

California State University San Marcos
Course Syllabus--EDUC 623
Advanced Clinical Supervision

Dr. Janet L. Powell
Professor of Literacy Education
University Hall 417

760/750-4319
jpowell@csusm.edu

COE Mission

The mission of the college of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and ongoing service. Our practices demonstrate a commitment to student centered education, diversity, collaboration, professionalism, and shared governance.

(adopted by the COE Governance Community October, 1997)

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.

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 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. Filed 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 (100 pts each case study)

Candidates are required to assess and plan instruction 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. Each student should first be assessed, then tutored, then assessed again about half way through the case study, then assessed again at the end. ***Forty-five (45) hours must be documented in a journal for each student.***

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.

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. Decide upon the 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?
2. Based on what you now know about this child, the second step is to develop a matrix for the student. List his or her strengths and the gaps you have identified as a result of the search 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?

3. The next step is to develop an instructional plan for this student using as references the matrix you developed and the strategies you are learning about in this class. Expand your matrix and include in it the strategies you will use to capitalize on the strengths of the student in order to address his/her needs. You may use the curriculum development scheme from Gibbon's book that was used as a text in EDUC 613.

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)?

4. The fourth step is to implement intervention plans. 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. Use the matrix of classroom oral language functions in Gibbon's book.

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.
- There should also be a section where you actually assess the intervention plan itself. Sometimes we look at the learner and decide that the learner has not met standards we have set when we have actually designed interventions that were difficult for students and did not provide the adequate scaffolds to ensure student success. It is also important to look at whether the interventions provided and the student learning has transferred to other areas of learning in the curriculum.

Submit a videotape of two of your lessons about halfway through the case study. Include a summary that lists everything you have done with this student (in sequence). Be sure to obtain parental permission to videotape. You will find a permission slip attached in English and in Spanish.

5. The last step is to reflect on your project's process. Use all the information you gathered on this student in this reflection. 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.