

ST. PETERSBURG COLLEGE
COLLEGE OF EDUCATION

The mission of the Education Community is to prepare future educators who will promote lifelong learning and empower diverse communities.

COURSE SYLLABUS

Final Reading Internship

The syllabus course calendar and other attending documents are subject to change during the semester in the event of extenuating circumstances.

Course Prefix:	RED 4940
Section #:	Enter section number.
Credit Hours:	1
Co-requisites:	EEX 4940 or EDE 4940
Pre-requisites:	Admission to Elementary Education with Reading and ESOL, or Exceptional Student Education with Reading and ESOL

Day, Time and Campus:	Online	Online	Online
Modality:	Online - Weekly participation is required for attendance. Participation in this course is defined as posting to the discussion board or submitting an assignment.		
Professor:	Cher N. Gauweiler, Ph.D. in collaboration with assigned field reading supervisor		
Office Hours:	As posted on instructor website at: https://web.spcollege.edu/instructors/id/gauweiler.cher	Click here to enter text.	
Office Location:	Tarpon Springs		
Office Phone:	(727) 712-5420		
Email Address:	gauweiler.cher@spcollege.edu or through MyCourses (preferred)		

ACADEMIC DEPARTMENT: College of Education

Acting Dean:	Dr. Tashika Griffith	
Office Location & Number:	Clearwater/EpiCenter	Provost Office

I. COURSE DESCRIPTION

This course is a culminating practicum to complete the Florida Reading Endorsement. Topics covered in the course include the following: assessing and teaching oral/aural language development, phonological awareness, phonics, fluency, vocabulary, comprehension, and writing. Through systematic data analysis, preservice teachers implement a comprehensive, evidence-based plan of instruction for students using a problem-solving protocol. Preservice teachers will work directly with public school K-12 teachers and students in large group, small group, and individual settings to connect literacy theory to classroom practice. (Note: Students will spend a minimum of 5 hours per week for 15 weeks.)

II. MAJOR LEARNING OUTCOMES AND COURSE OBJECTIVES

1. The preservice teacher will model evidence-based instructional practices for facilitating literacy development for all areas of reading by:

- a. applying research-based interventions to address student needs including English Learners, students experiencing reading difficulties, and students with dyslexia.
- b. differentiating instruction by using multimodal strategies and interventions using complex texts.
- c. using a variety of strategies to increase students' background knowledge and to provide purposeful, relevant, and engaging instruction.
- d. implementing strategies to develop students' higher order thinking and critical reading skills.
- e. creating an information intensive environment, including print and digital texts.
- f. incorporating intentional explicit, systematic, and sequential writing instruction to improve decoding skills.

2. The preservice teacher will monitor student progress over time by:

- a. collecting informal and formal data on students' literacy proficiency levels.
- b. administering informal and/or formal literacy assessments to determine students' current literacy levels and learning gains.
- c. analyzing data collected from literacy assessments to evaluate student learning and to inform future instruction.
- d. utilizing assessment data and instruction, including English Learners from diverse backgrounds and at varying English proficiency levels.
- e. communicating with caregivers and families the meaning of reading assessment data and how they could support their children at home.

Criteria Performance Standard

Upon successful completion of the course, the preservice teacher will, with a minimum of 75% accuracy, demonstrate mastery of each of the above stated objectives through classroom measures developed by individual course instructors.

III. REQUIRED TEXTBOOK(S), RESOURCES AND MATERIALS

A. Required Textbooks

Textbook(s)	<u>Recommended:</u> Johns, J. (2016). <i>Basic Reading Inventory w/CD</i> , (12 th ed.). Kendall Hunt.
Anthology Portfolio	Anthology Portfolio is a requirement for students enrolled in all College of Education bachelor's degree programs (Secondary Mathematics Education, Middle Grades Mathematics Education, Exceptional Student Education, Elementary Education, Educational Studies) and for all Educator Preparation Institute (EPI) students.

B. Supplemental Material

<u>Resources:</u> Available in MyCourses	
Library:	http://www.spcollege.edu/libraries/

C. Technology

Technology is an essential tool for receiving and developing instruction. Students are expected to reference MyCourses continuously to assure all current content for class has been accessed.

All work must be submitted in an original electronic file format unless otherwise specified. Links to files are not acceptable.

IV. COURSE REQUIREMENTS & EXPECTATIONS

A. School Based Hours (SBH) or Field Experience Hours (FEH) Course Requirements

The hours in this course are fulfilled as part of the final internship in an appropriate setting as approved by the Office of School Partnerships.

Any student who is registered for a course with SBH/FEH is required to complete the application in Anthology Portfolio by the due dates specified by the OSP to guarantee placement.

B. ALL Course Assignments

1. **Comprehensive Evidence-Based Reading Plan and Chart of the Class: (10 points)** Students will share what they have learned from their assigned district's state reading that is submitted to the Department of Education. In addition, they will note the general proficiency of the class' overall literacy skills.
2. **Analysis and Assessments: (15 x 6 = 90 points)** For each assigned literacy area, students will share why they worked with specific individuals, analyze the data that they collected, and discuss interventions that would be appropriate to improve specific skills.
3. **Affective Assessments: (20 points)** Students will select appropriate literacy surveys to administer to the intervention group.
4. **Problem Solving Protocol/Action Research Project: (100 points)** After collecting data and analyzing pre-existing data, students will complete the following assignment over 3-6 weeks:
 - a. Define a problem/identify a goal based on pretests and existing data
 - b. Generate at least two hypotheses to analyze the problem
 - c. Develop a systematic plan of interventions over 3-6 weeks to address the problem
 - d. Maintain a learning log during the interventions
 - e. Evaluate the response to instruction and intervention using posttests
5. **Literacy Intervention Observation: (30 points)** Supervisors will evaluate students on specific indicators using the College of Education Observation Protocol.

TOTAL: 250 POINTS

UCC Assignments: Teacher candidates must demonstrate Uniform Core Curriculum (UCC) competencies and earn a 2 or higher for each indicator on all UCC assignments [FEAP, ESOL, FSAC, Reading Competencies (RC), Other Elements and Florida State Standards (FSS)] in order to successfully pass the course. Educational Studies students must earn a 2 or higher on each indicator on all PLO assignments.

If the teacher candidate has not successfully demonstrated the UCC competency as stated above, he/she may have an opportunity (within the term) to work with the instructor to improve the understanding of the concept. The assignment must then be corrected and resubmitted, and will not receive a grade higher than a C. In the event of cheating or plagiarizing, see [BOT Rule 6Hx23-4.72](#) for consequences.

Students in a degree program must upload into Anthology Portfolio all FEAP, ESOL, PLO, and RC assignments (identified as Critical Reading Tasks) as denoted in the Uniform Core Curriculum Assessments table at the end of the syllabus.

For courses with lesson planning:

Adapting or modifying a lesson plan from an existing source (i.e., the internet) does not mean “copy and paste.” It means that, if you use someone else’s intellectual property for this purpose, you may read through the given source for ideas, but then rethink and rewrite the idea in your own words with your own modifications to meet the needs of the assignment. Anything adapted or used verbatim must be cited with credit given to the author(s). This includes specific citations on all supplementary materials (i.e., assignment sheets, graphic organizers, checklists) that are not originally your work. This applies to all COE lesson plans unless the instructor directly specifies otherwise.

C. Assignment Late Policy

Any requests for extensions on assignments past the due date posted in MyCourses must be approved by your internship reading supervisor.

V. SYLLABUS STATEMENTS COMMON TO ALL COE SYLLABI

A. COE SYLLABUS STATEMENTS

<https://docs.google.com/document/d/1VrvFtlW9RP12YgbSrHdstAkktD-BtneMQuttI5khNzQ/edit?usp=sharing>

B. SPC SYLLABUS STATEMENTS

<http://www.spcollege.edu/addendum/>

Each student must read all topics within this syllabus and the content of the links. If the student needs clarification on any items in the syllabus or linked statements, he/she should contact the course instructor.

If you remain enrolled after the drop date this signifies that you agree to abide fully by the parameters set in this syllabus and any syllabus addendum.

VI. CALENDAR AND TOPICAL OUTLINE

No assignments will be accepted after the last date to submit posted on the Syllabus/Calendar/MyCourses. If you have extenuating circumstances in your assigned classroom that warrant an extension, please contact your supervisor.

WEEK(S)	TOPIC/ASSIGNMENT	DUE DATE	WHERE TO SUBMIT
ONE & TWO 1/2-1/12	District Reading Plan/Chart of Class	District Plan and Chart of Class	MyCourses Dropbox DUE: SUN., 1/14, by 11:30 p.m.
THREE 1/15-1/19	Oral/Aural Language	Analysis and Assessment: Oral/Aural Language	DUE: SUN., 1/21, by 11:30 p.m. (Oral/Aural Language)
FOUR 1/22-1/26	Phonemic/Phonological Awareness	Analysis and Assessment: Phonemic/Phonological Awareness	MyCourses Dropbox DUE: SUN., 1/28, by 11:30 p.m.
FIVE 1/29-2/2	Phonics	Analysis and Assessment: Phonics	MyCourses Dropbox DUE: SUN., 2/4, by 11:30 p.m.
SIX-SEVEN 2/5-2/16	Vocabulary Fluency Comprehension	Analysis and Assessment: Vocabulary, Fluency, and Comprehension	MyCourses Dropbox DUE: SUN., 2/11, by 11:30 p.m.
EIGHT – FOURTEEN 2/12-3/29	Draft of Problem Solving Protocol Affective Assessments Intervention Learning Log	Scheduled Observation and Lesson Plan	MyCourses Dropbox DRAFT DUE: DUE: SUN., 2/18, by 11:30 p.m. Affective Assessments DUE: SUN., 2/25,

			<p>by 11:30 p.m.</p> <p>Anthology Portfolio (Scheduled Observation via Video)</p> <p>DUE: SUN., 3/31, by 11:30 p.m.</p>
<p>FIFTEEN-SIXTEEN</p> <p>4/1-4/12</p>	<p>Problem Solving Protocol</p>	<p>Problem Solving Protocol (Steps 1-4)</p> <p>Posttests</p> <p>Intervention Learning Log</p>	<p>Anthology Portfolio</p> <p>DUE: SUN., 4/14, by 11:30 p.m.</p>

VII. Uniform Core Curriculum / Program Learning Objectives Assignments

[UCC Tables for Active Courses.xlsx](#)

VIII. This course offers opportunities for students to engage with the following Universal Design for Learning (UDL) General Understandings and Essential Components (1.0s and 2.0s): Not mapped on UDL framework.