**Auburn University**

**Course Syllabus**

**1. Course Number:** CTRD 7920/7926

 **Course Title:** Internship: Reading Education

 **Credit Hours:** 1-9 hours

 **Prerequisites:** Departmental Approval

 **Corequisite:** None

**2. Date Syllabus Prepared:** April 2014

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**3. Texts :**

Alabama Reading Initiative. (2004). *Essential skills of teachers of reading* and *Essential skills of the reading coach*. Montgomery, AL: Alabama State Department of Education.

Professional Standards and Ethics Committee of the International Reading Association. (2004). *Standards for reading professionals*. Newark, DE: International Reading Association.

**4. Course 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.

Three options are available for internships: 1) working with beginning and/or struggling readers; 2) implementing a comprehensive classroom literacy program; and 3) organizing and evaluating reading programs for schools and/or systems that include ongoing professional development for reading teachers and coaches. Students working toward Alabama’s Class A Reading Specialist certification must complete all three options. Students wishing to develop expertise in other areas of reading education may work with a university supervisor to create additional internship options (e.g., teaching reading to children with special needs; working with adult readers).

**5. Course Objectives:** Course objectives include a subset of key indicators from the Alabama Quality Teaching Standards and program-specific indicators. Indicators assigned to CTRD 7920 are highlighted on the performance assessment templates included in the attachments. [Or noted below.]

Alignment of objectives with the Alabama Quality Teaching Standards (AQTS) is noted.

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

Note: Each Alabama Quality Teaching Standard Code below is contained under the general code **290-3-3-.45.01**.

a. Diagnose students’ needs in order to select appropriate grouping options. **(3)(b)1.(ii)(II)**

b. Provide explicit instruction in comprehension strategies (i.e., teacher modeling, guided practice, independent practice). **(3)(b)4.(ii)(I)**

c. Teach students to vary their reading rate according to their purpose and the difficulty of the material. **(3)(b)5.(i)**

d. Teach struggling readers, including students with limited English proficiency, to read or to expand their reading power. **(3)(b)6.(ii)(I)**

e. Model the strategies referenced in the current edition of the Alabama Reading Initiative publications: *Essential Skills of Teachers of Reading and Essential Skills of Reading Specialists.* **(3)(b)6.(ii)(II)**

**f.** Respond appropriately to oral reading miscues. **(3)(b)6.(ii)(III)**

g. Match texts to the needs and interests of learners. **(3)(b)7.(ii)(II)**

h. Compare, use, interpret, and recommend a wide range of assessment tools and practices ranging from standardized tests to informal assessments, including technology-based assessments. **(3)(c)1.(ii)(I)**

i. Demonstrate appropriate use of assessments in their practice. **(3)(c)1.(ii)(II)**

j. Place students along a developmental continuum and identify students’ proficiencies and difficulties. **(3)(c)2.(ii)(II)**

k. Extend the assessment of individual students to further determine proficiencies and difficulties in order that appropriate services and instruction may be provided. **(3)(c)2.(ii)(III)**

l. Use in-depth assessment information to plan intervention instruction for struggling readers. **(3)(c)3.(ii)(II)**

m. Communicate assessment information to all stakeholders for instructional purposes. **(3)(c)4.(ii)(II)**

# Option B: Implementing a comprehensive classroom literacy program

Note: Each Alabama Quality Teaching Standard Code below is contained under the general code **290-3-3-.45.01**.

a. Use knowledge of cultural and linguistic diversity to scaffold instruction. **(3)(a)2.(ii)**

b. Demonstrate grouping options and explain the evidence-based rationale for changing configurations to best meet the needs of all students. **(3)(b)1.(ii)(III)**

c. Demonstrate optional practices, approaches, and methods in their own teaching and in demonstration teaching. **(3)(b)2.(ii)(III)**

d. Implement effective strategies that develop students' language comprehension and expression. **(3)(b)3.(i)**

e. Read to students and lead a discussion about what was read. **(3)(b)3.(ii)**

f. Activate prior knowledge to help students make meaningful connections to the text. **(3)(b)4.(ii)(II)**

g. Increase the motivation of students to read independently. **(3)(b)4.(ii)(III)**

h. Teach effective study skills through using comprehension strategies and a variety of resources. **(3)(b)2.(ii)(IV)**

i. Teach vocabulary through multiple encounters with words in a variety of contexts. **(3)(b)4.(ii)(V)**

j. Promote the integration of reading and writing in content areas at all grade levels. **(3)(b)5.(ii)(I)**

k. Encourage extensive, authentic writing experiences in which students respond to their reading using various formats for different audiences. **(3)(b)5.(ii)(II)**

l. Use a variety of literary genres, including culturally diverse literature. **(3)(b)7.(ii)(I)**

m. Use instructional and informational technologies to support literacy. **(3)(b)7.(ii)(III)**

n. Use a large supply of books, technology-based information, and nonprint materials representing multiple levels, broad interests, and cultural and linguistic backgrounds. **(3)(d)2.(ii)(I)**

o. Model reading and writing for real purposes in daily interactions with students and education professionals. **(3)(d)3.(ii)(I)**

p. Use methods to effectively revise instructional plans to motivate all students to read for pleasure and information. **(3)(d)4.(ii)(I)**

q. Promote family involvement in literacy development. **(3)(d)4.(ii)(III)**

r. Display positive dispositions related to reading and the teaching of reading. **(3)(e)1.(ii)(I)**

s. Establish collegial relationships in order to work effectively with classroom teachers, special educators, administrators, community agencies, and families. **(3)(e)2.(ii)(I)**

t. Develop collegial relationships with other reading specialists and literacy professionals through conversations, consultations, and professional meetings. **(3)(e)2.(ii)(IV)**

# Option C: Organizing and evaluating reading programs for schools and/or systems

Note: Each Alabama Quality Teaching Standard Code below is contained under the general code **290-3-3-.45.01**.

a. Interpret, communicate, and apply research findings to improve reading instruction and the reading program. **(3)(a)1.(ii)**

b. Support classroom teachers and paraprofessionals in their use of instructional grouping options. **(3)(b)1.(ii)(I)**

c. Support classroom teachers and paraprofessionals in the use of a wide range of instructional practices, approaches, and methods, including technology-based practices. **(3)(b)2.(ii)(I)**

d. Help teachers select appropriate options and explain the evidence-base for selecting practices to best meet the needs of students. **(3)(b)2.(ii)(II)**

e. Support classroom teachers and paraprofessionals in the use of a wide range of curriculum materials. **(3)(b)7.(ii)(IV)**

f. Help teachers to select appropriate materials and explain the evidence base for using these materials to best meet the needs of students. **(3)(b)7.(ii)(V)**

g. Provide professional development on administering and interpreting selected assessments. **(3)(c)1.(ii)(III)**

h. Support the classroom teacher in the assessment of individual students. **(3)(c)2.(ii)(I)**

i. Collaborate with other education professionals to implement appropriate reading instruction for individual students. **(3)(c)2.(ii)(IV)**

j. Assist the classroom teacher in using assessment to plan instruction for all students, including ELLs. **(3)(c)3.(ii)(I)**

k. Maintain data on student progress in reading achievement and determine implications for the school's reading program. **(3)(c)3.(ii)(III)**

l. Collect, analyze, and use schoolwide assessment data to implement and revise school or school system reading programs. **(3)(c)3.(ii)(IV)**

m. Communicate assessment information to all stakeholders for accountability purposes. **(3)(c)4.(ii)(I)**

n. Assist the classroom teacher and paraprofessional in selecting materials that match the reading levels, interests, and cultural and linguistic background of students. **(3)(d)1.(ii)**

o. Assist the classroom teacher in selecting books, technology-based information, and nonprint materials representing multiples levels, broad interests, and cultural and linguistic backgrounds. **(3)(d)2.(ii)(II)**

p. Assist teachers and paraprofessionals in enthusiastically modeling reading and writing as valued lifelong activities. **(3)(d)3.(ii)(II)**

q. Model techniques and assist classroom teachers in designing programs that will intrinsically and extrinsically motivate students to read. **(3)(d)4.(ii)(II)**

r. Articulate the research base that grounds best practice in developing lifelong readers. **(3)(d)4.(ii)(IV)**

s. Articulate the theories related to the connections between teacher dispositions and student achievement. **(3)(e)1.(ii)(II)**

t. Conduct professional study groups for paraprofessionals and teachers. **(3)(e)1.(ii)(III)**

u. Assist classroom teachers and paraprofessionals in identifying, planning, and implementing personal professional development plans. **(3)(e)1.(ii)(IV)**

v. Advocate the advancement of a professional research base to expand knowledge-based practices. **(3)(e)1.(ii)(V)**

w. Share knowledge of research-based techniques with colleagues. **(3)(e)2.(ii)(II)**

x. Employ coaching or mentoring to improve reading instruction. **(3)(e)2.(ii)(III)**

y. Exhibit leadership skills in professional development. **(3)(e)3.(ii)(I)**

z. Plan, implement, and evaluate professional development efforts at the grade, school, district, and/or state level. **(3)(e)3.(ii)(II)**

aa. Identify and describe the characteristics of sound professional development programs based on the Alabama Standards for Effective Professional Development. **(3)(e)3.(ii)(III)**

bb. Articulate the evidence base that grounds best practice in professional development. **(3)(e)3.(ii)(IV)**

**6. 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.

**7. 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 specific objectives within an option (e.g., a literacy profile for one struggling reader for Option A, a professional work sample for Option B, a program evaluation and proposal for reorganization for Option C).

Grading and Evaluation Procedures:

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

Evaluation:

The Alabama State Board of Education requires all students completing teacher certification programs to be assessed using the Alabama Quality Teaching Standards and program-specific standards. Assessments used during internship to assess these standards are (1) the Professional Work Sample, (2) PEPE, and (3) the Inventory of Candidate Proficiencies. Information regarding the following is provided in the attachments:

* directions and rubrics for key assessments – Internship Handbook, pp. 16-24
* alignment of state standards with the College’s 15 candidate proficiencies – performance assessment templates
* alignment of candidate proficiencies with the key assessments

The final internship grade (S, U) is determined by the university supervisor and the cooperating teacher based on the key assessments which include a holistic evaluation of the student’s performance throughout the semester (e.g., Inventory of Candidate Proficiencies).

**8. Class Policy Statements:**

1. Attendance: Attendance is required for all classes unless excused prior to class meeting.
	1. Excused absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the *Tiger Cub* for more information on excused absences.
	2. Make-Up Policy: Arrangement to make up missed work due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absences(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, make-up work will be completed within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstance, no make-up work will be arranged during the last three days before the final exam period begins.
2. Academic Honesty Policy: All portions of the Auburn University student academic honesty code found in University Policies (<https://sites.auburn.edu/admin/universitypolicies/default.aspx>)will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee
3. Disability 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 alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the PSD office, but need accommodations, make an appointment with The Program for Students with Disabilities, 1228 Haley Center, 844-2096 (V/TT).
4. Course contingency : If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, and addendum to your syllabus and/or course assignments will replace the original materials.
5. 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 listed below:
	1. Engage in responsible and ethical professional practices
	2. Contribute to collaborative learning communities
	3. Demonstrate a commitment to diversity
	4. Model and nurture intellectual vitality

**9. 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, portfolios, 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.

**Documentation of Hours of Internship: Option A**

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| --- | --- |
| **Task** | **Expected Hours** |
| Review applications and select students best fitted to instructional program | 2 |
| Parent contacts for student assessment, program information, logistics, formative and summative assessment | 6 |
| Preparation for initial, ongoing, and final assessments | 6 |
| Selection and preparation of instruction materials and texts | 10 |
| Lesson planning  | 12 |
| Instructional meetings, including travel | 18 |
| Lesson reflection and instructional revisions | 12 |
| Administration of assessments | 4 |
| Analysis and interpretation of assessments | 8 |
| Drafting, revision, and publication of assessment report | 12 |
| Consultation with instructional supervisor  | 10 |
| **Total** | **100** |

**Checklist for CTRD 7920**

**Internship: Reading Education**

# Option B: Implementing a comprehensive classroom literacy program

This option is to be a 2-hour co-requisite with CTRD 7520, Curriculum and Teaching in Reading Education.

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. Create a print- and language-rich classroom that fosters all aspects of literacy.

\_\_\_\_ 2. Model reading and writing as valuable lifelong activities.

\_\_\_\_ 3. Use a variety of literary genres including culturally diverse literature.

\_\_\_\_ 4. Implement effective strategies that develop students’ language comprehension and expression.

\_\_\_\_ 5. Read to students and lead discussion about what was read.

\_\_\_\_ 6. Provide direct instruction in comprehension strategies.

\_\_\_\_ 7. Model multiple comprehension strategies appropriate to the text and task including but not limited to summarizing, retelling, rereading, questioning, and deep discussion techniques.

\_\_\_\_ 8. Increase the motivation of students to read independently.

\_\_\_\_ 9. Adjust reading strategies to the purpose of the reading and the nature of the text.

\_\_\_\_ 10. Teach vocabulary through multiple encounters with words in a variety of contexts.

\_\_\_\_ 11. Teach students to vary their reading rate according to their purpose and the difficulty of the material.

\_\_\_\_ 12. Provide extensive practice in guiding students to choose and read appropriate texts in a variety of genres.

**Documentation of Hours of Internship: Option B**

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| --- | --- |
| **Task** | **Expected Hours** |
| Identify through needs assessment tools (observation, survey, PLCs…) an area in which you can develop a print and language rich environment that fosters all levels of literacy.  | 6 |
| Create a print and language rich environment based on your evaluation. It can be grade based, grade level or school based.  | 6 |
| Evaluate the impact of print and language rich classroom that fosters all levels of literacy.  | 6 |
| Identify a grade level and plan a PLC for the implementation of effective strategies that develop students’ language comprehension and expression.  | 7 |
| Selection and preparation of strategies per grade or grade level  | 5 |
| Plan and use instructional and informational technologies to support vocabulary, motivation and digital reading.  | 5 |
| Instructional meetings, including travel | 18 |
| Plan a lesson and teach students to vary their reading rate according to their purpose and the difficulty of the material.  | 12 |
| Collaborate with another classroom teacher and prepare a lesson that models multiple comprehension strategies appropriate to the text and task including but not limited to summarizing, retelling, rereading, questioning, and deep discussion techniques.  | 8 |
| Preplanning and reflection after each modeled lesson  | 10 |
| Share knowledge of research-based techniques and collaborate with colleagues. | 5 |
| Develop collegial relationships with other reading specialists and literacy professionals through conversations, consultations, and professional meetings | 12 |
| **Total** | **100** |

**Checklist for CTRD 7920**

**Internship: Reading Education**

# Option C: Extending opportunities for literacy development

This option is to be a 2-hour co-requisite with CTRD 7530, Organization of Program in Reading Education.

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. Promote family involvement in literacy development.

\_\_\_\_ 2. Use instructional and informational technologies to support literacy.

\_\_\_\_ 3. Teach effective study skills using a variety of sources.

\_\_\_\_ 4. Guide students in implementing the writing process, using the four modes of discourse.

\_\_\_\_ 5. Use peer and teacher conferences to help students edit and revise their writing.

\_\_\_\_ 6. Use rubric assessment to help students edit and revise their writing.

\_\_\_\_ 7. Promote the integration of reading and writing in content areas across all grade levels.

\_\_\_\_ 8. Provide extensive authentic writing experiences in which students respond to their writing in various formats and for various audiences.

\_\_\_\_ 9. Interpret, communicate, and apply research findings to improve reading instruction and the reading program.

\_\_\_\_ 10. Evaluate, select, and use high quality materials and programs for literacy instruction including electronic media.

\_\_\_\_ 11. Maintain data on student progress in reading achievement and determine implications for the school’s reading program.

\_\_\_\_ 12. Initiate, implement, and evaluate professional development programs.

\_\_\_\_ 13. Work effectively with classroom teachers, special educators, administrators, community agencies, and families.

\_\_\_\_ 14. Share knowledge of research-based techniques and collaborate with colleagues.

\_\_\_\_ 15. Employ coaching or mentoring to improve reading instruction.

\_\_\_\_ 16. Develop collegial relationships with other reading specialists and literacy professionals through conversations, consultations, and professional meetings.

\_\_\_\_ 17. Assist other teachers in implementing the knowledge and skills in the Alabama Reading Initiative publication: Knowledge and Skills Teachers Need to Deliver Effective Reading Instruction.

**Documentation of Hours of Internship: Option C**

|  |  |
| --- | --- |
| **Task** | **Expected Hours** |
| Promote family involvement in literacy development through workshops. | 10 |
| Use instructional and informational technologies to support literacy. | Rolled Into Others  |
| Teach effective study skills using a variety of sources.  | Rolled Into Others |
| Guide students in implementing the writing process, using the four modes of discourse. | Rolled Into Others |
| Use peer and teacher conferences to help students edit and revise their writing. | 5 |
| Use rubric assessment to help students edit and revise their writing. | 5 |
| Promote the integration of reading and writing in content areas across all grade levels through modeling lessons and providing workshops. | 10 |
| Provide extensive authentic writing experiences in which students write in various formats and for various audiences. | Rolled Into Others |
| Interpret, communicate, and apply research findings to improve reading instruction and the reading program. | Rolled Into Others |
| Evaluate, select, and use high quality materials and programs for literacy instruction including electronic media. | 5 |
| Maintain data on student progress in reading achievement and determine implications for the school’s reading program. | 10 |
| Initiate, implement, and evaluate professional development programs. | 15 |
| Work effectively with classroom teachers, special educators, administrators, community agencies, and families. | Rolled Into Others |
| Share knowledge of research-based techniques and collaborate with colleagues through professional learning communities, workshops, and meetings. | 20 |
| Employ coaching or mentoring to individual teachers to improve reading instruction. | 20 |
| Develop collegial relationships with other reading specialists and literacy professionals through conversations, consultations, and professional meetings. | Rolled Into Others |
| **Total** | **100** |