COURSE TITLE: Reading Practicum
COURSE NUMBER: RED 4854

COURSE DESCRIPTION (with prerequisites):
This course addresses the FLDOE Reading Endorsement Competency 5: “Demonstration of Accomplishment.” Pre-service teachers will, through a culminating supervised practicum, demonstrate knowledge of the components of reading, as well as assessments and data analysis, to implement a comprehensive research-based reading plan of instruction for all students. This course provides the pre-service teacher an opportunity to obtain practical experience in increasing the reading performance of a selected student from the iii group, with the prescription and utilization of appropriate assessments, instructional strategies, and materials based upon scientifically based reading research. This course requires a minimum of “C” in order to receive credit. Prerequisites: RED 3009, RED 3311, RED 4312, RED 4519. Co-requisites: EDE 4943 and EDE 4945 or EEX 4933 and EEX 4945. 3 semester hours credit

NAME(S) OF INSTRUCTORS:
Pat Suggs
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EFFECTIVE ACADEMIC YEAR:
2011-12

REQUIRED TEXTBOOKS AND INSTRUCTIONAL SUPPLIES:
Required:
CORE Teaching Reading Sourcebook, 2/e
CORE Assessing Reading: Multiple Measures, 2/e
Recommended:
Lipson/Wixon, Assessment & Instruction of Reading and Writing Difficulties – An Interactive Approach, 4/e
Rubin, Diagnosis & Improvement in Reading Instruction, 5/e. Pearson

GRADING POLICY:
The standing of a student in each course is expressed by one of the following letters and corresponding grading system:
A – 90 – 100
B – 80 – 89
C – 70 – 79
D – 60 – 69
F – 59 or less
The Chipola Catalog provides policies and procedures regarding the grading system. A student’s Grade Point Average is derived from the grading system/quality point scale.

**ATTENDANCE AND WITHDRAWAL POLICIES:**
Chipola College expects regular attendance of all students. Students who are absent from classes for any reason other than official college activities must satisfy the instructor concerned that the absence was due to illness or other clearly unavoidable reasons. Otherwise, the student may suffer grade loss at the discretion of the instructor. Chipola policy allows each instructor to specify in the Instructor First Day Handout whether or not an absence is excusable and what affect the absence or tardy may have on the grade.

A student is allowed to repeat a course a maximum of three (3) times. **On the third attempt a student (1) must bear the full cost of instruction (unless waived by Student Services), (2) cannot withdraw, and (3) must receive a grade.**

**MAKE-UP POLICY:**
Chipola allows each instructor to specify in the Instructor First Day Handout the makeup policy.

**ACADEMIC HONOR CODE POLICY:**
Students are expected to uphold the Academic Honor Code. Chipola College’s Honor Code is based on the premise that each student has the responsibility to (1) uphold the highest standards of academic honesty in his/her own work; (2) refuse to tolerate academic dishonesty in the college community; and (3) foster a high sense of honor and social responsibility on the part of students. Further information regarding the Academic Honor Code may be found in the Chipola Catalog, Student Governance section.

**STUDENTS WITH DISABILITIES POLICY:**
Chipola College is committed to making all programs and facilities accessible to anyone with a disability. Chipola’s goal is for students to obtain maximum benefit from their educational experience and to effectively transition into the college environment. Students with disabilities are requested to voluntarily contact the Office of Students with Disabilities to complete the intake process and determine their eligibility for reasonable accommodations.

**LIBRARY AND ON-LINE REFERENCE MATERIALS:**
The library is a comprehensive learning resource center providing information in print, electronic, and multimedia format to support the educational objectives of the College. On-line catalogs, e-books and electronic databases can be accessed by using the LINCCWeb icon on the Chipola Library website at [www.chipola.edu/library](http://www.chipola.edu/library). If you have questions about database usage consult the “How to Use the Chipola Databases” on the Library website or call the Library at 850/718-2274 during regular hours. Library hours are posted each semester at the building entrance and on the Library website. See your Instructor First Day Handout for individual instructor recommendations and resources.
TECHNOLOGY RESOURCES:
The Information Technology Center, located in the library, is equipped with computer workstations. Lab hours are posted each semester at the building entrance and on the Library website. The ACE Lab, located in Building L, is available for tutoring and is equipped with computer workstations. Lab hours are posted each semester at the room entrance. The college’s learning management system is Desire 2 Learn (d2l). Classes become available on d2l on the first day of the semester. It is the student’s responsibility to log onto the d2l system the first day of class to establish the first day of attendance and to check announcements. For further information, contact your instructor or the Director of Online Learning.

ELECTRONIC DEVICE USAGE:
All electronic devices such as cell phones, beepers, pagers, and related devices are to be silenced prior to entering classrooms and/or laboratories to avoid disruption. Should it become necessary for a student to leave his/her “device” on to send or receive an emergency call and/or text message, the student must inform the instructor prior to class. If the student finds it necessary to send and/or receive an emergency call and/or text message during class/lab time, he/she is instructed to take all books and belongings and step outside the classroom to deal with the situation. To minimize classroom disruption and the distraction to classmates, the student will not be permitted to reenter the classroom during that class period. Any time a test is being administered, all such devices must be turned off and put away. If a device is seen or heard during an exam, a score of zero will be given for that exam. Initial and repeated infractions may result in disciplinary action.

DISCIPLINE SPECIFIC COMPETENCIES / LEARNING OUTCOMES:
E – 1 Demonstrate understanding of instructional design and lesson planning by applying concepts from human development and learning theories.
E – 2 Demonstrate ability to maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive and collaborative.
E – 3 Demonstrate effective instructional delivery and facilitation by utilizing deep and comprehensive knowledge of reading instruction.
E – 4 Demonstrate understanding of assessment by analyzing and applying data from multiple assessments to diagnose learning needs and inform instruction.
E – 5 Demonstrate continuous improvement by designing purposeful goals to strengthen instructional effectiveness and impact student learning.
E – 6 Demonstrates professional responsibility and ethical conduct and fulfills expected obligations to students, the public, and the education profession.
TASK PRAC01 – Reading Practicum Portfolio – Complete 60 hours of observation and participation in an educational setting to include a final reading portfolio of the experience. The practicum will be monitored by the instructor to insure that the experience includes appropriate use and interpretation of instructional practices, appropriate application of reading instruction based on assessment data, application of appropriate differentiated instruction to meet student reading needs, appropriate use of reading resources and strategies, appropriate and sufficient amount of quality items in the portfolio, and collective evidence of student reading gains. Included in the portfolio will be a Teacher/Interview Reflection. Complete instructions for the interview will be provided in the first class night handout.

TASK PRAC02 – Practicum Log – This log should be maintained weekly with lesson plans for the reading block (these lesson plans may submitted in the format used by the supervising teacher).

Additionally, detailed lesson plans must be submitted for Reading Competency 5: Indicators 5.2-5.11, 5.14 and 5.15. These lesson plans will be in a format determined by the instructor. In addition to the detailed lesson plans, samples of student work must be included with each of the detailed lesson plans to demonstrate the teacher candidate’s knowledge of research-based instructional strategies for facilitating instructional literacy and language strategies.

TASK PRAC03 – In-Depth Case Study of Student In Need of Intensive Intervention Instruction

During the second week of the practicum, the teacher candidate will identify one student from the “iii” reading group or a low performing student-based on pre-existing literacy data and school information for the case study. This is a task that requires significant attention to one student who needs additional assistance. The in-depth case study is an opportunity for the teacher candidate to demonstrate an understanding of an ability to apply effective literacy assessments and data analysis to implement a comprehensive research-based reading plan that addresses the strengths as well as the needs of a struggling reader.
<table>
<thead>
<tr>
<th>STUDENT LEARNING OUTCOMES FOR RED 4854</th>
<th>NGSSS/ Standards Language Arts (Reading &amp; Writing K-12)</th>
<th>FEAPs (Discipline Outcomes)</th>
<th>FL Competencies and Skills:</th>
<th>ESOL</th>
<th>Assessment Activities</th>
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</thead>
<tbody>
<tr>
<td>The student will:</td>
<td></td>
<td>Profess Ed.</td>
<td>Reading Competency 5: Demonstration of Accomplishment</td>
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<td>Diagnose reading strengths and needs of identified iii student (including spelling and writing assessments) based on knowledge of reading development in all areas: phonological awareness, phonics and word recognition, aural/oral language development, vocabulary, comprehension and critical thinking to design and implement research-based reading strategy lessons that build upon the student’s strengths and assist in overcoming identified weaknesses.</td>
<td>E-1 E-3 E-4</td>
<td>1.2, 1.3, 4.1, 4.2, 8.1, 8.2, 8.3, 8.4, 10.3</td>
<td>5.1</td>
<td>5 6 13 15 16 17 18 19 21</td>
<td>PRAC01 PRAC02 PRAC03-RU</td>
</tr>
<tr>
<td>Learn how to interpret, triangulate, and integrate pre-existing literacy data and school information to best make recommendations for effective instruction in the components of reading.</td>
<td>E-4</td>
<td>1.2</td>
<td>5.1</td>
<td>21</td>
<td>PRAC03 (Case Study)-RU</td>
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<tr>
<td>Utilize pre and post assessments and data analysis to monitor student progress and guide instruction over time to ensure an</td>
<td>E-4</td>
<td>1.2 1.3</td>
<td>5.1</td>
<td>20 21</td>
<td>PRAC03-RU</td>
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<td>Assess interests, attitudes, and motivation to plan and implement instructional practices to motivate and engage students in reading.</td>
<td>E-4</td>
<td>7.2</td>
<td>5.14</td>
<td>4</td>
<td>PRAC01 PRAC03-RU</td>
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<td>Identify, set, and monitor long and short term standards based goals for differentiated instruction utilizing increasingly complex print and digital text.</td>
<td>E-5</td>
<td>8.5 8.6 10.1</td>
<td>5.11</td>
<td>15</td>
<td>PRAC03-RU</td>
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<td>Apply research-based practices and materials for promoting language and literacy development including phonological awareness, phonics and word recognition, aural/oral language development, fluency, vocabulary, comprehension, metacognition, critical thinking, content reading, to include intentional, explicit, systematic writing instruction as it relates to the ability to read written language.</td>
<td>E-3</td>
<td>8.1 8.2 8.3 8.4 8.5</td>
<td>5.2 – 5.10 5.15</td>
<td>5 9 11 12</td>
<td>PRAC02 PRAC03-RU</td>
</tr>
<tr>
<td>Apply intervention strategies based on assessments to teach struggling readers including students with limited English proficiency, to read or to expand their reading power.</td>
<td>E-3 E-4</td>
<td>1.2</td>
<td>5.12</td>
<td>5 15</td>
<td>PRAC02 PRAC03-RU</td>
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<tr>
<td>Apply knowledge of language and literacy development to create an information intensive environment that</td>
<td>E-2</td>
<td>8.5</td>
<td>5.13</td>
<td>15</td>
<td>PRAC01-RU</td>
</tr>
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MEANS OF ACCOMPLISHING STUDENT LEARNING OUTCOMES:
1. Attend and participate in class regularly.
2. Read all assigned material before class.
3. Study in-class notes and on-line (d2l) materials.
4. Complete assigned projects in a timely manner to enable reflections and revisions on the final product.
5. Seek opportunities to practice teaching skills through tutoring and substituting in K – 12 schools.
6. Collaborate with peers and other professionals.

ASSIGNMENT AND/OR COURSE OUTLINE

See your Instructor First Day Handout for individual instructor assignment schedule.