

EDUC 412L Diagnostic and Prescriptive Reading Lab**Credit Hours:** 0**Scheduled hours per week**

Lecture: 0

Lab: 3

Other: 0

Catalog Course Description: This course requires teacher candidates to apply their knowledge of a variety of assessment instruments and remediate reading difficulties using evidence-based instructional strategies. Students will apply skills learned in EDUC 412.

Pre-requisites: EDUC 301, EDUC 303, Admission to Teacher Education Program

Co-requisites: EDUC 412

Course Learning Outcomes:

1. Administer classroom and school-based assessments using consistent, fair, and equitable assessment procedures. (*WVPTS 1E, 3E*), (*InTASC 1, 2, 4, 6*), (*ACEI 1.0, 4.0*), (*PRAXIS 5622 III.A.1, III.A.2, III.A.3, III.A.4, III.A.6, III.B.3, III.B.4, III.A.5*), (*PRAXIS 5203 I.1, I.2, I.3, I.4*), (*PRAXIS 5002*), (*CAEP 1.1, 1.2, 1.3, 2.3*), (*Assessment: Diagnostic report, Lesson Plans, Tutoring observations*)
2. Communicate assessment purposes and a summary of results to appropriate audiences (i.e., student, parents or guardians, colleagues, and administrators). (*WVPTS 5F*), (*InTASC 10*), (*ACEI 5.2*), (*PRAXIS 5622 III.B.5*), (*PRAXIS 5203 I.1, I.2, I.3, I.4*), (*PRAXIS 5002*), (*CAEP 1.1, 1.2, 1.3, 2.3*), (*Assessment: Diagnostic report, Lesson Plans*)
3. Demonstrate a respectful attitude toward all learners and understand the roles of choice, motivation, and scaffolded support in creating low-risk and positive social environments. (*WVPTS 2A, 2B, 2C*), (*InTASC 3*), (*ACEI 3.4*), (*PRAXIS 5622 I.C.3, I.C.4, II.A.7*), (*PRAXIS 5203 I.1, I.2, I.3, I.4, II.A.5*), (*PRAXIS 5002*), (*CAEP 1.1, 1.3, 2.3*), (*Assessment: Lesson plans, Tutoring Observations*)
4. Interpret and use assessment data to analyze individual, group, and classroom performance and progress. (*WVPTS 1A, 1B, 1C*), (*InTASC 1, 2, 4, 6*), (*ACEI 1.0, 2.1, 3.1, 4.0*), (*PRAXIS 5622 III.A.1, III.A.2, III.A.3, III.A.6, III.B.5*), (*PRAXIS 5203 I.1, I.2, I.3, I.4*), (*PRAXIS 5002*), (*CAEP 1.1, 1.2, 1.3, 2.3*), (*Assessment: Diagnostic report, Lesson Plans, Tutoring Observations*)
5. Collaborate with other teachers and with support personnel to discuss interpretation of assessment data and their uses in responding to student needs and strengths. (*WVPTS 1A, 1B, 1C, 5F*), (*InTASC 3, 6, 7, 9, 10*), (*ACEI 2.1, 3.5, 5.2*), (*PRAXIS 5622 IV.3, IV.6*), (*PRAXIS 5203 I.1, I.2, I.3, I.4*), (*PRAXIS 5002 II.A.3, II.C.a*), (*CAEP 1.1, 1.2, 1.3, 2.3*), (*Assessment: Diagnostic report, Lesson Plans, Tutoring observations*)
6. Use assessment data to plan instruction systematically and to select appropriate traditional print, digital, and online reading resources. (*WVPTS 1A, 1B, 1C, 1D, 3A, 3C, 3D, 3E, 3F*), (*InTASC 1, 3, 4, 6, 7, 8*), (*ACEI 3.1, 3.2, 3.3, 3.4*), (*PRAXIS 5622 II.A.1, II.A.3, II.A.4, II.A.6, II.A.7*), (*PRAXIS 5203 II.A.1, II.A.2, II.E.13*), (*PRAXIS 5002 II.A.c.2*), (*CAEP 1.1, 1.2, 1.3, 1.4, 2.3*), (*Assessment: Diagnostic report, Lesson Plans, Lesson observations*)
7. Use assessment data to evaluate students' responses to instruction and to develop relevant next steps for teaching. (*WVPTS 1A, 1B, 1C, 1D, 3A, 3C, 3D, 3E, 3F*), (*InTASC 1, 2, 4, 7, 8*), (*ACEI 1.0, 2.1, 3.1, 3.2, 3.3, 3.4, 3.5*), (*PRAXIS 5622 II.B.3, II.B.4, II.B.5, II.B.8, II.B.9, II.B.10*), (*PRAXIS 5203 I.1, I.2, I.3, I.4, II.A.7, II.B.1, II.B.2, II.B.6, II.C.1, II.C.5, II.D.1, II.E.2, II.E.III.A.3, III. A.4, III.A.10*), (*PRAXIS 5002 II.A.c.2*), (*CAEP 1.1, 1.2, 1.3, 1.4*), (*Assessment: Diagnostic report, Lesson Plans, Tutoring observations*)

Topics to be studied:

1. Reading Assessment in the Elementary Classroom

2. Assessing children’s concepts about print, phonological/phonemic awareness, phonics, fluency, vocabulary, comprehension, and writing
3. Using assessment data to plan, teach, and evaluate instruction
4. Making School/Family Connections

Relationship of Course to Program or Discipline Learning Outcomes:

This course focuses on the six pillars that support the philosophical framework, *Architects of the Future*. Through “Architects of the Future” (planning, teaching skills, interpersonal skills, decision making skills, professional commitment, and diversity) teacher candidates connect the theories of the assessment/planning model of effective teaching of reading and writing, implementing strategies that elementary school teachers use to teach reading and writing. This clinical practicum focuses on the assessment, teach, evaluate cycle of reading and writing.

This course meets the following General Education Outcome(s):	
Composition and Rhetoric Students illustrate a fundamental understanding of the best practices of communicating in English and meet the writing standards of their college or program-based communication requirements.	X
Science & Technology Students successfully apply systematic methods of analysis to the natural and physical world, understand scientific knowledge as empirical, and refer to data as a basis for conclusions.	
Mathematics & Quantitative Skills Students effectively use quantitative techniques and the practical application of numerical, symbolic, or spatial concepts.	
Society, Diversity, & Connections Students demonstrate understanding of and a logical ability to successfully analyze human behavior, societal and political organization, or communication.	X
Human Inquiry & the Past Students interpret historical events or philosophical perspectives by identifying patterns, applying analytical reasoning, employing methods of critical inquiry, or expanding problem-solving skills.	X
The Arts & Creativity Students successfully articulate and apply methods and principles of critical and creative inquiry to the production or analysis of works of art.	
5/3/2016	

Special requirements of the course:

1. Completion of a 40 hour clinical practicum
2. Parent/Family Communication and Collaboration
3. Submit clinical experience paperwork (in LiveText or its affiliate).
4. Have a current LiveText (or its affiliate) subscription and use BlackBoard for course requirements
5. Submit a background check.

Additional information:

N/A

Prepared by: Dr. Cheryl Mader

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