RDG 534.501
PRACTICUM in Corrective Reading
Spring 2020

Stephen F. Austin State University
College of Education
Department of Elementary Education

Instructor Information: Dr. Welsh

Office: 209M; Janice A. Pattillo Early Childhood Research Center
Office Phone: 936.468.2904 main office
Course Time & Location: Online/D2L/BRIGHTSPACE
Office Hours: Online office hours: M 8-9am; T, TH 8-10pm
Credits: 3 credit hour graduate course
Email: use email in D2L/BRIGHTSPACE or welshka@sfasu.edu

It is always best to call or email me prior to visiting campus to ensure I am available. If times or office hours are not conducive to your schedule, I will gladly accommodate your needs. All communication is responded to within a 24-hour period.

I. Course Description

A directed experience in planning and delivering reading curriculum and instruction for students experiencing reading difficulty.

PRE-REQUISITES: RDG 501, 502, 503, 504, 532

Graduate school policy requires that master’s degree candidates must successfully complete a comprehensive exam or a capstone requirement. The requirement for a M.Ed. in Elementary Education with Reading Specialist is to complete the capstone course, RDG 534, with a grade of B or better.

Course Justification

This three-credit hour online graduate course contains 15 weeks of instruction plus a week for the final examination. The course uses the Texas Reading Specialist educator standards, all relevant Texas Essential Knowledge and Skills (TEKS), and the International Literacy Association (ILA) Standards for the Preparation of Literacy Professionals as its curricular basis. Candidates participate in 80 clock-hours of supervised, integrated, practicum
experiences focused on intervention with students in authentic, school-based settings. Candidate must demonstrate proficiency in each of the Texas Reading Specialist standards in order to be recommended for a certificate. An extensive amount of scientifically-based readings are included within and outside the course in order to ensure candidate effectiveness. Each week, candidates have opportunities to interact with the content through discussions, assignments, team projects, quizzes, checklists, videos, and/or readings. A final data point collection of the Practicum Log provides an opportunity for candidates to demonstrate their knowledge and application of effective literacy practices to improve student learning with diverse types of students in K-12th grade settings. A minimum of six hours of outside reading, research, application, and reflection is expected of candidates each week in order to gain the requisite knowledge, skills, and dispositions expected of beginning reading specialists.

Perkins College of Education (PCOE) Diversity Statement

The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

II. Intended Learning Outcomes/Goals/Objectives

RDG 534 will touch on the following Core Values of the Perkins College of Education:

- Academic excellence through critical, reflective, and creative thinking
- Life-long learning
- Openness to new ideas, to culturally diverse people, and to innovation and change
- Integrity, responsibility, diligence, and ethical behavior

As you progress through the program, you will continue to build upon the Perkins College of Education’s Conceptual Framework, Vision, Mission, Goals, and Core Values.

Program Learning Objectives (PLOs)

Crosswalk Comparison

- Texas Educators Approved Standards
- International Literacy Association (ILA) Standards
- Council for the Accreditation of Educator Preparation (CAEP) Standards for Advanced-Level Programs
RDG 534 is aligned to the Texas Reading Specialist Standards and the International Literacy Association (ILA) Standards for the Preparation of Literacy Professionals 2017:

- **PLO 1**: Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing (ILA Standard 2). The Reading Specialist recognizes how the differing strengths and needs of individual students influence their literacy development, applies knowledge of primary and second language acquisition to promote literacy, and applies knowledge of reading difficulties, dyslexia, and reading disabilities to promote literacy (TX Standard III).

- **PLO 2**: The Reading Specialist understands the theoretical foundations of literacy; plans and implements a developmentally appropriate, research-based reading/literacy curriculum for all students; collaborates and communicates with educational stakeholders; and participates and takes a leadership role in designing, implementing, and evaluating professional development programs (TX Standard IV). Candidates continually model how adults learn and develop within school systems; design and lead professional learning experiences; use coaching tools and processes to support individual and groups of teachers; critically analyze and synthesize research, policy, and promising practices (ILA Standard 6).

- **PLO 3**: Candidates in traditional, hybrid, and online programs complete a minimum of two supervised, integrated, extended practica/clinical experiences: one focused on intervention with students and the other on novice coaching. Candidates are supervised by highly qualified literacy professionals in practica/clinical experiences equivalent to a six-hour course. (ILA Standard 7).
RDG 504 assesses the following Texas Reading Specialist Standard’s Knowledge and Skills:
3.1k, 3.2k, 3.3k, 3.4k, 3.5k, 3.6k, 3.7k, 3.8k, 3.9k, 3.10k, 3.11k, 4.1s, 4.2s, 4.3s, 4.4s, 4.5s, 4.6s, 4.7s, 4.8s, 4.9s, 4.10s, 4.11s, 4.12s, 4.13s, 4.14s, 4.15s, 4.16s, 4.17s, 4.18s,

RDG 503 assesses the following components for the Preparation of Literacy Professionals 2017 from the International Literacy Association (ILA): 2.1, 2.2, 2.3, 6.1, 6.2, 6.3, 6.4, 7.1, 7.2, 7.3

III. Course Assignments, Activities, Instructional Strategies, use of Technology

D2L/BRIGHTSPACE Support -
- For D2L/BRIGHTSPACE technical support, contact student support in the Office of Instructional Technology (OIT) or 936-468-1919. If you call after regular business hours or on a weekend, please leave a voicemail.
- For general computer support (not related to D2L/BRIGHTSPACE), contact the Technical Support Center (TSC) at 936-468-HELP (4357).
- To learn more about using D2L/BRIGHTSPACE, visit SFA ONLINE at, where you’ll find written instructions and video tutorials.

Readings/Assessments/Assignments to Complete - Readings are already in D2L/BRIGHTSPACE. Readings will be synthesized upon and may/may not be tested over. All readings, including notes, examples, and videos, are expected to be viewed/read prior to completing the related assignment.

ASSIGNMENTS in Dropbox:
1. Instructional Coaching Timeline (5 points): Candidate will create an instructional coaching schedule to meet with a colleague experiencing concern over a student(s) who is experiencing difficulties in reading.
2. Instructional Coaching #1 (10 points): Candidates will write about the collaboration they did during their initial Instructional Coaching time together.
3. Instructional Coaching #2 (10 points): Candidates will describe the collaboration or observation they did during their second Instructional Coaching time.
4. Instructional Coaching #3 (10 points): Candidates will describe their final conversation after observing the teacher teach.
5. Shadow a Student (16 points): Candidates will shadow a student in grade 2 or higher, all day, in order to view the learning environment from the lens of a learner.
6. Research Infographic (16 points): Candidates will choose a literacy topic that is a component of a comprehensive and balanced curriculum. Candidates are to
research the federal, state, and district standards (if any), the seminal (influential) research in support of this component and show how this component is best implemented within an integrated literacy approach. This study will be shared with all members of our learning community so everyone can build a more in depth toolbox of professional resources.

DISCUSSIONS:
1. Introduction ‘Shelf’ie (5 point)
2. Shout out your Topic (5 points)
3. Shadow Student (5 points)

QUizzes:
1. Syllabus and Timeline (2 point)
2. Final Exam: Instructional Coaching Portfolio (16 points): Candidates will utilize a coaching model of instruction for a new or veteran teacher to model and collaborate for reading achievement. The Candidate will collect all of the data regarding the instructional coaching in a portfolio.

IV. Evaluation and Assessment (Grading):

Earned grades will be assigned at the end of the semester on the following basis:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
<th>Points Range</th>
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<tbody>
<tr>
<td>A</td>
<td>90 – 100%</td>
<td>90 – 100 points</td>
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<tr>
<td>B</td>
<td>80 – 89%</td>
<td>80 – 89 points</td>
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<tr>
<td>C</td>
<td>70 – 79%</td>
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<td>D</td>
<td>60 – 69%</td>
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<td>F</td>
<td>59% or below</td>
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V. Course Calendar:

<table>
<thead>
<tr>
<th>Week</th>
<th>Read Getting Started module</th>
<th>Getting Started</th>
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<tbody>
<tr>
<td></td>
<td>Read over Syllabus &amp; print out Timeline</td>
<td>Writing Expectations</td>
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<td></td>
<td>Quiz over Syllabus &amp; Timeline</td>
<td>Reading Specialist (RS) Resources</td>
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<td></td>
<td>Discussion ‘Shelf’ie Introductions</td>
<td>*these do not count toward grade – practice only</td>
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<tr>
<td></td>
<td>Read Writing Expectations module</td>
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<td></td>
<td>Read Reading Specialist (RS) Resources module</td>
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<td></td>
<td>Quizzes: Practice TExES – you may practice all semester</td>
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<tr>
<td>Week 2</td>
<td><em>MONDAY, JANUARY 20th IS A HOLIDAY FOR SPA</em></td>
<td>Coaching to Improve Corrective Reading</td>
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<td>Read Coaching to Improve Corrective Reading module</td>
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<td>Decide on a colleague to support through instructional coaching</td>
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<td>Set a tentative timeline</td>
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<td>Read Shadowing a Student module</td>
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<td></td>
<td>Decide on who you will shadow and try to set a tentative date</td>
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<td>Read Literacy Research module</td>
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<tr>
<td></td>
<td>Decide on a question you want to answer</td>
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</tr>
<tr>
<td></td>
<td>*these do not count toward grade – practice only</td>
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</tbody>
</table>
| Week 3 | Read Coaching to Improve Corrective Reading module
  Decide on a colleague to support through instructional coaching
  Set a tentative timeline
  Read Shadowing a Student module
  Decide on who you will shadow and try to set a tentative date
  Read Literacy Research module
  Decide on a question you want to answer | Coaching to Improve Corrective Reading |
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<tr>
<td></td>
<td></td>
<td>Shadowing a Student</td>
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<td></td>
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<td>Literacy Research</td>
</tr>
</tbody>
</table>
| Week 4 | Discussion Shout out Your Topic
  Dropbox Coaching Timeline | Literacy Research
  Coaching to Improve Corrective Reading |
| Week 5 | Continue conversations with your coaching colleague | Coaching to Improve Corrective Reading |
| Week 6 | Work on your research topic
  Continue conversations with your coaching colleague | Literacy Research
  Coaching to Improve Corrective Reading |
| Week 7 | *SUNDAY, MARCH 8th IS DAYLIGHT SAVINGS TIME – SPRING BACK!*
  Dropbox Instructional Coaching #1
  Make sure you have a date set to shadow a student | Coaching to Improve Corrective Reading |
|       |                                                  | Shadowing a Student              |
| Week 8 | SPRING BREAK – Have fun!! Relax!! Read a great book!! ☝️ | |
| Week 9 | Work on your research topic
  Continue conversations with your coaching colleague | Literacy Research |
| Week 10 | Dropbox Shadow Student
  Continue taking practice reading quizzes for TExES exam | Shadowing a Student
  Reading Specialist (RS) Resources |
| Week 11 | Dropbox Instructional Coaching #2
  Sign up to take RS TExES exam if you haven’t yet | Coaching to Improve Corrective Reading
  Reading Specialist (RS) Resources |
| Week 12 | **EASTER HOLIDAY!! ASK THE EASTER BUNNY FOR BOOKS!! EAT CHOCOLATE!!**
  SFA Holiday for Students Thursday 9th and Friday 10th
  *SUNDAY, APRIL 12th IS EASTER SUNDAY* | |
| Week 13 | Discussion Shadow Student | Shadowing a Student |
| Week 14 | Dropbox Research Infographic
  Continue taking practice reading quizzes for TExES exam
  Sign up to take RS TExES exam if you haven’t yet | Literacy Research
  Reading Specialist (RS) Resources |
| Week 15 | Dropbox Instructional Coaching #3
  Compile Instructional Coaching Portfolio | Coaching to Improve Corrective Reading |
| Week 16 | Discussion Resources Shared during Instructional Coaching
  Discuss Share your Research
  Compile Instructional Coaching Portfolio
  Dropbox Instructional Coaching Portfolio as Final Exam
  Final Dispositions by Candidate (Qualtrics link)
  Program Evaluation by Completer (Qualtrics link) | Coaching to Improve Corrective Reading
  Literacy Research |
|       |                                                  | Final Exam – closes on Wed, the 6th @ 11:30pm |

**VI. Required Textbooks:**

No textbook for classroom use is required. All readings are provided within D2L/BRIGHTSPACE.

**Research-Based Principles:**
The Reading Specialist program coursework is built on research-based principles. The following journals, articles, and books are resources that are recommended readings as you move through the program.

**JOURNALS / PERIODICALS**

*Journal of Adolescent & Adult Literacy*, International Literacy Association  
*Literacy Today*, International Literacy Association  
*Reading Research Quarterly*, International Literacy Association  
*The Reading Teacher*, International Literacy Association

**OTHER RESOURCES**


**VII. Course Evaluations:**

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical.

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the
names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII: Student Ethics and Other Policy Information:

Class Attendance and Excused Absence Policy 6.7:

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports (including the first 12-day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

Academic Accommodation for Students with Disabilities 6.1, 6.6:

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 / 936-468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations.

Student Academic Dishonesty 4.1:

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of
another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Penalties for Academic Dishonesty
Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

**Withheld Grades 5.5:**

At the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Student Code of Conduct Policy 10.4:**

Classroom behavior should not interfere with the instructor's ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. For information regarding the iCare program call the office at 936-468-2703.

**Code of Ethics for the Texas Educator:**

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community.
and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification. Please go to §TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators.

Texas Certification/Licensing:

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification. You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense. In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed, and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

Additional information can be found on TEA's website.
2. Provide one of the following primary ID documents: passport, driver’s license, state or
providence ID cards, a national ID card, or military ID card to take the TExES exams
Additional information available. YOU must provide legal documentation to be allowed
to take these mandated examinations that are related to certification/licensing
requirements in Texas. If you do not have legal documentation, you may want to
reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a
history of criminal activity, you may want to reconsider your major while at SFASU.

For further information, contact the Office of Assessment and Accountability at
936.468.1282 or edprep@sfasu.edu