

Course Syllabus – EDUC 614b  
Spring 2003  
Dantas

## **Reading and Writing Assessment: Supervised Field Work EDUC 614b**

**Course Description.** This course extends EDUC 614a by providing opportunities for each student to actively participate in the process of ongoing assessment, development of instructional intervention plans, clearly guided by analysis of formal and informal assessments, and evaluation of instruction and discussion of where instruction should go next. This course is designed to help teachers seeking the Reading Certificate to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing an effective literacy program. The successful candidate will be able to merge theory and practice in order to realize a comprehensive, balanced reading and language arts program in their classroom and/or district.

Students are expected to complete a total of 45 hours of work (including assessments and interventions) with his/her case study students (that is, you will need to work approximately 23hs with each student). Students will be required to gather information of each case study student – a primary-grade student and an intermediate-grade student – through multiple, appropriate assessment tools, and communicate that information through professional reports. Throughout the semester, each student will be supervised by a University and Site Supervisor (see “Field Supervision Requirements” below).

The course objectives, assignments, and assessments for EDUC 614a and 614b have been aligned with the CTC (California Teaching Commission) and CSTP (California State Teaching Profession) standards for Reading Certificate. The following CTC and CSTP standards are addressed in both courses:

<b><u>CTC Standards Alignment</u></b>	
Standard 4	<b>Planning and Delivery of Reading Instruction Based on Assessment</b> <ul style="list-style-type: none"> <li>• The program provides opportunities for each candidate to participate in the ongoing assessment and evaluation of students' reading and writing, including speakers of English and English language learners. Each candidate masters the planning and delivery of appropriate reading and writing instruction, based on formal and informal assessment and evaluation results, to meet the reading and writing needs of all students. Instruction in the program includes extensive candidate experience in the assessment and evaluation of student reading and writing, and emphasizes the relationship between assessment and instruction.</li> </ul>
Standard 5	<b>Intervention Strategies at Early and Intermediate Reading Levels</b> <ul style="list-style-type: none"> <li>• The program provides each candidate with knowledge of and ability to apply instructional models and strategies that align with ongoing assessment results. The program focuses on research-based intervention models that are effective at early and intermediate reading levels.</li> </ul>
Standard 9	<b>Curriculum and Instructional Practices</b> <ul style="list-style-type: none"> <li>• Each candidate demonstrates effective instructional practices and intervention models and strategies in reading and language arts instruction for English speakers and English learners. Each candidate demonstrates a thorough understanding of the research basis and theoretical foundations alternative instructional practices and intervention models and strategies, and of fundamental issues related to these professional practices.</li> </ul>
Standard 10	<b>Crosscultural Practices</b> <ul style="list-style-type: none"> <li>• Each candidate demonstrates the ability to respect, understand and teach students who are different from the candidate, including ethnic, cultural, gender, linguistic, and socio-economic differences.</li> </ul>

Standard 11	Assessment, Evaluation, and Instruction <ul style="list-style-type: none"> <li>Each candidate demonstrates the ability to assess and evaluate students' needs, abilities and achievement by using a variety of measures: formal and informal; individual and group. Each candidate demonstrates the ability to apply what is learned through assessment and evaluation to the development and delivery of appropriate instruction in reading and language arts.</li> </ul>
<b><u>CSTP Standards Alignment</u></b>	
<u>Primary Emphasis</u> CSTP # 3	Assessing Student Learning
<u>Secondary Emphasis:</u> CSTP #6	Developing as a professional educator

### Field Supervision Requirements

#### 1. **Initial Visit**

The initial visit, initiated by the University Supervisor, should be conducted to go over the scope of the project and the assessments to be used (see “Course Requirements” and the Educ 614a course syllabus). The University Supervisor may conduct this initial visit as a group meeting that will include other graduate students who s/he will also supervise during the semester. This group meeting may be scheduled during one of the 614a initial sessions. Both the University and Site Supervisor can conduct the visit together or individually.

#### 2. **Visit during Assessment Stage** (primary or intermediate case study)

#### 3. **Visit during Intervention Stage** (primary or intermediate case study)

#### 4. **Exit Visit**

The exit visit/meeting will be conducted at the end of the case study projects during one of the final 614a sessions. The purpose of the exit visit is to go over strengths and challenges with the student(s). Both the University and Site Supervisor can conduct the visit together or individually.

- Note: A supervision form (to be distributed in class) will be used to guide the field supervision. Both the University and Site Supervisor should fill out the supervision form. If no reading specialist is available, please ask the resource teacher or the principal for feedback.

### Course Requirements

#### 1. **Two In-depth Case Studies**

You are expected to complete an **in-depth case study** of two students’ reading and writing (one must be in an upper grade and one in a primary grade). Please select a student that has been identified as a struggling reader. One of the students needs to be an English Language Learner. You may continue to work with your case study student from EDUC 613; however, you will also need to follow the below case study guidelines. One case study will also be counted for EDUC 614a.

### Case Study Guidelines:

1. Select a student who is experiencing reading difficulty.
2. Obtain written parental permission to work with this student.
3. Use a variety of assessment instruments (multiple measures) to gather information and learn (more) about your student – including anecdotal records, observations in different settings (e.g., playground, different activities in the classroom, lunch), interview with the teacher, interview with the student, homevisit, the student's SAT9 scores, etc. List all of the assessments you have used as well as a rationale for selection of each instrument.
4. Keep a student log (see form attached).
5. Analyze the data using the grid attached.
6. Design an instructional intervention plan (see below).
7. Assess the intervention program. How will you assess your intervention and what timelines for ongoing assessment and instruction will you develop?
8. Your Reflection. Based on your classroom observations in reading and writing as well as what you learned in the assessment and intervention process, how do you feel the knowledge you have gained will help you as a teacher and future reading specialist. Based on your assessment of your intervention plan, what would you do differently/the same? How would you adapt it to help other students?

### 2. Reading Intervention Program

Design an instructional intervention plan that you can share with other teachers as well as the parent(s) or family of the child. Knowing what you know about your student as a result of the assessment, what are you going to do now about instruction? Why? This intervention program will be the second part of your case study analysis. Now that you have assessed your student and analyzed the results, and designed an instructional intervention plan, you are expected to implement it. You are to design an intervention program for a small group of students who are struggling readers. Base your program on research. It is not enough to just implement one ready-made intervention program (e.g., Success for All, Reading Recovery, etc.). The intervention program you develop must meet the needs of the struggling students with whom you are working. The strategies used in the program must be based on current research. You may select strategies from a variety of programs, but look at what is **best** in each program and what the groups of students you are working with need, based on multiple measures, and then design your program.

Note: You will need to provide 2-3 audiotapes and/or videotapes of intervention sessions to your University Supervisor as examples of your intervention program.

### 3. Supervised Field Work

The supervised fieldwork will complete the third part of your assignment. You must spend at least 23 hours in field-based supervision tutoring each student you have collected data on and designed an intervention plan for. When setting up your plans, you must meet the following criteria:

- You must have an implementation design for an upper grade and a lower grade student.
- One of the plans must be a small group intervention that the student is a part of.
- The second plan can be a one-on-one tutoring session.
- One of the students you tutor must be an ELL.

- One of the field work may be completed in your own classroom and the other part must be completed in an after-school program or working in conjunction with the reading specialist at your site to ensure that you are working at two different grade levels.
- Students that you tutor from another grade level will be selected in collaboration with the site reading specialist, the principal, and the university supervisor. If no reading specialist is available, the resource teacher and the principal will be asked for input.
- A site supervisor and a university supervisor will oversee your work and provide written and oral feedback on your performance. Please document your clinical work with videotapes or audiotapes and submit the action plans and assessments you have used for each student. Please document the hours you spend assessing and tutoring students. Your university supervisor must verify the hours you have spent with each student.



**California State University San Marcos  
College of Education  
EDUC 614a/b**

**Parental Consent**

**Dear Parents:**

**I am working on my reading certificate as part of my master degree in Literacy Education in the College of Education at California State University San Marcos.**

**A very important part of my learning is to further my understanding of the reading and writing process. I have been asked to work with a student inquiring about what that student thinks and feels about the reading and writing process. Another part of this assignment is to audiotape and/or videotape in order to listen to the student read, study the strengths that the he or she brings to the reading process, and document teaching activities. From my observations, I will develop an instructional plan to assist that student in building on his or her strengths and working on his or her needs. I will also continually evaluate my instructional plan and continue to assist that student.**

**I am asking for your permission to work with your child. The project will take approximately 23 hours, over a period of time, within his or her school schedule. The information will remain confidential. Your child's name will not be used in the report issued to my professor, and I will be available to meet with you to review the new information I have gained and your child's progress.**

**Sincerely,**

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**I give my permission for you to work with my child \_\_\_\_\_.**

**I understand that all information will be kept confidential and I can have access to it anytime.**

\_\_\_\_\_  
**Signature**

\_\_\_\_\_  
**Date**

### **Reading and Writing Interview – Guiding Questions**

1. What are you learning to do in reading? [writing]
2. How are you learning it? Who is helping you?
3. What is easy about reading, what's hard? [writing]
4. What do you do before you start to read? [write]
5. While you are reading, if you come to a word that you don't understand or don't know, you \_\_\_\_\_ [writing]
6. How can you tell when someone is a good reader? [writer]  
\_\_\_\_\_ is a good reader because \_\_\_\_\_

Do you think \_\_\_\_\_ ever comes to a word that s/he doesn't know?

If \_\_\_\_\_ comes to word s/he doesn't know, what do you think \_\_\_\_\_ does?

7. What would your teacher do to help someone who doesn't know a word while s/he is reading? [writing]
8. What do you do to help yourself understand and/or remember a story after you have read it?
9. Do you think that you are a good reader? [writer] Why or why not?
10. What would you like to learn to do next as a reader? [writer]  
How do you think you will learn it? (will someone help you?)

### **Reading and Writing Interview – Guiding Questions (Spanish)**

1. ¿Que estas aprendiendo hace en la lectura? En la escritura?
2. ¿Como estas aprendiendo? ¿Quien te ayuda?
3. ¿Que es fácil acerca de la lectura? (Escritura?) ¿Que es difícil acerca de la lectura? (Escritura?)

4. ¿Que haces antes de empieza a leer? ¿Que haces antes de empieza a escribir?
5. ¿Cuando lees, si llegas a una palabra que no entiende o no sabes, tu \_\_\_\_\_
6. ¿Como sabes cuando alguien es un buen lector? (Escritor?)  
  
\_\_\_\_\_ es un buen lector porque \_\_\_\_\_  
  
¿Piensas que \_\_\_\_\_ encuentra una palabra que no entiende/sabe?  
  
¿Si \_\_\_\_\_ encuentra una palabra que no sabe o entiende que piensa que hace?
7. ¿Que haría tu maestro/a para ayudar a alguien que no sabe una palabra mientras ella o el lee?
8. ¿Que haces para ayudarte a ti mismo/a para comprender o recordar un cuento despues que lo has leído?
9. ¿Piensas que eres un buen lector/escritor? ¿Porque o porque no?
10. ¿Que te gustaría aprende como lector? (Escritor?) ¿Como piensas que lo aprenderas? ¿Te ayudara alguien ?