

FORT HAYS STATE UNIVERSITY
Correction of Reading Disabilities and Internship
TEEL 480 = 1 Credit Hour taken in conjunction with TEEL 481 = 3 Credit Hours
Spring 2007

Course Number	Time	Day	Instructor	Location
TEEL 481	2:00 - 3:15	TT	Dr. Walizer	RH 231
TEEL 480	3:30 - 4:30	TT	Dr. Walizer	Washington Elementary

INSTRUCTOR/SUPERVISOR

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Office Hours: Posted

COURSE DESCRIPTIONS: (TEEL 480 & TEEL 481 must be taken in conjunction.)

This course, Correction of Reading Disabilities, focuses on critical examination of the reading process, what determines proficient reading, as well as why and how strategies are used to develop proficient readers. Lecture involves learning the correlation between reading problems, diagnostic techniques and other strategies which will assist candidates in diagnosing reading needs and planning the tutoring process. The Kansas Reading and Writing Standards and the Kansas Performance Assessment will be utilized to assess a child's needs and implement instruction.

The lab TEEL 480, Correction of Reading Disabilities Internship, must be taken in conjunction with TEEL 481, Correction of Reading Disabilities. The lab focuses on application of word recognition and comprehension skills and related aspects of reading instruction by tutoring, under supervision, a child with reading deficiencies. Candidates will use an assortment of assessments to diagnose and tutor a child. Pre-assessments will guide application of syntactic, semantic, and grapho-phonemic intervention strategies before, during and after reading. Post assessments will indicate growth.

Note: TEEL 365 is a pre-requisite for this course. TEEL 480 is a co-requisite of this course.

TEXTBOOKS (Texts with * before them are from TEEL 365)

- DeVries, B. A. (2004). *Literacy assessment and intervention for the elementary classroom*. Scottsdale, AR: Holcolm Hathaway, Publishers. ISBN 1-890871-53-2
- Flynt, E. & Cooter, R. Jr. (2001). *Reading inventory for the classroom* (5th ed.). Upper Saddle River, NJ: Merrill/Prentice Hall. ISBN 0-13-112106-5
- Harp, B. & Brewer, J. A. (2005). *The informed reading teacher: Research-based practice*. Upper Saddle River, NJ: Pearson, Merrill Prentice Hall. ISBN 0-13-088338-7
- *Shanker, J. & Ekwall, E. (2003). *Locating and correcting reading difficulties* (8th ed.). Upper Saddle River, NJ: Merrill/Prentice Hall. ISBN 0-13-031395-5
- *Statewide Committee, (2003). *Kansas curricular standards for reading and writing*. Topeka, KS: Kansas State Board of Education.
- *Statewide Committee, (2005). *Kansas performance assessment*. August 2005 revision. Topeka, KS: Kansas State Board of Education. <http://www.ksde.org/cert/KPA.doc>
- *Tompkins, G. E. (2004). *50 literacy strategies step by step*. 2nd Edition. Columbus, OH: Pearson/Merrill Prentice Hall.

THE CONCEPTUAL FRAMEWORK FOR PROFESSIONAL EDUCATORS

The conceptual framework for professional educators at Fort Hays State University is defined in terms of the seven goals enumerated below under the heading of "The Professional Educator" in coordination with the Kansas State Department of Education Professional Education Standards.



The Professional Educator

Goal I: The Professional Educator is liberally educated. The Professional Educator develops the capacity and disposition to draw on diverse resources from the liberal arts and sciences to answer complex questions based on ethical considerations. S/he develops the capacity and disposition for self-criticism, healthy living and the appreciation for diverse cultures.

{KSDE Professional Education Standards: 6, 7, 11 and 13}

Goal II: The Professional Educator assumes a professional role within the organizational system of the school. The Professional Educator interprets and implements regulatory, professional, and ethical standards, utilizing the resources from professional organizations and the knowledge bases from social, historical and philosophical foundations.

{KSDE Professional Education Standard: 10}

Goal III: The Professional Educator combines an understanding of relevant academic disciplines with an appreciation for pedagogical theory and research. The Professional Educator develops teaching strategies based on the unique structure and method of inquiry of her/his particular discipline and current research-based pedagogy.

{KSDE Professional Education Standards: 1, 2, 4, 6 and 7}

Goal IV: The Professional Educator respects and values all persons and provides a supportive environment for diverse learners. The Professional Educator implements teaching strategies and curriculum designs that accommodate the special needs of individual learners as well as the cultural differences that emanate from a multicultural environment in a global society.

{KSDE Professional Education Standards: 3 and 5}

Goal V: The Professional Educator integrates appropriate technology into the educational process. The Professional Educator demonstrates a sound knowledge of educational technology in planning, designing, delivering and evaluating effective learning experiences.

{KSDE Professional Education Standard: 12}

Goal VI: The Professional Educator demonstrates knowledge and use of multiple assessment and diagnostic techniques. The Professional Educator utilizes the appropriate measurement theories and a variety of information sources in evaluating student educational needs and achievements.

{KSDE Professional Education Standard: 8}

Goal VII: The professional Educator utilizes reflection as a tool for self-growth, program assessment and instructional effectiveness. The Professional Educator uses self-reflection as well as the reflection of others such as peers, mentors, students, supervisors and parents to effect positive changes in curriculum, instruction, and classroom management.

{KSDE Professional Education Standards: 9 and 13}

KSDE ELEMENTARY EDUCATION PROGRAM STANDARDS

(Full standards, including knowledge and performance levels are available at: www.ksde.org)

Standard #1: The elementary teacher demonstrates a high level of competence in use of the English language arts and knows, understands and uses concepts from emerging literacy, reading, language and child development to teach reading, writing, speaking, viewing, listening, and thinking skills, and to help all students successfully apply their developing literacy skills to many different situations, materials, and ideas.

Standard #2: The elementary teacher knows, understands, and uses the major concepts, procedures, and reasoning processes of mathematics that define numbers and operations, geometry, measurement, data analysis and probability, and algebra so that all students understand relationships that can represent phenomena, solve problems, and manage data.

Standard #3: The elementary teacher knows, understands, and uses fundamental concepts in the subject matter of science including physical, life, and earth and space sciences as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy for all students.

Standard #4: The elementary teacher knows, understands, and uses the major concepts and modes of inquiry from the social studies and the integrated study of history, geography, the social sciences, and other related areas to promote all students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.

Standard #5: The elementary teacher can design, implement, and evaluate arts experiences that a developmentally appropriate, meaningful and challenging for all students, that lead to positive learning outcomes, and that develop positive dispositions toward artistic explorations and expression.

Standard #6: The elementary teacher knows, understands, and uses the major concepts of health education and human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for all students.

Standard #7: The elementary teacher knows, understands, and uses formal and informal assessment strategies to plan, evaluate, and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each student.

Standard #8: The elementary teacher uses his or her understanding of children's characteristics and needs and of multiple interacting influences on children's development and learning to create environments that are healthy, respectful, supportive and challenging for all students.

Objectives, Conceptual Framework, and KSDE Elementary Education Program Standards

OBJECTIVES	Conceptual Framework	KSDE Elem. Ed. Prog. Standards
1. To administer, record and analyze formal and informal instruments of assessing reading and writing strengths and needs of individual children.	Diverse Learners (IV) Assessment (VI)	Language Arts (1) Assessment (7)
2. To design, plan, and administer an appropriate literacy program based on diagnostic evidence obtained through the assessment tools and background information.	Liberally Educated (I) Diverse Learners (IV) Reflection (VII)	Language Arts (1) Assessment (7)
3. To select appropriate remedial material and teaching strategies for instruction of the individual child.	Pedagogy (III) Diverse Learners (IV) Technology (V)	Language Arts (1)
4. To create and implement lesson plans based on targeted standards, document and reflect on lessons, which include integrating subjects such as math, social studies, science, art music, physical education, health, and technology.	Liberally Educated (I) Pedagogy (III) Diverse Learners (IV) Technology (V) Reflection (VII)	Language Arts (1)
5. To provide a Fort Hays State University Performance Assessment of the individual child which includes: a) contextual information and learning environment; b) learning goals and objectives; c) instructional design and implementation; d) demonstration of integration skills; e) analysis of classroom learning environment; f) analysis of assessment procedures; and g) reflection and self-evaluation.	Professional Role (II) Pedagogy (III) Diverse Learners (IV) Technology (V) Assessment (VI) Reflection (VII)	Language Arts (1)
6. To modify the designed program continuously according to the evaluation and observation of the progress of the student.	Professional Role (II) Pedagogy (III) Technology (V) Assessment (VI) Reflection (VII)	Language Arts (1)
7. To provide learning environment with activities that motivates the child, relates lessons to personal interests, allows choices and encourages questioning.	Pedagogy (III) Diverse Learners (IV)	Language Arts (1)
8. To provide documentation and reflection of instruction and student progress such as a student portfolio to communicate progress to parents, teachers, and peers.	Liberally Educated (I) Professional Role (II) Pedagogy (III) Diverse Learners (IV) Assessment (VI) Reflection (VII)	Language Arts (1)
9. To demonstrate knowledge of concepts of literacy including reading, writing, speaking, viewing, listening and thinking skills and apply skills to the instructional process.	Pedagogy (III) Assessment (VI)	Language Arts (1)

DISPOSITION STATEMENT

The Professional Educator takes diversity* into consideration when valuing:

1. Multiple perspectives from the disciplines and ongoing professional discourse {Conceptual Framework Goals I and III}
2. The inclusion of students, families, communities, and cultures in the educational process {Conceptual Framework Goals I and IV}
3. The development of critical thinking and independent problem solving {Conceptual Framework Goals I, II, and III}
4. Planning educational strategies based on individual student growth in the areas of cognitive, emotional, linguistic, social and physical development {Conceptual Framework Goals IV, V, VI, and VII}
5. The refinement of practices based on reflection, multiple, and ongoing assessment strategies, and learning {Conceptual Framework Goals VI and VII}
6. Professional and ethical standards based on behaviors consistent with professional education roles in areas such as attire, preparation, participation, punctuality, appropriate language usage, communication skills, and interpersonal relationships {Conceptual Framework Goals II and III}
7. The importance of integrating technology in planning, designing, delivering and evaluating effective learning experiences {Conceptual Framework Goal V}

*The definition for **diversity** in the Teacher Education program at Fort Hays State University is as follows: Differences among groups of people and individuals based on culture, ethnicity, race, socioeconomic status, gender, exceptionalities, language, migrant status, sexual orientation, and geographical area.

DEFINITION FOR DIVERSITY-Fort Hays State University Teacher Education Programs

The following is the definition for diversity for Fort Hays State University Teacher Education programs. This definition is intended to make explicit the understandings that administrators, faculty, and candidates have about diversity. **Diversity:** Differences among groups of people and individuals based on culture, ethnicity, race, socioeconomic status, gender, exceptionalities, language, migrant status, religion, sexual orientation, and geographical area.

The FHSU definition incorporates the definitions of Cultural Background, Diversity, and Exceptionalities used by NCATE and the Kansas State Department of Education.

Selected items from the Glossary of NCATE Terms:

Cultural Background. The context of one's life experience as shaped by membership in groups based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area.

Diversity. Differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area.

Exceptionalities. A physical, mental, or emotional condition, including gifted/talented abilities, that requires individualized instruction and/or other educational support or services.

Additionally, FHSU recognizes the terms used by Kansas State Department of Education to describe diversity: Race/Ethnicity, Economically Disadvantaged, Students with Disabilities, Students with Limited English Proficiency, Migrant Students and gender.

ADA- SERVICES FOR STUDENTS WITH DISABILITIES

Fort Hays State University recognizes its obligation to provide reasonable accommodations to qualified students with disabilities. The university must make reasonable accommodations when the student has provided the Coordinator of Services for Students with Disabilities with objective and

appropriately documented evidence supporting the request. If you have any disability, which may impede your access to or your work in this class please let me know as soon as possible. We will accommodate your situation as needed. The Services for Students with Disabilities Office is located in the Office of Student Affairs, Sheridan 208, 628-4276.

INSTRUCTIONAL STRATEGIES/METHODS

A variety of instructional strategies/methods will be utilized depending on the objectives being taught. Candidates will participate in instructional strategies/methods which may include, but are not limited to problem solving, cooperative learning, collaborative grouping, direct instruction, adapting teaching styles to learning styles, modeling, games, peer tutoring, reading assignments, class discussions, presentations, individual conferencing, research, computer/technology, and video-taped activities.

COURSE ACTIVITIES/REQUIREMENTS

The responsibility for what is learned and how much is learned lies with the learner. Application of literacy skills through individualized instruction will be a major focus. Candidates will communicate with and report to parents concerning progress of the child on a regular basis. Developmentally appropriate instruction, the development of a knowledgeable understanding about effective literacy assessments, and the planning of appropriate instruction will be met through the course objectives.

The purpose of this course is to become experienced with various formal and informal reading assessments that, taken into consideration with formal standardized assessments, can provide candidates with opportunities to assist students to become strategic self-corrective readers. To meet this purpose, a variety of assessments are required to be administered to the assigned reader to determine a reading proficiency level. Considering the analytical findings from these assessments, a plan for instruction will be developed that detail goals, objectives, and appropriate intervention methods for increasing the level of reading proficiency. The plan for instruction will be implemented with the assigned reader for several weeks; using appropriately constructed lesson plans to monitor the instructional progress. During the lab experience the instructor or a lab assistant will provide supervision. Verbal and written feedback as well as individual consultation will be provided. The candidate will maintain a working portfolio and a performance assessment will describe the process. All children who participate must have permission slips signed by their caregivers.

SPECIAL NOTES

The syllabus, tentative schedule, or evaluation instruments are subject to change according to the needs of the candidates, instructor, materials, equipment, or time constraints. Changes may also be due to additional materials or equipment being available or not being available.

Assignments for this course are detailed. The quality of work and growth as a professional are the most important considerations when considering the final grade. The instructor is available for assistance and support through this learning experience. Expectations are high. Best effort and success are expected for succeeding at a high level.

ACADEMIC HONESTY

Students are responsible for learning the content covered in this class. Plagiarism constitutes copying others' work and turning it in as your own. Such actions will not be tolerated and result in the failure of this course or suspension or dismissal from the university (See Student Handbook).

TEACHER EDUCATION ACCEPTANCE OF LATE ASSIGNMENTS POLICY

All assignments are due as assigned. Assignments submitted within one week past the due date will receive a minimum grade reduction of 20%. No assignment will be accepted more than one week past the due date. Exceptions may be made by the instructor.

EVALUATION/GRADING POLICY

In this class, the timeliness and quality of work are very important. The final grade will depend on several factors. General requirements are listed below:

1. Attendance requires active participation in small and whole class activities.
2. Read all assignments and articles.
3. Complete all assignments on time. Points will be deducted for late work and no credit will be given for lesson plans not completed before the lab session. (see late work)
4. Participate in all class projects and presentations.
5. Administer, score, and analyze all required assessment tools.
6. Maintain a portfolio of work completed and prepare a student portfolio.
7. Conduct 20 hours of instruction.
8. Complete the lesson plans and documentations in a timely manner by using the template
9. Administer informal and formal reading assessments and teach appropriate intervention methods that supports the standards, benchmarks, and indicators.
10. Complete a Fort Hays State University Performance Assessment.
11. Participate in lab activities.
12. Conference with the instructor to present completed portfolio and documented teaching experiences and course work.
13. **Maintain professionalism at the highest level possible.**

TEEL 481 – CORRECTIONS OF READING DISABILITIES ASSIGNMENTS, ACTIVITIES, AND PROJECTS (Course)

***CLASS PARTICIPATION/PROFESSIONALISM (Course = 37 points)**

Candidates are expected to attend each class, in accordance with the FHSU Student Handbook, (see page 5), and action will be taken for missing class. Unexcused absences and/or a poor attitude will adversely affect the course grade. Enthusiasm and a positive attitude are essential for helping children be successful readers and writers. Attendance will be taken at the beginning of class through participatory activities. Any absence will result in five (5) points deducted for the course. Being tardy or leaving early will result in two (2) points deducted for the course. There will be no excused absences. Missing more than 2 classes will seriously impact your grade.

***WORKING PORTFOLIO (Large 3-ring notebook) (Course = 4 points)**

A working portfolio will be compiled during the semester. It should be organized the first week of class beginning with handouts. Lesson plans and documentation will be added as they are completed. Children's work will also be added as appropriate. Most children's work will be displayed for a period of time and then added to the working portfolio. The working portfolio reflects work completed in the course therefore, examples, copies, and/or photographs of children's work completed during the course to support your work should be included. Children's work and/or photographs should be captioned. The working portfolio will be submitted after tutoring sessions are completed at a time designated by the instructor and should include:

- Title Page
Table of Contents (with the four following **tabbed** sections)
- I. Assessments-Original students' diagnostic, formative, and summative assessments
 - II. Case Study Documentation and Notes (organized by days)
 - Lesson Plans including student work copies, actual test forms, work sheets, directions, photos, etc. (**KSDE Elementary Education Program Standards Data Collection Point Standard #1 knowledge.**)
 - Reflections including evaluations, notes and miscellaneous. (**KSDE Elementary Education Program Standards Data Collection Point Standard #1 performance.**) (Blackboard-login-COET; password-reflection)
 - III. Fort Hays State University Performance Assessment (FPA)
 - IV. Class Notes and Handouts

TITLE PAGE

Candidates will create a Title Page including their name, the name and number of the course, the name of the instructor, the semester, and the university.

TABLE OF CONTENTS

Candidates will create a Table of Contents including the four sections:

- Assessments
- Case Study (20 Lesson Plans and 20 Reflections)
- FPA-Original graded copy (NOT a corrected copy!)
- Notes and Handouts

ASSESSMENTS

Candidates will be responsible for making copies of the Assessment Instruments administered to their students in the reading tutorial internship. Candidates will include the original diagnostic, formative, and summative assessments administered to their students during the reading tutorial internship.

CASE STUDY DOCUMENTATION AND NOTES

The twenty **original, graded** lesson plans followed by the corresponding reflections should be placed in section two of the working portfolio. (Blackboard-login-COET; password-reflection)

FORT HAYS STATE UNIVERSITY PERFORMANCE ASSESSMENT

The **original, graded** Fort Hays State University Performance Assessment (FPA) should be placed in section three of the working portfolio. An **electronic copy of the final FPA** should be emailed to the instructor.

CLASS NOTES AND HANDOUTS

Candidates will take class notes and be given many handouts throughout the semester. This collection of notes and handouts should be placed in section four of the working portfolio.

***CASE STUDY LESSON PLANS AND REFLECTIONS**

(Course = 80 points-lesson plans and 80 points-reflections)

Kansas's Standards, Benchmarks, and Indicators are used as a basis on which instructional plans are created. Instructional plans are carefully designed to represent the Standards outlined by the **Kansas Performance Assessment**. Appropriateness of connecting procedures, strategies, and activities to standards will be the major consideration in evaluating the instructional plans.

Intervention methods should be related to the literature used in the plan. A theme is suggested

for activities to reflect the connections. Materials should be ready to use. Intervention methods should be active, fun, challenging, and varied to promote positive self-esteem. Grammar, scholarly language usage, legibility, and neatness will be considered in the final evaluation of each lesson plan. Procedures and activities are to be clearly numbered and described sequentially. Length of time for each activity is an important aspect of the lesson plan and will be considered in the evaluation process. Plans are expected to reflect strengths, needs and interests of the tutoring student. The candidate should model reading and writing in each session. Sample lesson plan and reflection forms will be viewed in class. A Lesson Plan and Reflection template will be provided in Blackboard. The **typed Lesson Plans** are required **prior** to the tutoring session. **Lesson Plans** (paper or electronic) **completed after the tutorial reading session will receive no credit.** The **typed Reflections** are required the **following day** after the tutoring session. **Reflections** (paper or electronic) **not turned in the following day will receive no credit.**

Twenty (20) one-hour tutoring sessions are required. Assessment of teaching sessions includes quality preparation for each lesson as well as the delivery of each lesson. **Varied activities connected to literature, developmentally appropriate targeted intervention methods, and assessments of the reader's progress and professionalism toward the reader and class during lab sessions will be major considerations in the final evaluation of each session.** Various taxonomies (i.e. Bloom, Barrett, and Smith) should be appropriately utilized in assessing comprehension, questioning skills and standard/objective writing. The level of a positive learning environment represented in the attractiveness and neatness of the tutoring booth, as well as dress and attitude will also be considered in the final evaluation of each session. Legible and appropriate handwriting during the reading lab will be noted. Other areas of assessment consideration include oral and written grammar, communication style with parents, the child, and instructor. Flexibility, appropriate modeling and use of instructional time will be evaluated as well. The lesson plan, materials, and equipment needed should be completed and collected in advance of the lab sessions. A student grade sheet will be kept throughout the tutoring session. The grade sheet will show student(s) attendance. Grades will be assessed in the following areas: attendance, decoding, vocabulary, fluency, and comprehension. The candidate may choose to give letter grades based on percentages or developmental grades based on mastery. Both types of grades will be discussed in class. **NOTE:** The grade sheet will be considered **an assignment for the candidate's use** and the grade sheet **will not be given** to the student(s).
NO JEANS or CELL PHONES.

***FHSU PERFORMANCE ASSESSMENT (FPA)-Score Sheet** (Course = 113 points)

The FPA describes the events throughout the tutoring sessions and will be written as a **legal document.** The first and only draft will be graded on a point system and will be due by sections throughout the semester. The FPA will be typed, double-spaced, and on one side of the page. Pages are to be numbered. The FPA must not exceed 25 pages in length (12-point font, double-spaced with one-inch margins). The FPA includes the following criterion listed below:

- Title Page
- Table of Contents
- I. Contextual Information and Learning Environment Adaptations (2 pages)
- II. Learning Goals and Objectives (2 pages)
- III. Instructional Design and Implementation (6 pages)
- IV. Demonstration of Integration Skills (2 pages)
- V. Analysis of Classroom Learning Environment (3 pages)
- VI. Analysis of Assessment Procedures (2 pages)
- V. Reflection and Self-Evaluation (6 pages)

***FHSU PERFORMANCE ASSESSMENT-Checklist** (Course = 5 points)

The following checklist will also be used to assess the FPA.

FHSU PERFORMANCE ASSESSMENT-Checklist	Possible	Attained
Title Page and 7 FPA Criteria	1	
Grammar	1	
Word Choice and Clarity (sentence structure)	1	
Spelling	1	
Pages Numbered and Appropriate Font/Spacing (12-point font, double spaced, with one-inch margins)	1	
TOTAL POINTS:	5	

***ASSESSMENTS OF MASTERY** (Course = Quiz 1-50 points and Quiz 2-50 points)

Several assessments will be given throughout the semester. Performance assessments, quizzes, and written or oral presentations demonstrating mastery of a skill or concept may be considered assessments of mastery.

***SERVICE LEARNING-CURRICULAR EVENT** (Course = 30 points) **No Double-Dipping**

Candidates will be required to participate in a service learning extra-curricular event, which will assist parents, teachers, and elementary students. The instructor will announce possible events during class. The candidate will submit a one-page, **3R**, reflection on the **3-hour** service learning-curricular event.

***TEXT READINGS - Post (TEEL 481)** (Course = 13 posts X 2 points each = 26 pts.)

DeVries, B. A. (2004) **AND** Harp, B. & Brewer, J. A. (2005)

Candidates are expected to complete the assigned reading prior to the class meeting of set date. After reading the assigned chapter(s) as outlined in the course schedule, candidates will **BLOG** his or her comments, thoughts, ideas, questions, possible applications, etc. at <http://teel481s07.blogspot.com>. Discussions are an integral part of the course and internship agenda. The post is not a summary. A total of two (2) points will be given in TEEL 481 for **posting** the assigned daily requirements. The instructor will look for:

1. Analysis of the reading/issue.
2. Questions and/or contradictions about the reading/issue.
3. How did the reading reflect you or allow you to look at an issue differently?
4. Connecting the reading to you. Examples of your own experience.

NOTE: Blog must include your first name, last name initial, date, and time you submit your post and reply. Suggestion: Type your Blog in a word document, save it, then copy it into the Blog.

TENTATIVE - The schedule may be subject to change as conditions dictate.

Post time/date TBA	Chapter(s)	<i>DeVries, B. A.</i> Reading Assignment	Chapter(s)	<i>Harp, B. & Brewer, J. A.</i> Reading Assignment
Jan. 16	1	Personal Philosophy	1	Becoming Literate
Jan. 18	2	The Literacy Event	2	Approaches to Reading
Jan. 23	3	Assessment	3	Assessing and Evaluating
Jan. 25	4	Tutoring	4	Achievement for All
Jan. 30	5 & 6	Phonemic Aware/Phonics	5	Guiding ...Decoding Skills
Feb. 1	7	Word Identification	6	Guiding ...Read. Strategies

Feb. 6	8	Vocabulary Building	7	Guiding ...Vocabulary
Feb. 8	9	Comp ...Narrative Text	8	Guiding ...Comprehension
Feb. 13	10	Comp ...Information Text	12,13, 14	Choice K-2, 3-5, or 6-8
Feb. 15	11	Fluency	9	Guiding ...Read. Fluency
Feb. 20	12	Writing	10	Writing in ...Reading
Feb. 22	13	Spelling	11	Supporting Literacy
Feb. 27	14	Teachers ...Partners	15	Becoming...Informed

TEEL 480 – CORRECTIONS OF READING DISABILITIES INTERNSHIP ASSIGNMENTS, ACTIVITIES, AND PROJECTS

***CLASS PARTICIPATION/PROFESSIONALISM** (Internship = 20 points)

Candidates are expected to attend each tutoring session, in accordance with the FHSU Student Handbook, (see page 5), and action will be taken for missing tutoring sessions. Another candidate or the instructor must cover any missed lab session using the lesson plan created by the candidate. Unexcused absences and/or a poor attitude will adversely affect the course grade. Enthusiasm and a positive attitude are essential for helping children be successful readers and writers. Any absence will result in five (5) points deducted for the tutoring lab. Being tardy or leaving early will result in two (2) points deducted for the lab. There will be no excused absences.

***INTERNSHIP PRE AND POST EVALUATIONS**

(Internship = pre assessment - 84 points and post assessment - 84 points)

Candidates will be evaluated on their presentation of two lessons using the pre and post assessment evaluation form.

*** STUDENT PORTFOLIO (for child(ren) being tutored by Candidate)** (Internship = 7 points)

A student portfolio will be compiled and developed throughout the tutoring sessions. This portfolio showcases the student's best work. The candidate and the student will conduct a student led conference for the caregivers during the last 15 minutes of the final lab session using the student portfolio, which will then be sent home. The student portfolio may include a letter of thanks to the caregivers with an explanation of the student portfolio, six (6) samples of student work, copies of notes, and other viable information.

***TEXT READINGS - Reply (TEEL 480)** (Intern = 13 replies X 2 points each = 26 pts.)

DeVries, B. A. (2004) **AND** Harp, B. & Brewer, J. A. (2005)

Candidates are expected to complete the assigned reading prior to the class meeting of set date. After reading the assigned chapter(s) as outlined in the course schedule, candidates will re-visit the BLOG, read other threads, and **reply** to colleagues. Discussions are an integral part of the course and internship agenda. A total of two (2) points will be given in TEEL 480 for a **replying** the assigned daily requirements. (See reading schedule above.)

***STUDENTS' ATTENDANCE AND ASSESSMENT SHEET** (Internship = 15 points)

Candidates will be required to keep attendance using the following form. The candidate will also assess the student(s) he/she is tutoring in the areas of decoding, vocabulary, fluency, and comprehension by writing three (3) scores for each student in each of the four areas.

STUDENTS' ATTENDANCE AND ASSESSMENT SHEET	Possible	Attained
Attendance Documented for each Student	3	
Grade Assessed for tutored Students in the area of Decoding	3	
Grade Assessed for tutored Students in the area of Vocabulary	3	
Grade Assessed for tutored Students in the area of Fluency	3	
Grade Assessed for tutored Students in the area of Comprehension	3	
TOTAL POINTS POSSIBLE	15	

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Students are responsible for learning the content covered in this class. Plagiarism constitutes copying others' work and turning it in as your own. Such actions will not be tolerated and result in the failure of this course or suspension or dismissal from the university (See Student Handbook).

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EVALUATION/GRADING POLICY

In this class, the timeliness and quality of work are very important. The final grade will depend on several factors. General requirements are listed below:

1. Attendance requires active participation in small and whole class activities.
2. Read all assignments and articles.
3. Complete all assignments on time. Points will be deducted for late work and no credit will be given for lesson plans not completed before the lab session. (see late work)
4. Participate in all class projects and presentations.
5. Administer, score, and analyze all required assessment tools.
6. Maintain a portfolio of work completed and prepare a student portfolio.
7. Conduct 20 hours of instruction.
10. Complete the lesson plans and documentations in a timely manner by using the template
11. Administer informal and formal reading assessments and teach appropriate intervention methods that supports the standards, benchmarks, and indicators.
10. Complete a Fort Hays State University Performance Assessment.
11. Participate in lab activities.
13. Conference with the instructor to present completed portfolio and documented teaching experiences and course work.
- 13. Maintain professionalism at the highest level possible.**

PROFESSIONALISM

“The difference between a professional person and a technician is that a technician knows everything about his job except its ultimate purpose and his place in the scheme of things.”

~ Richard W. Livingston

Practice:

The Professional Educator (FHSU Candidate) who exhibits ethics, a positive attitude, and professional practice **does:**

- Respect self and others (speak and act positively about self and others)
- Speak professionally (gripping, complaining, put-downs are not permitted)
- Seek to develop rapport with children, peers, instructors, and administrators
- Dress professionally
- Prepare and implement lessons/assignments of high quality
- Continue to learn and search out information, materials, and supplies (realize there is always more to learn)
- Create new and different ways of presenting material for instruction
- Contact instructor individually when questioning assignments, personal questions, or grades (class time is too valuable to spend on individual inquiries)
- Understand that there is an on-going continuous evaluation process during this class concerning professionalism
- Understand that everyone in the class has meaningful contributions
- Expect to earn a good reputation (resulting in potential letters of reference from faculty, available scholarships, and awards)
- Attend every class and is never tardy
- Act pleasant and positive to be an empowered educator (positive attitude)

A professional educator (FHSU Candidate) who exhibits professional practice **does not:**

- Act disrespectfully
- Disrupt class
- Have a negative attitude
- Make inappropriate or rude comments
- Roll eyes because of another's comments
- Talk or whisper to others while the instructor or a peer is presenting or teaching
- Make uncomplimentary comments concerning another instructor
- Be tardy for class (the disruption takes away from the instructional impact)
- Ask if it is important to be in class
- Complain of too much work

More is expected of a teacher than most other professions. Practicing professionalism will enhance chances of excelling in the teaching profession and bring rewards not thought possible!

Candidate: _____

TEEL 481 AREAS OF ASSESSMENT

CORRECTIONS OF READING DISABILITIES - TEEL 481	Possible	Attained
Class Participation/Professionalism (Absent-5; Tardy-2)	37	
Working Portfolio (Culmination of case study.)	4	
Lesson Plans (20 plans X 4 points each) KSDE Elementary Education Program Standards Data Collection Point Standard #1 knowledge	80	
Reflections (20 plans X 4 points each) KSDE Elementary Education Program Standards Data Collection Point Standard #1 performance	80	
Fort Hays State University Performance Assessment (Score)	113	
Fort Hays State University Performance Assessment (Checklist)	5	
Assessment of Mastery-Quiz 1	50	
Assessment of Mastery-Quiz 2	50	
Service Learning-Extra Curricular Event	30	
Text Reading (Blackboard/BLOG Post) (13 X 2 = 26 points)	26	
TOTAL POINTS POSSIBLE	475	

TEEL 480 AREAS OF ASSESSMENT

INTERNSHIP - TEEL 480	Possible	Attained
Class Participation/Professionalism (Absent-5; Tardy-1)	20	
Internship Pre Evaluation	84	
Internship Post Evaluation	84	
Student Portfolio with 6 artifacts and a note to parents	7	
Text Reading (Blackboard/BLOG Reply) (13 X 2 = 26)	26	
Students' Attendance and Assessment Sheet	15	
TOTAL POINTS POSSIBLE	236	

GRADE	PERCENTAGE POINTS	Total Points TEEL 481	Total Points TEEL 480
A =	100%-93%	475 - 441	236 - 219
B =	92% - 85%	440 - 403	218 - 200
C =	84% - 76%	402 - 361	199 - 179
D =	75% - 67%	360 - 318	178 - 158
U =	66% - and below	317 - 0	157 - 0

***Note:** The syllabus, tentative schedule, and/or evaluation instruments are subject to change according to the needs of the candidates, instructor, materials, equipment, time constraints, or program requirements. Changes may also be due to additional materials or equipment being available or not being available. Number of points may change according to the needs of the class. Percentages (A=100-93%, B=92-85%, C=84-76%, D=75-67%, and U=66-0%) will be computed according to the number of points completed.

STUDENTS' ATTENDANCE AND ASSESSMENT SHEET

ATTENDANCE:

KEY: E = Entered; X = Absent; T = Tardy

Session:	1	2	3	4	5	6	7	8	9	10
Date:										
Name:										
Name:										
Name:										
Name:										

Session:	11	12	13	14	15	16	17	18	19	20
Date:										
Name:										
Name:										
Name:										
Name:										

DECODING:

Date:			
Points Possible:			
Name:			
Name:			
Name:			
Name:			

VOCABULARY:

Date:			
Points Possible:			
Name:			
Name:			
Name:			
Name:			

FLUENCY:

Date:			
WPM = words read per one minute timing			
Name:			
Name:			
Name:			
Name:			

COMPREHENSION:

Date:			
Points Possible:			
Name:			
Name:			
Name:			
Name:			

COMMENTS or THOUGHTS ABOUT STUDENT'S/(S) PROGRESS: