UNIVERSITY OF SOUTHERN MAINE
SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT
LITERACY, LANGUAGE, AND CULTURE PROGRAM
EDU 639: PRACTICUM IN LITERACY EDUCATION
SUMMER 2015

PRACTICUM FACULTY AND STAFF

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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. According to the International Reading Association, literacy specialists are responsible for 1) developing, leading, or evaluating the school or district pre-K–12 reading and writing program, 2) supporting teacher learning, and 3) working with students who struggle with reading. The practicum is intended to model an effective literacy program where graduate students assume these responsibilities and are expected to meet the competencies set forth by the International Reading Association.

RELATION TO SEHD CORE VALUES

Democracy – to enact and elicit inclusive dialogue, freedom of expression, and participatory decision-making that includes respect for and consideration of multiple views and perspectives.

Civility and caring – to attend to the health of our learning and working communities through maintaining constructive communication, protecting individual dignity, and exhibiting empathy, compassion, and openness.

Equity and Diversity – to seek understanding about, engage inclusively with, and foster the voice and visibility of individuals of all identity groups and perspectives.

Social Justice – to speak for and empower people who are disenfranchised and work towards a more just society.

Ethical practice – to engage in and insist on the highest level of professional practice.

Scholarship – to gain, create, teach, and apply knowledge and skills using methods of research and inquiry that reflect the diverse range of accepted practices within our various academic and professional disciplines.

Professional Learning and Continuous Improvement – to engage ourselves and our various external partners as learners in our respective fields, use formative feedback, and adjust our practices for mutual and continuing professional growth.

COURSE OBJECTIVES AND REQUIREMENTS
The Practicum in Literacy Education is designed to support graduate students’ professional growth within the areas identified by the course objectives/IRA Standards. The following table illustrates the alignment between the course objectives and associated IRA Standards and the course requirements that serve as evidence of how you will meet these standards.

<table>
<thead>
<tr>
<th>COURSE OBJECTIVE/ IRA STANDARD</th>
<th>COURSE REQUIREMENTS/ STANDARDS EVIDENCE</th>
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<tbody>
<tr>
<td>Design and use instructional approaches, materials, and an integrated, comprehensive, balanced</td>
<td>Instructional Frameworks</td>
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<tr>
<td>curriculum to support student learning in reading and writing (IRA Standard 2).</td>
<td>Daily Lesson Plans</td>
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<td>Parent Report</td>
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<td>Use a variety of assessment tools and practices to plan and evaluate effective reading and</td>
<td>Child Assessment</td>
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<td>writing instruction (IRA Standard 3).</td>
<td>Formative Assessment Plan</td>
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<td></td>
<td>Daily Lesson Plans</td>
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<td>Parent Report</td>
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<td>Create and engage their students in literacy practices that develop awareness, understanding,</td>
<td>Instructional Frameworks</td>
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<td>respect, and a valuing of differences in our society (IRA Standard 4).</td>
<td>Daily Lesson Plans</td>
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<tr>
<td>Create a literate environment that fosters reading and writing by integrating foundational</td>
<td>Instructional Frameworks</td>
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<td>knowledge, instructional practices, approaches and methods, curriculum materials, and the</td>
<td>Daily Lesson Plans</td>
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<td>appropriate use of assessments (IRA Standard 5).</td>
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<td>Recognize the importance of, demonstrate, and facilitate professional learning and leadership</td>
<td>Professional Goal Setting</td>
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<td>as a career-long effort and responsibility (IRA Standard 6).</td>
<td>Daily Reflection</td>
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<td>Weekly Coaching Support Reflection</td>
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<td>Final Reflection</td>
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<td>PLC engagement</td>
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COURSE MATERIALS

Texts


Other Resources
Resources located on Course Google Community

LLC Library-202 Bailey Hall
o Extensive children’s literature collection that you may check-out and use in your instruction.
o A limited collection of professional resources including literacy assessments, leveled readers and professional texts.

NOTE:
Graduate students may need to purchase teaching supplies for use during tutoring sessions (e.g., notebooks, paper, pencils, crayons, books, scissors, tape) for use during tutoring session.

PROFESSIONAL EXPECTATIONS

· Attendance: Because of the nature of the practicum, there can be no absences except under extreme emergencies. If such an emergency occurs, please contact Cathie and your coach by phone or email as soon as you know that you will be absent.
· Punctuality: Students are expected to be punctual. This includes arriving at practicum on time as well as completing course assignments on time.
· Preparedness: Students are expected to complete course readings prior to class and be prepared to engage in discussion, and they are expected to be fully prepared with written lesson plans and materials for tutoring.
· 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 is expected as well.
ACADEMIC SUPPORT

If you need course adaptations or accommodations because of a disability, please make an appointment with me as soon as possible. At any point, if you encounter difficulty with the course or feel you could be performing at a higher level, consult with me. Help is also available through the Counseling Center, 105 Payson Smith and 110 Upton Hall (780-4050), and the Office of Academic Support for Students with Disabilities, 242 Luther Bonney (780-4706).

TECHNOLOGY SUPPORT
Please contact the USM Help Desk, helpdesk@usm.maine.edu, 780-4029.

WEEKLY COURSE ASSIGNMENT OUTLINE

The following is an outline of course requirements prior to the beginning of the Summer Reading and Writing Workshop and each week during the Workshop:

May 14-June 23 - Pre-Practicum Preparation
The purpose of this period of time is to assure you are professionally prepared to meet the Practicum requirements.

· Prepare to assess: As you embark upon your work with the students, you will administer the following types of assessments with each child with whom you will work: QRI-5, CBM Reading, Writing Prompt, and a Reading Interview/Survey. The purpose is for you to use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction. Please do the following, prior to June 18 in order to assure you are prepared to administer these assessments.

1. **QRI-5** - The Qualitative Reading Inventory-5 (QRI-5) is an individually administered informal reading inventory (IRI). It is a diagnostic assessment of students’ ability to read words and different kinds of texts and to comprehend. You will use the QRI-5 to design instruction. In addition to the text, QRI-5 resources are located on the Google Community. Practice with a child you know prior to June 18. Make copies for the June 23rd child assessment.

2. **CBM Reading** - Curriculum-Based Measurement (CBM) is a method of assessment to find out how students are progressing. CBM provides teachers with an easy and quick method of obtaining empirical information on the progress of their students. With frequently obtained student data, teachers can analyze student scores to adjust student goals and revise their instructional programs. Complete the Online training for using CBM for Progress Monitoring in Reading at the following link:

   [http://www.studentprogress.org/library/readingcbm_module/player.html](http://www.studentprogress.org/library/readingcbm_module/player.html). Read “Using CBM for Progress Monitoring in Reading.” Using the steps outlined as a guide, prepare to use CBM
Reading to monitor student progress. You may use Dibels Testing Materials or go to the CBM Wharehouse to generate various CBM reading assessments. Generate and practice using the various CBM reading assessments. Select an appropriate assessment for the age and grade level of the children you will tutor. Prepare to use for the June 23 child assessments.

3. **Writing Prompt**—If you do not have the Writing Pathways text, please purchase. The purpose of assessing a child in writing is to see what they can do independently and to determine what a child is doing and where he/she could, with teaching, move along a continuum of development. Since the writing prompt is a formative assessment, it will drive your instruction. You must ask the questions, “What can a child do now?” or “What is the child able to do?” and “What can the child almost do?” These questions will focus your teaching on the next step, focusing on their strengths. Your job is to find the growing edge for each child’s writing development and cultivate it.

4. **Reading Interview/Survey**—Review the reading interview/surveys located on Google Community. Select one and/or develop your own to do with each child you tutor during the first week of the Summer Reading and Writing Workshop.

If you do not have experience administering or analyzing any of the above, please consult the texts if applicable, the resources located on Google Community, and practice with at least one child you know prior to our June 18th class session. Bring the results of your practice to the June 18 class.

**June 23-Assessment**
On June 23, you will administer the following types of assessments with each child with whom you will work: QR15, CBM, and Writing Prompt. Please audio record your session for use in analysis.

Note: A summary of your assessment findings must be submitted with your Instructional Framework for each child (see below). NOTE: For those who have not administered the above assessments, online and face-to-face training and support will be provided.

**June 23-July 2-Instructional Planning and Professional Goal Setting**
This period of time is dedicated to developing your instructional framework for each child and set your own professional goals for the practicum.

*Instructional Framework:* Following your initial assessment, please synthesize what you learned about each child’s literacy development and develop an Instructional Framework that will guide your instruction over the course of the Summer Reading and Writing Workshop. The Instructional Framework for each child should include the following:
Assessment Results: Summarize and analyze the assessment results: What are the results of each assessment? How do the results of the QRI-5 and the CBM compare? Based upon each of these what are the child’s competencies as a reader and a as a writer?

- Learning Goals: Using your assessment results, set 3-4 clear, specific, and appropriate learning goals for each student that address these results and support the student in meeting ELA CCSS. The learning goals should support each student in first and foremost, developing each student’s engagement with and enjoyment of literacy, and second, meeting appropriate grade level standards. Each of the goals should be as follows:
  - Goal #1: Seek to foster the child’s engagement in and motivation to read.
  - Goal #2: Focus on a CCSS reading standard that you identify as needing development based upon your pre-assessments.
  - Goal #3: Focus on a CCSS writing standard that you identify as needing development based upon your pre-assessment.

Develop clear, specific goals for each of the above areas. From these goals, you are to derive the objectives of your daily lesson plans. As a part of the instructional blueprint for each child, you will need to submit these goals, the learning objectives for each of these goals, the instructional strategies you plan to use to support the achievement of each of these goals and a rationale for the use of each strategy that is based upon the literacy education research.

- Instructional Blueprint: Develop an instructional framework for how you will support each student in meeting his or her goals—i.e., the evidence based instructional strategies you will use to support meeting each goal. For each strategy you plan to use in your instruction, please cite references from literacy education research that support your instructional choices. A template is posted in the Content section of the course Google Community site.

- Formative Assessment Plan: As an accompaniment to your instructional plan, you are to submit a plan for how you will formatively assess each student’s progress toward meeting each of his or her learning goals. Your formative assessment plan should include a variety of assessment tools that you can use to evaluate your reading and writing instruction. For each assessment strategy you plan to use, please cite references from literacy education research that support your assessment choices. **DUE:** Thursday, July 3 at the end of the day.

**Lesson Plans** Please submit your daily lesson plans for Week #1. **DUE:** Thursday, July 3 at the end of the day.

Planning Workshop/Critical Friends Groups July 1 from 8:30-12:30. You should come to coaching groups with drafts of your Instructional Frameworks and Formative Assessment Plans for each child. The purpose of this day is to share drafts and receive feedback. Each group will also be oriented to the Library and how to use the Library to enhance your instruction.
Final drafts of Instructional Frameworks, Formative Assessment Plans and Week #1 Daily Lesson Plans are due by the end of the day on July 3.

**Professional Goal Setting:** One of the primary goals of this graduate level course is to support your professional development as a literacy educator. To that end, please identify 1-2 goals for your own professional development. Be prepared to share these goals with your coach on July 2 in a 30 minute, 1-1 conference where the two of you will discuss your goals and develop a plan for how she may support you in achieving these.

**Week of July 7-Reading and Writing Workshop Week #1**

*Literacy interview/survey-* In order to build a rapport with each student and learn more about him or her as a reader and writer, please survey and/or interview the children you are working with regarding their reading interests. Use may use one of the surveys located on Google Community or develop your own.

**Daily Reflections**—Each day, you are expected to reflect in your journal. Here are some things to think about this week: Based upon your survey/interview, your work with each child and your initial observations of him or her as a reader and writer as well as your formative assessment of the child’s reading and writing in relation to his or her learning goals, are the learning goals you’ve set appropriate? Why or why not? If not, how will you revise them and your instructional plans? Journals may be handwritten (as long as it’s legible) or typed. Reflections should be available for coaches and Cathie to review when the pop-in and informally observe.

**Coaching support:** Based upon your goals and the support plan you developed with your coach, your coach will model, co-teach, and/or observe your practice. Following, please write one reflection in your journal in which you reflect upon you’re the professional goals you set, the activities in which you engaged (with your coach or on your own) toward achieving these and identify the support you would like from your coach the next week.

**PLC Engagement**—Over the course of the Summer Reading and Writing Workshop, you will engage with your colleagues to support one another’s professional development. As a member of the PLC, you may engage in activities such as:

*Book Talks*—Over the course of the Summer Reading and Writing Workshop, you must give a book talk. You may give your book talk on a piece of children’s or adolescent literature or a professional book. Your book talk should be approximately 5 minutes in length.
**Critical Friends Group (CFG)**- Use a tuning protocol with colleagues in your coaching group to share running record data or a piece of student writing and seek suggestions from your colleagues as to next steps. Reflect in your journal upon what you learned from your colleagues and how you will use what you learned to inform your practice in your journal.

**Demonstration Lessons**- The purpose of a demonstration lesson is for you to model a literacy strategy for one of your colleagues. You will do this by designing and teaching the lesson to the students both of your tutor while your colleague observes and takes note of your teaching. Prior to the lesson, you and your colleague should work together to identify a strategy and preconference once the lesson is designed. The goal of the preconference is for the person teaching to review the lesson with the observer so that he or she understands the strategy being modeled and knows what to look for.

**Peer Observations**- Observe/be observed by a colleague, confer and reflect in journal upon what you learned and how you will use what you learned.

**Engage in/lead a professional development session**- Participate in and/or design and lead a brief (45 min-1 hour) professional development session on a topic in literacy education for your colleagues in the course. Following the lesson, please debrief and reflect upon the process in your journal.

**Lesson Plans**- Please submit your daily lesson plans for Week #2. DUE: Thursday, July 9 at the beginning of practicum. Please post on Google Community and bring a hard copy to practicum on this date.

**Week of July 14-Reading and Writing Workshop Week #2**

**Daily Reflections**- Each day, you are expected to reflect in your journal. Here are some things you might reflect upon this week: In what ways are you formatively assessing each child’s learning goals? Based upon these assessments, what are your observations in relation to his or her learning goals? What are next steps in supporting each child in achieving his or her learning goals? Journals may be handwritten (as long as it’s legible) or typed. Reflections should be available for coaches and Cathie to review when the pop-in and informally observe.

**Coaching support**- Based upon your goals and the support plan you developed with your coach, your coach will model, co-teach, and/or observe your practice. Following, please write one reflection in your journal in which you reflect upon you’re the professional goals you set, the activities in which you engaged (with your coach on or on your own) toward achieving these and identify the support you would like from your coach the next week.
**PLC Engagement**- Over the course of the Summer Reading and Writing Workshop, you will engage with your colleagues to support one another’s professional development. As a member of the PLC, you may engage in activities such as:

*Book Talks*- Over the course of the Summer Reading and Writing Workshop, you must give a book talk. You may give your book talk on a a piece of children’s or adolescent literature or a professional book. Your book talk should be approximately 5 minutes in length.

*Critical Friends Group (CFG)*- Use a tuning protocol with colleagues in your coaching group to share running record data or a piece of student writing and seek suggestions from your colleagues as to next steps. Reflect in your journal upon what you learned from your colleagues and how you will use what you learned to inform your practice in your journal.

*Demonstration Lessons*- The purpose of a demonstration lesson is for you to model a literacy strategy for one of your colleagues. You will do this by designing and teaching the lesson to the students both of your tutor while your colleague observes and takes note of your teaching. Prior to the lesson, you and your colleague should work together to identify a strategy and preconference once the lesson is designed. The goal of the preconference is for the person teaching to review the lesson with the observer so that he or she understands the strategy being modeled and knows what to look for.

*Peer Observations*- Observe/be observed by a colleague, confer and reflect in journal upon what you learned and how you will use what you learned.

*Engage in/lead a professional development session*- Participate in and/or design and lead a brief (45 min-1 hour) professional development session on a topic in literacy education for your colleagues in the course. Following the lesson, please debrief and reflect upon the process in your journal.

*Lesson Plans*- Please submit your daily lesson plans for Week #3. DUE: Thursday, July 16 at the beginning of practicum. Please post on Google Community and bring a hard copy to practicum on this date.

**Week of July 21-Reading and Workshop-Week #3**

*Daily Reflections*- Each day, you are expected to reflect in your journal. Here are some things you might reflect upon this week: What instructional practices have been most successful in supporting each child in achieving his or her learning goals and why? Reflections should be available for coaches and Cathie to review when the pop-in and informally observe.
**Coaching support**- Based upon your goals and the support plan you developed with your coach, your coach will model, co-teach, and/or observe your practice. Following, please write one reflection in your journal in which you reflect upon you’re the professional goals you set, the activities in which you engaged (with your coach or on your own) toward achieving these and identify the support you would like from your coach the next week.

**PLC Engagement**- Over the course of the Summer Reading and Writing Workshop, you will engage with your colleagues to support one another’s professional development. As a member of the PLC, you may engage in activities such as:

- **Book Talks**- Over the course of the Summer Reading and Writing Workshop, you must give a book talk. You may give your book talk on a piece of children’s or adolescent literature or a professional book. Your book talk should be approximately 5 minutes in length.

- **Critical Friends Group (CFG)**- Use a tuning protocol with colleagues in your coaching group to share running record data and seek suggestions from your colleagues as to next steps. Reflect in your journal upon what you learned from your colleagues and how you will use what you learned to inform your practice in your journal.

- **Demonstration Lessons**- The purpose of a demonstration lesson is for you to model a literacy strategy for one of your colleagues. You will do this by designing and teaching the lesson to the students both of your tutor while your colleague observes and takes note of your teaching. Prior to the lesson, you and your colleague should work together to identify a strategy and preconference once the lesson is designed. The goal of the preconference is for the person teaching to review the lesson with the observer so that he or she understands the strategy being modeled and knows what to look for.

- **Peer Observations**- Observe/be observed by a colleague, confer and reflect in journal upon what you learned and how you will use what you learned.

- **Engage in/lead a professional development session**- Participate in and/or design and lead a brief (45 min-1 hour) professional development session on a topic in literacy education for your colleagues in the course. Following the lesson, please debrief and reflect upon the process in your journal.

**Lesson Plans**- Please submit your daily lesson plans for Week #4. DUE: Thursday, July 23 at the beginning of practicum.

**Week of July 28-Reading and Writing Workshop-Week #4**
Coaching support- Based upon your goals and the support plan you developed with your coach, your coach will model, co-teach, and/or observe your practice. Following, please write one reflection in your journal in which you reflect upon you’re the professional goals you set, the activities in which you engaged (with your coach or on your own) toward achieving these and identify the support you would like from your coach the next week.

PLC Engagement- Over the course of the Summer Reading and Writing Workshop, you will engage with your colleagues to support one another’s professional development. As a member of the PLC, you may engage in activities such as:

Book Talks- Over the course of the Summer Reading and Writing Workshop, you must give a book talk. You may give your book talk on a a piece of children’s or adolescent literature or a professional book. Your book talk should be approximately 5 minutes in length.

Critical Friends Group (CFG)- Use a tuning protocol with colleagues in your coaching group to share running record data or a piece of student writing and seek suggestions from your colleagues as to next steps. Reflect in your journal upon what you learned from your colleagues and how you will use what you learned to inform your practice in your journal.

Demonstration Lessons- The purpose of a demonstration lesson is for you to model a literacy strategy for one of your colleagues. You will do this by designing and teaching the lesson to the students both of your tutor while your colleague observes and takes note of your teaching. Prior to the lesson, you and your colleague should work together to identify a strategy and preconference once the lesson is designed. The goal of the preconference is for the person teaching to review the lesson with the observer so that he or she understands the strategy being modeled and knows what to look for.

Peer Observations- Observe/be observed by a colleague, confer and reflect in journal upon what you learned and how you will use what you learned.

Engage in/lead a professional development session- Participate in and/or design and lead a brief (45 min-1 hour) professional development session on a topic in literacy education for your colleagues in the course. Following the lesson, please debrief and reflect upon the process in your journal.

Final Reflection- In light of your work in the Summer Reading and Writing Workshop, please reflect on what you might . . . STOP! Let go of, or change in some way, to improve your
practice. CAUTION! Still question or need more information about. GO! Start doing right away to improve your instruction. DUE: Thursday, July 30 at the beginning of practicum.

_Parent Report:_ The final assignment for this course will be a report for the parents that includes an overview of the instructional goals and the rationale for establishing those goals, a description of the major instructional activities, a description of the progress your student made, and your recommendations for future literacy related instruction for the student. Draft Due: July 27; Final Copy Due: July 30

**PLEASE NOTE:** Written assignments should be word processed and when applicable, conform to APA style. Good writing mechanics and professional presentation are important skills for educators, therefore spelling, grammar and organization will be part of the grade on written assignments. Assignments should _only_ be submitted as Word Documents (.doc or .docx) or Rich Text Files (.rtf). **Word documents are preferred.** Assignments should be submitted electronically and there will be a place on Google Community for your submissions. If you need an extension on an assignment, please email your coach and me ahead of time to negotiate the due date/time. You may revise individual papers that have been graded; please resubmit within one week of receiving the initial grade.

**GRADING POLICIES**

Each of you have reached this point in your education because you have demonstrated that you are good students. Therefore, I enter this course with expectation that all students will meet the standards for all assignments and earn an A for the course. If you don’t meet the standard for a particular assignment, then you may continue to work at that assignment until you do. Based upon these assumptions, the grading system is **M (MEETS), PM (PARTIALLY MEETS), DNM (DOES NOT MEET).** Your university transcript will show the following letter grades:

- A majority of “meets” scores will be submitted as an A.
- A balance of “meets” and “partially meets” will be submitted as an A- or B+.
- A majority of “partially meets” will be submitted as a B.
- A balance of “partially meets” and “not met” will be submitted as a B- or C.
- A majority of “not met” will receive a D or an F.