

**Course Syllabus – EDUC 614a**  
**Additional Information for Students Who Are Not Taking EDUC 614b**

Course Requirements

**Assignment # 6: In-depth Case Study (30 pts)**

You are expected to do one in-depth case study, and work at least 15 hours with your student. You must follow the case study guidelines. Please select a student that has been identified as a struggling reader, preferably an English Language Learner. You may continue to work with your case study student from EDUC 613 as long as you follow the below case study guidelines.

Document your clinical work with videotapes and/or audiotapes, and submit intervention/learning (action) plans you have developed and assessments you have used. You must submit audio and/or videotapes (minimum of 2 tapes – preferably 1 videotape) of your intervention program project (see below). You must document the hours you spend working your case study student. To assist you with this process of documenting hours, a form has been developed (see attached form).

**Note:** This case study extends your experience in EDUC 613 by allowing you to look at the interdependent cycle between instruction and ongoing assessment. It is important that you document your continued assessment and how it informs your instructional decisions.

***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 the teacher, interview the student, do a homevisit, the student's SAT- scores, etc. List all of the assessments you have used as well as a rationale for selection of each instrument.
4. Analyze the data (in-depth analysis). You may develop a grid to organize the information.
5. Design an instructional plan that you can share with other teachers as well as the parent 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? (see Intervention Program Project below)
6. Assess the intervention/action plan. ***Note that you must demonstrate competency in assessing your interventions and identifying follow-up, appropriate interventions.*** Keep in mind: How will you assess your interventions and what timelines for ongoing assessment and instruction will you develop?
7. Your Reflection. Based on your classroom observations in reading and writing as well as what you learned in the assessment 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 different/the same? How would you adapt it to help other students?

• **Intervention Program Project**

As previously described in the case study guidelines, after you have assessed your student and analyzed the results, you must develop an intervention program that you will assess as well. This will contain examples of ways in which you will help and work with your case study students. Your intervention/action plan must be based on research-based practices (see course readings, EDUC 610 &

613 readings, and/or additional readings). 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 and build on the strengths 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 in order to design your action plan: look at what is **best** in each program; and what the students and/or groups of students you are working with need, based on multiple assessment measures.

***Note that you must demonstrate competency in working with students one on one, in small group and with the entire class.*** For this project, you are expected to design an intervention(s) for a small group of students (including your case study student) who are struggling readers. The goal is for you to develop your ability to: (1) identify students who are struggling; and (2) meet their needs in small groups as well as in whole group instruction.

***Deadlines:***

\_\_\_ We will have time in class to examine, discuss and brainstorm ideas related to reading and writing strengths/abilities/interests/needs/etc of your case study student(s). *See course schedule and bring any data* (including student information and work, data analysis and teaching/intervention ideas) that you have collected so far in order to take advantage and contribute to these work sessions.

\_\_\_ One ***required homevisit*** to one of your students' home is due on March 25.

\_\_\_ Your Final Case Study Project(s) is due on May 6.



California State University San Marcos  
College of Education  
EDUC 614a

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 15 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 ?