

MURRAY STATE UNIVERSITY

Revised 9/15

DEPARTMENT: EARLY CHILDHOOD AND ELEMENTARY EDUCATION

COURSE PREFIX: REA

COURSE NUMBER: 639

Credit Hours: 3

I. TITLE: Supervised Practicum in Reading

II. COURSE DESCRIPTION AND PREREQUISITES:

Designed for teachers, clinicians, literacy coaches, and reading specialists. Emphasis will be placed on designing and supervising a reading program in a public or private setting. Repeatable for up to six hours of credit.

Prerequisite(s): REA 612, REA 628 and REA 638

III. COURSE OBJECTIVES:

Class activities will be centered on the attainment of the course objectives listed below. Following each objective, and enclosed in parentheses, are numbers that reference the Kentucky Teacher Standards, the International Literacy Association's (ILA) Standards for Reading Professionals, and the Interstate Teacher Assessment and Support Consortium (InTASC) standards addressed by that objective. Upon successful completion of this class, students will be able to

- A.** use literature and research about professional development and school culture to build effective professional development programs in their school or district (KTS 10; ILA 6.1, 6.3; InTASC 10);
- B.** pursue individual professional knowledge and behaviors through professional activities and leadership (KTS 9, 10; ILA 6.2; InTASC 9, 10);
- C.** demonstrate an understanding of local, state, and national policies that affect reading and writing instruction (ILA 6.4; InTASC 4);
- D.** extend and refine learning from previous graduate level reading courses by designing a leadership project based on data from school assessments which supports classroom teachers in designing and implementing instructional approaches and materials for all students that are based on the Common Core Standards and that are responsive to diversity (KTS 1, 2, 3, 4, 5, 7, 9, 10; ILA 2.1, 2.2, 2.3, 4.1, 6.3; InTASC 2, 4, 8, 10); and
- E.** use multiple sources of data to evaluate the project (KTS 7; ILA 3.3, 3.4; InTASC 6).

The COE Theme of Educator as Reflective Decision-Maker is reflected in this course as participants reflect on teaching and learning in their schools and districts, determine needs, and decide on a project to improve teaching and learning. Participants also reflect on the effectiveness of their project through the Project Evaluation (Obj. D, E).

The EPSB Theme of Literacy/Reading is addressed as students design projects to improve literacy teaching and learning (Obj. A, D). The Theme of Assessment is included in the course as students use assessment data about their schools to design professional leadership projects (Obj. E), and through the Project Evaluation (Obj. E). The Themes of Diversity and Closing the Achievement Gap are met as students design projects to improve literacy based on needs determined by school assessments (Obj. D). College and

Career Readiness are addressed in the creation of the leadership project that addresses assessed needs and Common Core Standards (Obj. D).

IV. CONTENT OUTLINE:

- A. The role of the Literacy Specialist and Literacy Coach
- B. Review of ILA Standards for Reading Professionals
- C. Writing the project proposal
- D. Reviewing the literature
- E. Conducting the project
- F. Evaluating the project
- G. Local, state, and national policies affecting reading
- H. Professional development and leadership in literacy

V. INSTRUCTIONAL ACTIVITIES:

- A. Students will read and reflect on the role of the Reading Specialist and Literacy Coach; local, state, and national policies affecting reading, including the Common Core Standards; and about their own development as professionals and leaders in literacy.
- B. Students will review the ILA Standards for Reading Professionals in order to design a leadership project which supports classroom teachers in designing and implementing instructional approaches and materials for all students that are based on the Common Core Standards and that are responsive to diversity.
- C. Students will write and submit a proposal, which includes the following:
 - 1. Title of project or planned experience.
 - 2. Rationale for the project/experience, including the importance or relevance to students, faculty, district or the reading profession in general and how the project addresses the Common Core Standards, and the ILA Standards for Reading Professionals.
 - 3. How the project deals with diverse learners.
 - 4. Time line for the project (list components of the project, length of time needed for various components, anticipated hours for each aspect of the project, targeted completion dates, etc.)
 - 5. Statement from Supervisor
 - 6. Evaluation methods
- D. Students will conduct a review of the appropriate literature.
- E. Students will implement the project in their school or district.
- F. Students will evaluate the effectiveness of the project.
- G. Students will summarize their project in a project report.

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:

All projects will involve supervised applications in a school or clinical setting. **Students must pass the Project with a C or better to pass the course.**

VII. TEXT(S) AND RESOURCES:

Vogt, M., & Shearer, B.A. (2011). *Reading Specialists and Literacy Coaches in the Real World*, 3rd edition. New York: Pearson.

This course is offered online through CANVAS. Students are also required to have a *LiveText Student Edition account*. LiveText is used to document the student's mastery of the IRA Standards for Reading Professionals and is required of all MA in Education Reading & Writing students.

VIII. EVALUATION AND GRADING PROCEDURES:

The project report is the key signature assessment for this class.

IX. ATTENDANCE POLICY:

Students are expected to adhere to the MSU Attendance Policy outlined in the current MSU Bulletin. Students must show steady work throughout the semester. Because this is an online class, it is imperative that students work consistently throughout the semester and to stay in contact with the instructor. Students are responsible for checking e-mail and the CANVAS webpage for messages. Students who are not in contact with the instructor and are not current with their work may be reported to the Retention Office.

X. ACADEMIC HONESTY POLICY:

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Institutional Diversity, Equity and Access. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

Any violations of Academic Honesty will result in failure of the course. Although ideas developed in other classes may be used as a springboard for a REA 639 project, duplication of any work done for another class will be considered plagiarism and will result in failure of the class. Remember that using someone else's words, phrases or ideas without citing them is plagiarism, and will result in failure of the course.

XI. NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES:

Policy Statement

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall. (270) 809-3155 (voice), (270) 809-3361 (TDD).

Students with Disabilities

Students requiring special assistance due to a disability should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY 42071. (270) 809-2018 (voice), (270) 809-5889 (TDD).