**CTRD 7920-7926: Clinical Residency in Reading Education**

**2 Semester Hours**

**Fall 2016**

Class time: By individual appointment.

Place: 2423 Haley Center and as scheduled.

Instructor: Bruce A. Murray, Ph.D.

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*Office hours:* Monday and Wednesday, 4:00-4:50 PM, and likely at other times as well. I hope you will feel welcome to e-mail, telephone, or drop by the office to pursue ideas from this course.

**Catalog description:** Supervised on-the-job experience in a school, college, or other appropriate setting, accompanied by regularly scheduled, on-campus discussion periods.

The internship in reading education may be completed by working with students in a public school or university reading clinic and/or by co-teaching and coaching teacher candidates in reading education courses or in-service teachers in professional development sessions for improving reading instruction and achievement. On-the-job experiences are accompanied by scheduled observations and discussions that allow the university supervisor and the interning teacher to analyze and evaluate teaching experiences and abilities to apply research-based practices and knowledge base addressed in objectives and content for courses in the reading program.

**Texts.** No textbooks is required, but one is recommended:

Murray, B. A. (2012). *Making sight words*. Ronkonkoma, NY: Linus. ISBN 13: 978-1-60797-284-6. ISBN 10: 1-60797-284-0

**Course Objectives:** Option A: Working with beginning and/or struggling readers

1. Match texts to the needs of learners.
2. Demonstrate the ability to teach phonemic awareness and phonics through meaningful, engaging activities.
3. Teach students to use graphophonemic, syntactic, and semantic relationships to monitor and improve reading comprehension.
4. Create reading improvement plans to address the needs of learners.
5. Teach struggling readers, including students with limited English proficiency, to read or to expand their reading power.
6. Model the strategies of intervention instruction included in the “Effective Intervention” section of the Alabama Reading Initiative publications: *Essential skills of teachers of reading* and *Essential skills of the reading coach*.
7. Respond to oral reading miscues in ways that are appropriate to the nature of the problem, the purpose of the particular lesson, and the needs of the learner at the moment.
8. Administer and use a variety of formal and informal assessments including an informal reading inventory, miscue analysis, self-assessments, anecdotal records, norm-referenced and criterion-referenced measures, and other indicators of students’ progress and curriculum effectiveness.

**Course Content and Schedule:**

Students will work with the university supervisor to develop weekly plans for addressing and demonstrating competence in the objectives listed above.

**Course Requirements/Evaluation:**

Each option will consist of 2 hours of credit and a minimum of 100 clock hours. Additional options may be created that consist of 1 hour of credit for a minimum of 50 clock hours.

Requirements for each option include weekly entries in a professional journal, self-evaluations completed at midterm and at the end of the quarter, and participation in professional conversations about the internship. Additional requirements may be required to demonstrate completion of a literacy profile for one struggling reader.

**Grading and Evaluation Procedures:**

A grade of Satisfactory or Unsatisfactory is assigned. Students must satisfy all objectives to receive a satisfactory grade.

**Class Policy Statements:**

Participation: Students are expected to participate in all class discussions and participate in all exercises. It is the student’s responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work.

Attendance/Absences: Attendance is required at each class meeting. If an exam is missed, a make-up exam will be given only for University-approved excuses as outlined in the Tiger Cub. Arrangement to take the make-up exam must be made in advance. Students who miss an exam because of illness need a doctor’s statement for verification of sickness and should clear the absence with the instructor the day they return to class. Other unavoidable absences from campus must be documented and cleared with the instructor **in advance**.

Unannounced quizzes: There will be no unannounced quizzes.

Accommodations: Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternative time can be arranged. To set up this meeting, please contact me by e-mail. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with the Program for Students with Disabilities at 1244 Haley Center, 844-2096 (V/TT).

Honesty Code: The University Academic Honesty Code and the Tiger Cub Rules and Regulations pertaining to Cheating will apply to this class.

Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are described in the College of Education’s Conceptual Framework as Candidate Proficiencies 11 through 14, and they are listed as follows:

11.Engage in responsible and ethical professional practices

12. Contribute to collaborative learning communities

13. Demonstrate a commitment to diversity

14. Model and nurture intellectual vitality

Distance Learning Students: CTRD 7920 is not offered as a distance learning course.

**Justification for Graduate Credit:**

CTRD 7920 provides students with the opportunity to develop graduate-level skills in a professional context through supervised experience. The internship promotes the integration of theory, research, and practice in a professional context and fosters self-directed professional development.

## Checklist for CTRD 7920

**Internship: Reading Education**

# Option A: Working with beginning and/or struggling readers

This option is to be a 2-hour co-requisite with CTRD 7400, Assessment and Instruction for Reading Intervention.

Directions: Mark each item 0-4.

4 = Exemplary ability

3 = Commendable ability

2 = Satisfactory ability

1 = Some ability, but needs much improvement

0 = No evidence of this ability

\_\_\_\_ 1. Match texts to the needs of learners.

\_\_\_\_ 2. Demonstrate the ability to teach phonemic awareness and phonics through meaningful, engaging activities.

\_\_\_\_ 3. Teach students to use graphophonemic, syntactic, and semantic relationships to monitor and improve reading comprehension.

\_\_\_\_ 4. Create reading improvement plans to address the needs of learners.

\_\_\_\_ 5. Teach struggling readers, including students with limited English proficiency, to read or to expand their reading power.

\_\_\_\_ 6. Model the strategies of intervention instruction included in the “Effective Intervention” section of the Alabama Reading Initiative publication: Knowledge and Skills Teachers Need to Deliver Effective Reading Instruction.

\_\_\_\_ 7. Respond to oral reading miscues in ways that are appropriate to the nature of the problem, the purpose of the particular lesson, and the needs of the learner at the moment.

\_\_\_\_ 8. Administer and use a variety of formal and informal assessments including an informal reading inventory, miscue analysis, self-assessments, anecdotal records, norm-referenced and criterion-referenced measures, and other indicators of students’ progress and curriculum effectiveness.

\_\_\_\_ 9. Maintain data on student progress in reading achievement and determine implications for the school’s reading program.