This course will explore literacy development, potential causes for struggle and analyze how difficulties in the area of literacy may present in K-12 classrooms. Participants will have the opportunity to investigate current trends and tools in the field for assessing literacy development and monitoring student progress. Current research in core curriculum, small group and individual instructional practice will be critiqued. Through the course, participants will conceptualize assessment as a process of understanding the whole child and be able to apply their knowledge in their current school setting.

**Required Texts:**


*And choose 1 of the following texts depending on your grade level of interest:*


**Expected Outcomes:**

Upon completion of EDU 621 students will be able to: **TAKEN FROM THE IRA / NCTE STANDARDS FOR A READING PROFESSIONAL**

- Interpret major theories of reading and writing processes and development to understand the needs of all readers in diverse contexts. (1.1)
- Use multiple sources of information to guide instructional planning to improve reading
achievement of all students. (1.2)

- Develop and implement the curriculum to meet the specific needs of students who struggle with reading (and writing). (2.1)
- Demonstrate an understanding of established purposes for assessing student performance, including tools for screening, diagnosis, progress monitoring, and measuring outcomes. (3.1)
- Describe the strengths and limitations of a range of assessment tools and their appropriate uses. (3.1)
- Recognize the basic technical adequacy of assessments (e.g., reliability, content, and construct validity). (3.1)
- Demonstrate an understanding of the literature and research related to assessments and their uses and misuses. (3.1)
- Administer and interpret appropriate assessments for students, especially those who struggle with reading and writing. (3.2)
- Interpret and use assessment data to analyze individual, group, and classroom performance and progress. (3.2)
- Analyze and report assessment results to a variety of appropriate audiences for relevant implications, instructional purposes, and accountability. (3.4)
- Demonstrate an understanding of the ways in which diversity influences the reading and writing development of all students, especially those who struggle with reading and writing. (4.1)

Topics:

- Stages of Reading Development
- Areas of Reading Difficulty
- Types of Assessment
- Rationale for various types of Assessment
- Factors that Influence Literacy Development
- Organizing and Reporting Assessment Results
- Interpreting Assessment Data
- Developing Individualized Instructional Plans
- Technology Resources
- Developing a written case study
- Response to Intervention
- Common Core Standards

Course Requirements & Grading:

- Literacy Identity Reflection 10 pts
- Journal Article Reaction Paper 10 pts
- Professional book response 10 pts
- Assessment Instrument Critique 20 pts
- QRI-5 Assessment & Analysis 20 pts
- Case Study 30 pts
GRADES:

A=93-100  A-=90-92  B+=87-89  B=83-86  B-=80-82  C+=77-79  C=73-76  >73=Unacceptable Graduate Level Work

Note: Other practicum experiences and/or readings may be assigned at the instructor’s discretion. Assignment guidelines, exemplars (when available), and rubric will be provided for each assignment.

Attendance / Professionalism:

Students are expected to attend all classes and complete course assignments by the appropriate due date. One grade level will be deducted from any assignments turned in after the due date without prior notification. Assignments are to be typed, double spaced and conform to APA style (see 5th edition). Class participation, preparedness, and a professional inquiring attitude are essential. You cannot participate if you have not done the readings, are not prepared, or are not in class. Students are allowed one absence per semester.

Academic Support

If you need adaptations or accommodations because of a disability, please make an appointment with me as soon as possible. At any point in the semester, if you encounter difficulty with the course or feel you could be performing at a higher level, consult with me. Students experience difficulty in courses for a variety of reasons. Help is available through the Office of Academic Support for Students with Disabilities, http://usm.maine.edu/oassd (207-780-4706), the Counseling Center, http://usm.maine.edu.ucs.services.htm (207-780-4050), or Student Success Services, http://www.usm.maine.edu/lac/student/advising.html LAC (207-753-6536).

Technology Support

Please contact the USM Help Desk, helpdesk@usm.maine.edu, or call 207-780-4029.

Library Support

Please contact the USM Library or visit their website at http://library.usm.maine.edu/index.php Click on AskALibrarian to send an email or IM/Chat.

Gorham Campus: 207-780-5345 Portland Campus: 207-780-4270 LAC: 207-753-6540

Cancellation Information

In the case of inclement weather, class will be held/cancelled based on USM’s status. Check USM campus at 780-4800 or call 1-800-800-4876 for statewide alerts.

USM’s Conceptual Framework for Preparing Educators and Human Development Professionals for Responsible and Ethical Service
Mission

We seek to foster respectful and collaborative learning communities, well-informed decision-making, valid reasoning, and a concern for equity and social justice in the fields of education and human development.

Core Values

We share the following commitments:

- **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.