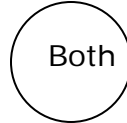


# PA 118 Reading Course Review

**Institution Reviewed:** Eastern Michigan University

**Date:** April 30, 2007

**Courses Certification Level:** Elementary      Secondary



**Course Numbers:** RDNG 672 and RDNG 673

**Reviewed by:** MDE TEAM

**This program is** (please circle one):

**Approved**

**Disapproved**

Course Element	Notes
<b>Interest Inventories</b>	<ul style="list-style-type: none"> <li>▪ Indicated</li> </ul>
<b>Visual &amp; Auditory Discrimination Assessment Tools</b>	<ul style="list-style-type: none"> <li>▪ Indicated</li> <li>▪ No clear assessments provided, but a decent general overview of the content of student learning is represented</li> </ul>
<b>Language expression and processing screening.</b>	<ul style="list-style-type: none"> <li>▪ Indicated</li> <li>▪ "Students learn about a variety of screening tools" according to the matrix but none are specifically identified</li> <li>▪ Discussion of dialect issues included as part of the content, however, none of the readings in the syllabus provide information about any of this. It is assumed this information is provided in lecture format to students</li> <li>▪ Assessment of content occurs in the tutoring sessions through use of unidentified observation forms, notes, rubrics. None are included in the syllabi or specifically identified</li> </ul>
<b>English Language Learning Screening Instruments</b>	<ul style="list-style-type: none"> <li>▪ Indicated, but this should be clarified and delineated</li> <li>▪ According to the chart, "Class readings include articles on how to work with ELL students" and students will learn specific strategies. However, none of the courses appear to have any readings on ELL, although one of the courses (RDNG 672) doesn't mention specific readings at all but lists a "text" that is put together by course instructor</li> <li>▪ The bibliography for RDNG 673 appears not to have any articles</li> </ul>

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	specifically on ELL although we know that the Goatley et al article on Book Clubs has a participant who is an ELL
<b>Phonemic Awareness, Phonics</b>	<ul style="list-style-type: none"> <li>▪ Indicated</li> <li>▪ QRI-4 is the single instrument mentioned on the chart although the outline provided for RDNG 672 syllabus mentions that MLPP and DIBELS will be discussed.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>▪ Indicated</li> </ul>
<b>Comprehension and Fluency</b>	<ul style="list-style-type: none"> <li>▪ Indicated</li> <li>▪ Matrix mentions that “various” assessment tools and strategies will be taught to students, none are specified except the QRI-4</li> </ul>
<b>Spelling and Writing Assessment</b>	<ul style="list-style-type: none"> <li>▪ Indicated</li> <li>▪ unclear which classroom texts, instruments, or theories will be employed to guide analysis</li> </ul>
<b>Instructional strategies for differentiating learning</b>	<ul style="list-style-type: none"> <li>▪ Indicated</li> <li>▪ Reading list for RDNG 673 suggests possibilities for what that might be (e.g. book clubs, tutoring, individualized reading tasks)</li> </ul>
<b>Assessment strategies</b>	<ul style="list-style-type: none"> <li>▪ Indicated</li> <li>▪ Assessment component seems strong as students will actually be working for approx. 15 sessions with at least one student to tutor and then will present the case to the class orally for feedback from students and then eventually instructor</li> </ul>
<b>Appropriate field experiences</b>	<ul style="list-style-type: none"> <li>▪ Indicated (tutoring)</li> <li>▪ Teachers will work with a student or small group of students 15 times to diagnose as well as remediate reading difficulties. It isn't clearly specified that a secondary certified teacher will work only with a secondary student and an elem. certified teacher will work only with an elementary student. We (the reviewers) are unclear if that is required by PA-118 although that</li> </ul>

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	<p>may be implied. We are inferring, given the lack of specificity in either of the syllabi or the chart that teachers will tutor students in their own area of certification.</p>
<p><b>General Statements:</b> We the reviewers have “approved” these courses because the outline provided suggests that the courses will address the topics and perspectives required by the law. However, we want to note that, as reviewers, we had to infer a great deal from the courses given the vagueness with which the matrix and the syllabi describe the courses. Only one of the courses identifies a bibliography, both courses give only general descriptions of assignments (e.g. explaining that teachers will do a “full diagnostic assessment” of the student with whom they will work), and the chart itself identifies only a few of the assessment instruments employed. The level of specificity is less than other courses read by this review team. The institution is encouraged to make the elements fully visible in the syllabi for these courses.</p>	