EDCI 665: CLINICAL INSTRUCTION IN READING
Tuesdays 4:30-7:15
Plant Sciences Building, Room 1176

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Office Hours: Tuesdays, 3:15-4:15 and by appt.

DESCRIPTION

One of the greatest challenges for reading teachers, specialists, and leaders focuses on identifying reading difficulties and implementing effective instructional interventions. To carry out this task, reading professionals must be knowledgeable about research-based instructional strategies and practices. Within this context, EDCI 665: Clinical Instruction in Reading prepares individuals to use assessment information to plan and implement diagnostic teaching that reflects a deep understanding of learners, context, curriculum, pedagogy, and best practices. Students will also review research on reading motivation, cultural and linguistic diversity, and struggling readers.

This is the second course in the clinical sequence required for the completion of the master’s degree in reading. The remaining courses in the sequence are EDCI 761 and 762: Advanced Clinical Practices in Reading Assessment and Instruction. As part of the remaining courses, students complete a practicum in the university’s summer reading clinic. The clinical sequence emphasizes the importance of research and inquiry, professional and content knowledge, diversity, technology, and collaboration in the development of reflective practitioners.

COURSE OBJECTIVES

This course meets and addresses the International Reading Association’s (2010) Standards for Reading Professionals. Appropriate standards are identified in parentheses following each objective.

Students in this course will demonstrate understanding of
1. relationships between in-depth diagnostic assessment and instruction for struggling readers (IRA Standard 3.3)
2. motivational, academic, and social issues related to instruction for struggling readers (IRA Standards 2.2, 5.2)
3. research-based and theory-based literacy instruction, including methods, strategies and practices (IRA Standards 1.1, 2.1)
4. literacy instruction and culturally and linguistically diverse learners (IRA Standards 4.1, 4.3)
5. reflective teaching practice
6. the selection, implementation, and evaluation of research-based instructional interventions for struggling readers (IRA Standards 2.2, 2.3, 3.3)
Students in this course will also demonstrate competency in
1. planning and implementing student-centered, integrated literacy activities (IRA Standards 1.3, 2.1, 2.2, 2.3)
2. administering informal and formal assessments (IRA Standard 3.2)
3. conducting individual diagnostic screenings to identify literacy strengths and needs (IRA Standard 3.3)
4. report writing to communicate assessment findings from diagnostic screenings (IRA Standard 3.4)
5. coaching and supporting classroom teachers as they plan and implement literacy instruction across the curriculum; and in providing professional development to teachers (IRA Standards 2.1, 2.2, 2.3, 4.1, 4.2)

This course is also grounded in the UM College Of Education’s framework and mission and the InTASC Model Core Teaching Standards. Please see the attached addendum for alignment with these documents.

**COURSE TEXTS**


**Recommended**

**COURSE REQUIREMENTS**

**Participation, Class Activities, & Homework**

This portion of your grade will take into account the quality and substance of your contributions to our on-going learning and development. You are expected to attend all scheduled classes and to participate in class discussions and activities. Examples of class activities include developing questions and reflections about readings, facilitating and engaging in small group discussions (professional study group – see below), researching information, analyzing and responding to cases, reviewing data, sharing strategies, and planning assessment activities. Class discussions should be viewed as opportunities to converse with colleagues about important reading issues. These conversations prepare candidates for their role as a literacy coach at Intensity Level 1. [10%]

**Professional Study Groups (Standard 5.2)**

*Continue to pursue the development of professional knowledge and dispositions: Conduct professional study groups for paraprofessionals and teachers. According to the International Reading Association, “Reading coaches also should be skilled in leading teacher groups to*
facilitate reflection and change for their colleagues” (2004, p.3). All class members are expected to read all assigned material and be active participants in discussions. However, you and a colleague will take leadership during selected classes by preparing a discussion in the format of a Professional Study Group. The Professional Study Group will span the semester and consist of weekly study group discussions. The study group theme will be determined the first day of class and will be based on the readings outlined in the syllabus. Each study group session will last 20-30 minutes. You should work with a different colleague for each study group turn. When you are the Professional Study Group leader, it should be evident that you are well prepared and organized. In keeping with the expectations for literacy coaches, your purpose is to “advance the professional research based to expand knowledge-based practices” (IRA, 2003, p. 18). Keep in mind that you are seeking to advance not only your own but your classmates’ professional research base on reading and literacy practices. You should encourage such processes as elaboration, synthesis, and integration. As Professional Study Group leader, you will use what you learn in class about effective professional development to plan and facilitate an effective study group session. You may, for example, address two or three critical and significant issues from the article by crafting 2-3 questions related to these significant issues for participants to consider. You might also make an effort to introduce us to the issues that you are focusing on by engaging us in some kind of “activity” that is hands-on and interactive. For example, you may want to have the class react to artifacts or scenarios based on real-life class or school examples pertinent to the points in the assigned reading.

**Assignments and Projects**

**Demonstration Lessons:** Each student will model and demonstrate a research-based instructional strategy. Strategies may focus on any of the major components of reading, including reading or listening comprehension, vocabulary, fluency, word identification, phonemic awareness, or other emergent literacy skills. For each strategy, students should create a handout that explains 1) what the strategy is, 2) why teachers would use or teach the strategy, and 3) directions for implementing the strategy, 4) the research base/origins, and 5) references for further reading. Demonstrations should be professional, engaging, and appropriate for inclusion in a professional development program for teachers for the purpose of advancing research-based practice. Overall, the demonstration should help teachers select appropriate instructional techniques, materials, and groupings to best meet the needs of students. [20%]

**Lesson Coaching:** Each student will provide coaching and guidance for lesson plans developed by a content area teacher interns. Students will review each lesson plan, and provide feedback and suggestions regarding appropriate literacy instruction and strategies. [10%] (IRA Standards 4.1, 4.2, 6.1, 6.2, 6.3)

**Reading Program Preparation:** Each student will develop and prepare materials for the reading clinic, including the development of the parent handbook, the creation of a reading motivation program, and the creation of STAIR notebooks and evaluation manuals. Teachers will also participate in administrative duties for the summer reading program. [15%] (IRA Standards 2.2, 2.3, 4.1, 4.2, 5.2, 5.3, 5.4)

**Diagnostic Screenings and Reports:** In preparation for the summer reading clinic, students will conduct a series of diagnostic screenings to identify potential clinic participants. Screenings will be completed on Saturday mornings between March and May. Various assessments are
Children who attend the UM Summer Reading Program must attend a screening session before being admitted into the program. The cost for the screening and program is $325. Screening sessions will be held on the following Saturdays in the College of Education (Benjamin Building) at the College Park campus:

- April 5, 8am-3pm
- May 3, 8am-3pm
- May 10, 8am-3pm
- May 17, 8am-3pm
- May 24, 8am-3pm

Teachers will screen 1-2 children on each day using the following assessments: Qualitative Reading Inventory, Developmental Spelling Analysis, and the Peabody Picture Vocabulary Test. A writing sample will also be collected and scored. Teachers may also use running record and early literacy assessments as needed. A Fountas and Pinnell Benchmark Assessment System kit will also be available for screenings. After each session, teachers complete a written screening report and submit it to an evaluator by the next class session. Evaluators will provide suggestions for revisions and email the report back to the appropriate teacher. The final revised report is due to Dr. Baccus by the end of the week. Reports will be mailed to parents. Teachers are expected to adhere to all deadlines and work collaboratively with one another and the evaluators.

**SUMMER PROGRAM INFORMATION & EXPECTATIONS**

The UM Summer Reading Program is scheduled for June 23 – July 31, 2014. Teacher hours are Monday – Thursday, 8:15am – 3:00pm. The first week of the program, June 23 – June 26 is a professional development and learning week for teachers. Activities include classroom preparation, team planning, parent workshop, student screenings, etc. Children attend the program from June 30 – July 30 on Mondays, Tuesdays, and Wednesdays from 8:45-12:15. Thursdays are reserved for team planning and 761/762 class meetings. The tentative location for the clinic is Berwyn Heights Elementary School, 6200 Pontiac Street, Berwyn Heights, MD 20740. The clinic is open to any child who has been screened and accepted into the program. All teachers must be fingerprinted by the UMD Police Department. The cost is approximately $60 for this service (teachers are responsible for this cost). We will schedule a fingerprinting session in April or May and complete this process as a group. Please budget for this now. **No one will be allowed to attend the summer program and screenings unless they have been fingerprinted by the UMD Police Department this semester.**
TENTATIVE CLASS SCHEDULE

January 28  
Course Introduction: Intervention & Remediation for Struggling Readers  
IRA Standards for Reading Professionals  

Readings Due  
Allington’s Introduction (pp. 1-8) – *Essential Readings*  
Mesmer & Mesmer article (pp. 94-106) – *Essential Readings*  
Lose article (pp. 107-111) – *Essential Readings*  
Review & Skim Chapters 1 & 10 – *Reading Problems*

February 4  
Reading Difficulties & Struggling Readers  
Linking Assessment & Instruction; Learn Fountas & Pinnell Benchmark Assessment  

Readings Due  
Chapters 1-3 - *One Child at a Time*  
Tatum article (pp. 57-69) – *Essential Readings*  
Woodward & Talbert-Johnson article (pp. 78-89) – *Essential Readings*

February 11  
Reading Difficulties & Struggling Readers  
Linking Assessment & Instruction; Learn Fountas & Pinnell Benchmark Assessment  

Readings Due  
Chapter 8 - *One Child at a Time*  
Taylor et al article (pp. 34-45) – *Essential Readings*  
Reread Valencia & Buly article (pp. 9-21) – *Essential Readings*

February 18  
Word Study: Spelling, Phonics, & Vocabulary  
Learn Developmental Spelling Analysis, Report Writing  

Readings Due  
Introduction & Chapters 1-3 – *Word Journeys*

February 25  
Word Study: Spelling, Phonics, & Vocabulary  
Learn Instructional Strategies, Report Writing  

Readings Due  
Chapters 4-9 – *Word Journeys*

March 4  
Word Study & Word Identification  
Instructional Strategies, Adolescent Struggling Readers  

Readings Due  
TBD - Chapters from *Phonics They Use* (posted on Canvas)  
Skim Chapter 6 – *Reading Problems*

March 11  
Early Literacy, Oral Language, & Phonemic Awareness
Readings Due
Miles et al article (pp. 46-56) – *Essential Readings*
TBD - Chapters from *Phonics They Use* (posted on Canvas)
Skim Chapter 7 – *Reading Problems*

March 18  **UM SPRING BREAK (no class)**

March 25  **Early Literacy, Oral Language, & Phonemic Awareness**

Readings Due
Miles et al article (pp. 46-56) – *Essential Readings*
TBD - Chapters from *Phonics They Use* (posted on Canvas)
Skim Chapter 7 – *Reading Problems*

April 1  **Fluency & Comprehension**

Readings Due
Chapters 4-6 – *One Child at a Time*
Skim Chapters 8-9 – *Reading Problems*

April 8  **Fluency & Comprehension**

Readings Due
Applegate et al article (pp. 129-140) – *Essential Readings*
Pardo article (pp. 141-150) – *Essential Readings*
Walczyk & Griffith-Ross article (pp. 151-161) – *Essential Readings*
Skim Chapters 10-12 in *Reading Problems*

April 15  **Demonstration Lesson Preparation (choose strategy for one of the articles below)**

*Spring Break Week for Public Schools*

Class meets on Saturday, April 5 to make up for this day

Use for Demonstration Lessons
Walker article (pp. 162-166) – *Essential Readings*
Kletzien article (pp. 167-171) – *Essential Readings*
Walmsley article (pp. 172-175) - *Essential Readings*
Clark & Graves article (pp. 176-188) - *Essential Readings*

April 22  **English Learners & Diverse Learners**

Demonstration Lessons

Readings Due
Chapter 7 – *One Child at a Time*
Skim Chapters 14-15 – *Reading Problems*

April 29  **Motivation & Engagement**

Demonstration Lessons
Readings Due
Garan & DeVoogd article (pp. 112-121) – Essential Readings
Mraz & Rasinski article (pp. 122-128) – Essential Readings
Jenkins article (pp. 70-73) – Essential Readings
Moore & Whitfield article (pp. 74-77) – Essential Readings

May 6  Screenings & Report Preparation; Clinic Preparation
Class meets on Saturday, May 3 and Saturday, May 10

May 13  Screenings & Report Preparation; Clinic Preparation
Class meets on Saturday, May 17 and Saturday, May 24

Recommended Readings for Reading Teachers/Specialists

Websites used in this course
International Reading Association  http://www.reading.org
All About Adolescent Literacy  http://www.adlit.org
Reading Rockets  http://www.wreadingrockets.org
LD Online (Learning Disabilities)  http://www.ldonline.org
Canvas & Email
Canvas will be used for communication, information, and learning. Students are expected to check Canvas regularly for announcements, assignments, and readings. Canvas uses your university email address (mail@umd.edu) for all communication unless you have officially changed your email address with the university. Students may verify or change their email address on Testudo (http://www.testudo.umd.edu/Registrar.html). It is the responsibility of the student to make sure that email address in Canvas is accurate.

Grading Scale
A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = below 60

Disability Services & Accommodations
If you have a documented disability and require specific accommodations, please contact me as soon as possible.

Academic Integrity & Honor Pledge
The University has a nationally recognized Honor Code, administered by the Student Honor Council. The Student Honor Council proposed and the University Senate approved an Honor Pledge. The University of Maryland Honor Pledge reads:

“I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination”

Unless you are specifically advised to the contrary, the Pledge statement should be handwritten and signed on the front cover of all papers, projects, or other academic assignments submitted for evaluation in this course. Students who fail to write and sign the Pledge will be asked to confer with the instructor. For further information, consult http://www.studenthonor council.umd.edu/index.html

Attendance Policy (for absences due to illness)
Regular attendance and participation are expected. However, in the event that a class must be missed due to an illness, the policy in this class is as follows:

1. For every medically necessary absence from class (lecture, recitation, or lab), a reasonable effort should be made to notify the instructor in advance of the class. When returning to class, students must
bring a note identifying the date of and reason for the absence, and acknowledging that the information in the note is accurate.

2. If a student is absent more than 1 time, the instructor may require documentation signed by a health care professional.

3. If a student is absent on days when tests are scheduled or papers are due [or other such events as specified in the syllabus] he or she is required to notify the instructor in advance, and upon returning to class, bring documentation of the illness, signed by a health care professional.

Religious Observances
Please inform the instructor of any absences for religious observances in advance. Students shall be given an opportunity to make up any academic assignment that is missed due to individual participation in religious observances.

Online Course Evaluations
At the end of each semester, students are asked to complete course evaluations through CourseEvalUM in order to help faculty and administrators improve teaching and learning at Maryland. The link at which you can access the submission system is [www.courseevalum.umd.edu](http://www.courseevalum.umd.edu).
College of Education & InTASC Standards Addendum

This course is part of a program for initial certification for teacher preparation in the College of Education (COE) at the University of Maryland, College Park and therefore is grounded on the COE’s framework and mission. Candidates will develop knowledge of subject matter, pedagogy, learners, curriculum, educational goals and assessment, social and cultural contexts, and technology. In addition, they will begin to demonstrate the COE’s Emerging Commitments in the following areas: equity and diversity, advocacy, internalization, reflection, innovation and creativity, responsible and ethical action, and specialist competence. Finally, as a requirement for initial teacher certification, the goals, assignments, and assessments in this course are aligned with the InTASC Model Core Teaching Standards (2011).

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<td>6. Responsible &amp; Ethical Action</td>
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<td>7. Specialist Competence</td>
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<td>5. Application of Content</td>
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<td>9. Professional Learning &amp; Ethical Practice</td>
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<td>10. Leadership and Collaboration</td>
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