



**EDUC 623 Section 1**  
**Advanced Clinical Supervision**  
**CRN #20836**  
**Days: Arranged**  
**Time: Arranged**  
**Course Location: Arranged**  
**Spring 2015**

---

*Conceptual Framework Theme: Engaging diverse communities through leading and learning for social justice.*

---

Professor:	Laurie Stowell
Phone:	760.750.4286
E-Mail:	<a href="mailto:lstowell@csusm.edu">lstowell@csusm.edu</a>
Office:	UH 427
Hours:	By Appointment

---

**School of Education Mission & Vision Statement**  
*(Adopted by SOE Governance Community, January 2013)*

*Vision*

To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

*Mission*

The mission of the School of Education community is to collaboratively transform education. We:

- Create community through partnerships
  - Promote and foster social justice and educational equity
  - Advance innovative, student-centered practices
  - Inspire reflective teaching and learning
  - Conduct purposeful research
  - Serve the School, College, University, and Community
- 

**Basic Tenets of our Conceptual Framework**

- Student centered education
  - Research and theory specific to the program field inform practice
  - Connections and links between coursework and application
  - Strong engagement between faculty and candidates
  - Co-teaching clinical practice
  - Culturally responsive pedagogy and socially just outcomes
-

## Table of Contents

COURSE DESCRIPTION: .....	2
STUDENT LEARNING OUTCOMES .....	2
Standard Alignment: .....	2
Standard 12 .....	2
Standard 14 .....	3
Standard 15 .....	3
Standard 16 .....	3
Standard 19 .....	3
Standard 20 .....	3
CSTP Alignment: .....	4
Primary Emphasis .....	4
Secondary Emphasis: .....	4
COURSE REQUIREMENTS .....	4
Course Objectives: .....	4
Objectives: .....	4
Required Texts: .....	5
Assessment: .....	5
Grading .....	5
Required Projects .....	5
Matrix .....	8
Matrix Example for Student: 11years/ Fifth grade .....	9
Matrix example for Student: 7years/ second grade .....	11
CONSENT TO PARTICIPATE IN RESEARCH .....	12
PERMISO .....	13

### COURSE DESCRIPTION:

This course is designed to provide the candidate with advanced clinical experience in the area of severe reading difficulties. The focus of the course will be on the integration of program theory and content within a supportive environment that includes self-assessment, supervision from a University Advisor and a field supervisor. The course promotes reflection and decision-making that is aligned with being specialist in the area of literacy and language arts.

### STUDENT LEARNING OUTCOMES

#### Standard Alignment:

The course objectives, assignments, and assessments have been aligned with the CTC standards for Reading Certificate. Please be sure to incorporate artifacts from this class into your final comprehensive portfolio. The following standards are addressed in this class:

#### **Standard 12**

Leadership Skills and Professional Development

The program provides in-depth knowledge, skills and experiences that enable each candidate to develop an advanced professional perspective on reading and language arts curriculum, instruction and assessment. The program provides specialized activities and effective experiences that promote leadership skills and foster the ongoing professional development of all candidates.

**Standard 14**

## Areas of Study Related to Reading and Language Arts: Specialist Level

Through critical examination of sound research and theoretical literature, each candidate in the program acquires an advanced professional perspective about how students learn to read; the structure of the English language, including phonology, morphology, and orthography; relationships between language, spelling, reading and writing; and psychological and sociolinguistic aspects of reading and writing.

**Standard 15**

## Preparation for Meeting the Reading and Writing Needs of All Students

The program provides theoretical and research-based skills and knowledge about how children from a variety of socio-cultural and linguistic backgrounds become proficient readers. Within this context, the program includes study and instruction in the specific needs of students who are English language learners, students with reading difficulties, and students who are proficient readers and writers.

**Standard 16**

## Advanced Clinical Experiences

Each candidate in the program completes advanced clinical experiences that relate to the candidate's professional goals, enable the candidate to integrate theory and practice, and provide opportunities for the candidate to demonstrate and reinforce knowledge and skills that are embedded in the Program Design and Curriculum Standards. At the Reading and Language Arts Specialist level, clinical activities include intensive work with beginning readers and in-depth experience with students who have severe reading difficulties. The program places candidates where the clinical approaches and methods are consistent with a balanced, comprehensive program of literacy and language education. Institutional faculty and clinical faculty collaborate in program design and implementation.

**Standard 19**

## Advanced Professional Perspective

Each candidate demonstrates advanced understanding and application of effective reading and language arts instruction, intervention, curriculum and program planning. Each candidate acquires an in-depth knowledge and understanding of specialized areas of study that influence and affect teaching and learning in the field of reading and language arts including, but not limited to, the structure of the English language and the sociolinguistic and psycholinguistic foundations of professional practice.

**Standard 20**

## Meeting the Reading and Writing Needs of All Students

Each candidate demonstrates research-based knowledge and in-depth understanding of how students from a variety of socio-cultural and linguistic backgrounds learn to read. Within this context, each candidate demonstrates a strong understanding of the specific needs of students who are English language learners, students with reading difficulties, and students who are proficient readers and writers.

### **CSTP Alignment:**

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. The following CSTP's are addressed in the course:

#### **Primary Emphasis**

CSTP #2

Understanding and Organizing Subject matter for Student learning

CSTP # 3

Assessing Student Learning

#### **Secondary Emphasis:**

CSTP #6

Developing as a professional educator

## **COURSE REQUIREMENTS**

### **Course Objectives:**

This course will explore a wide range of assessments and interventions based on what has been learned in the Reading Certificate and Specialist Credential program thus far. Field experience will be required in early intervention and with students who are having severe reading difficulties. Candidates will be expected to apply the theories and principles they have learned in their coursework to the classroom and show competency in the application.

Additionally, candidates should work on preparing their Comprehensive Exit Portfolio for an end of the term presentation.

### **Objectives:**

Candidates apply what they are learning to:

- individuals and groups of students, including beginning readers,
- older readers who are experiencing severe reading difficulties
- English language learners (ELLs)

Candidates are required to:

- design an intervention plan based on assessment results, and
- teach appropriate intervention lessons for individuals or small groups of students
- demonstrate competence in providing appropriate assessment and instruction for beginning readers, older readers, and English language learners who are experiencing severe reading difficulties
- plan instruction based on assessment findings for struggling readers and ELL's who are experiencing reading difficulty

Candidates will provide detailed reflection on the success of their field experiences in:

- the two case studies
- the intervention lessons they planned and taught
- small group tutoring experience

### Required Texts:

There are no required texts for this course. Candidates should choose reading according to their areas of need and interests, as this is the final course in the series. Readings should be chosen based on the grade levels the candidate will be practicing in and their area of need and interest. Please work with your advisor and site supervisor to choose appropriate readings.

### Assessment:

Final grades will be based upon the student's ability to demonstrate knowledge in the area of leadership and professional development. Participation in all course activities is a CORE expectation. Grades will be based upon the following points:

### Grading

Total = 300 Points

Grades: Calculated by Percentage

100 - 95	A
94 - 93	A-
92 - 91	B+
90 - 89	B
88 - 87	B-

### Required Projects

#### Two Detailed Case Studies (150 pts each case study)

Candidates for the Reading Specialist Credential are required to assess and plan instruction for intervention based on the assessment findings for at least two students (one primary grade student and an intermediate grade student). The students must be identified as having severe reading difficulties and in need of intensive clinical intervention. One student should be a second language learner (EL). Include all documentation that was used to identify the students as having severe reading difficulties. **Forty-five (45) hours must be documented in a journal for each student.**

Two detailed Case Studies must be completed on the students who have been assessed as severe and at risk for reading. In order to complete this field experience, each candidate may work closely with a reading specialist in the field and their University advisor.

The detailed Case Studies must include all completed assessments (pre-intervention, during the intervention, and after the intervention), plans for instruction, assessments of the interventions, and reflections on the diagnostic teaching model. It is recommended that candidates have a binder for each case study in which to keep all documentation.

The supervision is provided by the university advisor and a field supervisor, to be chosen in collaboration with the school site and the university advisor to ensure that the field supervisor is qualified to provide a balanced reading program. For each case study, the candidate must do the following:

1. The first step is to gather information about your student.
  - What assessment was used when the student enrolled? IPT? Woodcock-Muñoz? LAS? Other assessments?
  - What was the English proficiency score?
  - What was the primary language score? (if available)
  - What kind of program is the student enrolled in? (Primary language on a waiver, two-way immersion with a waiver, structured English immersion, ESL pullout, etc.)
  - Look at the home language survey to determine what language is spoken in the home and record that. Also note on the same survey what language the child first spoke and the language the child speaks in the home.

- Look at the child's health records as well as cumulative folder. You will want to find out if there is any physical history such as tubes in a child's ears, diagnosed attention deficit disorder, diabetes or other health issues. You want to obtain this information so you can get a clear picture of the child's physical history. The cumulative folder will provide information about tests administered and special referrals a child has had and/or services received.
  - Observe the student in the classroom and at a different setting (e.g., playground), and make notes about his/her uses of language. Does s/he use English or appear fluent in English when playing and talking with friends? What is his/her level of participation in classroom situations?
  - Interview the student about his/her perceptions about reading and writing. A survey is attached (English and Spanish).
  - Observe the student and make notes of his or her behavior during reading and writing activities (anecdotal records).
2. The second step is to decide upon the literacy assessment instruments you plan to use. Make a list of the assessments along with a rationale for instrument selection. What do you hope to learn about each child's reading and writing ability? How will the instruments you have selected assist you in acquiring this information?
- Will you use an informal reading inventory? One that includes a word list, passages to use to measure comprehension?
  - A test of phonemic awareness?
  - A test of phonics?
  - A spelling test?
  - A test of oral language in addition to the test listed above if the student is a second language learner.
  - What other tests or test information might you use? STAR Test scores? SAT 9?
3. The third step is to develop a matrix for the student based on what you have learned about the student. List his or her strengths and the gaps you have identified as a result of the literacy assessments you have conducted, the interview and your observations.

Keep in mind: What are the strengths of the child as a reader and writer? What strategies does s/he use before reading and writing? What strategies are evident during reading and writing? Does s/he self-monitor? What action(s) does s/he take to correct/repair difficulties? Under what conditions does s/he choose to read or write? To what degree is s/he willing to take risks in reading and writing?

4. The fourth step is to develop an instructional plan that includes a detailed intervention plan for this student using as reference the matrix you developed and literacy research. Candidates will be required to design an intervention plan based on assessment results. Candidates must demonstrate competence in providing appropriate assessment and instruction for struggling readers.

**Expand your matrix** (with additional columns) and include in it the strategies you will use to capitalize on the strengths of the student in order to address his/her needs.

Keep in mind: What are the most important skills you need to focus on? (Goals and objectives) Does the child's primary language need to be developed? Is it possible to do that in your school? If not, where will you begin in English language instruction? Will you start with phonemic awareness in English? Will you focus on cognates to activate the child's background knowledge about language? On what research are you basing your decision(s)?

(Note: Candidates may find it helpful to use the curriculum development scheme from Pauline Gibbon's book.)

5. The fifth step is to implement the intervention plan. Candidates will be required to implement an intervention plan by teaching appropriate intervention lessons for individuals or small groups of readers who are struggling. Teach a concept to the student and assign an authentic assessment task where the student will have to use oral language, reading and writing to perform the task. There should be opportunities for drawing, diagramming (graphic organizers) and labeling, since that is part of reading and writing. Use a checklist or rubric to evaluate the student's performance.

Candidates are observed and assessed using the Evaluation form providing intervention for individual or small groups both during sessions and through the videotaped lessons. Submit a videotape of your lesson with a summary that lists everything you have done with this student (in sequence). Be sure to obtain parental permission to videotape.

(Note: Candidates may find it useful to use the matrix of classroom oral language functions in Gibbon's book.)

6. The last step is to complete a Detailed Intervention Plan Write-Up which includes a reflection.

The Detailed Intervention Plan must have a write-up that contains the following components:

- A rationale or a reason for selecting the particular interventions. This rationale should be based on the comprehensive assessment of your students. Identify the assessment(s) in your write-up.
- A description of the strategy or strategies, including any changes or adaptations you made to the strategies and why. Remember that there is no perfect strategy - only strategies that serve to scaffold the learning of your students based on their needs as you have identified with multiple assessments.
- In case you choose to implement a reading strategy, make sure there is a demonstration of how writing was used to support reading comprehension and meaning making.
- An assessment of how the strategy or strategies worked as evidenced in student work.
- An evaluation of student work using either a rubric or other standards that were made clear to students before and during the teaching. Include the development of some standard such as a rubric (that has been explained to student before the instruction and reinforced during the instruction) used to "judge" student work.
- The reflective evaluation should include an evaluation where you actually assess the intervention plan itself. How well did the intervention you designed match the case study student? Did the intervention provide the student adequate scaffolds to help the student meet the standards or reach the goals you have set? Also, is there any evidence as to whether the student learning has transferred to other areas of learning in the curriculum?
- A detailed reflective piece on how this intervention worked for the student, what you learned, what you would do differently in the future, and what other information you would have collected for the assessment piece and your own feelings about what you learned. Were there any surprises as you collected information about the student, developed a matrix and instructional plan, and implemented specific strategies? How do you feel the teaching strategies helped this student get to where he is in the assessment? How can you tell? You should be looking at the benchmark work as well as at the after-strategy assessment. Include any work that the student did during the instruction.

### MATRIX

The analysis grid (matrix) lists each assessment from which data is gathered. The teacher uses a wide variety of assessments, including those that he/she administers. The teacher uses the matrix to analyze the data learned from each individual assessment by determining what that data shows about the student's strengths and/or needs. In addition, the teacher uses the matrix to examine all assessment data for any apparent patterns of strength and need emerging across all data. Needs and strengths are listed concisely. Examples of two completed matrices are attached at the end of the document. Be sure to place assessment paperwork (scores, samples, etc) in the appendix of your case study binder.

Matrix template

Assessment & the date administered	The data/info learned	Areas of strength	Areas of need	Patterns across assessments



**Matrix Example for Student: 11years/ Fifth grade**

Type of Assessment	Learned	Strengths	Needs	Patterns
Personal Inventory	Likes adventures and mysteries but they are hard. Books about people are easier; Likes books in a series	Does attempt to read	Reading books below her reading level  Doesn't read on her very much	Need to work on fluency and vocabulary  Has difficulty sequencing event or ideas
San Diego Quick  Test Date: 9/08	Fall 2008 - Decodes words well. Findings: Independent level = 3 <sup>rd</sup> grade Frustration level = 4 <sup>th</sup> grade	Tries to sound out words or letters. Only strategy used	Does not read chunks of words or anticipate words.	Needs other strategies to try with larger words
Running records-Fluency  Test Date: 9/08	Few words misread, does replace word that is out of context  93 WPM	Recalls specific words or phrases	Decoding but not reading for meaning.	Does not realize when reads incorrectly
Running records-oral fluency  Test Date: 5/09	Few words misread  146 WPM	Self corrected for meaning	Read methodically and deliberately	
Reading & Language Skills Assessment Date: 9/08	Overall skill 48%	Vocabulary 63% Comprehension 17% Literary Response/Analysis 50% Research/Information Skill 50% Language Skills 70%		Low skills do not support comprehension
Reading & Language Skills Assessment Date: 9/08	Overall skill 69%	Vocabulary 50% Comprehension 70% Literary Response/Analy 83% Research/Inform Skill 75% Language Skills 67%		Awareness of Complexity of vocabulary and grammar

Type of Assessment	Learned	Strengths	Needs	Patterns
Harcourt Phonics Inventory: 1/09	Has gaps in her phonics knowledge	Does well with consonant blends, diagraphs, and Short vowels	Lacks understanding for long vowels, multisyllabic words	Relies on what she knows; substitutes attempting to make it work
Phonemic Awareness Inventory Date 1/09	Doesn't hear the sounds in words Learns the word as a whole	Is able to separate beginning sound from word	Gets confused when ending sounds change. Loses beginning sounds	Has difficulty changing words from expectation
Spelling: Authentic Assessments Date: Ongoing	Noticed odd substitutions, letters sequence, or omissions	Sounds at initials/ending sounds were written correctly	Middle sounds were blended, or eliminated	Difficulty increases with size of word
Writing samples Authentic Assessments Date: On going	Uses phonics to sound out words as she writes. magnitfy = magnify  Letters out of sequence coopreation = cooperation sysmbol=symbol	Showed that she does hear key sounds of letters and cannot break words down to phonemes	Doesn't use these tactic when she is reading or writing	

**Matrix example for Student: 7years/ second grade**

Type of Assessment	Learned	Positive	Negative	Patterns
Personal Inventory	Likes Dr. Seuss Books because they rhyme Wants to be a good reader	Uses rhyming pattern strategy  Uses pictures for clues	Doesn't look for "chunks"  She "pretend" reads	No strategy to attack word reading
San Diego Quick	Missed 4 words at level1 "road" > "rod" "bigger" skipped "always" skipped "night" > "nit"	Read pre-primer and primer level with no trouble.	Doesn't know what to do with digraphs and diphthongs	No strategy to attack word reading
100 high frequency words	Missed 6 out of 1 <sup>st</sup> 50 Took a long time to read	From the ones she tried she seem to use a rime "or" she read as "your" "when: she read as "then"	She doesn't know many of the common first grade words. Doesn't know what to do out of context. Just gives up	Exposure to words
CORE Phonics Survey - Decoding	Missed 3/5 on pseudo words with digraphs, and tch And hard difficulty with long vowels. Speech impediment with the letter "r"	Knows short vowels	"wheck" > "which" "phitch" > "p/hitk" "chud" > "chup"	Learn phonics rules, blend sounds  Need to work on digraphs and diphthongs
Spelling Test	Mixes up short vowels "i" for "e" mixes up endings control > controlo success > soccse tickets > tickest	Can segment sounds in single syllable words	Has difficulty identifying syllables	Need to work on chunking strategy
Running record	Missed 13 words from passage of 63 words	Used pictures for clues. Tried to find words that fit meaning	Doesn't chunk words or sounds that she knows.	Learn phonics rules, blend sounds
Writing Samples (beginning )	Beg. sample: Shows lack of conventions for capitals; does punctuations	Observed: on topic, has some order. Has know-ledge of sentence structure	Displays reversals in writing "p" for "b"	
Writing Samples (2 <sup>nd</sup> month )	1 <sup>st</sup> quarter: Showing improvement on conventions, more complex sentence structure, signs of more consistent phonics use.	1 <sup>st</sup> quarter: less letter reversals and more phonetic spelling	Observed: omits the r in word cares, uses k instead of c. Concern: use of p for b in about. Cause her use of backward letter	



### CONSENT TO PARTICIPATE IN RESEARCH

Dear Parents/Caretakers,

\_\_\_\_\_, a graduate student at California State University San Marcos, is enrolled this semester in a course that requires the graduate students to assess their students' literacy levels and then design appropriate instruction that best addresses the needs of their students. One of the assignments for this class is a case study, which analyzes the literacy and learning practices of a student they are teaching. We are requesting permission to interview and observe your child for this purpose. The teacher will ask questions about the student's experiences with school and literacy and will evaluate the student's reading and writing skills. Reading will be assessed by having the student read selected passages and answering comprehension questions. Writing will be assessed by having the student write a brief selection about a topic of interest to him/her. The teachers will gather information and look for ways to support the child's literacy development

There are no risks to your child in this study greater than those involved in everyday classroom practices and assessment. The potential benefits to your child are that he/she gets individual attention and could receive helpful feedback for continued literacy development. Your participation will also help the teacher to better understand individual student needs and how to best teach to those needs.

Participation in this study is voluntary, and your child may withdraw from the study at any time without penalty. If your child does not participate in this study, his/her performance and grades at school will not be affected in any way. All identification from the data gathered will be blacked out so that your child will not be identifiable in the written analysis. All information gathered in this case study can be made available to you upon request. You will be given a copy of this form to keep for your records.

Check one:

I agree to participate in this study. The teacher has answered my questions.

I do not agree to participate in this study.

\_\_\_\_\_  
Participant's name (printed)

\_\_\_\_\_  
Participant's signature

\_\_\_\_\_  
Parent/Legal Guardian's signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Researcher's Signature



### PERMISO

Estimados Padres o Encargada/o:

\_\_\_\_\_ es un estudiante de la Facultad de Pedagogía en la Universidad Estatal de San Marcos. Parte de su preparación incluye el evaluar a los niños en el proceso de la lecto-escritura. Uno de los trabajos que tienen que completar es de analizar las destrezas de lecto-escritura de los niños. Es por esta razón que usted recibe esta carta en la cual se solicita su permiso para que su hija/o pueda participar en esta actividad.

Nuestro estudiante universitario le hará preguntas a su hija/o con respecto a las experiencias que ha tenido su hija/o en la lectura y escritura, y evaluará sus destrezas de lectura y lenguaje. El estudiante universitario estudia para ser especialista en lecto-escritura, y por eso recopilará datos, analizarlos y crear un plan para poder apoyar el aprendizaje del niño.

En este estudio no hay ningún riesgo previsible para su hija/o. Los beneficios de dicha evaluación podrían incluir ayuda especial para que su hija/o mejore su capacidad académica en la lecto-escritura. Su participación también podría ayudar a la maestra/o de su hija/o a entender mejor las necesidades en la lecto-escritura de los estudiantes.

La participación en este proyecto es completamente voluntaria, de tal manera que su hija/o podrá dejar de participar cuando quiera, sin ninguna consecuencia negativa. Su decisión de permitir o impedir que su hija/o participe no ejercerá ninguna influencia en sus calificaciones, el trato que recibe, o cualquier otro aspecto de su proceso escolar. Para asegurar confidencialidad total, todos los nombres de los estudiantes serán eliminados. La información recopilada estará a su disposición si desea verla.

Se le otorgará una copia de este formulario.

Por favor marque uno:

\_\_\_\_\_ Doy permiso de que mi hija/o, \_\_\_\_\_,  
participe en el estudio. Todas mis preguntas con respecto al estudio han sido contestadas.

\_\_\_\_\_ No doy permiso de que mi hija/o participe en el estudio.

Nombre del participante (EN LETRA DE MOLDE)

Firma del participante

Firma del padre o encargada/o

Fecha

Firma de la (del) investigador/a