

PA 118 Reading Course Review

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Institution Reviewed: Eastern Michigan University Date: March 28, 2008
 Course Certification Level: Elementary Secondary Both Course Number(s) RDNG 504

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Reviewed by: MDE Team

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Course Element	Notes
Interest Inventories	▲ The syllabus references affective inventories including attitude, interest, self-perceptions. Teachers select and administer surveys to a struggling/ELL reader and analyze, interpret and report results in a case study.
Visual & Auditory Discrimination Assessment Tools	▲ General reference that teachers will learn a variety of visual and auditory inventories – no specific tools are identified.
Language Processing and Expression	▲ The syllabus lists English language expression under “processing inventories”. This is a limited reference. The course matrix is a little more extensive in that dialectical variances and the impact on literacy acquisition is included. MLPP developmental language rubrics are included.
English Language Learning Screening Instruments	▲ The course matrix includes readings on instructional strategies for ELL students. No reference to ELL screening assessments such as those developed by Michigan Department of Education.
Phonemic Awareness, Phonics	▲ General reference in the syllabus to decoding and in the course matrix that teachers “learn a number of assessments to identify older aged readers, who have problems with phonics and fluency.”; however, no identification of specific assessments.
Vocabulary	▲ Vocabulary is listed with phonemic awareness, phonics as components of decoding. This presents a limited view of vocabulary assessment and instructional strategies , particularly for secondary level students. Suggest including a broader view of vocabulary assessment and instruction to include content and technical vocabulary as well as morphological knowledge.
Comprehension and Fluency	▲ Retellings, use of text structure and inferences are mentioned in the course

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	matrix. The course outline lists comprehension and fluency measures under informal reading inventories. No discussion regarding the role of standardized diagnostic measures for comprehension.
Spelling and Writing Assessment	Again these elements are listed under informal reading inventories in the syllabus, no acknowledgement of standardized diagnostic writing assessments. The course matrix references developmental stages of spelling and identifies instruments such as Shane and Templeton Spelling Inventory, developmental writing stages, and 6 Traits Writing. Recommend employing writing rubrics to assess writing which informs decision making for writing strategies instruction.
Instructional strategies for differentiating learning	There appears to be a good link to instructional strategies based on analysis of the assessment data. The case study calls for the teacher to assess, analyze, apply instructional strategies for a struggling reader or ELL student; however, the course syllabus also includes a reference to special needs of gifted students which is differentiation on the other end of the spectrum.
Assessment strategies	The assessment discussion seems uneven in that some categories are clearly identified with specific assessment tools, whereas other categories only reference that the teacher will select assessments that are deemed appropriate. No reference whatsoever is given to standardized diagnostic tests.
Appropriate field experiences	A field-based case study with a struggling/ELL reader is the heart of this field experience. The case study stipulates that the teacher selects and administers appropriate assessment instruments, analyzes and synthesizes the data, develops a tutoring plan, instructs based on that plan and completes a summary report regarding results of assessment and tutoring including examples of student work. No indication of how this reading diagnosis and differentiation course relates to content area classrooms.

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	<p>General Statements:</p> <p>In many of the course elements, specific assessment instruments are not named. Similarly, the syllabus offers a general statement that the teacher is to “select and administer appropriate assessment instruments to assess one student’s (name of the specific element)”, but does not name specific instruments. The EMU website, cited as a reference for other support documents, did not provide any reference to RDNG 503 and did not enlighten the reviewers regarding specifications for this course review, including specifications for the field experience.</p> <p>Content area reading strategies are referenced in the course syllabus. Including content area reading strategies in the course matrix, particularly in the comprehension and writing discussions, would strengthen this course.</p> <p>The section concerning vocabulary would be enhanced by including content vocabulary- both general and technical vocabulary- and morphological knowledge. Consider adding vocabulary assessments such as the Peabody Picture Vocabulary Test and/or Woodcock Reading Mastery Test.</p> <p>The course syllabus topic outline lists fluency, comprehension, decoding, spelling and writing, as well as strategies and interventions under the heading of Informal Reading Inventories which is rather exclusionary to standardized diagnostic assessments. A more current term would be “formative assessments” which also would be more inclusive of a wider range of assessments.</p> <p>Candidates must be familiar with ELL assessments from MDE.</p>

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