Auburn University

CTRD 7920/7926 Option A

Course Syllabus

1. Course Number: CTRD 7920/7926 Option A

 Course Title: Internship: Reading Education

 Credit Hours: 1-9 hours (typically 2 hours)

 Prerequisites: Departmental Approval

 Corequisite: None

2. Date Syllabus Prepared: May 2017

**3.** Texts**:**

Leslie, Lauren, & Caldwell, JoAnne (2000-2010). *Qualitative Reading Inventory-3, 4. or 5*. Boston: Pearson.

McCormick, Sandra, and Zutell, Jerry (2010).*Instructing students who have literacy problems* (any recent edition). Upper Saddle River, NJ: Pearson.

Murray, Bruce (2012). *Making sight words: Teaching word recognition from phoneme awareness to fluency*. Ronkonkoma, NY: Linus.

**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 for CTRD 9790/7926 Option A focuses on working with beginning and/or struggling readers.

This internship in reading education may be completed by working with students in a public school or university reading clinic. 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.

**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.

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)

**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**:**

CTRD 9790/7926 Option A will ordinarily consist of 2 hours of credit and a minimum of 100 clock hours. Clock hours are estimated from work requirements (see checklist below). A grade of Satisfactory or Unsatisfactory is assigned. Students must satisfy all objectives to receive a satisfactory grade. 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 ([AU honesty code](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** |