



**Kremen School of Education  
and Human Development**

<b>SYLLABUS FOR CLINICAL EXPERIENCES IN READING ASSESSMENT &amp; INSTRUCTION (LEE 234)</b>	
Fall 2013	California State University, Fresno
Course Information	Instructor Name
3 Units	Office Number
Time	E-Mail
Location	Telephone
Website: <a href="https://bbl-app.learn.fresnostate.edu">https://bbl-app.learn.fresnostate.edu</a>	Office Hours

## **Introduction and Course Description**

### **Catalog Description:**

Clinical experiences in the supervised application of principles learned in LEE 224. Emphasis on individual and small group evaluation and instructional procedures.

### **Course Description:**

This course provides supervised fieldwork practice in research-based instructional methods and intervention approaches for meeting the needs of beginning readers, English learners and students with reading difficulties. Thirty hours of practicum experiences are required in intensive individual tutoring. Field experience will be arranged in conjunction with the Reading Coordinator and the School District. In addition to this practicum experience, weekly seminars are also required.

# Prerequisites

Satisfactory completion of LEE 224

## Required Textbooks and Materials

Select Observation Survey OR ARI for age range of tutee:

**PK-1:** Clay, M. M. (2002). An observation survey of early literacy achievement. 2<sup>nd</sup> ed. Portsmouth, NH: Heinemann. (For first/second grade children.) Also needed to use this assessment: Follow me moon, No Shoes, Sand, and/or Stones (Clay).

**2-Adult:** Woods, M. L., & Moe, A. J. (2007). Analytical Reading Inventory. 8<sup>th</sup> ed. Columbus, OH: Merrill

Dufresne, M. (2002). Word solvers: Making sense of letters and sounds. Portsmouth, NH: Heinemann.

Gentile, L. (2004). Oral Language Acquisition Inventory. Carlsbad, CA: Dominic Press. (For English learners)

Herrell, A., & Jordan, M. (2001). 50 Active learning strategies for improving reading comprehension. Upper Saddle River, NJ: Pearson Education, Inc.

Lyons, C. (2003). Teaching Struggling Readers. Portsmouth, NH: Heinemann.

Shanker, J. L., & Ekwall, E. E. (2003). Locating and correcting reading difficulties. 8th ed. Upper Saddle River, NJ: Merrill Publishing Company. *Ψ -- Available for purchase at Kennel Bookstore.*

## Course Goals and Primary Learning Outcomes

### Course Goals:

The goals of this course are to prepare students to be knowledgeable about literacy development and instructional practices through the study of theoretical perspectives and scientific research on literacy processes and language development. In addition, this course aims to prepare students with the capacity to plan, implement, evaluate and modify literacy instruction to meet the needs of P-12 students, including struggling readers, special education students and English Learners.

To achieve these goals, students will:

1. Provide extensive and effective reading and writing practice for students, including reading in connected texts and reinforcing that reading through writing experiences;
2. Teach skills and strategies that contribute to independent reading and writing, including oral language development, word analysis, fluency, vocabulary development, listening and reading comprehension, written language development, and literacy dispositions;
3. Provide extensive and effective instruction in listening and reading comprehension strategies using high quality multicultural literature and expository texts;
4. Demonstrate an understanding of the nature, uses, and development of academic language and background knowledge and its role in reading comprehension and vocabulary development for struggling readers and English Learners;

5. Deliver successful intervention strategies based on individual ethnic, cultural, gender, linguistic, and socioeconomic differences, including knowledge of home and community literacy practices, and the English language skills of students;
6. Demonstrate understanding of models of a balanced comprehensive approach to literacy instruction that includes oral language development, word analysis, fluency, vocabulary development, listening and reading comprehension, written language development, and literacy dispositions; and
7. Articulate and apply an understanding of the relevant research and theory pertaining to language development literacy instruction, and diagnostic assessment.

### **Primary Learning Outcomes:**

Students will be able to:

1. Use student assessment results and scientific research to design differentiated instructional strategies for struggling readers, special education students and culturally and linguistically diverse students' identified needs in oral language development, word analysis, fluency, vocabulary development, listening and reading comprehension, written language development, and literacy dispositions; and
2. Analyze student development levels for oral language, word analysis, fluency, vocabulary, listening and reading comprehension, written language, and literacy dispositions, and prepare a report appropriate for distribution to parents, teachers, and administrators that details plan of appropriate literacy instruction.
3. Provide effective clinical literacy instruction that aligns strategies, materials, and intervention models with ongoing assessment results to meet the needs of culturally and linguistically diverse struggling readers

## **Examinations and Major Assignments**

### **Assignment and Examination Schedule**

Date	Assignment	Points	Percentage of Grade
	Attendance/Participation	50	12.5%
	Instructional Preparation & Teaching	200	50%
	Case Study Report	100	25%
	Instructional E-Portfolio	50	12.5%

#### **Attendance/Participation (50 points)**

A major course requirement is to meet with your tutee twice weekly to deliver instruction and to meet with your colleagues in a seminar once a week. Complete all reading assignments and bring to class the lessons you have completed with students. Participation in the seminar will include discussion of: progress of your student; observations and insights into the reading

process derived from your tutoring experience with your students; ideas from assigned reading; and, various teaching methods and strategies. The seminar portion of this course is intended to foster collegiality among participants through collaborative inquiry and professional exchange of ideas related to assessment and instruction.

### **Instructional Preparation & Teaching (200 points)**

Prepare lesson plans and related instructional materials for conducting two one-hour teaching sessions each week, for a total of 30 hours, with a PK-Adult student who is experiencing extreme reading difficulties. (A sample lesson format will be provided to you.) After each tutoring session, reflect on the outcomes of the lesson in writing. Submit completed lessons and reflections to your E-portfolio weekly. When seminar is scheduled, bring these items with you to class for analysis and discussion; regular submission of lesson plans is critically important so that the instructor can provide feedback and you can incorporate new suggestions into your teaching. Your instruction needs to demonstrate that your selected strategies are consistent with a balanced, comprehensive program of reading and literacy instruction and address the specific needs of students in accordance with assessment results you have obtained. Your instruction should also demonstrate that you understand how to utilize technology to facilitate student learning and develop particular digital literacy skills.

In addition, you will receive three on-site observations by the course instructor. The Clinical Field Matrix will be used to evaluate the design and delivery of instruction and materials. You will make necessary arrangements for these visits and will be available for short debriefing sessions immediately after each observation.

**Please note: The instruction you will be providing is over and beyond the regular language arts curriculum that students are receiving; your teaching experience in this setting will NOT be about delivering a set pre-planned and/or scripted published curriculum.**

### **Case Study Report (100 points)**

At the beginning of your intensive intervention instruction, administer assessments in oral language development, word analysis, fluency, vocabulary development, listening and reading comprehension, written language development, and literacy dispositions. Write-up a beginning summary of the student's major literacy needs as well as any other pertinent information related to the pupil's school history, and family or language background. At the mid-point of the semester, reflect on the progress the student is making and summarize it in writing. At the end of the semester, write a final description of the progress the student made during the time of his/her receiving this intensive instruction. The Case Study Report is to be prepared as a formal, professional report that will be distributed to parents and appropriate school personnel.

### **Instructional E-Portfolio (50 points)**

You will maintain a cumulative record of the lessons taught to students in a portfolio format using Google Sites through your Fresno State Google apps account. The following sections must be included in your portfolio: a) Log of Preparation Time and Teaching Time; b) Completed

lesson plans (with sample student work attached); c) Case study of student (see above); d) A final reflection upon your teaching over the semester, including what you perceive you have gained from the experience of providing an intensive intervention, as well as at least two goals you have identified for your teaching in the future. Your portfolio is due during Finals Week. The Clinical Field Matrix will be used to evaluate the competence of instructional design, delivery, and decision-making demonstrated by the materials included.

## Grading

Grades, including a running total, will be posted on Blackboard so you can monitor your progress. Final grades will be determined according to the following scale: 90% (360 points) or better = A, 80-89% (320-359 points) = B, 70-79% (280-319 points) = C, 60-69% (240-279 points) = D, 59% (239 points) or below = F.

(See the rubrics in the syllabus for further clarification on grading)

## Subject to Change Statement

This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.

## Course Policies & Safety Issues

**Work Submission Policy:** All documents submitted via Blackboard must be saved as .doc, .docx, .pdf, .txt, or .rtf files for the work to be accepted. It is the student's responsibility to verify the submission of any document via Blackboard by clicking on the "!" symbol or "View/Complete Assignment" link in the grade book to ensure that the correct document was submitted. Late assignments may not be accepted. I encourage students to contact me if you have concerns about the course or particular assignments. Please do not hesitate to inform me of extreme emergencies.

**Study Expectations:** In this hybrid course you will be provided opportunities to interact with others both in class and via Internet technology (i.e., *Blackboard, Collaborate, Discussion Forums, Videos, VoiceThread, and Podcasts*). As a hybrid course, some assignments will require participation in class sessions, and other modules will require students to work outside of the classroom. You should expect to spend at least 6-8 hours a week working on this course. It is expected that you check announcements and the Blackboard web site at least 3 times a week.

## University Policies

For information on the University's Policy on Students with Disabilities, the University Honor Code, the Policy on Cheating and Plagiarism, a statement on copyright, and the university computer requirement, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations) at the following link:

### **Students with Disabilities:**

Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in the Henry Madden Library, Room 1202 (278-2811).

### **Computers:**

"At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from [Information Technology Services](http://www.fresnostate.edu/adminserv/technology/) (<http://www.fresnostate.edu/adminserv/technology/>) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

### **Disruptive Classroom Behavior:**

"The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

# Tentative Course Schedule

## Tentative Course Schedule

Date	Topic	Assignment
1 & 2	Seminar: Course Overview & Syllabus Review Assessment Tools (LEE 224) A framework for tutoring: Reading as a constructive process; review of the relationships phonemic, morphemic, structural, and semantic systems Tutee information	<b>Read Syllabus</b> <b>Bring Clay and/or ARI</b> <b>Bring Gentile- EL Oral Language Inventory</b>
3 & 4	Seminar: Data-Driven Intervention Assessment/Initial Case Study "Initial Plan of Instruction" Planning tutorial instruction: Selecting a variety of appropriate materials; varying instructional activities; creating meaning-based lessons for all learners. Literacy & EL intervention Methods	Browse <b>Shanker &amp; Ekwall</b> text based on initial identified needs
5-7	No Seminar—Site Visits	Deliver Instruction/Prepare for Site Visit Use <b>Shanker &amp; Ekwall; Dufresne; Herrell &amp; Jordan; and Lyons</b> texts to assist instructional decisions
8	Seminar: Scaffolding student learning: Assisting performance through reduction in degrees of freedom, maintaining direction, and reduction of frustration Issues related to progress of tutees: Share reflections, observations and insights on instructional effectiveness and decision-making Progress & Next Steps- Analyze Midterm Assessments	Work on Midterm Progress Reports; Bring Data
9-13	No Seminar—Site Visits; Conduct Teacher/Parent Conference	Deliver Instruction/Prepare for Site Visit Use <b>Shanker &amp; Ekwall; Dufresne; Herrell &amp; Jordan; and Lyons</b> texts to assist instructional decisions
14	Seminar: Analyzing Post-Assessments/Writing Case Studies	Work on Final Progress Assessments; Bring Data
15	Seminar: Reflect on Instructional Process Portfolios Results of Teacher/Parent Conference	Portfolios DUE Final Case DUE

# Rubrics

## Scoring Rubric for Instructional Portfolio

Student: \_\_\_\_\_

Points: \_\_\_\_\_/50

Grade: \_\_\_\_\_

<b>UNACCEPTABLE</b>	<b>MEETS REQUIREMENTS</b>	<b>EXCEEDS REQUIREMENTS</b>
<p>One or more required sections is missing or is incomplete.</p> <p>Organization does not clearly delineate contents.</p> <p>Presentation is weak in that it detracts from a reader accessing the contents.</p>	<p>All required sections are included and each section is complete.</p> <p>Organization clearly delineates contents through organizational aides (e. g., tabs, dividers, etc.).</p> <p>Presentation reflects attention to promoting direct and easy access to contents.</p>	<p>All required sections are included and each section is complete.</p> <p>Organization clearly delineates contents through organizational aides.</p> <p>Presentation reflects exceptional thought and care in promoting direct, easy access to contents, and reflects professional standards of quality.</p>



**LEE 234 Lesson Planning Sheet and Record:**

Date \_\_\_\_\_ Lesson # \_\_\_\_\_ Teacher \_\_\_\_\_ Pupil \_\_\_\_\_

<b>Objective/ Planned Outcomes</b>				
<b>Time</b>	<b>Activity</b>	<b>Observations/Results</b>	<b>Comments/Reflection</b>	

**Case Study Format- LEE 234**

**Student Name** \_\_\_\_\_

**Intervention teacher** \_\_\_\_\_ **District/school** \_\_\_\_\_

**I. Initial Case Study**

**a. Background information**

**b. Assessment information (*provide date for each assessment*)**

**Print skill:**

**Vocabulary:**

**Comprehension of ideas:**

**Fluency:**

**Interest and motivation to read:**

**Reading achievement level:**

**Writing:**

**c. Specific learning goals for intervention (*select 2-3 from above*)**

**II. Midpoint analysis of progress \_\_\_\_\_ Date \_\_\_\_\_**

**a. Assessment Information (Provide date for each assessment)**

**b. Analysis of Progress/Literacy Goals**

**III. Post-assessment results \_\_\_\_\_ Date \_\_\_\_\_**

**a. Assessment Information (Provide date for each assessment)**

**b. Analysis of Progress/Literacy Goals**

## LEE 230/LEE 234 Clinical Experience Matrix

These courses involve individualized programs of planned experiences in reading instruction at the Kremen School of Education and Human Development clinic sites and at school sites. Activities shall be varied, intensive and extensive, and shall include organization and modification of existing programs or development of new curriculum in conjunction with school personnel.

Objectives	Minimum Criteria	Learner's Responsibility	Verified by (initials)	Date
<p>The candidate shall:</p> <p>Theoretical Background</p> <ol style="list-style-type: none"> <li>1. demonstrate knowledge of readiness to learn and its relation to specific reading strategies</li> <li>2. demonstrate knowledge of the linguistic patterns, including phonetics, morphology, and syntax</li> <li>3. show knowledge of methods for teaching a group of children who speak a form of language other than English</li> <li>4. show knowledge of specific socio-economic factors which contribute to variation in the learner's reading growth pattern</li> <li>5. show knowledge of cultural influences upon the process of reading development</li> </ol>	<p>The candidate shall:</p> <p>assess readiness level and will provide background as needed for each reading</p> <p>prepare five small lessons relating linguistics to the teaching of reading elements</p> <p>teach at least twelve improvement lessons to a small group of learners speaking non-standard English and standard English</p> <p>teach reading in at least two different socio-economic areas</p> <p>teach reading to at least one ethnic group which differs from his own</p>	<p>The candidate will:</p> <p>prepare outline of strategy element taught to group or individual</p> <p>submit lesson plans and evaluation</p> <p>teach lessons for supervisor's observation</p> <p>note and report on daily work of learners</p> <p>report on daily progress of learners</p>		

Objectives	Minimum Criteria	Learner's Responsibility	Verified By (initials)	Date
<p><b>The candidate shall</b></p> <p><b>Diagnosis and Referral</b></p> <p>6. demonstrate knowledge to select, administer, and interpret appropriate instruments to diagnose various reading difficulties</p> <p>7. administer a standardized reading survey test and show that he is able to select reading skills which need emphasis</p> <p>8. demonstrate ability to refer students to appropriate individuals or agencies if their reading problems appear to be of such quality that they may not be resolved through normal classroom procedures</p> <p>9. demonstrate ability to report student needs to parents or other concerned individuals if the student is to be referred to an outside individual or agency</p>	<p><b>The candidate shall:</b></p> <p>administer two group diagnostic tests to a small group and will interpret results</p> <p>administer a standardized reading survey test to a class and interpret the results</p> <p>survey a class as to reading competencies and make referrals as necessary for further help</p> <p>confer with school site personnel and parents regarding recommendations made</p>	<p><b>The candidate will:</b></p> <p>submit written report of group needs</p> <p>submit survey report</p> <p>teach lessons for supervisor's observation referral recommendations</p> <p>conduct the conference</p>		

Objectives	Minimum Criteria	Learner's Responsibility	Verified by (initials)	Date
<p><b>The candidate shall:</b></p> <p>10. show his ability to construct such tests as diagnostic and informal inventories</p> <p><u>Prescription</u></p> <p>11. demonstrate knowledge of materials for the improvement of specific reading difficulties and the ability to use such knowledge to correct the reading disabilities of school children and young people</p> <p>12. show understanding of programs and techniques to use with children and young people who have specific reading problems</p>	<p><b>The candidate shall:</b></p> <p>diagnose reading difficulties of at least five individuals at different grade levels in school; prepare an informal inventory to assess reading level and a diagnostic test to assess competency on one study skill</p> <p>select materials on word skills, comprehension, and study skills to be used for remediation of learner difficulties on at least three different levels</p> <p>provide remedial teaching for at least six different learners</p>	<p><b>The candidate will:</b></p> <p>submit the inventory and the test</p> <p>submit plans to supervisor</p> <p>report progress of learners as observed through daily work, testing, and supervisor's judgment</p>		
<p><u>Selection, Use, and Evaluation of Materials and Methods for Teaching</u></p> <p>demonstrate knowledge of the concepts of readiness and its implications to the planning of reading programs</p>				

Objectives	Minimum Criteria	Learner's Responsibility	Verified by (initials)	Date
<p><b>The candidate shall:</b></p> <p>13. show ability to select strategies, materials, and environmental factors which incorporate readiness influences upon reading behavior show knowledge of ways to teach</p> <p>show knowledge of ways to teach word recognition skills</p> <p>show knowledge of ways to evaluate lessons in word recognition</p> <p>14 show ways of selecting and evaluating materials with which to teach word recognition</p> <p>15 show knowledge of ways to teach and evaluate lessons in comprehension of skills and critical reading</p> <p>demonstrate ways in which to help students select purposes for reading</p>	<p><b>The candidate shall:</b></p> <p>form three small groups needing different readiness and provide needed back-ground</p> <p>prepare and teach small group lessons on at least two elements of phonetic analysis, two elements of structural analysis, and two ways of expanding sight vocabulary</p> <p>prepare and teach to a small group three lessons on recognition of main idea in paragraphs, three on reading for inference, and three on differentiating between fact and opinion</p>	<p><b>The candidate will:</b></p> <p>prepare lesson plans</p> <p>prepare lesson plans and teach and evaluate lessons</p> <p>prepare lesson plans and teach lessons for supervisor's observation</p>		

Objectives	Minimum Criteria	Learner's Responsibility	Verified by (initials)	Date
<p>The candidate shall:</p> <p>16. demonstrate ways to approach reading for different reasons and with different rates of reading</p> <p>17. demonstrate knowledge and abilities related to students competencies in study skills</p> <p>18. show how he can increase students' competencies in location skills</p> <p>supply interest and motivation for the students through his personal interest and knowledge</p> <p>19. show his ability to motivate students to increase their reading limits, both in reading levels and subject areas</p> <p>20. demonstrate his ability to books in terms of quality of content learner and style of writing</p>	<p>The candidate shall:</p> <p>Select content area materials of three different types and teach a group of learners to set purposes for reading and then to select an appropriate rate of comprehension to meet each purpose</p> <p>prepare and teach a series of at least five lessons each on outlining, note-taking, and summarization to a content area class</p> <p>prepare and teach two lessons on cross reference in indexes and three on use of library card catalog to find specific information</p> <p>devise three techniques to motivate an entire class, three for a small group, and three for individual learners</p> <p>discuss and critique at least five books critique of different types for a class of</p>	<p>The candidate will:</p> <p>outline strategy</p> <p>prepare lesson plans and teach lessons for supervisor's observation</p> <p>prepare lesson plans</p> <p>outline strategy and discuss with peers</p> <p>participate in discussion</p>		

Objectives	Minimum Criteria	Learner's Responsibility	Verified By (initials)	Date
<p>The candidate shall:</p> <p>21. be able to recommend to students books which have outstanding quality in their content and style of writing</p> <p>22. demonstrate his ability to read to groups of children, peers, or other groups in a pleasurable manner</p> <p>23. be able to show others significant ways in which they can improve their oral reading</p>	<p>The candidate shall-</p> <p>prepare booklists recommending books of outstanding quality in three different areas appropriate for learners involved</p> <p>read at least one fictional and one non-fictional selection to a group</p> <p>use tape recorder to demonstrate methods and to make learners aware of needs and of progress</p>	<p>The candidate will:</p> <p>prepare booklists</p> <p>demonstrate oral reading techniques</p> <p>prepare the tapes and outlines of strategy</p>		
<p><u>Locating and Using Professional Literature in Reading:</u></p> <p>24. demonstrate knowledge of materials which are appropriate to the California Framework</p>	<p>read and become familiar with California Framework in Reading and Literature and will select appropriate materials for students</p>	<p>Satisfy supervisors judgment</p>		

Verifiers

<p>_____</p> <p>230 Professor Signature</p>	<p>_____</p> <p>Position</p>	<p>_____</p> <p>Date</p>
<p>_____</p> <p>234 Professor Signature</p>	<p>_____</p> <p>Position</p>	<p>_____</p> <p>Date</p>