

University of Maryland at College Park
Department of Curriculum & Instruction

Course Syllabus

EDCI 761 Advanced Clinical Practices in Reading Assessment
EDCI 762 Advanced Clinical Practices in Reading Instruction
Summer Session II, 2002

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The College of Education at the University of Maryland prepares discipline-based, reflective practitioners for a diverse society through research-based, professional programs. Central to all professional programs is the college's commitment to research and inquiry with a focus on issues of diversity, collaboration, and technology. Based on this foundation, the reading education program within the Department of Curriculum and Instruction strives to help students develop a knowledge base about literacy learning that is shared by reading professionals. Students learn that literacy teaching requires strong, research-based knowledge about the process of becoming literate, knowledge of reading and writing curricula and materials, and competence in applying appropriate pedagogical techniques. In addition, a professional knowledge base about literacy learning includes an understanding of diverse learners and their goals as well as appropriate literacy assessment techniques that can effectively inform instruction for all learners. Finally, students come to understand the importance of the social and cultural contexts of learning to read and write and their effects on learners.

Advanced Clinical Practices in Reading Assessment (EDCI 761) and Reading Instruction (EDCI 762) are part of a sequence of courses that serves as the culmination of the master's degree in reading. EDCI 664 (taken in the fall semester) focuses on assessment and the diagnosis of reading difficulties. EDCI 665 (taken in the spring semester) focuses on instructional strategies for addressing reading problems. EDCI 761 and EDCI 762 are taken concurrently in the University's summer session. The courses are fulfilled through participation in the Reading Center's Summer Reading Program (SRP). This reading program serves as the practicum that is the culmination of the master's program in reading. The SRP lasts for six weeks, during which students of EDCI 761 and EDCI 762 teach small groups of students in a structured, closely-supervised literacy program. Heavy emphasis is placed on diagnostic teaching, ongoing assessment, and reflection on the instructional context.

COURSE OBJECTIVES: Each objective is followed by the appropriate Standard or Standards developed by the Professional Standards and Ethics Committee of the International Reading Association.

Upon completion of these courses, students will demonstrate understanding and competency in the following areas.

1. Students will recognize that reading is a process of constructing meaning through the interaction of reader, text and contextual factors. (1.1, 14.1)
2. Students will understand reading as a language process and a tool for personal literacy. (1.3, 1.4, 1.5, 14.1)
3. Students will recognize individual differences among learners and differentiate instruction. (1.2, 3.1, 3.2, 12.2, 14.1)
4. Students will create a motivating literacy environment. (5.1, 5.2, 14.1)
5. Students will design an appropriate literacy program for struggling readers based on individual needs. (3.4, 5.3, 12.6, 12.7, 14.1)
6. Students will integrate the language arts within and across content areas. (2.6, 5.6, 14.1)
7. Students will use diagnostic teaching which focuses on the strengths and needs of individual students. (3.4, 14.1)
8. Students will use a variety of materials (electronic and print) and instructional techniques designed to meet individual needs. These materials and techniques will address needs in the areas of word identification, vocabulary, spelling, comprehension and study strategies as dictated by students' needs. (4.3, 5.2, 5.4, 5.7, 6.1-7, 7.2-6, 8.1-5, 9.1-3, 12.4, 14.1)
9. Students will demonstrate explicit teaching which consists of modeling and opportunities for guided practice which includes scaffolded instruction. (7.1, 14.1, 16.2)
10. Students will engage in continuous assessment using appropriate techniques that are designed to inform instructional decisions and involve learners in the assessment process. (2.14, 10.1, 10.2, 11.1, 14.1, 16.2)
11. Students will collaborate with colleagues for a variety of purposes. (13.6, 16.2, 16.3, 16.6)
12. Students will communicate effectively with parents and school professionals orally and in writing about children's literacy progress. (5.8, 11.3, 11.4, 13.6)

Assignments & Grading

Students are expected to plan, execute, and evaluate daily lessons for the children with whom they work. Students keep careful, detailed records of each child's daily interactions with peers and teachers as well as their responses to instruction. This is accomplished through the use of individual diagnostic portfolios, which include instructional hypotheses, evidence to support hypotheses (including work samples), and plans for instruction that meets individual needs. In addition, students complete case studies, which are evaluated and presented at weekly seminars.

Students' performance is documented in the *University of Maryland Summer Reading Program Performance Assessment for Teachers*. The performance assessment delineates indicators which measure students' theoretical understanding, instructional and support skills, as

well as outcomes of instruction on children. The criteria for evaluating each indicator are as follows: meets expectation, developing, emerging, not evident, and not applicable. The following grading procedure will be applied to the performance assessment. In order to successfully complete the clinical experience, the student must “meet expectation” on 100% of the *critical* indicators. In addition, the student must be assessed as “developing” on 90% of the *essential* indicators to receive a grade of A, 80% of the *essential* indicators to receive a grade of B, and 70% of the *essential* indicators to receive a grade of C. Lower than 70% constitutes a failure.

Schedule

EDCI 761 & EDCI 762 operate on a special schedule (dates TBA). Students are expected to be present from 8 a.m. to 3 p.m., Monday through Thursday for the six-week SRP.

Readings

Selected readings will be assigned based on seminar topics and case study discussions.

Additional Information

Successful completion of EDCI 761 and EDCI 762 requires 100% attendance.

If you have a documented disability and wish to discuss academic accommodations, please see me immediately.