experiences with coaches.

The practicum carries 6.0 credit hours.

All requirements carry equal weight and constitute 90% of your final grade. Class participation, preparedness, and your professional, inquiring attitude create the final 10%. Final grades will be recorded within one week of our final session and may be accessed by calling the University’s interactive voice response (780-5800.)

ATTENDANCE

Because of the nature of the practicum, there can be no absences except under extreme emergencies. If such an emergency occurs, students are expected to contact their coach before 7am of the morning they will be absent.

SCHEDULE

June 25 & 26

8:30 am-12:30 pm Workshops for Graduate Students and Coaches

June 29-July 24 (except July 3)

Mondays through Thursdays

8:30 am - 9:30 am	Workshop / Learning Community Meeting
9:30 am - 9:45 am	Break
9:45 am - 12:15 pm	Session with Students
12:15 pm - 12:30 pm	Preparation Time

Fridays

8:30 am - 12:30 pm Workshops for Graduate Students and Coaches

MATERIALS

No textbook is required for this course. However, *Becoming a Reader* by Michael O'Donnell and Margo Wood (3rd edition, 2004) is highly recommended. In addition, graduate students may need to purchase a variety of teaching supplies (notebooks, paper, pencils, crayons, books, scissors, tape, etc.) for use during tutoring sessions. Supplies would typically not exceed \$50.

ACCOMODATIONS

** If you need accommodations because of a disability, please make an appointment with me as soon as possible. If at any point during the semester you encounter difficulty please contact the instructors. Students experience difficulty in courses for a variety of reasons. Help is available through the Learning Center, Luther Bonney 2nd Floor (780-4228,) the University's Counseling Center, 10 Payson Smith Hall (780-4050,) and the Office of Academic Support for Students with Disabilities, 100 Payson Smith Hall (780-4706.)

RECOMMENDED PROFESSIONAL TEXTS

The following professional books are excellent, up-to-date and classic resources for teachers of reading. They offer practical and theoretical information to enhance your experience in this course as well as your ongoing professional development. All are currently in print and may be ordered from booksellers. Most are available in the University system's libraries. Any of these may be selected for your professional book response.

Adams, M. (1998) *Beginning to read: Thinking and learning about print*. Cambridge: MIT Press.

Allen, J. (2000) *Yellow brick roads: Shared and guided paths to independent reading 4-12*. Portland: Stenhouse.

Allington, R. ed. (2002) *Big brother and the national reading curriculum: How ideology trumped evidence*. Portsmouth: Heinemann.

Allington, R. (2008) *What really matters in Response to Intervention*. Boston: Allyn and Bacon.

Anderson, R. et al. (1984) *Becoming a nation of readers*. Washington: National Institute of Education.

Atwell, N. (1986, 1998) *In the middle*. Portsmouth: Heinemann.

Atwell, N. (2007) *The reading zone*. New York: Scholastic.

Avery, C. (1993, 2002) *And with a light touch*. Portsmouth: Heinemann.

Brozo, W. *To be a boy, to be a reader*. (2002) Newark, DE: IRA

Calkins, L. et. al. (1998) *A teacher's guide to standardized tests*. Portsmouth: Heinemann.

Christenson, T. (2002) *Supporting struggling writers in the elementary classroom*. Newark, DE: IRA.

Cohle, D. and W. Towle. (2001) *Connecting reading and writing in the intermediate grades*. Newark, DE: IRA.

Coles, G. *Misreading Reading: The bad science that hurts children*. Portsmouth: Heinemann.

Cunningham, P. (1999, 2002) *Classrooms that work: They can all read and write*. New York: Longman.

Daniels, H. (1994) *Literature circles: Voice and choice in the student-centered classroom*. York, ME: Stenhouse.

Daniels, H. and N. Strinke. (2005) *Mini-lessons for literature circles*. Portsmouth: Heinemann.

Fountas, I. and G. Pinnell (1996) *Guided Reading*. Portsmouth: Heinemann.

Freeman, Y. and D.E. Freeman (1992) *Whole language for second language teachers*. Portsmouth: Heinemann.

Gambrell, L. and J. Almasi, eds. (1996) *Lively discussions! Fostering engaged readers*. Newark, DE: International Reading Association.

Goodman, K. et. al. (1987, 1994) *Report card on basal readers*. New York: Richard Owens.

Harwayne, S. (1999) *Going public*. Portsmouth: Heinemann.

Harvey, S. (1998) *Nonfiction matters: Reading, writing, and research in grades 3-8*. Portland: Stenhouse.

Harvey, S. and A. Goudvis. (2000, 2007) *Strategies that work*. Portland: Stenhouse.

Hindley, J. (1996) *In the company of children*. York: Stenhouse.

Holdaway, D. (1979) *Foundations of literacy*. Portsmouth: Heinemann.

- Keene, E. (2008) *To understand*. Portsmouth: Heinemann.
- Keene, E. and S. Zimmermann. (1997, 2007) *Mosaic of thought: Teaching Comprehension in a reader's workshop*. Portsmouth: Heinemann.
- McKenna, M. and R. Robinson. (2002) *Teaching through the text: Reading and writing in the content areas*. Boston: Allyn and Bacon.
- Moore, D, et al.(2000) *Struggling adolescent readers*. Newark, DE: IRA.
- Morrow, L. *Organizing and managing the language arts block*. (2003) New York: Guilford.
- Morretta, T. (2000) *Practical approaches for teaching reading and writing in middle schools*. Newark, DE: IRA.
- Moustafa, M. (1997) *Beyond traditional phonics*. Portsmouth: Heinemann.
- Opitz, M. and T. Rasinski (1998) *Good-bye round robin*. Portsmouth: Heinemann.
- Opitz, M. and M. Ford. (2006) *Books and Beyond*. Portsmouth: Heinemann.
- Rasinski, T. (2005) *The fluent readers*. New York: Scholastic.
- Rhodes L. and C. Dudley-Marling (1996) *Readers and writers with a difference. 2nd edition*. Portsmouth: Heinemann.
- Robb, L. (2006) *Differentiating reading instruction*. New York: Scholastic.
- Robb, L. (2000) *Teaching reading in the middle school*. New York: Scholastic.
- Roller, C. (1996) *Variability not disability: Struggling readers in a workshop classroom*. Newark, DE: IRA.
- Roser, N.L. (1995) *Book talks and beyond*. Newark, DE: IRA.
- Routman, R. (1999) *Conversations: Strategies for teaching, learning, and evaluation*. Portsmouth: Heinemann.
- Routman, R. (1991) *Invitations: Changing as teachers and learners K-12*. Portsmouth: Heinemann.
- Routman, R. (1996) *Literacy at the crossroads: Crucial talk about reading, writing, and other teaching dilemmas*. Portsmouth: Heinemann.
- Routman, R. (2003) *Reading essentials*. Portsmouth: Heinemann.
- Routman, R. (2007) *Teaching essentials*. Portsmouth: Heinemann.
- Routman, R. (1988) *Transitions: From literature to literacy*. Portsmouth: Heinemann.
- Serafini, F. (2005) *Lessons in comprehension: Explicit instruction in the reading workshop*. Portsmouth: Heinemann.
- Serafini, F. (2006) *Around the reading workshop in 180 days*. Portsmouth: Heinemann.
- Snow, C. et. al. (1998) *Preventing reading difficulties in young children*. Washington: National Academy Press.
- Spangernerg-Urbschat, K. and R. Pritchard, eds. (1994) *Kids come in all languages: Reading instruction for ESL students*. Newark, DE: IRA.
- Taberski, S. (2000) *On Solid Ground*. Portsmouth: Heinemann.
- Tovani, C. (2004) *Do I really have to teach reading: Content comprehension, grades 6-12*. Portland: Stenhouse.
- Weaver, C. ed. (1998) *Reconsidering a balanced approach to reading*. Urbana: NCTE.