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Course Description:

This course is the reflective practicum that is the culmination of the degree program for teachers of literacy from birth to grade six. The emphasis is on connecting research-supported instructional solutions to pupils’ difficulties in literacy built on a foundation of understanding the bases for the difficulties. The practicum involves tutoring diverse pupils with literacy problems, including native English speakers with disabilities and pupils who are English language learners. The course will promote self-reflection through observing one’s own and colleagues’ tutoring practices for the purpose of analyzing and problem solving case studies of students experiencing difficulty acquiring literacy. Students will learn about communicating assessment results to parents, caregivers, and school personnel.

Prerequisite: A grade of B or better in ED 548 and a passing grade on the pre-practicum portfolio.

Course Goal:
The goal of this course is to support literacy teachers as they refine literacy instructional knowledge to work with pupils who are struggling readers/writers, and to learn ways to support teacher colleagues effectively in their work with these students. Teacher candidates will develop case studies and will use research from the literature in literacy, special education, psychology, and other fields in order to problem solve the needs of pupils. Candidates will show understanding of the importance of giving learners opportunities to develop in all aspects of literacy such as in reading, writing, speaking, and listening.

Required Texts:

Newark, DL: International Reading Association.


**Suggested Texts:**


Library Resources

There are recommended materials on reserve in the library. Please use them as additional resources. Materials on reserve may be helpful to your understanding of the course content and your particular needs. There are many journal articles on reserve in the library that are pertinent to fostering literacy learning. You may copy the articles.

The following books are on reserve in the library and are recommended as books you may wish to own as part of your professional library.


In addition, there is also a copy of one of the course texts on reserve:

**Student Outcomes:**

Upon successful completion of this course, students will be able to:

1. Align goals, instruction, and assessment with the New York State Standards for the English Language Arts and the content areas.

2. Locate areas of pupil strengths, as well as areas needing remediation, and be able to use that information to plan effective lessons, and to communicate with students, parents, and other educational stakeholders about pupil strengths and areas needing extra support.

3. Provide direct instruction and model when and how to use multiple comprehension strategies, including retelling, and helping students to connect new information to prior knowledge when working with a variety of text genres.

4. Develop a parent presentation and model successful strategies to and for parents/caregivers to use to support literacy learning at home. This presentation should be suitable to share with colleagues as a professional development opportunity.

5. Write a draft of a case study suitable for submission as teacher research in which the instruction is based on assessment.


7. Understand the importance of being an advocate for licensure and certification for literacy teachers, and understand how a single teacher can influence parents, administration, and peers.

8. Understand the variety of research methodologies (e.g., ethnographic, descriptive, experimental, or historical) that might apply to your case study.

9. Understand the role of the literacy specialist in supporting curriculum development, supervising services involved in a literacy program, and helping to plan programs to improve students’ reading and writing.

10. Show understanding that spelling knowledge is developmental and implement effective word study/phonics lessons as part of a balanced literacy program, including the use of spelling patterns.

**Assignments to Obtain Outcomes:**

**Diagnose:** Find areas of pupil strengths and weaknesses by using appropriate measures such as an informal reading inventory, running records, the Early Literacy Profile, Observation Survey Tasks (Clay, 2002), developmental checklists, and other appropriate assessments. Use these
assessments as an ongoing basis for instruction. Each student you work with must be assessed in order to understand the pupil’s needs.

**Remediate:** Develop a plan of action to remediate pupil weaknesses by building on pupil strengths. Develop daily lessons to support your plan of action that reflect your knowledge of a balanced literacy program. There must be a plan decided for each of the pupils you will work with that is based on the assessments you do.

**Case Study:** Develop a final case study report suitable for submission to an appropriate peer reviewed journal on at least one of the pupils you are assigned to work with in the practicum. The introduction and literature review section should include research from leaders, both past and present, in the field of literacy that are pertinent to the positions you have taken. Include pertinent research from special education, psychology, and other fields where relevant. The methodology and development of your case should reflect appropriate instructional practices based on your assessments. This case study/article may be co-written with a colleague in the practicum.

**Daily Journal:** Keep a daily journal that will form the basis of your case study report. This journal should include field notes and reflections about each of the students with whom you work. It will also be helpful in writing the final report to parents.

**Parent Workshop:** Plan a parent workshop with peers to support parents/caregivers working at home in literacy activities with the pupils in the practicum.

**Parent Report:** Write a brief parent report for each pupil you are assigned outlining the observations you have made about strengths and areas needing remediation, the work you have done with the pupil, and recommendations that are possible for the parent/caregivers to follow at home in the future. A final copy of the report should also be submitted to the principal and to me.

**Share Literature:** Be prepared to share appropriate literature with your peers during the class portion of the practicum.

**Video:** You will be responsible for videotaping one of your lessons and selecting a portion of the taped lesson to discuss with your colleagues as you self-reflect on instruction and elicit suggestions. Prepare a one to two page paper pointing out areas you wish to highlight and/or question with your colleagues when you present your video. Following the class viewing of your selected lesson, prepare another one to two page paper by further reflecting on the observations of your colleagues, the discussion, and the implications for your teaching.
Discussion with a Literacy Specialist: You will be responsible for interviewing and writing a report, or participating in a class discussion of the interview highlighting the following roles of a literacy specialist: developing and evaluating curriculum, supervising and coordinating a literacy program including budgeting, evaluation, and planning and implementing programs designed to improve student literacy.

Join a Professional Organization: Before the end of the semester you need to join and show proof of your membership in a national professional literacy organization such as the International Reading Association.

Grading Policy

This course will be graded on a P = passing and F = failing scale. All course requirements and assignments must be completed with proficiency for the student to receive a grade of P.

Students must receive a grade of P in the practicum in order to receive four (4) semester credits and to be recommended for certification upon completion of the program requirements.

Schedule of Classes, Education 562
Applied Research Practicum in Literacy Remediation
Fall 2006

Assignments listed below are tentative. Please read all assignments before the class on the date of the assignment and be prepared to reflect on the reading in class with your colleagues, to make connections to your own lived experiences, and to connect prior knowledge gained through coursework and professional readings.

One scheduled session will be devoted to a discussion and questioning session with certified reading teachers in which we will explore their multiple roles as highlighted above.

Monday, Aug. 28
(No pupils)

School introduction, course overview


Wednesday, Aug. 30  
(No pupils)  
**Reading as a process**  
Beliefs influence views of struggling literacy learners  


Monday, Sept. 4  
No School – Enjoy the Labor Day weekend

Wednesday, Sept. 6  
(No pupils)  
**No Child Left Behind**  


Monday, Sept. 11  
**Thinking about our words**  

Wednesday, Sept. 13  
**Reflecting on the concepts of agency and transfer**  

Monday, Sept. 18  
**Patterns of interactions between teachers and students**  
Wednesday, Sept. 20  
**Teaching multiple word study cues to readers**  

Monday, Sept. 25  
**A view of word study**  

**Daily Journals due**

Wednesday, Sept. 27  
**Assessing comprehension**  

Monday, Oct. 2  
**A final look at the effects of our speech**  

Wednesday, Oct. 4  

**Assessments and overall plan for work due**

Monday, Oct. 9  
Have a great weekend.

Wednesday, Oct. 11  
**Understanding assessment**  

**Videotape discussion**
Monday, Oct. 13  
**Vocabulary is important to student’s reading comprehension**  

Monday, Oct. 16  
**More about “funds of knowledge”**  

**Daily journals due**  
**Videotape discussion**

Wednesday, Oct. 18  
**Reading specialists in non-exemplary schools**  

**Another view of the reading specialist**  

**Videotape discussion**

Monday, Oct. 23  
**The reading specialist**  

**Reading teachers have multiple roles**  

**Videotape discussion**  
**Parent letters – draft due**

Wednesday, Oct. 25  
**Fluency aids comprehension**  


Videotape discussion

Monday, Oct. 30

Families as stakeholders in children’s reading and writing.


Videotape discussion

Revised parent letters due

Wednesday, Nov. 1

Understand teachers’ roles in writing instruction for struggling literacy learners


Videotape discussion

Monday, Nov. 6

Test Preparation: High stakes writing assessments and teaching

Videotape discussion
Wednesday, Nov. 8

**What is QAR?**

**Videotape discussion**
**Daily journals due**
**Assessments and overall plan for work due**
**Sharing case study ideas**

Monday, Nov. 13

**Comprehension strategies**


**Videotape discussion**
**Case study ideas sharing**

Wednesday, Nov. 15

**Modeling matters**

Monday, Nov. 20

**Struggling readers who are uninterested/unwilling**

**Videotape discussion**
**Daily Journals due**

Monday, Nov. 27

**Spelling Instruction**
Wednesday, Nov. 29  Second Language Learners

Parent visitation

Monday, Dec. 4  Parent letters - draft due
Share an article of your choice relevant to your journal article preparation.

Wednesday, Dec. 6  Revised parent letters due
Share an article of your choice relevant to your journal article preparation.

Monday, Dec. 11  Parent Workshop