



**The Citadel**  
School of Education

<b>EDUC 591-81</b> <b>Practicum in Literacy Education</b> <b>Fall 2017</b>	
<i>Instructor:</i> Robin Jocius, Ph.D.	<i>Class Meetings:</i> Thursday (First Week Only)
<i>Office:</i> 327A Capers Hall	<i>Class Hours:</i> 5:30-8:00 PM
<i>Telephone:</i> 843-953-9686	<i>Meeting Room:</i> Capers 311A
<i>Email:</i> rjocius@citadel.edu	<i>Office Hours:</i> Wednesdays, 4:00-5:00 p.m., or by appointment
<i>Credit Hours:</i> 3	

**PREREQUISITES**

EDUC 590

**REQUIRED TEXTBOOK**

Candidates must purchase a LiveText packet from the bookstore if they do not already have a LiveText account. No other textbook is required.

**STUDENT INFORMATION**

This course is part of the M.Ed. in Literacy Education program leading to certification as literacy teacher and literacy coach for qualified graduates.

**COURSE DESCRIPTION**

EDUC 594 is a field-based course in which candidates engage in the supervised teaching of small groups of students. In selecting and interpreting assessments, and then designing and implementing an intervention, candidates synthesize knowledge they have gained in the Literacy M.Ed. program.

**COURSE OBJECTIVES**

Upon completion of this course, the candidate will have had opportunities to:

- Explain and use developmentally appropriate literacy instruction and assessment, which includes integrating foundational knowledge and instructional practices with a variety of assessment tools and practices to plan and evaluate effective reading instruction for diverse populations of students.
- Implement a wide range of instructional practices, approaches, methods, and curriculum materials to support balanced literacy instruction.
- Design a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write.
- Appropriately communicate assessment and intervention results to various audiences for accountability and instructional purposes.
- Assist educators with using a variety of instructional practices, approaches and methods, including technology-based practices and also assist them with selecting curriculum materials.
- Collaborate with other educators to use school-wide data to implement and revise a school reading program.

## **CONCEPTUAL BASE**

Developing Principled Educational Leaders for P-20 Schools - The Citadel's Professional Education Unit prepares principled educational leaders to be knowledgeable, reflective, and ethical professionals. Candidates completing our programs are committed to ensuring that all students succeed in a learner-centered environment.

The Citadel's Professional Education Unit is committed to the simultaneous transformation of the preparation of educational leaders and of the places where they work. Specifically, The Citadel's Professional Education Unit seeks to develop principled educational leaders who:

- have mastered their subject matter and are skilled in using it to foster student learning;
- know the self who educates (Parker J. Palmer) and integrate this self-knowledge with content knowledge, knowledge of students, and in the context of becoming professional change agents committed to using this knowledge and skill to ensure that all students succeed in a learner-centered environment; and
- exemplify the highest ethical standards by modeling respect for all human beings and valuing diversity as an essential component of an effective learner-centered environment.

The Citadel's Professional Educational Unit is on the march, transforming itself into a Center of Excellence for the preparation of principled educational leaders. Through our initial programs for teacher candidates for P-12 schools and our advanced programs for professional educators in P-20 schools, The Citadel's Professional Education Unit transforms cadets and graduate students into principled educational leaders capable of and committed to transforming our schools into learning communities where all children and youth succeed.

The Citadel's Professional Education Unit has identified 15 performance indicators for candidates to demonstrate that they are principled educational leaders who are knowledgeable, reflective, and ethical professionals:

### ***Knowledgeable*** Principled Educational Leaders...

1. Have mastered the subject matter of their field of professional study and practice;
2. Use the knowledge gained from developmental and learning theories to establish and implement an educational program that is varied, creative, and nurturing;
3. Model instructional and leadership theories of best practice;
4. Integrate appropriate technology to enhance learning;
5. Demonstrate a commitment to lifelong learning;

### ***Reflective*** Principled Educational Leaders...

6. Develop and describe their philosophy of education and reflect upon its impact in the teaching and learning environment;
7. Develop and manage meaningful educational experiences that address the needs of all learners with respect for their individual and cultural experiences;
8. Construct, foster, and maintain a learner-centered environment in which all learners contribute and are actively engaged;
9. Apply their understanding of both context and research to plan, structure, facilitate and monitor effective teaching and learning in the context of continual assessment;
10. Reexamine their practice by reflectively and critically asking questions and seeking answers;

### ***Ethical*** Principled Educational Leaders...

11. Demonstrate commitment to a safe, supportive, learning environment;
12. Embrace and adhere to appropriate professional codes of ethics;
13. Value diversity and exhibit a caring, fair, and respectful attitude and respect toward all cultures;
14. establish rapport with students, families, colleagues, and communities;
15. Meet obligations on time, dress professionally, and use language appropriately.

### **Relationship of this course to the conceptual base:**

- Candidates are expected to be able to work with a small group of children. They will assess the children's literacy skills and accurately diagnosis whether or not children are appropriately integrating each component of fluent reading (CF 1) (ILA 1.4, 3.1)

- Candidates will select a wide variety of appropriate materials and instructional procedures to use with the children. (CF 2, 4, 5, 8, 14-16) (ILA 2.2, 2.3)
- Candidates will be able to appropriately communicate the results to various audiences for accountability and instructional purposes. (CF 15, 17) (ILA 3.4)
- Candidates can teach educators in the appropriate use of assessment tools and help an individual teacher in the assessment of individual students. (CF 1, 3, 15) (ILA 3.1, 3.2)
- Candidates can effectively explain grouping options to a classroom teacher and explain the evidence-based rationale for changing configurations to meet the needs of all students. (CF 3, 9, 13-15) (ILA 2.1)
- Candidates can assist educators with using a variety of instructional practices, approaches and methods, including technology-based practices and also assist them with selecting curriculum materials. (CF 1,3, 5, 8, 14-15) (ILA 2.2, 2.3)
- Candidates can observe other educators and provide positive and constructive feedback. (CF 3, 15) (ILA 5.3)
- Candidates can collaborate with other educators to use school-wide data to implement and revise a school reading program. (CF 1-4, 13, 15) (ILA 3.3)

Course Goals with Evaluation Methods:

Goal	Evaluation Methods (e.g., portfolios, benchmark tests, projects)
Candidates can accurately diagnosis and instruct struggling readers in a group setting. (IRA 3.1, 1.4, 2.2, 2.3, 3.4)	Practicum Portfolio, Part I
Candidates can support and mentor other educators. (IRA 3.1, 3.2, 2.1, 2.2, 2.3, 3.3, 5.3)	Practicum Portfolio, Part II

**CLASS EXPECTATIONS**

**Class Attendance:** One of the most important aspects of the education profession is that of professionalism. Punctual attendance in class is expected. The college policy will be followed. Attendance will be taken daily. Candidates are required to contact their mentor or college supervisor should it be necessary to reschedule an observation due to absence.

**Disability Disclosure:** If you need accommodations because of a disability, please inform me immediately. Please see me privately, either after class or in my office. To initiate accommodation, students must register with the Office of Access Services, Instruction and Support (OASIS) located in room 105 Thompson Hall or call 953-1820 to set up an appointment. This office is responsible for reviewing documentation provided by students requesting academic accommodation and for accommodation in cooperation with students and instructors as needed and consistent with course requirements.

**Honor Statement:** As a professional educator, integrity is an expectation. Students in The School of Education at The Citadel are expected to meet the standards set forth in the Citadel Code available at: <http://citadel.edu/r3/honor/manual.shtml>. *Cheating and plagiarism violations will be reported and a failing grade will be assigned for the work in question.* This class will follow The Citadel Honor Manual regarding plagiarism: "Plagiarism is the act of using someone else's words or ideas as your own without giving proper credit to the sources":

- When you quote another's words exactly you *must* use quotation marks and a footnote (or an indication in your paragraph) to tell exactly where the words came from, down to the page number(s). When you mix another's words and ideas with your own in one or more sentences, partially quoting the source exactly and partially substituting your own words, you must put quotation marks around the words you quote and not around your own. Then you cite the source, down to the page number(s).
- When you paraphrase another's words or ideas, that is, when you substitute your words for another's words, but keep their idea(s), you do not use quotation marks, but you must cite the source, down to the page number(s).

- When you use only another's idea(s), knowing that they are the other's ideas, you must cite the source of that idea or those ideas, down to the page number(s).
- Citing the source means giving, as a minimum, the author, the title of the book, and the page number. (The Citadel Honor Manual)

**Field Experience:** This course requires twenty hours of field experience involving working with a small group of children to develop literacy skills. These experiences will be in local schools that represent the diversity of the general population of the school district. Other assignments require additional field experience hours to complete, although the number of hours required in the field to complete those assignments will vary. The college supervisor will observe and evaluate each candidate using the ADEPT form.

**Dispositions:** Candidate must self-assess his/her dispositions and have them assessed by their supervisor via LiveText in order to successfully complete the course.

## ASSESSMENT PROCESS

### PROCEDURES

In general, all assignments should be typed, double-spaced, and written in a standard 12-point font, with one inch margins on all sides of the paper. **When submitting assignments, the written text and related artifacts (e.g., sample student assessments, photographs, task cards, student work, etc.) must be merged into a single file.** You may find it easiest to take photographs or screen shots of artifacts before inserting them into a single file.

Students are encouraged to carefully review assignment guidelines and rubrics well in advance of deadlines. If clarification is desired, questions are welcome during office hours, before class, by email, or by appointment. In general, assignments are flexible and open-ended, similar to what is required in professional environments. Because much learning occurs in discussing assignments, I am happy to assist you in clearly understanding any assignment, but you should plan ahead to ensure that there is time for such discussions.

*Note: Late assignments will receive an **automatic 10% grade penalty** as a starting point. (Example: an assignment worth 100 points will begin at 90 points). An additional 10% **may** be deducted for each day the assignment is late. Extensions will only be given due to particularly challenging circumstances.*

### ASSESSMENT PROCESS

This course is a practicum, and grades will be based on the Practicum Portfolio, which includes a wide variety of artifacts and reflections used to document your work with a small group of students.

Practicum Portfolio Component	Percentage
<b>Part 1: Diagnosing and Instructing Struggling Readers in a Group Setting</b>	
Documenting and Interpreting Assessments	25%
Instructional Procedures, Materials, & Artifacts	25%
Communication of Assessment Results	25%
<b>Part 2: Supporting/Mentoring Other Educators</b>	
Teaching Educators to Effectively Use and Interpret Assessment Tools, Encouraging a Variety of Instructional Practices, & Assisting in Material Selection	25%

Final grading is based on the following scale:

90-100=A, 86-89.9=B+, 80-85.9=B, 76-79.9=C, 70-75.9=C, 0-69.9=F

### THE PRACTICUM PORTFOLIO: DUE =11/26/17

Through your coursework, you have become familiar with a variety of informal and formal assessments. You have also had experience working one on one with struggling readers in past courses. At this point in the program you must be able to demonstrate the ability to work with groups of readers and yet identify each group member's individual strengths and weaknesses and provide appropriate instruction to improve his/her literacy skills. You will be required to spend a minimum of 20 hours working with a group of students developing their literacy skills. Furthermore, your ability to provide valuable feedback to other educators is necessary in order to be an effective literacy leader. You must be able to document how you have supported fellow educators through a variety of activities. This documentation will occur through individually typed reports for each activity.

**All components of the Practicum Portfolio should be submitted via LiveText and email to ([rjocius@citadel.edu](mailto:rjocius@citadel.edu)) by 5 p.m. on 11/26/17.**

### PART 1: DIAGNOSING AND INSTRUCTING STRUGGLING READERS IN A GROUP SETTING

One of the key tasks of a literacy coach is being able to design and implement interventions based on assessment results and student needs. In the first part of your portfolio, you will document 20 hours of working with a small group of students to address literacy difficulties. In the second part of your portfolio, you will reflect and provide evidence of your collaborations with school colleagues.

### **Documenting and Interpreting Assessments (ILA Standards 3.1, 3.2, 3.3)**

- Provide a background and rationale for choosing students for the small group intervention. Explain whether or not the children were appropriately integrating the components of fluent reading. These include: phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation
- Explain the assessment tools that were chosen to be used with the children. As applicable, cite research related to assessments and their uses and misuses. You should describe how your choices in assessment align with assessment frameworks, proficiency standards, and student benchmarks at the child's grade level. Compare and contrast the various tools (may range from standardized tests to informal assessments and also include technology-based assessments). Explain why specific tests were chosen, and interpret the results found.
- Reflect on the results of each assessment and how these results guided your decision-making process. Provide assessment artifacts, such as charts, graphs, and student work samples, to support your analysis.

### **Instructional Procedures, Materials, & Artifacts (ILA Standards 2.1, 2.2, 2.3, 5.1, 5.2, 5.3)**

- Explain the instructional procedures used during the sessions. This should include a wide range of instructional practices, approaches, and methods, including technology-based practices. You will need to address how you designed the physical learning environment for small-group, individual, and whole-group work, the materials you used (print, digital, and online), strategies and techniques, and the routine you established.
- Document materials used during sessions. It is expected that a wide variety of materials were used when working with the struggling readers. Students' developmental, cultural, and linguistic backgrounds should be taken into consideration.
- Provide artifacts, such as photographs, copies of instruments, material lists, and student work samples, to support your analysis.

### **Communication of Assessment Results (ILA Standard 3.4, 6.2)**

- Demonstrate the ability to communicate assessment results to various audiences for both accountability and instructional purposes. Create a summary for each child explaining the assessment results and the child's proficiencies and difficulties for an audience member of your choice (i.e., classroom teachers, parents, administrator, clinical specialists, school psychologists, social workers, child, etc.).

## **PART II: SUPPORTING AND MENTORING OTHER EDUCATORS**

One of the key tasks of a literacy coach is supporting and mentoring other educators. Within this component, there are three activities that will allow you to demonstrate your ability to support your colleagues' literacy teaching and assessment practices. In a brief (3-5 pages) reflective paper, document how you worked with a colleague to analyze assessment results of individual students, select appropriate materials to meet the needs of all students, and implement a variety of instruction practices, including technology-enhanced pedagogies. Include your reflections on the promise and perils of collaborating with your colleague and what you might do differently next time.

- **Providing Support for the Assessment of Individual Students (ILA Standard 3.2)** - Help a classroom teacher in the assessment of individual students. Examine information and assessment results on five to ten of his/her students in order to place them along a continuum. Take into consideration the variability in reading levels across children in the same grade and within a child across different subject areas. Identify students' proficiencies and difficulties. Explain whether or not any of the children should be referred for special services.
- **Assisting with Material Selection (ILA Standard 4.2)** - Help classroom teachers and paraprofessionals in the use of a wide range of curriculum materials. Help a teacher to select appropriate options and explain the evidence-base for selecting materials to best meet the needs of all students. Think about the developmental, cultural, and linguistic differences of the teacher's students and assist in selecting materials, including print, traditional, and online resources that capitalize on diversity. Demonstrate the options.
- **Encouraging a Variety of Grouping Practices (ILA Standards 5.4, 6.3)** - Meet with an educator. Explain the use of a wide range of instructional practices, approaches, and methods, including technology-based

practices, to group students and differentiate instruction. Help the teacher select appropriate options and explain the evidence-base for selecting practices to best meet the needs of all students. Demonstrate the options shared.