

Eastern Oregon University Course Syllabus

Number of Course:

ED 583

Name of Course:

Practicum in Literacy

Catalog Description:

Supervised experience in a school reading program. Contextualize theoretical and research information in a school setting in a culturally responsive and equitable manner.

Credit Hours:

3

Required Texts or Suggested Materials:

Link to the EOU Bookstore: [Eastern Oregon University Bookstore \(opens in new tab\)](#)

Prerequisites:

12 graduate credits in reading including leadership (ED 568) and assessment (ED 582).
Candidate must have graduate standing to register for this course.

Learning Outcomes:

Upon successful completion of this course, in a culturally responsive and equitable manner, candidates will be able to:

1. demonstrate growth in ability to diagnose students' literacy levels, strengths and challenges using a variety of assessment tools and observation
2. demonstrate growth in ability to plan and implement instruction appropriate to student need and developmental level that increases the achievement of struggling readers
3. demonstrate the ability to create a literate environment
4. become knowledgeable about structuring and implementing a school reading program
5. become knowledgeable about the role of the reading specialist and have experience with aspects of this role
6. work cooperatively with others (teachers, other school personnel, parents, community) to promote the literacy learning of students
7. demonstrate advocacy and literacy leadership at the local, state or national level, including the ability to provide leadership, guidance and supervision of paraprofessionals
8. be self-analytical and write reflectively to demonstrate being a volitional practitioner in the area of literacy.

Course Requirements:

- Category A: Working with Students

The candidate needs to identify students who will be the target students for assessment and instruction. These students should represent more than one grade level and include a variety of learning needs. These are the students who will be the focus of your reflections.

1. **Time Log.** Keep an accurate record of the time you devote to the clinical practices experience. The time includes that devoted to instruction with students and to the course projects. At least 60% of the log hours should be those devoted to instruction and the rest of the hours may be for projects, while you are working with others. You may not count hours devoted to planning or working by yourself. You should indicate date, time in / time out. The time in/out is to accurately reflect actual hours devoted to literacy.

Example:

Date	Time in	Time out	Hours	Cumulative Hours
4/16/07	10:00	12:30	2.5	2.5
4/17/07	10:00	12:30	2.5	5
4/18/07	10:00	1:00	3	8

2. **Daily Description/Reflection Journal.** Reflections should include evidence of assessment, diagnosis and instruction of groups and individuals. Successful reflections will provide evidence of relevant assessments using a variety of formal and informal assessments, accurate diagnosis of student strengths and areas for growth, and appropriate instructional plans based on assessment and diagnosis. You must include daily reflections about what you learned about teaching, about yourself as a teacher and about the children you are teaching. This can be celebrating what you did well or acknowledging the ways you need to improve.
 - a. **Structure of the daily log/reflections:** Tell what you did. Tell the response of the students—make sure that you focus on individuals, not just the group. Tell what you learned. Then tell what you think you should do next for the student(s) and why. It is important that the reflections indicate the professional thinking that you are doing. You could consider this a professional “think-aloud.” You must show that you are able to reflect on your professional practice using foundational knowledge and theory.
 - b. **Submit the reflection journal via Canvas assignments** at least four times during the term: at the end of 10 hours, at the end of 30 hours, at the end of 60 hours, and at the end of the practicum. More frequent reports are fine. Regular reporting is essential. The submission after the first 10 hours is really important so that the instructor can determine that what the candidate is including in the log/reflections meets the expectations of the practicum. The instructor reserves the right to give a failing grade to students who submit the log as a whole or after a long delay.
 3. **Video Observations and debriefs.** Schedule at least two video observations (unless the instructor can observe the candidate in person). The observations can be via Google Hangouts or Facetime, whichever is available to the candidate. Also, schedule a follow-up debrief after each observation via phone or video conferencing.
- **Category B: Leadership and Professional Development**
 1. **Demonstrate leadership/advocacy in literacy.** The purpose of this project is to demonstrate your ability as a literacy leader (See Course Information in Canvas for a list of traits). Examples of this project are: providing a workshop or in-service for faculty or staff of your building or district; a presentation to the administration (building or district

level); presentation at a professional conference; or leading a teachers as readers or study group. The leadership project is intended to be a bigger-scale project than something you would do as a part of your regular teaching responsibilities. It needs to demonstrate that you are capable of being a literacy leader in your school/the professional community. This project allows you to demonstrate that you have expertise as a literacy educator and you can share that expertise with others. This assignment has three distinct parts:

2. Proposal: Submit a written proposal that addresses specifically what you plan to do, why it is significant, a timeline for completing the project, and how you expect this project to demonstrate your expertise as a literacy educator. Be sure to include how you will “measure” the effectiveness of the project. This project can be used to demonstrate Course Outcome #8. Be sure to explain how it does. If it does not, then include a separate statement of how you will meet that course outcome. You must have your proposal approved before you begin working on the project. The proposal needs to be approved by the end of the third week of the term.
3. Informal Updates: Keep the professor updated on the progress of your project at least twice during the term. This can be done via email or phone call. This is the time to ask questions, share successes, explain adjustments you have made to the project, or simply report how you are feeling about the process.
4. Concluding report: Write a concluding report (2-5 pages) that summarizes the project and its intended purpose, addresses the effectiveness of the project, and explains what you have learned about literacy leadership and/or advocacy as a result of completing the project. Be sure to address Oregon Standards 5-6 aligned to ILA Components 2.4, 6.1, 6.2, 6.3 in this concluding report. View the language of the standards at the top of the syllabus underneath the outcomes.

- Category C: Final Paper

Have a conversation with your instructor before writing this final paper.

1. You will write a formal synthesis paper directly addressing the value of the clinical practices experience in fostering your abilities as a literacy professional. The following prompts are helpful for this section of the paper:
 - a. What did you learn that will inform how you teach in the future?
 - b. What did you learn about assessment/diagnosis and instruction?
 - c. What did you learn about yourself as a literacy teacher?
 - d. What practices will you modify and what will you preserve based on what you learned through this experience?
2. The second section of this paper is a self-evaluation of your abilities as a reading specialist using the Oregon Reading Intervention: Program Standards aligned to ILA 2017. Prior to writing this section of the paper, you will consult with the instructor of the course to determine the components you should emphasize in this section based on evidence documented on the clinical practices evaluation form during the term.

Remember that this assignment will serve as one source of information for your clinical practices evaluation.

Grading Policies:

You will not earn a passing grade for this course unless all required observations and evaluations have been completed by the instructor and mentor and you have submitted verification of the completion of the required 90 hours.

Your course grade will be based on the weighting for each assignment as listed in the chart below. All assignments must be submitted through Canvas. Your grade is influenced by your timeliness and your communication with the instructor. Failure to submit reports at the designated intervals will lead to a lower grade. All assignments must be submitted by the end of EOU's tenth week to be assigned a grade in the term.

Further details as determined by course instructor.

Means of Assessment:

Assignment	Weight	Course Outcomes Assessed	Criteria
Time Log/Reflection Journal (Category A)	40%	1, 2, 3, 4, 8	-Completeness of the log (90 hours) -Completeness and depth of daily writings as described in the requirements, particularly in the area of reflective practice showing professional decision-making based on foundational knowledge and theory.
Leadership Project (Category B)	30%	4-8	-Instructor has approved proposal prior to implementation -detailed planning prior to implementation -evidence of implementation -thoughtful and thorough evaluation of the effectiveness of the implementation and suggestions for the future based on your findings -clear demonstration of leadership and alignment with the designated standards -periodic discussions with the instructor
Final Synthesis Paper (Category C)	30%	1-8	-Thoroughness and thoughtfulness as described in requirements -Addresses Oregon standards (aligned to ILA components) *Note: Areas to emphasize tailored to individual candidate progress based on consulting with the course instructor in alignment with the clinical practices evaluation. -Written conventions are correct and organization is clear

Brief Outline of Course:

Determined by the course instructor.

Writing Center Statement:

The EOU Writing Center provides a place — physical or virtual — where every EOU student can find an interested, responsive reader. Writing tutorials are free of charge for EOU undergraduate and graduate students and are available for writing at any course level and for writing resumes, job letters, and graduate applications. For drop-in hours or to schedule in-person, synchronous online, or asynchronous online tutoring, please visit the EOU Writing Center: [Writing Center – Eastern Oregon University \(opens in new tab\)](#).

Classroom Decorum:

[Insert text here]

Academic Misconduct Policy:

Eastern Oregon University places a high value upon the integrity of its student scholars. Any student found responsible for an act of academic misconduct (including but not limited to cheating, unauthorized collaboration, fabrication, facilitation, plagiarism or tampering) may be subject to having his or her grade reduced in the course in question, being placed on probation or suspended from the University, or a combination of these.

Accommodations/Students with Disabilities Policy:

Any student who feels they may need accommodation for any type of disability must contact the Disability Services Office in Loso Hall, Room 233. Phone: 541-962-3081.

Disclaimer:

This standard syllabus provides only general information on the course. For those enrolled in the course a detailed syllabus will be provided by the Instructor at the beginning of the term. Please keep in mind that not all courses are offered every year.

Date:

July 2019