EDU 639: PRACTICUM IN LITERACY

SUMMER 2014

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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.

EXPECTED OUTCOMES

Upon completion of this course, the students who complete the literacy practicum will be able to meet the following competencies set forth by the International Reading Association. They will be able to

- Design and use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.
- Use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.
- Create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.
Create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

Recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.

**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.

**COURSE MATERIALS**

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

**COURSE REQUIREMENTS**

The following are the requirements for this course. 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 Blackboard for your submissions. If you need an extension on an assignment, please email me ahead of time to negotiate the due date/time; students granted an extension on an assignment will not lose points. You may revise individual papers that have been graded; please resubmit within one week of receiving the initial grade.

**Literacy Assessment and Tutoring**

**Week of June 23-Assessment Week**

During the week of June 23, you will administer the following types of assessments with each child with whom you will work:

1. **Screening--FAST**
2. **Diagnostic- Pick 1 of the following:** QR15, Fountas and Pinnell, DRA2, Observation Survey of Early Literacy Achievement
3. **Writing Prompt**

Summarize your assessment findings and reflect upon what you learned and how you will use that information to plan for instruction. Submit with the first draft of your instructional plan for the summer (see below). **NOTE:** For those who have not administered the above assessments, online and face-to-face training and support will be provided.

**Week of June 30-Planning Week**

*Learning Goals:*

For each student, set 3 clear, specific, and appropriate learning goals for each student over the course of the Summer Reading and Writing Workshop. 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 reading skill that aligns with the appropriate grade level Common Core Reading Standard(s) that you identify as needing development based upon your pre-assessments.
- **Goal #3:** Attend to a writing skill that aligns with the appropriate grade level Common Core Writing Standard(s) and is derived from the child’s writing sample.

Submit these goals with your instructional plans. Please see the Instructional Plan Template located in the Syllabus and Assignment Templates section of Blackboard. **DUE: July 3.**

*Instructional Framework:*

Following your initial assessment, please synthesize what you learned about each child and develop an instructional framework for each child. Your instructional framework for each child should use instructional approaches, materials, and an integrated, comprehensive, balanced
curriculum to support student learning in reading and writing; engage students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society; and foster reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials. Your instructional plan for each child should include the following:

- **Instructional Framework** - Design a four week instructional plan for how you will support the child 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 Blackboard site.

- **Daily Lesson Plans** - Develop a total of 16 daily lesson plans that outline what you will do with the child during each 2.5 hour tutoring session. Each lesson plan should include lesson objectives that align with the learning goals for the child, research based instruction, as described in the instructional framework, that includes learning activities that align with those objectives and the instructional materials (text, etc.) you will use as a part of the learning activities. Lesson plans are due the Thursday prior to the week of instruction.

A copy of the daily lesson plan must be available during tutoring sessions so that your coach or Cathie can follow it when they come to observe your instruction. DUE: July 3

**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. The one assessment you must include in your plan is the administration of the FAST a second time as late in the Summer Reading and Writing Workshop as possible so that you made be able to see if the child has made progress on those measures over the course of the program. For each assessment strategy you plan to use in your instruction, please cite references from literacy education research that support your assessment choices. DUE: July 3

**Week of July 7-Reading and 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 Blackboard or develop your own.

*Weekly Reflection*
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? DUE: Thursday, July 10 at the beginning of practicum.

*Lesson Plans* - Please submit your lesson plans for Week #2. DUE: Thursday, July 10 at the beginning of practicum.
Week of July 14 - Reading and Workshop Week #2

**Weekly Reflection**
In what ways have you formatively assessed each child’s learning goals? Based upon these assessments, what progress has each child made toward achieving his or her learning goals? What are next steps in supporting each child in achieving his or her learning goals? DUE: Thursday, July 17 at the beginning of practicum.

**Lesson Plans** - Please submit your lesson plans for Week #3. DUE: Thursday, July 17 at the beginning of practicum.

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

**Weekly Reflection**
Please reflect upon what instructional practices have been most successful in supporting each child in achieving his or her learning goals and why? DUE: Thursday, July 24 at the beginning of practicum.

**Lesson Plans** - Please submit your lesson plans for Week #4. DUE: Thursday, July 24 at the beginning of practicum.

Week of July 28 - Reading and Workshop - Week #4

**Weekly 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 31 at the beginning of practicum.

**Case Study**
At the end of the practicum, you will compile information to write a case study for each child which outlines the summer’s program, document the child’s progress, and make recommendations for future instruction. Part I of your case study will be a report for the parents and include an analysis of each student’s beginning and end of summer assessment results, an overview of the instructional goals that you developed based on the assessments, a description of the progress your student made, and your recommendations for future literacy related instruction for the student. Part II will be a final an analysis and reflection upon each child’s progress toward his or her goals, what worked well and what you would do differently if you had the opportunity. Due: July 31

**Literacy Leadership**

Over the course of the summer course, you must complete each of the following literacy leadership activities:

1. **Demonstration Lesson and Peer Observation.** You will work in pairs. Each member of the pair will design and teach a Demonstration Lesson while the other observes and provides feedback. You will teach the lesson to the children you and your partner tutor. Each pair should collaborate with their coaches to determine the topics of your demonstration lessons. Your coach can serve as a resource to you and support the development of your lesson. Prior to teaching your demonstration lesson, please submit a written lesson plan to your coach so
that he or she may review it and offer feedback. While you teach your lesson, your partner will observe and take notes on his or her observations. As soon as possible following the lesson, the observer should write up his or her observations and reflection and the two of you should peer conference to discuss. Within one week of the lesson, the following should be submitted by the person who taught the lesson:
   a. Demonstration lesson plan and your reflection upon what you thought you modeled well and what you think you could improve upon.
   b. Your peer’s observation notes and feedback about what he or she saw and learned from your teaching.

2. Critical Friends Group. Facilitate. Present. Participate. In your coaching groups, you will collaborate with your colleagues in small professional learning communities (PLC) of 5-6 members and serve as critical friends to one another. At least once, you will facilitate the group using a tuning protocol, and at least, once you will present your own or student work. After each member of your PLC has the opportunity to assume each of the above roles, please reflect upon your PLC experience:
   a. Your facilitation—How did it go? In what ways was the tuning protocol helpful/not helpful? What would you do differently?
   b. Your presentation—In what ways was your colleagues insights and feedback helpful/not helpful to you as a teacher? In what ways did the process of sharing help you analyze your own instruction and its effectiveness?
   c. Your participation—What did you learn from listening to your colleagues share?

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