

Course Title: ED/D 9199 Reading Practicum: *Getting Reading Results*

Instructor: Dr. Tim Ham and Dr. Vicente M. Ontiveros

Course Description:

The organizing principle of the course understands that in order to meet the learning needs of all students in a classroom setting, teachers must create an instructional program that responds to the needs of the learner.

Course Objective/Goals:

The students will:

1. Complete introductions, course overview, assignments due-dates, definitions of intervention, response to intervention, and effective lesson delivery skills
2. Synthesize outcome data information, based on either DIBELS, TPRI, or another CBM assessment instrument
3. Analyze curriculum materials
4. Examine instructional delivery for effective instruction
5. Observe lessons and provide feedback to improve their intervention lesson delivery
6. Write a formal diagnostic report that includes pre-assessment results and a plan for intervention
7. Create Action Sequences as a tool to improving small group instruction and student success
8. Analyze and interpret post-assessment results after completing the implementation of the plan of action sequences with the student
9. Write a formal report that includes post-assessment results, the results of the Action Sequence plan and recommendations for the continued improvement of effective implementation of small group instruction
10. Facilitate group meetings/peer discussions to encourage community of learners, reflection, and transfer of practice

Course Outline:

Reading Practicum Assignments

Focus Topics		
Introductions, course overview, assignments due-dates, definitions of intervention, response to intervention, and effective lesson delivery skills	Syllabus	Activity Group Meeting/Peer Discussions
Synthesize outcome data information, based on either DIBELS, TPRI, or another CBM assessment instrument	Assessment Information	*Activity *Group Meeting/Peer Discussion *DIBELS, TPRI, CBM data

Analyze curriculum materials	FCRR and University of Oregon Reviews	*Activity *Website Reviews
Examine instructional delivery for effective instruction	Preventing Reading Difficulties	*Activity *Video *Group *Meeting/Peer Discussions
Observe lessons and provide feedback to improve small group delivery	Reading First Coach Guide	*Journal dialogue *Peer Discussions
Create Action Sequences as a tool to improving small group instruction and student success	Not applicable	*Action Plans *Journal dialogue *Group Meetings/Peer Discussions *Research Articles
Analyze and interpret post-assessment results after completing the implementation of the plan of action sequences with the student	Assessment Data	*Activity *Journal dialogue *Group Meeting/Peer Discussion
Write a formal report that includes post-assessment results, the results of the Action Sequence plan and recommendations for the continued improvement of effective implementation of small group instruction	Research articles	*Final Report * Dialogue
Facilitate group meetings/peer discussions to encourage community of learners, reflection, and transfer of practice	Reading First Coach Guide	Not applicable

Method of Evaluating Student's Performance:

Each participant will be evaluated on the basis of successfully completing the Reading Practicum assignments. The evaluation process is conducted through an analysis of total earned points. Grades are based upon earned points and assigned as follows:

A = 90% Points

B = 80% Points

C = 70% Points

D = 60% Points

F= Below 60% Points

Textbooks and/or Other Materials:

National Center for Reading First Technical Assistance. (2005). *An introductory guide for Reading First coaches*. Austin, TX: Author.

Snow, C. E., Burns, M., & Griffin, P. (Eds.). (1998). *Preventing reading difficulties in young children*. Washington, DC: National Academy Press.

Websites:

University of Oregon Curriculum Review. Available at:
http://oregonreadingfirst.uoregon.edu/curriculum_review.php

Florida Center for Reading Research Curriculum Reports Available at:
<http://www.fcr.org/FCRReports/reportlist.htm>

Supplies:

- 1) A spiral Bland Notebook for Dialogue journal.
- 2) At least one of the following assessments:
DIBELS: Good, R. & Kaminski, R. (2004). *DIBELS™: Dynamic indicators of basic literacy skills*. Longmont, CO: Sopris West.
TPRI: Texas Education Agency. (1997). *Texas Primary Reading Inventory (TPRI)*. Austin, TX: Author.
CBM: Determined by district and/or school

Bibliography:

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- Armbruster, B. B., Lehr, F., & Osborn, J. (2003). *Put reading first: The research building blocks for teaching children to read*. Washington, DC: The Partnership for Reading.
- Carnine, D. W., Silbert, J., & Kameenui, E. J. (1997). *Direct instruction*. Upper Saddle River, NJ: Prentice Hall.
- Davison, M. L., Seo, Y. S., Davenport, E. C., Butterbaugh, D. & Davison, L. J. (2004). When do children fall behind? What can be done? *Phi Delta Kappan*, (85), 752-761.
- Fletcher, J. M., & Lyon, G. R. (1996). *Reading: A research-based approach to what's gone wrong in America's classrooms*. Stanford, CA: Hoover Institution Press.
- Florida Center for Reading Research. *Guiding questions*. Retrieved July 1, 2006.
<http://www.fcr.org/FCRRReports/guidingquestions.htm>
- Good, R. & Kaminski, R. (2004). *DIBELS™: Dynamic indicators of basic skills*. Longmont, CO: Sopris West.

- Guskey, T. R. (2003). What makes professional development effective? *Phi Delta Kappan*, 84(10), 748–750.
- Hansel, L. (2001). *Unlocking the nine components of CSRD*. Washington, DC: National Clearinghouse for Comprehensive School Reform. Retrieved June 10, 2001, from <http://www.goodschools.gwu.edu/pubs/ar2000.htm>
- Housman, N. G. (2001). *A CSR agenda: Emerging themes for research, policy and practice*. [Issue brief]. Washington, DC: National Clearinghouse for Comprehensive School Reform. Retrieved July 6, 2001, from <http://www.goodschools.gwu.edu/pubs/issue/ibjan01.pdf> and U.S. Department of Education. (2000). *CSRD in the field: Final update*. Washington, DC: Author. Retrieved August 9, 2001, from <http://www.ed.gov/offices/OESE/compreform/csrd00report.html>
- Mathes, P. G., & Torgesen, J. K. (1998). All children can learn to read: Critical care for the prevention of reading failure. *Peabody Journal of Education*, 73 (3/4), 317–340.
- Moats, L. C. (2000). *Whole language lives on: The illusion of balanced reading instruction*. Progressive Policy Institute: Thomas B. Fordham Foundation; Neuman, S. B. (2002). *How can I help children get ready for reading?* Washington, DC: U.S. Department of Education, Center for Improvement of Early Reading Achievement.
- National Center for Reading First Technical Assistance. (2005). *An introductory guide for Reading First coaches*. Austin, TX: Author.
- Paige, R. (2002). Introduction. *The keys to literacy*. Washington, DC: Council for Basic Education.
- Raymond, E. (2000). *Cognitive characteristics: Learners with mild disabilities*. Needham Heights, MA: Allyn & Bacon.
- Schmoker, M. (1999). *Results: The key to continuous school improvement*. (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.
- Snow, C. E., Burns, M., & Griffin, P. (Eds.). (1998). *Preventing reading difficulties in young children*. Washington, DC: National Academy Press.
- Stanovich, K. E. (1986). Matthew effects in reading: Some consequences of individual differences in the acquisition of literacy. *Reading Research Quarterly*, 21, 360–407.
- Texas Education Agency. (1997). *Texas Primary Reading Inventory (TPRI)*. Austin, TX: Author.
- Torgesen, J.K. (2004). Preventing Reading Failure [Electronic version]. *American Educator*, Fall 2004.



Extended Education, K-12

University of Texas System/Texas Education Agency. (2005). *Introduction to the 3-tier reading model* (3rd ed.). Austin, TX: Author.

Wolf, D., Bixby, J., Glenn, J., & Gardner, H. (1991). To use their minds well: Investigating new forms of student assessment. In G. Grant (Ed.), *Review of research in education*. Washington, DC: American Educational Research Association.

Yap, K., Aldersebaes, I., Railsback, J., Shaughnessy, J., & Speth, T. (2000). *Evaluating whole-school reform efforts: A guide for district and school staff*. (2nd ed.). Portland, OR: Northwest Regional Educational Laboratory, Comprehensive Center, Region X. Retrieved July 6, 2001, from <http://www.nwrac.org/whole-school/index.html>

Instructor Background:

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