



**College of Education
Course Syllabus
Spring, 2023**

Number of Course: ED 594

Name of Course: Field Placement for Assessment & Intervention of Dyslexia and Other Reading Difficulties (Dyslexia Concentration, Course 5)

Catalog Description: This field placement provides the opportunity for the student to apply knowledge of the theoretical study of literacy assessment and intervention in a practical setting. Students will implement evidence-based practices for assessment and intervention for students with reading difficulties, including dyslexia. Students will also apply their learning to advocate for change in their own school or community.

Credit Hours: 3

Instructor:

Dr. Ronda Fritz
Zabel 234
541-962-3380
rfritz@eou.edu

Office Hours: by appointment via [zoom](#), phone, or in person. Please use my youcanbookme link for appointments during the weekdays: <https://fritz-education.youcanbook.me>; Email me for an appointment outside of business hours.

Mode, Time and Place:

The school placement is arranged by the candidate but must have the approval of the instructor prior to the start of the clinical practice. There must be an appropriately licensed mentor in the school setting.

Each candidate **should meet (in person, by telephone or by video chat)** with the instructor before beginning the clinical practice and then must make specific arrangements for the 90 clock hours of clinical practice time in a school setting.

Important: No later than the first week of the term, candidates must provide:

- The name and contact information for the mentor (see assignment on Canvas)
- A schedule of how the clinical practice hours will be completed.
- Candidate's personal contact information including a phone number and preferable hours for contact. The instructor expects to schedule at least two phone or video conferences with the candidate during the term.

Each candidate should download the software necessary to do video chat via Zoom. Video chat is a preferable way to conference during the term. The instructor expects all students to post all assignments through Canvas.

Texts:

Students should consult texts from previous reading courses.

Required Texts or Suggested Materials:

No required texts

Prerequisites: ED 590, ED 591

Pre- or Corequisites: ED 592, ED 593

Learning Outcomes:

Upon successful completion of the course, students will be able to:

1. Administer appropriate assessments and design intervention based on results of assessments.
2. Communicate assessment and instruction results accurately and truthfully to parents and teachers of students with dyslexia and other reading difficulties.
3. Use structured literacy methods to provide appropriate interventions to student(s) with dyslexia and other reading difficulties.
4. Maintain professionalism within all interactions during the course of the field placement.

Course Requirements:

Mode, Time and Place:

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Each candidate **should meet (in person, by telephone or by video chat)** with the instructor before beginning the clinical practice and then must make specific arrangements for the 90 clock hours of clinical practice time in a school setting.

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Texts:

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Intervention Observations

Candidates will deliver and record two observations of the delivery of the intervention with the identified student or other students with whom the candidate is working. Students will critique their own delivery using an assessment tool. Feedback from the observations will also be provided by the course instructor.

Grading Policies:

Scoring guides and rubrics are provided in Canvas.

This course will be graded with a Satisfactory/Unsatisfactory designation based on the assignments below:

Clinical Practices Requirements

EOU's graduate reading program is designed for in-service teachers to be able to add the reading intervention endorsement. As a result, the required 90 hour experience is aligned to TSPC expectations for clinical practices for in-service teachers for program-required endorsements, which are outlined in [OAR 584-400-0140](#) (8)-(9), effective 4/26/2018.

- Three quarter hours of clinical practice
- At least two formal observations and one formal evaluation of the candidate completed by the faculty supervisor (course instructor)
- At least two formal observations and one formal evaluation of the candidate completed by the mentor (school-based).

*Note: The mentor teacher will receive links from the university to complete the observations and evaluation, as well as deadlines for completing them.

In this clinical practice experience, you are required to **complete 90 contact hours** working directly with students, faculty, paraprofessionals, administrators, or the school community (parents, caregivers, supporters). **This clinical practice experience can be completed within a teacher's own classroom but should also include interviews, consultation, and observations of a reading interventionist or specialist.** An effort should be made to work with students outside of one's grade level or content area. Candidates must show the ability to foster literacy in struggling readers/writers. Assignments should also include working with the larger community within and outside the school on literacy issues and literacy professional development. The 90 hours does not include planning time unless it involves collaboration with another professional.

The Field Experience in Literacy is a practicum completed in a school placement that has the purpose of allowing the candidate to demonstrate competency in the roles of

the reading specialist. These roles include but are not limited to instruction in literacy for students of varying abilities and levels (English language learners, struggling readers, average and gifted readers), assessing literacy development, utilizing and/or developing a variety of curricula, collaborating with others for promoting literacy, providing literacy-focused professional development, and providing leadership, guidance, and supervision of paraprofessionals.

Course Requirements

*Note: Course requirements provide evidence for the faculty supervisor for your evaluation of this clinical practices experience.

Working with Students

The candidate needs to identify students who will be the target students for assessment and instruction. These students should represent more than one grade level and include a variety of learning needs. These are the students who will be the focus of your reflections.

1. Assessment Report and Plan for Intervention

Students will choose two students to develop a plan for assessment, administer assessments to determine risk for dyslexia, and use assessment data to design an intervention plan. A report of assessment results and suggested intervention will be written for parents and teachers of the student.

2. Time Log. Keep an accurate record of the time you devote to the clinical practices experience. The time includes that devoted to instruction with students and to the course projects. At least 60% of the log hours should be those devoted to instruction and the rest of the hours may be for projects, while you are working with others, including PLC or data team meetings. You may not count hours devoted to planning or working by yourself. You should indicate date, time in / time out. The time in/out is to **accurately reflect actual hours devoted to literacy.**

Example:

Date	Time in	Time out	Hours	Cumulative Hours
1/16/22	10:00	12:30	2.5	2.5
1/17/22	10:00	12:30	2.5	5
1/18/22	10:00	1:00	3	8

3. Weekly Description/Reflection Journal. Reflections should include evidence of assessment, diagnosis and instruction of groups and individuals. Successful reflections will provide evidence of relevant assessments using a variety of formal and informal assessments, accurate diagnosis of student strengths and areas for growth, and appropriate instructional plans based on assessment and diagnosis. You must include **daily** reflections about what you learned about teaching, about yourself as a teacher

and about the children you are teaching. This can be celebrating what you did well or acknowledging the ways you need to improve.

Structure of the daily log/reflections: Tell what you did. Tell the response of the students—make sure that you focus on individuals, not just the group. Tell what you learned. Then tell what you think you should do next for the student(s) and **why**. **It is important that the reflections indicate the professional thinking that you are doing.** You could consider this a professional “think-aloud.” You must show that you are able to reflect on your professional practice using foundational knowledge and theory.

Submit the reflection journal via Canvas assignments at least four times during the term: at the end of 10 hours, at the end of 30 hours, at the end of 50, at the end of 70, and at the end of the practicum. More frequent reports are fine. Regular reporting is essential.

The submission after the first 10 hours is really important so that the instructor can determine that what the candidate is including in the log/reflections meets the expectations of the practicum. *The instructor reserves the right to give a failing grade to students who submit the log as a whole or after a long delay.*

4. **Observations and debriefs.** Schedule at least two video observations (unless the instructor can observe the candidate in person) with your university supervisor. The observations and debriefs can be via Zoom or Google Meetings, whichever is available to the candidate. Also, schedule a follow-up debrief after each observation via phone or video conferencing. As a last resort, observations can be recorded and provided to the university supervisor. You will also arrange 2 observations with your mentor at your school.

5. **Evaluations.** You will need a final evaluation from both your university supervisor and your school mentor.

Recommended (Not Required):

Join professional organizations that can support you as a reading specialist:[The Reading League](#) (free membership--highly recommended!)

- [International Dyslexia Association](#)
- [Oregon State Literacy Association](#)
- [International Literacy Association](#)
- [Oregon Council of Teachers of English](#)
- [National Council of Teachers of English](#)
- [Oregon Teachers of English to Speakers of Other Languages](#)
- [Teachers of English to Speakers of Other Languages](#) (TESOL)

Email the instructor if you would like additional information.

Course Grading

You will not earn a passing grade for this course unless all required observations and evaluations have been completed by the instructor and mentor and you have submitted verification of the completion of the required 90 hours.

Your course grade will be based on the weighting for each assignment as listed in the chart below. All assignments must be submitted through Canvas. Your grade is influenced by your timeliness and your communication with the instructor. Failure to submit reports at the designated intervals will lead to a lower grade. All assignments must be submitted by the end of EOU's tenth week to be assigned a grade in the term.

Assignment	Weight	Course Outcomes Assessed	Criteria
Assessment Report and Plan for Intervention	25%	1-2	-Accuracy of assessment analysis -Appropriate plan for intervention
Time Log/Reflection Journal (Category A)	25%	1-8	-Completeness of the log (90 hours) -Completeness and depth of daily writings as described in the requirements, particularly in the area of reflective practice showing professional decision-making based on foundational knowledge and theory.
Observations & Evaluation	50%	1-3, 8	-2 video observations by course instructor, including pre-observation lesson plan submission, and post-observation follow-up meetings. -2 observations by school mentor -1 formal evaluation by course instructor -1 formal evaluation by school mentor

Brief Outline of Course:

Prior to the start of the term: Approval of placement and registration approval

Week 1: Schedule, personal contact information, contact information for in-school mentor

Weeks 3-8: Observations and conferences plus log/reflections for completion of 10 hours, 30 hours, 60 hours, 90 hours of clinical practices experience

Week 10: Complete all work or arrange for an incomplete (An incomplete will be assigned only if the candidate has been making steady progress throughout the term.)

If you are unsure of the actual calendar dates, contact the instructor.

Means of Assessment:

Assignment	Percentage of Final Grade	Course Outcomes
Assessment Report and Plan for Intervention	50%	1-4
Intervention Observations	50%	1-4

Brief Outline of Course:

This course is an online course administered via Canvas...

General Education Category and Outcomes: N/A

University Writing Requirement Outcomes: N/A

Writing Center Statement:

For graduate courses

The Writing Center provides a place — physical or virtual — where every EOU writer can find an interested, responsive reader. Writing tutorials are free of charge for EOU students writing for any graduate course. Go to [EOU's eTutoring page](#) to submit a paper to a writing tutor. Click on [Graduate Students How To](#) for information about tagging your submission.

Academic Misconduct Policy:

Eastern Oregon University places a high value upon the integrity of its student scholars. Any student found responsible for an act of academic misconduct (including but not limited to cheating, unauthorized collaboration, fabrication, facilitation, plagiarism or tampering) may be subject to having his or her grade reduced in the course in question, being placed on probation or suspended from the University, or a combination of these. (Please see the Student Handbook online at <http://www.eou.edu/sse/student-handbook/>).

Accommodations/Students with Disabilities policy:

Any student who feels he or she may need an accommodation for any type of disability, must contact the Disability Services Office in Loso Hall, Room 234. Phone: 541-962-3081.

Syllabus Prepared By: Ronda Fritz

Date: Winter 2020