Instructor: Dr. Lori Mann  
Office: VH 237  
Phone: 620-341-5754  
FAX: 620-341-5939 (ESU Office)  
E-Mail: lmann@emporia.edu  
Credit Hours: EE413 – 3 credit hours; EE414 – 1 credit hour  
Room and Time: Visser Hall, 243  
Office Hours: Wednesdays or by appointment.  
Course Materials: (Blackboard supported course; online submission and access to scanner required)  

Improving Reading: Strategies and Resources, 4th Ed., by Johns & Lenski (or 5th Ed., as previously purchased for Block I) or your 50 Strategies textbook  

Creating Literacy Instruction for All Student, 7th ed., by Gunning (as previously purchased for Block I)  

Basic Reading Inventory, 10th ed., by Johns (Purchase new copy, should have shrink-wrap with 2 books and DVD).  

Phonics from A-Z (2nd ed.) by Blevins  

Resource book by Mann (purchase at bookstore)  

You should download and copy the following and put in your class binder or in an electronic file that will be easily available at all sessions.  

- Copy the Kansas Reading Standards for your PDS grade level placement, the reading glossary, and the Kansas Reading Scope and Sequence. You will find these at the Kansas Department of Education website. [http://www.ksde.org/Default.aspx?tabid=142](http://www.ksde.org/Default.aspx?tabid=142).  


Bring 2 inch 3 ring binder with dividers or your electronic device with files and a small binder (set up using Notebook Checklist); highlighters; sticky notes; a plastic sheet cover and a white board marker to class. Please wear your PDS nametag to class throughout the semester. You will be told which books are needed for each session – bring all to the first session.
Course Description:

EE 413 is designed to extend the understanding of the teaching of reading started in EE 313. Special emphasis is placed on diagnostic procedures and remediation strategies for children with special needs in grades K-8. Direct and indirect testing and assessment techniques will be introduced. Attention will be given to collecting and analyzing data to develop appropriate plans to meet a student’s needs. Approaches, methods, materials, teaching aids, classroom organization, and grouping for reading instruction will be addressed. The multi-cultural aspects of various learners will be addressed. Strategic reading skills for content and expository text will be covered. Students must be concurrently enrolled in EE 414 Reading Practicum.

EE 414 is designed to put into practice, in a practicum situation, the diagnostic and remedial techniques, materials, and procedures learned in EE 313 and EE 413. Students must be concurrently enrolled in EE 413.

Purpose:
The course content, objectives, and student outcomes are designed to facilitate development of the “well rounded professional” as a critical thinker, creative planner, and effective practitioner specifically in the area of reading instruction.

The Teachers College Conceptual Framework

Emporia State University’s faculty, including professional education and content area faculty, support a program designed to transform candidates into professionals. To help all students learn, the professional must have a command of content, critical ideas, and skills, and the capacity to reflect on, evaluate, and learn from their practice so that it continually improves. While there are different ways that successful professional educators can be highly effective, six proficiencies emerge from a shared evidence-based understanding of how to foster student learning. These six proficiencies define the Professional: providing service to society; applying interdisciplinary scholarly knowledge; engaging in effective practice; responding to uncertainty and change; relying on self-reflection; and belonging to professional community.

Candidates study, learn, and grow in an academic setting that integrates and highlights the connections among general studies, content studies, professional studies, and clinical experiences. Moreover, the candidate preparing for a career in the field of education or an allied health field is immersed in an academic milieu that values a number of tenets the faculty see as essential for the professional development and growth of teachers, other school personnel, and those in the helping professions: the value of diversity, the relevance of authentic assessment, the essentials of professionalism, the importance of collaboration, the usefulness of technology, and the power of reflection. ESU’s professional education programs as well as the non-professional education programs offered within The Teachers College devote themselves to the proposition that candidates who learn and grow in such an atmosphere and who integrate knowledge, theory, and practice demonstrate the proficiencies of the Professional at the time of program completion.
This course addresses the following Knowledge, Skills, and Dispositions outcomes:

**Kansas Professional Standards and ESU Conceptual Framework** (EE 413/414)

Indicators: (A) Knowledge, (B) Skills, (C) Dispositions

| Kansas Professional Standards | Standard 1: The Kindergarten through sixth grade teacher demonstrates a high level of competence in use of the English language arts and knows, understands and uses concepts from emerging literacy, reading, language and child development to teach reading, writing, speaking, viewing, listening, and thinking skills, and to help all students successfully apply their developing literacy skills to many different situations, materials, and ideas. | Assessments |
| Knowledge Indicator 3 | The teacher knows how to assess and evaluate student progress in language arts.  
**Proficiency 1:** B2  
**Proficiency 2:** A2, B3 | Tests (413)  
Assessment Report |
| Knowledge Indicator 6 | The teacher understands the research process and how to use the data from a variety of sources to communicate information to different audiences.  
**Proficiency 2:** A2  
**Proficiency 3:** B3 | Tests (413)  
Running Record  
Training  
Assessment Notebook |
| Knowledge Indicator 7 | The teacher recognizes multiple indicators of reading and writing disabilities.  
**Proficiency 3:** A1, A2, A3 | Tests (413)  
Running Records  
Assessment Notebook |
| Knowledge Indicator 8 | The teacher has knowledge of the significance of social, economic, cultural, and linguistic diversity for development and learning of literacy skills, and recognizes that children are best understood in the contexts of family, culture, and society.  
**Proficiency 1:** A1, A2, A3 | Tests (413)  
Small Group Observation & Lesson Plans |
| Knowledge Indicator 9 | The teacher understands the interrelationships among culture, language, and thought and the function of the home language in the development of young children.  
*Proficiency 1: A1* | Tests (413) Lesson Plans |
|-----------------------|-------------------------------------------------|-----------------------------|
| Performance Indicator 1 | The teacher designs, implements, and evaluates literacy experiences that are developmentally appropriate.  
*Proficiency 3: B1,B2, C1*  
*Proficiency 5: C2* | Lesson Plans |
| Performance Indicator 4 | The teacher develops and uses criteria for evaluating and selecting a variety of materials for language arts instruction, recognizing issues of equity in gender, age, ethnicity, lifestyle, and socioeconomic status.  
*Proficiency 3: A1, B1* | Lesson Plans |
| Performance Indicator 6 | The teacher demonstrates an understanding of the phonemic, morphemic, semantic, syntactic, and pragmatic systems of language and their relation to the reading and writing process.  
*Proficiency 2: A2* | Running Record Training and Test Assessment Notebook |
| Performance Indicator 7 | The teacher creates literacy rich environments and experiences that promote individually and culturally responsive approaches throughout the curriculum.  
*Proficiency 6: A.3*  
*Proficiency 2: B1* | Lesson Plans |
| Performance Indicator 8 | The teacher evaluates and selects assessments to fit diverse learner strengths and needs.  
*Proficiency 2: B3, C1,C2* | Running Record Training Assessment Notebook |
| Performance Indicator 9 | The teacher uses a variety of assessment tools, analyzes the results, and applies the results to instruction.  
*Proficiency 3: A1, B3* | Assessment Notebook Lesson Plans |

**Relevant Indicators of the Conceptual Framework:**

**Proficiency 1: Provide Service to Society**
Candidates will exhibit knowledge of  
A1. characteristics of diverse learners.  
A2. legal issues and ethical standards that apply to sound educational practices.  
A3. educational strategies that support the learning for students from diverse cultural and linguistic backgrounds. 
Candidates demonstrate practical ability to  
B2: demonstrate professional performance that incorporates theory, research, and practice in order to help all students learn.

**Proficiency 2: Applies Interdisciplinary Scholarly Knowledge**
Candidates exhibit knowledge of  
A2: subject matter content and content-specific pedagogy that inform the basis for entitlement to practice.
Candidates demonstrate practical ability to
    B1: integrate knowledge across within disciplines.
    B3: determine and assess what students need to know and be able to do in order to
    succeed.
Candidates exhibit dispositions that exemplify
    C1: a willingness to think critically about content, curriculum planning, teaching
    and learning pedagogy, innovative technology, and assessment.
    C2: the belief that education children and adults requires the integration of multiple
    kinds of knowledge.

Proficiency 3: Engages in Effective Practice
Candidates exhibit the knowledge of
    A1: on-going developments in subject matter content, curriculum planning, instructional
    theory and practice, classroom management, and assessment.
    A2: teaching and learning as a dynamic, constructive, and metacognitive process.
    A3: a repertoire of teaching and learning strategies, designed to help students increase
    their power as learners.
Candidates demonstrate practical ability to
    B1: utilize creative planning and curriculum integration to promote learning of all
    students.
    B2: create learning experiences commensurate with a student’s level of readiness.
    B3: asses their educational practices, modify their assumptions and actions, and expand
    their repertoire of skills.
Candidates exhibit dispositions that exemplify
    C1: a desire to analyze concepts, evaluate clinical practices, experiment, and initiate
    innovative practices as needed.

Proficiency 5: Relies on Self-Reflection
Candidates exhibit dispositions that exemplify
    C2: a belief that curriculum planning and teaching practices be meaningful, engaging,
    and adapted to the needs of diverse learners.

Proficiency 6: Belongs to a Professional Community
Candidates exhibit the knowledge of
    A3: a repertoire of teaching and learning strategies, designed to help students
    increase their power as learners.

Content:
The instructor will use lecture/discussion, individual and group activities/discussion, school visits,
hands-on materials, resource lists, videos, guest speakers, and handouts. Lectures will clarify and
expand on the information in the text; modeling/demonstration and guided practice will be used for
procedural knowledge; group activities will provide opportunities for discussion, sharing, interaction
and reflection for a community of learners.

Topics:
Authentic assessment and application in instruction
Standardized, norm-referenced tests
Application of multiple assessments
Content area reading
Instructional decisions based on assessments
**Academic Dishonesty Policy:**
Academic dishonesty, a basis for disciplinary action, includes but is not limited to activities such as cheating and plagiarism (presenting as one’s own the intellectual or creative accomplishments of another without giving credit to the source or sources). If academic dishonesty should occur in this course, the policy as stated in the ESU Student Handbook will be applied.

**Statement of Accommodation:**
Emporia State University will make reasonable accommodations for persons with documented disabilities. Students need to contact the Director of Disability Services and the professor as early in the semester as possible to ensure that classroom and academic accommodations are implemented in a timely fashion. All communication between students, the Office of Disability Services, and the professor will be strictly confidential. The Office of Disability Services and Non-Traditional Student Programs is located in 211 SE Morse Hall, 620-341-6637 Voice, 620-341-6646TTY, or via e-mail at disaber@emporia.edu.

**Faculty Initiated Student Withdrawal:**
If a student’s absences from class or disruptive behavior become detrimental to the student’s progress or that of the other students in the class, the faculty member shall attempt to contact the student in writing about withdrawing from the class and shall seek the aid of the office of the Vice President of Student Affairs to help insure contacting the student. The office of the Vice President of Student Affairs shall provide the student information about the existing appeals procedures. Upon receiving a written report from the faculty member, the Vice President of Student Affairs may initiate a student withdrawal from the class. None of the above implies or states that faculty members are required to initiate the student withdrawals for excessive absence. See ESU Policy for full detail.

**Course Requirements:**

1. **Attendance**
   Each class session is equal to one week of instruction. We have many topics to cover in a short period of time. If you miss a class, you should attempt to find a classmate to Skype (or other conference tool) you in during the class session, if at all possible. I would suggest you set up a Skype Account, try it out and make your plan in case this should happen. Class will begin promptly at the beginning of the hour. Please contact the instructor in advance about any expected absence. After one absence, any additional absences will result in the drop of a letter grade. Please note that more than two absences will result in a possible drop from the course, at the discretion of the instructor. In order to get credit for attendance, you are expected to be in class on time and to be present for the entire class period via face to face or electronic session. If absent and unable to Skype, you are responsible for getting assignments, announcements, notes, and handouts from another student. Professional participation is expected at all times. Proper electronic etiquette will be required and electronic devices (encouraged usage) must be used only for course related activities. The instructor will be considering punctuality, attendance for the entire class period, professional participation, and collaboration as part of the course grade.

2. **Reading Assignments/Preparation**
   The reading assignments are noted on the schedule and should be completed before class. Students must be prepared for all tutoring and class sessions; this includes bringing the assigned texts and any assessments/lesson plans to class. The instructor may give pop quizzes or check for course materials.
3. **Written Assignments**

Written assignments should be completed after the topic has been covered in class. Assignments will not be accepted or graded before a topic is covered in class. Refer to the class schedule to know when we will be covering assessments and other assignments. Assignments should be word processed according to the assigned format using a 12 pt. font (with double spacing for all narratives). All work will be posted in Blackboard and due by midnight of the assigned due date. Ten percent of each assignment’s points will be deducted (up to 50% of the point value) for each day that the assignment is late (including the day due). If you are absent, your assignment is still due. If an extreme situation should occur, a written contract will be constructed and verified with supporting documents and signatures.

4. **Instruction**

You are expected to keep all assessment information confidential. You will be involved in completing assessments and instruction with one student from the PDS class. Additionally, you will be involved in creating and delivering a whole class content area lesson and assisting by observing and helping with a small literacy group throughout the semester. You may be asked, by your mentor, to do additional teaching beyond the requirements of the course.

5. **Successful Completion of EE413/414 Work**

Both courses must be completed successfully. If an intern is assigned a D or F in either course, the intern must retake both courses and complete a signed contract. The contract will be agreed upon and signed by the instructors, PDS Coordinator, and the intern.

**EE413 Methods of Evaluation:**

Performance tasks are involved in the evaluation. All written work must be typed and proofread for errors. Refer to the schedule for due dates and assignment dates. Points may be deducted for errors in spelling, grammar, or content knowledge.

1. Mentor Teacher Interview Assignment 20
2. BRI Introductory Take-Home 40
3. Small Group Reading Lesson Observation/ 45
   Ongoing Assistance with Small Group (30) /Log (15)
4. Whole Group Content Reading Lesson 55
   (One rewrite option after feed-back)
5. Running Record Training and Quiz 25
6. Mid-point Exam 25
7. Reading Final Exam 50
8. Class Participation/Preparation 40

**Total Course Points:** 300
EE413 Overview of Assignments:

1. **Mentor Teacher Interview**
   You will find a template on Blackboard to download and use to complete the assignment. You will need to schedule a meeting with your mentor teacher and complete this assignment by the date on the class schedule. **DUE DATE: Jan. 26th**

2. **BRI Introductory Take-Home**
   This assignment will be given at the beginning of the course, either during orientation or the first session. Students will be assigned to read the Basic Reading Inventory and complete a take-home quiz. **DUE DATE: Feb. 2nd**

3. **Small Group Reading Observation and On-going Small Group Work**
   Interns will be asked to observe a small group lesson in the PDS classroom. A template will be provided on Blackboard to guide you through this assignment. Following the observation, interns should begin working with one small group in literacy related activities. Remember to keep notes on all your activities in the reading log. **DUE DATE: Observation - Feb. 16th (on-going work throughout semester with all sessions recorded on the log); Log – Mar. 24th**

4. **Whole Class Content Area Lesson**
   Select an expository text to develop a content reading lesson. This lesson will be planned by the intern and delivered to the entire PDS class. The lesson should be evaluated by the mentor teacher using the “Block 2 Evaluation of Lessons” form from the PDS notebook. The intern will write a reflection using the “Intern’s After Teaching Reflection” from the PDS Manual. As noted in the PDS Manual, the whole class reading lesson must focus on content area reading. The lesson is to be created for the EE 413 requirement only. You may not use or combine this course requirement with another lesson requirement for another Block II course requirement. This assignment should not be completed until we have covered the procedures in class. **DUE DATE: LP Draft Jan. 26; Final Plan with Mentor Evaluation and Reflection by Mar. 2nd**

5. **Running Record Training and Quiz**
   Interns will participate in running record training in class. Interns will be given a quiz that measures understanding of terms related to running records and the ability to score and analyze running records. **DUE DATE: Mar. 2nd**

6. **Mid-point Exam**
   Details of the exam will be given during the course. Assessments not covered through the Case Study administration will be assessed at this time as part of this exam. **EXAM DATE: Feb. 23rd**

7. **Final Exam**
   Details of this comprehensive exam will be given during the course. **EXAM DATE: March 24th**

8. **Class Participation – Must attend to get these points (4 per session)**
   The class participation grade will be given based on the level of professional participation, attendance, timeliness and preparation, thoroughness of in-class work, attitude and collaboration.

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<tr>
<th>Grading Scale:</th>
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<tr>
<td>A</td>
<td>95-100%</td>
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<tr>
<td>A-</td>
<td>92-94%</td>
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<tr>
<td>B+</td>
<td>89-91%</td>
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<tr>
<td>B</td>
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<tr>
<td>B-</td>
<td>83-85%</td>
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<tr>
<td>C+</td>
<td>80-81%</td>
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<tr>
<td>C</td>
<td>77-79%</td>
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EE414 Methods of Evaluation:

This course will be arranged around a field experience within the Professional Development School context. Each college student will work with one case study child in a tutorial setting to administer a series of assessments and provide limited instruction, based on the findings. The case study format will be used as an assessment of performance.

The Case Study Template and Grading Rubric have been made available in Blackboard and are included in the course packet for in-class use. Use them to guide the case study preparation. Additionally, the grading rubric should be used as a self-assessment of your completed case study before submitting the work to your instructor. This self-assessment will provide a final check to make sure all of the required materials are correctly completed. As you review your materials, look to be sure that ALL information is recorded on each page and ordered properly.

Points for this course are based on performance. Additional point deductions may be taken for poor performance or non-professional behaviors.

Assessment Notebook (case study) 120 pts.

Two Lesson Plans including lesson plan & reflection (40 points each) 60 pts.

Participation/Accountability 20 pts.

Total Possible 200 pts.

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<tr>
<td>C+ = 80-81%,</td>
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<tr>
<td>C = 77-79%</td>
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EE414 Overview of Assignments:

1. **Assessment and Instruction Sessions**

   **Scheduling:** This course requires intense scheduling, organization and time management. It is your responsibility to stay on top of all assignments and make arrangements for your tutoring sessions.

   **Tutoring Environment:** All sessions should be conducted regularly in an environment free from distraction. The selected area should have a table or desks and chairs. A hallway is not a good environment. Plan for approximately 5-10 hours of work with the case study student, including the assessments and instruction. You may work with this student during the school day, before or after school. Be aggressive and keep up with the schedule.

   **Professionalism:** All practicum sessions and materials must be completed in a professional manner. **Confidentiality is required.** Written work should be edited for spelling, punctuation, and grammatical errors. Summaries and reflections should be insightful and clearly express ideas and analysis of assessment data. [Pretend you are writing this to present to a parent or intervention team. Keeping this in mind, make sure you give concrete examples to back up]
your words. Also, be sure to remain objective when reporting results; refrain from using educational jargon and do not make generalizations (i.e. She is a smart girl).]

Supervision: Introductory information will be shared with the mentor teacher. In addition, supervision visits may be made by the instructor.

2. Assessment Drafts
Workshop sessions will be available throughout the semester. It will be important for interns to prepare before arrival on these dates (bring all assessments and related materials). This will be an opportunity to ask questions. It will also be a good time to peer-edit drafts and bounce ideas off your classmates. It is key to take advantage of this time and stay on schedule.

3. Assessment Notebook (or electronic notebook files)
This notebook is very important. It should be up-to-date and available at all class sessions and with you in your PDS classroom. Assessments should be given after the date noted on the syllabus. The notebook should be orderly and include all required materials, including: assessment materials, summary sheets, narrative analyses, and other materials listed in the Case Study Template in addition to all other work from the course. You will be given a guide for organizing your notebook: Notebook Checklist.

4. Lesson Plans
Two lessons are to be taught to address different needs of the case study student. The needs must be identified through your assessments. For example: the intern might plan and deliver one phonics lesson and one comprehension lesson. The intern will use the 413/414 lesson plan and reflection questions. The mentor teacher does not need to complete a formal evaluation of the lessons. Other students may participate in the lesson, however, the lesson objective and procedures must focus on needs of the case study student.

Case Study Design

An attempt has been made to generally group the assessments that would be most appropriate for the grade level assignments K-2 and 3-6. However, assessment is very individual and the assessments listed are occasionally educationally inappropriate for a child. Therefore, use your professional judgment as you administer these assessments. Refer to the template and rubric for a full detailed picture of the requirements.

Note that if you take away or substitute assessments from the plan below, you must justify your reasoning within your case study and point to the supporting evidence of your decision-making. Any changes in assignments, including deadline extensions, must be documented on a form, signed, and filed with Dr. Mann).
# 414 CASE STUDY STUDENT FROM PDS PLACEMENT

All interns will give the following to a case study student in the PDS placement.

*Interest Inventory
*Elementary Reading Attitude Survey

<table>
<thead>
<tr>
<th>Interns assigned a K-2 PDS classroom will give:</th>
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<tbody>
<tr>
<td><strong>Basic Reading Inventory</strong> by Jerry Johns</td>
</tr>
<tr>
<td>• <strong>Early Literacy Assessments (K-2)</strong> – as described in template</td>
</tr>
<tr>
<td>- BRI Book - Alphabet Knowledge, Literacy Knowledge, Wordless Picture Reading, Caption Reading, Auditory Discrimination, Basic Word Knowledge</td>
</tr>
<tr>
<td>• Form A Graded Word List and Oral Passages;</td>
</tr>
<tr>
<td>• Form B Listening Comprehension Passages</td>
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*Other Early Literacy & Word Knowledge Assessments*
• *Phonemic Awareness Assessment* in Phonics A-Z by Blevins
• *Informal Phonics Survey (packet/Blackboard) or San Diego Quick Assessment*

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<tr>
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<tbody>
<tr>
<td><strong>Basic Reading Inventory</strong> by Jerry Johns</td>
</tr>
<tr>
<td>• Form A Word List and Oral Passages</td>
</tr>
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<td>• Form B Listening Comprehension Passages</td>
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</tbody>
</table>

*Other Word Knowledge Assessments*
• *San Diego Quick Assessment* in Phonics A-Z by Blevins
  • *Names Test (packet/Blackboard)*

Highlighted assessments are those that are unique to this level and must be demonstrated through an additional means as explained earlier in the syllabus.