Cover Sheet: Request 15229

RED 4xxx Practicum in Reading

Info

Process	Course|New|Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Alyson Adams adamsa@coe.ufl.edu
Created	8/24/2020 10:05:53 AM
Updated	10/23/2020 1:38:05 AM
Description of request	This is a request for a new course in the reconceptualized Elementary Education major. Meets requirement for Florida DOE Reading Endorsement.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	COE - School of Teaching and Learning 18050000	Ester De Jong		8/28/2020
No document changes					
College	Approved	COE - College of Education	Nancy Waldron	New course for Elementary Education major curriculum modification - Request number 15257	10/23/2020
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			10/23/2020
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|New for request 15229

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Request: RED 4xxx Practicum in Reading
Description of request: This is a request for a new course in the reconceptualized Elementary Education major. Meets requirement for Florida DOE Reading Endorsement.
Submitter: Alyson Adams adamsa@coe.ufl.edu
Created: 10/2/2020 3:25:53 PM
Form version: 6

Responses

Recommended Prefix RED
Course Level 4
Course Number xxx
Category of Instruction Advanced
Lab Code None
Course Title Practicum in Reading
Transcript Title Practicum in Reading
Degree Type Baccalaureate

Delivery Method(s) On-Campus
Co-Listing No

Effective Term Earliest Available
Effective Year Earliest Available
Rotating Topic? No
Repeatable Credit? No

Amount of Credit 2

S/U Only? No
Contact Type Regularly Scheduled
Weekly Contact Hours 2
Course Description Demonstrate knowledge and skill in implementing evidence-based instructional practices in reading in a field placement. Students will collect and analyze assessment data, plan instruction based on information from data, implement effective instruction, and monitor students' progress.
Prerequisites RED3307
Co-requisites N/A
Rationale and Placement in Curriculum We are requesting a series of new courses for our redesigned BAE Elementary Education major. We have redesigned the program to be completed in four years, eliminating the masters degree year of the old program. This change required reconceptualization of several courses to meet all the requirements for Florida Department of Education certification in a four-year program. This course will be required for all Elementary Education majors and is the culminating course resulting in Reading Endorsement by the State of Florida Department of Education.

In the Elementary Education program of study, one credit of practicum is the equivalent of field placement during one half of a school day each week (7:30am - 2:30pm), meeting with the university supervisor as needed for consultation, and completing associated asynchronous online activities each week. This two (2) credit experience will be one full day in the school plus meetings with supervisor and online activities.
Course Objectives By the end of this course, students will be able to:
1.   demonstrate evidence-based instructional practices for developing students' reading ability in the five components of reading instruction, oral language, and writing.
2.   demonstrate knowledge of the assessment purposes and techniques by choosing and using appropriate assessment methods for all components of reading.
3.   interpret assessment data and use it to plan appropriate instruction for individual students as

well as for small groups and whole class instruction.

4.   demonstrate differentiation of instruction for all students to support their ability to read increasingly complex text with fluency and understanding.

5.   demonstrate skill in diagnosing reading difficulties in individual students and to implement effective instructional interventions to increase learning and achievement in those areas.

Course Textbook(s) and/or Other Assigned Reading Erekson, J. A., Opitz, M. F., & Schendel, R. (2020). Understanding, assessing, and teaching reading: A diagnostic approach (8th ed.). Pearson.

Leslie, L., & Caldwell, J. S. (2017). Qualitative reading inventory (6th ed.). Pearson.

Diamond, L., & Thorsnes, B. J. (Eds.). (2018). Assessing reading: Multiple measures. Arena Press.

Reutzel, D. R., & Cooter, R. B. (2016). Strategies for reading assessment and instruction (5th ed.). Pearson.

Weekly Schedule of Topics Modules   Topics (Note: each module is 2 weeks long)

Module 1   A Diagnostic Approach to Assessing and Teaching Reading & Characteristics of Proficient Reading
Module 2   Teacher's Role in Assessment & Grouping for Differentiation
Module 3   Informal Reading Inventories
Module 4   Comprehension Assessment and Instruction
Module 5   Vocabulary Assessment and Instruction
Module 6   Fluency Assessment and Instruction
Module 7   Early Literacy Assessment and Instruction (including Phonological Awareness) & Phonics Assessment and Instruction
Module 8   Writing Assessment and Instruction
Grading Scheme Class Data Profile (5 pts; 5% of final grade)
Classroom Organizational Plan (10 pts; 10% of final grade)
Small Group Case Study (25 pts; 25% of final grade)
IRI Administration (10 pts; 10% of final grade)
Individual Assessment Report (15 pts; 15% of final grade)
Instructional Practices Videos (25 pts; 25% of final grade)
Peer Reviews (10 pts; 10% of final grade)

1.   Class Data Profile: Candidates will search for and record the most recent assessment data in reading for all of the students in their class. Data should include any and all of the most recent assessment data that is available and that is meaningful for assessing the students' reading proficiency. Candidates will use this assignment product for additional assignments in the course. Grading rubric available online.

2.   Classroom Organization Plan for Differentiated Instruction: Candidates will create a plan for organizing the literacy block portion of their school day in order to provide differentiated instruction for all students as indicated from assessment data. The plan will include scheduling and grouping practices, instructional purposes for each portion of the block, and a plan for monitoring progress and regrouping students accordingly. Grading rubric available online.

3.   Small Group Case Study: Candidates will identify a small group of students and work with this group consistently for a period of several weeks. During this time, candidates will choose and administer diagnostic assessments, use assessment data to plan and implement ongoing instruction that targets the needs of individual students, administer progress monitoring assessments to measure progress, and analyze assessment data to evaluate progress and set goals for future instruction. Candidates will prepare a summative report documenting students' reading progress and the impact of their instruction. Grading rubric available online.

4.   IRI Administration: Candidates will conduct a full Informal Reading Inventory on one student in their classroom. All assessment documents, including a results summary, will be submitted as part of this assignment. Grading rubric available online.

5.   Individual Assessment Report: Candidates will compile data from a variety of sources for one student in their classroom and provide a recorded "live" explanation of the results and implications. Assessments used will be described using correct assessment literacy terms and score statistics will

be interpreted and explained. Candidates will deliver the report verbally and visually, using appropriate scoring documents, as though explaining the data in a parent-teacher conference.

6.   Reading Instructional Practice Videos and Rationales: Candidates will implement and record three evidence-based reading lessons. Lessons will represent a variety of instructional purposes, grouping patterns, and methods of instruction for the components of reading instruction. After each lesson, candidates will write a rationale that explains choices made regarding instructional activities, content, grouping, and assessment. Additional details will be provided in a separate document. Both the videos and rationales will be submitted and graded together. Candidates will be evaluated on the effectiveness of their instruction, the appropriateness of their instructional choices, and their ability to articulate reasons supporting instructional choices. Grading rubric based on Florida reading competencies is available online.

7.   Peer Reviews: Candidates will view one recorded lesson each from two different peers in the course. Candidates will use a peer observation protocol to examine the lesson implementation and effectiveness. Candidates will then reflect upon their own learning resulting from observing their peer. Peer reviews will be evaluated based on completion and accuracy of the observation protocol and depth of thinking evident in accompanying comments and reflections. Grading rubric available online.

8.   Florida Reading Endorsement Competency 5 Documentation of Practice: During the semester, candidates will implement practices in their internship classroom under supervision of the Mentor Teacher which demonstrate the knowledge and abilities indicated in the Florida Reading Endorsement Competencies. Throughout the semester and by the due date, candidates will record their practice on the Reading Endorsement Competencies Documentation Form and request that their Mentor Teacher validate their practice by signing the form. This form will be submitted on the course website. This is not a graded assignment factored into the course grade; however, it is a requirement of the course and must be completed satisfactorily to receive passing ratings for the Florida Reading Endorsement Competency 5 indicators.

Final course grades will be assigned using the following scale:

93-100 Points Earned (A)
90-92 Points Earned(A-)
87- 89 Points Earned (B+)
83-86 Points Earned (B)
80—82 Points Earned (B-)
77-79 Points Earned (C+)
73-76 Points Earned (C)
70 – 72 Points Earned (C-)
67-69 Points Earned (D+)
63-66 Points Earned (D)
60 – 62 Points Earned (D-)
0-59 Points Earned (E)
Instructor(s) Dr. Caitlin Gallingane
Attendance & Make-up Yes
Accomodations Yes
UF Grading Policies for assigning Grade Points Yes
Course Evaluation Policy Yes