OFFICIAL SYLLABUS

DISCIPLINE:  EDRD
COURSE:  697

A.  Catalog Entry

EDRD 697: PRACTICUM: DIAGNOSIS & INTERVENTION IN LITERACY

Abbreviation:  PRCT:  DIAG AND INT IN LIT

(6) Six hours Practicum/Clinical

Prerequisites:  EDRD 688; EDRD 695; EDRD 641; EDSP 669, EDRD 692

Brief Description of Content:

Candidates in EDRD 697 will be placed with a two children in a public school or clinical setting and will plan and implement an overall intervention program based on diagnosis with emphasis on the individual needs of each student.

B.  Detailed Description of Content of Course:

Candidates will meet for six weeks for a total of 180 hours, which includes 135 clinal hours of direct support work with children. 45 hours are spent writing case studies, planning, and meetings with University supervisors. Candidates work with two children, individually, for one and one-half hours daily. Some group work and course seminars will be held for specific objectives. Candidates conduct an assessment of each child which consists of interviews and a battery of tests. Based on the diagnosis, candidates will develop and implement an overall program of remediation. In addition to the ongoing dialogue with parents during the six weeks, candidates conduct a final conference with the parents. Parents are provided with two copies of the report so they may share the report with the appropriate school personnel.

Assessments Administered (*Mandatory):

- Informal Reading Inventory*
- Child Interview/Interest Inventory*
- Multiple Running Records/Miscue Analyses*
- Parent Interview*
- Writing Sample Assessments*
- Early Literacy Assessments/Concepts of Print
- Durrell Analysis of Reading Difficulty (selected subtests)
- Slosson Intelligence Test-R
- Yopp-Singer Phonemic Awareness Test
- Cunningham Names Test
- Auditory Discrimination Test
- CLOZE Evaluations
- PALS Assessment
- Word Study/Spelling Inventory
C. Detailed Description of Conduct of Course

Class sessions for this course are designed in a practicum format that include both clinic hours and group seminars. Clinic hours are enumerated below.

EDRD 697 Clinical Practicum Requirements:
- Testing, Tutoring, Remediation Planning = 135 clinical hours
- Diagnostic Report writing = 45 outside hours
- Total = 180 hours

- 27 clinical days = a minimum of twenty-seven (27) 1.5 hour sessions with each of two students (81 total tutoring hours)
- 54 hours of planning and seminars
- 45 hours of diagnostic report writing (2 complete reports)

D. Goals and Objectives of the Course

Goals, objectives, and assignments in this class address NCATE Standard 1.c, 1.d.

Goals, objectives, and assignments in this class address International Reading Association Standards for Reading Professionals (IRA) and Virginia Department of Education Standards for Reading Specialists (VRS) as identified below.

The graduate candidate shall:

- Demonstrate advanced knowledge of formal assessments (e.g., norm referenced, criterion referenced), informal assessments (e.g., informal reading inventories, anecdotal records), and screening measures for evaluating students' oral and written language proficiency. (VRS 1.a; IRA 1.4, 3.1, 3.2, 3.3)

- Demonstrate advanced knowledge of formal and informal assessments and screening measures for evaluating emergent readers' and beginning readers' knowledge and skills, including concepts of print, phonemic awareness, letter recognition, sound-symbol knowledge, single-word recognition, and decoding. (VRS 2.b; IRA 1.4, 3.1, 3.2, 3.3)

- Demonstrate advanced knowledge of formal and informal assessments and screening measures for monitoring the ongoing development of students' reading skills and strategies, including word-attack skills, vocabulary, word recognition in context, reading fluency, and oral and silent reading comprehension. (VRS 1.a; 3.1, 3.2, 3.3)

- Demonstrate advanced knowledge of methods for using diagnostic reading data to differentiate instruction to address the needs of students with reading difficulties. (VRS 1.b; 3.1, 3.2, 3.3)
• The candidate will apply knowledge of reading assessment and instruction to prepare an organized written response in a case study of individual school students for teachers, school administrators, and parents. (VRS 6.i; IRA 3.2, 3.3, 3.4)

• Demonstrate the ability to instruct and advise teachers in the skills necessary to differentiate reading instruction for both low and high achieving readers. (VRS 6.g; IRA 3.2, 3.3)

E. Assessment Measures

EDRD 697 assessments include but are not limited to:

1. Case Study Reports (2)
2. Daily Remediation Reports
3. Student Impact Report (NCATE Assessment)

F. Other Course Information

*Grade Change

Previous Course grade scale: Pass/Fail

New Course grade scale: A-F